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An Investigation of the Differential Effects of Evidential and Reputational Cues on Counselee Selection of a Counselor

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by

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VITA

David Martin Lewandowski, son of Martin J. and Mary I. Lewandowski, was born on December 27, 1947, in Buffalo, New York.

Raised with his sisters Judy and Audrey in Cheektowaga, New York, he attended the Maryvale Public School system. Following graduation from Maryvale High School, he enlisted in the United States Navy, April, 1967. Upon receiving an honorable discharge in July, 1969, he entered the State University of New York at Buffalo, and graduated in May, 1974, with a Bachelor of Arts degree in psychology and sociology. On September 2, 1974 he was married to his wife Susan. In September of 1975 he was awarded a vocational rehabilitation grant from the Veterans Administration and began course work leading to a Masters of Science degree in school psychology at Illinois State University in Normal, Illinois. On Febuary 5, 1977 his oldest daughter, Jennifer, was born in Bloomington, Illinois. Upon graduating from Illinois State University in May of 1977, he became employed as an intern school psychologist at Unit School District 9, Assumption, Illinois. After successful completion of his internship and reciept of state certification in the area of school psychology, he became employed as a school psychologist for the SPEED special education cooperative, Chicago Heights, Illinois. He attended Western Illinois University during 1978 completing course work in educational administration which lead to the subsequent attainment of a supervisory endorsement in the area of school psychology. In August of 1979 he became

employed as the Supervisor of Therapuetic Services for the SPEED Alternative High School. On June 26, 1983 his second daughter, Dana, was born in Harvey, Illinois.

At the time of this writing he was employed as the Supervisor of Psychological Services for the Crete-Monee School District and was nearing completion of course work leading to a Doctor of Philosophy degree in educational psychology at Loyola University of Chicago.

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CHAPTER I

INTRODUCTION

Strong (1968) has conceptualized counseling as a social influence process with its basic theoretical foundation being cognitive dissonance theory (Festinger, 1957). He made the assumption that psychological change occurs as a consequence of the interaction of psychological forces generated and altered in the exchange between counselor and counselee. Extrapolating from research findings in social psychology, Strong (1968) identified three characteristics of the counselor (expertness, attractiveness, and trustworthiness) as being of primary importance to the effectiveness of the social influence process. These source characteristics are variables that reportedly control the extent to which counselors may be discredited by counselees. According to Strong, the extent to which the counselee perceives the counselor as expert, attractive, and trustworthy will lessen the likelihood of the counselor being discreditied by the counselee. A counselor is considered to be an expert when the counselor offers knowledgeable arguements that dispute those of the client and has a history of success in problem solving (Atkinson and Carkskaddon, 1975; Barak, Patkin and Dell, 1982; Schmidt and Strong, 1970; Seigal and Sell, 1978). Trustworthiness refers to the extent to which a counselor's attempts to influence are considered to be objective and are perceived as furthering no vested interest of their

own. Counselor trustworthiness is also achieved through the open and sincere manner of the counselor (Kaul and Schmidt, 1971; Rothmeir and Dixon, 1980; Strong and Schmidt, 1970).

Attractiveness as originally defined by Strong (1968) deals with the counselee's liking for, compatability with, and similarity to the counselor. This characteristic is also enhanced when the counselor's qualities of unconditional positive regard and a nonpossesive attitude are perceived in the counselor (Goldstein, 1971; Kehr and Dell, 1976; Murphy and Strong, 1972; Savitsky, Zarle, and Keedy, 1976; Tessler, 1975). Investigators have reported that the counselor should be able to manipulate the probability that the counselee will change his or her opinion to that of the counselor by developing power bases with the counselee. According to Goodyear and Robyak (1981) the five most prevalent power bases from which the counselor can operate are legitimate, expert, referent, informational, and ecological. The first three power bases correspond to the source characteristics of trustworthiness, expertness, and attractiveness and are considered the counselor's primary sources of influence. A legitimate power base emerges from the socially sanctioned view of the counselor as a helper who is guided by professional rather than personal interests. An expert power base reportedly exists to the extent that the counselee perceives the counselor to have professional expertise. In the initial stage of counseling, the counselee must rely on knowledge of the counselor's education and training to form impressions of expertness. A referent power base stems from the perceived "attractiveness" of the counselor. This is based on the counselee's perception that the counselor is similar to the counselee in values, attitudes, and experience. The establishment

of one or more power bases is, theoretically, the first stage in Strong's (1968) model of counseling. During the first stage, counselors reportedly attempt to enhance their perceived expertness, attractiveness, and trustworthiness while increasing the counselee's involvement in counseling. In the second stage, counselors utilize their influence to bring about opinion and/or behavior change in counselees. In addition, Strong postulated that increasing the counselee's involvement in the counseling process reduces the likelihood that the contrary opinion presented by the counselor would be discredited.

It is important to note that Strong (1968) based his hypotheses on the assumption that it is the counselee's perception of certain counselor characteristics which determines the counselor's ability to influence the counselee. Therefore, it is the inferences the counselee draws from the information provided, not the information itself, which determines the counselee's perceptual set (McClelland and Atkinson, 1948) and subsequently the counselor's influence potential for the counselee.

Corrigan, Dell, Lewis, and Schmidt (1980) have identified three main categories related to one's perception of a counselor: evidential cues, reputational cues, and behavioral cues. Evidential cues include nonbehavioral aspects of the counselor such as appearence and attire. Reputational cues refer to indications of the counselor's professional or social role made known by introductions or inferred from information made available about the counselor's background, prior accomplishments, and theoretical or philosophical orientation. Behavioral cues encompass the counselor's verbal and nonverbal behaviors such as content and manner of speaking, body movement (kinesics), and body placement (proxemics) (Corrigan, et al., 1980).

Professionals in the counseling field agree that a positive perception of the counselor by the counselee is indespensable to the counselee's expectancy and preference for the counseling relationship and, hence, to the outcome of the resulting process. If the crucial ingredients in the social influence model of counseling are the source characteristics as identified by Strong (1968), then it follows that attention be given to these variables during the selection process. Because the counselee is dependent on the counselor's legitimate, expert, and referent resources; the initial perception of the counselor may be affected by the presence or absence of cues designed to suggest that the counselor possesses these resources or power to influence. Aspects which are immediately evident to a counselee as well as information provided to the counselee regarding a potential counselor may affect the counselee's perceptions and subsequent selection of a counselor.

There appears to be sufficient data in the social psychology and counseling psychology literature to indicate that the social influence model as postulated by Strong (1968) is becoming an accepted part of counseling theory. In addition, several reviews of the literature in this area (Corrigan, et al., 1980; Goodyear and Robyak, 1981; Heppner and Dixon, 1981) suggest that there is considerable empirical support to warrant further exploration of this model. The investigations conducted to date, however, have identified and examined only those variables which have been related largely to the process of attitude change. There is very little published research on the relative or comparative effects of expertness, attractiveness, and trustworthiness on counselee perceptions of the counselor. Given that which is reported above, the overall purpose of the present study was to determine systematically the effect

that selected evidential (race, gender, physical attractiveness of the counselor) and reputational (information about the counselor's professional and social background) cues have on the selection of a counselor by adolescent subjects utilizing an analogue methodolgy. The research questions addressed in the present study included the following: To what extent, if any, do certain variables affect the perceptions of counselor expertness, attractiveness, and trustworthiness and subsequently the selection of a counselor more than others? What expectations and beliefs do adolescent counselees bring to counseling situations? Do subjects of differing genders and races vary in their reliance on evidential and reputational cues when selecting a counselor? Are some variables more salient for perceived counselor source characteristics? What are the relationships among perceptions of counselor expertness, attractiveness, and trustworthiness?

CHAPTER II

REVIEW OF LITERATURE

The topic of social influence variables has been an important and productive area of research in social psychology and counseling psychology in recent years (Corrigan, Dell, Lewis, and Schmidt, 1980; Heppner and Dixon, 1981). This renewed interest in social influence can be attributed, in part, to Strong's (1968) interpretation of counseling as a two stage process of "interpersonal influence." This model of counseling differs from more traditional approaches in that it explains the counseling process in terms of systematic causality and social psychology. The underlying assumption of systematic causality is that the counselee's behavior is a result of an interaction of forces impinging on the counselee at the time of behaving in a particular way. In the counseling relationship, the counselor is expected to facilitate change in the counselee by directly influencing the counselee's behavior. The social influence model proposed by Strong (1968) suggests particular ways in which counselors can control the social interaction so as to maximize their influence and to minimize the effects of competing sources of influence (Goodyear and Robyak, 1981).

Borrowing from research in the area of opinion change (Goldstien, 1966; Goldstein and Dean, 1966; Goldstein, Heller, and Sechrest, 1966), Strong formulated his main position paper on counseling as a social influence process. Goldstein (1966) suggested that extrapolation of selected principles from social psychology to counseling psychology increases not only the understanding of the counseling process but also

the effectiveness of the counselor. The specific area of opinion-change research was cited by Goldstein as being of particular importance in this instance because opinion change research focuses on communications in both the counseling and social psychology areas.

Cognitive dissonance theory (Festinger, 1957) has been the basis for much of the research done in the area of opinion change. The theory can be summarized briefly as follows:

> Dissonance theory assumes a basic tendency toward consistency of cognitions about oneself and about the environment. When two or more cognitive elements are psychologically inconsistent, dissonance is created. Dissonance is defined as psychological tension having drive characteristics. Thus the existence of dissonance is accompanied by psychological discomfort and when dissonance arises, attempts are made to reduce it. (Zimbardo, 1960, p. 86)

When dissonance theory is applied to a counseling situation, it is assumed that dissonance is created in those situations where a counselor attempts to change a counselee's behavior or opinion. The amount of dissonance created would be a function of the degree of perceived discrepancy between the opinion presented by the counselor and that held by the counselee. Thus, the greater the perceived discrepancy, the greater the dissonance. This discrepancy between the counselee's cognitive constructs and the content of the counselor's communication could be reduced by one of five means: (a) the counselee can change his or her opinion to that of the counselor; (b) the counselee can discredit

the counselor and thus reduce the importance of the cognitive weight of the counselor's assertions; (c) the counselee can devaluate the importance of the issue(s) which reduces the cognitive weights of both positions and, therefore, the absolute dissonance created by their incompatability; (d) the counselee can attempt to change the counselor's opinion and, if successful, eliminate the discrepancy; and (e) the counselee can seek to add cognitions consonant with his or her opinion and thus reduce the relative weight of the assertion (Strong, 1968). The manner in which the counselee attempts to reduce the dissonance is dependent on the circumstances of the influence attempts. If the counselor can not be discredited, if issue importance can not be devaluated, if counterpersuasion can not be exerted, and if social support can not be found; the counselee's cognitive change is a direct function of the cognitive change presented by the counselor. Therefore, to be effective, the counselor must be able to maximize the probability that the counselee will choose the first option. That is, to influence the counselee to change in the direction that the counselor advocates, the counselor must minimize the probability that the counselee will choose one of the other options.

The focus of Festinger's theory (1957) of cognitive dissonance is that arousal of counselee cognitive dissonance is a result of the psychological discrepancy which exists between the counselee's cognitive constructs and the content of the counselor's communications. This discrepancy between the counselee's cognitive constructs and the content of the counselor's communications could only be allieviated if other means of dissonance are controlled. Based on this premise, Strong (1968) hypothesized that the extent to which the counselors are perceived as

expert, attractive, and trustworthy would influence the amount of dissonance the counselee experiences. Therefore, these source characteristics may be considered bases of social power because they contribute to the believeability of influence communications.

The concept of social power stems from the social power theory that has been applied to influence phenomena by many social psychologists (Cartwright, 1965; Dahl, 1957; Emerson, 1962; French and Raven, 1959; Schopler, 1965; Tannenbaum, 1962; Thibaut and Kelley, 1959). Social power theory delineates the factors and processes controlling the counselor's ability to influence the counselee's behavior. In counseling, the counselor's social power resides in the counselee's perception of being dependent on the counselor. For example, counselees in need of direction regarding vocational concerns may view themselves as dependent on counselors who possess the knowledge and skills (i.e. expert power base) the counselees need to solve problems related to this area.

Within the framework of the social influence model of counseling, the application of counselor social power is seen during the first stage of counseling. Here process strategies are designed and developed to increase the strength of the counselor's power bases and to reduce the possiblity of resistance or premature termination from counseling. Research on the factor of counselee resistance by Dell (1973) indicated that counselees resisted the counselor's influence attempts when they perceived the attempts to be inconsistent with the way in which they viewed the counselor. That is, when a counselee perceives a counselor as someone who is operating from a referent (similarity, compatability) social power base, he or she will be resistant to the same counselor's influence attempts if they emerge from an expert power base.

A perusal of recent research (McGuire, 1969; Simons, Berkowitz, and Moyer, 1970; Tedeschi and Lindskold, 1976) in social psychology reveals that these same source characteristics continue to be emphasized as important to the effectiveness of social influence attempts, although additional source characteristics (credibility, power) have been identified. In addition, Corrigan et al. (1980) have revealed a focus on three main categories of cues in conjunction with one's perception of a counselor: evidential cues, reputational cues, and behavioral cues. Evidential cues include such characteristics as physical attractiveness, gender, race, office location, decor, and furnishings. Reputational cues include information about the counselor's professional and/or social background, prior experience, or theoretical orientation. Behavioral cues refer to the counselor's verbal and nonverbal behaviors. It would appear that certain of these cues may enhance the perceived source characteristics of the counselor, which in turn could presumably increase their ability to influence counselees toward change. All things considered, the reviews by Corrigan et al. (1980) and Heppner and Dixon (1981) suggest considerable support for Strong's (1968) social influence model of counseling.

Evidential Cues

Race of the Counselor

Researchers have examined within a counseling context evidential cues such as race, gender, and physical attractiveness of the counselor. Increasing attention has been given in recent years to the impact of race and racial compatability in the counseling literature (Harrison, 1975; Sattler, 1977). A review of the literature in this area conducted by

Heppner and Dixon (1981) suggests that counselor race is an important factor in counselor perceptions and effectiveness. A study of particular interest conducted by Carkhuff and Pierce (1967) was designed to delineate the differential effects of the race and social class of the counselor upon counselee depth of self-exploration. The sample population consisted of southern female schizophrenics who were residents of a mental health facility. The lay counselors employed were southern women who had completed a mental health training program. Each counselor saw each patient for a one-hour clinical interview. Six four-minute excerpts were randomly selected from each of the 64 recorded interviews and rated for depth of self-exploration in interpersonal processes. The results revealed that the depth of self-exploration was more intense when patients and lay counselors were of the same race (black or white) and social class (upper or lower) than when patients and lay counselors were of a different race and class. No significant interactions occured between race and social class within either patient or counselor groups. Of course, the results of this study were limited due to the nature of the population. In another investigation utilizing a counterbalanced design, Banks, Berenson, and Carkhuff (1967) attempted to determie the differential effects upon black undergraduate subjects in initial interviews using an inexperienced black counselor and three white counselors of varying degrees of experience and types of training. They found that the "inexperienced" black counselor and one "relatively inexperienced" white counselor were each rated as being more effective than two more experienced white counselors by black counselees of both sexes. The counselor's sex was not reported. In addition, all counselees seen by the black counselor stated that they would return for

a second session. This is in contrast to the results reported for the white counselors, where only one-third of the counselees said they wanted further encounters with any of the three counselors. The results indicated that the race and type of counselor orientation (i.e. process versus trait-and-factor orientations) may be more important than the level of counselor experience in the counseling relationship.

The results of the Banks et al. (1967) study were questioned due to the disparity between the number of white compared to black counselors employed. Hefferon and Bruehl (1971) designed a study to contrast a sample of black lay counselors with an equal sample of white lay counselors of similar age and educational background. The counselors were given training (8 hours) in Rogerian counseling techniques. Upon completion of training each counselor was assigned to groups composed of three eighth grade black males who were matched for IQ, reading level, academic achievements, and attendance. The counselors met with their groups once a week for eight weeks. The subjects reactions to counseling were assessed by the Mooney Problem Checklist, Barrett-Leonard Relationship Inventory, and an adjective checklist for real-and-ideal self. Although there was no systematic difference in results based on paper-pencil instrumentation, the behavioral measure suggested greater preference for black counselors. The findings were interpreted in terms of perceived similarities between counselors and counselees.

Gardner (1972) sought to determine how selected personal characteristics of counselors are related to their facilitative effectiveness as seen by black undergraduate students. The results of the study found that race, experience, and education were significant sources of effect for student ratings on the Gross Ratings of Dimensions

of Facilitative, Interpersonal Functioning Questionnaire. Furthermore, race and experience were cited as major factors that determine maximum counselor effectiveness with black subjects. Education was found to be the least powerful of counselor variables.

Results of research that have focused on the interpersonal influence process in counseling have led to mixed and inconclusive results. Citing serious methodological flaws in the study conducted by Banks, Berenson, and Carkhuff (1967); Cimbolic (1972) attempted to discern the effects of counselor race, experience level, and counselor-offered conditions upon black counselee's perceptions of these counselors. Counselees rated counselors on three counselor dimensions: counselor effectiveness, counselor likability, and counselor skill level. Results indicated that black students did not show a preference for counselors as a function of race, but as a function of counselor experience level. This is contradictory to the findings of Banks et al. (1967), in which two-thirds of their counselees were unwilling to return to a white counselor. All of the counselees in the Cimbolic study were willing to return to at least one of the white counselors for future counseling. To some degree, this study represented a methodological improvement over the Banks et al. study, however, the author cautions that the results obtained may be limited due to the geographical background of the subjects.

Peoples and Dell (1975) examined the effect of counselor race and the level on observer's ratings of these counselors. Fifty-six female students (28 black, 28 white) viewed a brief videotape of a counseling session. The experimental conditions varied, alternating race and activity level of the counselor. Analysis of students' ratings found

that significantly different expertness ratings were given to black and white counselors by both black and white students. However, the differential ratings could not be unequivocally attributed to either counselor race or role performance. Another study (Atkinson, Maruyama, and Matsui, 1978) found that for Asian American students the race of the counselor affected experience ratings for some, but not all, of the students. More specifically, students rated a counselor whom they heard on an audio-tape as more credible and approachable for help when he was introduced as an Asian American than when he was introduced as a Caucasian American.

Merluzzi, Merluzzi, and Kaul (1977) assessed the effects of expert and referent power bases and counselor race on subject's attitude and behavior change. Counselors, both black and white, developed expert and referent power bases in interviews with subjects. The results indicated that the all white population responded more favorably to black counselors portraying expert roles versus attractive roles. The opposite was true for white counselors. A limitation of the study was that only female counselors were used.

Focusing on single or combined effects of counselor-client race (black-white) and counselor climate (warm-cold) Gamboa, Tosi, and Riccio (1976) investigated the preferences of delinquent girls for specific counselors in counseling transactions involving personal-social, educational, or vocational content. The subjects were black and white adjudicated delinquent females incarcerated in a Ohio Youth Commision facility. Gamboa et al. reported that the strongest preference for a counselor among the sample of delinquent girls was when counseling was related to educational-vocational matters. Furthermore, white subjects

preferred the black counselor over the white counselor in terms of the personal-social criterion. Porche and Banikiotes (1982) presented racial and attitudinal information about a hypothetical male or female counselor to 247 black and white female adolescents to discern their perceptions of the counselor. Results indicated that attitudinal rather than racial information was observed to have a more crucial effect in determing perception of the counselor. Those counselors who were portrayed as attitudinally similar were rated significantly higher than those dissimilar in terms of their perceived attractiveness, trustworthiness, expertness, and social attraction. It was also noted that racial information influenced the perceived attractiveness of a counselor. This was manifested in the higher ratings white counselors received when compared to black counselors on a measure of perceived attractiveness. There was no difference, however, with regard to ratings of trustworthiness and expertness between the groups. In conclusion, it would appear that the findings of these research studies taken as a whole, conflict in that some studies report significant effects and others report no effects, or in some cases, effects in the opposite direction. Thus, the effects of the counselor's race on the counselee's preference for a counselor remain unclear.

Counselor Gender

The gender of the counselor has also received considerable attention in the research literature with mixed results again being reported in that early studies show one preference and later studies another. Koile and Bird (1956) administered the Mooney Problem Checklist to college freshmen in order to determine preferred sources of help with a variety of problems. Male and females expressed different preferences

with respect to the preferred sex of the counselor. Persons of both sexes preferred to seek help, for both personal and vocational problems, from a counselor of their own sex rather than one of the opposite sex. However, females were more inclined to voice a no preference as well as to prefer a male than were males to prefer a female counselor. Fuller (1964) asked college students in a counseling center before counseling, if they preferred a male or female counselor. Male students expressed a greater preference for a female than did females for both vocational and personal problems. Although both males and females preferred male counselors to females, females preferred a female counselor for personal concerns. However, Dolan (1974) 10 years later, found that male and female college students did not exhibit a preference for the sex of the counselor. The author (Dolan, 1974) cautions that these findings are limited and should not be generalized beyond the population of a two-year community college in an urban setting. Johnson's (1978) study, however, supported the Fuller and the Koile and Bird findings. The study examined sex role expectancies for counselors as a function of sex of student, preference for counselor's sex, and sex of the counselor being rated. Male and female college students were asked what sex of counselor they would prefer if they were seeking assistance with personal or social concerns. Results indicated that when students showed a preference for the sex of the counselor, they preferred the same sex counselor. Also, students with sex preferences for counselors had more stereotyped expectancies for counselor characteristics than did students with no preference. This would suggest possible attitudinal changes in that males more often preferred female counselors than did males in previous studies. However, Banikiotes and Merluzzi (1981) discovered that female

subjects felt a greater ease in disclosure with female counselors rather than male counselors. The study was designed to assess the influence of counselor gender, counselor sex role orientation (traditional or egalitarian), subjects sex role orientation (masculine, feminine or androgynous), and counselee problem type (sex role related or not sex role related) on female subjects' judgments of their comfort with disclosing to counselors and their perceptions of the counselor's attractiveness, expertness and trustworthiness. The concepts of traditional and egalitarian sex role orietentation were operationally defined as follows: traditional sex role orientation was characterized by the counselor's engaging in hobbies typical of their own sex, being involved in activities with the child of their own sex, and having met their spouse in an unequal status situation. Egalitarian sex role orientation was defined by having the counselor engage in hobbies not typical of either sex, being involved in activities with children of both sexes, and having met their spouse in an equal status situation. Results showed that, in addition to greater ratings of comfort being evidenced with female rather than male counselors and with egalitarian rather than traditional counselors, female egalitarian counselors were perceived as more expert, and male traditional counselors were believed to be the least trustworthy.

Brooks (1974) examined the effects of counselee sex and counselor sex in a controlled analogue situation utilizing a measure of self-disclosure (Suchman, 1963) that would take affect into account. College students were rated on self-disclosure in interviews with either male or female interviewers of high or low status. All subjects revealed more to high-status than to low-status male interviewers but did not

differ in revealingness to female interviewers with varying statuses. Brooks suggests that future research utilize multiple measures of self-disclosure to avoid erroneous unidimensionality and to resolve the contradictory results on sex differences in self-disclosure.

Heppner and Pew (1977) investigated the effects of counselor gender on perceptions of expertness. A counseling analogue design evaluated the effects of evidential cues (i.e. diplomas and awards) and the sex of the counselor on perceived expertness. Undergraduate college students (65% female) completed a semantic-differential questionnaire which contained a 6-item scale of perceived expertness. No differential perceptions of expertness based on counselor gender were found. However, results indicated that diplomas and awards significantly influenced the subject's initial perception of counselor expertness. These findings have particular significance for the present study. Lee, Hallberg, Jones, and Haase (1980) reported that female and male counselors did not differ in regard to their perceived credibility. The study evaluated preference for counselor gender and perceived credibility of the counselor in relation to the type of client concern. White, middle-class secondary students (grades 12 and 13) both male and female, assessed counselor credibility after viewing videotaped interview scripts depicting a counselor interacting with counselee on two separate concerns. Although a strong Counselor Gender preference X Client Concern was evident, there was no significant difference in the perceived credibility of the counselor regardless of gender or of the two counselee concerns presented. However, secondary school females and males alike preferred the female counselor for concerns related to childbearing and the male counselor for vocational concerns. These findings are consistent with

those of Boulware and Holmes (1970) who reported that university women preferred older male counselors for vocational concerns, but preferred older woman counselors for personal concerns.

Overall, the results of the studies reported above suggest that the gender of the counselor may affect the counselee's perception of the counselor. However, the paucity of studies and the lack of information regarding the weight of this variable relative to other counselor characteristics prohibits generalization at this time.

Physical Attractiveness of the Counselor

Strong (1968) did not include physical attractiveness in his original statement as a basis of social attraction. However, physical attractiveness has consistently been shown to affect interpersonal attraction and performance evaluation (Berschied and Walster, 1974). The focus of the study conducted by Barocas and Vance (1974) was on the way professional judgments by counselors were influenced by their impressions of counselee attractiveness. College students were seen by male and female counselors for personal problems at a university counseling center. The counselor's retrospective ratings on the attractiveness of the counselee were related to interview performance, initial clinical status, final clinical status, and prognosis. Regardless of the sex of the counselor or counselee, attractiveness ratings by counselors were significantly related to prognosis. Cash, Begley, McGown, and Weise (1975) had female and male subjects view an audio-visual tape of the same male counselor in an attractive and unattractive mode. Both sexes perceived the attractive counselor mode more favorably in relation to interpersonal traits, as well as professional credibility. The attractive counselor also gained more favorable outcome expectancies.

Two control groups who listened to the tapes but were unaware of the counselor's appearance did not differ from each other in their ratings of the counselors.

Replicating the Cash et al. study utilizing a female counselor, Lewis and Walsh (1978) reported that attractive female counselors were perceived more favorably by female subjects in relation to assertiveness and interest and were judged more competent to help with personal problems. The results, however, were only evident for female subjects. Two control groups, unaware of counselor attractiveness, did not differ from each other on rating the impression variable. In another replication, Carter (1978) using both female and male counselor stimuli (photographs), found "...results do not support the Cash et al. findings of a clear positive effect of physical attractiveness for a male counselor nor do they suggest the validity of generalizing the effects to female counselors." The restricted range between the attractive and unattractive stimuli might suggest that an unattractive condition did not exist. She did, however, discover an interaction between sex and attractiveness for female counselors and several counselor impressions, as well as outcome expectancy variables. This was particularly true in the attractive conditions. Cash and Kehr's (1978) assessment of counselor attractiveness extended the length of the exposure to the stimulus condition. Instead of impressions being based on introductions only, female subjects listened to audiotapes of counseling interviews conducted by peer counselors of both sexes, who were physically attractive, physically unattractive or physically anonymous (no photo). Counselees perceived the attractive counselors, male and female, superior in reference to counselor traits, contribution to the counseling process,

motivation for continuation in counseling, and expectancy of counseling gain. Furthermore, no difference occured between the attractive and physically anonymous conditions. This would tend to offer support for the debilitative influence of unattractiveness rather than the facilitative influence of attractiveness. The results of early studies thus suggest for both professional and peer counselors, physical attractiveness may bias observers' initial perceptions and expectations. Furthermore, the data indicate that this bias may be the negative effect of low attractiveness rather than the positive effect of high attractiveness. However, more recent studies offer contradictory findings. Cash and Salzbach (1978) demonstrated that for peer counselors an attractive male counselor was evaluated higher in relation to expertise, interpersonal attraction, trustworthiness, empathy, regard, and genuineness. The attractive condition being mitigated by a moderate number of counselor self-disclosures; the nature and extent of these effects may depend on the degree and type of counselor self-disclosure during the initial interview. Zlotlow and Allen (1981) studied the validity of the influence of counselor attractiveness via observation of audio-visual tapes. They reported that counselor ratings were positive when subjects actually met with the counselor in contrast to when they simply observed them. They concluded that physical attractiveness is less a strong predictor of counselor effectiveness than it is a perceived skill in counseling. It should be noted, however, that an unattractive condition did not exist in the Zlotlow and Allen study.

Attending to the major methodological flaws of previous research, Vargas and Borkowski (1981) investigated the interaction between quality of counseling skills as defined by the emerging presence or absence of

empathy, genuineness, positive regard, and physical attractiveness as joint determinants of counseling effectiveness. Male college students saw either an attractive or unattractive female counselor who displayed either good or poor counseling skills. Physical attractiveness had an impact on perceived effectiveness independent of the counselor's skillfulness. In contrast, analysis of future data revealed that only in the good skills condition did attractivenes augment impressions about the desirability of the counselor in treating other social and behavioral problems.

All things considered, the function of perceived counselor physical attractiveness appears to debilitate in an unattractive condition rather than enhance the effects of attractiveness. The results of the research reported above, however, have led to tentative conclusions; the interaction effects between perceived physical attractiveness of the counselor and other variables may explain some of the above-mentioned inconsistencies.

Reputational Cues

Reputational cues, such as counselor introductions and presession information, have elicited mixed results in regard to counselee's perception of counselors. Those studies that have manipulated introductions found significant differences between counselee's ratings on measures of expertness. Hartley (1969) investigated the effect that varied source credibility given in introduction statements would have on the perceived credibility of the counselor during the process of group counseling. The subjects consisted of selected elementary students

randomly chosen from the fifth-grade classes of four elementary schools in two school districts. The students were counseled in groups for 10 bi-weekly sessions under conditions of either high or low credibility. Under the high-credibility conditions the counselor was introduced as a highly qualified and experienced counselor with the inclusion of positive personal traits; under the low-credibility conditions, the counselor was introduced as a graduate student with limited experience and qualifications with no mention of personal attributes. Weekly measures of the students' perceptions indicated that the differences resulting from the introductions persisted through the 10 group sessions. Greenberg (1969) examined the effects of alerting college students during preinterview session that the counselor they were about to listen to in a audio-taped interview was either warm or cold, experienced or inexperienced. The students rated themselves as more attracted to the warm counselor and also more receptive to counselor influence attempts.

Utilizing analogue interviews, Patton (1969) obtained similar results. The independent variables were preinterview introductions manipulated to present the counselor as either liking and being similar to or not liking and being dissimilar to the client. Goldstein (1971) concluded, based on his replication of the aforementioned studies, that preinterview introductions could influence the initial perceptions of the counselor's attractiveness. He noted, however, that the condition was less effective when counselees subsequently talked to the counselor.

Several investigations examined the combined effects of using status introductions in conjunction with office decor, titles, and therapeutic core conditions. Scheid (1976) examined the relative influence of counselor behavior and of counselor status on subject's

perceptions of the counselor, by manipulating both counselor introductions and their display of therapeutic core conditions. Results indicated that subjects' viewed those counselors introduced as having more experience and a high status as being more competent and comfortable than those introduced as having less experience and lower status. In this study status did not appear to influence perceptions of the counselor in general. Guttman and Haase (1972) examined the effects of counselor reputation in an analogue study in which the subjects were given information regarding the counselor's degree of expertness with appropriate office locations and decor. Although the same counselors interviewed all the subjects, the results indicated that subjects responded more positively to counselors depicted as non-expert, but they recalled more information from interviews with counselors who were described as experts. Price and Iverson (1969) studied the effect of manipulating the status introductions of the counselor and the counselor behavioral consistency with five expected counselor role behaviors utilizing audio-taped interviews. High status counselors who conformed to role expectations received more favorable evaluations by subject observers.

The mixed results reported above appear to be a result of the diverse number of dependent measures utilized. However, the data do reveal that the manipulation of counselor status and experience via introductions and presession information differentially effects the counselee's perception of the counselor.

Recapitultion

The research studies reported above stem from Strong's (1968) original position paper extrapolated from social psychological research on counseling as a social influence process. Strong contended that the counselors abilities to influence their clients is affected by their clients' perceptions of them as expert, attractive, and trustworthy. In addition, three categories of cues (evidential, reputational, and behavioral) have been identified (Corrigan, et al., 1980) in conjunction with counselees perceptions of a counselor. Evidential cues include nonbehavioral aspects of the counselor, such as appearance and attire. Reputational cues include indications of the counselor's professional or social background made known by introductions or inferred from information made available. Behavioral cues encompass the counselor's verbal and non-verbal behavior, such as content and manner of speaking, body movement, and body placement. The research reviewed above focused on the importance of selected evidential (race, gender, physical attractiveness of the counselor) and reputational cues (information about the counselor's professional and social background) as perceived by the counselee.

Although it would appear that the results of the research findings reported above have led to mixed and inconclusive results related to social influence variables, the social influence model continues to show some promise for research and practice. The large amount of work done in this area over the past 10 years (Wampold and White, 1985) and the fact that counseling involves at least two people attempting to somehow influence each other in a interpersonal situation strongly suggest that an approach to viewing counseling from a social influence perspective is reasonable. The major focus of the research studies reported above was on

the events that influence the manner in which the counselee perceives the counselor. Little systematic attention has been give to the relative or comparative effects of the various source characteristics on counselee perceptions of counselors, and ultimately the interpersonal process. The research reported thus far has failed to consider those variables that counselees bring to counseling. Thus, a number of important questions remain unanswered regarding the effects of differential perceptions of the counselor on the subjective judgments of the counselee in relation to the selection of a counselor.

CHAPTER III

Method

Hypotheses

The investigator tested the following null hypotheses:

1. There will be no significant differences between mean scores on the Expectations About Counseling Questionnaire attractiveness scale across age, sex, or race.

2. There will be no significant differences between the mean scores on the Expectations About Counseling Questionnaire expertness scale across age, sex, or race.

3. There will be no significant differences between the mean scores on the Expectations About Counseling Questionnaire trustworthiness scale across age, sex, or race.

4. There will be no significant relationship between Counselor Rating Form scores and the attractiveness variable.

5. There will be no significant relationship between Counselor Rating Form scores and the gender variable.

6. There will be no significant relationship between Counselor Rating Form scores and the race variable.

7. There will be no significant relationship between Counselor Rating Form scores and the status variable.

Subjects

The subjects for the study were 285 middle-class male (n=126; black, n=53; white, n=73) and female (n=159; black, n=84; white, n=75) adolescents attending a suburban Chicago high school. They were volunteers from tenth, eleventh and twelveth grade regular English classes. The subjects ranged in age from 15-18 years with a mean age of 16-6 and received neither pay nor course credit for their participation. Prior to their participation in the study, all volunteers indicated that they had had no previous counseling experience. I determined social class membership through the use of Warner's Socioeconomic Index (1956, see Appendix A for details). I excluded from the sample population those subjects identified as not falling within the middle-class of socio-economic standing.

Stimulus Materials

The investigator selected facial photographs for manipulating counselor physical attractiveness and age based on pilot work conducted three weeks prior to the actual study. I randomly drew the pilot sample from the overall subject pool and it therefore seemed to be representative of the sample population. I then asked the 49 male (n=20) and female (n=29) pilot subjects (black, n=23, and white, n=26) to differentially evaluate 60 male and female facial photographs on the dimensions of physical attractiveness and age. The facial photographs were achromatic and showed the individuals from the shoulders up with neutral facial expressions and void of other possibly biasing features (i.e. eye glasses, facial hair on males, etc.). The pilot subjects

viewed achromatic slides of the faces, presented in a random order, for approximately 15 seconds per slide. During the exposure, the subjects rated the faces for physical attractiveness on a 11-point Likert-type scale ranging from 1 (very unattractive) to 11 (very attractive). In a repetition of the entire series, the subjects indicated how old they thought the person was by circling one of two age intervals (35 years of age or younger, or 36 years of age or older). Based on a 80% category agreement among the pilot raters, 45 slides reportedly depicted counselors to be 35 years of age or younger. From this pool of 45 slides, I selected 16 male and female faces (white, n=8; black, n=8) for use in the actual study utilizing the Abbott Classification System (Abbott, 1982). The Abbott Classification System ensured that the variable of physical attractiveness produced a valid attractive and unattractive condition. Mean ratings of attractiveness for the photographs selected were 7.65 and 2.59. The actual photographs used in the study received pretest ratings for Counselor A, 6.8; Counselor B, 2.89; Counselor C, 7.60; Counselor D, 8.10; Counselor E, 2.03; Counselor F, 6.46; Counselor G, 2.75; Counselor H, 7.50; Counselor I, 9.35; Counselor J, 2.17; Counselor K, 7.46; Counselor L, 7.96; Counselor M, 2.64; Counselor N, 3.85; Counselor O, 2.28; and Counselor P, 2.17, respectively (see Appendix C for details). There were no significant differences between the attractiveness ratings based on sex and race of the pilot raters on this task.

In addition to evaluating the slides in terms of age and physical attractiveness, the pilot sample differentially evaluated certain counselor characteristics presented in a written format (see Appendix D for details). Subjects indicated the extent to which each of 35

counselor characteristics had a positive (+), a negative (-), or irrelevant (0) effect on their perceptions of a counselor. I analyzed the results obtained from the pilot subjects by computing the percentage of subjects who responded to each category of each item (see Table 1 for details).

Nine counselor characteristic descriptors had a positive influence and six counselor characteristics had a negative influence on the pilot sample's perceptions of a counselor. These identified counselor characteristic descriptors determined the status manipulation condition in the form of high and low status introductions of hypothetical counselors (8 high, 8 low). The content of the introductions varied based on the descriptors used (see Appendix C for details). For example, in the high status condition, the introductory statement depicted the hypothetical counselor as being a doctorate-level practitioner with a significant number of years experience and desirable personal traits. In the low status condition, the introductory statement depicted the hypothetical counselor as a recent college graduate at the bachelors level with minimal experience and less desirable personal traits.

Instrumentation

The Expectations About Counseling Questionnaire (EAC, Tinsley, Workman and Kass, 1980; see Appendix E for details) was used to assess expectancies for specific, theoretically relevent dimensions of counseling behavior. The EAC consists of 17 scales that tap various expectancies about counseling. The standard EAC instructions, which direct respondents to imagine and report expectations for an initial interview with a counseling psychologist, included the term "counselor" in place of "counseling psychologist." Areas covered include client

Table 1

Percent of Pilot Sample Responses on the Counselor Characteristic Survey

Item	Positive Influence	Negative Influence	No Influence
1	86	10	4
2	80	14	6
3	19	69	12
4	53	25	22
5	53	18	29
6	65	27	6
7	22	63	29
8	84	4	10
9	80	14	6
10	80	12	8
11	47	10	43
12	69	22	6
13	88	8	4
14	86	10	4
15	76	18	6
16	61	22	18

(table continues)

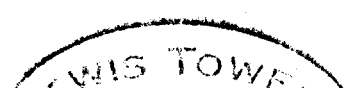
Item	Positive Influence	Negative Influence	No Influence
17	69	16	14
18	59	10	31
19	10	22	69
20	33	18	51
21	73	12	14
22	73	16	10
23	31	65	4
24	7	71	22
25	65	29	6
26	55	31	14
27	86	12	2
28	55	14	31
29	49	33	18
30	0	69	31
31	86	10	4
32	76	20	4
33	76	6	18
34	37	18	45
35	41	10	47

attitudes and behaviors, counselor characterisitics, characteristics of process, and quality of outcome. The number of items per scale range from 6 to 11, and each item is responded to on a 7-point continuum of definitely expect this to be true to definitely do not expect this to be true; larger scale scores indicate a stronger expectancy for the scaled attribute. Scale reliabilities range from .77 to .89, with a median reliability of .82 (Tinsley, et. al., 1980).

The Counselor Rating Form (CRF, Barak and LaCrosse, 1975; see Appendix F for details) consists of 36 bipolar adjectives, scaled on 7-point scales. I revised the CRF somewhat to match the reading level of the sample population following a review of the instrument by the chairperson of the English department at the high school from which the subjects were selected. The ratings provide a measure of the subjects' perceptions of a counselor's social attractiveness, trustworthiness, and expertness as described by Strong (1968). Each dimension represented 12 items, and scores were computed by summing the items on each dimension. The dimensions of the CRF appear reliable; split-half coefficients = , .87, .85, and .90 for the three variables, respectively (LaCrosse and Barak, 1976).

Procedure

The investigator collected the data for the study in two group sessions, consisting of 180 and 105 subjects, respectively. Within each session, the experimental conditions were the same. After each subject sat in the experimental room, he or she received a packet of information that contained an orientation to the study, an Expectations About Counseling Questionnaire, a Counselor Rating Form, sixteen counselor descriptions, and machine scorable, coded answer sheets. After



distribution of the packets and instructions, the subjects opened the envelopes and inspected the contents to assure that all the necessary materials needed for the completion of the rating tasks were enclosed and in the proper order. The investigator then presented a brief introduction related to the overall nature and purpose of the study. I then asked the subjects to carefully read the orientation statement (see Appendix G for details). Following this presentation, the subjects carefully reviewed the instructions regarding the completion of the various dependent measures (Expectations About Counseling Questionnaire Counselor Rating Form). The subjects then had an opportunity to ask questions related to the forms to be utilized or the procedures to be followed. At the conclusion of the brief question and answer period, the subjects proceeded with the paper and pencil tasks per written and verbal instructions starting with the EAC questionnaire. The investigator directed the subjects to record their first impressions and assured the subjects that all ratings would be confidential. After reading the instructions, the subjects filled out the EAC questionnaire to record their expectancies about counseling on the appropriately coded answer sheet. Upon completing the EAC instrument, the subjects proceeded to the rating task. After looking at the stimulus photographs and reading the status description, the subjects completed the CRF to record their impressions of the hypothetical counselor on the appropriately coded answer sheet. The subjects followed the same procedure for each of the remaining hypothetical counselors depicted in the manipulated stimulus materials. Upon finishing the rating task, the subjects sealed the material in the envelopes provided and returned them to the investigator. I then thanked and debriefed the subjects as to the purpose of the study.

The data from eighteen subjects' were eliminated from the final analysis as a result of the subject's failure to complete the rating portion of the study.

Design and Data Analysis

As previously stated, the overall purpose of this study was to determine the effect that selected evidential (race, gender, physical attractiveness of the counselor) and reputational (information about the counselor's professional and social background) cues have on the selection of a counselor by adolescent subjects utilizing an analogue methodology. The analytic paradigm consisted of the following partitions: a 2 (gender of subject) x 2 (gender of counselor) x 2 (race of counselor) x 2 (physical attractiveness of counselor) x 2 (status of counselor) design. Black and white, male and female subjects received status, gender, race, and physical attractiveness information about hypothetical black and white, male and female counselors. The two levels of status information were (a) high (positive influence on counselee's perceptions of counselor) or, (b) low (negative influence on counselee's perception of counselor). The two levels of counselor race were black and white. The two levels of physical attractiveness were (a) attractive (as defined by a mean rating of 7.65 on the Abbott Classification System) or, (b) unattractive (as defined by a mean rating of 2.59 on the Abbott Classification System).

A three-way analysis of variance, utilizing a full factorial model, determined the main effects of sex, race, and age and the effects of their interactions on the expertness, attractiveness, and trustworthiness scales of the Expectations About Counseling Questionnaire .

Point-biserial correlation procedures were used to determine

response differences between the independent variables (evidential and reputational cues) and the dependent variables (Counselor Rating Form scales). A Fisher Z-test was used to determine if significant differences existed between the mean correlations for the independent variables across the race and gender of the subject. In addition, a phi-statistic was used to determine if a relationship existed between the race and gender of the subjects, and Pearson correlations were used to determine if relationships existed between the three scales of the CRF and the age of the subject.

CHAPTER IV

RESULTS

This study was designed to investigate the effects that selected evidential (race, gender, physical attractiveness of the counselor) and reputational (information about the counselor's professional and social background) cues have on the selection of a counselor by adolescent subjects. The hypotheses were that there would be no differences among the mean scores on the Expectation About Counseling Questionnaire across the attractiveness, trustworthiness, and expertness variables. Also, that there would be no relationship among Counselor Rating Form scores across the variables of physical attractiveness, gender, race, and perceived status of the counselor.

The subjects, grouped by age, sex, and race for the study, consisted of 285 middle-class adolescents attending a suburban Chicago high school. Tables 2 and 3 present a comparative summary of the subjects according to present year in school, age, sex, and race.

This section presents the analysis of the data in two parts: First, the analysis of the data related to testing null hypotheses one, two, and three obtained from the pre-experimental evaluation of the subject's expectations regarding counselor/counseling behavior utilizing the Expectations About Counseling Questionnaire (EAC) as the dependent measure; second, the analysis of the data related to testing null hypotheses four, five, six, and seven obtained from the post-experimental

Table 2

Distribution of Demographic Data

Present Year in School

School Year	Frequency
Freshman	3
Sophomore	136
Junior	61
Senior	85

Age of Respondent

Age	Frequency
15	89
16	87
17	61
18	48

Sex of Respondent

Sex	Frequency
Female	159
Male	126

Race of Respondent

Race	Frequency
Black	137
White	148

Table 3

Distribution of Demographic Data by Sex and Race

Black Males

Present Year in School

School Year	Frequency
Freshman	1
Sophomore	29
Junior	6
Senior	17

Age of Respondent

Age	Frequency
15	21
16	13
17	10
18	9

(table continues)

Black Females

Present Year in School

School Year	Frequency
Freshman	1
Sophomore	47
Junior	12
Senior	24

Age of Respondent

Age	Frequency
15	39
16	15
17	20
18	10

(table continues)

White Males

Present Year in School

School Year	Frequency
Freshman	0
Sophomore	31
Junior	19
Senior	23

Age of Repondent

Age	Frequency
15	15
16	30
17	11
18	17

(table continues)

White Females

Present Year in School

School Year	Frequency
Freshman	1
Sophomore	29
Junior	24
Senior	21

Age of Respondent

Age	Frequency
15	14
16	29
17	20
18	12

evaluation of the subject's preferences for a counselor utilizing the Counselor Rating Form (CRF) as the dependent measure. The pre-experimental evaluation consisted of examining the Expectations About Counseling Questionnaire (EAC) scores for all subjects. The EAC assessed expectations for theoretically relevant dimensions of counseling behavior. It should be noted that only three of the 17 scales (trustworthiness, attractiveness, and expertness) which comprise the EAC were utilized to determine expectancies about counseling. The post-experimental evaluation consisted of examining the Counselor Rating Form (CRF) scores which reflected the subjects impressions of the sixteen analog counselors presented.

Analysis of the Attractiveness Variable on the EAC Questionnaire

To test null hypothesis one, (Ho_1: There will be no significant difference between the mean scores on the Expectations About Counseling Questionnaire attractiveness scale across age, sex, or race) an analysis of variance (ANOVA), utilizing a full-factorial model, was used to determine the main effects of SEX, RACE, and AGE and the effects of their interaction on the variability of the scores for Attractiveness. An alpha level of .05 was predetermined as the level of statistical significance necessary to reject the null hypotheses. Table 4 presents the means and standard deviations for the 285 subjects on the attractiveness variable. On the basis of the results of the three-way analysis of variance, the researcher rejected null hypothesis one (F (15, 269) = 2.59 with p = 0.0013). That is to say that a significant difference was identified between subject race and the attractiveness

Table 4

Means and Standard Deviations for All Groups on the Expectations About Counseling Questionnaire : Attractiveness Scale

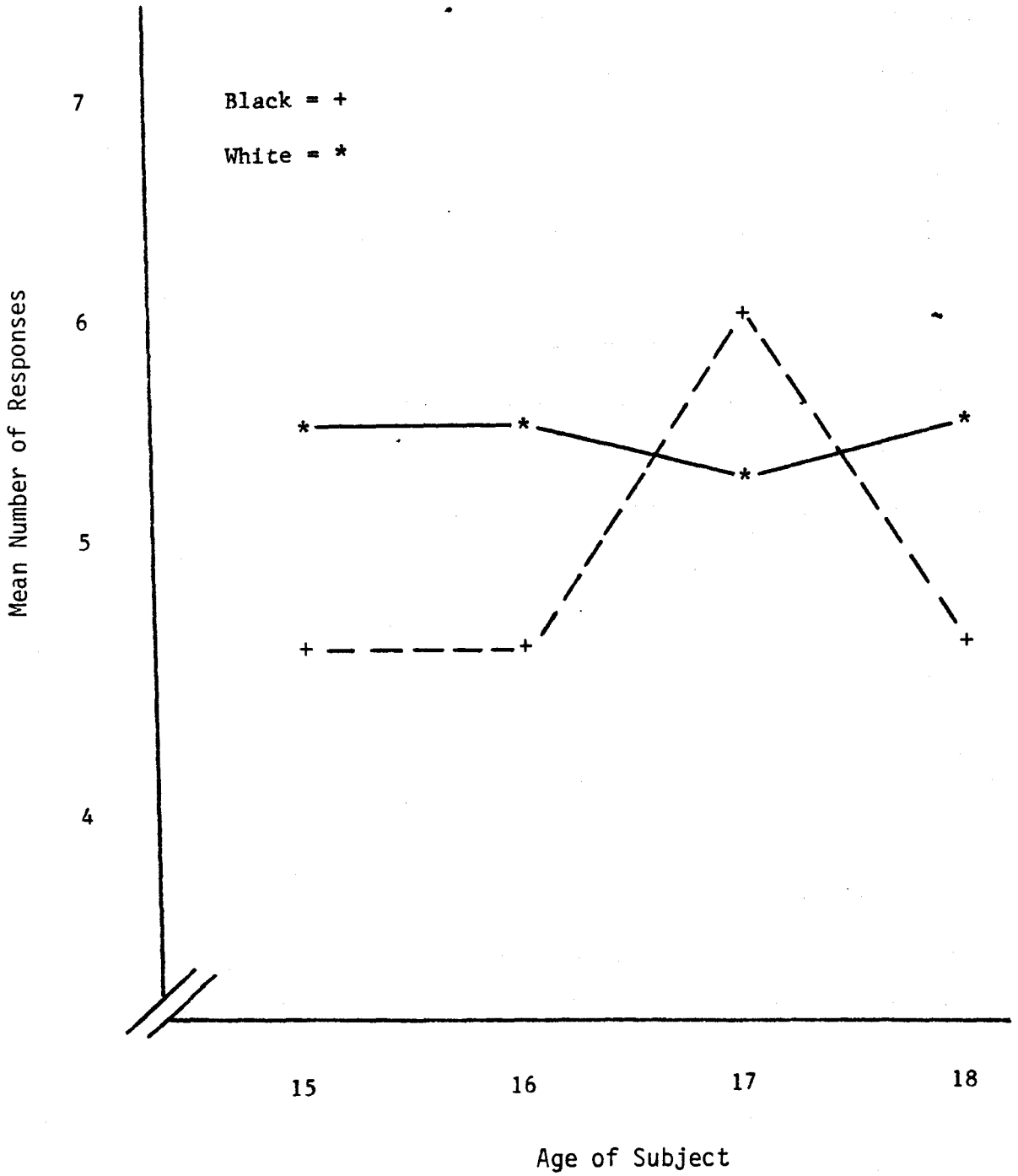
	N	Mean	Standard Deviation
Race			
Black	137	4.9976	1.1474
White	148	5.3761	1.2468
Gender			
Male	126	5.2063	1.2823
Female	159	5.1845	1.3925
Age			
15	89	5.0412	1.3888
16	87	5.1839	1.2898
17	61	5.6448	1.1577
18	48	4.9236	1.4639

Table 5

Main Effects of Sex, Race, and Age on Attractiveness on the EAC

	df	Type III ss	F Value	PR > F
Sex	1	0.0861	0.05	0.8201
Race	1	7.2998	4.39	0.0371 *
Sex*Race	1	2.1536	1.30	0.2561
Age	3	20.5436	4.12	0.0072 *
Sex*Age	3	3.2905	0.66	0.5814
Race*Age	3	25.7976	5.17	0.0019 *
Sex*Race*Age	3	2.1737	0.44	0.7313

Figure 1 . Interaction Effects of Race and Age on Attractiveness



dimension of the EAC.

However, the full-factorial model accounted for only 12.61% of the variability in Attractiveness. A careful examination of the results reported in Table 5 and Figure 1 reveals that the interaction of RACE and AGE contributed, in part, to the variance in attractiveness. A Tukey multiple-comparison procedure identified significant differences between 17 year old blacks and all other black age groups, and between 15 year old black and white subjects. No other group differences appeared to exist on the race variable. The overall findings indicated that black subjects placed greater emphasis than white subjects on the attractiveness variable. In addition, 17 year old blacks rated this variable higher than other black age groups. Also, there was a significant difference between black and white subjects at 15 years of age. The white subjects ratings were significantly higher than black subjects for this age group on the attractiveness variable but there was no difference noted across the gender of the subject on this variable.

Analysis of the Expertness Variable on the EAC Questionnaire

To test null hypothesis two (H_{o2}: There is no significant difference between the mean scores on the Expectations About Counseling Questionnaire expertness scale across age, sex, or race.) an analysis of variance (ANOVA), utilizing a full-factorial model, was used to determine the main effects of SEX, RACE, and AGE and the effects of their interactions on the variablity of the scores for Expertness. Table 6 presents the means and standard deviations for the 285 subjects on the Expertness variable. The results of the analysis failed to reject the

Table 6

Means and Standard Deviations for All Groups on the Expectations About Counseling Questionnaire : Expertness Scale

	N	Means	Standard Deviation
Race			
Black	137	5.3041	1.1401
White	148	5.4527	1.1195
Gender			
Male	126	5.3783	1.0442
Female	159	5.3836	1.1967
Age			
15	89	5.3558	1.0466
16	87	5.3793	1.0987
17	61	5.4262	1.2869
18	48	5.3750	1.1560

null hypothesis (F (15, 269) = 0.92 with p =0.540). Table 7 reports the results of this analysis.

An examination of these results indicated that no significant difference existed in perceived Expertness across the SEX, RACE, or AGE of the subject. That is, the sample population did not perceive the dimension of perceived counselor expertness to be a significant factor regarding their expectations about counseling.

Analysis of the Trustworthiness Variable on the EAC Questionnaire

To test null hypothesis three (Ho_3: There is no significant difference between the mean scores on the Expectations About Counseling Questionnaire trustworthiness scale across age, sex, or race.) an analysis of variance (ANOVA), utilizing a full-factorial model, was used to determine the main effects of SEX, RACE, and AGE and the effects of their interactions on the variability of the scores for Trustworthiness. Table 8 presents the means and standard deviations for the 285 subjects. Once again, the results failed to reject the null hypothesis for the overall model (F (15, 269) = 0.92 with p = 54). Table 9 reports the results of this analysis.

An examination of these results indicates that no significant difference exists in Trustworthiness across the sex, race, or age of the subject. As with the Expertness variable, the sample population did not find the dimension of perceived counselor Trustworthiness to be a significant factor regarding their expectations about counseling.

Table 7

Main Effects of Age, Race, and Sex on Expertness on the EAC Questionnaire

	df	Type III ss	F Value	PR > F
Sex	1	0.0932	0.07	0.7876
Race	1	3.2011	2.50	0.1152
Sex*Race	1	0.3441	0.27	0.6048
Age	3	0.6236	0.16	0.9189
Sex*Age	3	1.2135	0.32	0.8160
Race*Age	3	5.6146	1.46	0.2244
Sex*Race*Age	3	8.0902	2.10	0.0985

Table 8

Means and Standard Deviations for All Groups on the Expectations About Counseling Questionnaire : Trustworthiness Scale

	N	Means	Standard Deviation
Race			
Black	137	6.0219	1.0132
White	148	6.1194	1.1100
Gender			
Male	126	5.9735	1.1192
Female	159	6.1509	1.0145
Age			
15	89	6.0899	0.9663
16	87	6.1916	0.9813
17	61	5.8852	1.3756
18	48	6.0625	0.9165

Table 9

Main Effects of Age, Sex, and Race on Trustworthiness on the EAC Questionnaire

	df	Type III ss	F Value	PR > F
Sex	1	2.8810	2.53	0.1125
Race	1	1.4633	1.29	0.2575
Sex*Race	1	0.3095	0.27	0.6022
Age	3	4.9828	1.46	0.2241
Sex*Age	3	1.2241	0.36	0.7854
Race*Age	3	1.6433	0.48	0.6992
Sex*Race*Age	3	5.4841	1.61	0.1661

Analysis of the Counselor Rating Form (CRF)

Analysis of the Attractiveness Variable

To test null hypotheses four (H_{04}: There is no significant relationship between Counselor Rating Form scores and the attractiveness variable), I calculated point-biserial correlations between the mean scores attained on three of the CRF scales (expertness, attractiveness, and trustworthiness) and the race and gender of the subjects (see Appendix H for detials). I then partitioned the point-biserial correlations on the physical attractiveness of the analog counselor dimension (physically attractive or physically unattractive) and computed mean correlations. I conducted Fisher Z-tests to test for significance of the difference between the mean correlations for the three CRF scales across subject race and gender. Results of the Z test for difference between independent correlations show that the mean correlations between physically attractive and physically unattractive analog counselors were not significant across the three CRF scales (attractiveness, $Z = .2494$, $<.01$; trustworthiness, $Z = .0831$, $< .01$; expertness, $Z = .6769$, $< .01$) for subject race and gender (attractiveness, $Z = .3681$, $< .01$; trustworthiness, $Z = .3681$, $<.01$; expertness, $Z = .2494$, $<.01$). Thus, the results of the analysis failed to reject the null hypothesis. The results indicate that the manipulated physical attractveness variable of the analog counselor did not differentially affect the preferences of the subjects regardless of subject race or gender.

Analysis of the Race Variable

To examine the relationships of the three CRF scales (expertness, attractiveness, and trustworthiness) to the analog counselors race, I computed point-biserial correlations for subject race and gender (see Appendix H for details). I then partitioned the point-biserial correlations on the race (black or white) of the analog counselor dimension and calculated mean correlations. Fisher Z-tests conducted on the mean correlations for each group on each of the CRF scales across subject race and gender indicated that there is not a significant relationship between analog counselor race and the CRF scales of attractiveness (race, $Z = 1.1876$, $< .01$; gender, $Z = .2375$, $< .01$), trustworthiness (race, $Z = .5938$, $< .01$; gender, $Z = .0273$, $< .01$), and expertness (race, $Z = 1.0095$, $< .01$; gender, $Z = .2375$, $< .01$). The results therefore failed to reject null hypotheses five (Ho_5: There is no significant relationship between Counselor Rating Form scores and the race variable). The findings indicated that the race of the analog counselor had no differential affect on subjects preferences in the present study.

Analysis of the Gender Variable

To test null hypotheses six (Ho_6: There is no significant relationship between Counselor Rating Form scores and the gender variable) I again calculated point-biserial correlations between the mean scores attained on each of the CRF scales and the race and gender of the subjects (see Appendix H for details). I partitioned the point-biserial correlations on the gender (male or female) dimension of the analog

counselor and calculated mean correlations. The Fisher Z-tests conducted on the mean correlations for the three CRF scales across subject race and gender showed that the mean correlations between male and female analog counselors were not significant across the CRF scales. That is, there was no relatioinship between analog counselor gender and the attractiveness (race, Z = .0237, < .01; gender, Z = .3562, < .01), trustworthiness (race, Z = .1187, < .01; gender, Z = .0712, < .01), and expertness (race, Z = .4750, < .01; gender, Z = .3384, < .01) scales of the CRF. Therfore, the results failed to reject the null hypothesis. As with the attractiveness and race variables, the dimension of analog counselor gender was not a significant factor influencing subject preferences for the analog counselors.

Analysis of the Status Variable

I computed Point-biserial correlations between the mean scores attained on each of the CRF scales and the race and gender of the subjects (see Appendix H for details) to test null hypotheses seven (Ho_7: There is no significant relationship between Counselor Rating From scores and the status variable).

I then partioned the point-biserial correlations on the status dimension (high or low) of the the analog counselor and calculated mean correlations. To determine if a significant difference existed between the mean correlations for each of the pairings (high vs low status) on each of the CRF scales, across subject race and gender, I conducted Fisher Z tests. Results of the Z-test indicate that perceived status correlated significantly with perceived attractiveness (Z = 1.888, < .01)

and perceived expertness (Z = 1.7428, < .01) but not trustworthiness (Z = .7648, < .01) for female subjects in the present study. That is to say, the female subjects viewed the analog counselor depicted as being of high status to be more similar to and compatable with them, and as having greater expertise in their field than the low status analog counselors. No significant relationships existed across the three CRF scales for subject race (attractivess, Z = .1425, < .01; trustworthiness, Z = .5904, < .01; expertness, Z = .0118, < .01). On the basis of these results, null hypothesis seven was rejected.

Finally, I calculated Pearson correlations in order to determine whether perceived attractiveness, trustworthiness, and expertness of the analog counselor were correlated with the age of the subject. Table 16 presents these results. None of the correlations were significant across the sixteen analog counselors depicted in the study. Also nonsignificant were the results of a phi statistic computed to determine if a relationship existed between the race and gender of the subjects.

CHAPTER V

DISCUSSION

Summary of the Results

As pointed out previously, the major focus of this study was to determine the effects that selected evidential (race, gender, physical attractiveness of the counselor) and reputational (information about the counselor's professional and social background) cues have on the selection of a counselor by adolescent subjects. The investigator was interested in testing for effects of counselee expectations in addition to determining the effects that selected evidential and reputational cues have on the preferences of counselees utilizing an analogue methodology. A secondary focus of attention was the examination of the comparative effects of counselee preferences.

The investigator designed the first three null hypotheses (Ho_1, Ho_2 Ho_3) to permit examination of adolescents expectations about counseling relevant behaviors. I performed three 2 (gender of subject) X 2 (race of subject) x 4 (age of subject) analyses of variance (ANOVAs), utilizing a full factorial model, one for each of the three dependent measures on the Expectations About Counseling Questionnaire (perceived attractiveness, trustworthiness, expertness). For the attractiveness ratings (see Table 5) there was a statistically significant main effect for subject age and race (F (15, 269) = 2.59 with p = 0.0013) and a significant interaction

(see Figure 1) between age and race (F (12, 272) = 3.15 with p = 0.0003). These findings led to the rejecting of null hypothesis one. Overall, blacks as a group, placed greater emphasis on the attractiveness variable than all other groups. Results indicated that 17 year old blacks placed greater emphasis on the attractiveness variable than did other black age groups. In addition, 15 year old white subjects placed greater significance on this variable than did 15 year old blacks.

For both the expertness and trustworthiness ratings (see Table 7 and 9 for details), I found no significant statistical interactions nor any significant main effects due to subject age, race, or gender variables. Therefore I did not reject null hypotheses two and three. These findings suggest that, as a group, the adolescent subjects find the dimensions of perceived counselor expertness and trustworthiness not to be significant factors regarding their expectations about counseling.

The researcher designed null hypotheses four, five, six, and seven, to permit examination of adolescent subjects preferences for selected counselor characteristics (race, gender, physical attractiveness, and status). I performed point-biserial correlations for each of the three dependent measures on the Counselor Rating Form (perceived attractiveness, trustworthiness, and expertness) and subject race and gender (see Appendix H for details). I then partitioned the correlations on the counselor characteristic dimension (i.e. high status vs. low status) and computed mean correlations for each group. In addition, I calculated Fisher Z tests to test for differences between the independent correlations. There was a significant relationship identified between the perceived status of the analog counselor and perceived attractiveness ($Z = 1.888, < .01$) and expertness ($Z = 1.7428, < .01$) for female

subjects. On the basis of these results, null hypothesis seven was rejected. All other test results failed to reveal correlations among the variables, therefore I did not reject null hypotheses four, five, and six. Also, I calculated Pearson correlations to determine if relationships existed between the three scales of the CRF and the age of the subject (see Table 16 for details). I found the results of the analysis to be non-significant as were the results of the phi-statistic computed to determine if a relationship existed between subject race and gender.

General Discussion

Since Strong (1968) first described counseling as a social influence process an increasing number of social psychology and counseling psychology researchers have conducted investigations designed to provide empirical support for Strong's model. Interest in the model has led to the publication of over one hundred research reports and several reviews of the literature have indicated that the social influence model is a recurrent research theme (Wampold & White, 1985). Recently, the 1968 paper was referred to by Heesacker, Heppner, and Rogers (1982), as an emerging classic in the counseling psychology literature. The model contends that the counselor's ability to influence their counselees is affected by the counselees perceptions of them as expert, socially attractive, and trustworthy. Research on the social influence model, however, is not flawless. Recent reviews of the literature (Corrigan, Dell, Lewis, & Schmidt, 1980; Heppner & Dixon, 1981) note the somewhat tentative, unsystematic nature of the accumulated

findings which have restricted the conclusions drawn from the numerous investigations.

The purpose of the present study was to address some of the methodological flaws cited in the literature reviews and to determine systematically the effect that selected evidential (race, gender, physical attractiveness of the counselor) and reputational (information about the counselor's professional and social background) cues have on the selection of a counselor by adolescent subjects utilizing an analogue methodology. The present research project rasied two major questions: First, what initial expectations and beliefs regarding the percieved expertness, social attractiveness, and trustworthiness of the counselor do adolescent subjects of varying genders, ages, and races bring into counseling situations ? Secondly, do different degrees of perceived counselor characteristics differentially influence the perceptions of counselor expertness, social attractiveness, and trustworthiness for adolescent subjects of varying genders, races, or ages? In an attempt to address the first question, all subjects completed the Expectations About Counseling Questionnaire . Although evidence on counselee's expectations exerting a negative influence on the counseling process is far from being conclusive (Duckro, Beal, & George, 1979) the general and widely held belief is that counselee's enter counseling with expectations about what it will be like. Therefore, information about such expectations would presumably enhance the establishment of facilitative power bases during the first stage of counseling (Strong, 1968).

The research over the past three decades, however, has not led to consistent and meaningful conclusions in the area of specifying differential counselee expectations regarding counseling. This has been

due in part, to the focus on a narrow range of global counselee expectations and the utilization of non-reliable scales (Tinsley & Harris, 1976; Tinsley, Workman, & Kass, 1980). The development of the Expectations About Counseling Questionnaire (EAC, Tinsley, et al., 1980) represented an attempt to address this shortcoming. In addition, many of the studies available have reported results obtained on non-counselee populations. It is assumed that individuals who are motivated to seek counseling may differ in various ways from individuals reporting expectations about an imaginary counseling interview. However, recent research reported by Hardin & Subich (1985) has provided preliminary evidence with which to dispute this belief insofar as expectations about counseling are concerned. The failure of the Hardin & Subich study to reveal differences as a result of client-nonclient classification suggest that data gathered on non-client samples may be used to accurately infer initial expectations of actual clients. There is additional support for this view presented in other studies utilizing the EAC with non-counselee samples (Heppner & Heesacker, 1982; Heesacker & Heppner, 1983).

The present study, in part, was designed to assess non-counselee expectations for counseling/counselor behaviors as a function of perceived expertness, attractiveness, and trustworthiness. In addition, the design of the present study permited comparison of responses of differing races and varying ages on the EAC questionnaire so as to contribute to the normative data base for this instrument. The results of an investigation conducted by Tinsley and Harris (1976) suggested that undergraduate students held relatively strong expectations related to the aforementioned variables of expertness, social attractiveness, and trustworthiness. To determine if the adolescent subjects of different

genders, ages, and races held similar beliefs, I examined the responses of the subjects in the present study on the Expectations About Counseling Questionnaire . The outcome of this examination indicated that significant differences existed between races on the attractiveness variable; blacks, as a group, when asked to imagine an initial counseling interview reported expectancies different from white subjects under identical conditions. That is, the black subjects expected the analog counselor to be more similar to them in attitudes and beliefs than did the white subjects. Also, 17 year old blacks appeared to place greater emphasis on this variable than other black age groups. However, this finding of a significant interaction effect is inconsistent with the results reported by others and may be spurious. The black respondents in the present investigation may not have constituted a representative sample. I did not identify any other significant differences on any of the other dependent variables (perceived expertness, trustworthiness) due to the main effects of gender, race, or age were identified.

Unfortunately, the present results, fail to support previous research conducted by Tinsely and Harris (1976) where the strongest expectancies were of seeing an experienced, genuine, expert, and accepting counselor that counselees could trust. A possible explanation for the current incompatable findings, however, may exist. The EAC consists of 17 scales that tap various expectancies about counseling. A factor analysis performed by Tinsley, Workman, and Kass (1980) examining the latent dimensions underlying client expectancies for counseling identified four expectancy factors (Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance). Seven of the 17 scales had factor loadings higher than .50 on the Personal Commitment factor.

Of the three scales used in the present study (attractiveness, trustworthiness, expertness), only the attractiveness scale contributed significantly to this factor. Therefore, the present failure to find differences on the trustworthiness and expertness scales due to the age, race, or gender of the subject may be a result of their limited impact as suggested by the Tinsley, et al. (1980) research.

In summary, the findings of the present study have not shown that expectations about counseling differ as a function of perceived trustworthiness and expertness across subject race, age, or gender. The most influential variable related to counseling expectations in the present research project was the social attractiveness of the analog counselor depicted. Black adolescents held expectations that the analog counselor would be more similar and compatable with them than did the white adolescents sampled. If the current results can be supported by replication studies, EAC results gathered prior to counseling might facilitate the counselor's attempts to establish the appropriate power base(ses) during the initial stage of counseling (Strong, 1968). For example, the recognition by the counselor of beliefs regarding the counseling process held by the counselee is viewed as assisting in the establishment of a referent power base.

In an attempt to answer the second question (Do differennt degrees of perceived counselor characteristics differentially influence the perceptions of counselor expertness, social attractiveness, and trustworthiness for adolescent subjects of varying genders, races, and ages?), I performed point-biserial correlation procedures on the three dependent measures of the Counselor Rating Form (CRF, Barak and LaCrosse, 1975) used to assess the subjects perceptions of 16 analog

counselors. The CRF measured the social influence dimensions of perceived counselor expertness, attractiveness, and trustworthiness as originally proposed by Strong (1968), and attempted to address the methodolgical flaws evidenced in previous research. The results of the correlational analysis conducted revealed that adolescent female subjects in the present study rated the high status analog counselors higher than low status analog counselors on two of the social influence dimensions of the CRF. That is, these subjects perceived high status analog counselors as having more expertness and social attraction, but not trustworthiness, therefore supporting the positive effects of high status. The finding of a significant relationship between counselor status and perceived counselor expertness and social attraction supports previous research that has shown that when status is manipulated via introductions, differential perceptions of counselor expertness are obtained (Broooks, 1974; Claiborn & Schmidt, 1977; Greenberg, 1969; Hartley, 1969; Price & Iverson, 1969; Spiegel, 1976; Strong & Schmidt, 1970). According to the social influence model, this status effect would suggest support for the notion that high status counselors are perceived as more valid sources of assertions (Hovland, Janis & Kelly, 1953) than low status counselors, and it therefore seems more likely that they would be more influential in the change process in counseling. I found no significant relationships due to perceivied trustworthiness of the analog counselor when the status variable was manipulated. This finding is reflective of the limited previous research conducted on perceived counselor trustworthiness. Difficulties in isolating this trustworthiness characteristic may be one possible reason it has not been investigated more fully by others. Early theory (Hovland et al., 1953) included trust as a component of

credibility. Corrigan (1977) found it to be correlated with both expertness and attractiveness. Perhaps trustworthiness is not perceivable as a seperate counselor characteristic but functions as an enhancer of expert and attractive credibility. Another possibility is that criteria for judging trust may be more personal, more sensitive to individual values and less explicitly expressible than for expertness and attractiveness. Measuring it may require establishing an individual baseline of expected trust for each rater as a standard for judging the trustworthiness of a counselor.

In the present study, the influence of another counselor characteristic, that of counseor race was also examined. Researchers have debated the impact of racial similarity on counselee's perceptions of counselors (Banks, 1971; Sattler, 1977). In the present study, correlations among the CRF scales and the race of the analog counselors across subject gender were not significant; however, several areas approached statistical significance on the basis of race (attractiveness, $Z = 1.1876$, $< .01$; expertness, $Z = 1.0095$, $< .01$). This finding although tentative at best, is consistent with previously reported findings that have supported the positive relationship between racial similarity and counselor attractiveness (Banks, et al. 1967, Sue, 1975). An alternative explanation for the present results, however, is that although subjects attended to and were aware of the manipulation of analog counselor race, the race variable (particularly since the socio-economic variable was held constant) was not powerful enough to differentially influence their perceptions. Support for this conclusion is in the research investigating the effects of examiners race on IQ performance that has long been an area of concern (Loehlin, Lindzey, & Spuhler, 1975).

Although many researchers maintain that differences in racial membership do affect examiner/examinee relationships, the research evidence indicates that this is usually not the case with regard to the performance of black participants on either individual or group administered intelligence tests (Meyers, Sundstrom, & Yoshida, 1974; Sattler, 1974). Shuey (1966) from her review of literature, concluded that the examiner's race does not adversely affect the IQ's of black examinees. However, generalization is limited due to the paucity of studies and faulty methodology. These findings taken in combination with the findings of the present study, would then bring into serious question the importance of a racial match between counselee and counselor in the establishment of a positive counseling relationship (Fielder, 1951; Grosser, 1967; Thomas, 1970; Porche & Banikiotes, 1982).

The variable of social attractiveness puported to be measured by the CRF, deals with a person's liking for, compatability with, and similarity to another individual. According to previous studies the physical attractiveness of the counselor, although not included in Strong's (1968) original statement, has affected interpersonal attraction (Bersheid & Walster, 1974; Carter, 1978; Cash, Begley, McGown, & Weise, 1975; Cash & Kehr, 1978; Cash & Salzbach, 1978; Lewis & Walsh, 1978), and was therefore included as a variable to be manipulated in the present study. Unlike previous research (Carter, 1978; Lewis & Walsh, 1978) the physical attractiveness manipulation during the present study was highly successful, involving discrepant ratings at the extremes of the Abbott Classification System (1982) for physically attractive (mean score = 7.65) and physically unattractive (mean score = 2.59) analog counselors. The results of the present study indicate that the differential levels of

physical attractiveness did not affect the subjects' ratings of perceived expertness, social attractiveness, or trustworthiness for adolescents of differing races, ages, and genders. Once again, the failure to identify relationships is inconsistent with previous research supporting the effect of physical attractiveness on perceived expertness reviewed by Bershcied and Walster (1974). There are at least two possible explanations for the contradictory results reported here. First, is the possible multidimensionality of physical attractiveness. Attractiveness is a subjective perception and is influenced by such elusive factors as personality, or as in the present study, the validity of a single still achromatic photograph. The suggestion here is that there may be an additional variable or combination of variables, other than mere physical attractiveness at work in the initial stages of counseling. Secondly, as previously discussed, the attractiveness scale of the CRF purports to measure social attraction as originally defined by Strong (1968) which excluded consideration of the counselor's physical attractiveness. Therefore, it may be that the instrument was not sensitive to this variable as presented in the present study.

The results of the analysis of the gender variable indicated that this counselor characteristic did not significantly affect the adolescent subjects preference for a counselor. This is inconsistent with the trend reported in previous research which suggested that counselees preferred to seek assistance from counselors of the same gender. A possible explanation for my failure to find a significant relationship between analog counselor gender and the three scales of the CRF is that the subjects consciousness of sex stereotyping may have been raised over the years. That is to say that the attitudes manifested in the present study

are different from subjects in previous research (Brooks, 1974; Boulware & Holmes, 1970; Dolan, 1974; Fuller, 1964; Heppner & Pew, 1977; Johnson, 1978; Koile & Bird, 1956), or that stereotyping may still exist but on a more repressed level due to lowered social desirability of stereotyped attitudes. In addition, the analog counselor's status may have masked individual differences previously found with student populations. Certain types of cues seem more potent than others in eliciting intended perceptions. The results of studies conducted on evidential cues such as counselor gender have shown mild and/or mixed results. In general, however, manipulation of reputational cues (i.e. status) appear to have created more robust effects (Brooks, 1974; Clairborn & Schmidt, 1977; Grenberg, 1969; Hartley, 1969; Schied, 1976; Spiegel, 1976; Strong & Schmidt, 1970a).

Overall, the current results seem to suggest that adolescent clients of varying races, gender, and ages placed little significance on selected counselor characteristics, with the exception of counselor status. On this dimension, females, as a group, perceived the analog counslors depicted as being of high status, to be more similar and compatable with them and as having greater expertise in the field.

Since publication of Strong's (1968) initial theoretical postulations, research on the social influence model has been considerable, although limited in scope (Wamplod & White, 1985) Also, the progression of investigations in this area has not always been systematic, often leading to contradictory findings.

The lack of continuity in the data compiled is due, in part, to differences in theoretical constructs, experimental procedures, and the modes of measurements utilized, which have limited the usefulness of

comparisons between findings from various studies. In spite of these obvious short comings that preclude clear answers to many questions, additional research in this area appears warranted. Still, there is much to be done before the counseling profession acccepts the social influence model as a viable theory in counseling psychology.

The final section presents a discussion related to possible future investigations, in terms of both delineating research questions and identifying more viable research methodologies.

Implications for Future Research

Several limitations to the present study need to be addressed. First, the subjects gave evaluative reactions to the analog counselors after viewing a single still black and white photograph and reading a brief narrative description. Whether similar findings would result from a study conducted with counselees in an actual counseling setting is an empirical question to be investigated. Helms (1976) reported that subjects who actually spent time with a counselor evaluated the counselor more positively than did subjects who reviewed narrative information about the same counselor.

Second, the restricted age (15-18 years) and socio-economic status (middle-class) of the subjects limits the generalizability of the results of the present study. The narrow range of subject ages and socio-economic status of this sample may have had an impact on the responses elicited, especially the positive perception of the high status counselor as being most similar to them. Additional research to investigate these variables within a groups of subjects who are more

hetrogeneous in background appears warranted.

Third, the use of an experimental analogue methodology may further prohibit the generalizability of these findings. As suggestd by Gelso (1978) inspection of analogue studies indicate that very often levels of the experimental variable being manipulated do not match those existing in the natural situation. That is to say that the prospective counselee would find it difficult to come up with a counselor who is that "unattractive" or "inexpert". Given these limitations, the generalization of the findings of the present study should be limited to populations reflective of the sample population.

Numerous analog studies have been conducted on the social influence model. This has provided for strong internal validity at the expense, however, of external validity. Although analog studies offer the advantage of greater experimental control, flexibility, and practicallity (Munley, 1974), researchers are limited in generalizing their findings to actual practice. To increase the external validity of future research utilizing an analog methodology, it is important that the experimental simulation meets the five guidelines originally proposed by Strong (1971). Heppner and Pew (1981) indicate that over half of the existing analogue studies on the social influence model are in violation of all of these parameters.

Secondly, there is a need for research that systematically explores the effects of the counselee's perceived needs on counselor's power. Researchers have failed to consider those variables that enhance as well as mediate the counselor's efforts. Heppner and Heesacker's (1982) study revealed the existence of a reciprocal phenomenon which supported Strong and Clairborn's (1982) contention that it is the counselee's expectations

that enhance counselor power. This would suggest that the focus of attention in terms of who controls the process of counseling should be shifted to the counselee.

Likewise, much of the research conducted to date has little, if any impliction for theory. Those studies that have focused on the perceptions of the counselor as the only dependent variable have failed to test the influential effects of the manipulated perceptions and have few implications for dissonance theory (1968), reactance theory (1976), or any other theory of interpersonal influence.

Finally, at the present time there is little data on the relative or comparative effects of the various source characteristics (perceived expertness, attractiveness, and trustworthiness) on counselee's perceptions of counselors, and ultimately the social influence process. In addition, researchers have not examined what happens to the events that cue perceptions of these characteristics and affect the influence process over time.

Additional research is needed to further investigate the viability of the social influence model for counseling theory and practice. Research questions are numerous, for example: Do some behaviors affect perceptions of perceived counselor expertness, trustworthiness, and social attraction and subsequently the influence process more than others? Does the relative importance of events change over time, such as counselor characteristics, verbal and non-verbal behavior? What are the interrelationships among perceptions of counselor expertness, attractiveness, and trustworthiness, initially and over time?

In conclusion, the main finding of this study is that adolescent

subjects do indeed report differential expectations and preferences in the selection of a counselor. That is to say that black subjects exhibited greater expectancy that the counselor would be similar to and compatable with them. Although I generated the reported expectancy statements in an experimental setting with a relatively new instrument (EAC), the findings reported here (e.g. black adolescents expect the counselor to be similar to, and compatable with them) do suggest some useful considerations when viewed within the context of the social influence model. In addition, I found that high status introductions affect female adolescent perceptions of counselor expertness and social attracitveness. Validation of the present results, however, with counselee's in actual an counseling setting would facilitate generalization of these results to "real life" counseling situations.

The tentative nature of these conclusions are critical, however, as well as the continued consideration of the utility of counseling as a social influence process. Further understanding of the extent to which the source characteristics of perceived counselor expertness, attractiveness, and trustworthiness takes prescidence over other factors in the counseling process would be beneficial to researchers and practitioners in their attempts to better attend to and utilize counselee's expectations and preferences.

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Appendix A

INDEX OF SOCIO-ECONOMIC STATUS

CAREFULLY READ EACH OF THE FOLLOWING STATUS CHARACTERISTIC GROUPINGS AND CIRCLE THE NUMBER OF THE CHARACTERISTIC WHICH BEST DESCRIBES YOUR OCCUPATION, SOURCE OF INCOME, HOUSE TYPE AND DWELLING AREA. PLEASE RETURN THE COMPLETED FORM WITH THE APPROPRIATE LETTER OF CONSENT.

Occupation: Revised Scale

1	Lawyers, doctors, dentists, engineers judges, high-school superintendents, veterinarians, ministers (graduated from divinity school), chemists, etc, with post-graduate training, architects	Business valued at $75,000 and over	Regional and divisional managers of large financial and industrial	Certified Public Accountants			Gentleman farmers
2	High-school teachers, trained nurses, chiropodists, chiropractors, undertakers, ministers (some training), newspaper editors, librarians (graduate)	Business valued at $20,000 to $75,000	Assistant managers and office and department managers of large businesses, assistants to executives, etc.	Contractors			Large farm owners, farm owners
3	Social workers, grade-school teachers, optometrists, librarians (not graduate), undertaker's assistants, ministers (no training)	Business valued at $5,000 to $20,000	All minor officials of business	Auto salesmen, bank clerks and cashiers, postal clerks, secretaries to executives, supervisors of railroad/ telephone, etc., justices of the peace	Contractors		
4		Business valued at $2,000 to $5,000		Stenographers, bookkeepers, rural mail clerks, railroad ticket agents, sales people in dry goods store, etc.	Factory foremen, electricians plumbers carpenters watchmakers } own business	Dry cleaners, butchers, sheriffs, railroad engineers and conductors	
5		Business valued at $500 to $2,000		Dime store clerks, hardware salesmen, beauty operators, telephone operators	Carpenters, plumbers, electricians (apprentice) timekeepers, linemen, telephone or telegraph, radio repairmen, medium-skill workers	Barbers, firemen, butcher's apprentices, practical nurses, policemen, seamstresses, cooks in restaurant bartenders	Tenant farmers
6		Business valued at less than $500			Moulders, semi-skilled workers, assistants to carpenter, etc.	Baggage men, night policemen and watchmen, taxi and truck drivers, gas station attendants, waitresses in restaurant	Small tenant farmers
7					Heavy labor, migrant work, odd-job men, miners	Janitors, scrubwomen, newsboys	Migrant farm laborers

Source of Income

1. Inherited wealth
2. Earned wealth
3. Profits and fees
4. Salary
5. Wages
6. Private relief
7. Public relief and non-respectable income

House type: Revised Scale

1. Excellent houses
2. Very good houses
3. Good houses
4. Average houses
5. Fair houses
6. Poor houses
7. Very poor houses

Dwelling Area

1. Very high; Gold Coast, North Shore, etc.
2. High; the better suburbs and apartment house areas, houses with spacious yards, etc.
3. Above average; areas all residential, larger than average space around houses; apartment areas in good condition, etc.
4. Average; residential neighborhoods, no deterioration in the area
5. Below average; area not quite holding its own, beginning to deteriorate, business entering, etc.
6. Low; considerably deteriorated, run-down and semi-slum
7. Very low; slum

Appendix B

PLEASE RATE THE FACE YOU WILL SEE FOR PHYSICAL ATTRACTIVENESS ON THE 11-POINT SCALE LISTED BELOW. PLACE AN X IN THE SPACE ON THE SCALE WHICH BEST DESCRIBES THE FACE SHOWN

A B 1. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 2. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 3. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 4. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 5. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 6. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 7. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 8. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 9. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 10. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 11. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 12. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 13. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 14. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A B 15. VERY UNATTRACTIVE ___:___:___:___:___:___:___:___:___:___:___ VERY ATTRACTIVE

A	B	16.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	17.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	18.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	19.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	20.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	21.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	22.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	23.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	24.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	25.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	26.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	27.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	28.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	29.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	30.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	31.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	32.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	33.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	34.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	35.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE

A	B	36.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	37.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	38.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	39.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	40.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	41.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	42.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	43.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	44.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE
A	B	45.	VERY UNATTRACTIVE	___	___	___	___	___	___	___	___	___	___	VERY ATTRACTIVE

THE SLIDES WILL NOW BE REPEATED. PLEASE RATE THE FACES SHOWN FOR AGE. IF YOU BELIEVE THE FACE SHOWN IS THAT OF A PERSON 35 YEARS OF AGE OR YOUNGER, CIRCLE THE LETTER "A" TO THE LEFT OF THE NUMBER OF THE SLIDE SHOWN. IF YOU BELIEVE THAT THE FACE SHOWN IS THAT OF A PERSON 36 YEARS OF AGE OR OLDER, CIRCLE THE LETTER "B" TO THE LEFT OF THE SLIDE SHOWN.

Appendix C

COUNSELOR A

A counselor is someone who is helpful to you when you are upset about something. It has been helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Baily. He has been employed at various facilities and has experiencing providing counseling to numerous students. Dr. Baily received his Ph.D. at a very young age. He is always neatly dressed and is described as cheerful and easy-going by the students. He allows the students to take responsibility for making their own decisions, yet will assist them in identifying possible solutions. Co-workers report that Dr. Baily is organized and enjoyable to work with. His hobbies include attending various sporting events.

COUNSELOR B

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Ms. Edwards. Ms. Edwards has been working part-time in the south suberbs learing how to counsel students since graduating from college this past year with a B.A. in psychology. The students that Ms. Edwards has seen for counseling believe that she does most of the talking during their sessions, but that they often don't understand what she is talking about. They feel that she has been somewhat helpful to them and that they don't mind coming to her for counseling. In addition to working as a part-time counselor, she enjoys watching educational T.V..

COUNSELOR C

A counselor is someone who is helpful to you when you are upset about something. It has been helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Barton. She has been employed at various agencies and has a wealth of experience from which to draw upon when working with students. Dr. Barton received her Ph.D. at a very young age from a highly respected university. She is always neatly dressed and is described as having a pleasant personality by the students she counsels. She allows the students to take responsibility for making their own decisions, yet will offer assistance in identifying possible solutions. Students report that Dr. Barton is well organized and enjoyable to work with. Her hobbies include working in her garden.

COUNSELOR D

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as a counselor. The counselor in the picture is Ms. Stanley. She is a recent college graduate with a B.A. in pscyology, but has no plans for returning to college for additional studies. She is learning counseling skills while working as a part-time youth counselor at a local agency. Since beginning at the agency students have noticed that she is very unorganized and often late for her appointments with them. During the counseling sessions she typically smokes several cigarettes and spends much of the time talking about her own experiences as a teenager. In her spare time, Ms. Stanley enjoys going to the movies.

COUNSELOR E

A counselor is someone who is helpful to you when you are upset about something. It has been helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Dean. She has acquired her Ph.D. in counseling and has been selected to conduct several professional workshops throughout the country. Students state that they can depend on Dr. Dean and can call on her for assistance at any time. Dr. Dean will offer specific suggestions as how to deal with a problem and students report that they feel confident with her recommendations. Students believe that Dr. Dean has an enjoyable sense of humor. Dr. Dean spends her spare time working on various crafts and oil painting.

COUNSELOR F

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Mr. Kent. He is learning how to counsel students while working as a volunteer part-time at a local agency. Mr. Kent has a B.A. in psychology and has no plans of returning to college. Students who see Mr. Kent for counseling think that his office is very unorganized and that he is often late for their counseling sessions. During the counseling session he typically smokes several cigarettes and does most of the talking. The students he counsels believe that he has been somewhat helpful. In his spare time, Mr. Kent enjoys reading novels.

COUNSELOR G

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Hill. He has acquired his Ph.D. in counseling and has been selected to conduct several professional workshops through out the country. Students state that they can depend on Dr. Hill and call on him for assistance even at times other than his office hours. Dr. Hill often suggests specific alternatives as to how to deal with a conflict and students report that they are confident in his recommendations. Students like Dr. Hill as they enjoy his sense of humor. Dr. Hill spends his freetime doing such activities as boating and going to the theater.

COUNSELOR H

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Mr. Adams. He is learning how to counsel students. Mr. Adams has been working part-time in the south suburbs since receiving his B.A. in psychology this past summer. Students think that he does most of the talking during the sessions and is hard to understand sometimes. The students who have seen Mr. Adams for counseling feel that he has been somewhat helpful. In addition to working as a part-time counselor, he enjoys watching T.V.

COUNSELOR I

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Martin. She is one of the most experienced counselors in the state. She has received much further training beyond her doctorate degree. Students think Dr. Martin has a good sense of humor and she is easy to understand. The suggestions that she makes give students the feeling that she really understands them and their problems. Students also believe that Dr. Martin is a compassionate, skilled, competent and helpful counselor. In addition to working as a counselor the past several years, she enjoys aerobics and tennis.

COUNSELOR J

A counselor is someon who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Ms. Draper. She was recently hired by a local youth agency as a part-time youth counselor. This is Ms. Draper's first job as a counselor since she graduated from college with a B.A. in psychology. It is reported by students who have seen Ms. Draper for counseling, that she does most of the talking during the counseling sessions but does not give them specific alternatives for helping them deal with their problems. Many students have also stated that she appears to be very disorganized and that it is not uncommon for her to arrive late for their sessions. When not working she enjoys taking long walks in her neighborhood.

COUNSELOR K

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Smith. He is one of the most experienced counselors in the south suburbs. He has received much advanced training beyond his doctorate degree. Students think Dr. Smith has a good sense of humor and that he is easy to understand. The suggestions that he offers give students the feeling that he really understands them and their problems. Students also believe that Dr. Smith is a warm, skilled, competent and helpful counselor. In addition to working as a counselor for the past several years, he enjoys jogging and playing tennis.

COUNSELOR L

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Ms. Morris. She works for a local agency as a counselor who deals mainly with teenagers. She is a college graduate with a B.A. in psychology. The students who have seen Ms. Morris for counseling state that she will often try to relate her own experiences as a teenager to those of the students she counsels. The students believe that she is critical of their behavior and difficult to understand. Ms. Morris has on occasions discussed with others the things that she has talked with students about during their counseling sessions. Her hobbies include bird watching.

COUNSELOR M

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Jones. He has a lot of experience in counseling students, and often offers specific alternatives as to how to deal with specific problems. Dr. Jones allows the students to take responsibility for making their own decisions. He is very cheerful and informal in his interactions with the students which helps to inspire trust and confidence. Students enjoy their counseling sessions with Dr. Jones and enjoy his sense of humor and being with him. In addition to working as a counselor for the past several years, he enjoys all outdoor activities.

COUNSELOR N

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Mr. Fields. He is employed as a youth counselor at a local agency. This is his first job since graduating from college with a B.A. in psychology. Students who see Mr. Fields for counseling think that although he does most of the talking during the counseling sessions, he seldom suggests specific alternatives for helping them deal with their problems. In addition, he often arrives late for sessions and is very disorganized. Mr. Fields hobbies include visiting art galleries and museums.

COUNSELOR O

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Dr. Seals. She has a vast amount of experience in counseling and can offer students a variety of ideas on how to deal with specific problems they might be having. The students like her because she is cheerful and outgoing and lets them take responsibility for making their own decisions. Students enjoy their counseling sessions with her and feel that she helps them feel good about themselves. In addition to working as a counselor, Dr. Seals enjoys all outdoor activities.

COUNSELOR P

A counselor is someone who may be helpful to you when you are upset about something. It has been found helpful in the past for students to know something about the person who they might select as their counselor. The counselor in the picture is Mr. Thomas. He works for a local agency part-time as a youth counselor. He has recently graduated from college with a B.A. in psychology. When meeting with students Mr. Thomas often discusses his own experiences as they relate to the problems that the students bring to counseling. Students who see Mr. Thomas feel that he is difficult to understand and is judgemental regarding their feelings and ideas. Mr. Thomas may bring up things that were discussed during a counseling session in front of other students. When not working, he enjoys jogging.

Appendix D

COUNSELOR CHARACTERISTIC SURVEY

Students may vary in the way in which they would evaluate the potential effectiveness of a counselor. Pretend that you are receiving counseling assistance. Based on information you have received about your counselor and your own observations of his/her behavior, you have reached certain conclusions about his/her characteristics. For each of the following characteristics, indicate whether you would consider that characteristic as contributing positively, negatively, or not at all to your relationship with the counselor. You may do this by putting a +, - or a 0 in the left-hand column next to each of the items listed. Remember that a characteristic can be rated either a plus or a minus and still be considered important in your deciding whether to continue the counseling relationship.

_____ 1. The counselor suggests specific alternatives as to how to deal with your problems
_____ 2. The counselor is someone who can be counted on.
_____ 3. The counselor talks a major part of the time during the counseling session.
_____ 4. The counselor is very informal in his/her interactions with you during the counseling sessions.
_____ 5. I enjoy my counseling sessions with the counselor.
_____ 6. The counselor is someone that I can really trust.
_____ 7. The counselor's office appears to be highly disorganized.
_____ 8. The counselor allows me to take responsibility for making my own decisions.
_____ 9. The counselor appears confident in the suggestions he/she makes.
_____ 10. The counselor is cheerful and easy-going.
_____ 11. The counselor has a Ph.D. in counseling.
_____ 12. The counselor will help me identify particular situations where I have problems.
_____ 13. The counselor respects the confidentiality of what is expressed during the counseling sessions.
_____ 14. I like the counselor.
_____ 15. The counselor knows how to help me.
_____ 16. The counselor asks you to identify at least one goal toward which to work in counseling.
_____ 17. The counselor appears to have a through knowledge of his/her counseling orientation.
_____ 18. I enjoy being with the counselor.

_____19. The counselor jogs several times a week.

_____20. The counselor's office is nicely decorated.

_____21. The counselor has a sense of humor.

_____22. The counselor's comments indicate that he/she accurately understands what you attempt to express.

_____23. The counselor has a B.A. in psychology.

_____24. The counselor is an avid T.V. watcher.

_____25. The counselor will help me get a better understanding of myself and others.

_____26. The counselor will be able to determine what is the matter with me.

_____27. The counselor is someone who inspires confidence and trust.

_____28. The counselor discusses his/her own experiences as they relate to the problems you are experiencing.

_____29. The counselor is non-judgemental regarding the feelings and ideas you express.

_____30. The counselor typically smokes several cigarettes (4 or 5) during the course of the counseling session.

_____31. The counselor's comments are easily understood.

_____32. The counselor helps me identify and label my feelings so I can better understand myself.

_____33. The counselor has advanced training in counseling.

_____34. The counselor wears attractive clothing.

_____35. The counselor is a member of your own race.

Appendix E

DIRECTIONS

Pretend that you are about to see a counselor for your first interview. We would like to know just what you think counseling will be like. On the following pages are statements about counseling. In each instance you are to indicate what you expect counseling to be like. The rating scale we would like you to use is printed at the top of each page. Your ratings of the statements are to be recorded on the answer sheets provided. For each statement, darken the space corresponding to the number which most accurately reflects your expectations. Do not make any marks in the questionnaire booklet.

Your responses will be kept in the strictest confidence. DO NOT fill in the NAME GRID or STUDENT NUMBER GRID on the answer sheet. Your answers will be combined with the answers of others like yourself and reported only in the form of group averages. Your participation, however, is voluntary. If you do not wish to participate in this research, just hand the questionnaire and unmarked answer sheets back to the person in charge.

To complete the questionnaire properly, you need one answer sheet and a #2 pencil. Tell the person in charge if you do not have the necessary materials.

When you are ready to begin, answer each question as quickly and as accurately as possible. Finish each page before going to the next.

NOW TURN THE PAGE AND BEGIN

-1-

ANSWER THE FOLLOWING QUESTIONS ON THE ANSWER SHEET

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT TO...

1. Take psychological tests.
2. Like the counselor.
3. See a counselor in training.
4. Gain some experience in new ways of solving problems within the counseling process.
5. Openly express my emotions regarding myself and my problems.
6. Understand the purpose of what happens in the interview.
7. Do assignments outside the counseling interviews.
8. Take responsibility for making my own decisions.
9. Talk about my present concerns.
10. Get practice in relating openly and honestly to another person within the counseling relationship.
11. Enjoy my interviews with the counselor.
12. Practice some of the things I need to learn in the counseling relationship.
13. Get a better understanding of myself and others.
14. Stay in counseling for at least a few weeks, even if at first I am not sure it will help.
15. See the counselor for more than three interviews.
16. Never need counseling again.
17. Enjoy being with the counselor.
18. Stay in counseling even though it may be painful or unpleasant at times.
19. Contribute as much as I can in terms of expressing my feelings and discussing them.
20. See the counselor for only one interview.

ANSWER THE FOLLOWING QUESTIONS ON THE ANSWER SHEET

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT TO...

21. Go to counseling only if I have a very serious problem.

22. Find that the counseling relationship will help the counselor and me identify problems on which I need to work.

23. Become better able to help myself in the future.

24. Find that my problem will be solved once and for all in counseling.

25. Feel safe enough with the counselor to really say how I feel.

26. See an experienced counselor.

27. Find that all I need to do is to answer the counselor's questions.

28. Improve my relationships with others.

29. Ask the counselor to explain what he or she means whenever I do not understand something that is said.

30. Work on my concerns outside the counseling interviews.

31. Find that the interview is not the place to bring up personal problems.

THE FOLLOWING QUESTIONS CONCERN YOUR EXPECTATIONS ABOUT THE COUNSELOR

I EXPECT THE COUNSELOR TO...

32. Explain what's wrong.

33. Help me identify and label my feelings so I can better understand them.

34. Tell me what to do.

35. Know how I feel even when I cannot say quite what I mean.

36. Know how to help me.

37. Help me identify particular situations where I have problems.

38. Give encouragement and reassurance.

39. Help me to know how I am feeling by putting my feelings into words for me.

ANSWER THE FOLLOWING QUESTIONS ON THE ANSWER SHEET

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT THE COUNSELOR TO...

40. Be a "real" person not just a person doing a job.

41. Help me discover what particular aspects of my behavior are relevant to my problems.

42. Inspire confidence and trust.

43. Frequently offer me advice.

44. Be honest with me.

45. Be someone who can be counted on.

46. Be friendly and warm towards me.

47. Help me solve my problems.

48. Discuss his or her own attitudes and relate them to my problem.

49. Give me support.

50. Decide what treatment plan is best.

51. Know how I feel at times, without my having to speak.

52. Do most of the talking.

53. Respect me as a person.

54. Discuss his or her experiences and relate them to my problems.

55. Praise me when I show improvement.

56. Make me face up to the differences between what I say and how I behave.

57. Talk freely about himself or herself.

58. Have no trouble getting along with people.

59. Like me.

60. Be someone I can really trust.

1	2	3	4	5	6	7
Not True	Slightly True	Somewhat True	Fairly True	Quite True	Very True	Definitely True

I EXPECT THE COUNSELOR TO...

61. Like me in spite of the bad things that he or she knows about me.

62. Make me face up to the differences between how I see myself and how I am seen by others.

63. Be someone who is calm and easygoing.

64. Point out to me the differences between what I am and what I want to be.

65. Just give me information.

66. Get along well in the world.

Please answer the following questions about yourself. This information will be used in combining your responses with those of other students like you.

67. What is your present year in school?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Other

68. How old are you?

15 16 17 18 (circle one)

69. What is your sex?

1. Female
2. Male

70. Have you ever been to see a professional counselor?

1. Yes
2. No

71. What is your race?

1. Black
2. White
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native

STOP

Check to see that you have answered all of the questions. Then return the questionnaire booklet, the two answer sheets, and the #2 pencil to the person in charge.

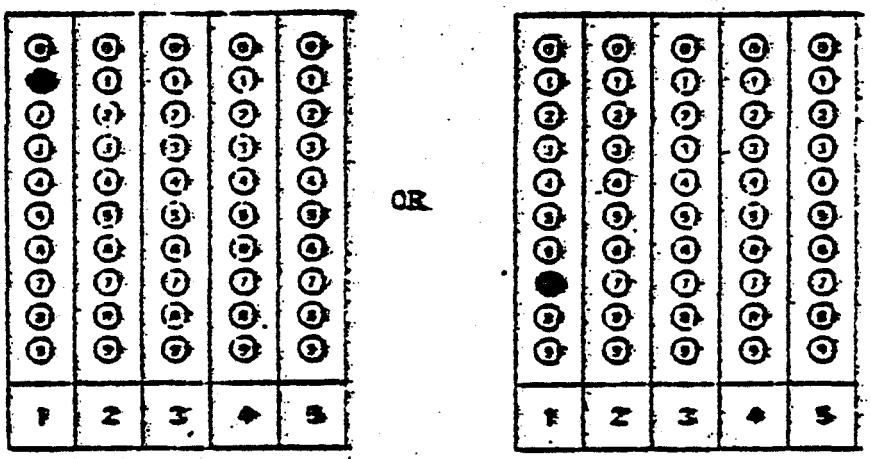
Appendix F

COUNSELOR RATING FORM

Listed below are several scales which contain word pairs at either end of the scale and seven spaces between the pairs. Please rate the counselor you just saw and read about on each of the scales.

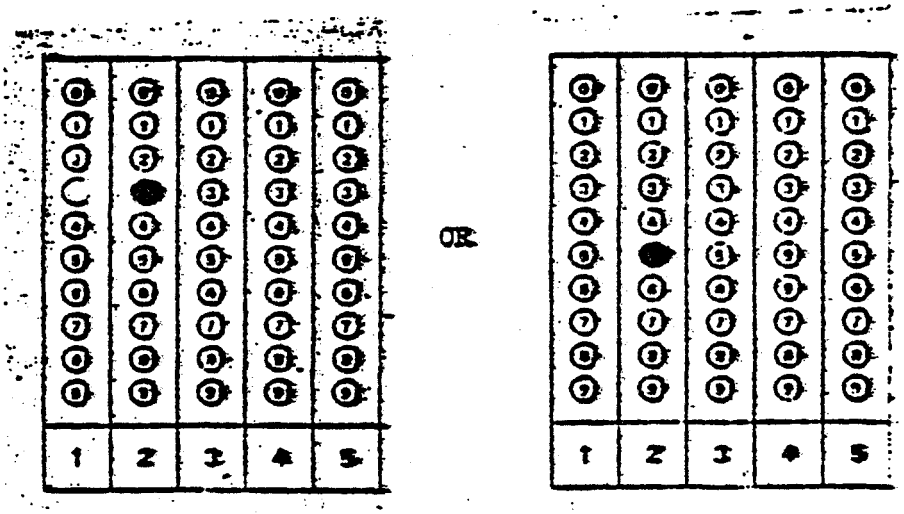
If you feel that the counselor very closely resembles the word at one end of the scale, darken the space corresponding to the number as follows:

1. fair 1 : 2 : 3 : 4 : 5 : 6 : 7 unfair



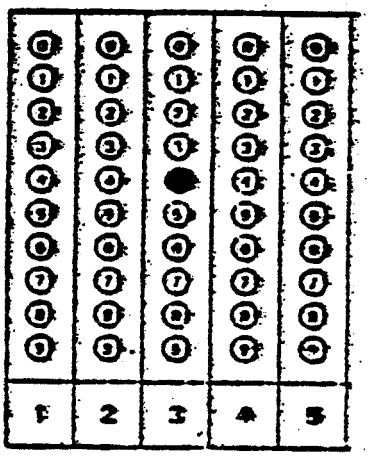
If you feel that one end of the scale only slightly describes the counselor, then darken the space corresponding to the number as follows:

2. active 1 : 2 : 3 : 4 : 5 : 6 : 7 passive



If your impression of the counselor shown are about equal to both ends of the scale, or if you think the scale is irrelevant for this counselor, darken the corresponding space as follows:

3. hard 1 : 2 : 3 : 4 : 5 : 6 : 7 soft



Please be careful to fill in the right number for each of the scales on the answer sheet that is provided for each of the counselors that you will be rating. Remember, use only a #2 pencil when marking your choice on the answer sheet. Your first impression is the best answer.

informed ___:___:___:___:___:___:___: ignorant

insightful ___:___:___:___:___:___:___: insightless

stupid ___:___:___:___:___:___:___: intelligent

unlikeable ___:___:___:___:___:___:___: likeable

logical ___:___:___:___:___:___:___: illogical

open ___:___:___:___:___:___:___: closed

prepared ___:___:___:___:___:___:___: unprepared

unreliable ___:___:___:___:___:___:___: reliable

disrespectful ___:___:___:___:___:___:___: respectful

irresponsible ___:___:___:___:___:___:___: responsible

selfless ___:___:___:___:___:___:___: selfish

sincere ___:___:___:___:___:___:___: insincere

skillful ___:___:___:___:___:___:___: unskillful

sociable ___:___:___:___:___:___:___: unsociable

deceitful ___:___:___:___:___:___:___: straightforward

trustworthy ___:___:___:___:___:___:___: untrustworthy

genuine ___:___:___:___:___:___:___: phony

warm ___:___:___:___:___:___:___: cold

agreeable ___:___:___:___:___:___:___: disagreeable

unalert ___:___:___:___:___:___:___: alert

analytic ___:___:___:___:___:___:___: diffuse

unappreciative ___:___:___:___:___:___:___: appreciative

attractive ___:___:___:___:___:___:___: unattractive

casual ___:___:___:___:___:___:___: formal

cheerful ___:___:___:___:___:___:___: depressed

vague ___:___:___:___:___:___:___: clear

distant ___:___:___:___:___:___:___: close

compatible ___:___:___:___:___:___:___: incompatible

unsure ___:___:___:___:___:___:___: confident

suspicious ___:___:___:___:___:___:___: believable

undependable ___:___:___:___:___:___:___: dependable

indifferent ___:___:___:___:___:___:___: enthusiastic

inexperienced ___:___:___:___:___:___:___: experienced

inexpert ___:___:___:___:___:___:___: expert

unfriendly ___:___:___:___:___:___:___: friendly

honest ___:___:___:___:___:___:___: dishonest

Appendix G

ORIENTATION TO STUDY

Good morning, my name is David Lewandowski, and I would like to take this opportunity to thank all of you for volunteering to participate in this study. I am a doctorial student in the Educational Psychology program at Loyola University of Chicago. One of the necessary requirements of the doctoriate program at Loyola University is that I design and conduct an original research project.

The project I have chosen involves the influence various counselor characteristics might have on the selection of a counselor by people between the ages of 15-18 years. I am in the process of beginning this study and I have asked for your cooperation by serving as subjects.

By participating in this study you will be involved in several different paper and pencil rating activities. Each activity represents a viable method used for assessing counselor characteristics. There will be no psychological or physical risks to you by participating in this study. Also, you may choose to not participate in this study or withdraw at any time without affecting your educational program, grades, etc., at Crete-Monee high school.

At the termination of todays session, each participant will be debriefed as to the overall purpose of the study. The results of the study will also be made available to all participants.

The packet that you have received from your guidance counselor contains all the necessary forms and answer sheets needed to complete

the various tasks that you will be asked to participate in this morning. The data that will be collected will be coded to ensure subject confidentiality. Before reviewing the forms in the envelopes, are there any questions?

Appendix H

Table 10

Biserial Correlations for Trustworthiness by Race

Counselor	Mean Score Blacks	Mean Score Whites	Overall Std Dev	Point-Biserial Correlation
B M A H	2.4112	2.6132	0.9720	-0.1040
W F U L	3.7336	3.7984	1.0940	-0.0297
B F A H	2.1467	2.3367	1.0411	-0.0913
W F A L	4.8207	5.0671	1.2807	-0.0963
B F U H	2.0815	2.1541	1.1078	-0.0328
W M A L	4.8276	4.7179	1.1999	0.0458
B M U H	2.2175	2.2977	1.1332	-0.0354
B M A L	4.0687	4.1723	1.1771	-0.0440
W F A H	1.8169	1.8464	0.9628	-0.0153
B F U L	4.5700	4.7437	1.2098	-0.0719
W M A H	2.2085	2.1092	1.0885	0.0457
B F A L	4.5174	4.6875	1.2961	-0.0657
W M U H	2.3893	2.1990	1.0933	0.0871
W M U L	4.4270	4.7664	1.2165	-0.1396
W F U H	2.3723	2.3936	1.1563	-0.0092
B M U L	4.2889	4.6948	1.3462	-0.1509

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 11

Biserial Correlations for Attractiveness by Race

Counselor	Mean Score Blacks	Mean Score Whites	Overall Std Dev	Point-Biserial Correlation
B M A H	2.7048	3.1684	0.8477	-0.2737
W F U L	3.8692	3.8692	0.9799	-0.0185
B F A H	2.3440	2.7179	0.9178	-0.2039
W F A L	4.3108	4.2855	1.1620	0.0109
B F U H	2.4859	2.6227	0.9930	-0.0690
W M A L	4.3741	4.1886	1.0822	0.0858
B M U H	2.5043	2.5997	0.9447	-0.0505
B M A L	4.0043	4.1486	1.0075	-0.0717
W F A H	1.8948	1.9223	0.8924	-0.0154
B F U L	4.3595	4.5233	1.1496	-0.0713
W M A H	2.4103	2.3057	0.9469	0.0552
B F A L	4.4465	4.5681	1.2055	-0.0505
W M U H	2.6119	2.3826	1.0222	0.1123
W M U L	4.2743	4.5718	1.2025	-0.1238
W F U H	2.4970	2.4623	1.0574	0.0164
B M U L	4.2299	4.4516	1.2016	-0.0923

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 12

Biserial Correlations for Expertness by Race

Counselor	Mean Score Blacks	Mean Score Whites	Overall Std Dev	Point-Biserial Correlation
B M A H	2.3418	2.9122	0.9596	-0.2975
W F U L	3.9118	3.9279	0.9893	-0.0082
B F A H	2.1198	2.2973	1.0110	-0.0879
W F A L	4.7482	4.7962	1.1829	-0.0203
B F U H	2.0943	2.1650	1.1018	-0.0321
W M A L	4.6028	4.5068	1.1086	0.0434
B M U H	2.2232	2.2793	1.0568	-0.0265
B M A L	3.9428	4.1256	1.1115	-0.0823
W F A H	1.7932	1.7944	0.9506	-0.0006
B F U L	4.4678	4.6486	1.2038	-0.0752
W M A H	2.1770	2.0521	1.0521	0.0594
B F A L	4.4267	4.5169	1.1864	-0.0380
W M U H	2.4057	2.1622	1.0575	0.1153
W M U L	4.3096	4.6374	1.1992	-0.1368
W F U H	2.3698	2.3316	1.1025	0.0173
B M U L	4.2336	4.5011	1.2395	-0.1080

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 13

Biserial Correlations for Trustworthiness by Sex

Counselor	Mean Score Females	Mean Score Males	Overall Std Dev	Point-Biserial Correlation
B M A H	2.3753	2.6938	0.9720	-0.1630
W F U L	3.7830	3.7474	1.0940	0.0162
B F A H	1.9818	2.5780	1.0411	-0.2849
W F A L	5.2632	4.5516	1.2807	0.2764
B F U H	1.9040	2.3908	1.1078	-0.2186
W M A L	4.9610	4.5304	1.1999	0.1785
B M U H	1.9109	2.6987	1.1332	-0.3459
B M A L	4.2668	3.9405	1.1771	0.1379
W F A H	1.6805	2.0237	0.9628	-0.1773
B F U L	4.8936	4.3656	1.2098	0.2172
W M A H	1.9286	2.4451	1.0885	-0.2361
B F A L	4.7257	4.4544	1.2961	0.1041
W M U H	2.0256	2.6248	1.0933	-0.2727
W M U L	4.7500	4.4180	1.2165	0.1358
W F U H	2.0770	2.7698	1.1563	-0.2981
B M U L	4.6913	4.2579	1.3462	0.1602

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 14

Biserial Correlations for Attractiveness by Sex

Counselor	Mean Score Females	Mean Score Males	Overall Std Dev	Point-Biserial Correlation
B M A H	2.7624	3.1766	0.8477	-0.2431
W F U L	3.9224	3.8446	0.9799	0.0395
B F A H	2.2745	2.8709	0.9178	-0.3233
W F A L	4.4906	4.0542	1.1620	0.1868
B F U H	2.3386	2.8326	0.9930	-0.2475
W M A L	4.3475	4.1898	1.0822	0.0725
B M U H	2.2904	2.8862	0.9447	-0.3138
B M A L	4.1420	4.0000	1.0075	0.0701
W F A H	1.7951	2.0529	0.8924	-0.1437
B F U L	4.5901	4.2608	1.1496	0.1425
W M A H	2.1606	2.6025	0.9469	-0.2322
B F A L	4.6143	4.3776	1.2055	0.0976
W M U H	2.2475	2.8025	1.0222	-0.2701
W M U L	4.5005	4.3383	1.2025	0.0671
W F U H	2.2248	2.7996	1.0574	-0.2704
B M U L	4.4418	4.2229	1.2016	0.0907

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 15

Biserial Correlations for Expertness by Sex

Counselor	Mean Score Females	Mean Score Males	Overall Std Dev	Point-Biserial Correlation
B M A H	2.4140	2.9206	0.9596	-0.2626
W F U L	3.9429	3.8915	0.9893	0.0258
B F A H	1.8821	2.6283	1.0110	-0.3672
W F A L	5.0294	4.4497	1.1829	0.2438
B F U H	1.9130	2.2061	1.1018	-0.2226
W M A L	4.6677	4.4081	1.1086	0.1165
B M U H	1.9429	2.6429	1.0568	-0.3295
B M A L	4.1389	3.9101	1.1115	0.1024
W F A H	1.6280	2.0031	0.9506	-0.1963
B F U L	4.7752	4.2923	1.2923	0.1995
W M A H	1.8637	2.4256	1.0521	-0.2657
B F A L	4.6193	4.2897	1.1864	0.1382
W M U H	2.0639	2.5509	1.0575	-0.2291
W M U L	4.5933	4.3366	1.1992	0.1065
W F U H	2.0797	2.6911	1.1025	-0.2759
B M U L	4.4602	4.2619	1.2395	0.0796

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

Table 16

Pearson Correlation of Subject Age with CRF Scales

Counselor	Trustworthiness	Attractiveness	Expertness
B M A H	0.0501	-0.5186	0.0047
W F U L	-0.0145	-0.0435	-0.5396
B F A H	-0.0044	-0.0116	-0.0241
W F A L	-0.0565	-0.0394	-0.0377
B F U H	-0.1082	-0.1011	-0.1049
W M A L	-0.0013	0.0259	0.0561
B M U H	0.0267	0.0299	0.0283
B M A L	-0.0340	0.0015	-0.0239
W F A H	0.0901	0.0710	0.0574
B F U L	-0.0065	-0.0185	-0.0256
W M A H	0.0795	0.0577	0.0684
B F A L	-0.0930	-0.0854	-0.1108
W M U H	0.0059	0.0049	-0.0103
W M U L	-0.0789	-0.0657	-0.0529
W F U H	0.0524	-0.0103	0.0073
B M U L	-0.0272	-0.0320	-0.0466

Note . Experimental manipulations of the analog counselors are coded. B = black counselor; W = white counselor; F = female counselor; M = male counselor; H = high status; L = low status; A = physically attractive; U = physically unattractive

APPROVAL SHEET

The dissertation submitted by David Martin Lewandowski has been read and approved by the following committee:

Dr. Ronald Morgan, Director, Associate Professor, Foundations, Loyola University of Chicago

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

11/1/85
Date

Ronald R. Morgan
Director's Signature