

1971

The relationship of counselor defense mechanisms to counseling outcome

Samuel Lee Dixon
Iowa State University

Follow this and additional works at: <https://lib.dr.iastate.edu/rtd>

 Part of the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Dixon, Samuel Lee, "The relationship of counselor defense mechanisms to counseling outcome " (1971). *Retrospective Theses and Dissertations*. 4392.
<https://lib.dr.iastate.edu/rtd/4392>

This Dissertation is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.

71-21,938

DIXON, Samuel Lee, 1933-
THE RELATIONSHIP OF COUNSELOR DEFENSE
MECHANISMS TO COUNSELING OUTCOME.

Iowa State University, Ph.D., 1971
Education, guidance and counseling

University Microfilms, A XEROX Company, Ann Arbor, Michigan

The relationship of counselor defense mechanisms
to counseling outcome

by

Samuel Lee Dixon

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Major Subject: Education (Counseling
and Guidance)

Approved:

Signature was redacted for privacy.

In Charge of Major Work

Signature was redacted for privacy.

Head of Major Area

Signature was redacted for privacy.

Dean of Graduate College

Iowa State University
Ames, Iowa

1971

Please Note:

**Some pages have very light
type. Filmed as received.**

University Microfilms.

TABLE OF CONTENTS

	Page
CHAPTER I. INTRODUCTION	1
Theoretical Basis of Defense Mechanisms	4
Purpose of Study	7
Limitations of the Study	11
CHAPTER II. REVIEW OF RELATED LITERATURE	12
Counselor Characteristics	13
Research on Defense Mechanisms	20
Summary	27
CHAPTER III. METHOD OF PROCEDURE	29
Sample	29
Instrumentation	30
Counselee Rating of Counselor Scale	31
Post-Counseling Evaluation Scale	32
Procedure	32
Analysis of Data	40
CHAPTER IV. FINDINGS	41
Tests of Hypotheses	46
CHAPTER V. DISCUSSION	70
Recommendations for Further Research	74
CHAPTER VI. SUMMARY	75
LITERATURE CITED	83
ACKNOWLEDGMENTS	88
APPENDIX. INSTRUMENTS USED FOR DATA COLLECTION	89

LIST OF TABLES

	Page
Table 1. Intercorrelations among five defenses of the DMI for counselor sample	33
Table 2. Counselor grouping on the basis of the DMI ranked weighted Z scores into two classification systems. Classification System 1, consists of DMI scales TAO, PRO, PRN, and REV.; Classification System 2, consists of the TAS scale only	34
Table 3. Counselee rating of counselor means of three groups of counselors in Classification System 1, (C ₁); categorized as high, medium, and low	35
Table 4. Counselee rating of counselor means of three groups of counselors in Classification System 2, (C ₂); categorized as high, medium, and low	35
Table 5. Intercorrelations among the 10 items of the counselee rating of counselor scales	37
Table 6. Intercorrelations among the 17 items on the Post-Counseling Evaluation Scales	38
Table 7. Highest academic degree held by counselors in the sample	41
Table 8. Years of counseling experience of counselors in the sample	41
Table 9. Age of counselors in the sample	42
Table 10. Number of hours per week counselors in the sample counsel with counselees	43
Table 11. Distribution of DMI scores for counselors in the sample	44
Table 12. Analysis of variance of Empathic Understanding Scale scores; counselors grouped by C ₁	47

	Page
Table 13. Analysis of variance of Empathic Understanding Scale scores; counselors grouped by C ₂	48
Table 14. Analysis of variance of Positive Regard Scale scores; counselors grouped by C ₁	49
Table 15. Analysis of variance of Positive Regard Scale scores; counselors grouped by C ₂	50
Table 16. Analysis of variance of Concreteness Scale scores; counselors grouped by C ₁	52
Table 17. Analysis of variance of Concreteness Scale scores; counselors grouped by C ₂	53
Table 18. Analysis of variance of Facilitative Genuineness Scale scores; counselors grouped by C ₁	54
Table 19. Analysis of variance of Facilitative Genuineness Scale scores; counselors grouped by C ₂	55
Table 20. Analysis of variance of Counseling Experience Satisfaction Scale scores; counselors grouped by C ₁	56
Table 21. Analysis of variance of Counseling Experience Satisfaction Scale scores; counselors grouped by C ₂	57
Table 22. Analysis of variance of Degree of Problem Solution Scale scores; counselors grouped by C ₁	59
Table 23. Analysis of variance of Degree of Problem Solution Scale scores; counselors grouped by C ₂	60
Table 24. Analysis of variance of Degree of Counselor Influence in Problem Solution Scale scores; counselors grouped by C ₁	61

	Page
Table 25. Analysis of variance of Degree of Counselor Influence in Problem Solution Scale scores; counselors grouped by C ₂	62
Table 26. Analysis of variance of Degree of Change in Self-Concept Due to Counseling Scale scores; counselors grouped by C ₁	63
Table 27. Analysis of variance of Degree of Change in Self-Concept Due to Counseling Scale scores; counselors grouped by C ₂	64
Table 28. Analysis of variance of Degree of Self-Understanding Due to Counseling Scale scores; counselors grouped by C ₁	66
Table 29. Analysis of variance of Degree of Self-Understanding Due to Counseling Scale scores; counselors grouped by C ₂	67
Table 30. Analysis of variance of Degree of Change in Social Functioning Due to Counseling Scale scores; counselors grouped by C ₁	68
Table 31. Analysis of variance of Degree of Change in Social Functioning Due to Counseling Scale scores; counselors grouped by C ₂	69

CHAPTER I. INTRODUCTION

It is generally accepted by the major schools of counseling that the "kind of person" the counselor is, irrespective of his theoretical orientation or technique, is an important factor in the counseling outcome (Arbuckle, 1967; Bergin, 1963; Carkhuff and Berenson, 1967; Rogers, 1957, 1970). The counselor's humaneness, i.e., his feelings and attitudes, plays a very important part in the counseling interaction (Betz, 1962; Truax, 1963). The counselor's interaction with the person being counseled largely determines the nature of the counseling relationship. The counselor himself contributes heavily to the nature of the counseling relationship. As Butler (1952) has stated:

The therapist's behavior is so intimately interconnected with the behavior of the client that exact observations of the therapist is a necessary precondition to understanding the behavior of the client.

Snyder (1946), in his discussion of "warmth" as an important characteristic of nondirective therapy, believes that the client has the ability to perceive the "true attitudes" of the counselor, regardless of what he might do to conceal them. Ellis (1955) states:

The personality of the therapist is a most important factor in psychotherapy. . .the therapist's deepest inner self, as well as his more external characteristics and manner, are, whether or not he is conscious of the fact, inevitably used in his therapeutic

relationships; and is by the use of himself as an instrument that he usually. . .helps effect significant changes in the self of the client.

It is clear from these statements that it was recognized almost twenty-five years ago that the counselor, being human, brings to the counseling session his own previously learned personal characteristics, i.e., patterns of behavior, feelings and attitudes. Historically, the counselor has been expected to keep his feelings and attitudes tightly controlled and to participate in the counseling sessions in a neutral and intellectual manner, while directing his attention, almost exclusively, to helping the client understand himself. More recently acceptance of the idea that the counselor's personal characteristics inevitably influence the counseling relationship and the outcome has contributed to a great amount of research designed to identify the "kind of person" who is the most effective counselor. There is now an extensive body of knowledge that indicates that the most effective counselor is one who as a person possesses certain facilitative qualities. Invariably, these are: empathic understanding, positive regard, genuineness, concreteness, and intrapersonal exploration (Carkhuff and Berenson, 1967; Rogers, 1970; Tomlinson and Hart, 1962; Truax, 1963). Thus, counselors who possess a high degree of these qualities facilitate greater improvement in their counselees than do those counselors who do not possess them or who possess

them minimally. In fact, the counselees of counselors who lack these qualities have been found not to improve or to become worse.

Although it is not clear from the literature how a counselor acquires the above qualities, there is ample evidence that they are related to the degree of intrapersonal and interpersonal freedom a counselor has available to him. This means that the counselor needs to be in touch with his own feelings and experiences, i.e., to be a genuine and fully functioning person (Allen, 1966; Bakan, 1956; Bordin, 1955; Lief, 1960; Rogers, 1970; Truax and Carkhuff, 1965). If being in touch with one's own feelings and experiences and if the degree of one's intrapersonal and interpersonal freedom are the means by which the core qualities are acquired, what determines whether the counselor possesses these qualities or if he is able to possess them? One possible source is the counselor's use of various types of defense mechanisms.

English and English (1958) define defense mechanisms as:

Any enduring structure of the psyche that enables a person to avoid awareness of unpleasant or the anxiety arousing.

Rogers (1959) applies the term "defensiveness" to the same phenomenon and defines it as follows:

The behavioral response of the organism to threat, the goal of which is the maintenance of the current structure of the self. The experience of threat. . .an experience which is incongruent with the self structure. . .is subceived as threatening. If experience were accurately symbolized in awareness it would introduce inconsistency and a state of anxiety would exist. The process of defense prevents this, keeping the total perception of the experience consistent with self-structure and the conditions of worth. The consequences of defenses are rigidity in perception an inaccurate perception of reality and intentionality.

Since counseling involves an interaction of affective attitudes between two or more people it seems plausible that the counselor's learned patterns of behavior, feelings, and attitudes must have some influence on the quality of the interaction and the outcome. It would, therefore, follow that these patterns of behavior, feelings, and attitudes are controlled to some extent by his use of various types of defense mechanisms. Consequently, it is possible for defense mechanisms to be a deterrent to the development of the core qualities that have been found to be associated with effective counseling. Perhaps a more thorough look at defense mechanisms is relevant at this point.

Theoretical Basis of Defense Mechanisms

The concept of defense mechanisms is well grounded in theory and is generally accepted by almost all schools of counseling. It was developed initially in psychoanalytic theory. Defense mechanisms were considered by Freud (1915)

as properties of the ego that assisted it to carry out its function of mediation between internal and external demands. The ego is that part of the personality that protects and defends the individual from danger while, at the same time, attempting to reduce tension and anxiety as economically as possible. When the ego, in performing its task, cannot solve a threat, conflict, or frustration directly, it protects itself by the use of an array of behavioral patterns or specific modes of adjustment. These modes of adjustment are used so frequently they have been classified and labeled as defense mechanisms.

Very little or no research has been done on the effects of the counselor's use of defense mechanisms on the outcome of his counseling. Historically, defense mechanisms have usually been perceived as maladaptive, thereby the exclusive province of the counselee. They have been of help to the counselee to maintain his maladaptive patterns and protect him from unacceptable feelings and a knowledge of his real self, et cetera. It is generally believed that progress in counseling is concomitant with the counselee's decrease in his use of defense mechanisms which prevent him from being in touch with his real feelings. Volsky et al. (1965, p. 80) states:

It is apparent that the concept of defensiveness, although it stems from different theoretical frames of references and is stated in different ways, is an

important variable of the counseling process in most current theories. It is one that we may expect the counseling experience to effect a change in, decreasing the manifestation of such self-protecting, reality-distorting behaviors.

Some writers who have attempted to classify similar behavior patterns in "normal" individuals called them coping mechanisms or expressive styles (Haan, 1963; Kroeber, 1963; Murphy, 1960; Miller and Swanson, 1960; Swanson, 1961). Although Kroeber (1963) attempted to make a distinction between coping mechanisms and defense mechanisms, he suggested that for any given individual, situation or time, the ego mechanisms may be utilized in either their coping or their defensive form or in combination. It has been generally believed that such coping mechanisms are used by individuals in achieving what is considered normal life adjustments (Haan, 1963). Harrison (1970), however, believes that defense mechanisms are used by all human beings for adaptation and adjustment to the human process of living. It appears that the basic difference between these approaches is one of degree, particularly since psychological adjustment is a continuum rather than absolute.

Purpose of Study

The purpose of this study was to investigate the relationship between five defense mechanisms of the counselor,

as measured by the Defense Measuring Instrument to the counseling outcome, as reported by the counselee. The Defense Measuring Instrument (DMI), described in the Appendix, assesses five clusters of defenses which are general enough to encompass the major defense mechanisms. A brief review of the clusters of defenses is included here:

1. Turning Against Object (TAO)

Defenses that deal with conflict through attacking a real or presumed external frustrating object. Such classical defenses as identification with the aggressor and displacement belong here.

2. Projection (PRO)

Defenses which justify the expression of aggression toward an external object through first attributing to it, without unequivocal evidence, negative intent or characteristics.

3. Principalization (PRN)

Defenses that deal with conflict through invoking general principles that "split off" affect from content and repress the former. Intellectualization, isolation and rationalization fall into this category.

4. Turning Against Self (TAS)

Defenses that handle conflict through directing aggressive behavior toward the subject himself.

Masochisms and auto-sadisms are examples.

5. Reversal (REV)

Defenses that deal with conflict by responding to frustrating objects in a positive or neutral fashion, which might be expected to evoke a negative reaction. Such defenses as negation, denial, reaction formation, and repression are subsumed to belong to this category.

The assumption was made that a relationship exists between the counselor's scores on the Defense Measuring Instrument (DMI) and the ratings of his counseling effectiveness by his counselees. This formulation permitted the following hypothesis to be tested:

Hypothesis 1

There are no significant differences between the counselee's ratings on the Empathic Understanding Scale of three groups of counselors in Classification System 1, (C₁) and Classification System 2, (C₂).¹

¹Classification system refers to the two methods in which the counselors in the sample were classified. Classification System 1, consist of counselors' combined scores on DMI Scales: Turning Against Others (TAO), Projection (PRO), Principalization (PRN) and Reversal (REV). Classification System 2, consist of only counselors' scores on DMI scale Turning Against Self (TAS).

Hypothesis 2

There are no significant differences between the counselee's ratings on the Positive Regard Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 3

There are no significant differences between the counselee's ratings on the Concreteness Scales of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 4

There are no significant differences between the counselee's ratings on the Facilitative Genuiness Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 5

There are no significant differences between the counselee's ratings on the Counseling Experience Satisfaction Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 6

There are no significant differences between the counselee's ratings on the Degree of Problem Solution Scale

of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 7

There are no significant differences between the counselee's ratings on the Degree of Counselor Influence in Problem Solution Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 8

There are no significant differences between the counselee's ratings on the Degree of Change in Self-Concept Due to Counseling Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 9

There are no significant differences between the counselee's ratings on the Degree of Self-Understanding Due to Counseling Scale of three groups of counselors in Classification System 1, (C₁), and Classification System 2, (C₂).

Hypothesis 10

There are no significant differences between the counselee's ratings of the Degree of Change in Social

Functioning Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

Limitations of the Study

One limitation of this study is that the sample consisted only of college students who sought counseling at the university counseling centers. This limits the generalizability of the findings to university settings. Another limitation was the absence of a control group to compare changes with, which made it impossible to determine if changes in counselees were a result of counseling or other variables.

Another limitation of the study is the use of measurement instruments to assess both the defenses of counselors and the counselee's evaluations. It is a possibility these instruments may not sample all of the important dimensions of the counselor-counselee relationship. This is especially true of the DMI which utilizes forced responses even though the respondent may not like any of the responses from which he has to choose.

CHAPTER II. REVIEW OF RELATED LITERATURE

Although there is an abundance of research on counselor characteristics, an extensive review of the literature did not reveal any studies that were specifically concerned with the defense mechanisms of the counselor. One possible explanation for this is that historically, defense mechanisms have been perceived as maladaptive, thereby the exclusive province of the counselee.

Miller and Swanson (1960) distinguished between defense mechanisms and expressive styles. They defined expressive styles as the individual's variations in the manner in which he performed adaptive tasks. Since expressive styles are also restrictive, they create a predisposition to form certain types of behavior pattern (i.e., displacement). It seems clear that the above definition of "expressive style" is very similar to that usually accepted as defense mechanisms.

Commonly, the basic difference between coping mechanisms and defense mechanisms appears to be determined by the degree of reliance on primary process defenses (i.e., introjection, projection, displacement, reaction formation, etc.) or secondary process defenses (i.e., intellectualization, isolation-objectivity, rationalization-logical-analysis, etc.). Stated conceptually, the difference between them may be stated as the degree of cognitive involvement in the

solution of problems or conflicts. Harrison (1970) makes no such distinction. He believes that human beings live by conceptual systems with values attached to them which perform adaptive functions. Each individual organizes his world according to concepts or categories, i.e., good-bad, love-hate, et cetera. Thus, he believes that the study of defenses is the study of the processes that protect the organization of conceptual systems from information and experiences which, if accurately perceived, would tend to break down or change the relationship among concepts in the system.

Since no studies were found dealing specifically with counselor defense mechanisms, the review of literature has been divided into two parts: 1) Those studies dealing with counselor characteristics which appear to be most related to counselor defense mechanisms. 2) Those significant studies relating defense mechanisms to other aspects of personality.

Counselor Characteristics

A study related to counselor defense mechanisms was conducted by Cutler (1958). It was concerned with the effects of countertransference reactions in the counselor upon his perception of his own and his counselee's behavior in counseling and upon his effectiveness in dealing with counselee material which impinges upon his own areas of

conflict. Cutler postulated two hypotheses: 1) There would be a systematic relationship between the counselor's conflicts and his tendency to over or under report the occurrence of similar behavior in himself and in his counselee; 2) The counselor's handling of conflict-relevant material for him would be handled less adequately than conflict free material. Counselor conflict areas were identified by a rating scale based upon adjectives derived from the "circle" interpersonal mechanism coding scheme developed by Freedman et al. (1950). Conflict was assumed when there was a discrepancy between the counselor's rating of himself and the rating given him by the judges. The counselor's process notes of the counseling session were compared with the tape recordings of the same sessions. A counselor was said to have distorted an issue when he either under or over-reported it in his notes. Twenty-eight of forty predictions made regarding the counselor's tendency to distort his reports when need-relevant behavior were clearly confirmed; two others were partially confirmed, four could not be tested because of insufficient data, and six were not supported. Cutler's findings (1958) support the formulation that a counselor's lack of insight or lack of self-awareness interferes with his perceptions and responses to his counsees.

Smith (1959) using the K scale of the M.M.P.I. to

measure defensiveness of a group of college students tested the hypothesis that the more defensive an individual is the less insight he will have. The data supported this aspect of his study and he concluded that individuals who behave defensively in a group are low in insight. Striber (1961) attempted to test the hypothesis that distortions in interpersonal perceptions would occur in areas where discrepancy exists between the perceiver's concept of himself and others' opinion of him. To test this hypothesis, Striber had 153 student nurses make self and ideal-self rating, using various personality dimensions. Each subject rated herself as she thought others would rate her. She also rated five classmates she liked and five acquaintances. Striber found that the subjects tended to rate others higher on the undesirable traits they possessed themselves.

Rogers (1957) strongly emphasized the counselor's self-awareness as one of the "necessary and sufficient conditions" of effective counseling. Rogers speaks of the "congruence" of the counselor as his awareness of his own emotional reactions to the counseling sessions. It is Rogers' position that unless the counselor possesses this quality of congruence, counselees will find it extremely difficult to trust him sufficiently to explore their own experience to the extent required for substantial progress (Rogers, 1957). Truax's (1963) findings support Rogers' position

that counselors whose counselees improved were rated more congruent than counselors whose counselees either did not improve or deteriorated.

Truax and Carkhuff (1965) measured the degree of counselor's "transparency" by selecting 306 four-minute samples from counseling sessions with sixteen counselees. Counselor transparency was measured on a five point scale. The relationship between the transparency scale and counselor self-exploration was significant at the .05 level. The study supported the notion that the counselor's awareness of his own feelings or his "congruence" was an important ingredient in establishing the kind of relationship that is associated with effective counseling.

Allen (1966) investigated the relationship between psychological openness and effectiveness in counseling. He defined psychological openness as the capacity of the counselor to use his feelings, impulses and fantasies for adaptive purposes. He believed it to be related to the capacity of the counselor to respond to the feelings of others. Allen studied the effectiveness in counseling by two devices: 1) practicum supervisor ratings of overall competence and responsiveness to counselee's feelings and 2) the degree to which responses to a counselee in a sound motion picture focused on his feelings.

Psychological openness was measured by the Rorschach Index of Repressive style by Levine and Spivack (1964) and

by reference to one's own feelings in presentation of counseling to group supervision. The sample consisted of 26 students from a counseling practicum course. All subjects spent at least 10 hours per week in counseling and received regular individual supervision from experienced supervisors. Results from the Rorschach Index of Repressive style and the Group Supervisor Report Scale (the measures of psychological openness) were compared with three criteria in the measuring of effectiveness in counseling. The results supported the general hypotheses that psychologically open counselors were more effective than psychologically closed ones. The more psychologically open counselors responded more frequently and more adequately to the counselees' feelings than did the less psychologically open counselors. The capacity to decode and to respond effectively to the affective communications of others was found to relate to the readiness of a person to acknowledge his own feelings. . .at least to himself. Thus, the effective respondent to affective communications was the counselor who was on relatively good terms with his own emotional experiences. The ineffective respondent, on the other hand, was identified as one who was anxious regarding the content of his inner life. It was concluded that evidence supported the assumption that counselors who are comfortable with their inner feelings respond more therapeutically to the

emotional aspects of their counselees' verbalizations and behaviors than do counselors who are threatened by their inner feelings. These findings suggest that counselors use of their defense mechanisms may be a factor in the counseling effectiveness.

Whiteley et al. (1967) studied cognitive flexibility as a dimension of counselor effectiveness. Cognitive flexibility is the ability to think and act simultaneously and appropriately in a given situation and the dimensions of open mindedness, adaptability and resistance to premature closure. The flexible counselor can respond easily to both the content of what the counselee says and to his own feelings. He can answer questions if necessary and still keep the counseling dialogue open for additional exploration by the counselee. Using a sample of 19 master-level-students in counseling, Whitney measured the flexibility in counseling behavior by responses on the Rorschach, T.A.T. Personal Differentiations test, and by case studies depicting critical counseling situations and simulated counseling cases. The major finding of the study was that cognitive flexibility-rigidity, as predicted on the basis of projective tests, demonstrated a reasonably high positive relationship to supervisor ratings on the same dimension.

Gump (1969) studied the effect of counselor sophistication in self-understanding and effectiveness in

counseling as measured by the counselee. He attempted to study the notion that counselor self-understanding was vital to counseling effectiveness. Based on the type of self-awareness he classified counselors into two groups: the sophisticated and the naive. He found, contrary to popular support, that counselees of naive counselors rated their counselors higher in effectiveness than did the counselees of sophisticated counselors. However, Gump had some difficulty with his method of polarization.

Berry (1970) investigated Rogers' formulation that experienced counselors manifest more unconditional positive regard for their counselees than do inexperienced counselors. Thirty-two male counselors comprised the sample. Half of these were professional counselors with a minimum of four years experience. The remaining sixteen counselors were pre-practicum students in clinical psychology with little or no experience in counseling. Each experienced counselor and each inexperienced counselor were exposed to a friendly counselee condition and a hostile counselee condition. Both conditions featured the same actress-counselee in roles which were paralleled with respect to the presenting story, degree of pathology, social class background, intelligence and verbal ability, as rated by a panel of twenty counselor judges.

The number of words per individual communication was

also equated for the two conditions. Differences were introduced into the two counselees roles by 1) varying the manner of communication, particularly tone of voice and 2) beginning and ending each of the five communications per condition with either a friendly or hostile statement directed at the listening counselor. The ratings made by both subjects and judges indicated that the attempt to characterize one counselee as conveying hostility and other as conveying friendliness toward the counselor were realistic. Experienced counselors created a more favorable therapeutic climate, that is, they were more accepting than were inexperienced counselors. However, there was no evidence in support of the notion that experienced counselors responded more unconditionally than did the inexperienced counselors. The counselors at both experience levels showed markedly similar patterns of responding. The experienced counselors proved to be as conditioned in their responses as did the counselors who had had no experience. The significance of Berry's findings to the present study is that they suggest that defense mechanisms may not be a function of experience.

Research on Defense Mechanisms

There are numerous research studies on defense mechanisms using some of the older scales, i.e., the Rosenzweig Picture Frustration Test, Blacky Defense

Preference Inquiry, Byrne's Repression-Sensitization Scale, and the M.M.P.I. etc. Haan (1965) also studied the relationship of coping and defense mechanisms to personality inventories. Adult subjects were rated by interviewers on ten defense mechanisms and ten coping mechanisms. The subjects were administered the California Personality Inventory (CPI) and the Minnesota Multiphasic Personality Inventory (MMPI). The results supported the hypotheses that the California Personality Inventory was a more effective measure of coping mechanisms than the MMPI; whereas, the MMPI was a more effective measure of defense mechanisms.

Goldstein (1952) made a projective study of psychoanalytic methods of defense. The particular aspect investigated was the consistency of defense preferences in "normal" subjects. He obtained the preferred defenses for 104 male and female college students by modifying the Blacky Picture technique to include a defense preference inquiry. The defenses preferred were those of repression, projection, reaction formation and regression. His findings revealed two types of defenders in the "normal" population, specific defenders and general defenders. A majority, who were designated as specific defenders, made specific choices of defense for each conflict area. Those designated as general defenders tended to use the same defenses regardless of the conflict situation.

The results offered supportive evidence that the students who had been designated as general defenders were less stable than those designated as specific defenders.

Haan (1963, 1964, 1965) has done considerable research with defense mechanisms and certain aspects of personality. He studied the relationship of coping and defense mechanisms to I.Q. change. Defenses of adult subjects were assessed in interviews in accordance with a schedule that covered their memories of adolescent self and social-family interaction and the assessment of their present status of self, occupation, family, et cetera. The mean number of interviewing hours was 12.4. The Terman Group Test was administered for the I.Q. rating. The comparison of these two measures indicated that coping mechanisms were related to I.Q. acceleration and defense mechanisms were related to I.Q. deceleration. Haan's findings are supportive of the premise stated at the beginning of this chapter; namely, that individuals whose behavior patterns can be identified as coping mechanisms seem to have more cognitive facility available to them for the solutions of conflicts and problems. It therefore follows that the ability to use one's intelligence is accelerated. Conversely, those individuals whose behavior patterns are identified as defense mechanisms seem to be so emotionally involved in defending against the conflict situation rather than facing it directly that the

cognitive facilities available to them are affected. Haan (1964) also investigated the relationship of Rorschach scores, Rorschach patterns, and Rorschach behavior to coping and defense mechanisms.

Kroeber (1963) proposed a model of ego functioning which included both coping and defense mechanisms. He hypothesized that coping mechanisms were used by the more well-adjusted persons, and the defense mechanisms were used more by the less well-adjusted.

Blum (1956), by the use of the Blacky Defense Preference Inventory, investigated defense preferences among university students in four countries: Italy, England, the Netherlands, and the United States. The defense mechanisms measured were: avoidance, reaction formation, projection, regression, and intellectualization. The responses revealed:

1. The prevalence in all four nations of widespread individual differences in character structure with some discernible differences between countries in regard to avoidance preferences.
2. Discernible differences between countries, e.g., Italy had the greatest preference for avoidance; England for reaction formation; the United States for projection; and again, England, for intellectualization.

Lazarus and Alpert (1964) found experimentally that threat

could be short circuited by altering cognitive appraisal. A film that induced a feeling of threat was preceded by a narrative designed to enforce the defense of denial and reaction formation. The Narrative significantly reduced both physiological and self-report evidences of stress reaction.

Thelen (1965) in effort to determine if children learned defense mechanisms from parents, administered the Blacky Defense Preference Inventory to 30 males, seventeen and eighteen years of age and also to their parents. He found that male adolescents manifested defense preferences more similar to those of their fathers than to those of other adult males. On the other side, Cooper (1969) investigated the reliability and validity of clinical ratings of ego defense mechanisms from the Rorschach test and explored the nature of intrafamilial similarities in the rated defense. In specific patterns of defenses, children's defenses generally were found to be no more similar to those of their own parents than they were to a parent in another, randomly chosen, family. While the defenses of daughters tended to be more like those of both of their parents than did those of sons, defenses of sons were even less like those of fathers than those of mothers.

Lampl (1968) explored the relationship between the level of self-esteem and defensiveness, the level of self-esteem

and the degree of manifest anxiety, and the structure of belief-systems associated with levels of combined defensiveness and self-esteem. Following the notion that for some individuals, high self-esteem represented a defense against low feelings of self-regard, he formulated that persons with defensively high self-esteem would have to maintain a "closed system of beliefs" in order to do away with ambiguity and diffuseness in their overall constellation of beliefs and attitudes. This was necessary to enable them to maintain a consistent, tightly-knit self-organization with a minimum of tension. It was anticipated that:

1) Individuals high and low in self-esteem would differ in level of defensiveness, with individuals highest in self-esteem reflecting the highest degree of defensiveness.

2) Individuals high and low in self-esteem would also differ in terms of expression of feelings associated with manifest anxiety. Individuals with the highest self-esteem would express the least amount of anxiety.

3) Individuals with defensively high self-esteem would, in addition, manifest belief-systems which are relatively more "closed" than "open".

4) Individuals with defensively high self-esteem would also be more vulnerable to situations and experiences which are not clearly defined, i.e., reflect less tolerance of ambiguity.

Lamp1 (1968) found that self-esteem and defensiveness were positively related. High self-esteem individuals were found to be significantly more defensive than low self-esteem individuals. Although males and females did not differ significantly in levels of self-esteem, females were significantly less defensive than males, but with higher manifest anxiety. Low self-esteem individuals were higher in manifest anxiety. Defensiveness and manifest anxiety were inversely related. High defensive-high self-esteem individuals were lower in manifest anxiety than were those low defensive-low self-esteem individuals.

A positive relationship was found between dogmatism and tolerance of ambiguity and between dogmatism and manifest anxiety. Tolerance of ambiguity was found not to be related to either self-esteem or defensiveness. When males and females were compared, females were found to be less defensive, dogmatic, and more willing to admit to the presence of feeling associated with manifest anxiety than were the males.

Considerable research has been done on specific defense mechanisms. Sears (1936) was one of the first to study experimentally the mechanism of projection. He found that individuals who had little awareness of a trait they possessed tended to project this trait onto others much more frequently than did individuals who had some awareness

that they possessed the trait. Wells and Goldstein (1964) in replicating Sears' study used college fraternity members with contradictory results. However, Bramel (1963) found that individuals who were told that they possessed a negative trait tended to project this trait upon their peers rather than on the outgroup in an effort to reduce cognitive dissonance which involved self-concept.

In his study on the mechanism of repression, Worchel (1955) found that unpleasant words were more easily forgotten than pleasant ones. Torrance (1954) conducted a study on the use of the mechanisms of rationalization as a function of self-concept. A sample of 1,215 college freshmen was asked to estimate, before and after, the quality of their performance on an entrance examination. Rationalizations for discrepant performances were given by one-fourth of the sample.

Summary

Experimental support of the effect of counselor characteristics upon counseling outcome has become increasingly abundant. It appears that research evaluating the facilitative dimensions within the counselor, e.g., empathic understanding, positive regard, genuineness, self-exploration, et cetera, is an area of vital concern to the counseling profession. The literature documents that successful counseling is largely dependent upon the facili-

tative qualities within the counselor. When these qualities do not exist within the counselors, the problems of his counselees either do not improve or they become worse.

There is substantial literature indicating that defense mechanisms are significantly related to certain aspects of personality functioning, i.e., I.Q. change in functioning, cognition, self-concept, et cetera. Also, the literature suggests that counselor effectiveness may be a function of the counselor's use of defense mechanisms (Allen, 1966; Rogers, 1957; Truax and Carkhuff, 1965).

CHAPTER III. METHOD OF PROCEDURE

Sample

Thirty-seven counselors from four Midwestern university counseling centers were willing to take the Defense Measuring Instrument (DMI). Of the 37 counselors, 21 were able to meet the request to counsel for four sessions with three counselees with personal/psychological problems. The sample, therefore, consisted of 21 counselors and 63 counselees.

The original design called for the counselee sample to be selected on the basis of the nature of the personal/psychological problems, from the total number of counselees assigned to the counselors according to the system prevailing at each center during a four-week period. However, permission to administer a pre-counseling questionnaire to all counselees seeking services at the centers could not be obtained, and made it impossible to control the nature of counseling problems. The counselee sample, consisting of 63 counselees (three per counselor), was selected by each counselor on the basis of the first three counselees with personal/psychological problems counseled by him for four sessions.

Instrumentation

Defense Measuring Instrument (DMI)

Counselor's defense mechanisms were assessed by the Defense Measuring Instrument developed by Gleser and Ihilevich (1969). The Defense Measuring Instrument is an objective measure of the relative intensity of the usage of five major groups of defense: Turning Against Others (TAO), Projection (PRO), Principalization (PRN), Turning Against Self (TAS), and Reversal (REV).

The inventory consists of ten stories structured in such a way that the variability of defenses according to the nature of the situation can be examined. Counselors were given either the masculine or feminine form. After reading each story counselors were asked to respond to four questions corresponding to four types of behavior evoked by the situation described in the story: (a) proposed actual behavior, (b) impulsive fantasy behavior, (c) thoughts and, (d) feelings. Five responses are provided for each question, each response representing one of the five defense mechanisms previously described. The counselors marked a plus for the response most representative of his reactions and a minus on least representative. The responses marked with a plus were given the numerical score of two; responses marked with a minus were given the numerical score of zero; and the unmarked responses were given the numerical score of

one. The score for any one defense can range from 0 to 80; however, the sum of the scores for the five defense mechanisms equals 200. The Defense Measuring Instrument is included in the Appendix.

Counselee Rating of Counselor Scale

The Counselee Rating of Counselor Scale which is completed by the counselee at the end of the fourth session of counseling offers a quantitative evaluation of the facilitative dimensions of the counselor similar to those found to be associated with successful counseling by Carkhuff and Berenson (1967), Truax and Carkhuff (1965), Truax (1963), and Rogers (1957).

The scale consists of ten statements, each on a five point continuum. The higher the rating the more the counselor is judged to be facilitative. The scale measures degree of empathic understanding, positive regard, genuineness, concreteness and satisfaction with counseling experience. The degree of empathic understanding refers to the extent to which a counselor expressed awareness and understanding of the feelings of the counselee and concurrently communicated this awareness to him. Positive regard is the degree of respect and warmth expressed by the counselor to the counselee. Concreteness is the counselor's capacity to express himself in specific and concrete terms which enables the counselee to discuss relevant material in

specific and concrete terminology. Facilitative genuineness refers to the degree to which the counselor's verbalizations are in touch with the counselee's feelings at a given time. Counselee satisfaction with counseling experience is self explanatory.

Post-Counseling Evaluation Scale

The Post-Counseling Evaluation Scale completed by the counselee at the end of the fourth session of counseling, offers a quantitative self evaluation of his counseling experience. It is a five point scale which consists of 17 questions. The questions were constructed to assess improvement of the counselee in five areas: problem solution, counselor influence on problem solution, self-concept, self-confidence, and social functioning. (See Appendix for a copy of this instrument.)

Procedure

Each counselor in the sample completed the Defense Measuring Instrument and the Counselor Questionnaire Form. The DMI raw scores were transformed into Z scores.

As shown in Table 1, the counselors' scores on TAO, PRO, PRN, and REV are moderately intercorrelated, although the scores on the TAS scale were not as highly intercorrelated. The intercorrelation of the defense mechanisms in this study are similar to the findings of Gleser and

Table 1. Intercorrelations among five defenses of the DMI for counselor sample

	TAO	PRO	PRN	TAS	REV
TAO	1.0000	0.6348	-0.8967	-0.4456	-0.7344
PRO		1.0000	-0.5765	-0.6916	-0.5951
PRN			1.0000	0.2390	0.6332
TAS				1.0000	0.0839
REV					1.0000

Ihilevich (1969).

On the basis of the intercorrelation among the five defense mechanisms scores, all counselors were classified by two systems. Classification System 1, consist of the counselors' combined scores on DMI scales: Turning Against Others (TAO), Projection (PRO), Principalization (PRN), and Reversal (REV). Classification System 2, consist of only counselors' scores on DMI Scale Turning Against Self (TAS). Counselors in each classification system were grouped into categories of high, medium, and low, on the basis of DMI weighted Z scores computed by summing Z scores across all scales within the respective classification systems (See Table 2). Hereafter, for the purpose of this study Classification Systems 1 and 2 will be referred to as C₁

Table 2. Counselor grouping on the basis of the DMI ranked weighted Z scores into two classification systems. Classification System 1, consists of DMI scales TAO, PRO, PRN, and REV.; Classification System 2, consists of the TAS scale only

Group	Classification System 1		Classification System 2	
	Counselor	Z scores	Counselor	Z scores
High	11	5.524	13	2.165
	21	5.305	6	1.751
	6	3.692	5	1.612
	14	2.699	10	0.922
	13	2.685	11	0.645
	20	2.170	19	0.369
	5	2.070	21	0.230
Medium	12	2.051	2	0.092
	10	0.716	18	0.092
	19	0.305	1	-0.046
	17	0.248	9	-0.046
	15	0.170	16	-0.046
	16	0.124	12	-0.184
	8	-0.246	15	-0.323
Low	3	-1.559	14	-0.599
	9	-1.981	4	-0.876
	4	-2.307	8	-0.876
	18	-2.735	3	-1.014
	1	-4.554	20	-1.014
	7	-6.639	7	-1.428
	2	-7.555	17	-1.478
Total	21		21	

and C_2 .

Tables 3 and 4 show the means for each group in Classification System 1, (C_1), and Classification System 2, (C_2).

Table 3. Counselee rating of counselor means of three groups of counselors in Classification System 1, (C₁); categorized as high, medium, and low

Scale	Group ^a		
	High	Medium	Low
1	4.60	4.56	4.50
2	4.36	4.55	4.38
3	4.67	4.43	4.47
4	4.63	4.76	4.63
5	4.58	4.54	4.47
6	4.25	4.15	3.88
7	4.57	4.52	4.38
8	4.24	4.28	4.12
9	4.36	4.27	4.03
10	3.72	4.11	4.07

^aThe reader is referred to Table 2 for information dealing with the categories, high, medium, and low used in Tables 3 and 4.

Table 4. Counselee rating of counselor means of three groups of counselors in Classification System 2, (C₂); categorized as high, medium, and low

Scale	Group ^a		
	High	Medium	Low
1	4.55	4.55	4.57
2	4.41	4.50	4.38
3	4.52	4.66	4.38
4	4.61	4.71	4.70
5	4.47	4.60	4.50
6	4.21	3.95	4.12
7	4.57	4.38	4.43
8	4.05	4.29	4.30
9	4.25	4.26	4.16
10	4.00	3.95	3.95

The two counseling evaluation instruments, the Counselor Rating of Counselor Scales and the Post-Counseling Evaluation Scales, were basically designed to measure ten dimensions. The 27 items on the two instruments were combined into ten separate scales on the basis of the moderate item intercorrelations reported in Table 5 and 6.

The method of deriving the five scales for each of the two instruments follows:

Counselor Rating of Counselor Scales		
<u>Item No.</u>	<u>Scale</u>	<u>Scale No.</u>
1, 4, 5, 7	Empathic understanding	1
2, 5	Positive regard	2
3	Concreteness	3
5, 6, 9	Facilitative genuineness	4
5, 8, 10	Counselee satisfaction with counseling experience	5
Post-Counseling Evaluation Scales		
1, 3, 4, 5	Degree of problem solution	6
2	Degree of counselor influence in problem solution	7
6, 7, 10, 11, 12	Degree of change in self-concept due to counseling	8
8, 9, 10	Degree of self-understanding due to counseling	9
13, 14, 15, 16, 17	Degree of change in social functioning due to counseling	10

Tables 5 and 6 show the intercorrelations among the items of the two scales. The ten scales were used to measure the relationship of the counselor's defense mechanisms to counseling outcome as rated by the counselee.

Table 5. Intercorrelations among the 10 items of the counselee rating of counselor scales

	1	2	3	4	5	6	7	8	9	10
1	1.0000	0.3385	0.5314	0.6386	0.5796	0.3895	0.2433	0.5087	0.4330	0.5059
2		1.000	0.3847	0.3828	0.5381	0.4391	0.1713	0.1691	0.0710	0.4147
3			1.0000	0.5385	0.4923	0.3658	0.2931	0.3427	0.3377	0.5044
4				1.0000	0.6517	0.5355	0.4290	0.5017	0.5141	0.5608
5					1.0000	0.5762	0.2092	0.3766	0.5656	0.6383
6						1.0000	0.2723	0.2866	0.5427	0.4031
7							1.0000	0.2357	0.2152	0.1392
8								1.0000	0.4060	0.5158
9									1.0000	0.3995
10										1.0000

Analysis of Data

Analysis of variance technique provided the major statistical treatment of the data and it was computed on each of the ten hypotheses with the following model:

$$Y_1, Y_2, Y_3, Y_4, Y_5, Y_6, Y_7, Y_8, Y_9, Y_{10} =$$

$$A(I) + B(J)(I) + E(K)(J)(I))$$

where

- Y_1 = Empathic understanding scores,
- Y_2 = Positive regard scores,
- Y_3 = Concreteness scores,
- Y_4 = Facilitative genuineness scores,
- Y_5 = Counselor satisfaction with counseling experience scores,
- Y_6 = Degree of problem solution scores,
- Y_7 = Degree of counselor influence in problem solution scores,
- Y_8 = Degree of change in self-concept due to counseling scores,
- Y_9 = Degree of self-understanding due to counseling scores,
- Y_{10} = Degree of change in social functioning due to counseling scores,
- A = Counselor groups (DMI),
- B = Counselors within groups,
- I = 1, 2, 3,
- J = 1, 2, 3, 4, 5, 6, 7,
- K = 1, 2, 3, ..., 21.

CHAPTER IV. FINDINGS

The background characteristics (e.g., education, counseling experience, and counselor age) of the counselors are quite varied as indicated by the data in Tables 7, 8, and 9.

Table 7. Highest academic degree held by counselors in the sample

Degree	Number of counselors	Percent
M.A.	14	66.67
Ph.D.	7	33.33
Total	21	100.00

Table 8. Years of counseling experience of counselors in the sample

Years of counseling experience	Number of counselors	Percent
2 or less	4	19.1
3 - 5	6	28.5
6 - 8	5	23.8
9 - 11	1	4.8
12 - 14	2	9.5
15 - 17	2	9.5
18 or more	1	4.8
Total	21	100.0

Table 9. Age of counselors in the sample

Age	Number of counselors	Percent
20 - 24	0	0.0
25 - 29	5	23.8
30 - 34	6	28.6
35 - 39	6	28.6
40 - 44	2	9.5
45 - 49	2	9.5
50 or older	0	0.0
Total	21	100.0

As shown in Table 10, more than half of the counselors in the sample spend 15 hours or less per week counseling with counselees.

Although Table 7 shows that only one-third of the counselors in the sample held doctorate degrees, eight counselors with doctorate degrees dropped from the study because they were not able to meet the selection requirement to counsel with three counselees with personal/psychological problems for four sessions.

The means and standard deviation of the counselor's DMI raw scores are reported in Table 11.

The counselors in the sample tend to rely more heavily on the defense mechanism of Principalization (PRN) than any of the other defense mechanisms. This implies that

Table 10. Number of hours per week counselors in the sample counsel with counselees

Number of hours	Number of counselors	Percent
0 - 3	0	0.0
4 - 7	5	23.8
8 - 11	2	9.5
12 - 15	4	19.2
16 - 19	0	0.0
20 - 23	5	23.8
24 - 27	1	4.7
28 - 31	1	4.7
32 - 34	3	14.3
35 - 38	0	0.0
39 or more	0	0.0
Total	21	100.0

the counselors tend to handle conflict situations by separating their feelings and emotions from content by the process of intellectualizing or rationalizing. The second most frequently used defense mechanism was Reversal. The use of this mechanism implies that the counselors tend to deal with conflict situations by responding in a positive or neutral fashion to a frustrating object or situation which might be expected to evoke a negative reaction.

Turning Against Self (TAS) was the least used defense mechanism of the counselors in the sample. This implies that the counselors generally did not handle anxiety by blaming themselves for things going wrong or for being in

Table 11. Distribution of DMI scores for counselors in the sample

Counselor	Scale				
	TAO	PRO	PRN	TAS	REV
01	58	36	37	36	33
02	56	47	34	37	26
03	39	45	48	29	39
04	49	39	41	30	41
05	30	31	50	48	41
06	30	25	55	49	41
07	54	51	39	26	30
08	37	42	46	30	45
09	36	38	50	43	43
10	25	27	60	41	47
11	33	35	53	35	44
12	24	32	49	52	43
13	30	37	51	32	50
14	44	33	34	33	46
15	34	40	51	36	39
16	36	43	51	26	44
17	43	42	49	37	29
18	34	38	49	39	40
19	31	39	59	29	42
20	24	30	61	38	47
21	40	42	48	36	34
N = 21	787	792	1015	762	844
Mean	37.47	37.71	48.33	36.28	40.19
S.D.	3.09	6.60	2.44	6.45	6.42

other threatening situations.

Item number five on the Counselee Rating of Counselor Scale, "I felt the counselor's ability to make me feel at ease and accepted so I could discuss personal matter as full and deeply as I desired", correlated moderately with

the items comprising the Empathic Understanding Scale, the Positive Regard Scale and the Facilitative Genuineness Scale. It would seem that the counselor's humaneness in his encounter with counselees contributes to the counselee's feeling of being understood, being regarded positively, being satisfied with his counseling experience. It also contributed to the counselor being perceived as a facilitative and genuine person. On the Post-Counseling Evaluation Scale, item number eight, which was concerned with counselee's self-understanding and knowledge, was moderately correlated with the Counselee's ability to make decisions, improved self-confidence and self-esteem (Table 7). These findings are supported by Carkhuff and Berenson (1967), namely, the counselor who is able to communicate to the counselee a feeling of acceptance and empathic understanding is a counselor who is genuine. A counselor who facilitates the counselee's self-understanding increases the counselee's self-confidence and self-esteem. These changes in the counselee apparently contribute to his satisfaction with his counseling experience.

The above findings suggests that it may be appropriate to assess the degree to which counselor educators direct their attention to teaching students skills which contributes to counselee satisfaction with his counseling experience, (i.e., positive regard, empathic understanding, and

counselee self-understanding).

Tests of Hypotheses

The ten null hypotheses as listed in Chapter I were tested by utilizing the analysis of variance model. The following hypotheses were tested:

Hypothesis 1

There were no significant differences between the counselee's ratings on the Empathic Understanding Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected. The computed F-values were less one (see Tables 12 and 13).

Hypothesis 2

There were no significant differences between the counselee's ratings on the Positive Regard Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected. The computed F-values of 0.0213 and 0.0445 were not significant (see Tables 14 and 15).

Hypothesis 3

There were no significant differences between the counselee's ratings on the Concreteness Scale of three

Table 12. Analysis of variance of Empathic Understanding Scale scores;
counselors grouped by C₁^a

Source of variation	Degrees of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.0965	0.0483	0.345
Linear component	1	(0.0933)	(0.0933)	(0.6617)
Deviation from linear	1	(0.0032)	(0.0032)	(0.0227)
Counselors within groups	18	2.5378	0.1410	
Counselees within counselor	42	4.4470	0.1059	
Total	62	7.0813		

^aNumbers in parentheses not included in totals in this and subsequent tables.

Table 13. Analysis of variance of Empathic Understanding Scale scores;
counselors grouped by C₂^a

Source of variation	Degrees of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.0039	0.0019	0.0134
Linear component	1	(0.0033)	(0.0033)	(0.0226)
Deviation from linear	1	(0.0006)	(0.0006)	(0.0050)
Counselors within groups	18	2.6305	0.1461	
Counselees within counselor	42	4.4469	0.1058	
Total	62	7.0813		

Table 14. Analysis of variance of Positive Regard Scale scores; counselors grouped by C₁^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.4266	0.2133	1.1984
Linear component	1	(0.0037)	(0.0037)	(0.0213)
Deviation from linear	1	(0.4229)	(0.4229)	(2.3750)
Counselors within groups	18	3.2048	0.1780	
Counselees within counselor	42	7.3350	0.1746	
Total	62	10.9664		

Table 15. Analysis of variance of Positive Regard Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.1553	0.0776	0.4021
Linear component	1	(0.0086)	(0.0086)	(0.0445)
Deviation from linear	1	(0.1467)	(0.1467)	(0.8247)
Counselors within groups	18	3.4762	0.1931	
Counselees within counselor	42	7.3349	0.1746	
Total	62	10.9664		

groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected (see Tables 16 and 17).

Hypothesis 4

There were no significant differences between the counselee's ratings on the Facilitative Genuineness Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant (see Tables 18 and 19).

Hypothesis 5

There were no significant differences between the counselee's ratings on the Counseling Experience Satisfaction Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The F-values reported in Tables 20 and 21 were less than one.

Hypothesis 6

There were no significant differences between the counselee's ratings on the Degree of Problem Solution

Table 16. Analysis of variance of Concreteness Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.6666	0.3333	0.5780
Linear component	1	(0.3808)	(0.3807)	(0.6601)
Deviation from linear	1	(0.2858)	(0.2858)	(0.4954)
Counselors within groups	18	10.3809	0.5767	
Counselees within counselor	42	12.6665	0.3015	
Total	62	23.7140		

Table 17. Analysis of variance of Concreteness Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.8571	0.4285	0.7570
Linear component	1	(0.2143)	(0.2143)	(0.3786)
Deviation from linear	1	(0.6428)	(0.6428)	(1.1146)
Counselors within groups	18	10.1904	0.5661	
Counselees within counselor	42	12.6665	0.3015	
Total	62	23.7140		

Table 18. Analysis of variance of Facilitative Genuineness Scale scores;
counselors grouped by C₁^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.2250	0.1125	1.0567
Linear component	1	(0.0021)	(0.0021)	(0.0197)
Deviation from linear	1	(0.2229)	(0.2229)	(2.0930)
Counselors within groups	18	1.9171	0.1065	
Counselees within counselor	42	4.5993	0.1095	
Total	62	6.7414		

Table 19. Analysis of variance of Facilitative Genuineness Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.1279	0.0639	0.5800
Linear component	1	(0.0860)	(0.0860)	(1.2647)
Deviation from linear	1	(0.0419)	(0.0419)	(0.3944)
Counselors within groups	18	2.0143	0.1101	
Counselees within counselor	42	4.5992	0.1095	
Total	62	6.7414		

Table 20. Analysis of variance of Counseling Experience Satisfaction Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.1280	0.0640	0.4477
Linear component	1	(0.1271)	(0.1271)	(0.8888)
Deviation from linear	1	(0.0009)	(0.0009)	(0.0071)
Counselors within groups	18	2.5733	0.1430	
Counselees within counselor	42	3.1973	0.0761	
Total	62	4.8986		

Table 21. Analysis of variance of Counseling Experience Satisfaction Scale scores; counselors grouped by C_2^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.1541	0.0770	0.5430
Linear component	1	(0.0026)	(0.0026)	(0.0184)
Deviation from linear	1	(0.1515)	(0.1515)	(0.0601)
Counselors within groups	18	2.5472	0.1418	
Counselees within counselor	42	3.1973	0.0761	
Total	62	5.8986		

Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypothesis for C_1 was rejected. The computed F-value of 4.6473 was significant at the .05 percent level (Table 22). The hypothesis for C_2 was not rejected. The computed F-value was not significant (see Table 23).

Hypothesis 7

There were no significant differences between the counselee's ratings on the Degree of Counselor Influence in Problem Solution Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were less than one (see Tables 24 and 25).

Hypothesis 8

There were no significant differences between the counselee's ratings on the Degree of Change in Self-Concept Due to Counseling Scale scores of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant (see Tables 26 and 27).

Table 22. Analysis of variance of Degree of Problem Solution Scale scores;
counselors grouped by C₁^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	1.5502	0.7751	2.5057
Linear component	1	(1.4374)	(1.4374)	(4.6473)*
Deviation from linear	1	(0.1128)	(0.1128)	(0.3647)
Counselors within groups	18	5.5681	0.3093	
Counselees within counselor	42	13.9107	0.3312	
Total	62	21.0290		

*Values significant at or beyond the .05 percent level.

Table 23. Analysis of variance of Degree of Problem Solution Scale scores;
counselors grouped by C_2^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.7439	0.3719	1.0502
Linear component	1	(0.0952)	(0.0952)	(0.2689)
Deviation from linear	1	(0.6487)	(0.6487)	(2.0970)
Counselors within groups	18	6.3745	0.3541	
Counselees within counselor	42	13.9106	0.3312	
Total	62	21.0290		

Table 24. Analysis of variance of Degree of Counselor Influence in Problem Solution Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.4127	0.2063	0.2229
Linear component	1	(0.3810)	(0.3810)	(0.4115)
Deviation from linear	1	(0.0317)	(0.0317)	(0.0342)
Counselors within groups	18	16.6666	0.9259	
Counselees within counselor	42	14.6662	0.3491	
Total	62	31.7455		

Table 25. Analysis of variance of Degree of Counselor Influence in Problem Solution Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.9841	0.4920	0.5503
Linear component	1	(0.5952)	(0.5952)	(0.6656)
Deviation from linear	1	(0.3889)	(0.3889)	(0.4200)
Counselors within groups	18	16.0952	0.8942	
Counselees within counselor	42	14.6662	0.3491	
Total	62	31.7455		

Table 26. Analysis of variance of Degree of Change in Self-Concept Due to Counseling Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.2986	0.1493	0.4695
Linear component	1	(0.1429)	(0.1429)	(0.4494)
Deviation from linear	1	(0.1557)	(0.1557)	(0.4896)
Counselors within groups	18	5.9248	0.3180	
Counselees within counselor	42	10.0367	0.2389	
Total	62	16.2601		

Table 27. Analysis of variance of Degree of Change in Self-Concept Due to Counseling Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.6822	0.4411	1.4867
Linear component	1	(0.6815)	(0.6815)	(2.2969)
Deviation from linear	1	(0.2008)	(0.2018)	(0.6314)
Counselors within groups	18	5.3412	0.2967	
Counselees within counselor	42	10.0367	0.2389	
Total	62	16.2601		

Hypothesis 9

There were no significant differences between the counselee's ratings on the Degree of Self-Understanding Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant (see Tables 28 and 29).

Hypothesis 10

There were no significant differences between the counselee's ratings of the Degree of Change in Social Functioning Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant (see Tables 30 and 31).

Table 28. Analysis of variance of Degree of Self-Understanding Due to Counseling Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	1.2499	0.6249	1.8544
Linear component	1	(1.1666)	(1.1666)	(3.4617)
Deviation from linear	1	(0.0833)	(0.0833)	(0.2472)
Counselors within groups	18	6.0665	0.3370	
Counselees within counselor	42	10.2943	0.2451	
Total	62	17.6107		

Table 29. Analysis of variance of Degree of Self-Understanding Due to Counseling Scale scores; counselors grouped by C_2^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.1348	0.0673	0.1689
Linear component	1	(0.0924)	(0.0924)	(0.2316)
Deviation from linear	1	(0.0418)	(0.0418)	(0.1264)
Counselors within groups	18	7.1817	0.3990	
Counselees within counselor	42	10.2941	0.2450	
Total	62	17.6106		

Table 30. Analysis of variance of Degree of Change in Social Functioning Due to Counseling Scale scores; counselors grouped by C_1^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	1.9552	0.9776	2.4402
Linear component	1	(1.2668)	(1.2668)	(3.1672)
Deviation from linear	1	(0.6884)	(0.6884)	(1.7134)
Counselors within groups	18	7.2114	0.4006	
Counselees within counselor	42	12.7931	0.3045	
Total	62	21.9597		

Table 31. Analysis of variance of Degree of Change in Social Functioning Due to Counseling Scale scores; counselors grouped by C₂^a

Source of variation	Degree of freedom	Sum of squares	Mean square	F-value
Counselor groups (DMI)	2	0.0352	0.0176	0.347
Linear component	1	(0.0238)	(0.0238)	(0.0469)
Deviation from linear	1	(0.0114)	(0.0114)	(0.0285)
Counselors within groups	18	9.1314	0.5073	
Counselees within counselor	42	12.7932	0.3046	
Total	62	21.9598		

CHAPTER V. DISCUSSION

Previous research has supported the idea that the psychologically open counselor has more counseling success than the psychological closed counselor (Allen, 1966). Since the use of defense mechanisms is a deterrent to psychological openness, this study investigated the relationship of the counselor's use of five major defense mechanisms to counseling outcome as measured by counselee ratings. Of the five defense mechanisms, the counselors in the sample tend to rely more heavily on the mechanism of principalization than on any of the other mechanisms. Although theoretically, principalization is considered a higher level of ego functioning relative to the other defense mechanisms, it nevertheless prevents the individual from being in touch with his real feelings. Allen (1966, p. 33) states, "the open person is one in whom there is a relatively high degree of self-communication. The closed person is one in whom there is a greater degree of isolation among the various levels and/or varieties of his experience." The use of the mechanism of principalization serves to isolate affect from content. It can be an easy way for the counselor to keep from getting involved with the counselee. Reversal was the second most widely used defense mechanism of the counselors in the sample. The use of this mechanism implies that the counselors tend to

deal with conflict situation by responding in a positive or neutral fashion to a frustrating object or situation which might be expected to evoke a negative reaction. Both principalization and reversal prevent real feelings from emerging in conflictual and threatening situations. This suggests that the counselor may not react on the basis of how he really feels in counseling sessions which involves a conflictual or threatening situation. Counselors responding on the basis of real feelings is the basis of facilitative genuineness. The least used defense mechanism of the counselors in the sample was turning-against-self. This implies that the counselors generally did not handle anxiety by blaming themselves for things going wrong or for being in threatening situations. This is to be expected since the mechanism of turning-against-self is negatively correlated with principalization and reversal. Since principalization and reversal serve the purpose of handling conflict situations by the process of separating affect from content, it would be expected that counselors high on these mechanisms would be rated low on empathic understanding. The counselees did not confirm this notion. Counselors, whose major defenses were principalization and reversal were not rated low on the empathic understanding dimensions by their counselees. One possible explanation is the purpose defense mechanisms serve.

Defense mechanisms are patterns of behavior which protect one from the anxiety of conflictual situations and threats of various sorts (i.e., self-esteem, incongruence, etc.). The counselors in the sample may not be counseling with the kinds of counselee problems which require the degree of involvement in which the counselors are threatened. In other words, the nature of the problems of those counsees in the sample seeking services at the university counseling centers may be situational and temporary, rather than personal/psychological problems of longer standing. This notion is supported by the fact that it was generally very difficult for counselors to secure a sample of three counsees who had returned for at least four counseling sessions. This may also indicate that brief counseling does not provide the opportunity for the counselor's defense mechanisms to influence the counseling process.

On the basis of previous research (Allen, 1966; Carkhuff and Berenson, 1967; Truax, 1963) it was expected that the counselors in the low defense groupings of each classification, C₁ and C₂ would be rated by his counsees as more effective on all ten counselee rating dimensions than counselors in the high and medium defense groupings.

As shown in Tables 12 through 31, all but one of the F-values for hypotheses 1 through 10 were not significant.

A check of the linear and quadratic orthogonal components of the counselor groups identified one significant component; the degree of problem solution for C₁ group. On the whole, the results of this investigation did not identify a statistically significant relationship between the counselor's use of defense mechanisms and counseling outcome. Couselees generally did not rate counselors who were low in the use of defenses any higher than those counselors high or medium in the use of defenses (see Table 3).

Several explanations have already been advanced for these findings; namely, the counselors in the sample are not counseling with couselees who have the types of problems which foster the kind of interaction that would bring into play the counselor's defense mechanisms. In addition to the explanations previously mentioned, another possible reason for not finding statistically significant results was that couselees were selected by the counselors. There may have been a selection bias on the part of the counselor. It is quite possible that the sample of couselees was drawn from persons, all of whom had had a positive relationship with their counselor. The nature of a continuing relationship is usually characterized by positive affect in some degree regardless of the stage of counseling. Perhaps those couselees who do not relate

well with their counselor fail to return for four counseling sessions. If such a self-screening process is in operation one would expect all counselors to receive higher than average ratings since the ratings are being made by those counselees who place enough value in the nature of the counseling process and their counselors to return for counseling at least four times.

Recommendations for Further Research

These recommendations are made for future counseling outcome research.

1. It is recommended that more than one criterion be used to measure counseling effectiveness. Both interjudge ratings and counselor ratings would balance the ratings and subjectivity of the counselee ratings.
2. It is recommended that the present study be replicated in counseling agencies other than university counseling centers, using counselees from the general population and who are counseled for a longer period than four sessions.

CHAPTER VI. SUMMARY

This study investigated the relationship of the counselor defense mechanism to counseling outcome. The sample consisted of 21 counselors and 63 counselees from four Midwestern university counseling centers. Counselor defense mechanisms were assessed by the Defense Measuring Instrument (DMI) developed by Gleser and Ihilevich (1969) and counseling outcome was measured by counselee responses on rating scales. The DMI assesses five major defense mechanisms: Turning Against Others (TAO), Projection (PRO), Principalization (PRN), Turning-Against-Self (TAS), and Reversal (REV). On the basis of the intercorrelation among the five defense mechanisms scores, all counselors were classified by two systems. Classification System 1, consists of the counselors' combined scores on DMI scales; TAO, PRO, PRN, and REV. Classification System 2, consists of only the counselors' scores on the TAS scale of the DMI. Counselors in each classification system were grouped into categories of high, medium, and low, on the basis of weighted Z-scores computed by summing Z-scores across all scales. The items on the two counseling evaluation scales (the Counselee Rating of Counselor Scale and the Post-Counseling Evaluation Scale) were combined into five dimensions each, making a total of ten separate dimensions.

The counselors in the sample tend to rely more heavily

on the defense mechanism of principalization (PRN) than any other defense mechanism. This implies that the counselors tend to handle conflict situations by placing their real feelings into the cognitive domain by the process of intellectualization and rationalization. The second most frequently used defense was reversal which is similar to principalization, in that it too protects one from experiencing real feelings. The use of reversal implies that the counselors tend to deal with conflict situation by responding in a positive or neutral fashion to a frustrating object or situation which might be expected to evoke a negative reaction. Turning-Against-Self was the least used defense mechanism of the counselor in the sample. The counselors do not tend to blame themselves for things that go wrong or threatening situations as a means of handling anxiety.

Analysis of variance technique provided the major statistical analysis of the data and was computed to test each of the following hypotheses:

Hypothesis 1

There were no significant differences between the counselee's ratings on the Empathic Understanding Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected. The computed

F-values were less than one.

Hypothesis 2

There were no significant differences between the counselee's ratings on the Positive Regard Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected. The computed F-values of 0.0213 and 0.0445 were not significant.

Hypothesis 3

There were no significant differences between the counselee's ratings on the Concreteness Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypotheses were not rejected.

Hypothesis 4

There were no significant differences between the counselee's ratings on the Facilitative Genuineness Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant.

Hypothesis 5

There were no significant differences between the counselee's ratings on the Counseling Experience Satisfaction Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The F-values were less than one.

Hypothesis 6

There were no significant differences between the counselee's ratings on the Degree of Problem Solution Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

The null hypothesis for C_1 was rejected. The computed F-value of 4.6473 was significant at the .05 percent level. The hypothesis for C_2 was not rejected. The computed F-value was not significant.

Hypothesis 7

There were no significant differences between the counselee's ratings on the Degree of Counselor Influence in Problem Solution Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were less than one.

Hypothesis 8

There were no significant differences between the counselee's ratings on the Degree of Change in Self-Concept Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant.

Hypothesis 9

There were no significant differences between the counselee's ratings on the Degree of Self-Understanding Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant.

Hypothesis 10

There were no significant differences between the counselee's ratings of the Degree of Change in Social Functioning Due to Counseling Scale of three groups of counselors in Classification System 1, (C_1), and Classification System 2, (C_2).

There was insufficient evidence to reject the null hypotheses. The computed F-values were not significant.

The results of the study did not identify a statistically significant relationship between the counselor's defense mechanisms and counseling outcome as measured by counselee ratings. Linear and quadratic orthogonal components of the counselor groups revealed only one statistically significant component; the degree of problem solution for C₁ group. There are several cogent explanations for the lack of a statistically significant relationship of the counselor's defense mechanisms to counseling outcome. First of all, the counselors in the sample may not be counseling with the kinds of counselee problems which require degree of involvement in which the counselors conflicts are threatened. In other words, the nature of the problems of those counselees seeking services at the university counseling centers in the sample may be situational and temporary, rather than personal/psychological problems of longer standing. This notion is supported by the fact that it was generally very difficult for counselors to secure a sample of three counselees who had returned for at least four counseling sessions. This may also be suggestive that brief counseling does not provide the opportunity for the counselor's defense mechanisms to influence the counseling process. Another possible meaning of the brief counseling practiced in the university counseling centers in the sample is that the counselor's defense system may result in an early counselee self-screening process to

reduce their cognitive dissonance. Possible support for this notion is reflected by the counselors in the sample heavy reliance on the mechanisms of principalization and reversal. These mechanisms tend to block affect and place feelings and emotions in the cognitive domain. It appears that these two defense mechanisms would decrease the feelings of empathic understanding. Empathic understanding requires the counselor to feel what the counselee feels and at the same time communicate this understanding to him. It therefore seems that the counselor who uses principalization and reversal to avoid experiencing painful feelings also avoids communicating empathically with the counselee.

On the basis of previous research (Allen, 1966; Carkhuff and Berenson, 1967; Truax, 1963) it was expected that the counselors in the low defense groupings of each classification, C_1 and C_2 , would be rated by his counselees as more effective on all ten counselee rating scales than counselors in the high and medium defense groupings.

As shown in Tables 12 through 31, all but one of the F-values for hypotheses 1 through 10 were not significant. A check of the linear and quadratic orthogonal components identified only one significant component; degree of problem solution. On the whole, the results of this investigation did not identify a statistically significant relationship between the counselor's use of five defense

mechanisms and counseling outcome. Couselees generally did not rate counselors who were in the low defensive groupings any higher than they did those counselors in the high and medium defensive groupings (see Table 3).

LITERATURE CITED

- Allen, T. W.
1966 Counselors in training: A study of role effectiveness as a function of psychological openness. Unpublished Ph.D. thesis. Cambridge, Mass., Library, Harvard University.
- Arbuckle, D. S.
1967 Kinds of counseling: Meaningful or meaningless. Journal of Counseling Psychology 14: 219-225.
- Bakan, D.
1956 Clinical psychology and logic. The American Psychologist 11: 655-662.
- Bergin, A. E.
1963 The effects of psychotherapy: Negative results revisited. Journal of Counseling Psychology 10: 244-249.
- Berry, J. W.
1970 Therapists' responses as a function of level of therapist experience and attitude of the patient. Journal of Consulting and Clinical Psychology 34: 239-243.
- Betz, B. J.
1962 Differential success rates of psychotherapists with "process" and "non-process" schizophrenic patients. American Journal of Psychiatry 11: 1090-1091.
- Blum, G. S.
1956 Defense preferences in four countries. Journal of Projective Techniques 20: 33-41.
- Bordin, E. S.
1955 Ambiguity as a therapeutic variable. Journal of Consulting Psychology 19: 9-15.
- Bramel, D.
1963 Selection of a target for defensive projection. Journal of Abnormal and Social Psychology 66: 318-324.
- Butler, J. M.
1952 The interaction of client and therapist. Journal of Abnormal and Social Psychology 47: 366-378.

- Carkhuff, R. R., and Berenson, B. G.
1967 Beyond counseling and therapy. New York, N.Y.,
Holt, Rinehart and Winston, Inc.
- Cooper, S.
1969 An exploration of ego defense mechanisms and
related processes in clinic and nonclinic
families. Dissertation Abstracts 29: 3478B.
- Cutler, R. L.
1958 Countertransference effects in psychotherapy.
Journal of Consulting Psychology 22: 349-356.
- Ellis, A.
1955 New approaches to psychotherapy techniques.
Journal of Clinical Psychology 11: 208-260.
- English, H. B., and English, A. C.
1958 A comprehensive dictionary of psychological and
psychoanalytical terms. New York, N.Y., Longmans,
Green and Co.
- Freedman, M., Leary, T., Ossorio, A., and Coffey, H.
1950 The interpersonal dimensions of personality.
Journal of Personality 20: 143-162.
- Freud, S.
1915 Instincts and their vicissitudes. Collected
papers. Volume IV. London, The Hogarth Press.
1941.
- Gleser, G. C., and Ihilevich, D.
1969 An objective instrument for measuring defense
mechanisms. Journal of Consulting and Clinical
Psychology 33: 51-60.
- Goldstein, S.
1952 A projective study of psychoanalytic mechanisms
of defense. Unpublished Ph.D. thesis. Ann
Arbor, Mich., Library, University of Michigan.
- Gump, L. R., Jr.
1969 Effectiveness of self-aware and self-unaware
counselors as rated by the counselors and their
clients. Dissertation Abstracts 29: 121A.
- Haan, N.
1963 Proposed model of ego functioning: Coping and
defense mechanisms in relationship to I.Q. change.
Psychological Monographs 77: 1-23.

- Haan, N.
1964 An investigation of the relationships of Rorschach scores, patterns, and behavior to coping and defense mechanisms. Journal of Projective Techniques and Personality Assessment 28: 429-441.
- Haan, N.
1965 Coping and defense mechanisms related to personality inventories. Journal of Consulting Psychology 29: 373-378.
- Harrison, R.
1970 Defenses and the need to know. In Golembiewski, R. T., and Blumberg, A., eds. Sensitivity training and the laboratory approach. Pp. 80-86. Itasca, Ill., F. E. Peacock, Inc.
- Kroeber, T.
1963 The coping functions of the ego mechanisms. In White, R. W., ed. The study of lives. Pp. 178-198. New York, N.Y., Atherton Press.
- Lampl, M.
1968 Defensiveness, dogmatism and self-esteem. Dissertation Abstracts 29: 2194B.
- Lazarus, R. S., and Alpert, E.
1964 Short circuiting of threat by experimentally altering cognitive appraisal. Journal of Abnormal and Social Psychology 69: 195-205.
- Levine, M., and Spivack, G.
1964 Rorschach index of repressive style. Springfield, Illinois. Charles C. Thomas Co.
- Lief, H. I.
1960 Training in broad spectrum psychotherapy. In Dellis, N. E., and Stone, H. K., eds. The training of psychotherapists: A multidisciplinary approach. Pp. 68-81. Baton Rouge, La., University of Louisiana Press.
- Miller, D. R., and Swanson, G. R.
1960 Inner conflict and defense. New York, N.Y., Holt, Rinehart and Winston, Inc.
- Murphy, L. B.
1960 Coping devices and defense mechanisms in relation to autonomous ego functions. Bulletin Menninger Clinic 24: 144-153.

- Rogers, C. R.
1957 Necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology 21: 95-103.
- Rogers, C. R.
1959 A theory of therapy, personality, and interpersonal relationships as developed in the client-centered frame work. In Koch, S., ed. Psychology: A study of science. Study I. Conceptual and systematic. Vol. 3. Pp. 184-256. Formulations of the person and the social context. New York, N.Y., McGraw-Hill.
- Rogers, C. R.
1970 The interpersonal relationship: The core of guidance. In Golembiewski, R. T., and Blumberg, A., eds. Sensitivity training and the laboratory approach. Pp. 157-166. Itasca, Ill., F. E. Peacock, Inc.
- Sears, R. R.
1936 Experimental studies of projection. I. Attribution of traits. Journal of Social Psychology 7: 151-163.
- Smith, E. E.
1959 Defensiveness, insight, and the K scale. Journal of Consulting Psychology 23: 275-277.
- Snedecor, G. W., and Cochran, W. G.
1967 Statistical methods. Ames, Iowa, Iowa State University Press.
- Snyder, W. U.
1946 Warmth in nondirective counseling. Journal of Abnormal Social Psychology 41: 491-495.
- Striber, F. D.
1961 Self-concept factors affecting the judgments of others. Dissertation Abstracts 21: 3858.
- Swanson, G. E.
1961 Conference on Community Mental Health Research 2d. In Glidewell, J. C., ed. Parental attitudes and child behavior. Pp. 5-41. Springfield, Ill., Charles C. Thomas Co.

- Thelen, M. H.
1965 Similarities of defense preferences within families and within sex groups. Journal of Projective Techniques and Personality Assessment 29: 461-464.
- Tomlinson, T. M., and Hart, J. T.
1962 A validation study of the process scale. Journal of Consulting Psychology 26: 74-78.
- Torrance, P.
1954 Rationalization about test performance as a function of self-concepts. Journal of Social Psychology 39: 211-217.
- Truax, C. B.
1963 The effective ingredients in psychotherapy: An approach to unraveling the patient-therapist interaction. Journal of Counseling Psychology 10: 256-263.
- Truax, C. B., and Carkhuff, R. R.
1965 Client and therapist transparency in the psychotherapeutic encounter. Journal of Counseling Psychology 12: 3-9.
- Volsky, T., Jr., Magoon, T. M., Norman, W. T., and Hoyt, D. P.
1965 The outcomes of counseling and psychotherapy. Minneapolis, Minn., University of Minnesota Press.
- Wells, W. D., and Goldstein, R. L.
1964 Sears study of projection: Replications and critique. Journal of Social Psychology 64: 169-179.
- Whiteley, J. M., Sprinthall, N. A., Mosher, R. L., and Donaghy, R. T.
1967 Selection and evaluation of counselor effectiveness. Journal of Counseling Psychology 14: 226-234.
- Worchel, P.
1955 Anxiety and repression. Journal of Abnormal and Social Psychology 50: 201-205.

ACKNOWLEDGMENTS

I wish to express my appreciation to Dr. Ray Bryan, Dr. Ronald Powers, Dr. Alice Peterson, Dr. David Gradwohl, and Dr. Gordon Hopper for serving as members of my committee. Each one had a unique and special meaning to me during my doctoral studies. A special note of gratitude is expressed to Dr. Gordon Hopper for chairing the committee and supervising the dissertation. His encouragement and support is very much appreciated. I would also like to thank Dr. Roy Hickman for his statistical consultation.

Behind the scenes many people deserve an expression of appreciation for their patience, support, and encouragement, notably, my wife Clara, and children Samuel and Pamela. A note of appreciation must also go out to Dr. Richard Guilford, of the University of Nebraska, for his encouragement and support.

APPENDIX. INSTRUMENTS USED FOR DATA COLLECTION

Counselee Rating of Counselor Scale

Date _____

INSTRUCTIONS

Your counselor is interested in ways in which he can improve his counseling ability and knowledge so that he can be as helpful as possible to those who seek his help. You can contribute to this end, by honestly evaluating your experience with your counselor.

Please state your counseling experience by placing an X by the statement that most accurately reflects your feelings about your experience with your counselor.

1. I felt the counselor showed awareness and understanding of my problems and feelings and communicated this awareness and understanding to me in a very human way.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

2. I felt that the counselor's feelings and attitude about me were:

_____ disrespect
_____ noncommittal
_____ courteous
_____ respectful
_____ deep respect

3. I felt that the counselor expressed himself clearly in areas that had significant meaning to me regardless of the emotional content.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

4. I felt that the counselor's feelings and verbalizations were in tune with what I felt at the time.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

5. I felt the counselor's ability to make me feel at ease and accepted, so that I could discuss personal matters as fully and deeply as I desired.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

6. The counselor acted as though he thought my concerns and problems were important to him.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

7. The counselor acted cold and distant.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

8. The counselor's comments helped me to see more clearly what I need to do to reach my goals.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

9. I believe the counselor had a genuine desire to be of service to me.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

10. I felt satisfied as a result of my talks with the counselor.

_____ never
_____ rarely
_____ sometimes
_____ often
_____ always

Counselor Questionnaire

Date _____

Please answer the following questions as accurately as possible. Thank you for your cooperation.

1. Name _____
2. Age _____
3. Sex: Male _____ Female _____
4. Martial status: Single _____ Married _____ Divorced _____
Widowed _____
5. Name of university _____
6. Position _____ Rank _____
7. Length of time in position _____
8. Highest college degree: B.S. _____ M.A. _____
Doctorate _____ Other _____
9. Year degree granted _____
10. Institution granting degree _____
11. In what field did you receive the degree _____
12. Number of years of counseling experience _____
13. What is your counseling philosophy or theoretical orientation: (i.e., Rogerian, Behaviorist, Adheriant, Eclectic, etc.) _____
14. Approximately how many hours per week do you spend in direct counseling with counselees _____
15. Approximately how many hours do you spend teaching classes _____

Post-Counseling Evaluation Scale

Date _____

INSTRUCTIONS

Your counselor is interested in ways in which he can improve his counseling ability and knowledge so that he can be as helpful as possible to others. You can contribute to this end by honestly evaluating your experience with your counselor. The information you give will be confidential.

Please place an X by the statement that most accurately reflects your feelings about yourself, counselor, a counseling experience.

1. The problems which brought you to the Counseling Center have been

- _____ worse
 _____ unimproved
 _____ better, but still bothers you
 _____ improved, but not solved
 _____ solved

Comment: (Please add any comments pertinent to the above question)

2. What value was your counselor to you in the improvement or solution to your problems

- _____ worse than before counseling
 _____ of no value
 _____ of very little value
 _____ of considerable value
 _____ of great value

3. Would you like to continue with counseling .

- I feel a definite need for more counseling
 I am uncertain whether I need more counseling
 I feel a need for more counseling but my counselor did not
 I feel a need for more counseling but not as much as before
 I feel that I do not need more counseling now, but would like to return to the same counselor if the need arises again

Comment:

4. Since going to the Counseling Center when I think of myself

- I am ashamed
 I am always faced with my weaknesses and inadequacies
 I am somewhat concerned with my shortcomings
 I have a few misgivings
 I am content with what I find

Comment:

5. My attitude toward problems which may occur in the future

- I have no confidence in my ability to handle problems which may come up in the future
 I have some misgivings about facing future problems
 I feel that I will be able to work out my problems some way
 I feel fairly adequate in my ability to handle problems in the future
 I feel very adequate in my ability to handle problems in the future

Comment:

6. Since going to the Counseling Center my ability to concentrate has

become worse
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

7. Since going to the Counseling Center my ability to make decisions has:

become worse
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

8. Since going to the Counseling Center my understanding and knowledge of myself (i.e., my attitudes, motivations, strengths, and weaknesses have

decreased
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

9. Since going to the Counseling Center my feelings about myself have

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

10. Since going to the Counseling Center my self-confidence has

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

11. Since going to the Counseling Center my tendency to feel hampered by guilt feelings has

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

12. Since going to the Counseling Center my feelings of optimism about my life have

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

13. Since going to the Counseling Center my ability to get along with friends and others has

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

14. Since going to the Counseling Center my tolerance of others has

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

15. Since going to the Counseling Center my relationship with my parents has

deteriorated
 unimproved
 improved slightly
 improved greatly
 improved remarkably

Comment:

16. Since going to the Counseling Center my ability to establish intimate relationships has

decreased
 unimproved
 improved slightly
 improved greatly
 improved remarkably

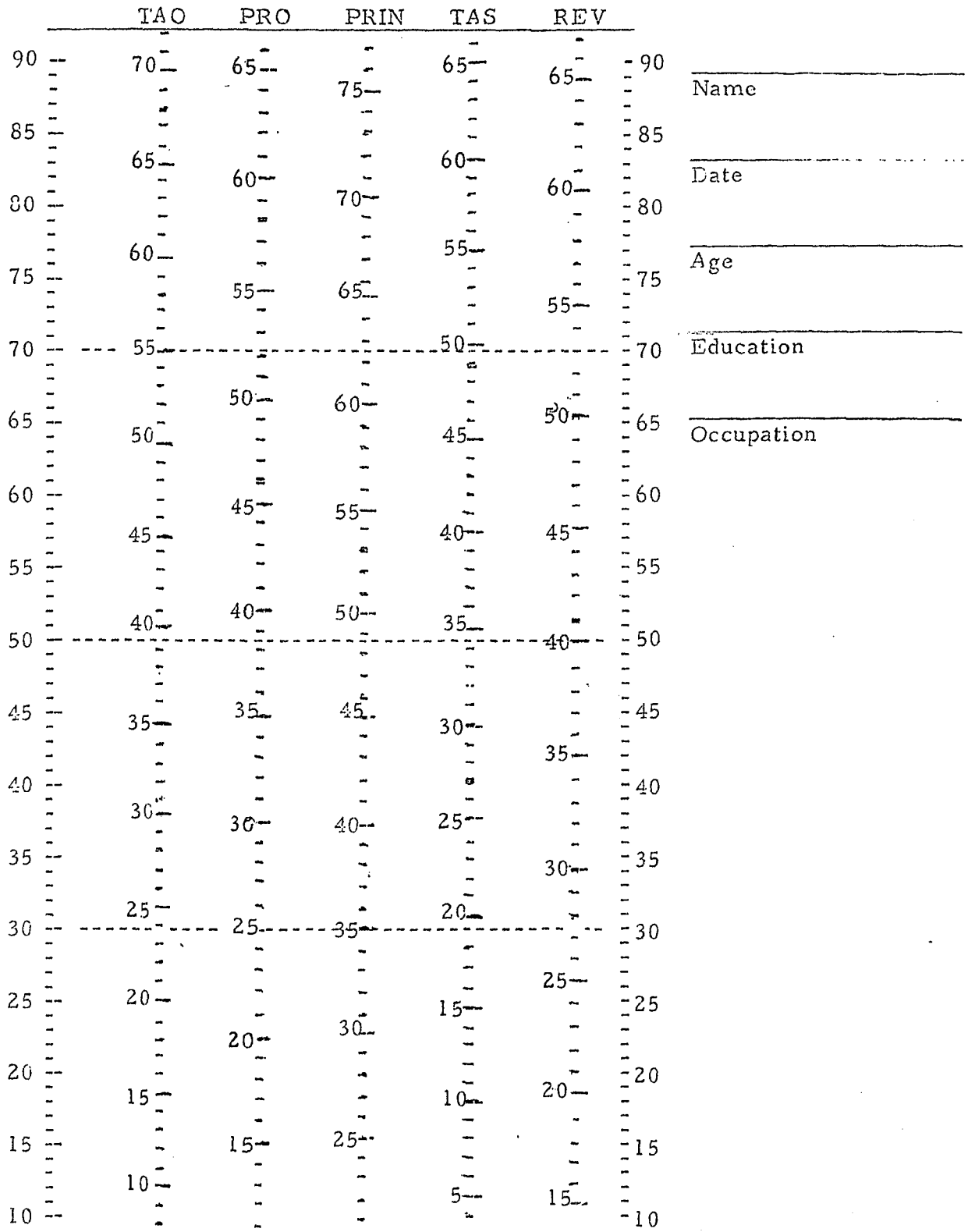
Comment:

17. Since going to the Counseling Center my feelings of attractiveness to the opposite sex has

decreased
 unimproved
 improved slightly
 improved greatly
 improved remarkably

18. OTHER (Please state specifically any other areas in which you have received help.)

DIME PROFILE
101
General Male Norms



	TAO	PRO	PRIN	TAS	REV
Mean	39.4	38.4	48.4	34.4	39.6
S. D.	7.8	6.7	6.8	7.6	6.3
Score					

DO NOT MAKE ANY MARKS ON THIS BOOKLET

INSTRUCTIONS: Read carefully

On each of the following pages is a short story. Following each story are four questions with a choice of five answers for each. The four questions relate to the following four kinds of behavior: actual behavior, impulsive behavior in fantasy, thoughts, and feeling. Of the four, it is only actual behavior which is outwardly expressed; the other three take place only in the privacy of one's mind and, therefore, have no external repercussions.

What we want you to do is to select the one answer of the five which you think is the most representative of how you would react, and mark the number corresponding to that answer on the attached answer sheet, with a plus (+) sign. Then select the one answer which you think is least representative of how you would react and mark it with a minus (-) sign. For example, let us assume that out of the five possible answers to a question (e. g., numbers 236, 237, 238, 239, 240), response number 237 is the one you consider most representative of the way you would react, and response number 240 as the least representative. In this case, the corresponding part of the answer sheet would look like this:

236	_____
237	_____ +
238	_____
239	_____
240	_____ -

Read all the five answers following the question before you make your selections. In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet.

There are no right or wrong answers here; the only thing that should guide your selections is your own knowledge of yourself. Allow your mind to imagine for a moment that the event described in the story is really happening to you, even though you may never have experienced such an event. When you select your responses remember we are not asking which answer you like most and like least, but rather the answers which would best and least represent the way you would act and feel in these situations.

If you have no questions, please turn to the next page and begin.

You are waiting for the bus at the edge of the road. The streets are wet and muddy after the previous night's rain. A car sweeps through a puddle in front of you, splashing your clothing with mud.

What would your ACTUAL reaction be?

1. I would note the car's license number so that I could track down that careless driver.
2. I'd wipe myself off with a smile.
3. I'd yell curses after the driver.
4. I would scold myself for not having worn at least a raincoat.
5. I'd shrug it off, after all things like that are unavoidable.

What would you IMPULSIVELY (in fantasy) want to do?

6. Wipe that driver's face in the mud.
7. Report that incompetent driver to the police.
8. Kick myself for standing too close to the edge of the road.
9. Let the driver know that I don't really mind.
10. Let that driver know that bystanders also have rights.

What THOUGHT might occur to you?

11. Why do I always get myself into things like this?
12. To hell with that driver!
13. I'm sure that basically that driver is a nice fellow.
14. One can expect something like this to happen on wet days.
15. I wonder if that fellow splashed me on purpose.

How would you FEEL and why?

16. Satisfied, after all it could have been worse.
17. Depressed, because of my bad luck.
18. Resigned, for you've got to take things as they come.
19. Resentment, because the driver was so thoughtless and inconsiderate.
20. Furious that he got me dirty.

In the army you hold a post of responsibility for the smooth operation of an important department which is constantly under great pressure to meet deadlines. Because things haven't been running as smoothly as they should lately, despite your initiative and resourcefulness, you have planned some changes in personnel for the near future.

Before you do so, however, your superior officer arrives unexpectedly, asks some brusque questions about the work of the department and then tells you that he is relieving you of your post and assigning your assistant to your place.

What would your ACTUAL reaction be?

21. I'd accept my dismissal gracefully, since the superior is only doing his job.
22. I'd blame my superior for having made up his mind against me even before the visit.
23. I'd be thankful for being relieved of such a tough job.
24. I'd look for an opportunity to undercut my assistant.
25. I'd blame myself for not being competent enough.

What would you IMPULSIVELY (in fantasy) want to do?

26. Congratulate my assistant on his promotion.
27. Expose the probable plot between my superior and my assistant to get rid of me.
28. Tell my superior to go to hell.
29. I'd like to kill myself for not having made the necessary changes sooner.
30. I'd like to quit, but one can't do that in the army.

What THOUGHT might occur to you?

31. I wish I could come face to face with my superior in a dark alley.
32. In the army it is essential to have the right man in the right job.
33. There is no doubt that this was just an excuse to get rid of me.
34. I'm really lucky that I only lost my job and not my rank as well.
35. How could I be so dumb!

How would you FEEL and why?

36. Resentful, because he had it in for me.
37. Angry, at my assistant for getting my job.
38. Pleased that nothing worse had happened.
39. Upset that I am a failure.
40. Resigned, after all, one must be satisfied with having done the best one can.

You are living with your aunt and uncle, who are helping to put you through college. They have taken care of you since your parents were killed in an automobile accident when you were in your early teens. On a night that you have a late date with your "steady," there is a heavy storm outside. Your aunt and uncle insist that you call and cancel your date because of the weather and the late hour. You are about to disregard their wishes and go out the door when your uncle says in a commanding tone of voice, "Your aunt and I have said that you can't go, and that is that."

What would your ACTUAL reaction be?

41. I would do as my uncle said because he has always wanted what was best for me.
42. I'd tell them, "I always knew you didn't want me to grow up."
43. I would cancel my date, since one must keep peace in the family.
44. I'd tell them it was none of their business and go out anyway.
45. I'd agree to remain at home and apologize for having upset them.

What would you IMPULSIVELY (in fantasy) want to do?

46. Knock my head against the wall.
47. Tell them to stop ruining my life.
48. Thank them for being so concerned with my welfare.
49. Leave, slamming the door in their faces.
50. Keep my engagement, rain or shine.

What THOUGHT might occur to you?

51. Why don't they shut up and let me alone?
52. They never have really cared about me.
53. They are so good to me, I should follow their advice without question.
54. You can't take without giving something in return.
55. It's all my own fault for planning such a late date.

How would you FEEL and why?

56. Annoyed, that they think I am a baby.
57. Miserable, because there is nothing much I can do.
58. Grateful for their concern.
59. Resigned, after all you can't get your own way every time.
60. Furious, because they interfere with my business.

You are extremely eager to do well in sports, but of all those at which you have tried your hand, only in basketball have you been able to achieve a measure of success. However, until now, whenever you have applied for membership in a team or sports club, although the judges have appeared impressed with your initial performance, their final decision has always been the same -- they tell you that you've just missed making the grade.

One afternoon your car breaks down and you are forced to take a bus home during the rush hour. As you stand in the crowded bus, you hear your wife's voice. She is seated together with the manager of the team to which you have just applied. You overhear the manager tell her, "Your husband has a nice style of play, we're thinking of asking him to join our club." Then you hear your wife laugh and reply, "Take it from me, he hasn't got what it takes in the long run."

What would your ACTUAL reaction be?

61. I'd tell her off when we got home.
62. I would greet her affectionately, as usual, when I arrived home because I know she really appreciates me.
63. I'd be quiet and withdrawn for the rest of the evening, not mentioning what I had overheard.
64. I'd take it in my stride, for women's talk is never taken seriously.
65. I'd tell her that I wasn't surprised by what I'd overheard because I had always thought she was two-faced.

What would you IMPULSIVELY (in fantasy) want to do?

66. Tell my wife that I overheard her, and was proud of her frankness.
67. Break her neck.
68. Tell her that men expect loyalty from their wives.
69. Let her know that I'd always suspected her of talking behind my back.
70. Stop off somewhere so I wouldn't have to face her.

What THOUGHT might occur to you?

71. I bet she talks about me that way to everybody.
72. What could I have done that makes her feel this way about me?
73. I'm sure she's only kidding.
74. One shouldn't be bothered by such talk.
75. She needs to be taught a lesson.

How would you FEEL and why?

76. Worthless, because I'd realize what a failure I was as a husband.
77. Furious at her for speaking about me that way.
78. Unconcerned, because women are like that.
79. Outraged, because her gossip has probably contributed to most of my past failures.
80. Serene, because I know the manager will realize that she doesn't know what she is saying.

At your job you want to impress upon your foreman the fact that you are more skilled than your fellow workers. You are eagerly awaiting an opportunity to prove yourself.

One day a new machine is brought into the factory. The foreman calls all the workers together and asks whether anyone knows how to operate it. You sense the chance you have been waiting for, so you tell the foreman that you have worked with a similar machine and would like a chance to try your hand at this one. But he refuses, saying, "Sorry, we can't take a chance," and calls a veteran worker to come over and try to get the machine started.

No sooner has the veteran worker pulled the starter, than sparks begin to fly and the machine grinds to a halt. At this point the foreman calls and asks you if you still want a chance to try and start the machine.

What would your ACTUAL reaction be?

81. I'd say that I doubt if I could do it either.
82. I'd tell my fellow workers that the foreman wants to hold me responsible for the machine's crack-up.
83. I'd tell the foreman that I appreciated his giving me the chance.
84. I'd decline, cursing the foreman under my breath.
85. I'd tell the foreman that I would try because one must never back down from a challenge.

What would you IMPULSIVELY (in fantasy) want to do?

86. Tell that foreman that he'll not make me the scapegoat for a broken machine.
87. Thank the foreman for not letting me try it first.
88. Tell the foreman that he should try to start a broken machine himself.
89. Point out to the foreman that experience doesn't guarantee success.
90. Kick myself for talking myself into an unbearable situation.

What THOUGHT might occur to you?

91. That foreman is really a pretty decent guy.
92. Damn him and his blasted machine.
93. This foreman is out to get me.
94. Machines are not always reliable.
95. How could I be so stupid as to even think of operating that machine.

How would you FEEL and why?

96. Indifferent, because when one's abilities are not appreciated one's enthusiasm is lost.
97. Angry that I was asked to do an impossible job.
98. Glad that I didn't wreck the machine.
99. Annoyed that I was purposely put on the spot.
100. Disgusted with myself because I risked making a fool of myself.

On your way to catch a train, you are hurrying through a narrow street lined with tall buildings. Suddenly a piece of masonry comes crashing down from a roof where repairmen are working. A piece of brick bounces off the sidewalk, bruising you in the leg.

What would your ACTUAL reaction be?

101. I'd tell them I ought to sue them.
102. I'd curse myself for having such bad luck.
103. I'd hurry on, for one should not permit oneself to be diverted from one's plans.
104. I'd continue on my way, grateful that nothing worse had happened.
105. I'd try to discover who the negligent persons are.

What would you IMPULSIVELY (in fantasy) want to do?

106. Remind the men of their obligation to public safety.
107. Assure those men that nothing serious had happened.
108. Give them a piece of my mind.
109. Kick myself for not having watched where I was going.
110. See to it that those careless workers lose their job.

What THOUGHT might occur to you?

111. Those men don't know how to do their job right.
112. I'm lucky that I wasn't seriously hurt.
113. Damn those men!
114. Why do these things always happen to me?
115. One can't be too careful these days.

How would you FEEL and why?

116. Angry, because I was hurt.
117. Furious, because I could have been killed by their negligence.
118. Calm, for one must practice self control.
119. Upset by my bad luck.
120. Thankful that I'd gotten away with no more than a scratch.

Driving through town in the late afternoon, you arrive at one of the busiest intersections. Although the light has changed in your favor, you see that pedestrians are not obeying the "wait" sign and are blocking your path. You attempt to complete your turn with due caution before the light turns against you. As you complete the turn, a traffic policeman orders you over to the side and charges you with violating the pedestrians' right-of-way. You explain that you had taken the only possible course of action, but the policeman proceeds to give you a ticket nevertheless.

What would your ACTUAL reaction be?

- 121. I'd blame myself for having been careless.
- 122. I'd go to court and bring counter charges against the policeman.
- 123. I'd ask the policeman why he has such a grudge against drivers.
- 124. I'd try to cooperate with the policeman, who, after all, is a good guy.
- 125. I'd take the ticket without question, since the policeman was just doing his duty.

What would you IMPULSIVELY (in fantasy) want to do?

- 126. Tell the policeman he can't use his position to push me around.
- 127. Kick myself for not having waited for the next green light.
- 128. Thank the policeman for saving me from a possible accident.
- 129. Stand up for my rights as a matter of principle.
- 130. Slam the door in his face and drive off.

What THOUGHT might occur to you?

- 131. He's doing the right thing, actually I ought to thank him for teaching me an important lesson.
- 132. Each man must carry out his job as he sees it.
- 133. This guy ought to go back to pounding a beat.
- 134. How could I be so stupid!
- 135. I bet he gets a kick out of giving tickets to people.

How would you FEEL and why?

- 136. Boiling anger, because he's making trouble for me.
- 137. Resentment, because he's picking on me.
- 138. Ashamed, because I was negligent.
- 139. Indifferent, after all, this sort of thing happens all the time.
- 140. Relieved, because I'd been prevented from getting into worse trouble.

You return home after spending two years in the army. At the time you joined you had had a choice between enlistment and a position in your father's business. You preferred the army despite parental advice. Now that you are home again, you find that your range of opportunity hasn't widened appreciably. You can either join your father's business or get a job as an untrained worker. You would like to open a coffee shop, but you lack the capital necessary to carry out such an enterprise. After a great deal of hesitation, you decide to ask your father to put up the money. After listening to your proposal, he reminds you that he had wanted you to take a job with his firm instead of joining the army. Then he tells you, "I'm not prepared to throw away my hard-earned money on your crazy schemes. It's time you started helping me in my business."

What would your ACTUAL reaction be?

- 141. I'd accept his offer, since everyone depends on everyone else in this world.
- 142. I would admit to him that I guess I am a bad risk.
- 143. I'd tell him off in no uncertain terms.
- 144. I'd tell him that I'd always suspected that he had a grudge against me.
- 145. I'd thank him for holding a job open for me all these years.

How would you IMPULSIVELY (in fantasy) want to react?

- 146. Go to work for him and make him happy.
- 147. Give up trying and end it all.
- 148. Take my father's offer since offers like that don't grow on trees.
- 149. Let him know what a miser everyone thinks he is.
- 150. Tell him that I wouldn't work for him if he were the last man on earth.

What THOUGHT might occur to you?

- 151. He'll get what's coming to him one day.
- 152. Family considerations can't enter into business decisions.
- 153. Why was I so stupid as to bring the subject up.
- 154. I must admit that my father is acting for my own good.
- 155. This proves what I've suspected all along, that my father has never believed in me.

How would you FEEL and why?

- 156. Angry, because he doesn't want me to succeed on my own.
- 157. Grateful for his offer of a job with a future.
- 158. Resentful that he is sabotaging my future.
- 159. Resigned, since you can't have everything your own way all the time.
- 160. Hopeless, because I couldn't get my father's support.

Having just come out of an exhibition at the art museum, you stop by to visit your girlfriend. You are rather exhausted but impressed, and deeply inspired by what you have just seen. Referring to your visit to the museum, you remark that it must be very exciting to be a creative artist. Your girlfriend asks, "Would you really like to be an artist?" You reply eagerly, "Not a painter, but a ballet dancer! A ballet dancer is what I've always wanted to be." Your girlfriend looks up at you, startled, exclaiming, "What kind of a man are you, anyway?"

What would your ACTUAL reaction be?

- 161. I'd tell her that it's obvious now that she'd never liked me.
- 162. I'd tell her, "One's profession is no indicator of one's manliness."
- 163. I'd insult her.
- 164. I'd tell her that I'm sure she doesn't really mean what she is saying.
- 165. I'd tell her how sorry I am to disappoint her.

What would you IMPULSIVELY (in fantasy) want to do?

- 166. Tell her I can't help being the way I am.
- 167. Leave, slamming the door in her face.
- 168. Assure her that I have no intention of really going into ballet.
- 169. Tell her that she is ignorant about art and is just jealous because she doesn't know as much about the arts as I do.
- 170. Tell her that there is nothing unmanly about ballet dancing.

What THOUGHT might occur to you?

- 171. I deserve such a rebuff.
- 172. A little knowledge is a dangerous thing.
- 173. She is an extremely limited girl.
- 174. This girl deserves to be taught a lesson she won't forget.
- 175. She really cares about me.

How would you FEEL and why?

- 176. Happy that she is so frank with me.
- 177. Annoyed at myself for discussing it with her.
- 178. Unaffected, because girls say things like that without really meaning them.
- 179. Angry because she is so stupid.
- 180. Furious that she dared to speak to me that way.

You and an old school friend are competing for a newly vacated executive position in the firm where you work. Although both your chances seem about equal, your friend has had more opportunity to show resourcefulness in critical situations. Recently, however, you have successfully pushed through some excellent deals. In spite of this, the board of directors decides to promote your friend rather than you.

What would your ACTUAL reaction be?

- 181. I'd try to find out which director "blackballed" me.
- 182. I'd continue to do my duty as a responsible person must.
- 183. I'd accept the outcome as proof that I'm not executive material.
- 184. I'd protest the decision of the board most vehemently.
- 185. I'd congratulate my friend on the promotion.

What would you IMPULSIVELY (in fantasy) want to do?

- 186. Ask the board to reconsider, since a mistake would be detrimental to the company.
- 187. Kick myself for having aspired to a job for which I wasn't qualified.
- 188. Show the board how biased they've been in their unjust treatment of me.
- 189. Help my friend make a success at the new job.
- 190. Break the neck of each and every member of the board of directors.

What THOUGHT might occur to you?

- 191. I guess I just don't have what it takes.
- 192. I probably wouldn't enjoy an executive position as much as the one I have now.
- 193. There certainly is something fishy about the board's decision.
- 194. One must take a blow such as this in one's stride.
- 195. Damn that board of directors.

How would you FEEL and why?

- 196. Happy that I still have the job I am used to.
- 197. Upset because my inadequacy was made public.
- 198. Furious at the directors because of their treatment of me.
- 199. Resigned, for that's the way it goes in the business world.
- 200. Angry, because I have been the victim of an unjust decision.

DMI PROFILE
General Female Norms

	TAO	PRO	PRIN	TAS	REV	
90						90
85	65		70	60	65	85
80	60	55			60	80
75	55	50		55	55	75
70	50		60			70
65		45		50	50	65
60	45		55			60
55	40	40	50	45		55
50	35				40	50
45	30	35	45	40		45
40						40
35	25	30	40	35	30	35
30	20		35		25	30
25	15	25		30		25
20			30		20	20
15	10	20				15
10	5		25	25	15	10
		15				

Name

Date

Age

Education

Occupation

	TAO	PRO	PRIN	TAS	REV
Mean	34.8	36.9	47.3	41.9	39.2
S. D.	8.1	5.4	6.4	4.9	6.8
Score	_____	_____	_____	_____	_____

DO NOT MAKE ANY MARKS ON THIS BOOKLET

INSTRUCTIONS: Read carefully

On each of the following pages is a short story. Following each story are four questions with a choice of five answers for each. The four questions relate to the following four kinds of behavior: actual behavior, impulsive behavior in fantasy, thoughts, and feeling. Of the four, it is only actual behavior which is outwardly expressed; the other three take place only in the privacy of one's mind and, therefore, have no external repercussions.

What we want you to do is to select the one answer of the five which you think is the most representative of how you would react, and mark the number corresponding to that answer on the attached answer sheet, with a plus (+) sign. Then select the one answer which you think is least representative of how you would react and mark it with a minus (-) sign. For example, let us assume that out of the five possible answers to a question (e.g., numbers 236, 237, 238, 239, 240), response number 237 is the one you consider most representative of the way you would react, and response number 240 as the least representative. In this case, the corresponding part of the answer sheet would look like this:

236	_____
237	_____ +
238	_____
239	_____
240	_____ -

Read all the five answers following the question before you make your selections. In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet.

There are no right or wrong answers here; the only thing that should guide your selections is your own knowledge of yourself. Allow your mind to imagine for a moment that the event described in the story is really happening to you, even though you may never have experienced such an event. When you select your responses remember we are not asking which answer you like most and like least, but rather the answers which would best and least represent the way you would act and feel in these situations.

If you have no questions, please turn to the next page and begin.

You are waiting for the bus at the edge of the road. The streets are wet and muddy after the previous night's rain. A car sweeps through a puddle in front of you, splashing your clothing with mud.

What would your ACTUAL reaction be?

1. I would note the car's license number so that I could track down that careless driver.
2. I'd wipe myself off with a smile.
3. I'd yell curses after the driver.
4. I would scold myself for not having worn at least a raincoat.
5. I'd shrug it off, after all things like that are unavoidable.

What would you IMPULSIVELY (in fantasy) want to do?

6. Wipe that driver's face in the mud.
7. Report that incompetent driver to the police.
8. Kick myself for standing too close to the edge of the road.
9. Let the driver know that I don't really mind.
10. Let that driver know that bystanders also have rights.

What THOUGHT might occur to you?

11. Why do I always get myself into things like this?
12. To hell with that driver!
13. I'm sure that basically that driver is a nice fellow.
14. One can expect something like this to happen on wet days.
15. I wonder if that fellow splashed me on purpose.

How would you FEEL and why?

16. Satisfied, after all it could have been worse.
17. Depressed, because of my bad luck.
18. Resigned, for you've got to take things as they come.
19. Resentment, because the driver was so thoughtless and inconsiderate.
20. Furious that he got me dirty.

In the army you hold a ¹¹⁶ post of responsibility for the smooth operation of an important department which is constantly under great pressure to meet deadlines. Because things haven't been running as smoothly as they should lately, despite your initiative and resourcefulness, you have planned some changes in personnel for the near future.

Before you do so, however, your superior officer arrives unexpectedly, asks some brusque questions about the work of the department and then tells you that he is relieving you of your post and assigning your assistant to your place.

What would your ACTUAL reaction be?

21. I'd accept my dismissal gracefully, since the superior is only doing his job.
22. I'd blame my superior for having made up his mind against me even before the visit.
23. I'd be thankful for being relieved of such a tough job.
24. I'd look for an opportunity to undercut my assistant.
25. I'd blame myself for not being competent enough.

What would you IMPULSIVELY (in fantasy) want to do?

26. Congratulate my assistant on his promotion.
27. Expose the probable plot between my superior and my assistant to get rid of me.
28. Tell my superior to go to hell.
29. I'd like to kill myself for not having made the necessary changes sooner.
30. I'd like to quit, but one can't do that in the army.

What THOUGHT might occur to you?

31. I wish I could come face to face with my superior in a dark alley.
32. In the army it is essential to have the right man in the right job.
33. There is no doubt that this was just an excuse to get rid of me.
34. I'm really lucky that I only lost my job and not my rank as well.
35. How could I be so dumb!

How would you FEEL and why?

36. Resentful, because he had it in for me.
37. Angry, at my assistant for getting my job.
38. Pleased that nothing worse had happened.
39. Upset that I am a failure.
40. Resigned, after all, one must be satisfied with having done the best one can.

You are living with your aunt and uncle, who are helping to put you through college. They have taken care of you since your parents were killed in an automobile accident when you were in your early teens. On a night that you have a late date with your "steady," there is a heavy storm outside. Your aunt and uncle insist that you call and cancel your date because of the weather and the late hour. You are about to disregard their wishes and go out the door when your uncle says in a commanding tone of voice, "Your aunt and I have said that you can't go, and that is that."

What would your ACTUAL reaction be?

41. I would do as my uncle said because he has always wanted what was best for me.
42. I'd tell them, "I always knew you didn't want me to grow up."
43. I would cancel my date, since one must keep peace in the family.
44. I'd tell them it was none of their business and go out anyway.
45. I'd agree to remain at home and apologize for having upset them.

What would you IMPULSIVELY (in fantasy) want to do?

46. Knock my head against the wall.
47. Tell them to stop ruining my life.
48. Thank them for being so concerned with my welfare.
49. Leave, slamming the door in their faces.
50. Keep my engagement, rain or shine.

What THOUGHT might occur to you?

51. Why don't they shut up and let me alone?
52. They never have really cared about me.
53. They are so good to me, I should follow their advice without question.
54. You can't take without giving something in return.
55. It's all my own fault for planning such a late date.

How would you FEEL and why?

56. Annoyed, that they think I am a baby.
57. Miserable, because there is nothing much I can do.
58. Grateful for their concern.
59. Resigned, after all you can't get your own way every time.
60. Furious, because they interfere with my business.

You are spending your vacation visiting an old friend who has found an exciting new job in another town and has gone to live there. She invites you to go with her to a dance given that weekend at the community clubhouse.

Shortly after you arrive, she accepts an invitation to dance, leaving you with a group of strangers to whom you have barely been introduced. They talk with you, but for some reason no one asks you to dance. Your friend, on the other hand, seems to be very popular that evening; she looks as if she is having a wonderful time. As the dances past, she calls out to you, "Why aren't you dancing."

What would your ACTUAL reaction be?

61. I'd say sarcastically, "I'm not dancing because I'd rather watch you."
62. I'd tell her that I really didn't feel like dancing.
63. I'd go to the powder room to see what's wrong with me.
64. I'd tell her that it's easier to become acquainted through conversation, than it is by dancing.
65. I'd get up and leave because she apparently wants to embarrass me.

What would you IMPULSIVELY (in fantasy) want to do?

66. Assure her that I am perfectly content and happy, so she won't worry.
67. I'd like to slap her face.
68. Point out that one cannot expect to be the belle of the ball one's first evening in a strange place.
69. Tell her that I know now what sort of a "friend" she really is.
70. I'd like to sink into the floor and disappear.

What THOUGHT might occur to you?

71. She has it in for me.
72. I should never have come here in the first place.
73. I'm glad my friend is enjoying herself.
74. Experiences like this one can't be avoided at a party where you don't know the crowd.
75. I'll make her regret her behavior.

How would you FEEL and why?

76. Upset, because I was so unsuccessful.
77. Furious at her for embarrassing me.
78. Resigned, because this is a situation every newcomer must endure.
79. Angry at being entrapped by her like that.
80. Grateful, for having had such a pleasant evening.

119

At your job you want to impress upon your foreman the fact that you are more skilled than your fellow workers. You are eagerly awaiting an opportunity to prove yourself.

One day a new machine is brought into the factory. The foreman calls all the workers together and asks whether anyone knows how to operate it. You sense the chance you have been waiting for, so you tell the foreman that you have worked with a similar machine and would like a chance to try your hand at this one. But he refuses, saying, "Sorry, we can't take a chance," and calls a veteran worker to come over and try to get the machine started.

No sooner has the veteran worker pulled the starter, than sparks begin to fly and the machine grinds to a halt. At this point the foreman calls and asks you if you still want a chance to try and start the machine.

What would your ACTUAL reaction be?

81. I'd say that I doubt if I could do it either.
82. I'd tell my fellow workers that the foreman wants to hold me responsible for the machine's crack-up.
83. I'd tell the foreman that I appreciated his giving me the chance.
84. I'd decline, cursing the foreman under my breath.
85. I'd tell the foreman that I would try because one must never back down from a challenge.

What would you IMPULSIVELY (in fantasy) want to do?

86. Tell that foreman that he'll not make me the scapegoat for a broken machine.
87. Thank the foreman for not letting me try it first.
88. Tell the foreman that he should try to start a broken machine himself.
89. Point out to the foreman that experience doesn't guarantee success.
90. Kick myself for talking myself into an unbearable situation.

What THOUGHT might occur to you?

91. That foreman is really a pretty decent guy.
92. Damn him and his blasted machine.
93. This foreman is out to get me.
94. Machines are not always reliable.
95. How could I be so stupid as to even think of operating that machine.

How would you FEEL and why?

96. Indifferent, because when one's abilities are not appreciated one's enthusiasm is lost.
97. Angry that I was asked to do an impossible job.
98. Glad that I didn't wreck the machine.
99. Annoyed that I was purposely put on the spot.
100. Disgusted with myself because I risked making a fool of myself.

On your way to catch a train, you are hurrying through a narrow street lined with tall buildings. Suddenly a piece of masonry comes crashing down from a roof where repairmen are working. A piece of brick bounces off the sidewalk, bruising you in the leg.

What would your ACTUAL reaction be?

- 101. I'd tell them I ought to sue them.
- 102. I'd curse myself for having such bad luck.
- 103. I'd hurry on, for one should not permit oneself to be diverted from one's plans.
- 104. I'd continue on my way, grateful that nothing worse had happened.
- 105. I'd try to discover who the negligent persons are.

What would you IMPULSIVELY (in fantasy) want to do?

- 106. Remind the men of their obligation to public safety.
- 107. Assure those men that nothing serious had happened.
- 108. Give them a piece of my mind.
- 109. Kick myself for not having watched where I was going.
- 110. See to it that those careless workers lose their job.

What THOUGHT might occur to you?

- 111. Those men don't know how to do their job right.
- 112. I'm lucky that I wasn't seriously hurt.
- 113. Damn those men!
- 114. Why do these things always happen to me?
- 115. One can't be too careful these days.

How would you FEEL and why?

- 116. Angry, because I was hurt.
- 117. Furious, because I could have been killed by their negligence.
- 118. Calm, for one must practice self control.
- 119. Upset by my bad luck.
- 120. Thankful that I'd gotten away with no more than a scratch.

Driving through town in the late afternoon, you arrive at one of the busiest intersections. Although the light has changed in your favor, you see that pedestrians are not obeying the "wait" sign and are blocking your path. You attempt to complete your turn with due caution before the light turns against you. As you complete the turn, a traffic policeman orders you over to the side and charges you with violating the pedestrians' right-of-way. You explain that you had taken the only possible course of action, but the policeman proceeds to give you a ticket nevertheless.

What would your ACTUAL reaction be?

121. I'd blame myself for having been careless.
122. I'd go to court and bring counter charges against the policeman.
123. I'd ask the policeman why he has such a grudge against drivers.
124. I'd try to cooperate with the policeman, who, after all, is a good guy.
125. I'd take the ticket without question, since the policeman was just doing his duty.

What would you IMPULSIVELY (in fantasy) want to do?

126. Tell the policeman he can't use his position to push me around.
127. Kick myself for not having waited for the next green light.
128. Thank the policeman for saving me from a possible accident.
129. Stand up for my rights as a matter of principle.
130. Slam the door in his face and drive off.

What THOUGHT might occur to you?

131. He's doing the right thing, actually I ought to thank him for teaching me an important lesson.
132. Each man must carry out his job as he sees it.
133. This guy ought to go back to pounding a beat.
134. How could I be so stupid!
135. I bet he gets a kick out of giving tickets to people.

How would you FEEL and why?

136. Boiling anger, because he's making trouble for me.
137. Resentment, because he's picking on me.
138. Ashamed, because I was negligent.
139. Indifferent, after all, this sort of thing happens all the time.
140. Relieved, because I'd been prevented from getting into worse trouble.

You return home after spending two years in the army. At the time you joined you had had a choice between enlistment and a position in your father's business. You preferred the army despite parental advice. Now that you are home again, you find that your range of opportunity hasn't widened appreciably. You can either join your father's business or get a job as an untrained worker. You would like to open a coffee shop, but you lack the capital necessary to carry out such an enterprise. After a great deal of hesitation, you decide to ask your father to put up the money. After listening to your proposal, he reminds you that he had wanted you to take a job with his firm instead of joining the army. Then he tells you, "I'm not prepared to throw away my hard-earned money on your crazy schemes. It's time you started helping me in my business."

What would your ACTUAL reaction be?

- 141. I'd accept his offer, since everyone depends on everyone else in this world.
- 142. I would admit to him that I guess I am a bad risk.
- 143. I'd tell him off in no uncertain terms.
- 144. I'd tell him that I'd always suspected that he had a grudge against me.
- 145. I'd thank him for holding a job open for me all these years.

How would you IMPULSIVELY (in fantasy) want to react?

- 146. Go to work for him and make him happy.
- 147. Give up trying and end it all.
- 148. Take my father's offer since offers like that don't grow on trees.
- 149. Let him know what a miser everyone thinks he is.
- 150. Tell him that I wouldn't work for him if he were the last man on earth.

What THOUGHT might occur to you?

- 151. He'll get what's coming to him one day.
- 152. Family considerations can't enter into business decisions.
- 153. Why was I so stupid as to bring the subject up.
- 154. I must admit that my father is acting for my own good.
- 155. This proves what I've suspected all along, that my father has never believed in me.

How would you FEEL and why?

- 156. Angry, because he doesn't want me to succeed on my own.
- 157. Grateful for his offer of a job with a future.
- 158. Resentful that he is sabotaging my future.
- 159. Resigned, since you can't have everything your own way all the time.
- 160. Hopeless, because I couldn't get my father's support.

One afternoon while you and your best friend are cramming for exams, your boyfriend drops in unexpectedly. Although you and he have been going steady for over a year, you have not been able to see much of each other lately; therefore you are very happy he has come. You invite him in for a cup of coffee and introduce him to your girlfriend.

When you ring up to invite him to your house for dinner to celebrate the end of exam week, he tells you that he has come down with a bad cold and thinks that it is best for him not to leave the house. After dinner you feel sort of let down but you decide to join your parents who are going to the movies.

Coming out of the movie theater with your parents you come upon your boyfriend arm-in-arm with your best friend.

What would your ACTUAL reaction be?

- 161. I'd ignore them, since I'm sure they'd try to pretend that they didn't see me.
- 162. I'd greet them politely as a civilized person should.
- 163. I'd curse them under my breath.
- 164. I'd tell them that I am delighted that they have become friends.
- 165. I'd go home and have a good cry.

What would you IMPULSIVELY (in fantasy) want to do?

- 166. Hide somewhere in order to avoid facing them.
- 167. Slap his face.
- 168. Show them that I don't mind that they are together.
- 169. Ask her if stealing is the only way she knows of getting a man.
- 170. Indicate that one can understand their attraction for each other.

What THOUGHT might occur to you?

- 171. Naturally he likes her, she's so much prettier than I am.
- 172. Self-interest can cause the best of friends to be disloyal.
- 173. They certainly are a pair of double-crossers.
- 174. I hope they get what they deserve.
- 175. They really do make a handsome couple.

How would you FEEL and why?

- 176. Pleased that both my friends get along so well.
- 177. Upset, because I shouldn't have been so trusting.
- 178. Resigned, because you've got to take life as it comes.
- 179. Enraged, because of their dishonesty.
- 180. Furious, because they behaved as they did.

124

You and an old school friend are competing for a newly vacated executive position in the firm where you work. Although both your chances seem about equal, your friend has had more opportunity to show resourcefulness in critical situations. Recently, however, you have successfully pushed through some excellent deals. In spite of this, the board of directors decides to promote your friend rather than you.

What would your ACTUAL reaction be?

181. I'd try to find out which director "blackballed" me.
182. I'd continue to do my duty as a responsible person must.
183. I'd accept the outcome as proof that I'm not executive material.
184. I'd protest the decision of the board most vehemently.
185. I'd congratulate my friend on the promotion.

What would you IMPULSIVELY (in fantasy) want to do?

186. Ask the board to reconsider, since a mistake would be detrimental to the company.
187. Kick myself for having aspired to a job for which I wasn't qualified.
188. Show the board how biased they've been in their unjust treatment of me.
189. Help my friend make a success at the new job.
190. Break the neck of each and every member of the board of directors.

What THOUGHT might occur to you?

191. I guess I just don't have what it takes.
192. I probably wouldn't enjoy an executive position as much as the one I have now.
193. There certainly is something fishy about the board's decision.
194. One must take a blow such as this in one's stride.
195. Damn that board of directors.

How would you FEEL and why?

196. Happy that I still have the job I am used to.
197. Upset because my inadequacy was made public.
198. Furious at the directors because of their treatment of me.
199. Resigned, for that's the way it goes in the business world.
200. Angry, because I have been the victim of an unjust decision.

