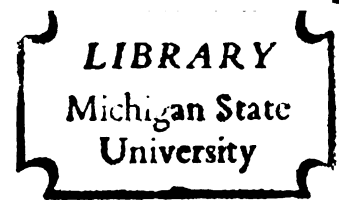THE RELATIONSHIP AMONG THE FACTORS OF
COUNSELOR-CLIENT SOCIAL CLASS SIMILARITY,
EMPATHIC UNDERSTANDING, AND FELT SIMILARITY

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Richard E. Lawrence
1965

This is to certify that the

thesis entitled

THE RELATIONSHIP AMONG
THE FACTORS OF COUNSELOR-CLIENT
SOCIAL CLASS SIMILARITY,
EMPATHIC UNDERSTANDING, AND FELT SIMILARITY

presented by

RICHARD E. LAWRENCE

has been accepted towards fulfillment
of the requirements for

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Major professor

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ABSTRACT

THE RELATIONSHIP AMONG
THE FACTORS OF COUNSELOR-CLIENT SOCIAL CLASS SIMILARITY,
EMPATHIC UNDERSTANDING, AND FELT SIMILARITY

by Richard E. Lawrence

This investigation was undertaken for the purpose of learning more about the counselor-client relationship in counseling. Three variables (social class similarity, empathic ability, and felt similarity), were selected following an extensive review of the literature. It was hypothesized that there would be a positive relationship between social class similarity and empathic ability, social class similarity and felt similarity, and empathic ability and felt similarity.

In order to test the hypotheses, scales were selected that would permit these three variables to be quantified. Warner's Index of Status Characteristics (difference score), was chosen as the measure of social class similarity between counselor and client. The choice of the empathic ability scale was more difficult because of the relatively large number available from which to choose. After careful consideration, Dymond's Empathic Ability Scale was

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selected. Finally, there was need for a scale to measure felt similarity (counselor perceived). The Lesser Felt Similarity Scale was selected.

To test the hypotheses, a sample of twenty college students from four Michigan colleges and universities was obtained. These students were entering personal adjustment counseling and volunteered to participate in the research project. The number of counseling interviews varied from six to thirty-two. When termination was anticipated, the counselor gave the client an envelope of materials including Warner's and Dymond's scales already mentioned and instructions for completing the scales. At this time the counselor also completed his envelope of materials which included Warner's, Dymond's, and Lesser's scales, plus the necessary instructions. Client and counselor mailed the completed envelopes directly to this investigator.

The analysis of the data was accomplished by use of the product-moment coefficient of correlation. Fourteen null hypotheses were tested, and all but one was accepted at the 5% level of confidence. There was found to be a significant positive relationship (at the 1% level of confidence) between client-rated empathic ability and felt similarity as perceived by the counselor. The remainder of the hypotheses revealed either a negative relationship between the variables measured, or no relationship at all.

The conclusions drawn from the investigation suggested that at least within the counseling relationship, similarity between counselor and client may not lead to understanding as has been suggested in the literature.

THE RELATIONSHIP AMONG

THE FACTORS OF COUNSELOR-CLIENT SOCIAL CLASS SIMILARITY,

EMPATHIC UNDERSTANDING, AND FELT SIMILARITY
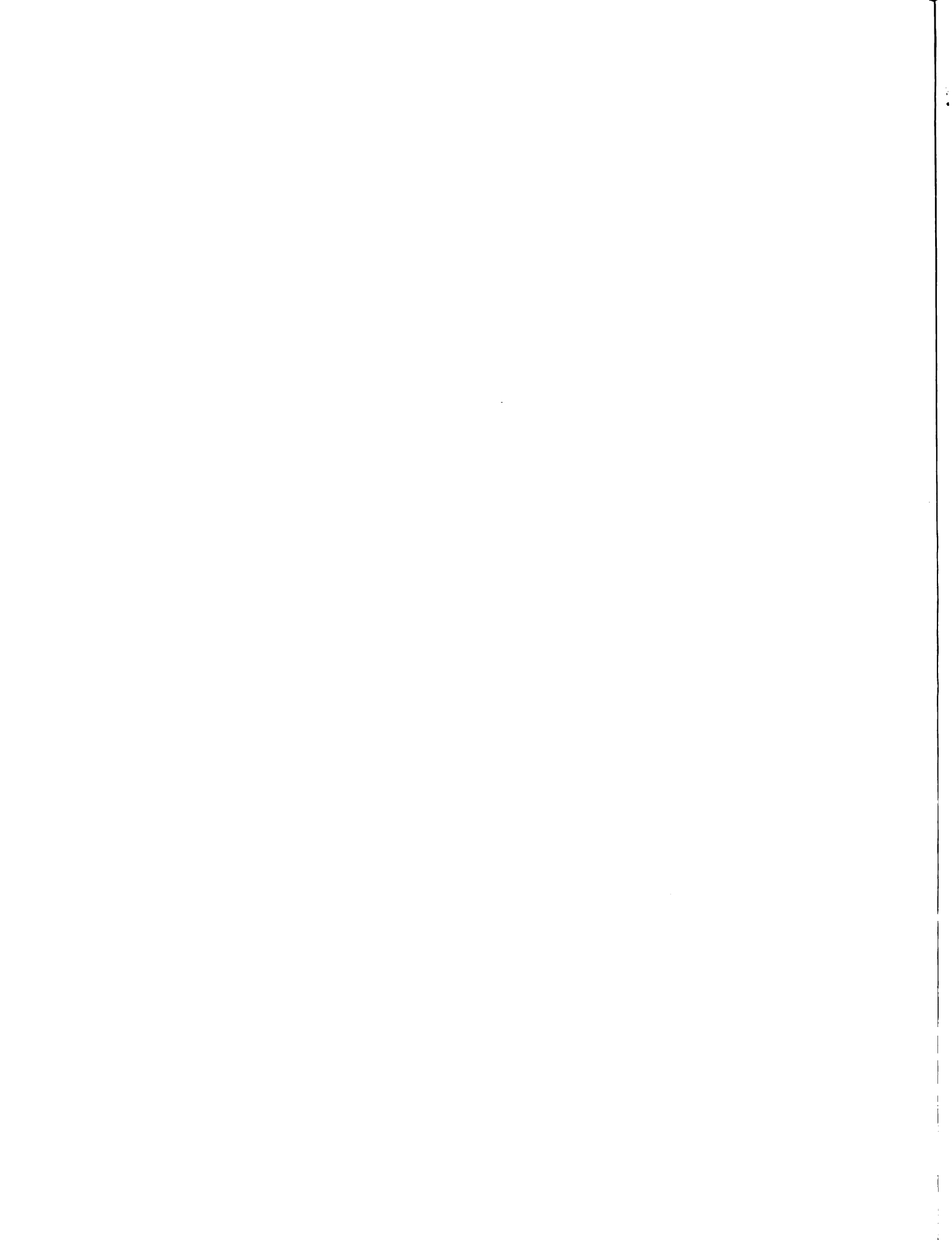
By

Richard E. Lawrence

A THESIS

Submitted to
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College of Education

1965

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* * * * * *

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CHAPTER I

PROBLEM

Purpose of the Study

The purpose of this study is to explore certain elements involved in the counselor more fully understanding his client. Specifically, this investigation is concerned with the relationship among selected factors of counselor-client background social class similarity, counselor and client empathic understanding, and counselor-rated felt similarity.

Need for the Study

Recently researchers have given considerable thought to elements which might be involved in the process of the counselor understanding his client and means of determining counseling progress, and many investigations have been directed to this end. However, findings concerning the functional meaning and interrelationships of these phenomena to date, have been inconclusive. Moreover, none of these studies have dealt directly with actual counselor-client similarity of social background.

Lesser (27) stated, "The entire area of similarity seems in need of much investigation to add to our

theoretical and practical knowledge" (27, p. 93). Although as mentioned earlier, social class background similarity has not been systematically investigated in the past, other research studies have often referred to the need for investigation of counselor-client similarity.

In addition to the void in research noted above, there is almost a total absence of research drawing on social psychological theory and findings to postulate the elements or factors involved in the development of empathic ability and aspects of similarity.

An understanding of these phenomena is necessary for a holistic appraisal of what happens in the dynamic counseling process.

Statement of the Problem

The problem is three fold:

1. To determine whether or not selected
   factors of counselor-client social
   class background similarity are related
   to the counselor's empathic ability (as
   measured by the Dymond Empathic
   Ability Scale).

2. To ascertain the relationship between
   selected factors of counselor-client
   social class background similarity and
   counselor-client social class similarity
   as perceived by the counselor.

3. To investigate the relationship between
the counselor's empathic ability and
counselor-client similarity as perceived
by the counselor.

Limitations of the Study

The main aspects of this investigation are limited
to college students who were voluntarily involved in
personal adjustment counseling at the counseling centers
of four Michigan colleges and universities.

The counselors involved are more or less oriented
toward self-theory and client-centered counseling
techniques.

The social class factors studied in this investigation
are limited to those that have been identified with the
Index of Status Characteristics by Warner with the addi-
tion of his educational factor.

Lastly, such variables as age, sex, education and
possibly many other similar variables within the client
and counselor groups have not been controlled. Research
findings to date, are equivocal regarding the influence
of such variables on the counseling relationship. More-
over, this study makes no assumptions concerning the
factors which might influence the development of empathic
understanding and felt similarity. Therefore, the importance
of controlling these kinds of variables in this investigation
is minimized.

Operational Definition of Terms

1. Counselor-client background social class
    similarity has a two-fold definition:
    (1) a reciprocal of the discrepancy
    between the counselors' and clients'
    scores on the Index of Status Character-
    istics measurement; and (2) the addition
    of Warner's educational factor used in
    combination with the Index of Status
    Characteristics.

2. A counseling period is the interim
    commencing at the onset of counseling
    and ending with its termination.

3. Empathic ability is the imaginative trans-
    posing of one's self into the thinking,
    feeling, and acting of another and structuring
    the world as he does. Empathic ability in-
    volves seeing things from the other person's
    point-of-view. Operationally, empathic
    ability is measured by the score obtained
    on the Dymond Empathic Ability Scale.

4. Counselor-rated felt similarity is the like-
    ness and sameness between counselor and
    client as perceived by the counselor. Oper-
    ationally, counselor-rated felt similarity is
    determined by the score obtained on the
    Lesser Felt Similarity Scale.

Theory

General.

An attempt is made in this investigation to blend the tenets underlying two apparently divergent points-of-view concerning the commonality of motivational factors, attitudinal responses, and emotional experiencing and responsiveness of the human organism. The one group (an example might be phenomenologically oriented theorists), would look within the individual when attempting to under-stand human behavior and to assist the individual to better adjustment. The second group (an example might be theorists who stress social determinism), would look primarily outside the individual, to such things as one's environment, in order to gain an understanding of the individual and his behavior. Because of this apparent dilemma, it is deemed necessary to indicate some of the opinions of each group regarding the practicality of such research as is herein proposed.

Phenomenological Point-of-View.

A careful review of the literature will reveal that much of the recent research in counseling and psycho-therapy has been undertaken by the Rogerian school (Phenomenologically oriented). The self-concept is one of the chief constructs underlying the work done by Rogers and associates, and self-concept theorists are of necessity, phenomenologically oriented. They believe

that "one cannot understand and predict human behavior without knowledge of the subject's conscious perceptions of his environment and of his self as he sees it in relation to the environment" (49, p. 6).

Phenomenological theory places great emphasis on the uniqueness of the experiences of the individual. The chief motivators of behavior and attitudes, according to self-theorists and phenomenological theorists, lie within what is termed the individual's phenomenal field (49). It is impossible to understand or predict human behavior without knowledge of the nature of this phenomenal field, or as Lewin (28) indicates, without knowledge of the individual's psychological environment. Consequently, phenomenologically oriented researchers do not attempt to postulate the cultural constructs responsible for attitudinal reactions and emotional states. Rogers (40) contends that these are not generally considered to be relevant material for the determination of therapeutic progress. Phenomenologically oriented researchers hold that one cannot generalize concerning the effects of environmental stimuli upon the individual's phenomenal field. Although these stimuli might modify the existing phenomenal field, the nature of this modification cannot be predicted by other persons because of the uniqueness of the individual's perception of these stimuli, which is ultimately based upon his already existing self-concept.

Empathic ability is held to be a determinant of counseling progress. Yet, empathy is neither suffic- iently defined operationally, nor is the process and dynamics by which such ability is achieved, fully clari- fied. It is hoped this investigation will shed some light on this problem.

Social Deterministic Point-of-View.

Some contemporary social psychologists (32, 18, 24) subscribe to the notion that all behavior, and behavioral and attitudinal tendencies are learned by the individual. This learning takes place as a result of the interaction of social, biological, and general environmental influences. Granted, this is an oversimplification of a complex prin- ciple, but for the purpose of this investigation the over- simplification seems to be sufficient.

Self-theorists do not deny this principle, but on the other hand they do not postulate a connection between this and the development of the phenomenal field, a major construct in their theoretical scheme. The social psycholo- gist would probably say that empathic ability is an aspect of social skill and social skills are learned patterns of behavior. If this is the case, then one should be able to identify, define, and manipulate some of the factors in- volved in the learning process. There will be more on the social psychological point-of-view under the "Review of Literature" section.

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Research Hypotheses

As will be revealed in the discussion of "Review of the Literature," previous research findings tend to suggest that differences in background social class experiences between two people might lead to a limitation in their ability to deeply understand one another. When viewed with respect to the counseling situation, it is evident that such an inability on the part of the counselor to understand his client, or vice versa, might result in problems of communication and ultimately retard counseling progress. The results of previous research, when viewed relative to the theoretical considerations underlying this study, suggest certain hypotheses.

Taft (46) believed that background similarity and understanding go hand in hand. Halpern (30) has suggested that understanding of another person is related to the degree of similarity between the two people involved. Consequently, the following hypothesis is advanced:

1. Empathic ability is positively related to counselor-client background social class similarity.

Wolf and Murray (48) indicated that background similarity seemed to aid one's ability to predict such things as personality variables. They hypothesized that in general predictability would be improved when the person
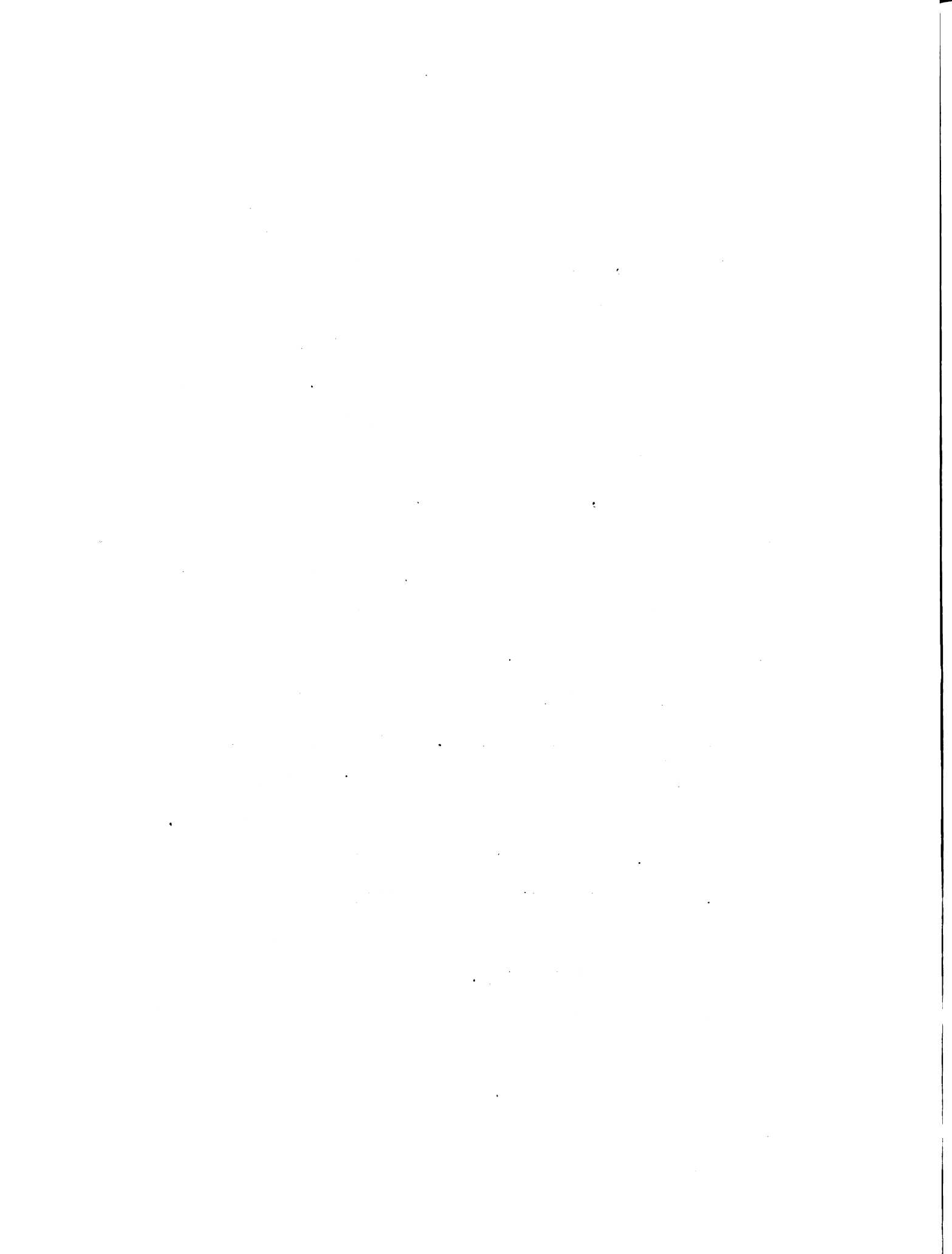
predicting (the counselor), is similar in background to the
other person in the relationship (the client). This hy-
pothesis follows:

2. Counselor-client background social class
    similarity is positively related to felt
    similarity.

Fiedler (12) suggested that when one believes a person
thinks and feels as he does and is similar to himself, then
his attitude toward him is more friendly and positive and
there is greater understanding. The following hypothesis
is therefore proposed:

3. The extent to which the counselor feels
    that his client is similar to himself is
    positively related to empathic ability.

Overview

The overall plan of this dissertation is as follows:
a review of the literature will be presented in Chapter II;
the design of the study will be explained in Chapter III
along with a description of the sample, a summary of the
measuring instruments, and an explanation of the means
of analyzing the data; and analysis of the data will be
reported in Chapter IV.
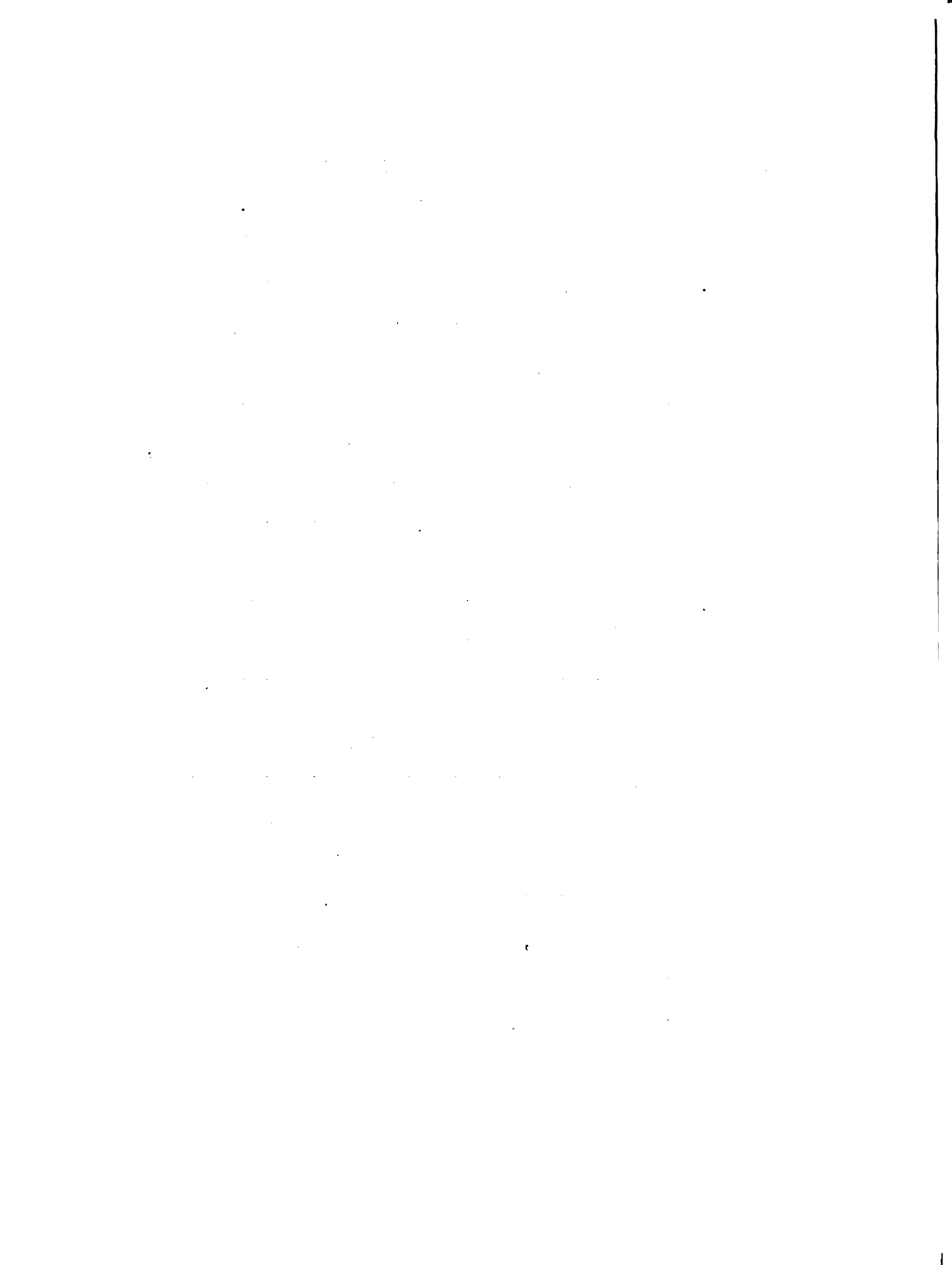
CHAPTER II

REVIEW OF LITERATURE

Empathic Ability

Historically, a review of literature pertaining to empathic ability dates back to at least the late 1930's. In 1936, Sears (43) asked fraternity brothers to rate themselves and each other on a number of traits such as stinginess. He found that if one had insight into this trait in himself, he attributed less of it to others. On the other hand, subjects lacking self-insight assigned more extreme ratings to others on a given trait than did subjects possessing this insight. He concluded that self-insight and accurate perception or understanding of others are positively related.

In 1949, Dymond (8) constructed a test of empathy in order to measure the ability of one to understand or empathize with another. This test was composed of four sections. Each of the four sections contained the same six items. In part one, the subject rated himself on a five-point scale for each of the six items. In part two, the subject rated another person on the same scale. In part three, the subject rated another person as he thought

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that person would rate himself. In part four, the subject
rated himself as he thought the other person would rate
him.

The population consisted of fifty-three subjects,
twenty-nine females and twenty-four males. These fifty-
three subjects were divided into five groups of seven per-
sons each and three groups of six persons each. Each of
these ten groups met once a week to work on a class project.
Each of the fifty-three subjects did all four ratings
after his particular group had met three times. The re-
sults were significant at the .01 level with respect to
predictability. This same procedure was repeated after
the groups had completed eight sessions. Slight improve-
ment was found but this improvement was not significant at
the desired level of confidence.

Dymond next took the five highest empathizers (pre-
dictors), and gave each the T.A.T. In general, she found
that the highest empathizers took the role of the story
characters while the low empathizers did not. Dymond then
requested each subject to rate himself as to whether or not
he was empathic. A poor correlation was found between this
self rating and the subject's ability to predict for low
empathizers. A high correlation was found for high empa-
thizers. Dymond concluded that it would appear as though
those whose empathic ability was high had better insight
into the fact that they had such ability, while those whose

empathic ability was low had less insight into the fact
that their ability was low. Dymond concluded further
that self-insight and ability to understand others are
positively related.

In 1950, Dymond (9) investigated the relationship
between personality and empathy. She administered her
four-part empathy scale to a class and found that females
were better predictors than were males. In addition, she
discovered that it was more difficult to predict a person
who had low empathic ability than a person who had high
empathic ability as measured by the scale. Dymond again
found a positive relationship between insight and ability
to understand others or empathize with others. Dymond then
administered the T.A.T., the Rorschach, the California
Ethno-Centrism Test, and the Wechsler-Bellevue and found
that the low empathizers were rigid, impulsive, infantile,
mistrusted others, and were ego-centric, dominating, and
insecure, among other things. As a composite group, the
high empathizers were just the opposite on all counts.
There seems to be then, a relationship between the ability
to empathize and various personality descriptions. It
could be concluded from these results that the ability to
empathize would be found only in certain types of people.

A refined empathic ability scale was developed in
1952, by Hastorf and Bender (21). One of the main purposes
of this scale was to isolate projection from empathy. The
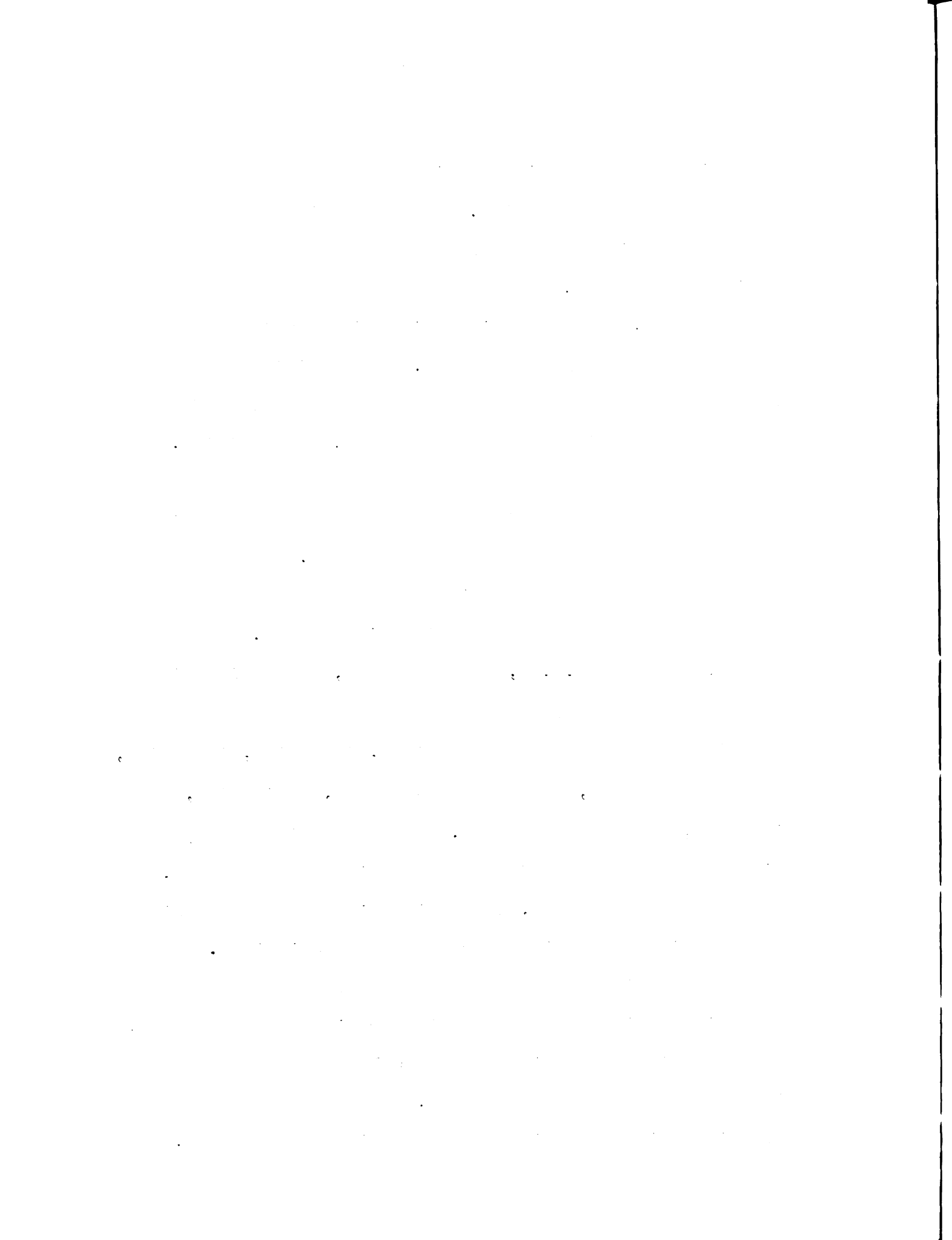
Allport-Vernon Study of Values was administered to fifty subjects. Each of these subjects chose another person whom he knew well and predicted the values that would be obtained on the Allport-Vernon Study of Values. A projection score and an empathy score were obtained. The projection score was the difference between the subject's own score and that which he predicted for the other person. The empathy score was the difference between the subject's predicted and the actual score for the predicted person. A total difference score was obtained by summing the item-by-item deviation scores.

The basic question that Hastorf and Bender were trying to answer was this: "In attempting to predict the responses of another person, well known to the predictor, was the prediction closer to the response of the person predicted for (empathy) or was it closer to the predictor's own score (projection)"(21, p. 575)? Subtracting the subject's "empathy score" from his "projection score" provided the answer to this question. The results showed that twenty-eight of the subjects were "projectors," twenty were "empathizers," and two were about similar in empathizing and projection. In the extreme cases when comparing their subjects' responses to the responses of those whom they predicted, the ten "projectors" were more similar to their associates than were the ten "empathizers." The authors concluded by saying, "The results of this study
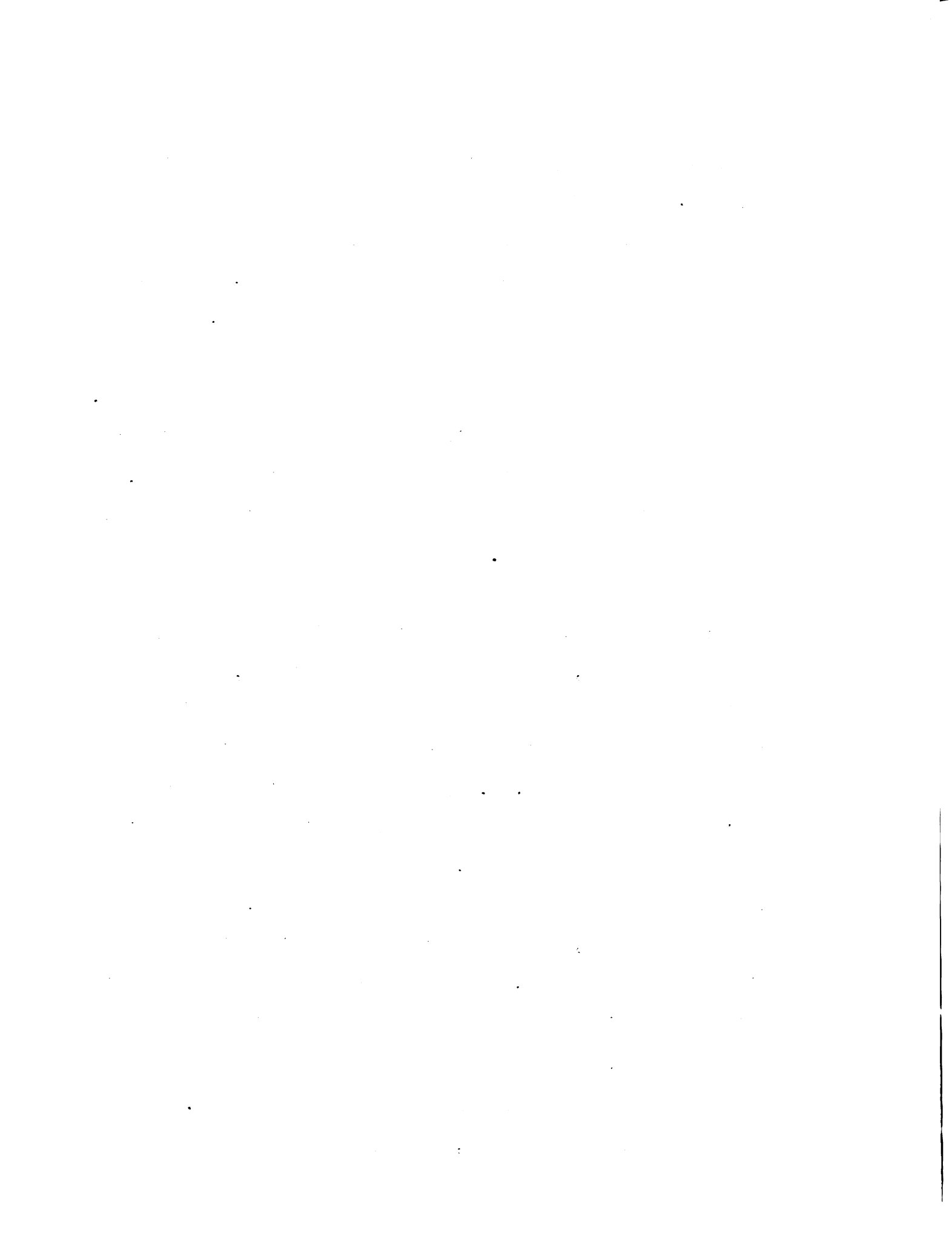
emphasize the fact that part of the successful prediction
of another person's responses may be due to projection
rather than empathy, and a refined measure of empathic
ability will approximate more adequately the psychological
aspects of empathic when it is defined as 'transposing
one's self into the thinking, feeling and acting of another
and so structuring the world as he does'" (21, p. 576).

Bender and Hastorf (2), reaffirmed their earlier
viewpoint in their 1953 study. Their contention had been
that if a subject and his associate were highly similar,
the subject who projects would be given spurious credit for
empathic ability. A forty-two item form concerning feelings
and attitudes was administered to fifty students. Each of
these subjects predicted the responses of four friends,
who also filled out the form. A raw empathy score, a simi-
larity score, a refined empathy score, and a projection
score were obtained. The results showed that there was a
high correlation between the actual similarity and the raw
empathy score of the two subjects; but refined empathy
(empathy minus projection), was independent of the simi-
larity between the two subjects. A second finding was that
a positive correlation was found between projection and raw
empathy while a negative correlation was found between
projection and refined empathy. It seems then that the
presence or absence of a correlation between these scores
of empathy and projection is actually predetermined, or
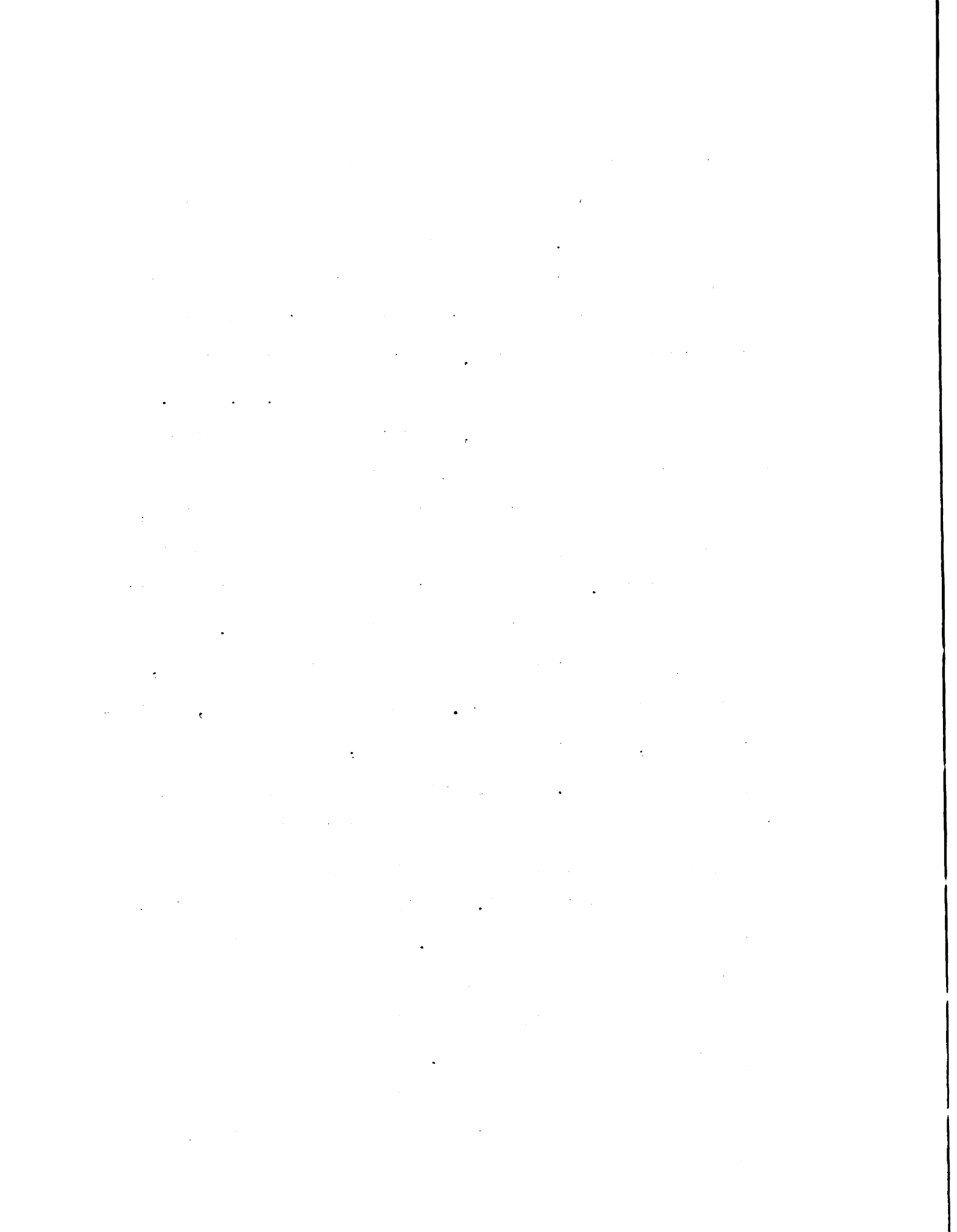
built into the scores.

Gage and Cronbach (17) also pointed out that Bender
and Hastorf's correction procedure for obtaining the
"refined empathy" results in cancelling out those items
in which the predictor is actually similar to those whom
he is predicting. They believe that Bender and Hastorf
clearly did not arrive at an accurate independent measure
of assumed similarity and real similarity. Gage and Cron-
bach further show that individual differences in prediction
are less strongly determined by differences in assumed
similarity than by differences in accuracy of prediction.
One's ability to understand another person depends upon the
degree of favorability toward the other, plus the predic-
tor's "implicit personality theory which is based on his
own prior experiences" (17, p. 395). Gage and Cronbach
thus suggest that the positiveness of one's feelings toward
another, plus the effects of one's background and resulting
view of people combined to produce understanding or what
we might call empathy.

Two years later, in 1955, Hastorf, Bender, and Wein-
traub (22) investigated again the concept of "refined
empathy." Subjects marked a questionnaire for themselves
and for those whom they predicted according to certain
patterns of response. There was a relationship manifest
between a person's responses and his choice of the type of
associate whose questionnaire he predicted. These authors

found that a subject received a high refined empathy score,
not necessarily because of his empathic ability, but be-
cause of his pattern of response and the particular pattern
of response of the associate whom he chose. This would
suggest that the "refined empathy" score was still an un-
satisfactory measurement of empathic ability.

The research that has just been discussed does not
reveal any clear answer to the questions: What is empathy?
and, How is it measured? The results were inconsistent
and there are many ramifications and possible meanings of
the test results. In 1958, Lesser (27) used the Q-sort
method to assess counseling progress and found that empathic
understanding was not related to counseling progress.
Lesser concluded that perhaps a maximum of empathic under-
standing is not necessarily most conducive to counseling
progress. Others have felt similarily; namely, that some
tension is necessary for the purpose of motivating the
patient or client to work through his problems. Another of
Lesser's findings was that the clients continuing in counseling
appeared to be better understood by their counselors;
however, clients who terminated showed greater progress.
One possible conclusion is that empathic understanding
may hold a client but may not necessarily help him.

From the numerous studies discussed in the preceding
pages, it is quite evident that empathy, as related to
psychotherapy, is not clearly understood and to a great
extent still remains an unsolved mystery.

Similarity and Interpersonal Communication

Halpern (19) administered a personality trait inventory to thirty-eight female nursing students. Each student was asked to predict the test performance of five other students, two of whom were most similar to herself, two least similar, and one in the middle with respect to similarity to herself. Each subject was also asked to indicate whether or not she was pleased with herself on each of the personality characteristics on the inventory. The results were as follows:

1. More accurate predictions were made for those who were similar to the subjects than those dissimilar.

2. Greater predictive accuracy was found on those items which the subject and the person whom she predicted marked similarly than on items they marked differently.

3. A greater accuracy of prediction occurred on those items with which the subject was pleased with herself than on those which she was dissatisfied with herself.

4. There was no difference in accuracy of prediction between those who were similar to the subject and those dissimilar to the subject on items which the subject and the person whom she predicted marked differently (nonconcordant items).

5. There was no correlation between the ability to predict on nonconcordant items and the overall ability to predict.

Halpern discussed the results, and he seemed to feel that they were not necessarily due to consciously attributing one's feelings to others, but that a subject might more easily recognize patterns of behavior and feelings

in others if he had experienced them himself. The import-
ant consideration here seems to be that similarity between
people is related to their understanding of the other per-
son involved.

R.D. Normal (33) compared the relationships among
acceptance-rejection, self-other identity, insights into
the self, and the realistic perceptions of others by the
use of a rating scale. Normal found positive correlations
between self-other identity and insight, and between self-
other identity and a realistic perception of others. Normal
concluded that others appear to be judged by analogy with
ourselves, and the less valid the analogy, then the less
accurate the judgment.

A subsequent study was performed by Notcutt and Silva (34).
In this investigation, sixty-four married couples were each
given a self-rating scale. They were asked to make pre-
dictions for their spouses. The results seemed to indicate
that the predictions made were significantly greater than
what would have occurred by chance alone. Notcutt and Silva
concluded that successes were greater on items in which
subjects rated themselves similarly; in other words, people
are better judges of those like themselves.

Still another type of study was conducted by Wolf
and Murray (48). Five judges met with subjects for a
forty-five minute group session. Each of the subjects
were marked on forty personality variables. After a

thorough discussion within the group, each judge marked
himself and the other judges on the forty personality
variables, and a score for each judge was determined by
averaging his own rating and the ratings of the other
four judges who had rated him. These average scores were
then compared with the ratings the judges had given the
fifteen subjects. Wolf and Murray concluded that a person
can only understand that which he has already experienced.
These results tend to support the results of other studies
in which similarity seemed to aid predictability. There
is a further implication; namely, that similarity of
response suggests similarity of background and results in
greater ability toward understanding the person involved -
the client.

These latter two views are expressed quite vividly by
Hollingshead and Redlich (23) in connection with psychiatric
treatment. They state, "All too often, psychotherapy runs
into difficulties when the therapist and the patient be-
long to different classes. In these instances, the values
of the therapist are too divergent from those of the patient
and communication becomes difficult between them" (23, p. 345).
The psychiatrists interviewed were irritated, as a group,
by their lower class patients' inability to think in their
terms. Hollingshead and Redlich indicate that social
class difference leads to a lack of understanding between
patient and therapist. They further point out that this

appears to be a major reason why neurotic patients in the
two lower classes of the group they studied dropped out
of treatment much faster than did those in the higher
classes. The authors continue, " . . . the values of the
therapist and patient need not be alike or even similar;
they merely cannot be too far apart socially and psycho-
logically unless the therapist has a real and sympathetic
understanding of the patient's class culture" (23, p. 347).

Fiedler (12) used a Q-sort of seventy-five statements
and asked trained judges to rate the relationship between
therapists and clients after listening to a number of
tapes. Despite the theoretical orientation of the thera-
pist (that is Rogerian, Adlerian, or psychoanalytic),
experts from each of these schools showed empathic under-
standing toward the patient. In other words, they were
sensitive to the patient's feelings, while nonexperts were
swayed more by their own needs. Fiedler listed three main
dimensions for describing patient-therapist relationships:

1. The therapist's ability to communicate
   with, and to understand, the patient.

2. The emotional distance of the therapist
   toward the patient.

3. The status of the therapist in relation
   to the patient.

In a subsequent study, Fiedler (13) asked one patient
to do a self-sort and twenty-two therapists attempted to
predict this patient's self-sort. The self-sort and an
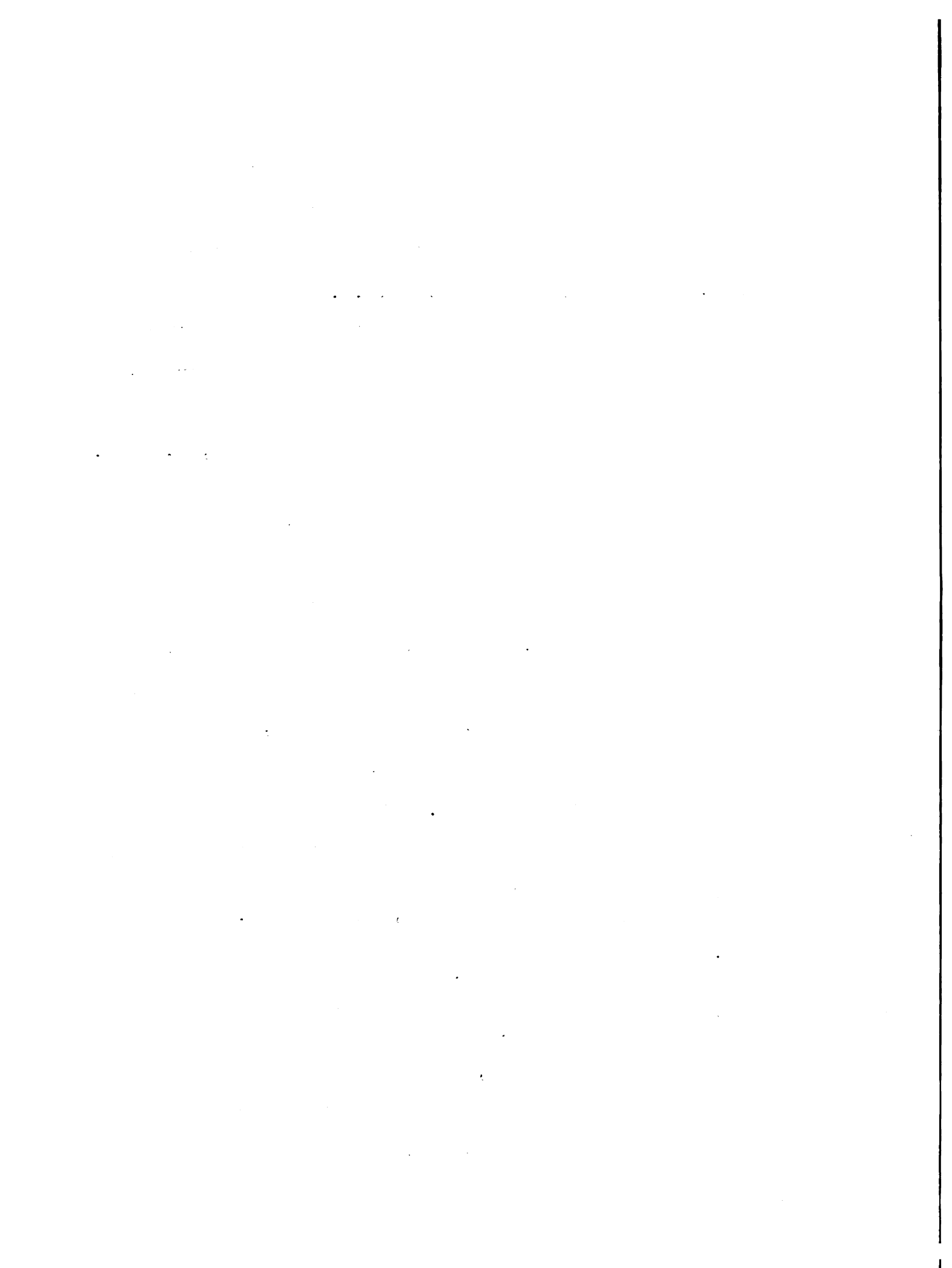
ideal self-sort was also done by a therapist. Four rather
interesting correlations were obtained:

1. Patient and therapist self-sort.

2. Therapist self-sort and his
   patient prediction Q-sort.

3. The therapist ideal self-sort
   and the patient's self-sort.

4. The therapist's ideal self-sort and
   his prediction of the patient's sort.

Supervisors then were called in to rate the therapists
as to their ability. Godd therapists, as rated by their
supervisors, showed an empathic attitude toward their
clients and seemed to understand their clients' feelings.
In addition, they seemed to see their patients as being
similar to themselves,and inferentially, used this simi-
larity to advance the therapeutic process. These findings
and views by Fiedler support the ideas of Hollinghead and
Redlich as they were summarized earlier.

Fiedler and Senior (14) further studied the patient-
therapist relationship. These authors decided that each
of the two persons in a therapeutic situation is part
consciously and part unconsciously aware of the other's
feelings. The hypothesis of the investigation was,
" . . . the attitudes which one of the two participants
had toward himself and toward the other person will be
meaningfully related to the attitudes held by the second
person" (14, p. 446). Each of the persons did a self-sort

and an ideal self-sort, and each sorted as he thought
either the therapist or the patient had sorted himself.
The findings of this study were five in number:

1. Better therapists as ranked by their
    supervisors, are better able to pre-
    dict their patients' self-sort than
    are poor therapists.

2. Better therapists are not as self-
    satisfied as poor therapists.

3. The better therapist is seen by
    the patient as more ideal than he
    really is.

4. The more self-satisfied the thera-
    pist, the poorer predictor he is.

5. The greater the similarity of the
    therapist to the patient's ideal,
    the less the therapist tends to
    like or empathize with his patients
    (25, p. 449).

These results suggest that actual similarity between
a therapist and a client is less important for a thera-
pist's understanding of the client than the therapist's
feeling of similarity. In addition, a close relationship
between the therapist's ideal self and the client's real
self seemed to result in less misunderstanding on the part
of the therapist.

Fiedler (13) indicated that he feels "assumed simi-
larity" by the therapist for his patient, suggests a posi-
tive attitude by the therapist toward that patient. In
other words, when one believes that a person thinks and
feels as he does, then one's attitudes toward him tend to
be friendly and positive. Better therapists, therefore,

appear to have warmer feelings and more liking for their
clients than do less competent therapists.

Social Factors and Personality Traits and Tendencies

Sears (44) wrote that the status level of a family in
a social hierarchy determines the particular mode of child-
rearing which is conventionally followed. Warner (47)
tended to agree with this notion after considering the
results obtained from his studies of the social class in
America. Gist and Halbert (18) have suggested that differ-
ences in child-rearing practices can result in the develop-
ment of differential social aptitudes on the part of the
children.

The above comments are only a few that suggest a
close relationship between status and personality traits.
There are many other social factors which act as deter-
minants of the type of interpersonal attitudes which even-
tually become organized into the personality structure.
Miller and Swainson (31) indicated that the scope of early
socialization includes more informal and probably more
effective training by the age peers. These authors continue,
"from such diverse learning experiences with specific
patterns of identification they produce, their gradually
emerge differences in expressive styles, ego-defense
systems, and moral control" (31, p. 61).

Seward (45) demonstrated some of the relationships
referred to by Miller and Swainson with selective subcultures

in contemporary United States. She found definable
differences in personality characteristics and expressive
tendencies between individuals who were reared in, and
who were members of, different subcultures.

Social and cultural factors command increasing
consideration in the area of psychiatric treatment. Opler
(35) conducted numerous studies into the effects of sub-
cultural and social experiences upon personality develop-
ment. He indicated that few psychiatrists formally study
social psychology and culture and " . . . fewer still
utilized such knowledge in therapy. As for schools of
thought, one can mention Myerian Psychiatry, for example,
in which the various 'psychological' or biological and
cultural factors were constantly alluded to, as if for
some plan of research . . ." (35, p. 125).

Opler has considered the work of such neofreudians
and ego-psychologists as Horney, Sullivan, Kardiner,
Meyer, Fromm, and Hartmann and concluded that culture is
not an empty abstract in human affairs inasmuch as a
specific culture contains and includes all the substances
of meaning by which a particular people understand and
perceive experiences. Opler continued, "As such, it
guides activity, forms sentiments, and motivates strivings
in special channels according to sex, age, kinship, class,
and other relationships it specifically ordains" (35, p. 126).

Many years ago, in 1937, Karen Horney (25) became very
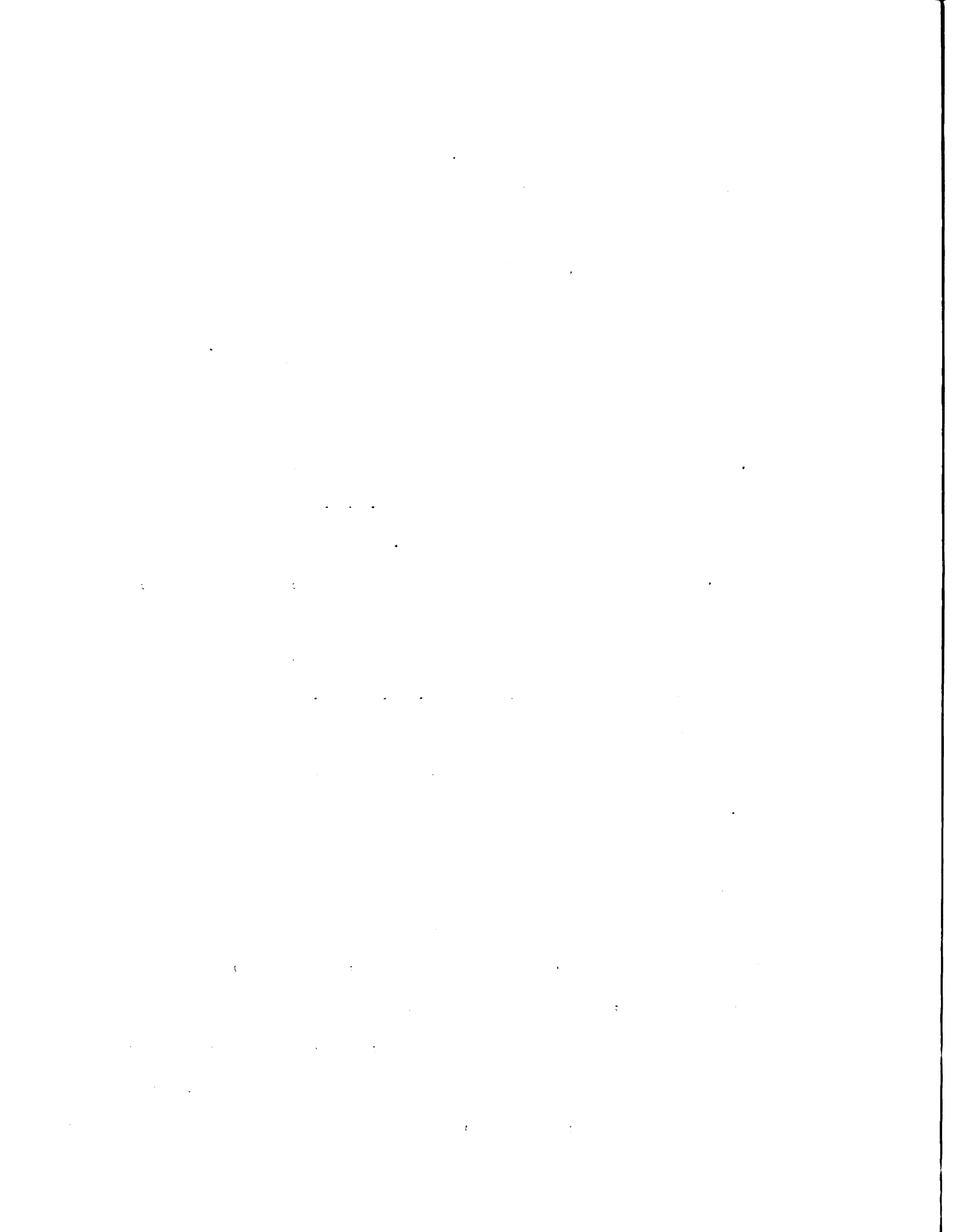
interested and profoundly influenced by tenets underlying status and culture and how they related to personality theories. At that time she began her almost literal translations of neurotic syndromes from generalized cultural pictures and pictures of modern American Society. She observed in neurotic personalities that neuroses develop and are generated by "specific cultural conditions" under which we live.

Opler (36) used several cultural factors for the purpose of determining some of the social factors which might have entered into the dynamic personality picture of his schizophrenic subjects. Some of the more important factors which he isolated were intergenerational conflicts, environmentally imposed racial conflicts, the pace of acculturation in different cultural groups, and child rearing practices. From his findings, he concluded: "We find their (schizophrenics) problems of intergenerational conflict and acculturation less related to class as such than to ethnic subcultural problems interwoven with class membership and to the whole spectrum of values - conflicts correlative to social and cultural change. These factors become important when a psychiatrist attempts to understand a particular patient, or a group of patients - their value systems, experiences, and symbolic communications, verbal and nonverbal" (36, p. 127).

Honigmann (24) discussed the factors affecting personality patterns and indicated that socially and culturally imposed intercultural behavioral patterning affects the child's development of interpersonal characteristics and tendencies and capacities which become aspects of the adult personality. Family relations become a prototype of interpersonal behavior. The implication is that if the family is characterized by distant relationships, the child is likely to be inclined to develop a characteristically distant attitude toward interpersonal relations. Relating this to the counseling situation, such an adult personality would probably find it difficult to relate to the therapist who has been conditioned by his experiences to be socially outgoing and warm. Peers and cultural surrogates also exert significant influences upon the development of interpersonal attitudes on the part of the child.

Mitchell (32) conducted one of the very few studies which attempted to relate status and cultural background similarities between client and counselor to the therapeutic relationship. He found that differences between client and counselor with respect to their social status led the therapist to misunderstand many of the dynamics and aptitudes of the client. He indicated that due to such misunderstandings, therapy was unsuccessful many times. On the other hand, progress in therapy was observed in the same case after a period of therapy with

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another therapist. This study disclosed information which closely supported the main tenets underlying the current investigation. Although it would be difficult to prove that counselor-client understanding preceded and was a necessary element before therapeutic progress could be a reality, it does seem that this understanding between client and counselor was at least one factor. Further, it seems that the similarity in terms of social status factors contributed a great deal to this understanding.

Gist and Halbert (18) found that the urban resident was more tolerant than his rural counterpart when it comes to persons who differ from him in race, nationality, or point-of-view. Again, the implication is present that social status differences can cause difficulty, when the differences between counselor and client background are markedly different.

Summary

The review of pertinent literature contained articles in three subject areas: empathic ability, similarity and interpersonal communication, and social factors and personality traits and tendencies. The meaning of empathy, as related to psychotherapy, has not been consistently and clearly defined in the research. It has been defined operationally by many different researchers, but the results of these studies are inconclusive. Similarity of
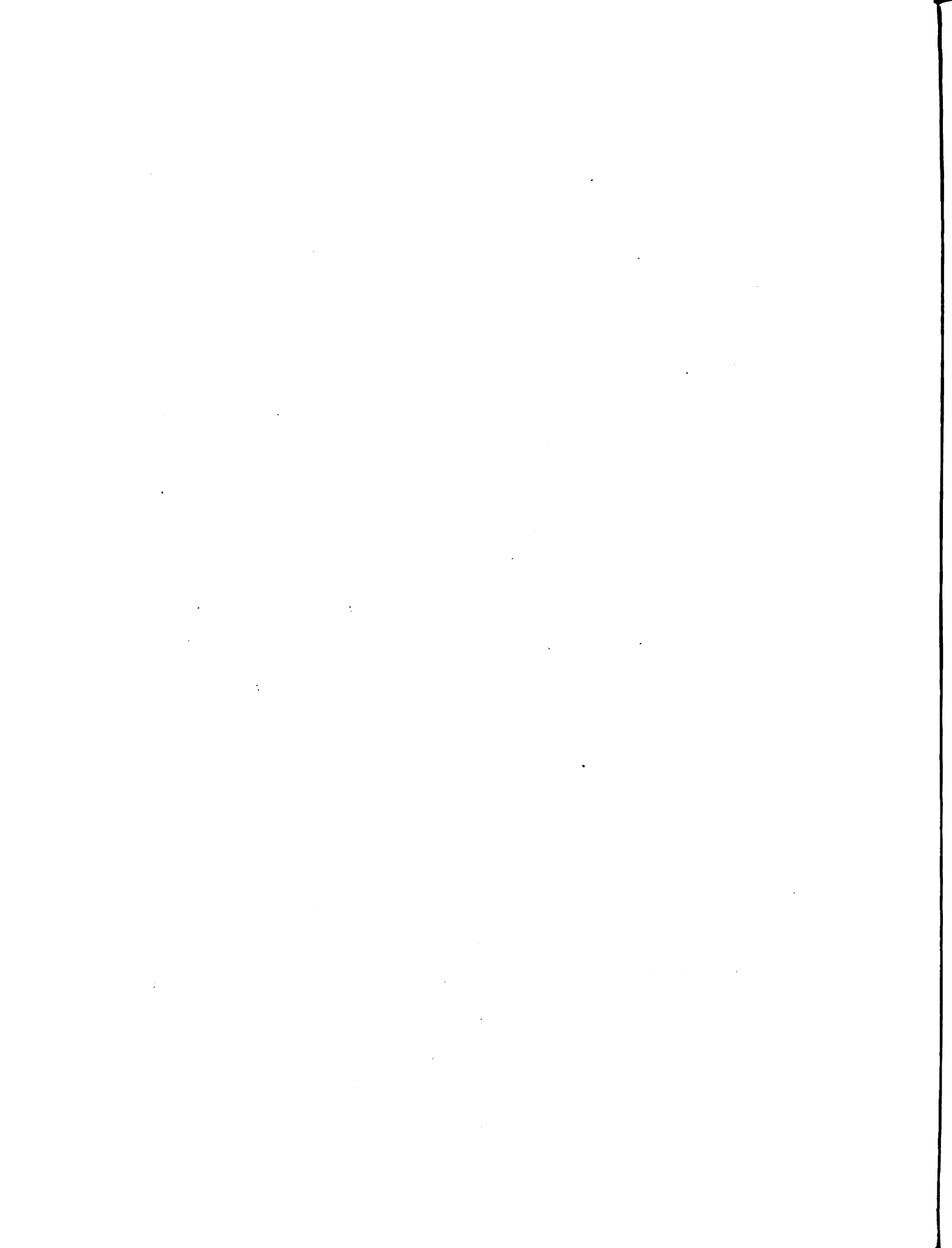
background has been found to aid in understanding and in
interpersonal communication. Lastly, there seems to be
a close relationship between social factors such as
status and certain personality traits.

CHAPTER III

DESIGN OF THE STUDY

SAMPLE

The subjects consisted of students involved in per-
sonal adjustment counseling and their counselors at the
four Michigan colleges and universities mentioned earlier.

Four of the seven counselors were individuals with
Ph.D. degrees and three were Ph.D. candidates. All except
one of the counselors had completed at least three years
of experience in active personal adjustment-type coun-
seling. All the counselors were, at least to some extent,
oriented toward the self-theory and client-centered coun-
seling concepts and techniques. Six of the counselors
were male and one was female. Six of the counselors
were American-born Caucasians, and the remaining one was
American-born and of the Negro race.

The client group consisted of twenty individuals,
twelve females and eight males. Eighteen of the clients
were undergraduate students, and two were graduate students
enrolled at four Michigan colleges and universities. The
range in age was from 19 to 36 years, with only three of

the individuals exceeding the age of 25. Hours spent in counseling ranged from six to thirty-two. Table 3.1 presents the sex, age, academic level, and the number of hours spent in counseling for each of the twenty individuals.

Measuring Instruments

Three measuring instruments were used in this study. These instruments included: (1) an instrument for the assessment of counselor-client social class similarity; (2) an instrument for the measurement of the counselor's ability to understand his client; and (3) an instrument for the purpose of measuring the extent to which the counselor feels that he is similar to his client. The first of these instruments was a part of a larger instrument constructed for the purpose of this and another investigation (5). This procedure will be discussed thoroughly in this section. The latter two techniques have been standardized or used by previous investigators and will be discussed only briefly.

The Technique for Assessing Counselor-Client Social Class Similarity.

The Questionnaire. A questionnaire was constructed to assess background information which would lend itself to the classification scheme embraced by Warner's Index

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Table 3.1.   Sex, Age, Academic Level, and Number of
Interview Hours for the Constituents of
the Client Group

Client Number	Sex	Age	Academic Level	Number of Counseling Interviews
1	Male	27	MA (Ph.D. Candidate)	32
2	Male	25	MA (Ph.D. Candidate)	28
3	Male	20	Junior in College	21
4	Male	25	Senior in College	6
5	Female	22	Senior in College	16
6	Female	20	Junior in College	16
7	Female	21	Junior in College	17
8	Female	24	Senior in College	6
9	Female	19	Junior in College	10
10	Female	21	Senior in College	8
11	Female	22	Junior in College	7
12	Female	21	Junior in College	7
13	Male	22	Senior in College	10
14	Female	22	Senior in College	15
15	Female	22	Sophomore in College	32
16	Male	36	Second year Special Student	24
17	Male	30	Second year Special Student	16
18	Female	20	Senior in College	15
19	Male	21	Senior in College	14
20	Female	22	Senior in College	6
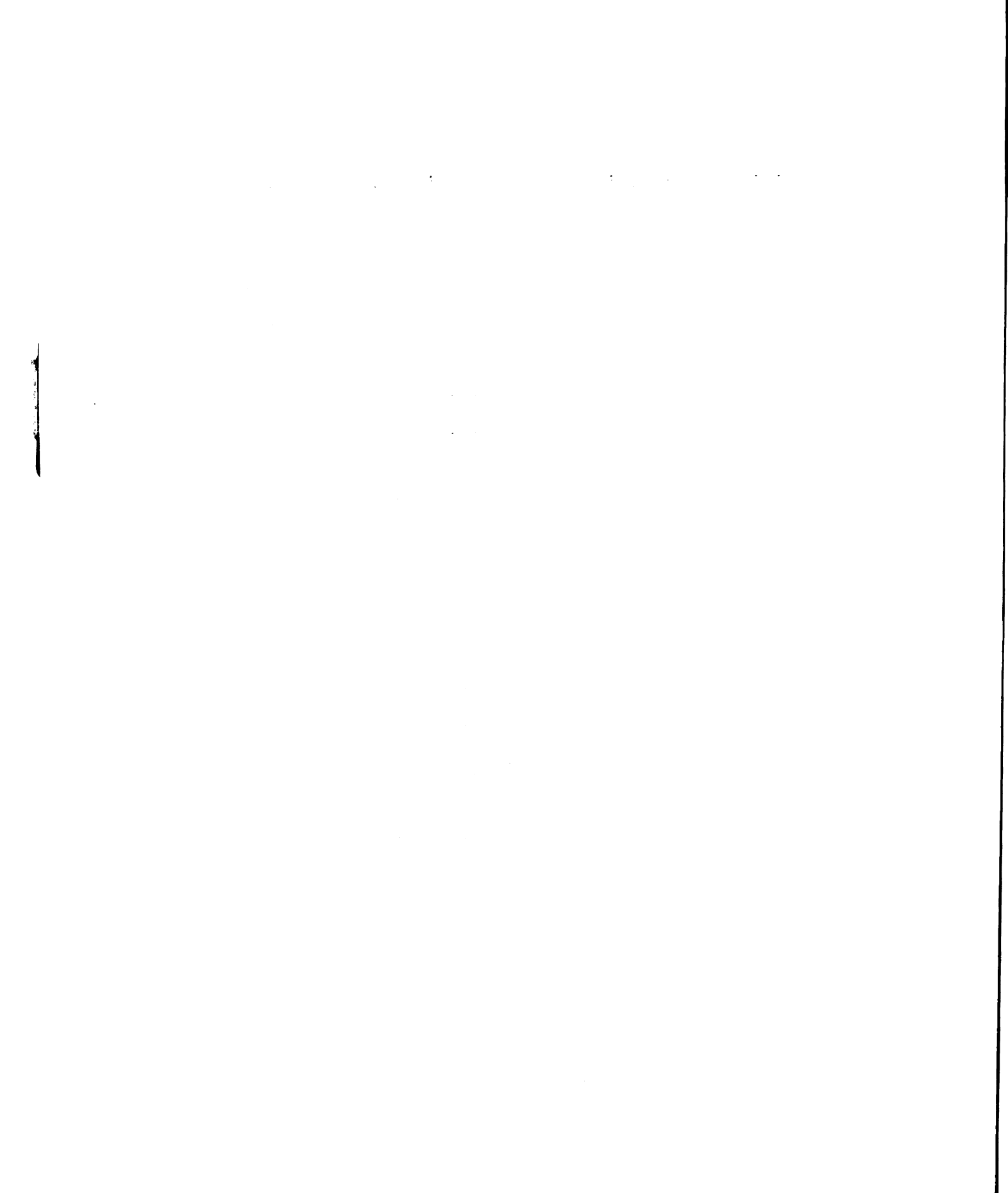
of Status Characteristics (I.S.C.). Additional infor-
mation was obtained by this questionnaire (information
not needed to obtain this I.S.C.), but such was not in-
cluded in this study.

Index of Status Characteristics. Warner, (47) in his
Yankee City study, analyzed evaluated participation of
individuals in the social class hierarchy. He asked in-
dividuals in the community to assign social classes to
other constituent individuals. The assumption was that
meaningful social class differentials in America lie
within the perception of individuals with respect to who
falls into what class. Social class differentials (socio-
economic aspects such as wealth and style of life), exist
in America to the extent that they are perceived by the
individuals who constitute various differential groups.
Warner examined the Yankee City material for the purpose
of discovering what social characteristics correlated most
highly with class as determined by evaluated participation.
He then separated participation from social class charac-
teristics and developed a seven-point scale for the iso-
lated characteristics. The final technique was to yield
an index of status characteristics. The correlation of
the various characteristics was undertaken to discover
the relative importance with respect to a class criterion.
The charcteristics were weighted accordingly. Warner
states, "The index of status characteristics as a

measurement of social class is positive on two propositions:
that economic and other prestige factors are highly impor-
tant and closely correlated with social class; and that
these social and economic factors such as talent, income,
and money, if their potentialities for rank are to be
realized, must be translater into social-class behavior
acceptable to the members of any given social level of the
community" (47, p. 39).

Warner isolated four status characteristics and called
these occupation, source of income, house-type, and
dwelling area. The scales for making primary ratings of
these characteristics are listed in Table 3.2.

To obtain the Index of Status Characteristics, the
ratings are multiplied by the following weights:

> Occupation.........4
> Source of Income...3
> House Type.........3
> Dwelling Area......2

The Index yields perceived social class status inas-
much as the characteristics were obtained by means of
evaluated participation. This Index, therefore, has rele-
vance to how a person sees himself in his social class
and ultimately to the development of social attitudes and
self-concept. As Warner puts it: "The most important
fact to remember about using I.S.C. as a measurement of
social class is that, in order for it to be a reliable
instrument and an accurate index of social class, each
of the four characteristics and the points in their scales

Table 3.2.   Scales for Making Primary Ratings of Four
              Status Characteristics

Status Characteristic and Rating	Definition	Status Characteristic and Rating	Definition
Occupation: Original Scale		House Type: (continued)	

Occupation: Original Scale

1. Professionals and Proprietors of large businesses
2. Semiprofessionals and smaller officials of large businesses
3. Clerks and kindred workers
4. Skilled workers
5. Proprietors of small businesses
6. Semiskilled workers
7. Unskilled workers

Source of Income:

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

House Type: Original Scale

1. Large houses in good condition
2. Large houses in medium condition; medium-sized houses in good condition
3. Large houses in bad condition
4. Medium-sized houses in medium condition; apartments in regular apartment buildings

House Type: (continued)

5. Small houses in good condition; small houses in medium condition; dwellings over stores
6. Medium-sized houses in bad condition; small houses in bad condition
7. All houses in very bad condition; dwellings in structures not intended for homes originally

House Type: Revised Scale

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

Dwelling Area:

1. Very high; Gold Coast, North Shore, etc.
2. High; the better suburbs and apartment house areas, houses with spacious yards, etc.
3. Above average; areas all residential, larger than average space around houses; apartment areas in good condition, etc.

Table 3.2. (continued)

Status Characteristics and Rating	Definition	Status Characteristic and Rating	Definition

Dwelling Area: (continued)

4. Average, residential neighborhoods, no deterioration in the area
5. Below average; areas not quite holding their own, beginning to deteriorate, business entering, etc.

6. Low; considerably deteriorated, run down and semislum
7. Very low; slum

must reflect how American feels and think about the relative worth of each job, source of income which supports them, and an evaluation of their houses in the neighborhoods in which they live. For it is not the house, or the job, or the income, or the neighborhood that is being measured so much as the evaluations that are in the backs of all of our heads - evaluations placed there by our cultural tradition and our society. From one point of view, the four characteristics - house, occupation, income, and neighborhood - are no more than evaluated symbols which are signs of status telling us the class levels of those who possess the symbols. By measuring the symbols, we measure the relative worth of each; and by adding up their several 'worths,' reflecting diverse and complex economic and social values, we get a score which tells us what we think and feel about

the worth of a man's social participation, meaning essentially that we are measuring his Evaluated Participation or social class" (47, p. 40).

It becomes quite clear at this point that the tenets underlying the Index of Status Characteristics are not at variance, but in fact are quite similar to the tenets inherent in the major concepts which serve as the basis for the present study (i.e., the concept relative to factors which enter into the development of the self-structure and the concept of the influence of social factors upon the development of interpersonal attitudes and understandings as they relate to therapy). This questionnaire is found in the appendix.

Empathic Ability Scale.

General. As can be clearly seen from the research cited in the section "Review of Literature," many attempts have been made to develop a measure of empathic understanding between counselor and client. These date back to at least 1949, and included studies by Rosalind Dymond; H.C. Lindgren (29); I.E. Bender (2); A.H. Hastorf (21); N.L. Gage (16); and L.J. Cronbach (7). Although some of these investigators have developed what they called "refined empathy," contrasting it with Dymond's original scale, there are many drawbacks and shortcomings from their research efforts. After reviewing all of the

studies in detail, it was decided by this investigator
to use Dymond's scale of empathic understanding which
was developed in 1949, and has been used numerous times
since.

Inasmuch as Dymond's scale was rather completely
discussed in an earlier section, it does not seem necessary
to go into any detailed explanation at this point except
for a very short summary. Empathy, for Dymond, was
"imaginative transposing of one's self into the thinking,
feeling, and acting of another and so structuring the
world as he does" (8). Dymond used such traits as self-
confidence, superiority-inferiority, selfish-unselfish,
friendly-unfriendly, leader-follower, and sense of humor
as traits or characteristics which seemed to underlie
empathic ability. The scale, it will be recalled, con-
sists of four parts, each containing six items. A five-
point scale was used which extended from, as an example,
quite superior to quite inferior. Two people (a counselor
and a client), must be involved and a rating of the coun-
selor's empathic ability can be derived by calculating how
closely his predictions of the client's ratings correspond
with the client's actual ratings. The opposite would be
done if the client's empathic ability was of interest.
In conclusion, this inventory by Dymond seemed to do the
best job of measuring what is called "empathic ability"
(seeing things from the other person's point-of-view).
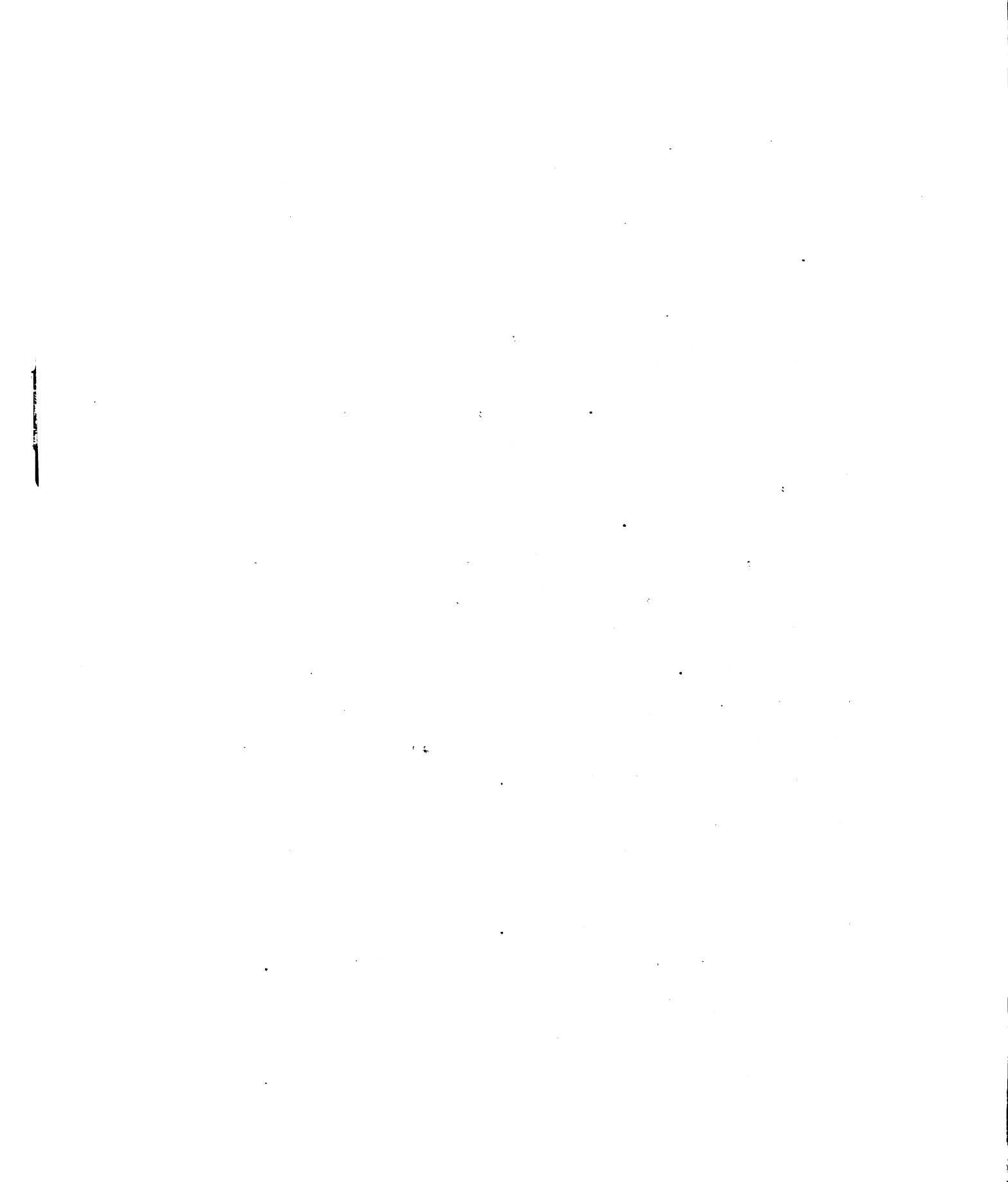
Scoring Procedure. Dymond (8) has used two scoring procedures, a deviation score and a "right score." The deviation score is found by totaling the number of points the individual is in error in his prediction, disregarding sign. The "right score" indicates the number of right predictions (a right prediction is one that coincides exactly with the actual rating). For Test I on the original group used by Dymond for standardization purposes, the range for the deviation score was from 37-70 with a mean of 51.3 and a standard deviation of 8.0. The "right score" for the same test had a range of 18-39 with a mean of 28.8 and a standard deviation of 6.5. For the purposes of this investigation, both of these means of scoring will be used so as to be able to compare the results.

Felt Similarity.

The felt similarity scale selected was a scale developed by Lesser (27) in an unpublished doctoral dissertation in 1958. His investigation has also been discussed more fully under the "Review of Literature" and will be dealt with only briefly at this time. Felt similarity, as judged by the counselor, was defined as the closeness or the degree of likeness between counselor and client. Seven statements such as "in many ways I am quite similar to this client" and "it is amazing how similarly this client and I view the world" were used. The seven point scale, from least through most like me, was used. The scoring of this scale
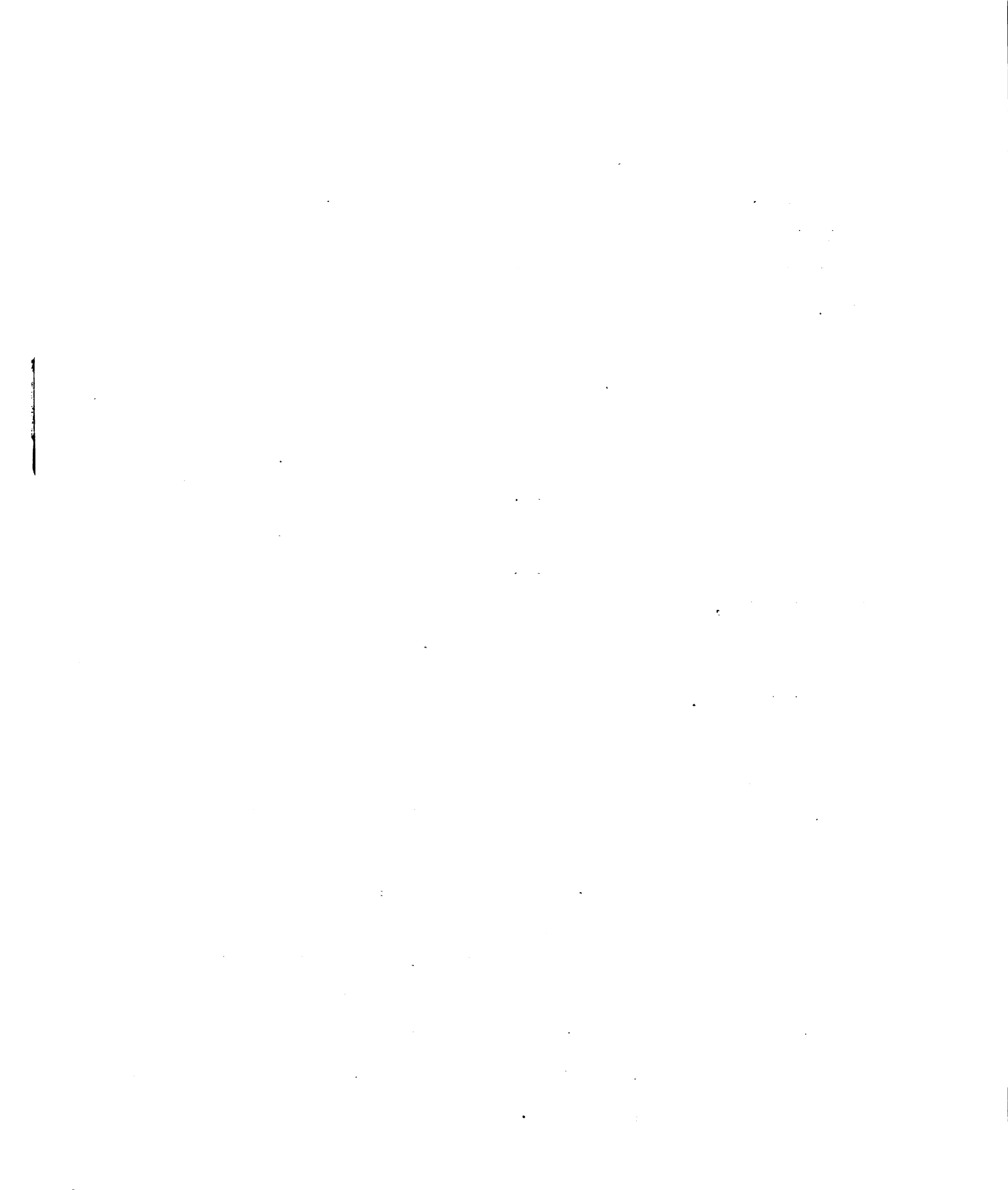
is simply an additive procedure with the lowest sum
indicating least like me and the highest sum most like
me. This scale rates only the counselor's felt simi-
larity in relation to his client. For the complete
scale and the instructions given to the counselor, refer
to the appendix.

Method of Collecting Data

The data reported were collected in conjunction with
a second project dealing with the effect of counselor-
client cultural background similarity upon counseling
progress. For the purpose of the second project, an in-
strument for the assessment of the degree of personal
adjustment was given before and at the termination of
therapy. The results of this instrument do not fall within
the scope of this study and have been reported elsewhere (5).
In addition to the instrument for assessing the degree of
personal adjustment, the felt similarity scale, the empa-
thic ability scale, and the questionnaire for assessing
social class data were administered at the termination of
therapy.

Letters were written and personal contacts were made
with counselors at four Michigan colleges and universities -
Michigan State University, Ferris State College, Central
Michigan University, and Western Michigan University.
Counselors who agreed to participate in this investigation
were asked to provide as many clients as possible within

a given period of time. The criteria for selecting clients included the following:

1. Client must be enrolled in college;

2. Client is voluntarily seeking counseling;

3. Counseling was to be of the personal adjustment type;

4. The nature of the problem indicated that the period of counseling would include at least four interviews; and

5. Client must avail himself to the study without reservations.

Several of the counselors who agreed to participate in the study found they were unable to provide clients during the designated period, who met all five requirements listed previously.

At the termination of counseling the counselor was asked to give the client an envelope containing the empathic ability scale, the questionnaire for assessing social class information, and the instrument for assessing the degree of personal adjustment (the inclusion of the latter instrument has been previously explained), (5). Also included in the client's envelope was a set of general instructions and a self-addressed, stamped envelope. The client was instructed to take the material home, complete it, and mail the completed forms and scales to the investigator. The following were the instructions placed in
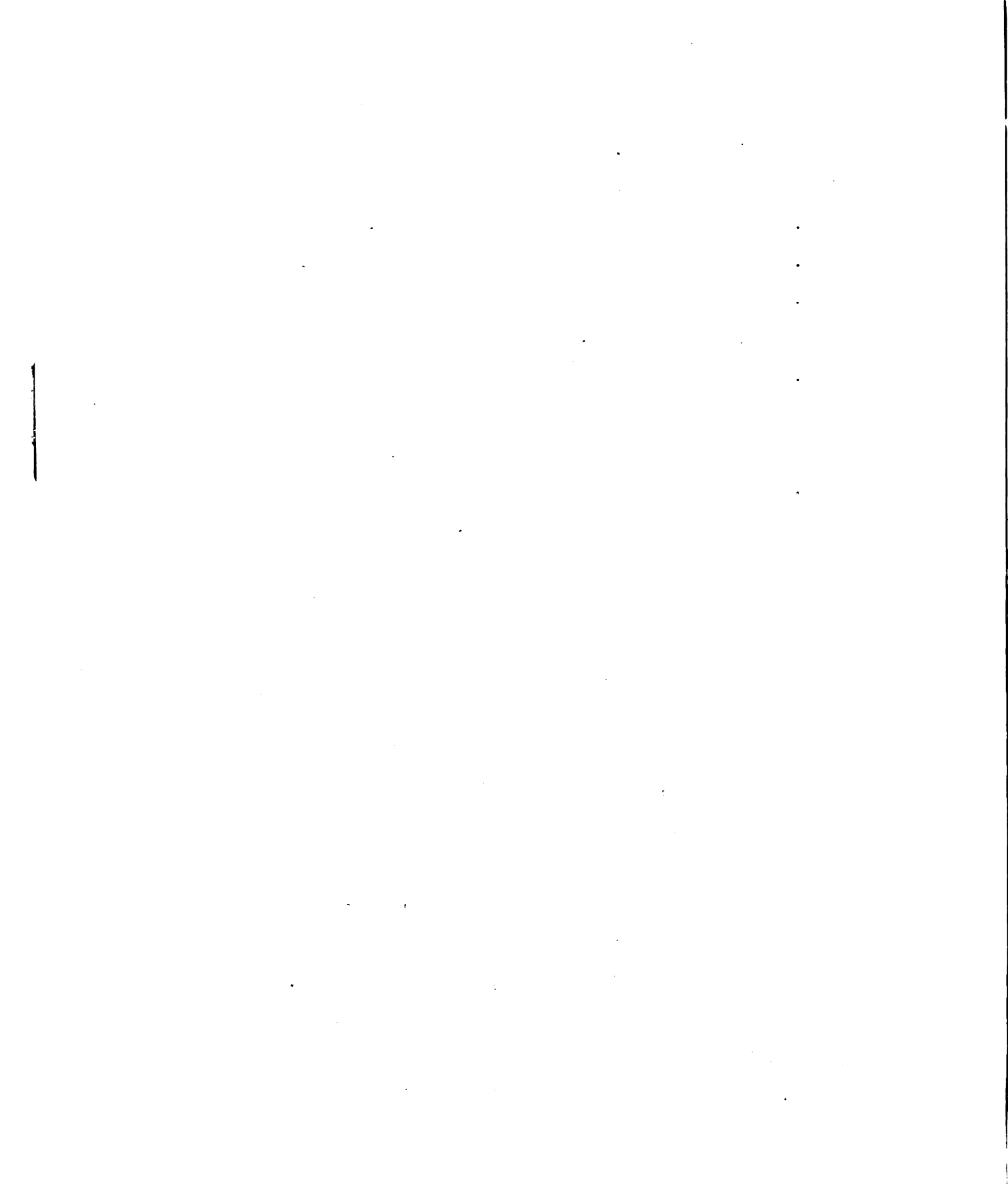
the client's envelope:

This is your second and final envelope of
materials to be filled out and mailed to
us. You will note that some of the material
is the same as before. Again, we solicit
your sincerity and honesty while filling
out the enclosed material.

It is important that you follow these steps
(in the order listed).

1. Take the inventory marked No. 1
    from the envelope (put all other
    materials aside and do not open
    them for any reason until you
    have completed Inventory No. 1.

2. Read the instructions on the cover
    of Inventory No. 1.

3. Turn the page and begin.

4. After you have completed Inven-
    tory No. 1, seal it with the
    seal provided.

5. Read the instructions on Inven-
    tory No. 2 (do not open the
    others).

6. Turn the page and begin.

7. After you have completed Inven-
    tory No. 2, seal it and put it
    aside.

8. Read the instructions for Inven-
    tory No. 3. Complete and seal
    it as in the case of Nos. 1 and 2.

9. After having completed all three
    of the mimeographed inventories,
    complete the "Study of Values"
    booklet. (Read the directions
    on Page 2 of the booklet before
    beginning).

10. Complete the "Empathic Ability
    Scale."

11. Fill out the "Questionnaire
    for Background Information."

12. You may complete all of the
    material in one day or you may
    do so in two days. However,
    you should not stop while
    doing a given test. If you
    desire to take a break, do
    so between tests.

13. Please complete the material
    within two days after you
    receive it and mail it immed-
    iately. A stamped envelope
    is provided for this purpose.

14. Before mailing, please check
    to be certain that all of the
    material has been completed.

    Please put your name on all of the material.
    Again, we would like to remind you that the
    information you submit will be seen only by
    the two persons directly involved in the
    research project.

    Thank you again for your cooperation.

The counselor also received an envelope at this point.
His envelope contained the scale for the assessment of
social class information, the empathic ability scale,
the felt similarity scale, and the instrument for assessing
the degree of personal adjustment.

A final visit was made to the counselors for the pur-
pose of obtaining from them the record form, and other
information the counselor was able to provide relative
to the therapeutic situation. Special thanks were
extended to the counselors for the part they played in
the study.

Statistical Hypotheses

Null Hypothesis I.

Empathic ability and social class background simi-
larity are either negatively related or not related.

Alternate Hypothesis IA. Empathic ability and social
class similarity are positively related.

Null Hypothesis II.

Social class background similarity and felt similarity
are either negatively related or not related.

Alternate Hypothesis IIA. Social class similarity and
felt similarity are positively related.

Null Hypothesis III.

Felt similarity and empathic ability are either
negatively related or not related.

Alternate Hypothesis IIIA. Felt similarity and empa-
thic ability are positively related.

Means of Analysis of Data

The normality of each distribution investigated in
this study was assumed. Product-moment coefficients of
correlation were obtained on several distributions and
in these cases independence, linearity of regression, and
equal intervals were assumed.

The following correlations were obtained:

1.   The relationship between social
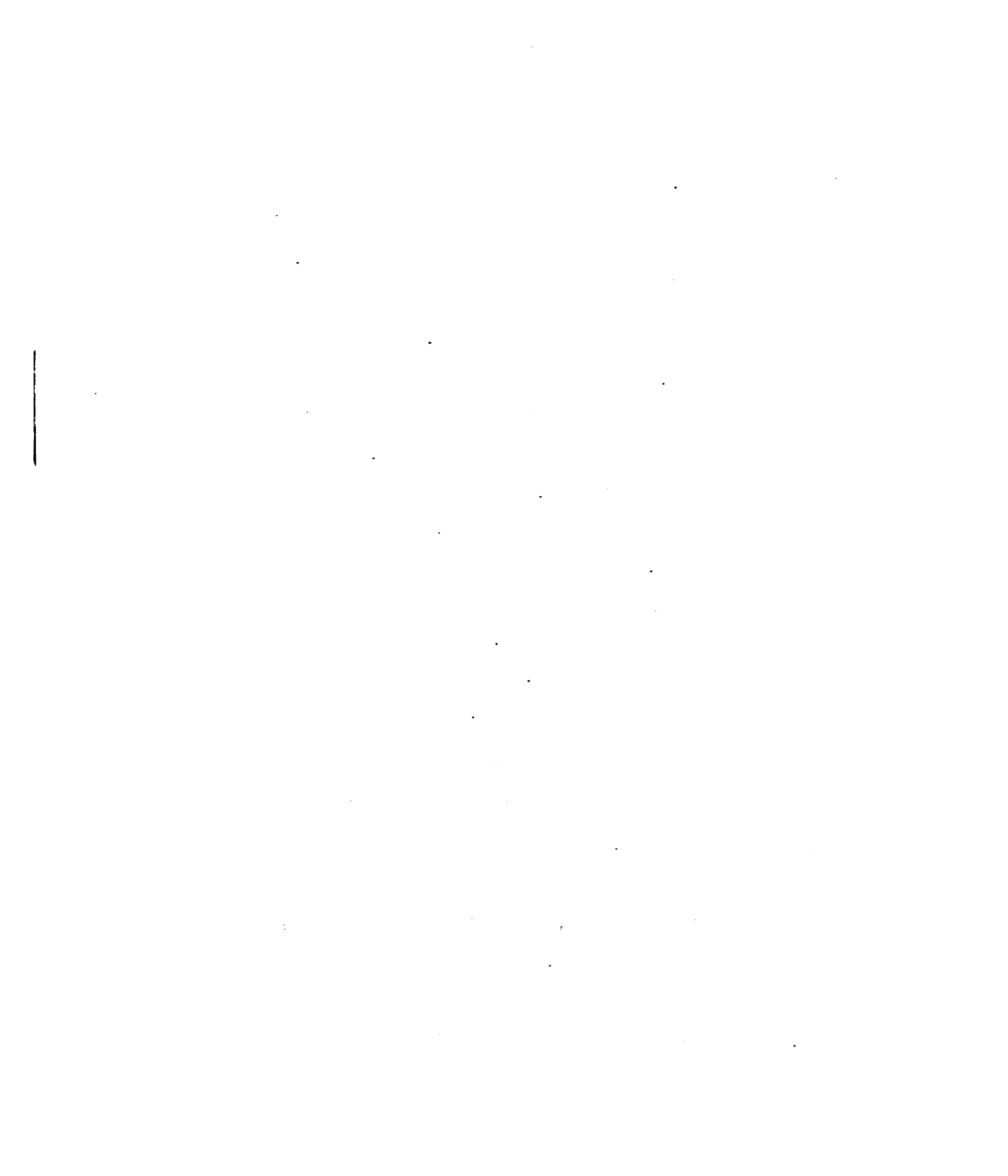
class without the education factor and

empathic ability (deviation score), was

obtained by a product - moment correlation

between the measures of social class simi-

larity and:

(A) Empathic understanding-client and

(B) Empathic understanding-counselor.

2. The relationship between social class simi-

larity including education and empathic

ability (deviation score), was obtained by

product moment correlation between the meas

ures of social class similarity with edu-

cation and:

(A) Empathic understanding-client and

(B) Empathic understanding-counselor.

3. The relationship between social class similar-

ity without education and empathic ability

(right score), was obtained by a product

moment correlation between the measures

of social class similarity without educa-

tion and:

(A) Empathic understanding-client and

(B) Empathic understanding-counselor.

4. The relationship between social class simi-

larity with education and empathic under-

standing (right score), was obtained by a

product moment correlation between the
measures of social class similarity in-
cluding education and:

(A) Empathic understanding-client and;

(B) Empathic understanding -counselor.

5. The relationship between social class simi-
larity without education and counselor felt
similarity was obtained by a product-moment
correlation between measures of these two
variables.

6. The relationship between social class similar-
ity including education and counselor felt
similarity was obtained by product-moment
correlation between the measures of these
two variables.

7. The relationship between the counselor felt
similarity and empathic ability (deviation
score), was obtained by a product-moment
correlation between the measures of counse-
lor felt similarity and:

(A) Empathic understanding-client and

(B) Empathic understanding-counselor.

8. The relationship between the counselor felt
similarity and empathic ability(right score),
was obtained by a product-moment correlation
between the measures of counselor felt

similarity and:

(A) Empathic understanding-client and

(B) Empathic understanding-counselor.

Summary

In this chapter the design of the study was presented. The sample consisted of 20 college students in personal adjustment counseling at four colleges and universities in Michigan. Three measuring instruments were used: Warner's Index of Status Characteristics; the Dymond Empathic Ability Scale; and the Lesser Felt Similarity Scale. Data was collected from counselors and their clients, all of whom voluntarily participated in the research. Fourteen statistical hypotheses were drawn from the theoretical hypotheses. Analysis of the data will be accomplished by use of the product-moment correlation of coefficient.

CHAPTER IV

ANALYSIS OF THE DATA

Product-moment correlation coefficients were obtained
for each of the desired pairing of variables. The hypothe-
sis that the population correlation was zero was tested,
and the level of confidence for accepting or rejecting the
null hypotheses with N-2 degrees of freedom was p= .378
at the 5% level and p= .516 at the 1% level.*

Each null hypothesis is presented in the subsequent
pages of this chapter, followed by a short discussion of
the findings. Further discussion of the findings and
their implications will be undertaken in Chapter V.

Results

Alternate Hypothesis 1.

Empathic ability and social class similarity are
positively related.

Null Hypothesis 1A. The counselor-rated empathic
ability score (reverse** deviation score), and the reversed

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*Unless otherwise specified all statements of signifi-
cance will be at the 5% level of confidence.

**The term "reversed" will be used on several occasions
in subsequent pages of this study. It is used to describe
the process of reassigning raw score values so that all of
the null hypotheses may be written using the same general

counselor-client Index of Status Characteristics (ex-
cluding the education factor) difference score, are
either negatively related or not related.

Findings. The null hypothesis was accepted at the
5% level of confidence as shown in Table 4.1. There was,
in fact, a significant negative relationship between coun-
selor empathic ability and social class similarity, as
defined above.

Null Hypothesis 1B. The counselor-rated empathic
ability score (reversed deviation score), and the reversed
counselor-client Index of Status Characteristics (including
the education factor)difference score, are either negati-
vely related or not related.

Findings. The null hypothesis was accepted at the
5% level of confidence as shown in Table 4.1. A signif-
icant negative relationship between counselor empathic
ability and social class similarity, as defined in the
null hypothesis, was found.

Null Hypothesis 1C. The counselor-rated empathic ability
score. (right score), and the reversed counselor-client Index
of Status Characteristics (excluding the education factor)
difference score, are either negatively related or not related.

form. The subject with the highest score receives the
lowest and so on down until the last subject (one with
lowest score) is assigned the highest corresponding
number. An example is given in Appendix E.

Table 4.1.   Counselor-rated Empathic Ability
              (reversed deviation score)

Variables	Product-moment Correlation Coefficients	Significance	Null Hypothesis; Accepted or Rejected
Reversed coun.-client social class bkgd. sim. s̄ educ.*	r=-.57	Not significant at the 5% level of confidence	Accepted
Reversed coun.-client social class bkgd. sim. c̄ educ.*	r=-.53	Not significant at the 5% level of confidence	Accepted

*The following abbreviations will be used in each of the
tables in this chapter: coun. - counselor; bkgd. - back-
ground; sim. - similarity; educ. - education; s̄ - without;
and c̄ - with.

Findings. The null hypothesis was accepted at the

5% level of confidence as shown in Table 4.2. Counselor

empathic ability and social class similarity were negatively

related, and this relationship was found to be significant.

Null Hypothesis 1D. The counselor-rated empathic abil-

ity score. (right score), and the reversed counselor-

client Index of Status Characteristics (including the

education factor) difference score, are either negatively

related or not related.

Findings. The null hypothesis was accepted at the

5% level of confidence as shown in Table 4.2. There was

Table 4.2.   Counselor-rated Empathic Ability
(right score)

Variables	Product-moment Correlation Coefficients	Significance	Null Hypothesis; Accepted or Rejected
Reversed coun.-client social class bkgd. sim. s̄ educ.	r=-.62	Not significant at the 5% level of confidence.	Accepted
Reversed coun.-client social class bkgd. sim. c̄ educ.	r=-.58	Not significant at the 5% level of confidence.	Accepted

a significant negative relationship between counselor empathic ability and social class similarity as defined and limited in the above null hypothesis.

Null Hypothesis 1E. The client-rated empathic ability score (reversed deviation score), and the reversed counselor-client Index of Status Characteristics (excluding the education factor) difference score, are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.3. A significant negative relationship was discovered between the variables of client empathic ability and social class similarity as specified above.

Table 4.3.　Client-rated Empathic Ability
(reversed deviation score)

Variables	Product-moment Correlation Coefficients	Significance	Null Hypothesis; Accepted or Rejected
Reversed coun.-client social class bkgd. sim s̄ educ.	r=-.57	Not significant at the 5% level of confidence	Accepted
Reversed coun.-client social class bkgd. sim c̄ educ.	r=-.48	Not significant at the 5% level of confidence	Accepted

Null Hypothesis 1F. The client-rated empathic ability score, (reversed deviation score), and the reversed counselor-client Index of Status Characteristics (including the education factor) difference score, are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.3. Client empathic ability and social class similarity were found to be significantly negatively related as these variables were defined above.

Null Hypothesis 1G. The client-rated empathic ability (right score), and the reversed counselor-client Index of Status Characteristics (excluding the education factor)

difference score, are either negatively related or not
related.

Findings. The null hypothesis was accepted at the
5% level of confidence as shown in Table 4.4. There
was, in fact, a significant negative relationship found
between client empathic ability and social class simi-
larity as specified in null hypothesis 7.

Table 4.4.   Client-rated Empathic Ability
             (right score)

Variables	Product-moment Correlation Coefficients	Significance	Null Hypothesis Accepted or Rejected
Reversed coun-client social class bkgd. sim. s educ.	r=-.57	Not significant at the 5% level of confidence	Accepted
Reversed coun.-client social class bkgd. sim. c educ.	r=-.55	Not significant at the 5% level of confidence	Accepted

Null Hypothesis 1H. The client-rated empathic abil-
ity (right score), and the reversed counselor-client
Index of Status Characteristics (including the education
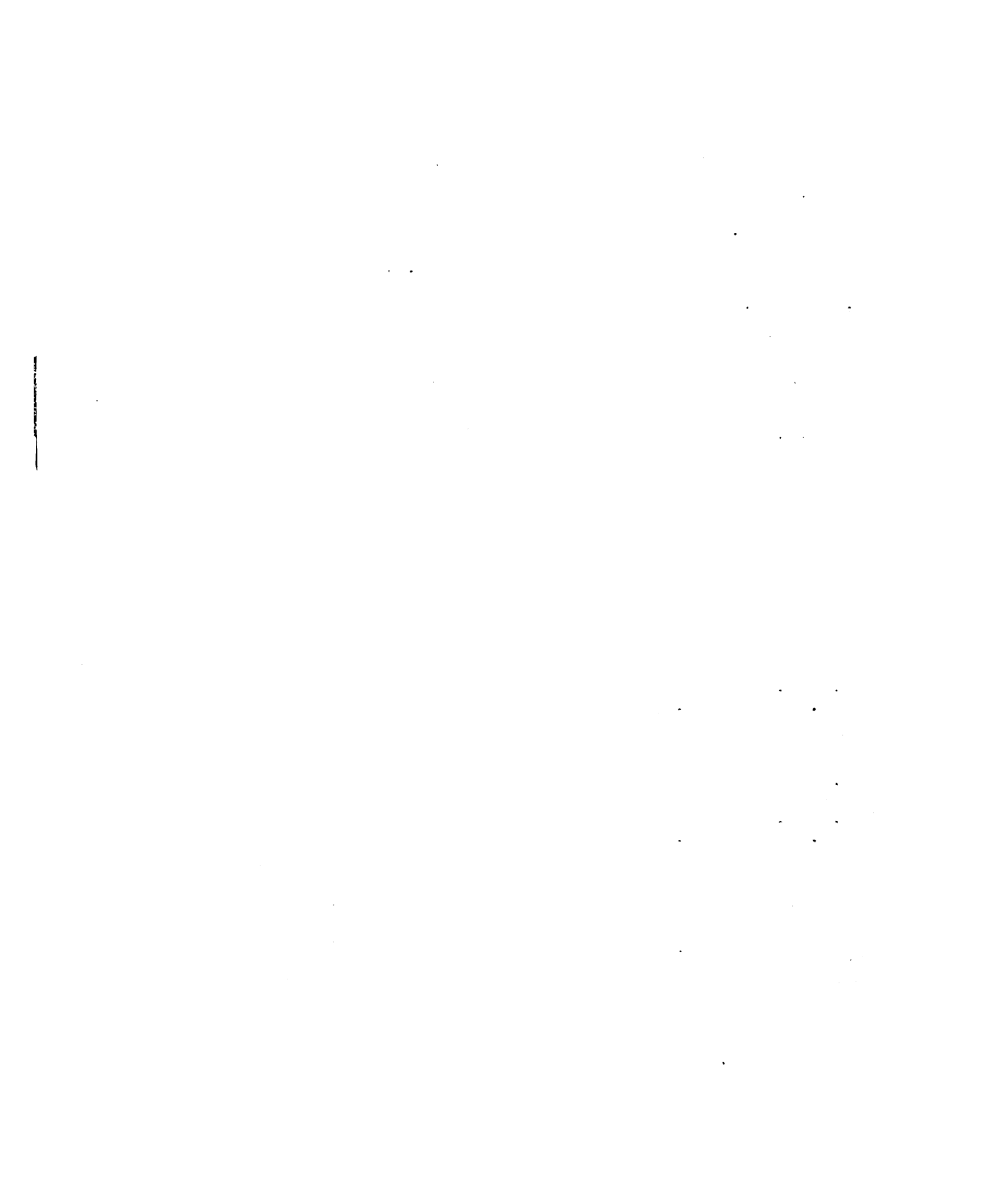factor) difference score, are either negatively related
or not related.

Findings. The null hypothesis regarding client empathic ability and social class similarity was accepted. Interestingly enough, there was a significant negative relationship found between these two variables.

Alternate Hypothesis 2.

Social class similarity and felt similarity are positively related.

Null Hypothesis 2A. The reversed counselor-client Index of Status Characteristics (excluding the education factor) difference score and the felt similarity score, are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.5. Felt similarity score and social class similarity (as defined above), were found not to be related to one another.

Null Hypothesis 2B. The reversed counselor-client Index of Status Characteristics (excluding the education factor) difference score, and the felt similarity score, are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.5. Social class similarity and felt similarity (as defined in the above hypothesis), were found not to be related to one another.

Alternate Hypothesis 3.

Felt similarity and empathic ability are positively related.

Table 4.5.   Reversed Counselor-Client Social Class
Background Similarity

Variable	Product-moment Correlation Coefficients	Significance	Product-moment Correlation Coefficients	Significance
Felt Sim.	r= .02	Not significant at the 5% level of confidence	P= .06	Not significant at the 5% level of confidence

The null hypotheses were accepted in both of the instances.

Null Hypothesis 3A. The felt similarity score and the counselor-rated empathic ability score (deviation score), are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.6. There was, in fact, a significant negative relationship between felt similarity and counselor empathic ability, as specified in the above hypothesis.

Null Hypothesis 3B. The felt similarity score, and the counselor-rated empathic ability score (right score), are either negatively related or not related.

Findings. The null hypothesis regarding felt similarity and counselor empathic ability was accepted as shown in Table 4.6. Although the relationship was positive, it was not significant at the 5% level but did approach significance at the 10% level of confidence.

Table 4.6.   Felt Similarity

Variables	Product-moment Correlation Coefficients	Significance	Null Hypothesis; Accepted or Rejected
Coun.-rated empathic ability (rev. d.s.)*	r=-.37	Not significant at the 5% level of confidence	Accepted
Coun.-rated empathic ability (r.s.)**	r= .29	Not significant at the 5% level of confidence	Accepted
Client-rated empathic ability (rev. d.s.)	r=-.50	Not significant at the 5% level of confidence	Accepted
Client-rated empathic ability	r= .65	Significant at the 1% level of confidence	Rejected

*"rev. d.s." - reversed deviation score
**"r.s." - right score

Null Hypothesis 3C. The felt similarity score, and the client-rated empathic ability score, (reversed deviation score), are either negatively related or not related.

Findings. The null hypothesis was accepted at the 5% level of confidence as shown in Table 4.6. Felt similarity and client empathic ability were, in fact, negatively related as defined in the above hypothesis.

Null Hypothesis 3D. The felt similarity score and

the client-related empathic ability score, (right score), are either negatively related or not related.

Findings. The null hypothesis was rejected at the 1% level of confidence as shown in Table 4.6. A positive relationship was found between felt similarity and client empathic ability as defined in the above hypothesis.

Summary

Fourteen null hypotheses were tested. They were derived from three broad research hypotheses involving social class similarity and empathy, social class similarity and felt similarity, and empathy and felt similarity. One of the null hypotheses was rejected at the 1% level of confidence (the relationship between felt similarity and client-rated empathic ability using the "right score" method of scoring) and none were rejected at the 5% or the 10% levels of confidence. One hypothesis approached significanct at the 10% level of confidence (the relationship between felt similarity and counselor-rated empathic ability using the "right score" method of scoring). The remaining null hypotheses were accepted at the 5% level of confidence.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This investigation was undertaken for the purpose of learning more about the counselor-client relationship in counseling. Three variables - social class similarity, empathic ability, and felt similarity - were selected following an extensive review of the literature. It was hypothesized that there would be a positive relationship among these three variables.

In order to test the hypotheses, scales were selected that would permit these three variables to be quantified. Warner's Index of Status Characteristics (difference score), was chosen as the measure of social class similarity between counselor and client. The choice of the empathic ability scale was more difficult because of the relatively large number available from which to choose. After careful consideration, Dymond's Empathic Ability Scale was selected. Finally, there was need for a scale to measure felt similarity (counselor perceived). The Lesser Felt Similarity Scale was chosen.

A sample of twenty college students from four Mich-
igan colleges and universities was obtained. These stu-
dents were entering personal adjustment counseling and
volunteered to participate in the research project. The
number of counseling interviews varied from six to
thirty-two. When termination was anticipated, the coun-
selor gave the client an envelope of materials including
Warner's and Dymond's scales already mentioned and instruc-
tions for completing the scales. At this time the coun-
selor also completed his envelope of materials, which
included Wanrer's, Dymond's, and Lesser's scales, plus
the necessary instructions. Client and counselor mailed
the completed envelopes directly to this writer.

The analysis of the data was accomplished by use of
the product-moment coefficient of correlation. Fourteen
null hypotheses were tested, and all but one was accepted
at the 5% level of confidence. There was found to be a
significant positive relationship (1% level of confidence),
between client-rated empathic ability and felt similarity
as perceived by the counselor. The remainder of the null
hypotheses were accepted at the 5% levels of confidence.
The conclusion is that there is either no relationship
or a negative relationship between the other variables
measured.

Discussion

In general, the results obtained from this study did not support the hypotheses that were advanced. The null hypothesis relative to felt similarity and client-rated empathic ability (right score), was found to be significant at the 1% level of confidence. This would suggest that client empathic ability, or the client's ability to understand the counselor (scored by the above-mentioned procedure), and the way the counselor feels about his client, are related. A second hypothesis, counselor-rated empathic ability and felt similarity, approached significance at the 10% level of confidence. This may be evidence of a trend toward linking the counselor's ability to understand the client and the way the counselor feels about his client.

All of the hypotheses relating empathic ability, both client and counselor rated, to selected factors of social class similarity were significantly and negatively related at the 5% level, regardless of whether or not the factor of education was included. This seems to suggest that understanding and similarity of social class background are not positively related and do, in fact, act in opposition to one another. As social class similarity increases, empathic ability decreases.

This is in contrast to the theory proposed by Taft (46) and Halpern (30) regarding background similarity and understanding. It must be remembered though, that the

nature of the two previously cited studies was quite different from this present research. Both were attempting to measure predictive accuracy outside of a therapeutic setting and neither dealt either directly or indirectly with the counseling situation. This may be a significant deviation.

Those hypotheses dealing with selected factors of social class background similarity and felt similarity show no relationship to one another. The remaining two hypotheses, those concerned with felt similarity and counselor and client-rated empathic ability, are significantly and negatively related. Empathic ability reveals a positive relationship using one method of scoring (right score), and a negative relationship using another method of scoring (deviation score). The same measuring instrument was employed on both occasions. This could suggest a weakness in the scoring procedure for empathic ability scales, but this flaw was not as evident when comparing empathic ability and social class background similarity.

Fiedler (12) has suggested that when one believes another to be similar to himself, his attitude toward him is more friendly and there is greater understanding. This theory was not substantiated by this present study. In contrast there seemed to be no relationship between felt similarity and empathic understanding, which was, at least in part, supported by Lesser (27).

The results summarized previously are not in accord with the views discussed in the literature. Much of the research to date, in areas related to the present study, have concluded their studies with findings that are equivocal. Occasionally trends and tendencies have been noted, but conclusive findings are lacking. Eventually, theory suggesting a positive relationship between similarity and understanding may be strengthened and enlarged; but certain weaknesses in research design, which are evident in nearly all research done in counseling, must be corrected. Some of these weaknesses will be discussed in the following section.

Implications for Future Research

This research study has certain shortcomings which must be discussed and which should be considered by those contemplating similar research in the future.

The sample was small (twenty), and cannot be considered representative of the population of college students seeking and involved in personal adjustment counseling. Only four colleges were involved, and each of these institutions were located in Michigan. The sample was not selected randomly; but the study did include all students involved in personal adjustment counseling at the four colleges during a specified period, who volunteered to participate and whose counselors were also

willing to participate. This procedure is definitely at variance with methods of random sampling. Moreover, the results of this study cannot validly be generalized to other types of populations which are basically different from counseling in a college setting.

The variance with respect to length of counseling may well have influenced the results in this study because of the limited amount of exposure to one another. Counseling sessions ranged from six to thirty-two in number. For purposes of future research of this type, a minimum of twelve to fifteen hours of counseling might be desirable.

The counselors who participated in this investigation were generally oriented toward self-theory and client-centered techniques. Perhaps, a greater variety of counselors with respect to orientation, would have yielded different results. A greater variety of counselors, from the standpoint of social class background factors, might have also yielded different results. No attempt was made to insure representativeness within the population of counselors in regard to social class background factors. The same can be said concerning the sample of clients. If this study is to be replicated, the factors and conditions mentioned should be taken into consideration. As mentioned earlier, the present research should be regarded only as an exploratory study.

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APPENDICES

APPENDIX A

Questionnaire for Background

Information

Name:_____Date:_____

All of the items on this questionnaire are concerned with
your life and experiences before you reached the age of
17 years. Please keep this in mind as you fill it out.

Please proceed.

1. List the types of work your father (or stepfather)
    did before you were 17 years old (If you lived with
    both your father and a stepfather during this period,
    list the types of work both did).

Types of Employment	Duration of Employment	Father (Check one)	Step-father
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Was your father (or stepfather) in business for him-
    self during this period?_____What kind of
    business was he in?_____

3. Did your mother (or stepmother) work during this
    period?_____If "yes," list the types of work she
    did.

Types of Employment	Duration of	Mother	Step-mother
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Please indicate the source of the family's income during this period by checking the appropriate proportion of the total family income obtained from the following sources: (Check)

	None	One Third	One Half	Two Thirds	All
a. Inherited Wealth	( )	( )	( )	( )	( )
b. Earned Wealth	( )	( )	( )	( )	( )
c. Profit and Fees	( )	( )	( )	( )	( )
d. Salary and Wages	( )	( )	( )	( )	( )
e. Public Relief	( )	( )	( )	( )	( )
f. Other (list)_____	( )	( )	( )	( )	( )

5. Approximately how many different houses did the family live in before you were 17?_____

6. The house in which we lived for the longest duration during this period was probably valued in the price range: (check one)

a. ( ) Less than $5,000   b. ( ) $5,000-$9,999
c. ( ) $10,000-$14,999   d. ( ) $15,000-$19,999
e. ( ) $20,000-$29,999   f. ( ) $30,000-$39,999
g. ( ) $40,000 or over

7. We lived in this house ____ years and it was about _____years old at the time of my best memory of it.

8. Other houses in which we lived during this period were, with respect to value and size, (check one)

a. ( ) far superior to this house
b. ( ) somewhat superior to this house
c. ( ) about the same as this house
d. ( ) slightly inferior to this house
e. ( ) very inferior to this house

9. The house we lived in for the longest duration before I was 17 (check one)

a. ( ) was in the suburbs.
b. ( ) was in the city.
c. ( ) was in a rural area.

10. In comparison to the other neighborhoods in the city
or community, our neighborhood was generally consid-
ered (check one)

    a. ( ) the highest   b. ( ) quite high c. ( ) just
    about average   d. ( ) average   e. ( ) just below
    f. ( ) low g. ( ) the lowest.

11. Most of the other houses in which we lived during
this period were (check one)

    a. ( ) in the suburbs b. ( ) in the city
    c. ( ) in a rural area

12. Before I was 17, we lived mostly (check one)

    a. ( ) on farms.
    b. ( ) in towns with populations less than 2,000.
    c. ( ) in towns with populations less than 10,000
       but more than 2,000.
    d. ( ) in towns with populations less than 25,000,
       but more than 10,000.
    e. ( ) in cities with populations less than 100,000,
       but more than 25,000.
    f. ( ) in cities with populations less than 300,000,
       but more than 100,000
    g. ( ) in cities with populations over 300,000.

13. The cities or communities in which we lived before
I was 17 are mostly located in the (check one)

    a. ( ) South b. ( ) Midwest (North Central)
    c. ( ) East d. ( ) West e. ( ) others (list)_____

---

14. In the neighborhoods where I lived, most people
(check one)

    a. ( ) lived in apartments or flats.
    b. ( ) were renting homes.
    c. ( ) were buying homes.
    d. ( ) had paid for their homes.

15. In these neighborhoods, (check "yes" or "no" for all
items)

    a. people were always talking politics..Yes___No___
    b. as a rule people went to church
       almost every week....................Yes___No___
    c. people put a lot of emphasis on
       education............................Yes___No___
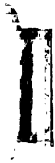
d. people married, as a rule, before
they were 21......................Yes___No___
e. as a rule people were quite con-
cerned about morals.................Yes___No___

16. Most of the families in the neighborhood where we
lived for the longest duration probably had incomes
which were (check one)

a. ( ) much greater than ours. b. ( ) somewhat
greater than ours. c. ( ) about the same as ours.
d. ( ) somewhat less than ours. e. ( ) considerably
less than ours.

17. What is your educational level (highest level
achieved in school)?_____

18. What is your father's (or stepfather's educational
level?_____

19. What is your mother's (or stepmother's) educational
level?_____

20. If your parents were separated or divorced, how old
were you when this occurred?_____

21. If your mother is deceased, how old were you when she
passed?_____

22. If your father is deceased, how old were you when he
passed?_____

23. With whom did you live until you were 17? (Do not
use names.)_____

24. How many of your sisters are younger than you?_____
How many older?_____

25. How many of your brothers are younger than you?_____
How many older?_____

26. Do you have stepsisters or stepbrothers?_____
How many?_____

27. What was your mother's age at the time of your
birth?_____and your father's?_____

28. I was disciplined more by (check one)

a. ( ) my mother. b. ( ) my father. c. ( ) about the
same by each.

29. What is (was) your parents' religious faith?_____

30. Before I was 17, my parents (check one)

a. ( ) insisted that I attend church.
b. ( ) strongly encouraged me to attend church.
c. ( ) moderately encouraged me to attend church.
d. ( ) did not encourage me to attend church.

31. Before I was 17, my parents (check the most appropriate)

a. ( ) put a lot of emphasis on education.
b. ( ) showed a desire to have me acquire an education but used little pressure.
c. ( ) showed little concern about education.
d. ( ) seemed to have a negative attitude toward education in general.

32. My parents disciplined me mostly (You may check more than one, but put the approximate age range at which the type of discipline occurred before the corresponding letter.)

_____a. ( ) by explaining the meaning and implications of my wrong-doings.
_____b. ( ) by making me feel somewhat ashamed for my misdeeds.
_____c. ( ) by showing me that to be loved and appreciated, you must be good.
_____d. ( ) by withholding privileges from me.
_____e. ( ) by making me do some strenuous or dreadful task.
_____f. ( ) by locking me in my room or some other form of forced isolation.
_____g. ( ) by making me go to my room or to bed.
_____h. ( ) by scolding me.
_____i. ( ) by whipping or spanking me.
_____j. ( ) by other methods (list)_____

33. When I became a teen-ager, my parents (check one)

a. ( ) were very strict about not allowing me to keep late hours.
b. ( ) showed concern about me keeping late hours, but were not too strict.
c. ( ) more or less felt that I could take care of myself and did not worry too much about it.

34. My parents seemed very concerned about the types of people with whom I associated.

    (Check "True" or "False")

    True_____   False_____

35. They permitted me to participate in many family decisions. (check)

    True_____   False_____

36. For the most part, the communities in which I was reared were made up of (check one)

    a. ( ) only whites
    b. ( ) only Negroes
    c. ( ) both Negroes and whites
    d. ( ) only Orientals
    e. ( ) several races, including Negroes and whites
    f. ( ) others (explain)_____

37. List the races from which you had associates, class-mates or close friends before you were 17. (Indicate after the races listed whether persons of the race were close friends, classmates or associates. If a given person was all three or two of the three indicate this. Please include your own race.)

    _____   _____   _____

    _____   _____   _____

    _____   _____   _____

38. In the city or community where you lived for the longest duration before you were 17, approximately what percentage of the total population did the following races or ethnic groups constitute?

    Negroes____% Whites____% Jews____% Orientals____%

    American Indians____% Mexicans____% Other Span-

    ish Americans____% Others (list)_____

39. Please list the honorary and civic positions held by your father before your seventeenth birthday.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

40. Please list the most frequent recreational activities of your parents.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

41. How old are you?____What is your sex?____What is your race?____

Thank you for your participation in this study. We realize that we asked a lot of you. We sincerely hope that as a result of your cooperation and that of others like you, this study will make a contribution to the understanding of some of the important needs of people and how they can best be met in the counseling situation.

Alex J. Cade

Richard Lawrence

Items 1, 4, 6, 14, 18, and 19 were used for this study. The entire questionnaire was administered and used for another project.

APPENDIX B

EMPATHIC ABILITY SCALE

(Client)

Your Name_____   Date_____

Your Counselor's Name_____

     On this form, you are asked to rate yourself and
your counselor on six characteristics as you saw them in
your relationship with him (her). The characteristics
are repeated four times and you are to rate them from
the perspective indicated following the Roman numeral.
The counselor will be given the same scale and the ul-
timate objective of this scale is to see how well you
can predict what his ratings will be.

I.   HOW DO YOU HONESTLY FEEL ABOUT YOURSELF IN RELATION
    TO YOUR COUNSELOR?
    (check the appropriate box under each item)

    1. How superior or inferior are you to your counselor?

Quite Superior	Somewhat Superior	About half and half	Somewhat inferior	Quite inferior

    2. How friendly or unfriendly are you to your counselor?

Very friendly	Fairly friendly	About half and half	Fairly unfriendly	Very unfriendly

    3. Which do you think you are (or would be) in
    your relations with your counselor, leader or
    follower?

Always leader	Mostly leader	About half and half	Mostly follower	Always follower

    4. Which are you in your relations with your coun-
    selor, shy or self-assured?

Very shy	Fairly shy	About half and half	Fairly self-assured	Very self-assured

    5. Which do you think you are toward your counselor,
    sympathetic or unsympathetic?

| Very sympathetic | Fairly sympathetic | About half and half | Fairly unsympathetic | Very unsympathetic |

6. Which do you think you are in your relations with
your counselor, secure or insecure?

| Very secure | Fairly secure | About half and half | Fairly insecure | Very insecure |

II. HOW DO YOU HONESTLY FEEL ABOUT YOUR COUNSELOR?
(check the appropriate box under each item).

1. How superior or inferior do you think your
counselor is to you?

Quite   Somewhat   About half   Somewhat   Quite
superior   superior   and half   inferior   inferior

2. How friendly or unfriendly is your counselor
to you?

Very   Fairly   About half   Fairly   Very
friendly   friendly   and half   unfriendly   unfriendly

3. Which do you think your counselor is (would be)
in his (her) relations with you, leader or
follower?

Always   Mostly   About half   Mostly   Always
leader   leader   and half   follower   follower

4. Which do you think your counselor is in his (her)
relations with you, shy or self-assured?

Very   Fairly   About half   Fairly   Very
shy   shy   and half   self-assured   self-assured

5. Which do you think your counselor is toward you,
sympathetic or unsympathetic?

Very   Fairly   About half   Fairly   Very
sympa-   sympa-   and half   unsympa-   unsympa-
thetic   thetic   thetic   thetic

6. Which do you think your counselor is in his (her)
relations with you, secure or insecure?

Very   Fairly   About half   Fairly   Very
secure   secure   and half   insecure   insecure

III. WHAT DO YOU THINK YOUR COUNSELOR WILL SAY ABOUT
HIMSELF (herself)? (check the appropriate box
under each item)

1. How superior or inferior will your counselor
say he (she) is to you?

   Quite   Fairly   About half   Somewhat   Quite
   superior   superior   and half   inferior   inferior

2. How friendly or unfriendly will your counselor
say he (she) is to you?

   Very   Fairly   About half   Fairly   Very
   friendly   friendly   and half   unfriendly   unfriendly

3. Which will your counselor say he (she) is (or
would be) in relation to you, leader or follower?

   Always   Mostly   About half   Mostly   Always
   leader   leader   and half   follower   follower

4. Which will your counselor say he (she) is in
his (her) relation with you, shy or self-assured?

   Very   Fairly   About half   Fairly   Very
   shy   shy   and half   self-assured   self-assured

5. What will your counselor say he (she) is in his
(her) relation to you, sympathetic or unsympathetic.

   Very   Fairly   About half   Fairly   Very.
   sympa-   sympa-   and half   unsympa-   unsympa-
   thetic   thetic   thetic   thetic

6. Which will your counselor say he (she) is in his
(her) relations to you, secure or insecure?

   Very   Fairly   About half   Fairly   Very
   secure   secure   and half   insecure   insecure

IV. WHAT DO YOU THINK YOUR COUNSELOR WILL SAY ABOUT YOU? (check the appropriate boxes)

1. How superior or inferior will your counselor say you feel to him (her)?

| Quite superior | Somewhat superior | About half and half | Somewhat inferior | Quite inferior |

2. How friendly or unfriendly will your counselor say you are to him (her)?

| Very friendly | Fairly friendly | About half and half | Fairly unfriendly | Very unfriendly |

3. Which will your counselor say you are (or would be) in relation to him (her), leader or follower?

| Always leader | Mostly leader | About half and half | Mostly follower | Always follower |

4. Which will your counselor say you are in your relations with him (her), shy or self-assured?

| Very shy | Fairly shy | About half and half | Fairly self-assured | Very self-assured |

5. What will your counselor say you are in relation to him (her), sympathetic or unsympathetic?

| Very sympa-thetic | Fairly sympa-thetic | About half and half | Fairly unsympa-thetic | Very unsympa-thetic |

6. Which will your counselor say you are in your relation to him (her), secure or insecure?

| Very secure | Fairly secure | About half and half | Fairly insecure | Very insecure |

APPENDIX C

EMPATHIC ABILITY SCALE

(Counselor)

Your name_____   Date_____

Your Client's Name_____

On this form, you are asked to rate yourself and client on six characteristics as you saw them in your relationship with him (her). The characteristics are repeated four times and you are to rate them from the perspective indicated following the Roman numeral. The client will be given the same scale and the ultimate objective of this scale is to see how well you can predict what his ratings will be.

I. HOW DO YOU HONESTLY FEEL ABOUT YOURSELF IN RELATION TO THE ABOVE CLIENT? (check the appropriate box under each item)

1. How superior or inferior are you to the client?

Quite   Somewhat   About half   Somewhat   Quite
superior   superior   and half   inferior   inferior

2. How friendly or unfriendly are you to the client?

Very   Fairly   About half   Fairly   Very
friendly   friendly   and half   unfriendly   unfriendly

3. Which do you think you are (or would be) in your relations with the client, follower or leader?

Always   Mostly   About half   Mostly   Always
leader   leader   and half   follower   follower

4. Which are you in your relations with the client, shy or self-assured?

Very   Fairly   About half   Fairly   Very
shy   shy   and half   self-assured   self-assured

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5. Which do you think you are toward the client,
   sympathetic or unsympathetic?

Very sympa- thetic	Fairly sympa- thetic	About half and half	Fairly unsympa- thetic	Very unsympa- thetic

6. Which do you think you are in your relations
   with the client, secure or insecure?

Very secure	Fairly secure	About half and half	Fairly insecure	Very insecure

II.   HOW DO YOU HONESTLY FEEL ABOUT THE CLIENT? (check the appropriate box under each item)

1.   How superior or inferior do you think the client is to you?

Quite superior	Somewhat superior	About half and half	Somewhat inferior	Quite inferior

2.   How friendly or unfriendly is the client to you?

Very friendly	Fairly friendly	About half and half	Fairly unfriendly	Very unfriendly

3.   Which do you think the client is (would be) in his (her) relations with you, leader or follower?

Always leader	Mostly leader	About half and half	Mostly follower	Always follower

4.   Which do you think the client is in his (her) relations with you, shy or self-assured?

Very shy	Fairly shy	About half and half	Fairly self-assured	Very self-assured

5.   Which do you think the client is toward you, sympathetic or unsympathetic?

Very sympathetic	Fairly sympathetic	About half and half	Fairly unsympathetic	Very unsympathetic

6.   Which do you think the client is in his (her) relations with you, secure or insecure?

Very secure	Fairly secure	About half and half	Fairly insecure	Very insecure

III. WHAT DO YOU THINK THE CLIENT WILL SAY ABOUT
HIMSELF (herself)? (check the appropriate
box under each item)

1. How superior or inferior will the client say he
(she) is to you?

| Quite | Fairly | About half | Somewhat | Quite |
| superior | superior | and half | inferior | inferior |

2. How friendly or unfriendly will the client say
he (she) is to you?

| Very | Fairly | About half | Fairly | Very |
| friendly | friendly | and half | unfriendly | unfriendly |

3. Which will the client say he (she) is (or would
be) in relation to you, leader or follower?

| Always | Mostly | About half | Mostly | Always |
| leader | leader | and half | follower | follower |

4. Which will the client say he (she) is in his
(her) relation with you, shy or self-assured?

| Very | Fairly | About half | Fairly | Very |
| shy | shy | and half | self-assured | self-assured |

5. What will the client say he (she) is in relation
to you, sympathetic or unsympathetic?

Very	Fairly	About half	Fairly	Very
sympa-	sympa-	and half	unsympa-	unsympa-
thetic	thetic		thetic	thetic

6. Which will the client say he (she) is in his
(her) relations to you, secure or insecure?

| Very | Fairly | About half | Fairly | Very |
| secure | secure | and half | insecure | insecure |

IV.   WHAT DO YOU THINK THE CLIENT WILL SAY ABOUT YOU?
(check the appropriate boxes)

1.   How superior or inferior will the client say
you feel to him (her)?

Quite superior	Somewhat superior	About half and half	Somewhat inferior	Quite inferior

2.   How friendly or unfriendly will the client say
you are to him (her)?

Very friendly	Fairly friendly	About half and half	Fairly unfriendly	Very unfriendly

3.   Which will the client say you are (or would be)
in relation to him (her), leader or follower?

Always leader	Mostly leader	About half and half	Mostly follower	Always follower

4.   Which will the client say you are in your rela-
tions with him (her), shy or self-assured?

Very shy	Fairly shy	About half and half	Fairly self-assured	Very self-assured

5.   What will the client say you are in relation to
him (her), sympathetic or unsympathetic?

Very sympathetic	Fairly sympathetic	About half and half	Fairly unsympathetic	Very unsympathetic

6.   Which will the client say you are in your relation
to him (her), secure or insecure?

Very secure	Fairly secure	About half and half	Fairly insecure	Very insecure

FELT SIMILARITY SCALE

Name or Number of Client_____

Counselor_____

Date_____

     Please note the following statements, as you feel they apply to your relationship with this client. Circle the number on the scale following each statement which best describes you in relation to this client.

     A score of "1" indicates that the statement does not describe you at all. A score of "7" indicates that the statement describes you perfectly, when you look at yourself in relation to this client. Scores from "2" to "6" represent intervals ranging from "less descriptive" to "more descriptive" of your perception of yourself and this client.

1.   In many ways I am quite similar to this client.

    (1   2   3   4   5   6   7)
    (least   most)

2.   I think that I would have felt and acted just as this client felt and acted in many of the situations as he has described to me.

    (1   2   3   4   5   6   7)
    (least   most)

3.   Aside from some minor things, this client and I are very much alike.

    (1   2   3   4   5   6   7)
    (least   most)

4. It is amazing how similarly this client and I
    view the world.

    (1   2   3   4   5   6   7   )
    (least   most)

5. I am sure that my dynamics differ only slightly
    from this client's dynamics.

    (1   2   3   4   5   6   7   )
    (least   most)

6. This client and I are so much alike, we could
    almost be siblings.

    (1   2   3   4   5   6   7   )
    (least   most)

7. I usually feel much less similar to my clients
    than I do to this client.

    (1   2   3   4   5   6   7   )
    (least   most)

RAW DATA

Subjects	Reversed Coun.-client bkgd. sim. c̄ educ.	s̄ educ.	Counselor Empathy Reversed dev. score	Right score	Felt Sim.	Client Empathy Reversed dev. score	Right score
1	26	27	12	5	31	8	4
2	22	23	10	3	29	8	4
3	29	38	9	4	39	7	5
4	28	37	8	4	9	6	3
5	33	38	12	5	39	5	7
6	23	28	10	3	16	8	5
7	32	31	11	4	28	10	7
8	14	9	7	2	18	8	5
9	32	37	1	2	21	8	4
10	27	32	8	3	28	3	3
11	1	2	17	10	32	15	11
12	28	25	9	5	18	1	4
13	6	1	17	10	30	12	8
14	27	22	10	4	20	4	4
15	33	38	11	5	23	6	5
16	31	36	12	6	38	5	4

RAW DATA (con't)

Subjects	Reversed Coun.-client bkgd. sim		Counselor Empathy		Felt Sim.	Client Empathy	
	c̄ educ.	s̄ educ.	Reversed dev. score	Right score		Reversed dev. score	Right score
17	29	34	8	3	30	4	1
18	23	24	10	6	15	4	2
19	27	34	10	3	23	3	1
20	30	31	7	4	29	2	3

An example of the "reversed" scoring procedure.

Original scores---8, 4, 7, 10, 14, 3, 9, 18, and 16.

Reversed scores
starting with
number 1-------11, 15, 12, 9, 5, 16, 10, 1, and 3.