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The Effects of Counselor Age, Sex and Attire on Client Preferences for Counselors

Alan Leonard Zohner

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THE EFFECTS OF COUNSELOR AGE, SEX AND ATTIRE
ON CLIENT PREFERENCES FOR COUNSELORS

by

Alan Leonard Zohner

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Psychology

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1979
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Alan Leonard Zohner
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ABSTRACT

The Effects of Counselor Age, Sex and Attire on Client Preferences for Counselors

by

Alan Leonard Zohner, Master of Science
Utah State University, 1979

Major Professor: Dr. E. Wayne Wright
Department: Psychology

The purpose of this study was to determine the preferences, if any, subjects have for counselors based on counselor characteristics of age, sex and attire. Photographs were taken of persons of differing ages (old, middle-age, young), sex (male, female) and attire (formal, casual, grub). One-hundred and five college and noncollege adults were shown the photographs, asked to perceive the photographs as being those of counselors, and asked to rank their preferences for the persons depicted as counselors using a modified Q sort methodology. To determine whether the subjects had actually perceived the photographs as representing counselors and, therefore, discriminated among them on that basis, the subjects were also instructed to perceive the photographed individuals as attorneys and as friends, and to rank their preferences for the persons pictured under these conditions.

Statistical analysis of the data was accomplished by assigning each photograph a numerical value (weighting) from one to seven, based on the location (ranking) it had been given by each subject. This
procedure resulted in each photograph receiving a score each time a subject ranked the set of pictures. The data were analyzed using three three-way analyses of variance.

Significant main effects were found for counselor age (F=6.77; df=2; p<.05) and attire (F=110.97; df=2; p<.05). Significant interaction effects were found for counselor age by sex (F=12.65; df=2; p<.05), counselor sex by attire (F=10.46; df=2; p<.05), and counselor age by sex by attire (F=8.54; df=4; p<.05).

The manipulation of subject perception of the photographs appeared successful. The results indicated that systematic differences occurred in subject rankings of the photographs when the photographed individuals were perceived and ranked separately as counselors, attorneys and friends, respectively.

From the results of the study it was concluded that counselor age, attire and, to a lesser extent, sex are related to subject preferences for counselors. Recommendations concerning the applications of the results to practical settings and areas of further research were given.

(90 pages)
CHAPTER I

INTRODUCTION

Much is unknown concerning the therapeutic processes in psychotherapy. Often, professionals utilizing seemingly contradictory theories and methods achieve similar outcomes with their clients. Psychotherapists have been aware of this phenomenon for years and, consequently, have long been searching for common variables in psychotherapy which may account for successful and unsuccessful outcomes of differing therapies and treatment modalities. This area of interest and research is diverse and far reaching and cannot be wholly dealt with in a single study or thesis. The intent of the author in the present study was to examine one specific area (the relationships among counselor variables of sex, age and attire on initial client preferences) within the broader problem, i.e. identifying common elements related to therapy outcomes.

Background of the Problem

Frank (1961) was among the first to introduce and examine the role of the placebo effect as a curing agent in counseling. He maintained that the healing powers of a particular treatment method in psychotherapy may well reside in the client's faith or expectation for improvement and not in the validity of the therapy method itself.

Following this line of thought Strong (1968) conceptualized counseling as an interpersonal influence process. He described counseling as a two-phase process in which the counselor's influence over the client is first enhanced through client perception of a counselor's
credibility (expertness and trustworthiness) and attractiveness (liking, similarity, and compatibility), and, secondly, maximum use of this influence is made to implement desired changes in the client.

To test Strong's hypotheses, Strong and Schmidt (1970) studied the effects of perceived counselor expertness on counseling. They found that clients' perceptions of counselor expertness were related to the amount of change occurring in the client after an initial interview. Strong and Schmidt found that counselors perceived as being expert exerted a greater influence on their clients (as evidenced by greater changes in client self-ratings of achievement) than did counselors perceived as being inexpert.

Cash, Begley, McCown and Wiese (1975) explored the initial impact of attractiveness in counseling. The results of their study indicated that attractive counselors are perceived generally more favorably than unattractive counselors, and, in particular, are attributed greater intelligence, competence, assertiveness, friendliness, warmth, trustworthiness, and likeability. They suggested that a professional's physical attractiveness may exert substantial influence on the development of a therapeutic relationship and its outcome.

It has been demonstrated that client perceptions of counselor expertness and attractiveness are influenced by such variables as counselor sex, age and style of dress (Gardner, 1973; Lasky, 1974; Kerr and Dell, 1976). However, as demonstrated by the following studies, the exact nature of this influence is yet unclear. Simons and Helms (1976) completed a study in which the preferences for counselors of 64 college and noncollege women were examined. The women were shown pictures of persons posing as counselors and were given a brief written
description of the counselor. The photographs depicted persons varied according to sex, age and marital status. Females were preferred over males when the subjects were asked to select a person with whom they were to discuss a "personal problem" (p. 382).

Boulware and Holmes (1970) also completed a study in which preferences for therapists were rated. One-hundred and twenty male and female undergraduate students were shown slides of the faces of potential therapists and were asked to indicate how much they would like to talk to each individual if they had a personal or vocational problem. These researchers found older males were preferred in all instances except one—that women with personal problems tended to prefer older women.

Gardner (1973) investigated the effects of body motion, sex of counselor, and sex of subjects (120 male and female undergraduates) on perception of counselor attractiveness and subjects' self-disclosure. In this study the subjects were exposed to a short film of a counselor working with a client. The author reported that male and female subjects showed no preference as to male or female counselors by the variable of sex alone.

The above three studies illustrate the current state of the literature concerning client preference of a counselor on the basis of counselor sex. In some instances, trends have, at times, appeared to be emerging, but the ultimate results of such studies have not conformed to any consistent pattern.

A similar situation exists in the literature concerning the effects of counselor age. Two studies cited earlier (Simons & Helms, 1976; Boulware & Holmes, 1970) reported results in which older counselors
were preferred by adults of differing ages and sex. Magid (1975), however, found that when subjects were young (fifth and sixth grade elementary students), younger counselors were preferred over older counselors. Dolan (1973) completed a study in which the preferences and expectations of college students regarding several counselor characteristics (age, personal mannerism, physical appearance, sex, and technique) were investigated. The college students completed a questionnaire designed to measure the preferences for these variables both before and after they had seen a counselor. Dolan concluded that counselor chronological age was of little importance in counseling relationships.

The literature regarding age effects appears similar to the literature concerning sex effects. Some trends appear to be present in some studies, but the data are far from conclusive.

The literature concerning the preferences of subjects regarding counselor attire seems no more clear than the literature which deals with counselor sex and age. Hubble (1973) tested the effect of counselor attire on outcomes of an initial counseling session. He exposed 54 female undergraduate students to one of three male counselors who were dressed in one of three modes of attire (traditional, casual and highly-casual). After the subjects had met and talked with the counselor, they completed pencil-paper measures of anxiety and self-disclosure. It was reported that client self-disclosure was not affected by counselor attire. However, counselor attire exerted a significant effect on the anxiety level of the subjects. Clients felt lower anxiety with a counselor dressed in attire more formal than their own reported style of dress.
Stillman and Resnick (1972) also studied the effect of counselor attire on the initial interview between counselor and client. However, they reported results which differed considerably from those given by Hubble (1973). Fifty male undergraduate students participated in an individual 20-minute interview with a male counselor. Counselors systematically varied their attire between "professional" and "casual" attire for different interviews. Results of this study failed to support the notion that counselor attire exerts an effect in the counseling relationship.

Kerr and Dell (1976) reported a study in which they studied the effects of interviewer attire, behavior and interview setting on perceived interviewer expertness and attractiveness. Eighty male and female undergraduate students were given a brief interview with one of two female interviewers. Each of the variables studied were systematically varied with each succeeding interview. The authors reported that attire did not influence subjects' perception of interviewer attractiveness but did find interviewer attire and role behavior interacted to enhance perception of expertness.

As with the variables of counselor sex and age, it appears counselor attire may exert an effect on the counseling relationship. However, the nature of the effect is yet undetermined.

Statement of the Problem

In his book, The Mind Game, Torrey (1972) questioned whether psychotherapy is effective for the reasons which are traditionally attributed to its success. Torry compared psychotherapy with the work of witchdoctors, shamans and curanderos of primitive cultures, and he discussed similarities among the methods used by these various "therapists". Frank
(1961) expanded on the notion set forth by Torrey and suggested that success in therapy occurs by reason of the client's expectation for improvement and not because of the inherent validity of the methods or techniques involved. Following this line of reasoning, Strong (1968) postulated a theory of counseling in which the counselor's influence over the client was thought to be responsible for the client improvement. Strong felt that the influence of the counselor was in part derived from client perceptions of counselor attractiveness and expertness.

Others (Cash et al., 1975; Strong & Schmidt, 1970) have postulated that perception of counselor expertness and attractiveness are related to such counselor variables as sex, age and style of dress, although the studies in this area have not been conclusive. Some studies have found that counselor sex, age or style of dress are related to client perception of attractiveness and expertness (Gardner, 1973; Lasky, 1974; Kerr & Dell, 1976). However, other researchers have reported results in which no significant counselor sex, age or attire effects were found (Heppner & Pew, 1977; Lemoine, 1976; Stillman & Resnick, 1972). Some studies have found that these effects are in one direction while other studies using similar methods have found the effects are in a different direction. Occasionally, trends have seemed to be present, but by and large, the effects of these variables on client perception of counselor attributes are largely unknown. Studies which have investigated the effects of counselor sex, age and/or style of dress on the therapeutic relationship have called for further research of this problem (Cash, et al., 1975; Heppner & Pew, 1977; Hubble, 1973;
The present study was undertaken to seek answers to some of the unresolved questions raised by the inconclusive literature on this subject to date. The studies cited above clearly indicate the need for further investigation in this area of counseling and therapy research.

**Purpose of the Study**

The purpose of the present study was to determine what preferences, if any, clients may have concerning counselor characteristics of sex, age and style of dress. Specifically, the study was designed to seek answers to the following questions:

1. Do subjects (clients) differ in their preferences (rank-order) of counselors of differing ages?
2. Do subjects differ in their preferences for a counselor by sex of the counselor?
3. Do subjects differ in their preferences for counselors attired in differing styles of clothing?
4. Is there an interaction affect of counselor age, sex and attire in which certain counselors are more frequently preferred by clients than other counselors?

**Hypotheses**

Investigation of the above questions was done in terms of the following hypotheses, all of which were tested in the null form:

1. There are no differences between subjects' preferences (rank-order) of counselors by age of the counselor (old, middle-age, young).
2. There are no differences between subjects' ranked preferences of counselors by sex of the counselor (male or female).

3. There are no differences between subjects' ranked preferences of counselors by style of counselor attire (formal, casual and grubby counselor attire).

4. There are no interactions among counselor variables of age (old, middle-age, young), sex (male, female) and attire (formal, casual, grub) in terms of differences in subjects' rankings of preferences for counselors.

**Definition of Terms**

**Counselor/Psychotherapist**

The terms counselor and psychotherapist shall be used interchangeably throughout this study.

**Counseling/Psychotherapy**

The terms counseling and psychotherapy shall be used interchangeably throughout this study.

**Counselor Age**

Counselor ages depicted in the photographs used in the study were grouped by the following age categories:

"Old." 50-60 years of age.

"Middle age." 35-42 years of age.

"Young." 22-28 years of age.

**Counselor Attire**

Several styles (types) of counselor attire were depicted in the photographs used in the study, defined as follows:
**Formal (males).** Clean, well-pressed suit or sports coat accompanied by matching slacks. A well-pressed, clean, white shirt or shirt which matches the suit or sports coat will be present. Ties will accompany the shirt. Shoes and socks neat in appearance and of the appropriate style will be worn.

**Formal (females).** Clean, well-pressed dresses accompanied by nylons and shoes neat in appearance.

**Casual (males).** Clean, well-pressed slacks and shirts that are neat in appearance. Sweaters may be worn over the shirt. Shoes not in need of obvious repair and socks will also be worn.

**Casual (females).** Slacks which are clean, well-pressed, and neat in appearance accompanied by similarly appearing blouses. Skirts may be substituted for slacks. Nylon hosiery may be present and shoes or sandals which are not in need of obvious repair will be worn.

**Grub (males and females).** Jeans that are dirty and/or show the appearance of long use such as obvious holes, patches, faded color, and/or frayed cuffs accompanied by shirts or tops which are dirty, do not match, contain obvious patches, are unpressed, and/or are faded. Shoes that are scuffed or in need of repair will fit into this category.
CHAPTER II

REVIEW OF LITERATURE

Many persons have and currently are examining the process of psychotherapy in an attempt to identify the process ingredients and/or counselor-client traits which make for successful and unsuccessful therapy outcomes. Psychologists have realized for some time that certain therapies which have stood essentially in opposition to each other in terms of theoretical basis and treatment techniques have also proven roughly equivalent in their ability to effect positive changes in their respective patients. It has become apparent that persons receiving psychotherapy often become well for reasons other than those that are traditionally given.

In the following section areas of research concerning this phenomenon are examined.

Counseling as an Interpersonal Influence Process

Pande and Gart (1968, p. 395) stated, "It is generally recognized that the psychotherapist influences his patients." They suggested that the essential nature of therapy can be viewed as two people talking to each other and bringing an influence to bear upon one another by means of their personal relationship.

Frank (1961, p. 114) in his book, Persuasion and Healing, described psychotherapy as "a form of help-giving in which a trained, socially sanctioned healer tries to relieve a sufferer's distress by facilitating certain changes in his feelings, attitudes and behaviors through
the performance of certain activities with him." He further wrote that
the success of psychotherapy is in part dependent upon the sufferer's
perceptions of the therapist's power and his ability to aid him.
Frank (1961) described the therapist's power as being based
on the patient's perception of the therapist as a source of help, and
that this power tends to be greater as the patient's faith in the
therapist's desire and ability to help him increases.

Torrey (1972) stated that psychotherapy exists in many cultures,
and that witchdoctors and shamans often use techniques similar to
those used by psychologists and psychiatrists. He also stated that
patient expectations of getting well, as well as "certain personal
qualities" (Torrey, 1972, p. 29) of the therapist are closely associated
with improvement in all types of psychotherapy. The therapist's reputa-
tion, the therapist's belief in himself, and special paraphernalia
were given by Torrey as often being helpful in increasing the patient's
expectations of getting well.

The notion of transference is closely associated with Torrey's
concept of "certain personal qualities" (p. 29) of the therapist. By
transference is meant the sum total of the emotional relationships
between the patient and therapist. The nature of transference implies
that a close, dependent, trusting relationship is developed between
the therapist and client. As this relationship develops, the client's
thresholds to barriers of resistance are lowered, and he begins to
accept many ideas which he might have rejected if they had been pro-
posed by another person. The relationship can, consequently, be used
to encourage the client to try more effective behavior (Snyder, 1960).
Hypnosis is often used in psychotherapy to facilitate the acceptance of therapist suggestions. Barber (1978, p. 270) stated that hypnotic induction procedures are helpful not because the subject is in a "trance" or is "hypnotized," but, rather, through hypnosis, the subject's critical attitudes toward the therapist's suggestions are reduced.

Client-centered therapy also accepts the notion that the relationship between the psychotherapist and the client is of critical importance in effecting therapeutic change. Rogers (1957) outlined what he felt to be the necessary and sufficient conditions in the psychotherapist-client relationship to cause psychotherapeutic change. These conditions are:

1. Two persons are in psychological contact.
2. The first, whom we shall term the client, is in a state of incongruence, being vulnerable or anxious.
3. The second person, whom we shall term the therapist, is congruent or integrated in the relationship.
4. The therapist experiences unconditional positive regard for the client.
5. The therapist experiences an empathetic understanding of the client's internal frame of reference and endeavors to communicate this experience to the client.
6. The communication to the client of the therapist's empathetic understanding and unconditional positive regard is to a minimal degree achieved. (p. 96)

Rogers stated that no other conditions are necessary, and that if
these six conditions exist and continue over a period of time, constructive personality change will occur.

Strong (1968) proposed a model of counseling based upon a review of opinion-change theory and research literature. He conceptualized counseling for attitude and behavior change as a two-phase interpersonal influence process. In the first phase the counselor's influence power over the client is enhanced through client perception of counselor credibility (expertness and trustworthiness) and attractiveness (liking, similarity, and compatibility). The persuasibility of the client is also increased through enhancement of his (the client's) involvement in counseling. As a result of these processes and techniques, the probability of client change in reaction to the counselor's attempts to influence a client is maximized and the probability of the client using other means of reducing aroused dissonance is minimized.

In the second phase of Strong's proposed model, the counselor makes maximum use of the influence power he has built to implement the desired changes in the client's behavior and attitude. The specific techniques the counselor uses in the second phase will depend on the diagnosis of the problem, the facilities available, his own expertise and his personal theoretical model and may include interpretation, advice giving, urging, modeling, etc.

Effects of Perceived Counselor Effectiveness

Patton (1969) also defined counseling as a social influence process. Using hypotheses derived from balance theory, Patton tested the effects of positive versus negative interpersonal attraction, and communication similarity versus discrepancy upon subject responses to
a counselor and psychological treatment. Client attraction for the counselor was found to be related to subject willingness to have the counselor as a counselor and to increased subject evaluation of the counselor's helpfulness. Communication effects were also discovered, and Patton suggested that any subject's response to his counselor's influence attempt depends upon his attraction toward the counselor and on the extent to which the counselor's discussion expectations are congruent to the client's own.

Cash, Begley, McCown and Weise (1975) further explored the initial impact of attractiveness in counseling. In their study, attractiveness was manipulated through variations in body build, complexion and grooming. The results of this study indicated that attractive counselors are perceived generally more favorably than unattractive counselors; and, in particular, attractive counselors are seen as being more intelligent, competent, assertive, friendly, warm, trustworthy and likeable than unattractive counselors. The authors suggested that a professional's physical attractiveness may exert substantial influence on the development of a therapeutic relationship and its outcome.

The relationship between expertness and attractiveness of counselors in counseling was investigated by Strong and Dixon (1971), who defined attractiveness in terms of counselor friendliness towards the client and similarity of interests between counselor and client. Supposed "expertness" was manipulated through the title assigned the counselor (e.g. "Dr." vs. "graduate student") when introducing the counselor to the client. Strong and Dixon hypothesized that attractiveness would not affect the influence of "expert" counselors on clients but would affect the influence of "inexpert" counselors on clients, and
this hypothesis was in part supported by their study. Perception of attractiveness did not significantly enhance the influence of the expert counselor. The authors concluded that expertness "masks" the effects of attraction. However, closer examination of their data suggests that, perhaps, attraction only enhances the influence of inexpertness more than it enhances the influence of expertness and that attraction does affect an expert counselor's influence.

The results of the studies concerning counselor attractiveness described above indicate that attractiveness may exert an influence both on client perception of favorable counselor characteristics and on actual client change in therapy. The effects of perceived counselor expertness (status) in the therapeutic relationship are discussed below.

**Effects of Perceived Counselor Expertness**

Strong and Schmidt (1970) completed a study which tested the effect of perceived counselor expertness on counseling. Forty-nine male volunteers from an introductory psychology course were used as subjects for the study. Perception of counselor expertness was manipulated through (1) the use of a title which denoted training and experience and (2) behavior of the counselor in the interview. The authors found that clients' perceptions of counselor expertness were related in a positive direction to the amount of change (as measured through client self-rating) occurring in the client after one interview. The researchers concluded that this study in part supported the hypothesis that perceptions of expertness exert control on the extent of influence one person has on another.

Spiegel (1976) investigated the effect of perceived counselor
expertness on client evaluation of counselor competence. Expertness was manipulated through the descriptions of the counselors given the subjects prior to the subjects coming in contact with the counselors. Expert counselors were described as having extensive experience and training, and inexpert counselors were described as having correspondingly low levels of experience and training. Spiegel found that counselors in high expertness conditions were perceived by subjects as being more experienced and better trained than counselors in low expertness conditions. High expert counselors were viewed as being more competent to deal with academic and affiliative problems.

Guttman and Haase (1972) completed an experiment designed to test the actual effects of experimentally induced perception of expertness on counseling outcomes. In this study counselor expertness was manipulated through the office setting (large, plush office vs. small, barren room) and described counselor level of education (Dr. vs. graduate student). The manipulations were introduced at the time the subjects met the counselors. High and low expertness were examined and client responses were measured on both quantitative and qualitative aspects of the interview. The authors found that, while clients responded more favorably to relationship aspects of the interview with a non-expert counselor, informational recall of the interview was greater for clients who saw an expert counselor. Overall ratings of counselor effectiveness did not differentiate between the two conditions of expertness.

In the above study, the authors observed that criteria which related to the qualitative judgment of the client concerning the interview tended to favor the nonexpert while criteria related to the
quantitative (transfer of information) aspect of the interview favored the expert. Guttman and Haase speculated that perhaps the college-age client may feel more at ease with a nonexpert counselor who is perceived by the client as being more like himself. This study appears to both support and contradict the results of previously cited works (Strong and Schmidt, 1970 and Spiegel, 1976). Client behavior (information recall) was influenced by perception of expertness while ratings of effectiveness were not.

The effects of expertness (status) and message favorability on the acceptance of personality feedback were explored by Halperin, Snyder, Shenkel and Houston (1976). In this study either a positively or negatively worded interpretation to Rorschach inkblots was given by either a low, medium, or high-status diagnostician. Diagnostician status was manipulated by varying the descriptions given the subjects of the diagnosticians. In the high status condition the diagnostician was described as a Ph.D. clinical psychologist, the medium status diagnostician was described as a graduate student with an M.A. and the low status diagnostician was described as an undergraduate student with some limited, related experience. The results indicated that the low status diagnostician elicited lower acceptance of the message by the subjects than did either the middle or high status diagnosticians. Furthermore, the negative interpretation was less accepted than the positive interpretation under the low status condition as compared to this moderate or high status conditions. One may conclude that in the study, status exerted a powerful effect on client behavior, i.e. acceptance of test interpretations.

Atkinsons and Carskaddon (1975) achieved results similar to those
reported by Halperin, et al. (1976) in a study which investigated the effects of a prestigious introduction and psychological jargon on perceived counselor credibility. They reported that individuals perceive a counselor as a more credible source of assistance if he is introduced as a highly prestigious professional and if he uses psychological jargon than if he (the counselor) is introduced as having a low level of expertness and if he employs more of a layman's language.

Schied (1976) also found that perceived counselor status influenced client perceptions of a counselor's level of competence. Counselors given a high status introduction were viewed by clients as being more competent and possessing more comfort in therapy than those given low status introductions. In Schied's study the high status introduction described the counselor as a Ph.D. psychologist with extensive experience, and the low status introduction described the counselor as a beginning graduate student.

Brooks (1974) investigated the interaction effects of client and counselor sex and counselor status or expertise (high vs. low) on self-disclosure. High status interviewers were described as Ph.D. psychologists with considerable experience. Low status interviewers were described as graduate students with limited experience. An analysis of the results concerning status effects revealed that males disclosed more to high-status interviewers while females disclosed more to low-status interviewers. Also, high as opposed to low status male interviewers elicited more client disclosure, while status of female interviewers yielded no significant differences in client disclosure. The author attempted to explain the status effects concerning females by suggesting that perhaps status, as defined in her study, was not
applicable to female interviewers or that status does not operate in either a simple or unidimensional manner.

It appears, then, that while the exact nature of the relationships among perceived counselor expertness (status), perceived counselor favorable characteristics, and counseling outcomes is unknown, client perception of counselor expertness influences the counseling relationship in a positive manner. Client-perceived counselor expertness appears to influence both client perception of positive counselor attributes as well as actual outcomes of the therapeutic encounter.

The studies cited in the two preceding sections lend support to Strong's (1968) interpersonal influence model of counseling. It appears that client perceptions of counselor attractiveness and expertness enhance the counselor's influence over clients. In the following section, studies which have explored the relationships among the variables of counselor age, sex and attire with client perceptions of counselor attractiveness and expertness are reviewed.

Effects of Counselor Sex, Age and Attire on Perception of Counselor Attractiveness and Expertness

It seems reasonable to assume that client perception of counselor attractiveness and/or expertness (status) can be influenced by variables of counselor sex, age and/or style of dress and, indeed, the literature supports this notion.

Gardner (1973) studied the effects of counselor and subject sex on the subjects' perceptions of counselor attractiveness and their willingness to self-disclose to the counselor. The author exposed 120 university students to a silent color film of a male or female counselor.
After the film he asked them (the students) to indicate on a questionnaire their perceptions of the counselor's attractiveness and their willingness to self-disclose to the counselor. He found subjects' perceptions of counselor attractiveness to be influenced in part by counselor sex.

Magid (1975) reported on a study which examined the effects of counselor sex, age and race on counselor preferences of white elementary school students. She reported that the sex of the counselor was an extremely important factor concerning the attraction patterns of these students. Initial attractiveness of male counselors was found to be much greater than that of female counselors. Also younger counselors were preferred by the students over older counselors.

Lasky (1974) reported on a study in which 172 psychiatric patients were shown audiovisual programs depicting a counseling session. The counseling sessions differed on the basis of counselor age and status. The author reported findings which indicated counselor age and status were related to client perceptions of counselor attractiveness. Specifically, younger patients were more attracted to younger counselors than to older counselors. An analysis of the data derived from the older patients did not yield significant main sex effects.

Kerr and Dell (1976) completed a study designed to test the effects of interviewer attire, behavior and interview setting on student perception of interviewer expertness and attractiveness. The authors defined interviewer attractiveness as greater interviewer concern with student feelings and a higher degree of interviewer responsiveness to the students. Interviewers in the expert role were trained to follow a more logical order of questioning and to give the interview
more structure. Eighty undergraduate students were given a brief interview with one of two female interviewers in one of the eight conditions defined by interviewer role (expert or attractive), interviewer attire (professional or casual) and interview setting (professional or casual). The authors found that interviewer attire did not influence subject perceptions of interviewer attractiveness but did find interviewer attire and role behavior interacted to influence perceptions of interviewer expertness. Specifically, interviewers in the expert role and dressed in professional attire were judged to be more expert (as measured by a paper-pencil measure) than interviewers in the expert role and dressed in casual attire.

A study described earlier in this chapter by Schmidt and Strong (1970) reported an attempt to determine what counselor characteristics are used by subjects to identify expertness or inexpertness. It was discovered that such perceptions are not based on actual professional training or experience but, rather, on such clues as the expert "has a neat appearance" and the inexpert "is dressed so casually that the student thinks not much help is to be offered" (pp. 116-117).

The studies described above lend support to the notion that client perceptions of counselor attractiveness and expertness are influenced by counselor sex, age and dress. The exact nature of this influence is, however, not yet clearly delineated. The following three sections of the present literature review discuss additional studies which explore this particular problem further.

Counselor Sex Effects

Grantham (1973) completed a study designed to test the effects of
counselor sex, race and language style on black university students in initial interviews. The effects of the counselor variables were measured in terms of client depth of self-exploration and satisfaction. The results concerning sex indicate that the subjects explored themselves in greater depth with female counselors than with male counselors, but that sex of the counselor was not significantly related to client satisfaction.

The influences of counselors' marital status, sex and age on subject preferences were studied by Simons and Helms (1976). The subjects in this study were 32 undergraduate women and 32 noncollege women. The subjects were exposed to eight pictures of counselors and were asked to complete an evaluation scale designed to measure expected client preferences, perceived counseling climate, client willingness to self-disclose to the counselor and perceived counselor competence. The pictures and the accompanying written descriptions of the counselors were varied according to counselor sex, age and marital status. The results concerning sex indicates that female counselors were rated higher on all measures. Simons and Helms suggested that these results (female counselors were preferred over male counselors) were due, in part, to the nature of the subjects (all female).

Boulware and Holmes (1970) also studied the effects of counselor sex and age on subject preferences for counselors. Subjects in this study were 120 male and female college students. Preferences for counselors were measured in terms of subject willingness to receive counseling from a particular counselor for either a vocational or personal problem. The authors discovered that older males were the most preferred counselors by both male and female subjects. The one exception
to this was that female students with a personal problem preferred older female therapists. Client preferences were largely based on perceptions of the counselor's understanding of client problems. These results and those reported by Simons and Helms (1976) indicate that, while males may be preferred as counselors for many issues, women counselors are preferred by females for issues of a personal nature.

Bratton (1972) reported on a body of research which was designed to investigate (1) the effects of counselor sex, (2) topics the counselor said he usually discussed with clients and (3) student sex as variables which influence college students' willingness to make and keep appointments with a counselor. A survey of the students of two introductory psychology classes indicated both male and female students preferred male over female counselors. In a second study, students viewed video tapes of either a male or female counselor and chose between making an appointment with the counselor or completing forms. No sex effects were discovered on these measures. However, a significantly greater number of students who made an appointment kept the appointment if it was made with a female counselor rather than with a male counselor.

Sex and experience level of the counselor on client behavior in counseling were investigated by Hill (1975). In this study 12 male and 12 female counselors, half experience and half inexperienced, each recorded the second counseling session with one male and one female client. Client verbal behaviors, satisfaction with the session and activity levels were measured by means of pencil-paper measures completed by the client immediately following the session and by judges' ratings of the recorded sessions. The results indicated that clients
of female counselors reported more satisfaction with the sessions than did clients of male counselors.

A report discussed earlier (Brooks, 1974) reported on the effects of sex and status on subject self-disclosure. It was found that males disclosed more to females while females disclosed more to males.

Simons (1977) investigated the effects of counselor sex, age and education on college student preferences for counselors. In this study pictures of counselors who differed in sex, age and education level were evaluated by 192 male and 192 female college students. The results indicated that female counselors were rated higher than male counselors on the qualities of intelligence, sincerity, religiousness and in helping the client feel comfortable. There was a same sex counselor-student preference on overall impression of the counselor as a person and as the student's own counselor.

High school student preferences for counselors based on counselor characteristics of sex, age, and style of dress were reported on by Turchetta (1976). In this study 360 male and female high school students viewed video taped presentations of counselors exhibiting various combinations of age, sex and dress. The students responded to the video tapes by completing a 20-item questionnaire designed to determine the ease or difficulty the students felt they would experience in discussing various concerns with the video taped counselors. Turchetta reported that students indicated no significant differences in overall preference for counselors in regard to counselor sex. However, students did prefer male counselors for issues involving sexual concerns.

Heppner and Pew (1977) investigated sex of counselor influence on student perceptions of counselor expertness. Sixty-four undergraduate
students were given short ten-minute interviews with a counselor. The interviews were varied according to counselor sex and the presence of diplomas and awards on the office wall. After the interviews each subject was asked to fill out a form designed to determine the student's perception of the counselor's expertness. The results indicated sex of the counselor did not influence the initial subject perceptions of counselor expertness.

Lemoine (1976) completed a study designed to investigate the relationships between counselor effectiveness (empathy, respect, genuineness, concreteness) and age, sex, educational level and experience of counselors. Subjects for the study were 158 volunteer counselors at a university counselor training program. A tape recorded counseling session was obtained from each counselor and rated according to counselor or effectiveness. The author reported that no sex effects were found, i.e. counselor sex was not related to counselor empathy, respect, genuineness or concreteness in a counseling session.

Kern (1971) completed a study in which the effects of physical distance and sex of the counselor on college students were examined. Ninety-six beginning educational psychology students viewed a counseling interaction between a counselor and a partially obscured client. The counseling presentations were varied according to sex of the counselor and physical distance separating the counselor and client. Kern reported no significant differences in terms of student ratings of male and female counselors.

In a study of high school student preferences for counselors, Barnes (1970) reported similar findings to those given by Kern. In this study 180 Negro, Northern White and Appalachian White high school
students viewed video taped counseling sessions. Counselors in the sessions were varied according to sex, race, cultural background and personality characteristics. Barnes reported that student preferences for sex of the counselor followed no consistent pattern and that both male and female students selected male and female counselors evenly.

Scher (1975) investigated the effects of counselor sex in regard to client satisfaction in therapy and therapeutic outcome. He examined the first, second, fifth and final counseling sessions between 36 university students and their counselors. The results of this study indicated that sex of the counselor did not contribute to either client satisfaction or therapeutic outcome.

Dolan (1973) reported on a study in which he explored student preferences and expectancies for counselors in relation to counselor sex, age, personal mannerisms, physical appearance, race and technique. Three-hundred male and female university students completed a questionnaire designed to determine their preferences and expectancies regarding these counselor variables prior to an initial (first) session and after the completion of counseling. The results concerning the effect of counselor sex indicated that clients reported no preferences or expectancies regarding counselor sex.

From the studies described above it becomes apparent that the literature concerning the influence of counselor sex in counseling is inconclusive. While some studies report positive effects for female counselors, others report similar effects for male counselors. Some studies support the notion of sex effects in counseling and others fail to support such an idea.
Counselor Age Effects

Many of the studies in the previous two sections which dealt with sex effects also examined counselor age effects on the psychotherapeutic process. The results of these studies regarding counselor age effects are given below. Additional studies relevant to this topic are also described and discussed.

Earlier in the chapter a study (Turchetta, 1976) was described in which high school student preferences for counselors based on counselor characteristics of sex, age and dress were studied. Turchetta presented the students with three alternatives in regards to counselor age. Counselor age was divided into young (between 16 and 22 years of age), middle (between 23 and 35 years of age) and old (over 35 years of age). He discovered younger counselors or helpers were preferred overwhelmingly when students had questions concerning drugs, sex, freedom, attractiveness, parents, decision making and college and teacher relations. Also, in most cases students preferred the 23-25-year-old helpers over the older helpers. Turchetta suggested that as age between students and helpers increases high school students feel increasingly less comfortable in discussing issues of concern with them (the helpers).

In a study described earlier in this chapter (Simons and Helms, 1976), it was reported that college-age women generally preferred women older than themselves as counselors. The two most preferred age ranges for counselors were 35-45 years of age and 55-65 years of age. In another study (Simons, 1977) also described earlier in the chapter, it was reported that counselors were evaluated more positively as they grew older. The exception to this was found to be that the oldest counselors were evaluated least positively for their effect on the
subject's behavior. In examining interaction effects, Simons noted male counselors were usually seen more favorably as they got older while female counselors were evaluated less favorably with increasing age.

Boulware and Holms (1970) found results somewhat different from the results of Simons' studies. In their study (considered earlier in this chapter), older males were reported as being the preferred therapists for both male and female subjects. The one major departure from this was that females with personal problems tended to prefer older women as therapists. In either case, however, older therapists were preferred over younger therapists.

Ryan (1976) completed an experiment on perceived counselor attractiveness, expertness and trustworthiness as it related to counselor and subject age and sex. College-age subjects and elderly subjects were shown video taped counseling analogues of younger and older counselors at work. After viewing the video tapes the subjects rated the counselor's attractiveness, expertness and trustworthiness using a counselor rating form. Ryan hypothesized that older and younger subjects would perceive peer age counselors as more attractive and expert. However, his results did not support this notion. He did find, however, that on one measure of trustworthiness younger male subjects displayed a higher regard for younger male counselors. He also found subjects had higher regard for a peer age counselor when subject and counselor were of the same sex, but, when they were of a different sex, younger subjects had higher regard for older counselors.

Dolan (1973) completed a study discussed earlier in this chapter, in which college student preferences for counselors in regard to
counselor age and four other counselor variables were scrutinized. He reported his subjects preferred and expected counselors between the ages of 23 and 32 years of age.

In a study also described previously (Lemoine, 1976), counselor effectiveness as a function of counselor age, sex, training and experience was examined. The results of the study indicated counselor age was not related to scores of empathy, respect, genuineness or concreteness (counselor effectiveness).

From the research described above it appears that age of counselors may have an effect on client preferences for counselors. The literature, however, does not clearly define how these preferences operate. Studies were cited which indicated clients under certain circumstances preferred older counselors, younger counselors, same age counselors and/or different age counselors.

**Counselor Attire Effects**

The effect of counselor attire on the counseling relationship has been studied less extensively than either the effect of counselor sex or the effect of counselor age on the counseling relationship. The studies which have been done, however, also report conflicting results.

Hubble (1973) tested the effects of counselor attire on outcomes of an initial counseling session. In his study 54 female undergraduate students received a brief interview with one of three male counselors who were dressed in one of three modes of attire. The three modes of attire were traditional (dark sport coat and tie), casual (sport shirt and casual pants) and highly casual (sweat shirt and blue jeans). After the students had met and talked with the counselor, they completed
pencil-paper measures of anxiety and self-disclosure. It was reported that student self-disclosure was not affected by counselor attire. However, counselor attire exerted a significant effect on the anxiety level of the students. The students felt lower anxiety with a casually attired counselor than with a highly casually attired counselor. It was also discovered that students felt less anxiety with a counselor dressed in attire more formal than their own reported style of dress.

Raia (1973) also observed that counselor attire exerts an influence in the therapeutic relationship. Using 176 introductory psychology freshmen students as subjects, he found that counselor "medium structured dress styles" enhanced the communication of empathy and warmth to the subject, and counselor "high structured dress styles" enhanced the communication of concreteness and specificity of expression to the subject.

High school students' preferences for counselors based on counselor characteristics of sex, age and style of dress were examined in a study (Turchetta, 1972) described earlier in this chapter. Results were reported which indicated that counselor attire did not affect overall student preferences. However, one subgroup of the sample (students 17 years and older) did indicate some significant preferences for counselor based on counselor dress. These students preferred to discuss concerns regarding parental expectations and teacher relations with liberally dressed counselors and sexual concerns with traditionally dressed counselors.

Stillman and Resnick (1972) studied the effects of counselor attire on client perception of counselor attractiveness and client self-disclosure. In this study counselor attractiveness was defined
in terms of client liking of the counselor, client perceived similarity of his and the counselor's beliefs and interests and client perception of the counselor as an expert who could help him (the client) if he were seeking aid. In a counseling analogue situation 50 male undergraduate college students were given a short interview with one of five male counselors dressed either casually (sport shirt and casual slacks) or professionally (tie and sport jacket). Their results failed to indicate attire influenced either client self-disclosure or perception of counselor attractiveness.

Wasserman and Kassinove (1976) completed a field experiment to test the effects of psychologist attire, perceived expertise and type of recommendation on the compliance of parents of elementary school students. The subjects in this study consisted of 84 white, middle-class, mother-child pairs. All the children were individually tested on measures of reading achievement, and the mothers of the children who scored below grade level were invited to meet with a psychologist. During the meeting the psychologist gave the mother one of three types of recommendations to follow concerning the improvement of her child's reading skills. Depending upon the experimental condition, the psychologist wore either formal (suit jacket and tie) or casual attire (suit pants and an open collar shirt) in the meeting. Perceptions of expertise were manipulated through use of the title given the psychologist (Dr. vs. Mr.). The authors found that both the attire and the perceived level of expertise of the psychologist had no effect on compliance of the mother to the recommendation given her. However, they suggested that the effects of attire may have been minimized due to the high ego involvement of the parents.
In this section a review of the current literature concerning the effects of counselor attire on the therapeutic relationship were presented. A number of the studies were cited which supported the notion that counselor attire influences the counseling process. However, other studies were reviewed which reported results which indicated counselor attire does not affect the counseling relationship.

Methodology of the Present Study

In this section precedents found in the current literature related to the present study which demonstrate the use of volunteer "actor" subjects as "clients" and "counselors" will be identified and discussed. Descriptions of earlier studies which have used motionless pictures as counselor stimuli will also be included in this section.

The majority of research projects dealing with "client" perceptions of "counselor" characteristics have been analogue studies. That is, seldom have the studies examined genuine counselor-client interactions, but, rather, one or both the "counselors" or "clients" were usually volunteer substitutions for the conditions they were portraying.

"Clients" were often undergraduate students who volunteered to participate in a research study (Brook, 1974; Boulware & Holmes, 1970; Simons, 1977; Simons & Helm, 1976; Stillman & Resnick, 1972; Kerr & Dell, 1976; Raia, 1973; Hubble, 1973; Bratton, 1972). However, other types of subjects have been used in research related to the present study. Magid (1975) and Turchetta (1976) utilized elementary school students and high school students, respectively, in their counseling analogue studies. Ryan (1976) used "college age subjects
and elderly subjects" in his study of perceived counselor attractiveness and expertness. Simons and Helms (1976) recruited beauty salon customers ranging in age from 19-76 years as subjects in one part of their study.

Motionless pictures have been used to represent counselors in several relatively recent studies. Boulware and Holmes (1970) used photograph slides, showing only the faces of persons, varied for age and sex, to represent counselors. Simons (1977) and Simons and Helms (1976) also used pictures of persons to represent counselors in counseling analogue research dealing with sex, age, educational level and marital status of counselors.

Review Summary

In the above review of relevant literature the nature of the psychotherapeutic relationship was examined. Several studies which described counseling (psychotherapy) as an interpersonal influence process were cited. Findings of the studies cited suggest that the effectiveness of psychotherapy is due, in part, to the therapist's ability to influence his client. Several authors reported that this influence is enhanced by the client's faith in the therapist's ability to help him and in his (the client's) expectation of improvement.

Strong's (1968) model of counseling as a two-phase interpersonal influence process was explained. In the first phase of Strong's model, the counselor's influence over the client is enhanced through client perception of counselor credibility (expertness and trustworthiness) and attractiveness. In the second phase the counselor makes maximum use of this influence to implement desired changes in the client. Several
additional studies which lend support to Strong's model of counseling were also reviewed. A number of studies were reviewed which relate perceived counselor attractiveness and expertness to client perception of favorable counselor characteristics and actual client change in therapy. The outcomes of these studies strongly suggest that client perceptions of counselor attractiveness and expertness enhance the therapeutic relationship.

The effects of counselor sex, age and attire on clients' perceptions of counselor attractiveness and expertness were also examined, and studies were cited which support the notion that all three variables exert an influence on client perceptions of counselor attractiveness and expertness. However, the nature of this influence was found to be as of yet underdetermined. Studies were cited which presented a wide range of results pertaining to the effects of counselor sex, age and attire on client perceptions of counselors and on the psychotherapeutic process itself.

Finally, in the last section of the Review, precedents found in the current literature for the use of volunteer "actor" subjects as "counselors" and "clients" were presented. Studies were also cited as precedent for the use of motionless pictures (photographs) to represent "counselors."
CHAPTER III

METHODOLOGY

The following section outlines the research design and methodology followed in gathering and analyzing the data of the present study.

Subjects

A total of 105 subjects were used in this study. Forty-four of the subjects were male and 61 were female, ranging in age from 17 to 66 years. During summer quarter, 1978, the instructors of various classes at Utah State University were approached by the author and permission was requested from them to solicit volunteers for the study from their classes. Forty-nine of the subjects were volunteers obtained from these various classes. Because of some difficulty in obtaining an adequate number of on-campus subjects, i.e. summer quarter and lack of student response to requests for volunteers, additional subjects were obtained from several off-campus sources of referral. These subjects (56 in number) were volunteers recruited by telephone for the study by persons acquainted with the author who agreed to assist in the data collection. These volunteers were not currently attending college. However, 36 of these persons had completed some type of post-secondary education, and they ranged in age from 18 to 66 years.

Instrumentation

Photographs

Photographs of volunteers were used to represent several conditions.
of age, sex and attire (style of dress). A total of thirty-six individuals were photographed involving 18 males and 18 females. Each group of males and females contained six young individuals, six middle-aged individuals, and six old individuals. Each of the 36 volunteers was photographed twice in formal attire, twice in casual attire and twice in "grubby" attire, yielding two pictures of each person in each of the possible three combinations of conditions for that person. Thus, a total of 216 photographs was obtained from the total number of volunteers, and from this total sample of photographs, a selection was made of the "best" photographs to represent each of the study conditions, as explained in greater detail below.

For example, six photographs were taken of volunteer X, who was male and middle-aged. Two photos showed Mr. X in formal attire, two in casual attire and two in grub attire. Thus, two pictures were of a middle-aged, formally-attired male; two pictures were of a middle-aged, casually attired male; and two pictures were of a middle-aged, grubily attired male. This process was carried out for each volunteer. (See Chapter 1, Definition of Terms, for descriptions of "formal," "casual," and "grub" attire, as used in this study.)

Only one photograph of each subject in each of the three dress styles was used in the study. Since two photographs of each subject in each of the three dress styles were available (see above paragraph), only the best pictures of each subject in each style of dress were selected for use. Selection of pictures was made on the basis of the subject's facial expression, body posture and photograph quality. Using this procedure it was possible to discard any photographs which did not appear appropriate for use.
This procedure yielded 108 photographs, with each subject being represented in three pictures (once in each style of dress). The 108 photographs were randomly divided into three sets of 36, with each possible combination of age, sex and attire being represented twice in each set and with no one individual appearing in any one of the three sets more than once. Thus, each photographed volunteer was represented once in each of the three sets of photographs.

**Instruction sheets**

Instructions given to the subjects consisted of an informed consent form (see Appendix A), a general introduction to the task required of them and specific instructions, and areas on the instruction sheets in which the subjects were to write their responses (see Appendix B).

To determine whether the subjects actually perceived the photographed volunteers as "counselors" and, therefore, discriminated among them on that basis, the subjects were also asked to perceive the photographed persons as attorneys and as friends and to rate their preferences for them under these conditions. This meant that on one ranking of the photographs subjects were asked to select most- and least-preferred counselors, then to rank the photographs in terms of their preferences for attorneys and then their preferences for persons with whom they would prefer to interact socially.

The order of the conditions (counselor, attorney and friend) in which the subjects were asked to select their preferences was randomly varied in the instruction sheet packet.

It is possible that receiving counseling services has different meanings for different persons. To control for this the subjects were
instructed to "imagine you are on the verge of a nervous breakdown" and that you are selecting a counselor (from the photographs) whom you would prefer (or not prefer) as a therapist. Similar possibilities exist for receiving services from an attorney and for interacting socially with a person. Therefore, the subjects were also asked to "imagine you are being sued for a large sum of money," and to "imagine you are attending a social gathering at the home of an acquaintance," and choose an attorney to represent you, or a person with whom you would care to visit, respectively.

The detailed instructions for sorting (ranking) the photographs were nearly identical for each of the three conditions (counselor, attorney, friend). First, the subjects were directed to place the 36 photographs face up on a table, in three rows of 12 pictures in each row. The subjects were then asked to select the photographs of the 12 most preferred individuals and place them in the top row and the photographs of the 12 least preferred individuals and place them in the bottom row. This resulted in three general groupings of the photographs (12 in each of the three rows). The top row contained the pictures of the 12 most preferred individuals, the bottom row had the 12 least preferred individuals, and the middle row contained the 12 remaining pictures of individuals which were neither selected as most preferred nor least preferred.

Following the general grouping of the photographs into the three rows of 12 each, the subjects were instructed to focus their attention on the top row of photographs, to select their first, and then their next four most preferred individuals, and to place these five pictures in order of preference, from left to right on the top row, starting at
the extreme left end of the top row. Similarly, the subjects were asked to select from the bottom row the photograph of the person they least preferred and then the photographs of the four next least preferred persons. These pictures were placed in order of least preference from right to left on the far right of the bottom row. The above procedure completed the ranking of the photographs. The subjects recorded the order of the photographs by copying the identification number of each photograph on the blanks provided in the instruction sheets. An area was also provided for any comment the subjects desired to make concerning their most and least preferred selection. With this task completed the subjects were instructed to place the photographs in one pile and begin the process again for the other two conditions, i.e. rating the photographed individuals as an attorney and as a friend, respectively. When the photographs had been sorted for all three conditions (counselor, attorney, and friend) the subjects were instructed to return the completed forms and photographs to the secretary (see Appendix B).

Pilot Study

A pilot study was conducted to facilitate the development and testing of the instruments involved and to test the data collection procedures.

Ten subjects were involved in the pilot study. The data collection procedures were identical to those used in the main study with the exception that in the pilot study the author administered the instrument personally and verbally requested feedback concerning the instrument and procedures after the subjects had completed the instruction sheets.

In the interview following the data collection of the pilot study,
all ten subjects reported that the instructions were adequate. Upon examination of the completed instruction sheets, it was discovered that the directions had been followed properly. Through questioning of the subjects it was determined that they had understood the instructions with little or no difficulty.

**Data Collection**

The data collection proceeded in the following manner:  a) Various classes at Utah State University were approached by the experimenter requesting volunteers for a research study in psychology. The volunteers were instructed to choose a time on a schedule roster provided them (see Appendix C) and they were given directions to the Psychology Department where the data would be collected.  b) When the subjects reported to the Psychology Department they were directed to a secretary who had been assigned to conduct the data collection. This secretary gave the subjects one set of photographs and an instruction sheet packet. She also gave the subjects brief, preliminary instructions to clarify how the subjects were to follow the written instruction sheets, and she directed them to a room where the subjects were to complete the assigned study task of ranking the photographs and recording their responses and other information requested of them.  c) After the subjects had completed the study task they returned the photographs and completed forms to the secretary, who then answered any questions the subjects asked concerning the study.  d) The completed responses of the subjects and other study materials gathered by the secretary were subsequently given to the experimenter for analysis.  e) Data were obtained from the non-university subjects and collected in a generally
similar manner as noted above, but with the following procedural modifi-
cations. Persons from the Salt Lake City, Utah, and Idaho Falls, 
Idaho, areas who were acquainted with the author consented to serve as 
assistants in the data collection. These assistants solicited volun-
teers by telephone to participate in the study. An appointment time 
was arranged with those who agreed to participate, and a set of photo-
graphs and an instruction sheet packet were taken to them at their 
homes. They were given the same instructions and were asked to follow 
the same procedures requested of the on-campus subjects, with the com-
pleted response sheets and photographs being returned to the assistant.

Analysis of Data

Statistical analysis of the study data was accomplished by assign-
ing each photograph a numerical value (weighting) from one to seven, 
based on the location (ranking) it had been given by each subject. 
This procedure resulted in each photograph receiving a score each time 
a subject ranked the set of pictures. Photographs ranked in the number 
one position (the most preferred individual) received a score of 
seven; those selected for the next four top positions were given a 
value score of six; the next seven positions (the last seven photo-
graphs in the top row of rankings) received a score of five; all of 
the 12 photographs placed in the center row received values of four; 
the first seven photographs placed in the bottom row (from left to 
right) were given a score of three; the next four photos in the bottom 
row (ranked by subjects as among the five least preferred individuals) 
received a value score of two; and the least preferred individual,
(the photograph ranked lowest on the bottom row) was given a value score of one.

Since each subject ranked two photographs of each of the 18 possible combinations of characteristics (age, sex, and attire), the values of each pair of photographs were combined. This yielded 18 different scores each time the subjects ranked a set of photographs. Each of the 18 scores represented the preference the subjects had for the individual(s) whose photographs depicted that particular combination of age, sex and attire characteristics.

Any comments made by subjects regarding the photographs and/or the study tasks asked of them were scrutinized for evidence that a subject's personal knowledge or acquaintance with the persons photographed may have influenced their rating of the pictures. Eight subjects made comments suggesting personal acquaintance with the persons photographed had influenced their selections. The data from these subjects were not used in the analysis.

The data were analyzed using three three-way analyses of variance. The level of significance was set at the .05 level. A Burroughs 6700 computer located at the USU computer center processed the data using a modified Hurst Stat Pac program.

When significant F ratios were found, the means of the cells were graphed and visually examined to detect where the greater differences were located.
CHAPTER IV

RESULTS

The purpose of the present study was to determine what preferences, if any, clients may have concerning counselor characteristics of age, sex and style of dress. The author attempted to determine the preferences by allowing subjects to view photographs of persons representing counselors in various conditions of age, sex and attire. The subjects were instructed to rank the photographs using a modified Q sort methodology according to their preferences for the persons depicted as counselors in the photographs. To determine if the subjects had actually perceived the photographs as representing counselors, and therefore, discriminated among them on that basis they (the subjects) were also instructed to perceive the pictures as representing attorneys and friends, and to rank their preferences for the persons pictured under these conditions. Each photograph was assigned a numerical value from one to seven based on the location (ranking) it had been given by each subject. This procedure resulted in each photograph receiving a score each time a subject ranked the set of pictures. These scores were analyzed using a three-way analysis of variance. The results are presented below in order of the hypotheses stated in Chapter I and are summarized in Table 1.

Counselor Age

The first hypothesis tested was that there are no differences in subjects' preferences (rank-order) of counselors by age of the counselor
Table 1

Analysis of Variance for Subjects' Preference for Counselors Based on Counselor Age, Sex and Attire

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>F</th>
<th>df</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Age</td>
<td>6.77*</td>
<td>2</td>
<td>24.14</td>
</tr>
<tr>
<td>Counselor Sex</td>
<td>.093</td>
<td>1</td>
<td>.33</td>
</tr>
<tr>
<td>Counselor Attire</td>
<td>110.97*</td>
<td>2</td>
<td>395.39</td>
</tr>
<tr>
<td>Counselor Age by Sex</td>
<td>12.65*</td>
<td>2</td>
<td>45.07</td>
</tr>
<tr>
<td>Counselor Age by Attire</td>
<td>2.19</td>
<td>4</td>
<td>7.80</td>
</tr>
<tr>
<td>Counselor Sex by Attire</td>
<td>10.46*</td>
<td>2</td>
<td>37.28</td>
</tr>
<tr>
<td>Counselor Age by Sex by Attire</td>
<td>8.54*</td>
<td>4</td>
<td>30.43</td>
</tr>
<tr>
<td>Error</td>
<td>1872</td>
<td></td>
<td>3.56</td>
</tr>
</tbody>
</table>

*Significant at .05 level

(Old, middle-age, young). A three-way analysis of variance was used to analyze the subject rankings of the photographs and counselor age was found to be significant in terms of subject preferences for counselors (F=6.77; df=2/1872; p<.05). An examination of the cell means reveals subjects preferred young counselors over middle-age counselors, and middle-age counselors over old counselors. The null hypothesis was, therefore, rejected. The order of subject preferences for counselors based on counselor age and the corresponding cell means are given in Table 2.

Counselor Sex

The second hypothesis tested was that there are no differences
Table 2

Order of Subjects' Preferences for Counselors (Based on Counselor Age, Sex and Attire) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Age</th>
<th>Cell Mean</th>
<th>Counselor Sex</th>
<th>Cell Mean</th>
<th>Counselor Attire</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young</td>
<td>8.16</td>
<td>No significant effects</td>
<td>Formal</td>
<td>8.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-Age</td>
<td>8.06</td>
<td></td>
<td>Casual</td>
<td>8.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old</td>
<td>7.78</td>
<td></td>
<td>Grub</td>
<td>7.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

between subjects' ranked preferences of counselors by sex of the counselor (male or female). A three-way analysis of variance was used to analyze the subject rankings of the photographs and counselor sex was not found to be a significant factor in client preferences for counselors ($F=.093; df=1/1872; p<.05$). The null hypothesis was, therefore, retained.

Counselor Attire

The third hypothesis tested was that there are no differences between subjects' ranked preferences of counselors by style of counselor attire (formal, casual, grubby counselor attire). A three-way analysis of variance was used to analyze the subjects' rankings of the photographs and counselor attire was found to be significant in terms of client preferences for counselors ($F=110.97; df=2/1872 p<.05$). An examination of the cell means reveals formally attired counselors were preferred over casually attired counselors, and casually...
attired counselors were preferred over those grubbily attired. The
null hypothesis was, therefore, rejected. The order of subject pre-
ferences for counselors based on counselor attire and the corresponding
cell means are given in Table 2.

Interactions of Counselor Age,
Sex and Attire

The fourth hypothesis tested was that there are no interactions
among counselor variables of age (old, middle-age, young), sex (male,
female) and attire (formal, casual, grub) in terms of differences in
subjects' rankings of preferences for counselors. The subject rankings
of the photographs were analyzed using a three-way analysis of variance
and several significant interaction effects were found among counselor
characteristics of age, sex and attire. The null hypothesis was,
therefore, rejected. The interaction effects of counselor age and sex
resulted in a significant F (F=12.65; df=2/1872; p<.05). The order of
subject preferences and the corresponding cell means involving coun-
selor sex and age are given in Table 3.

Counselor age and attire did not result in a significant inter-
action effect (F=2.19; df=4/1872; p>.05). However, counselor sex by
attire did result in a significant interaction effect (F=10.46; df=2/
1872; p<.05). The order of subject preferences involving counselor sex
and dress are also given in Table 3.

The interaction effects of counselor age by sex by attire also
resulted in significant effects among these three variables combined
(F=8.85; df=4/1872; p<.05). The order of subject preferences regarding
these interaction effects are presented in Table 4.

Figures 1-4 better illustrate the results reported in the
previous section concerning subjects' preferences for counselors based on counselor age, sex and attire.

Table 3

<table>
<thead>
<tr>
<th>Counselor Age, Sex</th>
<th>Cell Mean</th>
<th>Counselor Age, Attire</th>
<th>No significant effects</th>
<th>Counselor Sex, Attire</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young, Male</td>
<td>8.34</td>
<td></td>
<td></td>
<td>Male, Formal</td>
<td>8.82</td>
</tr>
<tr>
<td>Middle-age, Male</td>
<td>8.21</td>
<td></td>
<td></td>
<td>Female, Casual</td>
<td>8.57</td>
</tr>
<tr>
<td>Old, Female</td>
<td>8.08</td>
<td></td>
<td></td>
<td>Female, Formal</td>
<td>8.34</td>
</tr>
<tr>
<td>Young, Female</td>
<td>7.98</td>
<td></td>
<td></td>
<td>Male, Casual</td>
<td>8.08</td>
</tr>
<tr>
<td>Middle-age, Female</td>
<td>7.90</td>
<td></td>
<td></td>
<td>Male, Grub</td>
<td>7.15</td>
</tr>
<tr>
<td>Old, Male</td>
<td>7.49</td>
<td></td>
<td></td>
<td>Female, Grub</td>
<td>7.05</td>
</tr>
</tbody>
</table>
Table 4

Order of Subjects' Preference for Counselors (Based on Counselor Age by Sex by Attire Interactions) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Counselor Age, Sex, Attire</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle-age, Male, Formal</td>
<td>9.27</td>
</tr>
<tr>
<td>Young, Male, Formal</td>
<td>8.98</td>
</tr>
<tr>
<td>Middle-age, Female, Casual</td>
<td>8.90</td>
</tr>
<tr>
<td>Old, Female, Casual</td>
<td>8.79</td>
</tr>
<tr>
<td>Young, Male, Casual</td>
<td>8.63</td>
</tr>
<tr>
<td>Young, Female, Formal</td>
<td>8.44</td>
</tr>
<tr>
<td>Old, Female, Formal</td>
<td>8.37</td>
</tr>
<tr>
<td>Middle-age, Female, Formal</td>
<td>8.22</td>
</tr>
<tr>
<td>Old, Male, Formal</td>
<td>8.20</td>
</tr>
<tr>
<td>Young, Female, Casual</td>
<td>8.02</td>
</tr>
<tr>
<td>Old, Male, Casual</td>
<td>7.85</td>
</tr>
<tr>
<td>Middle-age, Male, Casual</td>
<td>7.75</td>
</tr>
<tr>
<td>Middle-age, Male, Grub</td>
<td>7.62</td>
</tr>
<tr>
<td>Young, Female, Grub</td>
<td>7.48</td>
</tr>
<tr>
<td>Young, Male, Grub</td>
<td>7.41</td>
</tr>
<tr>
<td>Old, Female, Grub</td>
<td>7.07</td>
</tr>
<tr>
<td>Middle-age, Female, Grub</td>
<td>6.60</td>
</tr>
<tr>
<td>Old, Male, Grub</td>
<td>6.41</td>
</tr>
</tbody>
</table>
Figure 1. Illustration of subjects' preferences for counselors based on counselor age by sex interactions.

Figure 2. Illustration of subjects' preferences for counselors based on counselor sex by attire interactions.
Figure 3. Illustration of subjects' preferences for male counselors based on counselor age by attire interactions.

Figure 4. Illustration of subjects' preferences for female counselors based on counselor age by attire interactions.
Validity Measures

The purpose of the validity measures was to determine whether the subjects actually perceived the photographs as being those of counselors and, therefore, discriminated among them on that basis. To determine if this occurred the subjects were asked to also perceive the photographs as being those of attorneys and friends and to rank their preferences for the persons pictured under these conditions. The data obtained from the subject rankings of the photographs in the attorney and friend conditions were collected and analyzed in an identical manner to the data obtained from the subject rankings of the photographs in the counselor condition.

It was felt that if the subjects systematically ranked the photographs in differing orders in the three conditions (counselor, attorney and friends), that these differences in the rankings would indicate the subjects had perceived the pictures as representing counselors when they (the subjects) were so instructed.

A comparison of the results derived from the subject rankings of the photographs in the three conditions reveals that systematic differences exist in the ways in which the subjects ranked the photographs. The results of the rankings for attorneys, friends and counselors are given in Tables 5-13 and are discussed in detail in the following paragraphs.
Table 5

Analysis of Variance for Subjects' Preferences for Attorneys Based on Attorney Age, Sex and Attire

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>F</th>
<th>df</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attorney Age</td>
<td>8.41*</td>
<td>2</td>
<td>24.40</td>
</tr>
<tr>
<td>Attorney Sex</td>
<td>150.22*</td>
<td>1</td>
<td>435.26</td>
</tr>
<tr>
<td>Attorney Attire</td>
<td>305.08*</td>
<td>2</td>
<td>883.96</td>
</tr>
<tr>
<td>Attorney Age by Sex</td>
<td>11.79*</td>
<td>2</td>
<td>34.17</td>
</tr>
<tr>
<td>Attorney Age by Attire</td>
<td>3.91*</td>
<td>4</td>
<td>11.35</td>
</tr>
<tr>
<td>Attorney Sex by Attire</td>
<td>42.99*</td>
<td>2</td>
<td>124.58</td>
</tr>
<tr>
<td>Attorney Age by Sex by Attire</td>
<td>3.63*</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>Error</td>
<td>1872</td>
<td></td>
<td>3.56</td>
</tr>
</tbody>
</table>

*Significant at .05 level

Attorney age was found to be significant in terms of subject preference for attorneys (F=8.41; df=2/1872; p<.05). An examination of the cell means reveals subjects preferred middle-aged attorneys over young attorneys, and young attorneys over old attorneys. The order of subject preferences for attorneys based on attorney age and the corresponding cell means are given in Table 7.

Attorney sex was found to be significant in terms of subject preferences for attorneys (F=150.22; df=1/1872; p<.05). An examination of
Table 6

Analysis of Variance for Subjects' Preferences for Friends Based on Friend Age, Sex and Attire

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>F</th>
<th>df</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend Age</td>
<td>70.43*</td>
<td>2</td>
<td>267.65</td>
</tr>
<tr>
<td>Friend Sex</td>
<td>28.19*</td>
<td>1</td>
<td>107.14</td>
</tr>
<tr>
<td>Friend Attire</td>
<td>7.84*</td>
<td>2</td>
<td>29.80</td>
</tr>
<tr>
<td>Friend Age by Sex</td>
<td>1.00</td>
<td>2</td>
<td>3.81</td>
</tr>
<tr>
<td>Friend Age by Attire</td>
<td>1.17</td>
<td>4</td>
<td>4.44</td>
</tr>
<tr>
<td>Friend Sex by Attire</td>
<td>.79</td>
<td>2</td>
<td>3.00</td>
</tr>
<tr>
<td>Friend Age by Sex by Attire</td>
<td>2.12</td>
<td>4</td>
<td>8.05</td>
</tr>
<tr>
<td>Error</td>
<td>1872</td>
<td></td>
<td>3.56</td>
</tr>
</tbody>
</table>

*Significant at .05 level

The cell means reveals male attorneys were preferred over female attorneys. The order of subject preferences for attorneys based on attorney sex and the corresponding cell means are given in Table 8.

Attorney style of dress was found to be significant in terms of subject preference for attorneys ($F=305.08; df=2/1872; p<.05$). Formally attired attorneys were preferred over casually attired attorneys, and casually attired attorneys were preferred over grubbily attired attorneys. The order of subject preferences for attorneys based on attorney style of dress and the corresponding cell means are given in Table 9.

Significant interaction effects were found between the attorney characteristics of age and sex in terms of subject preferences for
Table 7

Order of Subjects' Preferences for Counselors, Attorneys and Friends (Based on Counselor, Attorney and Friend Age) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Age</th>
<th>Cell Mean</th>
<th>Attorney Age</th>
<th>Cell Mean</th>
<th>Friend Age</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young</td>
<td>8.11</td>
<td>Middle-age</td>
<td>8.15</td>
<td>Young</td>
<td>8.71</td>
<td></td>
</tr>
<tr>
<td>Middle-age</td>
<td>8.06</td>
<td>Young</td>
<td>8.07</td>
<td>Middle-age</td>
<td>7.87</td>
<td></td>
</tr>
<tr>
<td>Old</td>
<td>7.78</td>
<td>Old</td>
<td>7.78</td>
<td>Old</td>
<td>7.42</td>
<td></td>
</tr>
</tbody>
</table>

Table 8

Order of Subjects' Preferences for Counselors, Attorneys and Friends (Based on Counselor, Attorney and Friend Sex) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Sex</th>
<th>Cell Mean</th>
<th>Attorney Sex</th>
<th>Cell Mean</th>
<th>Friend Sex</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No significant effects</td>
<td>Male</td>
<td>8.48</td>
<td>Female</td>
<td>8.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7.52</td>
<td>Male</td>
<td>7.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The order of subject preferences for attorneys involving attorney age and sex and the corresponding cell means are given in Table 10.

Significant interaction effects were found between attorney characteristics of age and attire in terms of subject preferences for attorneys \((F=3.91; \text{df}=4/1872; p<.05)\). The order of subject preferences for attorneys involving age by attire effects and the corresponding cell means are given in Table 11.

Significant interaction effects were found between attorney characteristics of sex and attire in terms of subject preference for attorneys \((F=42.99; \text{df}=2/1872; p<.05)\). The order of subject preferences for attorneys involving sex by attire effects and the corresponding cell means are given in Table 12.

Significant interaction effects were found among attorney characteristics of age, sex, and attire in terms of subject preferences

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Attire Mean</th>
<th>Attorney Attire Mean</th>
<th>Friend Attire Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>8.58</td>
<td>9.09</td>
<td>8.29</td>
</tr>
<tr>
<td>Casual</td>
<td>8.32</td>
<td>8.18</td>
<td>7.98</td>
</tr>
<tr>
<td>Grub</td>
<td>7.10</td>
<td>6.74</td>
<td>7.80</td>
</tr>
</tbody>
</table>
Table 10

Order of Subjects' Preferences for Counselors, Attorneys and Friends (Based on Counselor, Attorney and Friend Age by Sex Interactions) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Age, Sex</th>
<th>Cell Mean</th>
<th>Attorney Age, Sex</th>
<th>Cell Mean</th>
<th>Friend Age, Sex</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young, Male</td>
<td>8.34</td>
<td>Young, Male</td>
<td>8.74</td>
<td>No significant effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Male</td>
<td>8.21</td>
<td>Middle-age, Male</td>
<td>8.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Female</td>
<td>8.08</td>
<td>Old, Male</td>
<td>7.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Female</td>
<td>7.98</td>
<td>Middle-age, Female</td>
<td>7.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Female</td>
<td>7.90</td>
<td>Old, Female</td>
<td>7.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Male</td>
<td>7.49</td>
<td>Young, Female</td>
<td>7.41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11

Order of Subjects' Preferences for Counselors, Attorneys and Friends (based on Counselor, Attorney and Friend Age by Attire Interactions) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Cell Mean</th>
<th>Attorney Cell Mean</th>
<th>Friend Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No significant effects</td>
<td>Middle-age, Formal 9.36</td>
<td>No significant effects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young, Formal 9.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old, Formal 8.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle-age, Casual 8.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old, Casual 8.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young, Casual 8.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young, Grub 7.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle-age, Grub 6.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old, Grub 6.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 12

Order of Subjects' Preferences for Counselors, Attorneys and Friends (Based on Counselor, Attorney and Friend Sex by Attire Interactions) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Subject Decreasing Preference</th>
<th>Counselor Sex, Attire</th>
<th>Cell Mean</th>
<th>Attorney Sex, Attire</th>
<th>Cell Mean</th>
<th>Friend Sex, Attire</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male, Formal</td>
<td>8.82</td>
<td>Male, Formal</td>
<td>10.06</td>
<td>No significant effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female, Casual</td>
<td>8.57</td>
<td>Male, Casual</td>
<td>8.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female, Formal</td>
<td>8.34</td>
<td>Female, Formal</td>
<td>8.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male, Casual</td>
<td>8.08</td>
<td>Female, Casual</td>
<td>8.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male, Grub</td>
<td>7.15</td>
<td>Male, Grub</td>
<td>7.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female, Grub</td>
<td>7.05</td>
<td>Female, Grub</td>
<td>6.40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For attorneys ($F=3.63; df=4/1872; p<.05$). The order of subject preferences for attorneys involving age by sex by attire effects and the corresponding cell means are given in Table 13.

**Friends**

Friend age was found to be significant in terms of subject preference for friends ($F=70.43; df=2/1872; p<.05$). An examination of the cell means reveals the subjects preferred young persons over middle-aged persons and middle-aged persons over old persons. The order of
Table 13

Order of Subjects' Preferences for Counselors, Attorneys and Friends (Based on Counselor, Attorney and Friend Age by Sex by Attire Interactions) and the Corresponding Cell Means

<table>
<thead>
<tr>
<th>Counselor Age, Sex, Attire</th>
<th>Cell Mean</th>
<th>Attorney Age, Sex, Attire</th>
<th>Cell Mean</th>
<th>Friend Age, Sex, Attire</th>
<th>Cell Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle-age, Male, Formal</td>
<td>9.27</td>
<td>Middle-age, Male, Formal</td>
<td>10.57</td>
<td>No significant effects</td>
<td></td>
</tr>
<tr>
<td>Young, Male, Formal</td>
<td>8.98</td>
<td>Young, Male, Formal</td>
<td>10.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Female, Casual</td>
<td>8.90</td>
<td>Old, Male, Formal</td>
<td>9.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Female, Casual</td>
<td>8.79</td>
<td>Young, Male, Casual</td>
<td>8.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Male, Casual</td>
<td>8.63</td>
<td>Middle-age, Female, Casual</td>
<td>8.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Female, Formal</td>
<td>8.44</td>
<td>Old, Female, Casual</td>
<td>8.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Female, Formal</td>
<td>8.37</td>
<td>Old, Female, Formal</td>
<td>8.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Female, Formal</td>
<td>8.22</td>
<td>Middle-age, Male, Casual</td>
<td>8.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Male, Formal</td>
<td>8.20</td>
<td>Middle-age, Female, Formal</td>
<td>8.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Female, Casual</td>
<td>8.02</td>
<td>Old, Male, Casual</td>
<td>8.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old, Male, Casual</td>
<td>7.85</td>
<td>Young, Female, Formal</td>
<td>7.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Male, Casual</td>
<td>7.75</td>
<td>Young, Female, Casual</td>
<td>7.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle-age, Male, Grub</td>
<td>7.62</td>
<td>Young, Male, Grub</td>
<td>7.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(cont.)
subject preferences for persons as friends based on friend age and the corresponding cell means are given in Table 7.

Sex of friends was found to be significant in terms of subject preferences for friends ($F=28.19$; $df=1/1872$; $p<.01$). An examination of the cell means reveals the subjects preferred females over males as friends. The order of subject preferences for friends based on friend sex and the corresponding cell means are given in Table 8.

Attire of friends was found to be significant in terms of subject preferences for friends ($F=7.84$; $df=2/1872$; $p<.05$). Casually attired friends were preferred over formally attired friends, and formally attired friends were preferred over grubbily attired friends. The order of subject preferences for friends based on friend sex and the corresponding cell means are given in Table 8.
Summary

In this chapter the results of three three-way analyses of variance were presented. These analyses dealt with subject preferences for counselors, attorneys and friends based on the age, sex and attire of the counselors, attorneys and friends. Significant main effects were found for counselor age and attire, and significant interaction effects were found for counselor age by sex, counselor sex by attire and counselor age by sex by attire. A significant main effect was not present for counselor sex, nor was a significant interaction effect found for counselor age by attire.

Significant main effects were discovered for attorney age, sex, and attire. Significant main effects were also discovered for friend age, sex and attire. No significant interaction effects were found among friend age, sex or attire.

The order of the subject rankings (preferences in the three main conditions of counselor, attorney and friend) were discussed and compared.
The purpose of the present study was to determine what preferences, if any, subjects may have for counselors in terms of counselor characteristics of age, sex and attire. Photographs were taken of persons who varied according to differing conditions of age (old, middle-age, young), sex (male, female) and attire (formal, casual, grub). One-hundred and five college and noncollege adults were shown the photographs, asked to perceive the photographs as being those of counselors and asked to rank their preferences for the persons depicted as counselors using a modified Q sort methodology. To determine if the subjects had actually perceived the photographs as representing counselors and, therefore, discriminated among them on that basis they (the subjects) were also instructed to perceive the pictures as representing attorneys and friends, and to rank their preferences for the persons pictured under these conditions.

Statistical analysis of the data was accomplished by assigning each photograph a numerical value (weighting) from one to seven, based on the location (ranking) it had been given by each subject. This procedure resulted in each photograph receiving a score each time a subject ranked the set of pictures. This data was analyzed using three three-way analyses of variance.

Evaluation of the Findings

In the following paragraphs the results of the study are summarized and discussed in the order of the hypotheses stated in Chapter I.
The first hypothesis tested was that there are no differences between subjects' preferences (rank-order) of counselors by age of the counselor (old, middle-age, young). This hypothesis was rejected. The results revealed that differences did exist in subject preferences for counselors of varying ages, and that counselors were more preferred by the subjects as their age decreased. Turchetta (1976) and Magid (1975) also reported younger counselors were generally preferred over older counselors. However, the subjects used in these studies were high school students and elementary students, respectively. Other studies (Simons & Helm, 1976; Boulware & Holms, 1970), which used adults as subjects have reported findings in which older counselors were generally preferred over younger counselors. The results of this study, therefore, apparently differ from what may have been expected from a review of the current literature.

One may speculate concerning why younger counselors were preferred over older counselors in this study. It is possible that the preference for counselors based on counselor age are in a current state of change. Boulware and Holmes (1970) reported their study nearly ten years ago. Simons and Helms (1976) completed their research six years later, and close scrutiny of their results indicates that under certain conditions younger counselors were preferred over older counselors. The counselor role has been traditionally thought of as belonging to older person but, perhaps, our society is now beginning to accept younger persons in this capacity. This is obviously speculation, however, and the question of subject preferences for counselors based on counselor age is a topic requiring further exploration.
In the comments sections of the instruction sheet packets, age was often mentioned by the subjects as an important variable in regard to their preferences for counselors. It appeared that the subjects associated old age with experience and young age with psychotherapist inability. Comments made by the subjects such as "older persons have a look of honesty and ability, through experience" and "seemed too young" were typical. However, as was described in the two preceding paragraphs the statistical analysis of the data (subjects' rankings of the photographs by preferences as counselors) revealed that younger counselors were preferred by the subjects over older counselors. One may speculate that, perhaps, a minority of subjects who favored older therapists felt more strongly about therapist age than did those subjects who favored younger therapists.

Counselor Sex

The second hypothesis tested was that there are no differences between subjects' ranked preferences of counselors by sex of the counselor (male or female). This hypothesis was retained. The subjects in this study did not indicate any significant preferences for male or female counselors by sex effects alone. Numerous studies (Barnes, 1970; Scher, 1975; Kern, 1971; Dolan, 1973; Lemoine, 1976; Heppner & Pew, 1977) in the current literature which have investigated the relationship of counselor sex to the psychotherapeutic process have reported similar findings.

Few written comments were given by the subjects indicating counselor or sex preferences, and those comments which were given had almost an apologetic air about them. The following quotation was given by one
of the subjects and is representative of the statements made concerning sex preferences "prefer men slightly to women."

It is possible these results stem from greater societal awareness of sex bias. If these effects are the result of greater social conscience, it may be effectively argued that people are actually changing their attitudes concerning sex discrimination and are not only paying lip service to the cause of sexual equality.

Counselor Attire

The third hypothesis tested was that there are no differences between subjects' ranked preferences of counselors by style of counselor attire (formal, casual and grubby counselor attire). This hypothesis was rejected.

Counselor attire was shown to exert a powerful influence on subject preferences. Specifically, formally-attired counselors were preferred over casually-attired counselors, and casually-attired counselors were preferred over grubbily attired counselors. Other writers (Ria, 1973; Kerr & Dell, 1976; Turchetta, 1976) have also reported findings in which more formal counselor attire had exerted a positive effect on the counseling process.

Hubble (1973) reported finding that not only did clients experience lower anxiety levels with "casually-attired counselors" as compared to "highly casually-attired counselors" but also, that clients felt less anxiety with a counselor dressed in attire more formal than their (the clients') own reported style of dress.

Statements regarding clothing were often made by the subjects in the comments sections. Many subjects reported that their preferred
counselor selections were "formally," "professionally" attired and their less preferred selections were "dressed much too casual for the job." From the comments given it appeared the subjects felt strongly that formally attired counselors were more competent, professional individuals than their less formally-attired peers.

While it is a commonly held view that attitudes toward styles of dress have changed considerably over the past few years, the results of this study would suggest that many persons still consider attire to be an important factor in the assessment and judgment of another person. It appears that many people continue to "judge a book by its cover." Psychologists may be well advised to consider the possible influence their own personal style of dress may have on the counseling relationships they are involved with.

Interactions of Counselor Age, Sex and Attire

The fourth hypothesis tested was that there are no interactions among counselor variables of age (old, middle-age, young), sex (male, female) and attire (formal, casual, grub) in terms of differences in subjects' rankings of preferences for counselors. This hypothesis was rejected. While no interaction effects were found for counselor age by attire, interaction effects were found for counselor age by sex, counselor sex by attire and counselor age by sex by attire. Young males, males in formal attire and middle-age males in formal attire were the most preferred counselors in the three interactions, respectively. Least preferred as counselors were old males, females in grub attire and old males in grub attire, respectively.

An overview of the results concerning the interaction effects of
counselors' age, sex and/or attire reveals what may be an item of importance. In the significant interactions involving attire, formal attire was part of each most preferred combination, and grub attire was part of each least preferred combination. In the significant interactions in which sex was a factor, male sex was a part of each most preferred combination and part of two of the three least preferred combinations. Female sex and casual attire tended not to be rated at either end of the continuum involving subject preferences for counselors. From this information it seems possible that male counselors may have the most to gain and lose from the variables of sex and attire. Specifically, this data implies that if they (males) are willing to dress in a more formal manner they have the potential of being the most highly preferred counselors by clients. However, if they chose to dress grubbily the effect on their clients may be in an equal but opposite direction.

A comparison among the main effect F ratios (sex, F=6.77; age, F=.093; attire, F=110.97), the interaction effects involving attire (Tables 3 and 4, Figures 2, 3 and 4) and the subjects' statements in the comments sections suggest that counselor attire was the most significant variable of those studied (age, sex, attire) in influencing subjects' preferences for counselors. It appears males were most preferred as counselors when they were attired in a formal style of dress (See Figures 2 & 3). They were least preferred as counselors by the subjects when they were attired in a grubby style of dress. Females, however, were generally most preferred when they were dressed casually and least preferred when they were dressed in grubby attire (Figures 2 & 4). For both sexes grubby attire was associated with the least preferred conditions of counselors.
It can be speculated that subjects may feel counselors have no control over their age and sex, and, therefore, these factors reflect little concerning their competence or suitability as counselors. However, since attire is very much under the control of the counselor, it may be taken to reflect much more about his or her professional stature. Remarks made in the comments sections seem to support this idea. Comments were made by subjects which indicated that more formal dress was associated with counselor ability and professionalism, and less formal (grub) attire was perceived as indicative of the counselor "not caring" and of the counselors themselves having "problems."

In a study of this nature the difference between statistical and practical significance is of importance. Due to the manner in which the data was analyzed, numerical differences, too small to be of practical significance, between the cell means representing different conditions or combinations of conditions of counselor age, sex and attire were shown to be statistically significant. The results concerning subject preferences for counselors based on counselor age is an example which illustrates this issue of statistical vs. practical significance. The analysis of the data revealed a significant F (F=6.77; df=2; p<.05) concerning main age effects. However, a visual examination of the cell means (Table 2) reveals that only slight differences exist in the cell means for counselors of differing ages. Thus, while it appears younger counselors were preferred over middle-aged counselors and middle-aged counselors were preferred over old counselors the results may have little significance in an applied setting.
Subject Comments

The subjects commented frequently concerning counselor attire, less frequently concerning counselor age, and very little concerning counselor sex. The general nature of these comments was discussed in the preceding sections.

It is interesting to note the most commonly preferred counselor attribute was that he/she appeared "understanding." Over 25% of the subjects remarked their first choices appeared to have this characteristic. Counselor intelligence also seemed important to the subjects. The most preferred potential counselors were often described as having a "look of intelligence." Other frequently used adjectives describing most preferred counselors were: warm, kind, good listener, friendly, pleasant, educated, and strong.

Adjectives used to describe least preferred counselors were: unprofessional, unintelligent, uncaring, and uneducated.

Several subjects mentioned counselor weight as a factor in their preferences. Preferred counselors were mentioned as having the "right body weight." Less preferred counselors were described as "overindulges in eating--so has problems himself," and "strange-looking characteristics--one too fat."

Validity Measures

The purpose of the validity measures was to determine if the subjects perceived the photographs as representing counselors when requested to do so. It was felt that, if systematic differences were found in the order in which the subjects had ranked the photographs in the three conditions of counselor, attorney and friend, these differences would
be an indication that the subjects' perceptions of the photographs as representing counselors had been successfully manipulated.

A comparison of the results yielded by the three three-way analyses of variance indicated that the subjects did react differentially to the three conditions. While similarities were present, subject preferences systematically varied for the three conditions of counselor, attorney and friend.

It is interesting to note that more similarity was found between subject preferences for counselors and attorneys than between subject preferences for counselors and friends or between subject preferences for attorneys and friends. Subject preferences for counselor and attorney attire were identical (formal, casual, grub) for main effects. The first two subject choices for counselors and attorneys involving age by sex and age by sex by attire interactions were also the same, i.e. (young male; middle-age male) and (middle-age, male, formal; young, male, formal), respectively. Likewise, the first and last two subject choices for counselors and attorneys involving sex by attire interaction were also identical (male, formal; male, grub; female, grub), respectively.

One may hypothesize that when a person receives services from either a counselor or an attorney, a specific problem is being dealt with and a specific outcome is desired. In contrast, however, when one simply visits with another person, no specific goals are usually present and, therefore, one is not as concerned about the competence or professionalism of the other person.
Attorney and Friend Findings

Although subject preferences for attorneys and friends were not a formal aspect of this study, it is interesting to note what some of these preferences were. Subjects revealed extremely strong biases concerning sex and dress of attorneys. Males were overwhelmingly preferred over females as attorneys. Likewise, subjects preferred attorneys in formal attire much more than attorneys in more casual attire. Significant, although less definitive preferences were also found for middle-age attorneys over old attorneys. The interaction effects among attorney age, sex and attire seemed to reflect these main effects. It appears that when one is "being sued for a large sum of money" (part of the instructions given the subjects concerning selection of attorneys) one has specific ideas concerning whom he wants to represent him. From the comments made by the subjects it seemed the most favored person was someone who was "young enough to know the latest laws" yet "experienced," "aggressive," "responsible" and "businesslike."

The results concerning subject preferences for someone with whom they "would prefer to visit" (friend) reflected what seems to be an entirely different attitude on the part of the subjects. Although significant main age, sex and attire effects were found (most preferred conditions were: young, female, casual, respectively), they did not appear to be as strong as those effects revealed for attorneys. Also, no interaction effects were present. Subject comments indicated they seemed to prefer "friendly," "creative," "fun-to-be-with" people who had "similar interests" and who were their "own type."
Implications

Applications of the Results

The findings of this study indicate that subjects have specific preferences concerning counselor age, attire and, to a lesser extent, sex. The literature contains considerable evidence which supports the notion that subject preferences for counselors are related to therapeutic processes and outcomes. Based on the results of this study it thus appears that the counselor characteristics of age, attire and, to a lesser extent, sex, may also exert an important effect on the psychotherapeutic process.

With a knowledge of the results of this study counselors may now have an increased ability to modify their attire to enhance client perception of them. Similarly, by knowing what age and sex counselors are generally preferred by clients, counselors may be in a better position to maximize the positive effects or minimize the negative effects of their own sex and age. Persons responsible for the supervision and training of counselors may now be more capable of accurately instructing the persons under their charge on how to dress in a therapeutically optimum manner.

A specific word of caution concerning the generalizations of these results to psychotherapy seems appropriate. It must be remembered that this study dealt only with initial preferences of subjects for counselors. The preferences subject have for counselor age, sex and attire as therapy progresses over time were not investigated. Whether clients would have considered counselor age, sex or attire important
after they have been in therapy for a number of sessions is unknown, and the value of this latter type of information would certainly justify further study.

The above note, however, does not detract from the significance of the present study. Successful outcome in psychotherapy has been related to the length of time a client spends in treatment (Luborsky, Chandler, Anerback & Cohen, 1971). Furthermore, it has been shown that the disconfirmation of client preferences for counselors is related to early, premature termination of counseling (Sasseen, 1976). It would seem then, that, if a client so disliked a counselor because of his age, sex or attire that he (the client) terminated counseling prematurely, these factors would have exerted a powerful effect on the therapeutic process.

Thus, while it is recognized that the long term effects of counselor age, sex and style of dress on therapy are unknown, it is nonetheless felt that these variables are important to the psychotherapeutic process.

Limitations

Several limitations appear evident in this study. The subjects of this study were all volunteers, and, consequently, one must exercise caution in generalizing the results to other non-volunteer populations. Due to current governmental guidelines which regulate research involving human subjects the use of volunteers in human subject research is now, in most cases, a necessity. In the present study one can only speculate as to the effects of using volunteers as opposed to non-volunteers. Also, all subjects were not recruited in a similar manner.
Forty-nine subjects were obtained from a university setting and 56 subjects were obtained from a non-university setting. The non-university subjects were recruited for the study by persons acquainted with the author and, consequently, a possible biasing of the data may have resulted.

The subjects of this study were not actual clients. It was originally intended to draw the research sample from persons requesting services from local mental health agencies. However, difficulty in receiving the necessary clearances from the Utah State University Human Subjects Committee and the agencies from which the samples were to be drawn prevented this. Unfortunately, however, the use of non-client subjects in studies concerning counselor age, sex and/or attire is not uncommon. The majority of the studies reviewed in Chapter II of this paper reported using non-client substitutions for clients.

Likewise, persons used to represent counselors in the photographs were not actual counselors. While it was not felt the use of non-counselors in the photographs represented a significant weakness in the study, it possibly would have been better to have used actual counselors had a sufficient number been available.

Recommendations

The trends reported in this paper require more precise clarification. It may be argued that subject and counselor characteristics of age, sex and dress style interact with one another. Further research concerning these possible interactions is needed. Such extensive investigation was beyond the scope of this paper, however, directions for additional evaluations were revealed.
The research recommendations of this study are:

1. The preferences of specific types of subjects should be determined. Subject age, sex and attire should be held constant and the preferences of these subgroups examined.

2. The specific effects of counselor age, sex and attire on therapeutic processes and outcomes should be further explored. It may be discovered that, while some processes are enhanced, other processes are harmed or unaffected.

3. The effects of other counselor variables such as counselor obesity on subject preferences should be investigated.

Recommendations concerning the application of the present findings are:

1. Counselors should consider the preferences their clients may have concerning counselor age, attire and, to a lesser extent, sex, and they (the counselors) should be prepared to deal with this issue as it relates to their (the counselors') own age, sex and attire.

2. Counselors should consider wearing more formal attire as compared to less formal attire when meeting new clients for the initial interview.

Summary

This chapter has evaluated the research findings and examined the implications and limitations of the experiment. Recommendations for further research and application of the findings were made. In general, it was found that subjects have specific preferences for counselors based on counselor characteristics of age and attire. Specifically, younger counselors were preferred over older counselors, and more
formally attired counselors were preferred over less formally attired counselors. It was recommended that this area be further explored with particular attention given possible interaction between counselor and client age, sex and attire.
LITERATURE CITED


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APPENDIX A

INFORMED CONSENT AGREEMENT

Utah State University

I hereby give my consent to participate in the project involving human subjects. I understand the procedure to be followed in the study. I will receive answers to any inquiries regarding the project and am free to withdraw my consent and discontinue participation in the project at any time. I also understand that all information I give will be kept confidential and no person participating in the study will be identified by name in release of the findings of the study.

Signed __________________ Date _______________
Appendix B

Instruction Sheet Packet

No. _______  Sex _______  Age _______

Thank you for aiding us in this project. As the receptionist explained to you, we are gathering information concerning the preferences people have for persons with whom they interact. This activity will require approximately 30 minutes of your time and should be an interesting experience. Your responses are to remain confidential so please write only your sex and age in the appropriate blanks at the top of the paper.

The receptionist has given you a set of 36 photographs and these instruction sheets. Please read the instruction sheets carefully and follow the directions. If you have any questions please ask the receptionist for assistance.
Imagine you are on the verge of a nervous breakdown and these photographs are pictures of psychotherapists from whom you may seek help. You are to rate them according to your preferences for them as psychotherapists, i.e. which of the psychotherapists would you prefer to work with most, and which would you least like to work with. Following the directions given below, rank the photographs as if you are now being given your choice of these people as possible psychotherapists with whom you would most, or least, like to see in psychotherapy.

1. Place all the photographs face up in three rows of twelve each in front of you. The diagram below illustrates how the photographs should be arranged.

```
Most Preferred
    1  2  3  4  5  □ □ □ □ □ □ □ □ □ □ □ □
    □ □ □ □ □ □ □ □ □ □ □ □
Least Preferred
    □ □ □ □ □ □ □ □ □ □ □ □  5  4  3  2  1
```

2. Look over the photographs and place the 12 photographs of the psychotherapists you would most prefer to see on the top row. Photographs already on the top row which do not fit into this category should be removed and placed in the remaining bottom two rows.

3. Now look over the remaining bottom two rows. Place the 12 photographs of the psychotherapist you would least prefer to see on the bottom or third row. Photographs already on the third row which do not fit into this category should be removed and placed in the second row.

4. You now should have three rows of photographs containing 12 pictures each. The top row should contain pictures of psychotherapists you would most prefer to see, the bottom row those you would least prefer to see, and the middle row those who fit into neither of the above categories.

5. Now rank the top row of 12 photographs by placing at the far left side of the row the picture of the psychotherapist you would most prefer to see. Place the pictures of your next four choices to the immediate right of your first preference. The remaining 7 photographs in the top row can be arranged in any order just as long as they are to the right of your 5 most preferred choices.
6. Rank the bottom (third) row of 12 photographs by placing at the far right of the row the picture of the psychotherapist you would least prefer to see. Next place the pictures of the next four psychotherapists you would least prefer to see to the left of this picture. The remaining 7 photographs in the bottom row can be arranged in any order just as long as they are to the left of your 5 least preferred choices.

7. While leaving the photographs in the order they are now in, turn each of the pictures face down on the table. On the back of each photograph is an identification number. Write the identification number of each photograph in the corresponding blanks found below.

8. Please indicate what influenced you to choose the pictures you did as your most and least preferred choices.

Most Preferred__________________________

__________________________

__________________________

__________________________

Least Preferred__________________________

__________________________

__________________________

__________________________

9. Mix the photographs and gather them into one pile. Turn to the next page and follow the directions given. If this is the last page return the photographs and the completed instruction sheets to the receptionist.
Imagine you are being sued for a large sum of money and these photographs are pictures of attorneys from whom you may seek help. You are to rate them according to your preferences for them as attorneys, i.e. which of the attorneys would you prefer to have represent you, and which would you least prefer to have represent you. Following the directions given below, rank the photographs as if you are now being given your choice of these people as possible attorneys whom you would most, or least, like to have represent you.

1. Place all the photographs face up in three rows of twelve each in front of you. The diagram below illustrates how the photographs should be arranged.

```
Most Preferred
1 2 3 4 5 [ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
Least Preferred
[ ] [ ] [ ] [ ] [ ] [ ] [ ]
[ ] [ ] [ ] 5 4 3 2 1
```

2. Look over the photographs and place the 12 photographs of the attorneys you would most prefer to have represent you on the top row. Photographs already on the top row which do not fit into this category should be removed and placed in the remaining bottom two rows.

3. Now look over the remaining bottom two rows. Place the 12 photographs of the attorneys you would least prefer to have represent you on the bottom or third row. Photographs already on the third row which do not fit into this category should be removed and placed in the second row.

4. You now should have three rows of photographs containing 12 pictures each. The top row should contain pictures of attorneys you would most prefer to have represent you, the bottom row those you would least prefer to have represent you, and middle row those who fit into neither of the above categories.

5. Now rank the top row of 12 photographs by placing at the far left side of the row the picture of the attorney you would most prefer to see. Place the pictures of your next four choices to the immediate right of your first preference. The remaining 7 photographs in the top row can be arranged in any order just as long as they are to the right of your 5 most preferred choices.
6. Rank the bottom (third) row of 12 photographs by placing at the far right of the row the picture of the attorney you would least prefer to have represent you. Next place the pictures of the next four attorneys you would least prefer to have represent you to the left of this picture. The remaining 7 photographs in the bottom row can be arranged in any order just as long as they are to the left of your 5 least preferred choices.

7. While leaving the photographs in the order they are now in, turn each of the pictures face down on the table. On the back of each photograph is an identification number. Write the identification number of each photograph in the corresponding blanks found below.

_________ _______ _______ _______ _______ _______ _______ _______ _______ _______
_________ _______ _______ _______ _______ _______ _______ _______ _______ _______
_________ _______ _______ _______ _______ _______ _______ _______ _______ _______

8. Please indicate what influenced you to choose the pictures you did as your most and least preferred choices.

Most Preferred________________________________________________________

________________________________________________________

________________________________________________________

Least Preferred________________________________________________________

________________________________________________________

________________________________________________________

9. Mix the photographs and gather them into one pile. Turn to the next page and follow the directions given. If this is the last page return the photographs and the completed instruction sheets to the receptionist.
Imagine you are attending a social gathering at the home of an acquaintance and these photographs are pictures of other guests with whom you may interact. You are to rate them according to your preferences for them as persons with whom you would care to visit with, i.e. which of the persons would you prefer to visit with most, and which would you least prefer to visit with. Following the directions given below, rank the photographs as if you are now being given your choice of these people as possible persons with whom you may visit with during this social gathering.

1. Place all the photographs face up in three rows of twelve each in front of you. The diagram below illustrates how the photographs should be arranged.

   ![Most Preferred](image1)
   ![Least Preferred](image2)

2. Look over the photographs and place the 12 photographs of the persons with whom you would most prefer to visit with on the top row. Photographs already on the top row which do not fit into this category should be removed and placed in the remaining bottom two rows.

3. Now look over the remaining bottom two rows. Place the 12 photographs of the persons you would least prefer to visit with on the bottom or third row. Photographs already on the third row which do not fit into this category should be removed and placed in the second row.

4. You now should have three rows of photographs containing 12 pictures each. The top row should contain pictures of persons whom you would most prefer to visit with, the bottom row those you would least prefer to visit with, and the middle row those who fit into neither of the above categories.

5. Now rank the top row of 12 photographs by placing at the far left side of the row the picture of the person you would most prefer to visit with. Place the pictures of your next four choices to the immediate right of your first preference. The remaining 7 photographs in the top row can be arranged in any order just as long as they are to the right of your 5 most preferred choices.
6. Rank the bottom (third) row of 12 photographs by placing at the far right of the row the picture of the person you would least prefer to visit with. Next place the pictures of the next four persons you would least prefer to visit with to the left of this picture. The remaining 7 photographs in the bottom row can be arranged in any order just as long as they are to the left of your 5 least preferred choices.

7. While leaving the photographs in the order they are now in, turn each of the pictures face down on the table. On the back of each photograph is an identification number. Write the identification number of each photograph in the corresponding blanks found below.

```
  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___
  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___
  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___  ___
```

8. Please indicate what influenced you to choose the pictures you did as your most and least preferred choices.

**Most Preferred**

```


```

**Least Preferred**

```


```

9. Mix the photographs and gather them into one pile. Turn to the next page and follow the directions given. If this is the last page return the photographs and the completed instruction sheets to the receptionist.
### Appendix C

**Schedule Roster**

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