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ABSTRACT

The validity of six instruments designed to assess counselor effectiveness was studied. Four videotaped counselor role conditions were created. Participants, 160 undergraduates at the University of Cincinnati (Ohio), were asked to rate the counselors using each of the six commonly used instruments. Three were drawn from social influence theory: (1) the Counselor Rating Form; (2) the Counselor Rating Form-Short Version; and (3) the Counselor Effectiveness Rating Scale. Three others were selected from other theoretical viewpoints: (1) the Barrett-Lennard Relationship Inventory; (2) the Counselor Evaluation Inventory; and (3) the Counselor Effectiveness Scale. High concurrent validity was found for the social influence instruments, although the subscales may not have measured distinct constructs. Considerable construct overlap was found between social influence and comparison instruments. Statistical information is tabulated. (SLD)

Counselor Effectiveness: Measure by Measure

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Running Head: COUNSELOR EFFECTIVENESS

Paper Presented at the Annual Meeting of the

North Central Association for Counselor Education and Supervision

St. Louis, MO

November 20, 1987

Abstract

Concurrent and construct validity of six instruments designed to assess counselor effectiveness was studied. Participants included 160, male and female, undergraduate general studies and education majors. Consistent with social influence theory, four videotaped counselor role conditions (non-expert, non-attractive, non-trustworthy, and non-deficient) were created. Participants were randomly assigned to view one of the four counseling roles and to rate the counselor on each of six commonly-used counselor effectiveness instruments, three drawn from social influence theory and three from other theoretical viewpoints. High concurrent validity was found for social influence instruments, however high discriminant validity coefficients between the expertness, attractiveness, and trustworthiness subscales indicated that these subscales may not measure distinct constructs. Also, considerable construct overlap was found between social influence and comparison instruments. Social influence instruments discriminated between th counselor role conditions as might be expected based on social influence theory. Implications for measurement of counselor effectiveness were discussed.

Evaluations of Videotaped Counselors on a Variety of Counselor Assessment Scales

Although the major counselor effectiveness rating scales have been evaluated individually by a variety of investigators, concurrent studies of scale performance have been very rare (Ponterotto & Furlong, 1985). Because documenting the effectiveness of the counseling process is crucial to counseling and counseling training, Ponterotto and Furlong (1985) have recommended a continued effort to explore the validity of the most commonly used effectiveness rating scales. Thus, one of the purposes of the present study was to address this question: To what extent do the six most commonly used counselor rating scales tend to assess the same counselor attributes?

The second purpose of the study is the result of a differing line of research represented in a recent study by Yager, Heilman, and Melchior (1984). Yager et al. demonstrated, through a set of related experiments, that subjects who had never been trained as counselors were unable to discriminate between a videotaped counselor who expressed high levels of empathy from a counselor who expressed no empathy. A follow-up on this study (Beck & Yager, 1986) provided evidence that observers who had been clients themselves only rated empathic communication more positively than content-only responses during the initial segment of a counseling interaction. If a behavior as central to counseling as the presence or absence of empathy (e.g., Anthony & Drasgow, 1978,

Carkhuff, 1969a, 1969b, 1972) is not clearly identifiable as a dimension of differentiation between two counselors, is it likely that other aspects of counselor behavior might be more likely to be perceived by untrained observers?

One set of counselor behaviors that has been well investigated over recent years has been the social influence behaviors originally addressed by Strong (1968). Corrigan, Dell, Lewis, and Schmidt (1980) review extensive research related to the perceived reactions of observers and/or clients to counselors with differing levels of the three social influence behaviors: expertness, attractiveness and trustworthiness. None of the studies reviewed, however, had attempted to investigate observer reactions to differences in all three social influence behaviors within the same study and with the same illustrative client. In fact, Beutler, Crago and Arizmendi (1986) have indicated that "deriving discriminative definitions of these concepts has been a major concern for psychotherapy researchers" (p. 279). Therefore, the present investigation was designed to include assessment of observer reactions to videotaped counselor behaviors representing each of the social influence areas. The evaluation involved in this investigation provided, in essense, a construct validation of the social influence model.

In summary, the present investigation was designed to answer two questions: (a) what is the concurrent and discriminant validity of six commonly used counselor rating scales? and (b)

Will observers rate differently those videotaped counselors who vary in social influence behaviors?

Methods

Participants

Participants in this study were 160 undergraduate students in their early twenties (M = 21.57, SD = 5.99) recruited from the two-year University College program (n = 70) and the four-year teacher education program (n = 90) at the University of Cincinnati. The sample consisted of 111 women and 49 men; 131 White, 27 Black, and 2 Oriental. About 80% of the participants were in their first two years of college. Since the study focused on rating counselor effectiveness, each participant indicated prior experience with educational-vocational or personal-social counseling. Nearly all the participants had participated in educational-vocational counseling during high school (93.8%), and half had obtained educational-vocational counseling subsequent to high school (50.6%). Many of the students had discussed personal-social concerns with a high school counselor (41.3%), but few had received personal-social counseling in any other context (29.4%).

Instruments

The primary counselor effectiveness variables measured in this study were the three social influence variables: expertness, attractiveness, and trustworthiness. To measure these social influence variables, three instruments were

employed: the Counselor Effectiveness Rating Scale (CERS, Atkinson & Carskaddon, 1975), the Counselor Rating Form (CRF, Barak & LaCrosse, 1975), and the Counselor Rating Form - Short Form (CRF-S, Corrigan & Schmidt, 1983). In addition, three other commonly-used counselor effectiveness instruments were included as comparison measures: the Barrett-Lennard Relationship Inventory (BLRI, Barrett-Lennard, 1962), the Counselor Evaluation Inventory (CEI, Linden, Stone, & Shertzer, 1965), and the Counselor Effectiveness Scale (CES, Ivey & Authier, 1978).

Stimulus Materials

A client role-play was developed to be maximally relevant to the undergraduate student participants. The role-played client on the videotape was a freshman who had come to the university to be with a boyfriend from her home. She and her boyfriend were now growing apart, and she was feeling depressed and alone. Although a script was not prepared, the client was given a detailed description of the concerns and of the underlying emotions.

Four unrehearsed, 7-minute counseling sessions were carried out with the same male counselor who varied his counseling responses from one videotape to another. During one of the interviews [the non-deficient counselor condition (EAT -- i.e., expert, attractive, and trustworthy)], the counselor demonstrated high levels of all three targeted social influence variables. In

each of the remaining three videotapes, one counselor characteristic was lowered through direct behavioral evidence. For the low expertness counselor role (AT~E -- attractive and trustworthy but not expert), the counselor indicated he was an intern rather than a psychologist; he did not recognize the name of a residence hall on campus; and he was confused at client's reference to the word "catharsis." For the low attractiveness role (ET~A), the counselor wore blue jeans with uncombed hair, chewed gum, blew his nose, and fidgeted uncomfortably. This unattractive counselor might best be described as "unattentive" and socially unskilled. Finally, in the low trustworthiness role (EA~T), the counselor offhandedly revealed the name of another student he had seen with similar problems; he described his schedule as so busy that the client might need to call him before each scheduled appointment to be sure he would be in the office; and he indicated his intention to contact the client's parents about her difficulties at school.

A group of 13 doctoral students with experience in counseling were asked to view each of the four videotapes in a random order and to rate each counselor on one item scales representing expertness, attractiveness, and trustworthiness. The EAT tape was rated highest on all three scales, and each videotape that had been intended to be deficient in one area was rated significantly lower than any of the three other videotapes on the scale assessing that area. These data provided content

validity for the four videotapes.

Although the videotapes differed on the dimension of the social influence characteristics, all other aspects of the tapes were intended to be as identical as possible. Unlike some previous studies where the counselor's role was "too exaggerated to permit generalization to counseling practice" (Corrigan, Dell, Lewis & Schmidt, 1980, p. 406), the counselor on the present videotapes continued to make empathic responses directed to the client's concerns in each of the four counselor roles.

Procedures

Recruits were given a brief description of the purposes of the study and asked to sign a subject consent form. In all, 166 persons volunteered to participate in the research. Each participant was randomly assigned to view one of the four counselor role conditions. A tally of the number of persons participating in each of the treatment conditions revealed a slight imbalance. In an attempt to increase the sensitivity of the statistical analyses and to minimize distortions (Pedhazur, 1982), six persons were randomly excluded from over-represented treatment conditions.

While watching the videotape, each participant was encouraged to "view the counselor from the perspective of the client." As soon as the viewing was complete, the observers were asked to "rate the counselor as if you were the client and wanted to talk to the counselor about something that really mattered to

you." To counterbalance order effects, the six counselor effectiveness rating scales were presented to the participant in randomized order.

Results

Concurrent Validity of Social Influence Measures

To investigate the concurrent and discriminant validity of the three social influence instruments, a multitrait-multimethod matrix (Campbell & Fiske, 1959) was constructed. Pearson product-moment correlation coefficients were computed and arranged to display the correlations among pairs of instruments for each of the three social influence variables. Table 1 contains these correlation coefficients and normative data for each social influence scale.

The concurrent validity coefficients, coefficients computed by pairing different measures of the same construct, were generally high (range: .80 to .87; median: .84). Between instrument concurrent validity correlation ranges for each of the variables were: expertness, .83 to .86; attractiveness, .80 to .87; and trustworthiness, .83 to .86. All were significant at $p < .001$.

Under social influence theory, the three social influence variables are expected to be independent measures of counselor effectiveness. Accordingly, they should yield low discriminant validity coefficients. In the present study, however, discriminant validities were relatively high. When the measures

of expertness were correlated with the measures of attractiveness, the correlations ranged from .60 to .72 (median: .68). The expertness/trustworthiness combination yielded discriminant validity coefficients ranging from .54 to .73 (median: .67). Finally, the attractiveness/trustworthiness pairing yielded discriminant coefficients of .66 to .77 (median: .70). Overall, the discriminant validity coefficients ranged from .54 to .77 (median: .68).

Insert Table 1 about here

Because of the very high concurrent validity among instruments for each of the three social influence scales, it was decided that there was no need to maintain 9 separate ratings. One rating for each scale (i.e., expertness, trustworthiness, attractiveness) would be sufficient. A common scale metric was created by converting all 9 social influence scales to z-scores. A composite score for each social influence variable was computed by averaging z-scores across the three social influence instruments (i.e., CRF, CRF-S, and CERS).

Examination of the between scale correlations among the other instruments revealed that the two Ivey and Authier (1978) scales (CES-1 and CES-2) were also very highly correlated, r = .94, and, therefore, these two scales were also equated for metric and averaged to produce a composite score.

A principal components analysis was performed on the set of twelve counselor effectiveness scale scores (i.e., the composite expertness, attractiveness, and trustworthiness scale scores, the composite Counselor Effectiveness Scale score, the five Barrett-Lennard Relationship Inventory scale scores, and the three Counselor Evaluation Inventory scale scores). Three factors yielding Eigenvalues in excess of 1.00 were rotated to varimax criterion. The results of this analysis is presented in Table 2.

Insert Table 2 about here

The first factor featured the CES Composite score, the Attractiveness, Trustworthiness, and Expertness composite scores, and the BLRI Level of Regard, Empathic Understanding, Congruence, and Willingness to be Known scales. This general evaluation factor accounted for 51.5% of the variance. The second factor clustered the three CEI scales (Client Satisfaction, Counselor Comfort, and Counseling Climate) and accounted for 14.4% of the variance. The final factor included only one scale, the BLRI Unconditionality of Regard Scale, and accounted for 9.1% of the variance.

Effect of Counseling Role Stimuli

Analyses of the effects of the differing counseling roles were conducted in two ways. First, counseling roles were compared using the factor scores derived from the principal

components analysis of the twelve counselor effectiveness variables used in this study. Then, because the counselor role manipulations had been constructed according to social influence theory, a second analysis was conducted using only the composite measures of expertness, attractiveness, and trustworthiness as dependent variables.

Counselor Effectiveness Factors. To test the effect of the four counselor roles on participant ratings of counselor effectiveness, a multivariate analysis of variance was computed. This analysis featured one between-subjects factor, counselor role, with the four levels explained earlier. The three factor scores derived from the principal components analysis of the twelve counselor effectiveness variables served as dependent variables. Means and standard deviations for all scales and counselor role conditions are presented in Table 3.

Insert Table 3 about here

A significant multivariate difference was found for the comparison of the four counselor roles [$T^2 = 0.29$, $F(9,458) = 4.99$, $p < .001$]. Univariate analyses of variance with Tukey post hoc contrasts were also conducted. In addition to pair-wise comparisons of counselor roles, a planned contrast between the non-deficient counselor role (EAT) and the average of the deficient counselor roles (EA~T, ET~A, and AT~E) was computed.

The results of the univariate analyses of variance and planned contrasts between the non-deficient counselor and the pooled deficient counselors are presented in Table 3. The results of the Tukey pair-wise comparisons are presented in Table 4.

Insert Table 4 and Figure 1 about here

Factors I and II discriminated between the counselor role conditions. On Factor I, the non-deficient (EAT) and non-expert (AT$\bar{}$E) counseling roles were rated at .41 sd and .34 sd above the mean while the non-trustworthy (EA$\bar{}$T) and the non-expert (AT$\bar{}$E) roles scored -.24 sd and -.51 sd below the mean. Both the omnibus test [$F(3,156) = 9.21$, $p < .001$] and the planned contrast between the non-deficient and deficient counselor roles [$t(156) = 3.21$, $p < .002$] yielded significance. Tukey pair-wise comparisons revealed that (a) the non-deficient and the non-expert counselor roles did not differ from one another, (b) the non-trustworthy and the non-attractive counselor roles did not differ, and (c) the non-deficient and the non-expert counselors were rated significantly more positively than the non-trustworthy and non-attractive counselors ($p < .05$).

Ratings on Factor II again placed the non-deficient and the non-expert counselors above the mean (.23 sd and .21 sd respectively) and the non-attractive and non-trustworthy counselors below the mean (-.17 sd and -.27 sd respectively).

Although the omnibus test of differences among the four counselor roles achieved significance [$F(3,156) = 2.70$, $p = .05$], no significant difference was found between the non-deficient counselor role and the set of deficient counselors, $t(156) = 1.67$, $p = .10$, and no significant pairwise differences were found by the Tukey procedure.

Finally, on Factor III, composed of only the BLRI Unconditionality of Regard scale, the non-deficient and non-attractive counselors were rated above the mean (.20 sd and .17 sd), the non-expert counselor was rated at the mean (-.05 sd) and the non-trustworthy counselor scored below the mean (-.32 sd). Neither the omnibus test of differences between counselor roles [$F(3,156) = 2.36$, $p = .07$] nor the planned contrast between deficient and non-deficient counselor roles [$t(156) = 1.48$, $p < .14$] achieved significance. No significant pairwise differences were found by the Tukey procedure.

Social Influence Variables. The test of the effect of the four counselor roles on participant ratings of counselor social influence, was conducted in similar fashion. A multivariate analysis of variance with one between-subjects factor, counselor role, was completed with the three standardized and averaged social influence variables serving as dependent measures. Means and standard deviations for all scales and counselor role conditions are presented in Table 5.

Insert Table 5 about here

A significant multivariate difference was found for the comparison of the four counselor role conditions [T^2 = 0.79, $F(9,458)$ = 13.47, $p < .001$]. Univariate analyses of variance with Tukey post hoc contrasts were conducted to explore the specific ways in which the variables discriminated between the counselor stimuli. A planned contrast between the non-deficient counselor role (EAT) and the average of the deficient counselor roles (EA~T, ET~A, and AT~E) was again computed. The results of the univariate analyses of variance and planned contrasts between the non-deficient counselor and the pooled deficient counselors are presented in Table 5, and the results of the Tukey pair-wise comparisons are presented in Table 6.

Insert Table 6 and Figure 2 about here

Each of the three social influence variables proved useful in discriminating between the counselor role conditions. For the standardized composite expertness variable, the non-deficient (EAT) counseling role was rated at .44 sd above the mean, the non-trustworthy (EA~T) and the non-expert (AT~E) roles scored at the mean (.02 sd and .01 sd, respectively), and the nonattractive

(ET˜A) role scored -.47 sd below the mean. Both the omnibus test [F(3,156) = 7.01, p < .001] and the planned contrast between the non-deficient and deficient counselor roles [t(156) = 3.62, p < .001] yielded significance. Tukey pair-wise comparisons revealed that although the non-deficient counselor was perceived to be more expert than the non-attractive counselor (p < .05) none of the other pair-wise comparisons achieved significance.

Ratings on the attractiveness variable suggested that the non-expert (AT˜E) and non-deficient (EAT) counselor roles were viewed somewhat positively (.40 sd and .17 sd, respectively) while the non-trustworthy (EA˜T) and non-attractive (ET˜A) roles were viewed more negatively (-.21 sd and -.36 sd). Attractiveness discriminated between the counselor roles for the omnibus test [F(3,156) = 5.97, p < .001], but the test between non-deficient and pooled deficient counselor roles was not significant, t(156) = 1.37, p > .05. The non-expert and non-deficient counselors were both perceived to be significantly more attractive than the non-attractive counselor (p < .05). In addition, the non-expert counselor was perceived to be more attractive than the non-trustworthy counselor (p < .05). However, none of the other pair-wise comparisons achieved significance.

Finally, on the trustworthiness scale, the non-deficient (EAT) and the non-expert (AT˜E) counselor roles were grouped at .52 sd and .49 sd above the mean while the non-attractive (ET˜A)

and the non-trustworthy (EA~T) counselor roles clustered below the mean at about -.50 sd. A significant difference between counselor roles was observed for both the omnibus test of differences between counselor roles [$F(3,156) = 20.48$, $p < .001$] and for the planned contrast between deficient and non-deficient counselor roles [$t(156) = 4.66$, $p < .001$]. When compared by pairs, the non-expert counselor did not differ from the non-deficient counselor, nor did the non-trustworthy differ from the non-attractive counselor ($p < .05$). However, both the non-deficient and non-expert counselors were perceived to be significantly more trustworthy than either the non-trustworthy or the non-attractive counselors ($p < .05$).

Discussion

The results of this study have provided more evidence that the three instruments [i.e., the Counselor Rating Form (CRF), the Counselor Rating Form - Short Version (CRF-S), and the Counselor Effectiveness Rating Scale (CERS)] designed to assess social influence dimensions (i.e., expertness, attractiveness, and trustworthiness) are, in fact, measuring the same constructs. As expected, the concurrent validities between the social influence scales are very high. Unfortunately, the subscales do not fare well on a discriminant validity test: the correlations between different subscales (e.g., between expertness and trustworthiness) are nearly as high as are the concurrent validities. Also, when correlated with instruments designed to

assess other aspects of counselor effectiveness, the social influence variables tend to yield high relationships. When submitted to factor analysis, a general evaluation factor emerged consisting of the Ivey and Authier, Counselor Effectiveness Scale composite score, the composite scores for expertness, attractiveness, and trustworthiness, and the Barrett-Lennard Relationship Inventory Level of Regard, Empathic Understanding, Congruence, and Willingness to be Known scales. Uncorrelated scales included only three scales of the Counselor Evaluation Inventory (Factor II -- comfort, satisfaction and counseling climate) and the Barrett-Lennard Unconditionality of Regard scale (Factor III). Such remarkable consistency between ratings of differing scales appears to indicate that there is likely a common, underlying general evaluation dimension that is important to any observer evaluation of a counselor.

Beyond the psychometric issues, this study has also established that untrained observers of counseling videotapes are able to discriminate between counselors who differ on the social influence variables of expertness, attractiveness, and trustworthiness. The demonstration of this ability serves as both a content validation test of the counselor videotapes employed and a construct validation of the three combined scales that were used to measure expertness, attractiveness, and trustworthiness (i.e., CRF, CRF-S, and CERS). In the specific case of each of the illustration videotapes, the observers rated

the deficient counselors lower than a non-deficient counselor on the specific scale which had been the intended area of deficiency in two of the three cases. Only the non-expert videotape was not rated significantly lower on expectations than the non-deficient videotape.

The counselor videotape which incorporated all three dimensions was rated consistently higher than the counselor videotapes which presented a specific deficiency. This effect was observed both on scales designed to assess the three dimensions manipulated and on factors derived from scales developed to rate on other dimensions of the counselor's performance [i.e., the Barrett-Lennard Relationship Inventory (BLRI), Counselor Evaluation Inventory (CEI), and the Counselor Effectiveness Scale (CES)].

Although earlier reviews (Corrigan et al., 1980; Heppner & Dixon, 1981) have suggested that the counselor's expertness was the most powerful of the three source variables, the results of the present study do not lend support to this conclusion. In fact, the non-expert videotape was rated as essentially similar to (and not significantly different from) the non-deficient videotape in all of the six primary comparisons of the study. Perhaps the expertise show by the non-expert counselor in such areas as caring and understanding tended to outweigh the lack of expertise in areas such as knowledge of the university and level of educational attainment. This possible hypothesis is supported

additionally by the fact that the non-expert portion of this videotape occurred within the first two minutes. Following his initial display of inexpert behavior, the counselor proceded to be relatively comfortable and competent. The non-trustworthy and non-attractive counselors continued to display their deficits throughout the seven minutes of videotaping.

The non-trustworthy and non-attractive counselors were rated significantly below the non-deficient and non-expert counselors in many of the scales (most notably, the trustworthiness scale, and the general evaluation factor). Though significance was not achieved, a similar pattern of negative evaluation of the non-trustworthy and non-attractive counselors appeared in the comparisons based on Counselor Effectiveness Scales and the attractiveness composite scale.

Do the consistently poorer ratings of the counselors deficient in trustworthiness and attractiveness indicate that these dimensions are more powerful factors than expertness? Not necessarily. Since this was an analogue study, reactions of observers may be somewhat different from those of actual clients. Although the absence of trustworthiness and attractiveness effect the scale ratings more dramatically than the absence of expertness, in actual counseling, the expertness may be the factor critical to influencing client change. Further research is needed to address this issue.

The availability of content valid counselor videotapes

illustrating a counselor varies in the presence or absence of the social influence dimensions also creates a number of additional research questions. For example, will differing observer populations react similarly in their evaluations of these counselor deficiencies (e.g., males vs. females, those with counseling experience vs. those without, clients with differing cultural backgrounds, older vs. younger observers)? These and other similar questions may now be addressed with the ready availability of the videotapes prepared for this investigation.

Footnote

[1]The authors wish to acknowledge the assistance of Melanie Warnke and Paula Dupuy in the creation of the videotapes and in the initial data collection.

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Table 1

Means, Standard Deviations, and Correlation Coefficients for Social Influence Variables (n = 160) from the Counselor Rating Form (CRF), the Counselor Rating Form - Short Version (CRFS), and the Counselor Effectiveness Rating Scale (CERS)

	Expert			Attractive			Trustworthy		
	CRF	CRFS	CERS	CRF	CRFS	CERS	CRF	CRFS	CERS
Expert									
CRF	.94[a]								
CRFS	.83[b]	.93							
CERS	.86	.83	.88						
Attractive									
CRF	.72	.60	.68	.90					
CRFS	.69	.64	.68	.85	.92				
CERS	.68	.60	.67	.80	.87	.87			
Trustworthy									
CRF	.72	.60	.66	.77	.67	.66	.91		
CRFS	.73	.67	.69	.73	.74	.68	.84	.87	
CERS	.68	.54	.67	.72	.70	.67	.83	.86	.85
Normative Data									
M	41.8	11.4	9.7	40.1	11.4	8.8	48.1	15.0	11.1
sd	15.3	5.4	4.2	12.6	5.6	4.2	13.3	5.3	4.7

[a]Values on the principal diagonal are homogeneity reliabilities.

[b]Critical value for correlations: $r(158) > .25$, $p < .001$

Note: Concurrent validity coefficients are underscored.

Table 2

Principal Components Analysis of Counselor Effectiveness Variables (n = 160) from the Counselor Rating Form (CRF), the Counselor Rating Form - Short Version (CRFS), the Counselor Effectiveness Rating Scale (CERS), the Barrett-Lennard Relationship Inventory (BLRI), the Counselor Evaluation Inventory (CEI) and the Counselor Effectiveness Scale (CES)

	Factor		
	I	II	III
CES Standardized Composite	.94	.11	.01
Attractiveness Standardized Composite	.90	.09	-.03
Trustworthiness Standardized Composite	.90	.08	.10
Expertness Standardized Composite	.87	.10	-.06
BLRI Level of Regard	.85	-.14	.27
BLRI Empathic Understanding	.77	-.13	.35
BLRI Congruence	.77	-.16	.43
BLRI Willingness to be Known	.69	-.09	.44
CEI Client Satisfaction	-.12	.79	.07
CEI Counselor Comfort	-.08	.73	-.09
CEI Counseling Climate	.39	.68	.12
BLRI Unconditionality of Regard	.10	.10	.91
Eigenvalue	6.18	1.73	1.09
Percent Variance	51.5	14.4	9.1
Cumulative Variance	51.5	66.0	75.1

Table 3

Means, Standard Deviations, Omnibus F Tests, and Planned Contrasts for Counselor Role Groups [Expert, Attractive and Trustworthy (EAT), Expert and Attractive but not Trustworthy (EA~T), Expert and Trustworthy but not Attractive (ET~A), and Attractive and Trustworthy but not Expert (AT~E)] (n = 40 per group) with Derived Factor Scores as Dependent Variables.[1]

Counselor Role		Factor I	Factor II	Factor III
EA~T	M	-.24	-.27	-.32
	sd	.98	.85	.97
ET~A	M	-.51	-.17	.17
	sd	.70	.83	.96
AT~E	M	.34	.21	-.05
	sd	.98	1.19	.94
EAT	M	.41	.22	.20
	sd	1.03	1.02	1.07
Omnibus F Test	F(3,156)	9.21	2.70	2.36
	p	.001	.047	.073
Contrast	t(156)	3.21	1.67	1.48
	p	.002	.108	.141

[1]Multivariate Test: $T^2 = .294$, $F(9,458) = 4.99$, $p < .001$

Table 4

Planned Comparison between the Non-deficient Counselor Role and the Average of the Deficient Counselor Roles (NON-DFCT > DFCT), and Tukey Post-Hoc Pairwise Comparisons between all four Counselor Role Groups [Expert, Attractive and Trustworthy (EAT), Expert and Attractive but not Trustworthy (EA~T), Expert and Trustworthy but not Attractive (ET~A), and Attractive and Trustworthy but not Expert (AT~E)] (n = 40 per group) with the Derived Factor Scores as the Dependent Variables.

	A Priori Comparison	Tukey Post Hoc Comparisons					
Variable	NON-DFCT > DFCT	EA~T > ET~A	AT~E > EA~T	AT~E > ET~A	EAT > EA~T	EAT > ET~A	EAT > AT~E
Factor I	*	-	*	*	*	*	-
Factor II	-	-	-	-	-	-	-
Factor III	-	-	-	-	-	-	-

* $p < .05$

Table 5

Means, Standard Deviations, Omnibus F Tests, and Planned Contrasts for Counselor Role Groups [Expert, Attractive and Trustworthy (EAT), Expert and Attractive but not Trustworthy (EA~T), Expert and Trustworthy but not Attractive (ET~A), and Attractive and Trustworthy but not Expert (AT~E)] (n = 40 per group) with the Social Influence Composite Scores as Dependent Variables.[1]

Counselor Role		Expert-ness	Attractive-ness	Trustworthy-ness
EA~T	M	.02	-.21	-.52
	sd	.94	.84	.92
ET~A	M	-.47	-.36	-.48
	sd	.64	.63	.64
AT~E	M	.01	.40	.49
	sd	.94	.99	.84
EAT	M	.44	.17	.52
	sd	1.01	1.09	.81
Omnibus F Test	F(3,156)	7.01	5.97	20.48
	p	.001	.001	.001
Contrast	t(156)	3.62	1.37	4.66
	p	.001	.172	.001

[1]Multivariate Test: $T^2 = .794$, $F(9,458) = 12.47$, $p < .001$

Table 6

Planned Comparison between the Non-deficient Counselor Role and the Average of the Deficient Counselor Roles (NON-DFCT > DFCT), and Tukey Post-Hoc Pairwise Comparisons between all four Counselor Role Groups [Expert, Attractive and Trustworthy (EAT), Expert and Attractive but not Trustworthy (EA~T), Expert and Trustworthy but not Attractive (ET~A), and Attractive and Trustworthy but not Expert (AT~E)] (n = 40 per group) with the Social Influence Composite Scores as the Dependent Variables.

	A Priori Comparison	Tukey Post Hoc Comparisons					
Variable	NON-DFCT > DFCT	EA~T > ET~A	AT~E > EA~T	AT~E > ET~A	EAT > EA~T	EAT > ET~A	EAT > AT~E
Expertness	*	-	-	-	-	*	-
Attractiveness	-	-	-	*	-	*	*
Trustworthiness	*	-	*	*	*	*	-

p < .05

Figure 1. Pairwise comparisons of counselor role conditions for derived factor scores.

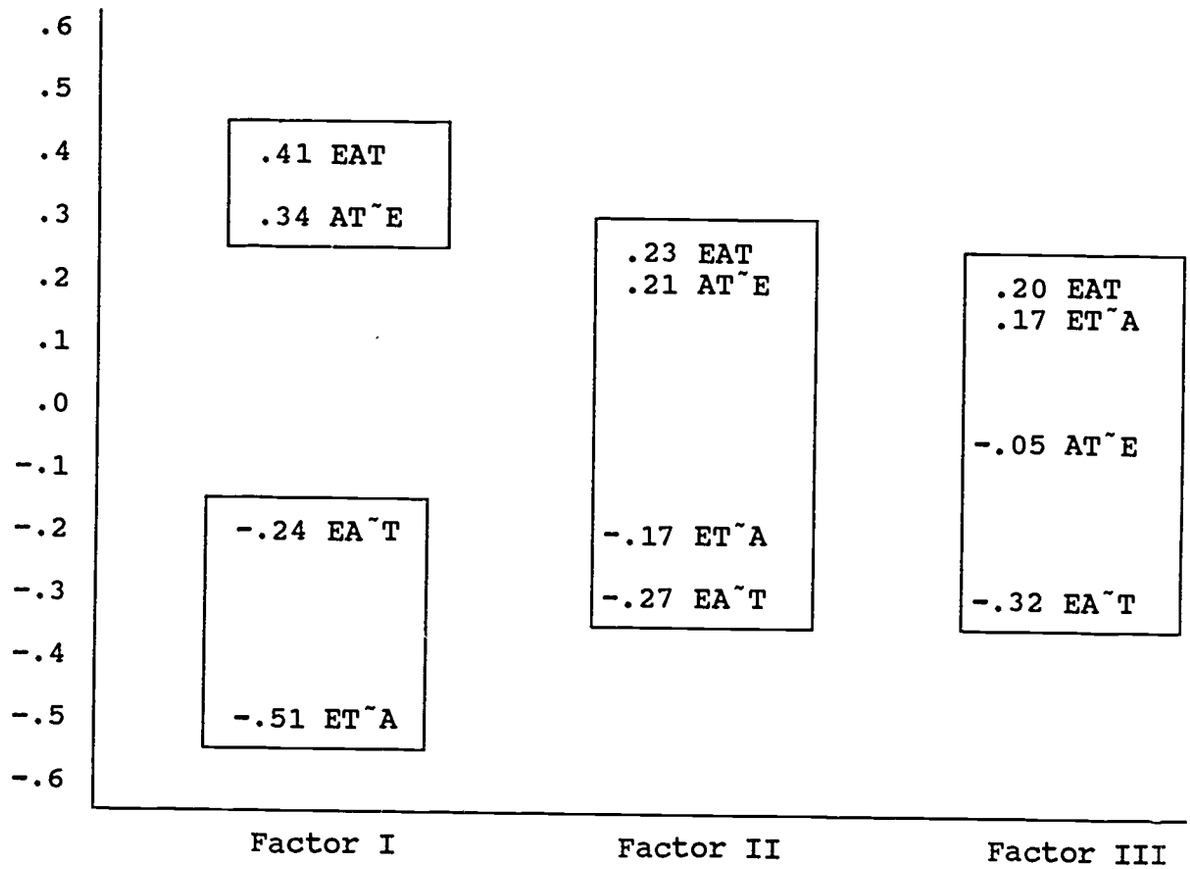

Figure 2. Pairwise comparisons of counselor role conditions for social influence composite variables.