

THE A-B VARIABLE AND
INTERPERSONAL PERCEPTION

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ABSTRACT

This study investigated the role of the Whitehorn-Betz A-B variable in interpersonal perception between interviewers and interviewees. Previous clinical research suggested that pairing "A" therapists with schizophrenics and "B" therapists with neurotics leads to greater "effectiveness" than the opposite pairings. The A-B variable analogue studies of psychotherapy generally lent support to these findings.

In this study, male undergraduates, who scored as A's or B's on the A-B scale, were randomly paired to form interviewer-interviewee dyads (A-A, A-B, B-A, B-B). The subjects serving as interviewers and interviewees, were given instructions as to their roles. The interviewer conducted an interview for 25 minutes. The subjects then answered the Interpersonal Perception Method questionnaire, which taps direct and higher order perspectives of the person responding on issues of interexperience and interaction. The comparison of the responses of interviewer and interviewee provided a measure of the accuracy of each person's perceptions of the other and of the relationship.

The results indicated that interviewers were more aware that they agreed or disagreed with the other when both were of similar A-B status. B type interviewees were more aware that they agreed or disagreed with the other than A types. Regardless of A-B status, interviewers and interviewees were more aware of whether or not they were understood by the other about their self-pictures than they were aware of being understood or not by the other about the relationship between them. Generally, the similar (B-B, A-A) pairings of

interviewer and interviewee resulted in greater accuracy of perception by both participants than the dissimilar pairings. These results were interpreted in terms of field independence-dependence.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
ABSTRACT	ii
INTRODUCTION	1
A-B Variable Research	2
Interpersonal Perception Method	6
IPM Questionnaire	9
Rationale of the Study	11
METHOD	13
Subjects	13
Procedure	13
Data Analysis	16
RESULTS	18
DISCUSSION	30
REFERENCES	35
APPENDIX A Interviewer Instructions	38
APPENDIX B Interviewee Instructions	41
APPENDIX C A-B Scale	43
APPENDIX D IPM Questionnaire	45

LIST OF TABLES

Table		Page
1	Summary of the Analysis of Variance for Interviewer Understandings	22
2	Differences Among Means for Interviewer Understandings in Interviewer by Interviewee A-B Status Interaction	23
3	Summary of the Analysis of Variance for Interviewee Understandings	24
4	Summary of the Analysis of Variance for Interviewer Realizations	25
5	Differences Among Means for Interviewer Realizations in the Relationship Main Effect	26
6	Summary of the Analysis of Variance for Interviewee Realizations	27
7	Differences Among Means for Interviewee Realizations for the Relationship Main Effect	28
8	Summary of the Analysis of Variance for Agreements	29

CHAPTER I

INTRODUCTION

Therapist variables in the psychotherapy process have generated considerable interest and research activity in recent years. The so-called A-B variable has been particularly promising, and has already received two reviews (Razin, 1971; Chartier, 1971). Still the role of the A-B variable in the psychotherapeutic process remains an elusive phenomenon.

Clinical studies (Razin, 1971) suggest that the pairing of A type therapists with schizophrenics and B type therapists with introjective neurotics are more "effective" than the opposite pairings. These results are based on a small number of studies and are far from conclusive.

Psychotherapy analogue studies (Chartier, 1971) suggest that A type quasi-therapists paired with "patients" exhibiting an avoidant mode of adjustment, and B type quasi-therapists paired with "patients" exhibiting a self-destructive mode of adjustment are more "effective" than the opposite pairings. There is also some evidence that under stress, A's and B's exhibit self-destructive and avoidant modes of adjustment, respectively. Some of the research suggests that therapist-patient complementarity rather than similarity on the A-B variable may mediate "effectiveness".

The analogue studies can generally be criticized for their artificiality. A therapy session involves two real people in encounter. The therapy analogue, with audio or video taped stimulus material, results in the "therapist" reacting rather than interacting with the stimuli. The process is essentially one-way,

since no feedback of any kind is provided by the "patient".

A-B Variable Research

In a number of clinical studies, Whitehorn and Betz (reviewed by Betz, 1967) found that certain therapists had more successful outcomes with schizophrenic patients than other therapists. These therapists were labelled A's , while the others were labelled B therapists. Later work enabled them to differentiate A and B therapists on the basis of a small number of items taken from the Strong Vocational Interest Blank. These items formed the A-B scale, and involved activities and occupations of a mechanical, technical or manual nature that B's like and A's dislike.

Attempting to cross validate the A-B scale, McNair, Callahan and Lorr (1962) found that the neurotic patients of B therapists showed greater improvement on a number of outcome measures than neurotic patients treated by A therapists. In these studies, the less successful therapists appeared to evidence less psychological understanding of their patients' problems than did the more successful therapists.

The findings of these two studies suggested that more successful therapy outcome depends upon both patient "type" and therapists "type". Pairing or matching A type therapists with schizophrenic patients, and B type therapists with neurotic patients resulted in greater "effectiveness" than the opposite pairings.

Since the content of the A-B scale cannot be described in terms related to psychotherapy, a conceptualization of the dimension or dimensions

that the scale may be measuring has proved difficult. Lorr and McNair (1966) suggested differences between A and B therapists on a masculinity-femininity dimension. A and B type males tend to express relatively feminine and masculine interest patterns, respectively. Attempting to find psychological correlates of the A-B scale, Pollack and Kiev (1963) studied the relationship between field independence and the A-B variable using the rod and frame technique. B types tended to be strongly field independent, whereas A types were more influenced by the surrounding frame. The results were interpreted as B types being more differentiated cognitively than A types.

In order to gain a better understanding of the A-B variable in the psychotherapeutic process, one approach has been to use the psychotherapy analogue study with its characteristic experimental controls. Carson, Harden, and Shows (1964) had A and B type quasi-therapists interview clients with induced distrust and trust characteristics. The induced client sets were considered prototypic of schizoid and neurotic behavior, respectively. The pairings of A interviewers with distrusting clients and B interviewers with trusting clients resulted in more information being obtained by the interviewers, deeper and more direct interpretations, and greater interviewer sensitivity and alertness to their clients. The interviewers in these pairings perceived their clients as relatively flexible and tended to be perceived as dominating interviewers.

Kemp (1966) studied differential reactions to certain patient attributes. He examined the responses of A and B quasi-therapists to taped material simulating turning-against-self (TAS) or self-destructive, and avoidance-of-

others (AVOS) or avoidant symptom clusters (Phillips & Rabinovich, 1958). This diagnostic system had the advantage of being defined by more specific behaviors than the standard diagnostic categories. The AVOS syndrome reflects schizoid states, while the TAS syndrome reflects introjective neurotic states. The results indicated that, in the supposedly effective pairings of A with avoidant material and B with self-destructive material, the quasi-therapists were less comfortable and found it more difficult to make responses. This finding was inconsistent with general thinking about the role of warmth and acceptance in psychotherapeutic effectiveness.

A common dimension linking A and B type therapists with patients with whom they are supposedly more effective has been investigated. Sandler (1966) reported self-descriptions made by A and B type quasi-therapists. A type quasi-therapists described themselves as being self-destructive, while B type quasi-therapists described themselves as being avoidant of others.

Berzins and Seidman (1968) in a replication and extension of Kemp's (1966) study did not find therapists discomfort when A therapists were paired with avoidant patient material or when B therapists were paired with self-destructive patient material. The authors suggested that therapist-patient dissimilarity or complementarity with respect to avoidant-self-destructive adjustment modes might yield better results than similarity.

Berzins, Freidman and Seidman (1969) extended Sandler's (1966) results by examining the relationship of patients' A-B status to symptomology and therapy expectancies. The A type patients exhibited self-destructive

symptoms, whereas B type patients tended to externalize anger. The A type patients expected to unburden themselves in an active, productive manner and B type patients appeared to seek rational guidance. Proposing that patient-therapists complementarity or dissimilarity in A-B status may mediate "effectiveness" in therapy, Berzins, Friedman and Seidman suggested that the reason A therapists perform less well with introjective neurotic patients might be due to the therapists' "blind spots" which interfere with therapeutic communication. These "blind spots" might result from the tendency of A type patients and therapists to exhibit self-destructive modes of adjustment under stress.

Seidman (1969), using a psychotherapy analogue, investigated variables that might mediate the greater success of A-schizoid and B-neurotic dyads. Responding to taped material, A quasi-therapists showed high levels of respect and empathy for the schizoid "subject". The B type quasi-therapists showed high levels of respect and empathy for the introjective neurotic "subject".

Other characteristics of the "effective" therapist-patient pairings were studied. Berzins, Ross and Cohen (1970) examined the relation between the A-B distinction and trust-distrust sets of patients' self-disclosure in brief in brief interviews. The findings indicated that A therapists paired with distrusting patients and B therapists with trusting patients obtained more patient self-disclosure in personal areas than the opposite pairings. The patients' A-B status was found to be negligibly related to performance differences. This suggested limitations to the hypothesis that therapist-patient dissimilarity or complementarity in A-B status is more "effective" than similarity.

Berzins, Seidman and Welch (1970) studied the responses of A and B quasi-therapists to taped stimulus material representing patients with extra-punitive and intro-punitive modes of anger expression. The results were largely inconclusive. The quasi-therapists were more satisfied with their performance when they perceived the "patients" as being less rather than more similar to themselves. The A and B quasi-therapists reported themselves to be intro-punitive and extrapunitive, respectively. The authors felt that the complementarity hypothesis had some merit since these modes of anger expression are opposite to those of the patients with whom the therapists expressed satisfaction.

Scott and Kemp (1971) studied the initial interviews of neurotic patients conducted by medical students. No significant relationship was found between the therapists' A-B score and empathy, warmth and genuineness. B therapists did elicit greater depth of self-exploration.

Interpersonal Perception Method

The work of R. D. Laing provides a different approach for studying the role of the A-B variable in the psychotherapeutic process by focusing equally on both people in a relationship. Laing, working primarily with schizophrenics, has been developing the basis for an interpersonal psychology (Laing, 1960, 1961). One of the results of this work has been the development of the Interpersonal Perception Method (Laing, Phillipson & Lee, 1966), a method which permits examination of the patterns of perception and communication of two people in a relationship. Laing, Phillipson and Lee (1966) have been able to differentiate for example, non-disturbed and disturbed marriages, by examining

the relationship of the marital partners. The Interpersonal Perception Method has also been reported a useful adjunct to marital therapy (Kotkas, 1969).

What follows is a brief description of the Interpersonal Perception Method.

Laing and his colleagues (1966) state that behavior is a function of experience, and that both experience and behavior are always in relation to someone or something other than the self. For two people in relationship, the behavior of each person toward the other is mediated by the experience of each by the other, just as the experience of each is mediated by the behavior of the other. In addition, the behavior of each does not lead directly to experience. The individual perceives and interprets the behavior of the other in a manner at least partly consistent with the way in which he generally "sees" his world. The interpretation of the percept will involve past experiences, expectations, needs and fantasies. Thus the experience is compounded from perception, interpretation and fantasy.

Suppose, that for two people in relationship, experience of an event differs. Person A behaves toward person B in a certain manner. Person A experiences his behavior in a certain way. Person B's experience of this behavior may or may not be the same as person A's. Additionally, person A's experience of person B's experience, mediated by person B's behavior, can also involve misinterpretation. This process can continue in an unending spiral of successive misinterpretations, and the result can be a complete breakdown of meaningful communication between the two people. The Interpersonal Perception Method, then, is used to examine the state of interperception at any given time.

Consider two people in a relationship. Let one person be called the interviewer, and the other the interviewee. There are two points of view about anything that occurs in this relationship: the point of view of the interviewer and the point of view of the interviewee.

The relationship, involving interviewer and interviewee, can be considered for the purposes of analysis as consisting of four self-other phases. These are: the interviewer's relationship with the interviewee, the interviewee's relationship with the interviewer, the interviewer's relationship with himself, the interviewee's relationship with himself. These are actually interrelated in a complex way not yet understood.

Using Laing's method, the relationship is described in terms of phrases that express interaction and interexperience. The issues range from expressions of interrelatedness balanced with separateness to expressions which are destructive of such healthy processes. Examples of these issues are love, respect, torment, hate. The Interpersonal Perception Method permits examination of 60 such issues.

Consider the issue "respect" in the relationship. The four self-other phases of the relationship on this issue would be: interviewer respects interviewee, interviewee respects interviewer, interviewer respects himself, interviewee respects himself.

There are also the points of view of the interviewer and interviewee. The interviewer's view of "interviewer respects interviewee" is the interviewer's direct perspective in that phase of the relationship. The interviewee's view of

"interviewer respects interviewee" is the interviewee's direct perspective. Both interviewer and interviewee have direct perspectives on the other self-other phases of the relationship involving the issue "respect".

The interviewer's behavior with respect to the relationship "interviewer respects interviewee" involves not only his direct perspective, but also higher order perspectives. These are called meta-perspectives and meta-meta-perspectives. The interviewer's view of the interviewee's view of "interviewer respects interviewee" is the interviewer's meta-perspective. The interviewer's meta-meta-perspective is the interviewer's view of the interviewee's view of the interviewer's view of "interviewer respects interviewee". A similar scheme holds for the interviewee's meta and meta-meta-perspectives. Perspectives of higher order than meta-meta are not being considered here.

Interpersonal Perception Method Questionnaire

The questionnaire associated with the Interpersonal Perception Method investigates the direct, meta and meta-meta-perspectives of each person in the dyad in the four self-other phases of the relationship, for 60 issues of inter-experience and interaction.

A single individual's view is not considered in isolation. A number of reciprocally matched comparisons of perspectives are made. By comparing the perspectives of one person with those of the other, the relationship can be viewed, as well as each person involved.

The following comparisons are made: The interviewer's direct perspective is compared with the interviewee's direct perspective. Conjunction of

the two perspectives shows Agreement on the part of interviewer and interviewee. Both see the phrases describing their perspectives on some aspect of inter-experience in the same way, as either true or false. Disjunction shows Disagreement. The interviewee sees the phrase describing his perspective as true of himself, and the interviewer sees his phrase as false or vice versa.

A comparison between the interviewer's meta-perspective and the interviewee's direct perspective is made. Conjunction of the perspectives shows Understanding by the interviewer. He is aware of the fact that they Agree or Disagree. Disjunction shows Misunderstanding. The interviewer thinks they Agree when they do not, or thinks they Disagree when they Agree. A similar comparison is made between the interviewee's meta-perspective and the interviewer's direct perspective.

A comparison between the interviewer's meta-meta-perspective and the interviewee's meta-perspective is made. Conjunction of the perspectives shows Realization by the interviewer of Understanding or Misunderstanding on the part of the interviewee. The interviewer is aware that the interviewee thinks they Agree or Disagree when they do, or that the interviewee thinks they Agree or Disagree when they do not. Disjunction of the perspectives show Failure of Realization by the interviewer of Understanding or Misunderstanding on the part of the interviewee. A similar scheme holds for the interviewee.

The comparisons are made for the four self-other phases of the relationship (interviewer-interviewee, interviewee-interviewer, interviewer-interviewer, interviewee-interviewee) on each of the 60 issues expressing interaction.

Rationale of the Study

Berzins, Freidman and Seidman (1969) suggested that the rapist-patient complementarity or dissimilarity rather than similarity on the A-B variable may mediate psychotherapy "effectiveness". It was also suggested that this phenomenon might be due to therapists "blind spots" in communication when the therapist was paired with a patient of similar A-B status. The assumption was made that "blind spots" interfere with therapeutic communication and persist over time.

These "blind spots" could be persistent therapist misinterpretation and misperceptions of himself, of the patient, and of the therapeutic relationship. Involved in this would be patient misinterpretations and misperceptions of himself, of the therapist, and of the relationship. The therapists might misinterpret some behavior of the patient. The therapist's response could be misinterpreted by the patient, etc. An unending spiral of misperceptions and misinterpretations could develop.

The Interpersonal Perception Method provides a means for determining whether such failures of communication exist in a relationship between two people.

A pilot study of interpersonal perceptions of interviewers and interviewees suggests that A-A rather than A-B pairings may result in more accurate perceptions of interexperience by both interviewer and interviewee (Oczkowski, 1971). This trend in the data, reached with a very small sample, is in opposition to previous studies suggesting that complementary therapist-patient

dyads are more "effective".

The research literature generally suggests that the A-B variable is a measure of some, as yet unknown, personality dimension which plays a role in psychotherapy outcome, independent of therapist training and experience. In view of this, and the trend in the data found in a pilot study (Oczkowski, 1971), it was felt that a similar study, incorporating more experimental controls and larger sample size, could throw some additional light on the role of the A-B variable in the psychotherapy process.

The use of untrained students as interviewers and interviewees in an interview situation limits the generalizability of any results. However, the results from this type of analogue could provide some indication of the usefulness of considering the A-B variable both a therapist and patient variable in the psychotherapy process.

CHAPTER II

METHOD

Subjects

The UK19 (Appendix C), a 19 item version of Kemp's 31 item modification of the Whitehorn-Betz A-B scale (Betz, 1967) was administered to 649 male students enrolled in an introductory psychology course at the University of Manitoba. Male students were chosen in order to control for sex in the dyadic interaction. A sufficient number of female students who would score as B's on the UK19 would also have been difficult to obtain. The mean of the distribution of scores on the UK19 was 9.78 and the standard deviation was 3.22.

Cutting scores of 7 and 13, corresponding to the 23rd and 80th percentiles of the distribution, were chosen to define the pools of B and A type subjects, respectively. Forty A's and thirty-six B's volunteered to take part in the study and randomly signed up for the study, forming thirty-eight interviewer-interviewee dyads: 9 A-B, 9 B-A, 11 A-A, 9 B-B.

Procedure

The participants were assigned the roles of interviewer and interviewee on the flip of a coin. The participants in each dyad listened to taped instructions. The subject identified as interviewer conducted a 25 minute interview with the interviewee. The interview was recorded. Both interviewer and interviewee answered the IPM questionnaires following the interview.

The following procedure was followed for each interviewer-interviewee dyad: The experimenter introduced himself to the two students and thanked them

for volunteering. The student selected as interviewee was directed to a room and asked to wait for a few minutes.

The experimenter accompanied the student selected as interviewer to the interview room, where a playback of recorded interviewer instructions was started. The experimenter then proceeded to the room where the interviewee was waiting and started the playback of recorded interviewee instructions.

Transcripts of the interviewer and interviewee instructions are found in appendices A and B, respectively. These instructions informed both interviewer and interviewee about the nature of the study, and their respective roles.

Some additional structure to the interview was provided by suggesting that the interviewer study a list of possible topics for discussion. The list of topics, based on Jourard's (1964) Self Disclosure Questionnaire, provided the interviewer with some general areas for inquiring into the personal life of the interviewee.

Suggested Topics

University studies - most enjoyable aspects, most boring aspects, goals and ambitions.

Attitudes and Opinions regarding religion, politics, morality.

Body-feelings about his appearance, does he have health problems.

Personality - aspects that he most likes about himself, facts about his present sex life, things that make him feel ashamed or anxious, things that make him feel proud of himself.

The rationale for the instructions and suggested topics was to enable the interviewer and interviewee to interact, as much as possible, according to

their personal styles, while at the same time setting some definition as to their roles.

Two minutes after each set of instructions were presented, the experimenter escorted the interviewee to the interview room and introduced the interviewer. The two were seated opposite each other, approximately four feet apart. The experimenter remarked, "I'll be back in about 25 minutes", started the tape recorder, and left the room taking the list of topics with him.

After the interview, the experimenter gave an abbreviated version of the Interpersonal Perception Method questionnaire (Appendix D) to both participants. The time taken to answer the questionnaire ranged from 35 to 55 minutes. The interviewer and interviewee were seated back to back approximately four feet apart while answering the questionnaire. This seating arrangement enabled each to feel the presence of the other and thus aid in answering the questionnaire items. It was felt that face to face seating arrangement might have had an inhibiting effect on answering the items. The experimenter was not present in the room while the questionnaires were being answered, and the behavior of the participants was not monitored in any way.

The number of issues examined by the questionnaire was reduced, since issues like "loves", "mocks", "hates", etc. would not have represented relevant aspects of interexperience after one brief interview. The issues examined by the abbreviated Interpersonal Perception Method questionnaire were:

understands
takes seriously
takes responsibility for
couldn't care less about
blames
can't come to terms with
tries to outdo
makes up mind for
lets be self
thinks a lot of
has a warped view of
is kind to
is detached from
doubts
expects too much of
bewilders

depends on
respects
worries about
finds fault with
humiliates
would like to get away from
deceives
treats like a machine
is honest with
believes in
likes
analyzes
is disappointed in
lets down
gets on nerves
won't let be

Data Analysis

Three independent raters, blind to the experimental conditions, were used to eliminate invalid data from the analysis.

A computer program was written to make reciprocal comparisons between interviewer and interviewee questionnaire responses for each dyad and to produce IPM profiles. In each of the four self-other phases of the relationship, the following data were obtained for each interviewer and each interviewee: the number of Agreements, Disagreements, Understandings, Misunderstandings, Realizations of Understanding or Misunderstanding, Failures of Realization of Understanding or Misunderstanding.

Since the number of Agreements + Disagreements, Understandings + Misunderstandings, Realizations + Failures of Realization is equal to the number of issues involved in the questionnaire, the analysis of the data only required consideration of Agreements, Understandings and Realizations of

Understanding or Misunderstanding. That is, a significant difference in Agreements implies a significant difference in Disagreements, etc.

The purpose of this study was to determine if there were differences in interviewers' and interviewees' perceptions of their experience with each other as a function of the A-B type of persons they were, and as a function of whether the person was considering perception of self, other, etc.

Each of the interviewer and interviewee dependent measures (Agreements, Understandings, Realizations) was analyzed by means of a three way analysis of variance. The three fixed factors were: Interviewer A-B status with two levels, Interviewee A-B status with two levels, Phase of the relationship with four levels (Interviewer-Interviewer, Interviewer-Interviewee, Interviewee-Interviewer, Interviewee-Interviewee) and repeated measures taken on the levels.

CHAPTER III

RESULTS

The three raters were trained until they achieved mutual agreement on 75% of their ratings. The rating criteria were whether the two participants interacted according to their assigned roles, and whether the content of the interview involved aspects of the personal life of the interviewee, that is, his views about school, religion, politics, friends, etc. The first, middle and last 1½ minute segments of each interview were judged independently by the raters according to the above criteria. When the interview was judged by a majority of the raters as failing to meet the criteria, the questionnaire data were not used in the subsequent analysis, since the data were considered derived from subjects who did not conform to the experimental conditions.

On the basis of a majority decision, 89% of the interviews met the specified criteria. Four dyads were rejected, leaving thirty-four dyads: 9 A-B, 7 B-A, 10 A-A, 8 B-B.

Interviewer and interviewee dependent measures were derived by making reciprocal comparisons of the questionnaire data from the thirty-four dyads. Each of the three interviewer dependent measures and three interviewee dependent measures (Agreements, Understandings, Realizations) was submitted to a three way analysis of variance.

The analysis of variance of interviewer Understanding yielded a significant Interviewer A-B status by Interviewee A-B status interaction ($F_{1,30} = 4.24, p < .05$). A summary of the analysis of variance is shown in Table 1. The Tukey HSD test (Kirk, 1968), an a posteriori pairwise comparison test, was

used to probe the interaction to determine the source of the variance. A significance level of 0.10 was used because of the conservative nature of the Tukey test (Scheffe, 1959, p. 71). The differences among means are indicated in Table 2. No significant difference ($p < .10$) was found, indicating that the variance was due to a more complex interaction. The observed effect was not accounted for by interviewers in any one type of dyad. Examination of the data indicates that interviewers in B-B dyads, and to a lesser extent in A-A dyads, showed more Understanding in all phases of the relationship than interviewers in complementary dyads. Interviewers were more aware of agreeing or disagreeing with the person being interviewed about their views of themselves, the person interviewed, and the relationship when they were with someone of the same A-B status.

An analysis of variance of interviewee Understanding yielded a significant interviewee main effect ($F_{1, 30} = 4.796, p < .05$). A summary of the analysis of variance is shown in Table 3. B type interviewees perceived their interviewers' views of self, other, and the relationship more accurately.

An analysis of variance of interviewer Realizations yielded a significant main effect for the Relationship factor ($F_{3, 90} = 4.72, p < .05$). A summary of the analysis is indicated in Table 4. The Tukey HSD test was employed to determine the source of variance, and the differences between means are indicated in Table 5. A significant difference ($p < .10$) was found between how the interviewer felt about himself (Interviewer-Interviewer phase) and how the interviewee felt about him (Interviewee-Interviewer phase). The difference

between the interviewer's feelings about himself (Interviewer-Interviewer phase) and his feelings about the other (Interviewer-Interviewee phase) was significant as well ($p < .10$). Interviewers could be more or less accurate about whether the other person understood them and the relationship between them or not. The data indicate that the interviewers were more accurate in seeing whether or not the other person understood them than the interviewees were in seeing whether or not the other understood their relationship. It did not matter what the A-B status was of either party.

An analysis of variance of interviewee Realizations yielded a significant interviewee main effect ($F_{1,30} = 4.59, p < .05$), and a significant Relationship main effect ($F_{3,90} = 5.57, p < .05$). A summary of the analysis is shown in Table 6. B type interviewees had a significantly greater number of Realizations. In other words, B interviewees were more accurate than A types in seeing themselves understood or misunderstood by the interviewers, regardless of the A-B status of the interviewer.

The Tukey HSD test was employed to probe the four level Relationship main effect. The differences between means are indicated in Table 7. A significant difference ($p < .10$) was found between how the interviewer felt about himself (Interviewer-Interviewer phase) and how the interviewee felt about him (Interviewee-Interviewer phase). The difference between how the interviewee felt about himself (Interviewee-Interviewee phase) and how he felt about the interviewer (Interviewee-Interviewer phase) was also significant ($p < .10$). Interviewees could be more or less accurate about whether the other person

understood them and the relationship between them or not. The data indicate that the interviewees were more accurate in seeing whether or not the other person understood them than the interviewees were in seeing whether or not the other understood their relationship. This was true regardless of the A-B status of the participants.

An analysis of variance of Agreements yielded no significant results. A summary of the analysis is shown in Table 8. A-B status did not seem to have anything to do with how the subjects viewed themselves, the other, and the relationship.

TABLE 1
SUMMARY OF THE ANALYSIS OF VARIANCE
FOR INTERVIEWER UNDERSTANDINGS

	SV	DF	SS	MS	F
R		1	0.85	0.85	0.016
E		1	85.56	85.56	1.655
R x E		1	219.09	219.09	4.237
S/R x E		30	1551.30	51.71	
REL		3	50.30	16.77	1.795
R x REL		3	20.10	6.70	0.717
E x REL		3	4.28	1.43	0.153
R x E x REL		3	16.47	5.49	0.588
S/R x E x REL		90	840.71	9.34	

$$.05 F_{1,30} = 4.1701$$

$$.01 F_{1,30} = 2.6508$$

$$.05 F_{3,90} = 2.7048$$

$$.01 F_{3,90} = 4.0017$$

- R - Interviewer A-B status
- E - Interviewee A-B status
- REL - phases of Relationship

TABLE 2
DIFFERENCES AMONG MEANS FOR INTERVIEWER
UNDERSTANDINGS IN INTERVIEWER BY INTERVIEWEE
A-B STATUS INTERACTION

	D(BA)	D(AB)	D(AA)	D(BB)
D(BA) =	21.32	1.43	2.41	4.15
D(AB) =	22.75		.98	2.72
D(AA) =	23.73			1.73
D(BB) =	25.47			

$p < .10$, HSD = 4.21, $q (.10, 30) = 3.386$, $k = 4$

TABLE 3

SUMMARY OF THE ANALYSIS OF VARIANCE
FOR INTERVIEWEE UNDERSTANDINGS

SV	DF	SS	MS	F
R	1	3.34	3.34	0.066
E	1	244.11	244.11	4.796
R x E	1	124.68	124.68	2.449
S/R x E	30	1527.10	50.90	
REL	3	26.56	8.85	0.906
R x REL	3	51.77	17.26	1.765
E x REL	3	42.43	14.14	1.447
R x E x REL	3	3.03	1.01	0.103
S/R x E x REL	90	879.92	9.78	

$$.05 F_{1,30} = 4.1701$$

$$.01 F_{1,30} = 2.6508$$

$$.05 F_{3,90} = 2.7048$$

$$.01 F_{3,90} = 4.0017$$

TABLE 4

SUMMARY OF THE ANALYSIS OF VARIANCE
FOR INTERVIEWER REALIZATIONS

SV	DF	SS	MS	F
R	1	0.03	0.03	0.001
E	1	242.52	242.52	3.914
R x E	1	111.79	111.79	1.804
S/R x E	30	1859.03	61.97	
REL	3	135.63	45.21	4.724
R x REL	3	26.10	8.70	0.909
E x REL	3	6.38	2.13	0.222
R x E x REL	3	9.17	3.06	0.319
S/R x E x REL	90	861.36	9.57	

$$.05 F_{1,30} = 4.1701$$

$$.01 F_{1,30} = 2.6508$$

$$.05 F_{3,90} = 2.7048$$

$$.01 F_{3,90} = 4.0017$$

TABLE 5

DIFFERENCES AMONG MEANS FOR INTERVIEWER
REALIZATIONS IN THE RELATIONSHIP MAIN EFFECT

	R(3)	R(2)	R(4)	R(1)
R(3) = 21.48		.73	1.69	2.65
R(2) = 22.21			.96	1.92
R(4) = 23.17				.96
R(1) = 24.13				

$p < .10$, HSD = 1.76, $q (.10, 90) = 3.20$, $k = 4$

TABLE 6

SUMMARY OF THE ANALYSIS OF VARIANCE
FOR INTERVIEWEE REALIZATIONS

SV	DF	SS	MS	F
R	1	0.62	0.62	0.012
E	1	245.54	245.54	4.590
R x E	1	136.65	136.65	2.555
S/R x E	30	1604.86	53.50	
REL	3	112.59	37.53	5.569
R x REL	3	41.42	13.81	2.049
E x REL	3	12.29	4.10	0.608
R x E x REL	3	13.70	4.57	0.678
S/R x E x REL	90	606.49	6.74	

$$.05 F_{1,30} = 4.1701$$

$$.01 F_{1,30} = 2.6508$$

$$.05 F_{3,90} = 2.7048$$

$$.01 F_{3,90} = 4.0017$$

TABLE 7

DIFFERENCES AMONG MEANS FOR INTERVIEWEE
REALIZATIONS FOR THE RELATIONSHIP MAIN EFFECT

	R(3)	R(2)	R(1)	R(4)
R(3) = 21.89		1.06	2.01	2.34
R(2) = 22.95			.95	1.28
R(1) = 23.90				.33
R(4) = 24.23				

$p < .10$, HSD = 1.48, $q(.10, 90) = 3.29$, $k = 4$

TABLE 8

SUMMARY OF THE ANALYSIS OF VARIANCE
FOR AGREEMENTS

SV	DF	SS	MS	F
R	1	11.30	11.30	0.235
E	1	172.29	172.29	3.590
R x E	1	196.12	196.12	4.087
S/R x E	30	1439.77	47.99	
REL	3	10.96	3.65	0.411
R x REL	3	32.12	10.71	1.205
E x REL	3	40.21	13.40	1.508
R x E x REL	3	11.22	3.74	0.421
S/R x E x REL	90	799.86	8.89	

$$.05 F_{1,30} = 4.1701$$

$$.01 F_{1,30} = 2.6508$$

$$.05 F_{3,90} = 2.7048$$

$$.01 F_{3,90} = 4.0017$$

CHAPTER IV

DISCUSSION

Examination of the results suggests that the similarity of interviewer's and interviewee's views of self, other, and their relationship is independent of their A-B status. The A-B variable played no role in how they saw themselves and their relationship. At this level of perception, other more potent variables such as expectations and cultural norms may be operating. These may have masked any small effects of the A-B variable. However, Agreements are an objective measure made by an observer as to when two persons are in agreement on some issues. At this level, the person is unaware of how the other person sees things, and cannot be directly effected by the other. Thus A-B attitudinal similarity, per se, would not seem to be a major factor in a relationship between two persons.

The A-B variable was related to higher order perceptions of interviewers and interviewees. That is, the A-B variable played a role in what one person thinks the other person's views are, and so on. For example, compared to A types, B interviewees were more aware that they agreed or disagreed with their interviewers.

Interviewers understood interviewees to a greater extent when both were of similar A-B status. Under conditions of A-B similarity, the subjects doing the interviewing were more aware of how the interviewees saw themselves, the interviewer, and the relationship. They were more aware of when they agreed or disagreed with the interviewee.

The B type interviewees were more aware that they agreed or disagreed

with the person doing the interviewing than A types.

Interviewers and interviewees could be more or less accurate about whether the other person understood them and the relationship between them or not. The interviewers were more accurate in seeing whether or not the other person understood them than the interviewees were in seeing whether or not the other understood their relationship. The interviewees were also more accurate in seeing whether or not the other person understood them than the interviewees were in seeing whether or not the other understood the relationship. This had nothing to do with the A-B status of either of them. In addition, B type interviewees were generally more aware, than A types, of this understanding or misunderstanding by the other.

In summary, the A-B variable seems to play no role in the participants' attitudes towards themselves, the other, and the relationship. But it does have effects when higher order perspectives are considered.

Interviewers are more aware that they agree or disagree with the other when both are of similar A-B status. For interviewees, B types are more aware that they agree or disagree with the other than A types. Regardless of A-B status, interviewers and interviewees are more aware of understanding or misunderstanding by the other about themselves than they are about the relationship. This lack of understanding about the relationship suggests that the relationship was poorly defined by the participants during the interview and thus ambiguous. Since the interview was relatively brief, perhaps this is not surprising.

The findings of this study do not lend support to the therapist-patient complementarity hypothesis (Berzins, Freidman & Seidman, 1969), or to the notion that therapist "blind spots" account for the complementarity. Interviewers were more aware of agreement or disagreement between themselves and the other when both were of similar A-B status. Under these conditions, the person doing the interviewing was more aware of what the other persons feelings were. Interviewer awareness of the other's views, awareness that the other understands or misunderstands him are likely important contributors to therapeutic "effectiveness". These results, then, tend to support therapist-patient similarity as being more "effective", and are consistent with the findings of an earlier pilot study (Oczkowski, 1971).

Taken overall, B-B pairing of interviewers and interviewees leads to greatest "effectiveness" in terms of the measures used. An A-A interviewer-interviewee pairing would be less "effective" and complementary or dissimilar pairings least "effective".

These results are difficult to account for in terms of previous research (Berzins, Freidman & Seidman, 1969). The work of Pollack and Kiev (1963) suggests a possible interpretation. These investigators found that A and B type subjects tended to be field dependent and independent, respectively. Pairing interviewers and interviewees of the same A-B status would be pairing persons with the same cognitive styles and similar ways of viewing their phenomenal worlds. This similarity could facilitate the one person's grasp of the other's world.

However, the results of this study must be qualified in several ways. The participants were untrained student volunteers. The interviews were brief and it is not known whether or not the results would vary with longer encounters.

Another consideration follows from the work of Pollack and Kiev (1963). A type subjects (field dependent) tend to respond to the stimulus attributes of their perceptual field and thus are more influenced by the real world around them. On the other hand, B's (field independent) tend to see the world in black-and-white terms and thus are more influenced by preconceptions and stereotypes. If all subjects tended to respond to the questionnaire in a conventional or stereotyped manner because of a lack of personal commitment or involvement, then B type subjects would tend to do so to a greater extent because of their general style of viewing the world. Consequently, B type participants would appear more accurately perceptive. The length and complexity of the questionnaire could also have been a factor in reducing the participants' involvement in responding to the questionnaire.

In terms of future research, the design of the study should be modified because of the tenuousness of the therapist-patient complementarity hypothesis. The research evidence supporting therapist-patient A-B complementarity as mediating "effectiveness" in therapy is largely based on one analogue study (Berzins, Freidman & Seidman, 1969). There is one phenomenon in research with the A-B scale which does seem to hold up in the real world. The pairing of A type therapists with schizophrenic patients and B therapists with neurotics seems to lead to greater "effectiveness" than the opposite pairings (Betz, 1967;

McNair, Callahan & Lorr, 1962). In addition, the analogue research (Razin, 1971) tends to support the view that A x AVOS and B x TAS therapists-patient pairings are more "effective" than the opposite pairings. The Interpersonal Perception Method could be applied to such an analogue in order to gain further understanding as to why these pairings result in greater "effectiveness".

Interviewees who score as prototypic of avoidant-of-others (AVOS) and self-destructive (TAS) on some personality inventory could be used instead of A and B types.

The structure of the questionnaire could be changed so as to group all issues under each of the three perspectives, rather than grouping perspectives under each issue. This would reduce the total number of shifts of perspectives required while responding to the questionnaire and hopefully would make it simpler to answer. The questionnaire responses would more accurately reflect the participant's feelings.

The Interpersonal Perception Method is a valuable instrument for studying relationships, and therapy relationships in particular. It provides access to the experiential worlds of the therapist and client, and also to the overlapping of these worlds. If given at various times throughout therapy, perhaps we could see how these worlds change.

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APPENDIX A
INTERVIEWER INSTRUCTIONS

Thank you for volunteering to take part in this study. I really would have liked to talk to you personally, and I hope that you will understand that I'm using this recording so that everyone who takes part will get exactly the same information. I'm doing this study to find out about the interview process, what goes on when an interviewer interviews somebody. As this is important to me, I'll describe the study and I hope that it will make some sense to you too. On the basis of an interest questionnaire given in your intro. psych. class, you have been selected to interview another student. The other student was similarly selected to serve as an interviewee. He is also listening to a tape recording telling him about the study and that he is to be interviewed. For your part, I'd like you to find out something about him and get to know him as well as you can in 25 minutes. A tape recording will be made so that I can have a record of what went on. At a later time the recording will be examined to see how the interview went, and then it will be erased. The interview is strictly confidential. I would also like to get your views about what went on during the interview, so I will ask both you and the other student to answer a questionnaire after the interview.

Since this might be a new experience for you, I have made up a list of things you can talk about if you like. You will find the list on the table beside you. I would also like you to feel free to ask questions about things you would like to find out as well. You can conduct the interview in any way

you wish. I'd like this interview to be as real as possible, and it wouldn't be if you have a list in front of you. So I'll be taking it away with me after I come in with him. Please look over the list for a few minutes while I ask the other student to come. If you find some of the topics listed of help, that's fine.

APPENDIX B
INTERVIEWEE INSTRUCTIONS

Thank you for volunteering to take part in this study. I would have liked to talk to you personally, and I hope that you will understand that I'm using this recording so that everyone who takes part will get exactly the same information. I'm doing this study to find out about the interview process, what goes on when an interviewer interviews somebody. As this is important to me, I'll describe the study and I hope that it will make some sense to you too. On the basis of an interest questionnaire given in your intro. psych. class, you have been selected to serve as an interviewee. The other student was similarly selected to serve as an interviewer. He is also listening to a tape recording telling him about the study and that he is to be the interviewer. The reason that both of you don't listen to the same recording is that I don't want either of you to be influenced by what I tell the other about his role in the study. I would like for you to just be yourself. Feel free to respond to the interviewer's questions however you see fit.

The interview will last 25 minutes. A tape recording will be made so that I can have a record of what went on. At a later time the recording will be examined to see how the interview went, and then it will be erased. The interview is strictly confidential. I would also like to get your views about what went on during the interview, so I'll ask both you and the other student to answer a questionnaire after the interview. That's all there is to it.

Please wait here for a few minutes while I see if the other student has finished listening to his tape.

APPENDIX C

A-B SCALE

NAME: _____ SEX: _____ INSTRUCTOR: _____
 SLOT: _____

Draw a circle around L if that item interests you
 Draw a circle around I if you are indifferent to that item
 Draw a circle around D if you dislike that item

Work rapidly. Your first impressions are desired. Answer all items.

Actor	L	I	D
Architect	L	I	D
Auto Mechanic	L	I	D
Building Contractor	L	I	D
Carpenter	L	I	D
Electrical Engineer	L	I	D
Factory Manager	L	I	D
Lawyer, Criminal	L	I	D
Marine Engineer	L	I	D
Mechanical Engineer	L	I	D
Photoengraver	L	I	D
Politician	L	I	D
Retailer	L	I	D
Ships Officer	L	I	D
Specialty Salesman	L	I	D
Toolmaker	L	I	D
History	L	I	D
Literature	L	I	D
Manual Training	L	I	D
Mechanical Drawing	L	I	D
Hunting	L	I	D
Bridge	L	I	D
Art Galleries	L	I	D
Picnics	L	I	D
Social Problem Movies	L	I	D
Making a Radio or Hi-Fi Set	L	I	D
Repairing Electrical Wiring	L	I	D
Cabinet Making	L	I	D
Adjusting a Carburetor	L	I	D
Handling Horses	L	I	D
Looking at Shop Windows	L	I	D
Entertaining Others	L	I	D
Conservative People	L	I	D
Emotional People	L	I	D
Foreigners	L	I	D
Have Mechanical Ingenuity (Inventiveness)	Yes	?	No
Can Correct Others Without Giving Offense.	Yes	?	No
Put Drive into the Organization.	Yes	?	No.
People often disappoint me.	True		False
I think I would like the kind of work a forest ranger does.	True		False
I like mechanics magazines.	True		False
It does not bother me that I am not better looking.	True		False
In school, I was sometimes sent to the principal for cutting up.	True		False

APPENDIX D
INTERPERSONAL PERCEPTION METHOD
QUESTIONNAIRE

Read each question and circle the answer to show how true you think each statement is:

If you feel the statement is very true, then circle vt

If you feel the statement is slightly true, then circle st

If it is slightly untrue, then circle su

If it is very untrue, then circle vu

You will see that each of the 32 items has three sections: A, B, and C. In section A, the questions are direct. In section B, you will be putting in the answers you think "he" would give, and in section C, you will be putting in the answers that "he" would think you would give to each question.

There will be some questions that you may find difficult because they are true or untrue sometimes, but not at other times. When this is very strongly the case, you should still try to decide whether it is in balance true or untrue, but also circle the ?.

It is best to do the questions quickly, because your first thoughts will be more useful, and because there are a great many questions to do.

- 1.A. How true do you think the following are?
1. He understands me. vt st su vu ?
 2. I understand him. vt st su vu ?
 3. He understands himself. vt st su vu ?
 4. I understand myself. vt st su vu ?
- B. How would HE answer the following?
1. "I understand him". vt st su vu ?
 2. "He understands me". vt st su vu ?
 3. "I understand myself". vt st su vu ?
 4. "He understands himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He understands me. vt st su vu ?
 2. I understand him. vt st su vu ?
 3. He understands himself. vt st su vu ?
 4. I understand myself. vt st su vu ?
- 2.A. How true do you think the following are?
1. He makes up my mind for me. vt st su vu ?
 2. I make up his mind for him. vt st su vu ?
 3. He makes up his own mind. vt st su vu ?
 4. I make up my own mind. vt st su vu ?
- B. How would HE answer the following?
1. "I make up his mind for him". vt st su vu ?
 2. "He makes up my mind for me". vt st su vu ?
 3. "I make up my own mind". vt st su vu ?
 4. "He makes up his own mind". vt st su vu ?
- C. How would HE think you have answered the following?
1. He makes up my mind for me. vt st su vu ?
 2. I make up his mind for him. vt st su vu ?
 3. He makes up his own mind. vt st su vu ?
 4. I make up my own mind. vt st su vu ?
- 3.A. How true do you think the following are?
1. He is wrapped up in me. vt st su vu ?
 2. I am wrapped up in him. vt st su vu ?
 3. He is wrapped up in himself. vt st su vu ?
 4. I am wrapped up in myself. vt st su vu ?
- B. How would HE answer the following?
1. "I am wrapped up in him". vt st su vu ?
 2. "He is wrapped up in me". vt st su vu ?
 3. "I am wrapped up in myself". vt st su vu ?
 4. "He is wrapped up in himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He is wrapped up in me. vt st su vu ?
 2. I am wrapped up in him. vt st su vu ?
 3. He is wrapped up in himself. vt st su vu ?
 4. I am wrapped up in myself. vt st su vu ?

- 4.A. How true do you think the following are?
1. He depends on me. vt st su vu ?
 2. I depend on him. vt st su vu ?
 3. He depends on himself. vt st su vu ?
 4. I depend on myself. vt st su vu ?
- B. How would HE answer the following?
1. "I depend on him". vt st su vu ?
 2. "He depends on me". vt st su vu ?
 3. "I depend on myself". vt st su vu ?
 4. "He depends on himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He depends on me. vt st su vu ?
 2. I depend on him. vt st su vu ?
 3. He depends on himself. vt st su vu ?
 4. I depend on myself. vt st su vu ?
- 5.A. How true do you think the following are?
1. He can't come to terms with me. vt st su vu ?
 2. I can't come to terms with him. vt st su vu ?
 3. He can't come to terms with himself. vt st su vu ?
 4. I can't come to terms with myself. vt st su vu ?
- B. How would HE answer the following?
1. "I can't come to terms with him". vt st su vu ?
 2. "He can't come to terms with me". vt st su vu ?
 3. "I can't come to terms with myself". vt st su vu ?
 4. "He can't come to terms with himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He can't come to terms with me. vt st su vu ?
 2. I can't come to terms with him. vt st su vu ?
 3. He can't come to terms with himself. vt st su vu ?
 4. I can't come to terms with myself. vt st su vu ?
- 6.A. How true do you think the following are?
1. He takes me seriously. vt st su vu ?
 2. I take him seriously. vt st su vu ?
 3. He takes himself seriously. vt st su vu ?
 4. I take myself seriously. vt st su vu ?
- B. How would HE answer the following?
1. "I take him seriously". vt st su vu ?
 2. "He takes me seriously". vt st su vu ?
 3. "I take myself seriously". vt st su vu ?
 4. "He takes himself seriously". vt st su vu ?
- C. How would HE think you have answered the following?
1. He takes me seriously. vt st su vu ?
 2. I take him seriously. vt st su vu ?
 3. He takes himself seriously. vt st su vu ?
 4. I take myself seriously. vt st su vu ?

- 7.A. How true do you think the following are?
- | | | | | | |
|-----------------------------------|----|----|----|----|---|
| 1. He is disappointed in me. | vt | st | su | vu | ? |
| 2. I am disappointed in him. | vt | st | su | vu | ? |
| 3. He is disappointed in himself. | vt | st | su | vu | ? |
| 4. I am disappointed in myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|-------------------------------------|----|----|----|----|---|
| 1. "I am disappointed in him". | vt | st | su | vu | ? |
| 2. "He is disappointed in me". | vt | st | su | vu | ? |
| 3. "I am disappointed in myself". | vt | st | su | vu | ? |
| 4. "He is disappointed in himself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|-----------------------------------|----|----|----|----|---|
| 1. He is disappointed in me. | vt | st | su | vu | ? |
| 2. I am disappointed in him. | vt | st | su | vu | ? |
| 3. He is disappointed in himself. | vt | st | su | vu | ? |
| 4. I am disappointed in myself. | vt | st | su | vu | ? |
- 8.A. How true do you think the following are?
- | | | | | | |
|--|----|----|----|----|---|
| 1. He would like to get away from me. | vt | st | su | vu | ? |
| 2. I would like to get away from him. | vt | st | su | vu | ? |
| 3. He would like to get away from himself. | vt | st | su | vu | ? |
| 4. I would like to get away from myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|--|----|----|----|----|---|
| 1. "I would like to get away from him". | vt | st | su | vu | ? |
| 2. "He would like to get away from me". | vt | st | su | vu | ? |
| 3. "I would like to get away from myself". | vt | st | su | vu | ? |
| 4. "He would like to get away from himself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|--|----|----|----|----|---|
| 1. He would like to get away from me. | vt | st | su | vu | ? |
| 2. I would like to get away from him. | vt | st | su | vu | ? |
| 3. He would like to get away from himself. | vt | st | su | vu | ? |
| 4. I would like to get away from myself. | vt | st | su | vu | ? |
- 9.A. How true do you think the following are?
- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1. He respects me. | vt | st | su | vu | ? |
| 2. I respect him. | vt | st | su | vu | ? |
| 3. He respects himself. | vt | st | su | vu | ? |
| 4. I respect myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|---------------------------|----|----|----|----|---|
| 1. "I respect him". | vt | st | su | vu | ? |
| 2. "He respects me". | vt | st | su | vu | ? |
| 3. "I respect myself". | vt | st | su | vu | ? |
| 4. "He respects himself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1. He respects me. | vt | st | su | vu | ? |
| 2. I respect him. | vt | st | su | vu | ? |
| 3. He respects himself. | vt | st | su | vu | ? |
| 4. I respect myself. | vt | st | su | vu | ? |

10.A. How true do you think the following are?

- | | | | | | |
|-------------------------------|----|----|----|----|---|
| 1. He tries to outdo me. | vt | st | su | vu | ? |
| 2. I try to outdo him. | vt | st | su | vu | ? |
| 3. He tries to outdo himself. | vt | st | su | vu | ? |
| 4. I try to outdo myself. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|---------------------------------|----|----|----|----|---|
| 1. "I try to outdo him". | vt | st | su | vu | ? |
| 2. "He tries to outdo me". | vt | st | su | vu | ? |
| 3. "I try to outdo myself". | vt | st | su | vu | ? |
| 4. "He tries to outdo himself". | vt | st | su | vu | ? |

C. How would HE think you have answered the following?

- | | | | | | |
|-------------------------------|----|----|----|----|---|
| 1. He tries to outdo me. | vt | st | su | vu | ? |
| 2. I try to outdo him. | vt | st | su | vu | ? |
| 3. He tries to outdo himself. | vt | st | su | vu | ? |
| 4. I try to outdo myself. | vt | st | su | vu | ? |

11.A. How true do you think the following are?

- | | | | | | |
|---|----|----|----|----|---|
| 1. He takes responsibility for me. | vt | st | su | vu | ? |
| 2. I take responsibility for him. | vt | st | su | vu | ? |
| 3. He takes responsibility for himself. | vt | st | su | vu | ? |
| 4. I take responsibility for myself. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|---|----|----|----|----|---|
| 1. "I take responsibility for him". | vt | st | su | vu | ? |
| 2. "He takes responsibility for me". | vt | st | su | vu | ? |
| 3. "I take responsibility for myself". | vt | st | su | vu | ? |
| 4. "He takes responsibility for himself". | vt | st | su | vu | ? |

C. How would HE think you have answered the following?

- | | | | | | |
|---|----|----|----|----|---|
| 1. He takes responsibility for me. | vt | st | su | vu | ? |
| 2. I take responsibility for him. | vt | st | su | vu | ? |
| 3. He takes responsibility for himself. | vt | st | su | vu | ? |
| 4. I take responsibility for myself. | vt | st | su | vu | ? |

12.A. How true do you think the following are?

- | | | | | | |
|---------------------------------|----|----|----|----|---|
| 1. He finds fault with me. | vt | st | su | vu | ? |
| 2. I find fault with him. | vt | st | su | vu | ? |
| 3. He finds fault with himself. | vt | st | su | vu | ? |
| 4. I find fault with myself. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|-----------------------------------|----|----|----|----|---|
| 1. "I find fault with him". | vt | st | su | vu | ? |
| 2. "He finds fault with me". | vt | st | su | vu | ? |
| 3. "I find fault with myself". | vt | st | su | vu | ? |
| 4. "He finds fault with himself". | vt | st | su | vu | ? |

C. How would HE think you have answered the following?

- | | | | | | |
|---------------------------------|----|----|----|----|---|
| 1. He finds fault with me. | vt | st | su | vu | ? |
| 2. I find fault with him. | vt | st | su | vu | ? |
| 3. He finds fault with himself. | vt | st | su | vu | ? |
| 4. I find fault with myself. | vt | st | su | vu | ? |

13.A. How true do you think the following are?

- 1.He lets me be myself. vt st su vu ?
- 2.I let him be himself. vt st su vu ?
- 3.He lets himself be himself. vt st su vu ?
- 4.I let myself be myself. vt st su vu ?

B.How would HE answer the following?

- 1."I let him be himself". vt st su vu ?
- 2."He lets me be myself". vt st su vu ?
- 3."I let myself be myself". vt st su vu ?
- 4."He lets himself be himself". vt st su vu ?

C. How would HE think you have answered the following?

- 1.He lets me be myself. vt st su vu ?
- 2.I let him be himself. vt st su vu ?
- 3.He lets himself be himself. vt st su vu ?
- 4.I let myself be myself. vt st su vu ?

14.A.How true do you think the following are?

- 1.He couldn't care less about me. vt st su vu ?
- 2.I couldn't care less about him. vt st su vu ?
- 3.He couldn't care less about himself.vt st su vu ?
- 4.I couldn't care less about him. vt st su vu ?

B.How would HE answer the following?

- 1."I couldn't care less about him". vt st su vu ?
- 2."He couldn't care less about me". vt st su vu ?
- 3."I couldn't care less about myself".vt st su vu ?
- 4."He couldn't care less about himselfvt st su vu ?

C.How would HE think you have answered the following?

- 1.He couldn't care less about me. vt st su vu ?
- 2.I couldn't care less about him. vt st su vu ?
- 3.He couldn't care less about himself.vt st su vu ?
- 4.I couldn't care less about myself. vt st su vu ?

15.A.How true do you think the following are?

- 1.He doubts me. vt st su vu ?
- 2.I doubt him. vt st su vu ?
- 3.He doubts himself. vt st su vu ?
- 4.I doubt myself. vt st su vu ?

B.How would HE answer the following?

- 1."I doubt him ". vt st su vu ?
- 2."He doubts me". vt st su vu ?
- 3."I doubt myself". vt st su vu ?
- 4."He doubts himself". vt st su vu ?

C.How would HE think you have answered the following?

- 1.He doubts me. vt st su vu ?
- 2.I doubt him. vt st su vu ?
- 3.He doubts himself. vt st su vu ?
- 4.I doubt myself. vt st su vu ?

- 16.A. How true do you think the following are?
1. He gets on my nerves. vt st su vu ?
 2. I get on his nerves. vt st su vu ?
 3. He gets on his own nerves. vt st su vu ?
 4. I get on my own nerves. vt st su vu ?
- B. How would HE answer the following?
1. "I get on his nerves". vt st su vu ?
 2. "He gets on my nerves". vt st su vu ?
 3. "I get on my own nerves". vt st su vu ?
 4. "He gets on his own nerves". vt st su vu ?
- C. How would HE think you have answered the following?
1. He gets on my nerves. vt st su vu ?
 2. I get on his nerves. vt st su vu ?
 3. He gets on his own nerves. vt st su vu ?
 4. I get on my own nerves. vt st su vu ?
- 17.A. How true do you think the following are?
1. He is honest with me. vt st su vu ?
 2. I am honest with him. vt st su vu ?
 3. He is honest with himself. vt st su vu ?
 4. I am honest with myself. vt st su vu ?
- B. How would HE answer the following?
1. "I am honest with him". vt st su vu ?
 2. "He is honest with me!". vt st su vu ?
 3. "I am honest with myself". vt st su vu ?
 4. "He is honest with himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He is honest with me. vt st su vu ?
 2. I am honest with him. vt st su vu ?
 3. He is honest with himself. vt st su vu ?
 4. I am honest with myself. vt st su vu ?
- 18.A. How true do you think the following are?
1. He analyzes me. vt st su vu ?
 2. I analyze him. vt st su vu ?
 3. He analyzes himself. vt st su vu ?
 4. I analyze myself. vt st su vu ?
- B. How would HE answer the following?
1. "I analyze him". vt st su vu ?
 2. "He analyzes me". vt st su vu ?
 3. "I analyze myself". vt st su vu ?
 4. "He analyzes himself". vt st su vu ?
- C. How would HE think you have answered the following?
1. He analyzes me. vt st su vu ?
 2. I analyze him. vt st su vu ?
 3. He analyzes himself. vt st su vu ?
 4. I analyze myself. vt st su vu ?

19.A.How true do you think the following are?

- | | | | | | |
|-------------------------------------|----|----|----|----|---|
| 1.He treats me like a machine. | vt | st | su | vu | ? |
| 2.I treat him like a machine. | vt | st | su | vu | ? |
| 3.He treats himself like a machine. | vt | st | su | vu | ? |
| 4.I treat myself like a machine. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|---------------------------------------|----|----|----|----|---|
| 1."I treat him like a machine". | vt | st | su | vu | ? |
| 2."He treats me like a machine". | vt | st | su | vu | ? |
| 3."I treat myself like a machine". | vt | st | su | vu | ? |
| 4."He treats himself like a machine". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|-------------------------------------|----|----|----|----|---|
| 1.He treats me like a machine. | vt | st | su | vu | ? |
| 2.I treat him like a machine. | vt | st | su | vu | ? |
| 3.He treats himself like a machine. | vt | st | su | vu | ? |
| 4.I treat myself like a machine. | vt | st | su | vu | ? |

20.A.How true do you think the following are?

- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1.He lets me down. | vt | st | su | vu | ? |
| 2.I let him down. | vt | st | su | vu | ? |
| 3.He lets himself down. | vt | st | su | vu | ? |
| 4.I let myself down. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|---------------------------|----|----|----|----|---|
| 1."I let him down". | vt | st | su | vu | ? |
| 2."He lets me down". | vt | st | su | vu | ? |
| 3."I let myself down". | vt | st | su | vu | ? |
| 4."He lets himself down". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1.He lets me down. | vt | st | su | vu | ? |
| 2.I let him down. | vt | st | su | vu | ? |
| 3.He lets himself down. | vt | st | su | vu | ? |
| 4.I let myself down. | vt | st | su | vu | ? |

21.A.How true do you think the following are?

- | | | | | | |
|-----------------------------------|----|----|----|----|---|
| 1.He expects too much of me. | vt | st | su | vu | ? |
| 2.I expect too much of him. | vt | st | su | vu | ? |
| 3.He expects too much of himself. | vt | st | su | vu | ? |
| 4.I expect too much of myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|-------------------------------------|----|----|----|----|---|
| 1."I expect too much of him". | vt | st | su | vu | ? |
| 2."He expects too much of me". | vt | st | su | vu | ? |
| 3."I expect too much of myself". | vt | st | su | vu | ? |
| 4."He expects too much of himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|-----------------------------------|----|----|----|----|---|
| 1.He expects too much of me. | vt | st | su | vu | ? |
| 2.I expect too much of him. | vt | st | su | vu | ? |
| 3.He expects too much of himself. | vt | st | su | vu | ? |
| 4.I expect too much of myself. | vt | st | su | vu | ? |

22.A. How true do you think the following are?

- | | | | | | |
|------------------------------|----|----|----|----|---|
| 1. He worries about me. | vt | st | su | vu | ? |
| 2. I worry about him. | vt | st | su | vu | ? |
| 3. He worries about himself. | vt | st | su | vu | ? |
| 4. I worry about myself. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|--------------------------------|----|----|----|----|---|
| 1. "I worry about him". | vt | st | su | vu | ? |
| 2. "He worries about me". | vt | st | su | vu | ? |
| 3. "I worry about myself". | vt | st | su | vu | ? |
| 4. "He worries about himself". | vt | st | su | vu | ? |

C. How would HE think you have answered the following?

- | | | | | | |
|------------------------------|----|----|----|----|---|
| 1. He worries about me. | vt | st | su | vu | ? |
| 2. I worry about him. | vt | st | su | vu | ? |
| 3. He worries about himself. | vt | st | su | vu | ? |
| 4. I worry about myself. | vt | st | su | vu | ? |

23.A. How true do you think the following are?

- | | | | | | |
|-------------------------------|----|----|----|----|---|
| 1. He is at one with me. | vt | st | su | vu | ? |
| 2. I am at one with him. | vt | st | su | vu | ? |
| 3. He is at one with himself. | vt | st | su | vu | ? |
| 4. I am at one with myself. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|---------------------------------|----|----|----|----|---|
| 1. "I am at one with him". | vt | st | su | vu | ? |
| 2. "He is at one with me". | vt | st | su | vu | ? |
| 3. "I am at one with myself". | vt | st | su | vu | ? |
| 4. "He is at one with himself". | vt | st | su | vu | ? |

C. How would HE think you have answered the following?

- | | | | | | |
|-------------------------------|----|----|----|----|---|
| 1. He is at one with me. | vt | st | su | vu | ? |
| 2. I am at one with him. | vt | st | su | vu | ? |
| 3. He is at one with himself. | vt | st | su | vu | ? |
| 4. I am at one with myself. | vt | st | su | vu | ? |

24A. How true do you think the following are?

- | | | | | | |
|-----------------------------|----|----|----|----|---|
| 1. He won't let me be. | vt | st | su | vu | ? |
| 2. I won't let him be. | vt | st | su | vu | ? |
| 3. He won't let himself be. | vt | st | su | vu | ? |
| 4. I won't let myself be. | vt | st | su | vu | ? |

B. How would HE answer the following?

- | | | | | | |
|-------------------------------|----|----|----|----|---|
| 1. "I won't let him be". | vt | st | su | vu | ? |
| 2. "He won't let me be". | vt | st | su | vu | ? |
| 3. "I won't let myself be". | vt | st | su | vu | ? |
| 4. "He won't let himself be". | vt | st | su | vu | ? |

C. How would He think you have answered the following?

- | | | | | | |
|-----------------------------|----|----|----|----|---|
| 1. He won't let me be. | vt | st | su | vu | ? |
| 2. I won't let him be. | vt | st | su | vu | ? |
| 3. He won't let himself be. | vt | st | su | vu | ? |
| 4. I won't let myself be. | vt | st | su | vu | ? |

- 25.A. How true do you think the following are?
- | | | | | | |
|-----------------------|----|----|----|----|---|
| 1. He blames me. | vt | st | su | vu | ? |
| 2. I blame him. | vt | st | su | vu | ? |
| 3. He blames himself. | vt | st | su | vu | ? |
| 4. I blame myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1. "I blame him". | vt | st | su | vu | ? |
| 2. "He blames me". | vt | st | su | vu | ? |
| 3. "I blame myself". | vt | st | su | vu | ? |
| 4. "He blames himself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|-----------------------|----|----|----|----|---|
| 1. He blames me. | vt | st | su | vu | ? |
| 2. I blame him. | vt | st | su | vu | ? |
| 3. He blames himself. | vt | st | su | vu | ? |
| 4. I blame myself. | vt | st | su | vu | ? |
- 26.A. How true do you think the following are?
- | | | | | | |
|--------------------------------|----|----|----|----|---|
| 1. He thinks a lot of me. | vt | st | su | vu | ? |
| 2. I think a lot of him. | vt | st | su | vu | ? |
| 3. He thinks a lot of himself. | vt | st | su | vu | ? |
| 4. I think a lot of myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|---------------------------------|----|----|----|----|---|
| 1. "I think a lot of him". | vt | st | su | vu | ? |
| 2. "He thinks a lot of me". | vt | st | su | vu | ? |
| 3. "I think a lot of myself". | vt | st | su | vu | ? |
| 4. "He thinks a lot of myself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|--------------------------------|----|----|----|----|---|
| 1. He thinks a lot of me. | vt | st | su | vu | ? |
| 2. I think a lot of him. | vt | st | su | vu | ? |
| 3. He thinks a lot of himself. | vt | st | su | vu | ? |
| 4. I think a lot of myself. | vt | st | su | vu | ? |
- 27.A. How true do you think the following are?
- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1. He deceives me. | vt | st | su | vu | ? |
| 2. I deceive him. | vt | st | su | vu | ? |
| 3. He deceives himself. | vt | st | su | vu | ? |
| 4. I deceive myself. | vt | st | su | vu | ? |
- B. How would HE answer the following?
- | | | | | | |
|---------------------------|----|----|----|----|---|
| 1. "I deceive him". | vt | st | su | vu | ? |
| 2. "He deceives me". | vt | st | su | vu | ? |
| 3. "I deceive myself". | vt | st | su | vu | ? |
| 4. "He deceives himself". | vt | st | su | vu | ? |
- C. How would HE think you have answered the following?
- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1. He deceives me. | vt | st | su | vu | ? |
| 2. I deceive him. | vt | st | su | vu | ? |
| 3. He deceives himself. | vt | st | su | vu | ? |
| 4. I deceive myself. | vt | st | su | vu | ? |

28.A.How true do you think the following are?

- | | | | | | |
|---------------------|----|----|----|----|---|
| 1.He likes me. | vt | st | su | vu | ? |
| 2.I like him. | vt | st | su | vu | ? |
| 3.He likes himself. | vt | st | su | vu | ? |
| 4.I like myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|-----------------------|----|----|----|----|---|
| 1."I like him". | vt | st | su | vu | ? |
| 2."He likes me". | vt | st | su | vu | ? |
| 3."I like myself". | vt | st | su | vu | ? |
| 4."He likes himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|---------------------|----|----|----|----|---|
| 1.He likes me. | vt | st | su | vu | ? |
| 2.I like him. | vt | st | su | vu | ? |
| 3.He likes himself. | vt | st | su | vu | ? |
| 4.I like myself. | vt | st | su | vu | ? |

29.A.How true do you think the following are?

- | | | | | | |
|------------------------------------|----|----|----|----|---|
| 1.He has a warped view of me. | vt | st | su | vu | ? |
| 2.I have a warped view of him. | vt | st | su | vu | ? |
| 3.He has a warped view of himself. | vt | st | su | vu | ? |
| 4.I have a warped view of myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|--------------------------------------|----|----|----|----|---|
| 1."I have a warped view of him". | vt | st | su | vu | ? |
| 2."He has a warped view of me". | vt | st | su | vu | ? |
| 3."I have a warped view of myself". | vt | st | su | vu | ? |
| 4."He has a warped view of himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|------------------------------------|----|----|----|----|---|
| 1.He has a warped view of me. | vt | st | su | vu | ? |
| 2.I have a warped view of him. | vt | st | su | vu | ? |
| 3.He has a warped view of himself. | vt | st | su | vu | ? |
| 4.I have a warped view of myself. | vt | st | su | vu | ? |

30.A.How true do you think the following are?

- | | | | | | |
|--|----|----|----|----|---|
| 1.He creates difficulties for me. | vt | st | su | vu | ? |
| 2.I create difficulties for him. | vt | st | su | vu | ? |
| 3.He creates difficulties for himself. | vt | st | su | vu | ? |
| 4.I create difficulties for myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|--|----|----|----|----|---|
| 1."I create difficulties for him". | vt | st | su | vu | ? |
| 2."He creates difficulties for me". | vt | st | su | vu | ? |
| 3." create difficulties for myself". | vt | st | su | vu | ? |
| 4."He creates difficulties for himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|--|----|----|----|----|---|
| 1.He creates difficulties for me. | vt | st | su | vu | ? |
| 2.I create difficulties for him. | vt | st | su | vu | ? |
| 3.He creates difficulties for himself. | vt | st | su | vu | ? |
| 4.I create difficulties for myself. | vt | st | su | vu | ? |

31.A.How true do you think the following are?

- | | | | | | |
|--------------------------------|----|----|----|----|---|
| 1.He is detached from me. | vt | st | su | vu | ? |
| 2.I am detached from him. | vt | st | su | vu | ? |
| 3.He is detached from himself. | vt | st | su | vu | ? |
| 4.I am detached from myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|----------------------------------|----|----|----|----|---|
| 1."I am detached from him". | vt | st | su | vu | ? |
| 2."He is detached from me". | vt | st | su | vu | ? |
| 3."I am detached from myself". | vt | st | su | vu | ? |
| 4."He is detached from himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|--------------------------------|----|----|----|----|---|
| 1.He is detached from me. | vt | st | su | vu | ? |
| 2.I am detached from him. | vt | st | su | vu | ? |
| 3.He is detached from himself. | vt | st | su | vu | ? |
| 4.I am detached from myself. | vt | st | su | vu | ? |

32A.How true do you think the following are?

- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1.He bewilders me. | vt | st | su | vu | ? |
| 2.I bewilder him. | vt | st | su | vu | ? |
| 3.He bewilders himself. | vt | st | su | vu | ? |
| 4.I bewilder myself. | vt | st | su | vu | ? |

B.How would HE answer the following?

- | | | | | | |
|---------------------------|----|----|----|----|---|
| 1."I bewilder him". | vt | st | su | vu | ? |
| 2."He bewilders me". | vt | st | su | vu | ? |
| 3."I bewilder myself". | vt | st | su | vu | ? |
| 4."He bewilders himself". | vt | st | su | vu | ? |

C.How would HE think you have answered the following?

- | | | | | | |
|-------------------------|----|----|----|----|---|
| 1.He bewilders me. | vt | st | su | vu | ? |
| 2.I bewilder him. | vt | st | su | vu | ? |
| 3.He bewilders himself. | vt | st | su | vu | ? |
| 4.I bewilder myself. | vt | st | su | vu | ? |