

THE UNIVERSITY OF MANITOBA

THE EFFECTS OF PRE-INTERVIEW INSTRUCTIONS AND MODELING AND
INTERVIEWER SELF-DISCLOSURE ON INTERVIEWEES' SELF-DISCLOSURE

by

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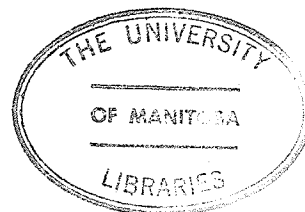
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ABSTRACT

Much research has been devoted to the study of factors that facilitate a person's self-disclosure in psychotherapy or in an interview. One line of research has demonstrated that pre-training techniques, involving instructional or modeling procedures, can be used to facilitate a person's self-disclosure. Another body of research has shown the interviewer's self-disclosure to be a powerful determinant of an interviewee's self-disclosure. However, no research has evaluated the interactive effects of pre-training factors and interviewer self-disclosure on interviewee self-disclosure. The purpose of this research was to study the effects of pre-interview instructions and modeling, interviewer self-disclosure, and the various interactions of these factors on interviewee self-disclosure.

A 2 x 2 x 2 x 4 randomized factorial design incorporating two levels of instructions (specific vs. general), two levels of Modeling (model vs. no model), two levels of Interviewer Self-Disclosure (disclosure vs. no disclosure), and one repeated measure (disclosure topic) was used. Eighty male undergraduate students from the University of Manitoba served as subjects and were randomly assigned to the eight treatment conditions. Subjects initially listened to one of four audio tapes comprising the pre-training conditions. Following pre-training, an experimenter, blind of subjects' pre-treatment conditions, interviewed the subjects individually on four disclosure topics.

Subjects' self-disclosure was measured in terms of intimacy and amount. The results showed that: 1) pre-interview instructions and modeling did not significantly affect interviewee self-disclosure, contrary to prediction; 2) interviewer self-disclosure significantly affected interviewee self-disclosure, as was predicted; 3) pre-interview instructions and modeling did not interact with interviewer self-disclosure to significantly affect interviewee self-disclosure, contrary to prediction; 4) the disclosure topics significantly affected interviewee self-disclosure and 5) subject status, paid vs. non-paid, significantly affected interviewee self-disclosure. The results were discussed in terms of their implications for future research.

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CHAPTER I - LITERATURE REVIEW AND HYPOTHESES

Self-disclosure refers to the revealing of information about oneself to another (Cozby, 1973). A number of humanistic psychologists have underscored the importance of self-disclosure, particularly the disclosure of private, intimate information about oneself, for the development of healthy interpersonal relationships (Jourard, 1971b; Mowrer, 1964; Rogers, 1961). They assert that open and honest self-disclosure in interpersonal exchanges sensitizes the individual to the feelings of others as well as helping the individual to come to a better understanding of his own feelings. This heightened interpersonal and intrapersonal sensitivity, they argue, facilitates "growth," "self-awareness," and "self-actualization." Thus, Jourard (1971b) has stated that self-disclosure is both a symptom of and a means of attaining positive mental health.

While the humanistic psychologists feel that self-disclosure is important in all interpersonal relationships, they have particularly stressed the importance of self-disclosure in psychotherapeutic and helping relationships. Jourard (1971b) has called for full therapist self-disclosure or "transparency" as a means of facilitating client self-disclosure; open and honest "confession of sins" is the cornerstone of Mowrer's (1964) "integrity therapy"; and Rogers (1957, 1961) has argued that therapist "self-congruence" or "genuineness" is one of the necessary and sufficient conditions for eliciting client "self-exploration" or "experiencing." Thus, the humanistic psychologists feel that both therapist and client self-disclosure is extremely important for successful psychotherapy.

Evidence in support of this position is provided in a study by Truax and Carkhuff (1965a). Using behavioral measures of self-disclosure in a study of psychotherapy with hospitalized mental patients, the investigators reported two significant findings. First, there was a strong positive correlation ($r=.43$, $p < .05$) between therapist's degree of self-disclosure and client's degree of self-disclosure. Secondly, they found a strong positive correlation ($r=.57$, $p < .05$) between client's degree of self-disclosure in therapy and the extent of positive personality change from pre- to post-therapy. Thus, the results of this study suggest that both therapist and client self-disclosure may play an important role in psychotherapy.

In view of the possible importance of self-disclosure for psychotherapy, much research has been devoted to the study of factors that facilitate a person's self-disclosure in psychotherapy or in an interview (Chaikin & Derlega, 1974; Cozby, 1973; Goodstein & Reinecker, 1974; Jourard, 1971a). One line of research has demonstrated that pre-training techniques, involving either instructional or modeling procedures, can be used to facilitate a person's subsequent self-disclosure in psychotherapy or in an interview (Marlatt, 1972). Another body of research has shown the interviewer's self-disclosure to be a powerful determinant of interviewee's self-disclosure (Jourard, 1971a). The purpose of this research was to study the effects of pre-interview instruction and modeling and interviewer self-disclosure on interviewees' self-disclosure.

First, clinical and analogue studies of pre-training techniques using instructional and modeling procedures will be briefly reviewed and dis-

cussed within the context of Marlatt's (1972) theoretical formulation. Next, studies of the effects of interviewer self-disclosure will be briefly reviewed and theoretical formulations of these findings will be considered. Finally, a formulation of the relationship between pre-interview instructions and modeling and interviewer self-disclosure derived from social learning and cognitive learning theories will be offered. Based on the evidence reviewed and the theoretical formulation suggested, hypotheses about the effects of pre-interview instructions and modeling, interviewer self-disclosure, and the various combinations of these factors will be advanced.

Pre-Training: Instructional and Modeling Techniques

Upon entering psychotherapy, many clients have little or no knowledge of the behavior expected of them by their therapist (Orne & Wender, 1968). Several researchers have suggested that marked incongruence between client expectancies of therapy and the client's actual therapy experiences may hinder the client's progress in psychotherapy and/or lead to premature termination (Goldstein, Heller, & Sechrest, 1966; Heine & Trostman, 1960; Lennard & Bernstein, 1960; Overall & Aronson, 1963). In response to this problem, a number of structured pre-therapy learning techniques have been developed to prepare clients for psychotherapy (Rabin, 1970). One of the primary functions of these techniques is to prepare the client for the role of a self-discloser.

Truax and his colleagues (Truax & Carkhuff, 1967) have applied the principles of modeling and observational learning to pre-training for psychotherapy. In their technique of "vicarious therapy pre-training" (VTP), prior to entering therapy the client listens to a 30-minute audio-

tape recording of a model client self-disclosing about his problems. The rationale of this technique is that providing the client with a model who self-discloses in a therapy situation will facilitate the clients subsequent self-disclosure in therapy. A number of investigations have shown that VTP can facilitate positive therapeutic outcome for chronic mental patients (Truax & Carkhuff, 1965b), juvenile delinquents (Truax, Wargo, Carkhuff, Kodman, & Moles, 1966; Truax, Shapiro, & Wargo, 1968), and neurotic outpatients (Truax & Wargo, 1969). However, none of these studies examined the effects of VTP on clients' self-disclosing behavior in therapy.

Orne and Wender (1968) have developed a "role induction interview" (RII) to instruct clients in appropriate role behaviors before they enter therapy. A number of investigations have shown that the RII facilitates both clients' self-disclosure in therapy and positive therapeutic outcome (Heitler, 1973; Hoehn-Saric, Frank, Imber, Nash & Battle, 1964; Jacobs, Charles, Jacobs, Weinstein, & Mann, 1972; Sloane, Cristol, Peppernik, & Staples, 1970; Yalom, Houts, Newell, & Rand, 1967). Finally, one investigation (Strupp & Bloxom, 1973) found that the RII and a film-modeling technique were equally effective in facilitating both clients' self-disclosure in therapy and positive therapeutic outcome.

In addition to the clinical studies, a number of laboratory analogue studies have demonstrated that pre-training devices can be used to modify self-disclosing behavior. Studies investigating the effects of modeling procedures have shown that exposing subjects to a self-disclosing model prior to an experimental interview can increase subjects' frequency of emission of several different response classes in the subsequent interview, including: first person pronouns (Myrick, 1969), admission of personal

problems (Marlatt, Jacobson, Johnson & Morrice, 1970), positive and negative self-reference (Doster & Brooks, 1974; Sarason, Ganzer & Singer, 1972), intimate self-disclosure (Doster & McAllister, 1973; Liberman, 1970; McAllister & Kiesler, 1975), and duration of speech (Doster & Brooks, 1974; Marlatt et al., 1970). Other analogue studies have shown that giving subjects specific instructions to self-disclose can facilitate subjects' personal self-disclosure in a group interaction situation (D'Augelli & Chinsky, 1974; Rappaport, Gross & Lepper, 1973).

A few analogue studies have compared the relative efficacy of instructions, modeling, and a combination of instructions and modeling in facilitating interviewee self-disclosure. Several studies (Doster, 1972; Green & Marlatt, 1972; Rappaport, Gross & Lepper, 1973) have shown that a combination of instructions and modeling was no more effective in facilitating interviewee self-disclosure than either instructions or modeling alone. On the other hand, two studies (Lack, 1970; Whalen, 1969) found that a combination of instructions and modeling produced more interviewee self-disclosure than either factor alone. However, in the Whalen (1969) study, subjects in the combination of instructions and modeling condition were told to "try and interact in a manner similar to that of the film group" and the film was described as providing "excellent examples of desirable types of group behavior (p. 511)." Similar instructions were not given in the model-only condition. This additional instigation may account for the superiority of the combination condition. In summary the evidence for the superiority of a combination of pre-interview instructions and modeling in facilitating interviewee self-disclosure is equivocal.

In general, clinical and analogue studies have shown that instructions,

modeling, and a combination of instructions and modeling, appear to be effective pre-training techniques for eliciting self-disclosure in psychotherapy and in experimental interviews. Hence, the following hypotheses are proposed. First, specific pre-interview instructions will produce more interviewee self-disclosure than general pre-interview instructions. Secondly, pre-interview exposure to a disclosing model will produce more interviewee self-disclosure than no pre-interview exposure to a model.

Marlatt (1972) has proposed a theoretical framework for the experimental modification of verbal behavior that is particularly applicable to pre-training techniques. Arguing from a cognitive learning point of view (cf. Dulany, 1968), he suggests that these techniques achieve their effects by providing a subject with information about the experimental task. This information increases the subject's awareness of the response-reinforcement contingencies of the experimental task. Thus, he argues that instructional and modeling techniques serve to reduce task ambiguity, which, in turn, facilitates a subject's emission of the correct (reinforced) response on the task.

Consistent with Marlatt's (1972) formulation, Yalom et al. (1967) concluded that the RII achieved its effects in their study by clarifying the goals of therapy and the behavior required of the client. "Excessive initial anxiety, frustration, and unclarity may inhibit learning and be dissonant with successful psychotherapy (Yalom et al., 1967, p. 426)." Thus, providing clients with information about the goals of therapy and appropriate client behavior served to dispel initial anxieties and allowed clients to immerse themselves in the therapeutic task. Similarly, Heitler

(1973) concluded that the role induction technique " . . . has its impact in helping patients take an active collaborative approach to the tasks of their therapy (p. 239)."

Interviewer Self-Disclosure

In addition to interview pre-training techniques, research has shown that the self-disclosure of the interviewer in the actual interview situation is a powerful determinant of interviewee self-disclosure (Jourard, 1971a). A number of early studies by Jourard and his colleagues (Jourard, 1959; Jourard & Landsman, 1960; Jourard & Richman, 1963) established that the amount one self-discloses to another is positively and significantly correlated with the amount one receives from another. In order to determine whether this reciprocal exchange of self-disclosure, which Jourard (1971a) has termed the "dyadic effect," implies any sort of causality, subsequent experimental research has been aimed at testing the hypothesis that one person's self-disclosure induces another to self-disclose.

Drag (1968) found that when she self-disclosed to subjects in an interview, subjects self-disclosed more than when she questioned subjects in the interview but revealed nothing of herself. Jourard and Jaffee (1970) and Davis and Sloan (1974) varied the length of experimenter self-disclosure and found that subjects patterned their self-disclosure after that of the experimenter. When the experimenter disclosed at length, subjects disclosed at length; and when the experimenter disclosed briefly, subjects disclosed briefly. Similarly, Tognoli (1969) and Ehrlich and Graeven (1971) found that subjects' self-disclosure closely matched the intimacy level of the interviewer's self-disclosure in an experimental