

THE UNIVERSITY OF MANITOBA

Report On

A Research Study of the Way in which Social Workers
classify client types given a particular classification
system.

Being a research project in partial fulfillment of
the requirements for the Master of Social Work Degree
of the University of Manitoba.

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WINNIPEG, MANITOBA

1970.



ACKNOWLEDGEMENTS

We wish to express our sincere thanks and appreciation to our faculty advisers, Professors D. Ayre and L. Spearman, for their enduring patience, guidance and helpful contributions throughout the course of this study and the preparation of this report. We also owe a debt of gratitude to Professor G. Atkinson of the Statistics Department, University of Manitoba for his helpful suggestions in interpreting the statistical data collected in regard to Research Design B.

Thanks must also be extended to the twenty-one field instructors on the staff of the School of Social Work, University of Manitoba for their willing response to the questionnaires of both research designs without which this study would not have been completed.

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framework and that the overall structure of the theory is to be systematically defined. The theory of relatedness is its basic principle and the classification system is a tool as an effort to measure INTRODUCTION

Chapter I.

Background of the Project

This study has as its overall concern the re-involvement of a theory in practice. This theory, the theory of relatedness, was developed from practice but now has to be re-introduced as part of the ongoing attempt to develop it fully. The classification system basic to the theory of relatedness and its effective use is the particular focus of this study.

The classification system was the result of a research project completed at the Family and Childrens Service at Pittsburgh and it was reported formally both in one of the social work Journals¹ and in a Monograph.² This project was itself a theory making attempt³ which involved workers at the agency in the actual development of the classification system itself to systematically define and redefine the actual events of their practice. However, to test the reliability of the classification system and its related strategies as these are described in New Hope for Old Ways, it is necessary to have it tried in practice. Only as the external application of the overall theory of relatedness can be increased will its full import and ramifications be discovered. Only as it is questioned and examined by more and more practitioners will the theory be improved.

The reason for this is that, while the theory of relatedness is at a high level of abstraction, it has as its purpose providing a conceptual

framework such that casework's practice can become manageable and can be systematically examined. Using the client-worker relationship as its basic given, it explores both sides of this one-to-one transaction in an effort to uncover how the realities of the client's psycho-social involvements are acknowledged and then are taken into account by the worker's professional procedures. To do this, it assumes:

- A. That all people need to love and to be loved; that they continuously strive to meet this need in their relationships with people and things; that not all people relate themselves to the world around them in exactly the same way.
- B. That social workers somehow acknowledge this aspect of human need in their valuing of dignity and worth and in their attempting to operationalize this basic tenant; that they view people in these terms; that they relate themselves both in terms of their own individual needs (from a personal standpoint) and in terms of how other people need them to relate (from a professional standpoint).

Also to explore both sides of the one-to-one relationship of client to worker and crucial to this exploration there is the classification system. It is this classification system and the reliability of its use that is the specific concern of this study.

The classification system per se draws initially upon Erik Erickson's developmental scheme,⁴ David Rapaport's use of the notion of ego autonomy and other writers in the area of ego psychology. For further description of the actual theory and arguments as to the actual validity of a classification system, the reader is referred to New Hope for Old Ways.

It is to be noted however, that other classification systems which bear a resemblance to that reported in New Hope for Old Ways are being used effectively in social work and in other fields. Two examples of such similar attempts are:

- A) C.E. Sullivan, M.Q. Grant and J.D. Grant, "The Development of Interpersonal Maturity"; Applications to Delinquency in Psychiatry, 1956-57, 373-385. The scale developed in this article had been widely applied by the California Youth Authority and is the basis of the ongoing work of this state-wide agency. Monographs are issued periodically reporting its progress.
- B) Nicholas Steed, "The Answer to Everything," McLeans, October 1967, p. 25. The scale outlined in this article was developed by Clare Graves and first appeared in the Harvard Business Review under the title of "The Deterioration of Work Standards". It has been used extensively by businesses in their human relations efforts.

The Importance of a Classification System for Social Work

One of the distinguishing marks of any helping profession is its ability to systematize and classify knowledge that can be useful in the helping process. As a developing profession social work has reached the stage where it is seeking to further systematize its knowledge and practice activity in order that practitioners in the profession can synthesize their thinking rather than stratifying or dichotomizing it.

One of the manifestations of professional progress is the thrust towards the development of classification systems that could serve the

purpose of supporting social work practitioners in their assessments and activities. A classification system, therefore, which can develop and integrate diagnostic typologies with treatment typologies can have a number of advantages for social work and for casework in particular, not only for the casework method but also more generally since all of the social work methods deal with relatedness and since this matter of their holistic involvement is becoming increasingly clear. Such a system could help social workers to convey their professional knowledge more effectively to others and also assist practitioners to apply professional concepts, generalizations and basic behaviour theory in appropriate ways. Such a system can also lend clarity and precision to professional thinking and activity and thereby reduce the trial and error approach.

The theory of Relatedness, developed by Professor Donald Ayre, includes a classification system which attempts to achieve these objectives. Stated briefly, this classification system distinguishes five different styles of relating one's self to the world around him - "incorporative," "intrusive", "integrative", "subjective" and "objective". These descriptive terms have been added more recently by the author as the original classification system used only numbers I through V to distinguish its types, this because descriptive titles could have biased the progress of theory making. The theory further describes various types of treatment strategies which correspond to the five types of clients. According to the theory, there is an effective treatment mode for each client-type.

PROBLEM:

Although the theory of relatedness was drawn directly out of the field of social work practice, there was some concern as to whether it

could be placed back into practice. The problem confronting our research group therefore was whether the theory of relatedness has any potential practical application for social workers.

PURPOSE:

Because of the limitation of time, the purpose of this study was not to test the whole of the theory of relatedness, but rather to ascertain the extent of agreement among social workers in the way they categorize clients when given a particular classification system. In deciding upon this purpose it was assumed in keeping with the original study, that there is a collective intelligence in casework practice, and that social work knowledge is communicable. In effect, it was assumed that social work is a culture in and of itself with learned ways of perception and procedure. Moreover, by considering how social workers categorize clients, the scope of the study was narrowed to the assessment aspect of the assessment-planning-implementation-evaluation continuum.

QUESTION:

In line with the above theory and purpose, the following research question was formulated:

Can social work practitioners classify given case situations in accordance with the system of client type classification provided by the theory of relatedness?

DAVID RAPAPORT

David Rapaport

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- 3
The Structure of Psychoanalytic Thought by David Rapaport,
Psychological Issues, pp. 135-144.
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Chapter II.

DESIGN AND METHODOLOGY

Design Formulation

The overall purpose of this study then is to determine whether or not practitioners viewed clients consistently and in any patterned way, in terms of the assessment, planning, implementation and evaluation process: the more specific purpose became to determine this consistency with reference to the classification system itself.

But we didn't arrive at this specificity of purpose early. In our search for a way to test out the overall purpose, numerous approaches were considered. Early in our discussions, we realized that it would be impossible to research the whole process. Therefore we focused on various areas of the process at different points in time, in an attempt to find the most appropriate area in which to work.

We began by focusing on the planning area. We thought that it would be easier for workers to talk about their procedures than their perceptions. This involved dealing with goals, methods, and strategies that workers would use with particular clients. At first we thought we would ask practitioners what "strategies"¹ they would use, given the type of client and the goals for that client. If various workers would use similar strategies with particular clients, a start could be made to demonstrate a consistency in the whole process.

In concentrating on strategies, we encountered numerous problems that prompted us to reject this approach. This approach did not answer

the question of whether or not there was any differential assessment. The same strategies may have been chosen for various reasons unknown to us. Because of time limitations it would have also been extremely difficult to isolate all the variables that would have affected the workers' choice. There was also the problem of the subjects being unable to select one strategy out of the possible 36 strategies discussed in New Hope for Old Ways, particularly since the maximum workable amount was 7 (4, -2).² We found that the strategies could not be grouped comprehensibly in order to reach the level of 7 (4, -2).

At this point we explored the possibility of using the 9 "methods"³ which encompassed the 36 strategies as a way of testing for consistency. We originally anticipated asking practitioners to select the method they would use in relation to a client type and the goals for that client. This presented problems similar to those of the above plan, in addition to the problem of operationalizing the methods for the subject. In our discussions of this area we also thought that the planning area of the process would be too complex a piece to deal with a limited amount of time.

As a result we began to focus on the assessment area since we felt this would be more researchable. Since it was the first step in the process we also felt this was the most appropriate place to begin.

We thought we would test to see if there was any consistent manner in which workers perceived their clients. At this point we formulated the question,

"To what extent do social work practitioners, who have been

exposed to an operationalized version of the theory of

relatedness, given life situations agree to the type that actual cases fit."

From there we attempted to formulate a design which could test this question. Two designs were proposed. The major difference between the two designs was the result of differing perceptions among the experimenters themselves as to the various client typologies. The members of the group opting for Design B considered the various typologies to be continuous, based on the stages of man's development. They felt that the characteristics of each type could be rated on a continuum. However, the group opting for Design A interpreted the typologies to be discrete, based on individual life styles. As a result, it was felt that it would be more appropriate to ask for discrete global judgements. The basic difference in designs hinges around the issue of how do social workers perceive their clients? Globally or in a segmented fashion?

In both designs, case material was used. Professor Ayre was asked to choose 4 cases that he thought would be different, although no attempt was made to pre-type the cases since the design did not require subjective interpretations on the part of any of the experimenters.

The manner in which cases could be presented was also discussed and it was decided that written case presentations were the most feasible, as opposed to films, tapes or actual client interviews. Films were unavailable and tape recordings could not be obtained either. The role-playing of clients was also considered but was abandoned since it was felt that it would be difficult to control the consistency of role-playing.

Design A.

Because in the real world of practice clients may not reveal themselves along all the dimensions subsumed by the broad categories of how

they relate to people and things, in this design we chose particularly to use four written case recordings that revealed the client to be judged along one or any combination of these dimensions. Judges were asked to type one client in each of these recordings. It was assumed that the typologies were exhaustive and exclusive so that judges were asked to place each client in only one type. In essence, Design A attempted to find out to what extent social work practitioners could agree to the type that actual cases fit, independent of the quality and quantity of information given them. In other words, it examined the consistency of the theory of relatedness, in the sense that it determined the degree to which it allows for the selection of the same diagnostic label or type, for a number of different cases seen by various practitioners. Practitioner was defined as field instructor at the University of Manitoba.

Three of the four cases presented to the judges were selected from the written case histories on file at the University of Manitoba School of Social Work. These are included in the Appendix under the names of Joyce, Coleman, and Grayson. They have been used as teaching aids in the first and second year M. S. W. casework seminars. The fourth case, Amy, was selected from a social work journal. All of these recordings were based on actual cases seen by different workers, at various agencies, at various times.

The case recordings used in the study were put through a prior screening process. In this process, only the briefest, most concise recordings available were selected. These brief recordings had to withstand the deletion of any subjective interpretation made by the worker, who recorded the case, and still remain meaningful. The final criteria

for selection was the necessity of each recording to reveal the client along one or more of the dimensions outlined by the theory of relatedness. In other words, the case recordings had to give some indication of how the client relates to other people and things.

Design A attempted to present a representative cross section of cases for categorizing. To this end, members of the group implementing this design consulted with Don Ayre, the author of the theory. Included in the four cases were one of each of the four most common types of clients, as rated by Mr. Ayre.

The judges used in this study were all employed as field instructors by the University of Manitoba School of Social Work. It has been suggested that when studying diagnostic reliability, "the amount of training and experience should be roughly equivalent for each of the participants."¹ Design A partially controlled for the training and experience of its judges, by using pairs of matched judges. Out of a total of twenty-eight field instructors, ten matched pairs of judges were used. Eight of the field instructors could not be matched. Each of the companion studies used five different pairs of matched judges. The judges were matched on the following criteria; age group - 25-35, 35-45, 45-55, and 55-65, sex, when they received their degree, where they received their degree - Manitoba or elsewhere, field of specialization - Child Welfare, Mental Health, Corrections etc., years of experience as field instructors and exposure to the theory of relatedness - not familiar, aware of it, fairly familiar and very familiar. It was felt that it was most important for each of the matched judges to have experience in the same field of specialization. Also, it was arbitrarily decided that the judges would have to be similar

on at least three of the other six criteria to become a member of a matched pair.

Research of the literature indicated that other studies dealing with a consistency of diagnostic categories used similar or smaller number of judges. For example; Paul Ash² - three judges, H.O. Schmidt and C.P. Fonda³ - eleven judges and G.A. Foulds⁴ - two judges. This is why it was decided to proceed with a relatively small size judge group.

The test instrument used in this study was a questionnaire. The questionnaire was made up of three distinct parts. (Refer to Appendix).

The first part of the questionnaire consisted of the presentation of the client typologies to the judges. To insure that the judges had a basic understanding of the theory of relatedness, Design A attempted to present a global picture of each type in chart form. This was so that the judges would have an operationalized version of the types. The types were broken down into three major areas; what each type does, what he is, and how he is perceived by others. It was hoped that the chart form would facilitate the typing process, as it was thought that it gave a picture of each type at a glance.

The second part of the questionnaire was made up of the presentation of the four case recordings to the judges. In studies on the reliability of psychiatric diagnosis, it has been found that "37% of the cases of disagreement could be attributed to inconsistencies or errors in the interviewing techniques."⁵ Design A allowed for the partial control for this type of error. This shortcoming was controlled to some extent by our presentation of the same information to all judges in the form of written case recordings.

In the last part of the test instrument, the judges were given the task of categorizing the cases. Here, the judges were asked to fit the four case recordings into one of the five typologies. The assumption that the list of typologies was exhaustive resulted in a forced choice situation for the judges. The judges could not come up with an answer such as none of the above, due to the structure of the questionnaire which forced the judges to give a type for each case.

FOOTNOTES

- 1 A.T. Beck, "Reliability of Psychiatric Diagnosis," American Journal of Psychiatry, Hanover, 'The Dartmouth' Printing Co., Sept. 1962, p. 214.
- 2 P. Ash, Journal of Abnormal Social Psychology, 1949, Vol. 44, p. 272.
- 3 H.O. Schmidt and C.P. Fonda, Journal of Abnormal Social Psychology, 1956, Vol. 52, p. 262.
- 4 G.A. Foulds, Journal of Mental Sciences, 1955, Vol. 101, p. 851.
- 5 C.H. Wordand and A.T. Beck, "Reliability of Psychiatric Diagnosis," American Journal of Psychiatry, Hanover, The Dartmouth Printing Co., Sept. 1962, p. 215.

Design B.

The overall design was created to answer the question: "Do social workers agree in their classification of client types?" Before any theory can be considered valid and reliable it must possess the characteristic of consistency, that is, people must agree in the application of the theory.

Two different designs were created in order to attempt an answer to this question. The two possible choices were (1) viewing the client as a totality, that is, in terms of a total perception; or, (2) viewing the client in terms of specific characteristics, that is, breaking down the total client picture into parts. Both alternatives had their advantages and disadvantages. Design B represents the latter choice.

The theory of relatedness explicated in New Hope for Old Ways projects five major life styles. For the purpose of our design these five life styles or types were operationalized into descriptive characteristics. See the appendix to view the overall operationalization of the typology system (p. 88). Following are the lists of characteristics which are descriptive of the types. They were arrived at by a group of students studying the system in New Hope for Old Ways:

TYPE I - dependent, attaching, insatiable, lazy, parasitic, charming, sees possessions as a means of gaining nurture;

TYPE II - testing, driving (pursuing), manipulative, striving, creative, spirited, sees possessions as a means of gaining direction, orientation and guidance;

TYPE III - acquisitive, driving (compelling), egocentric, power-hungry, shrewd, controlling, sees possessions as an end in themselves;

TYPE IV - justifying, zealous and perfectionistic, defensive, self-denying, messianic (idealistic), excelling, sees possessions as an expression of self and others; concerned with quality and not quantity.

TYPE V - explorative, cold, questioning and probing, quantifying, intellectual, indecisive, sees possessions as practical and functional.

It was felt the totality of seven characteristics for each type would be sufficient to project an overall view of that type.

QUESTIONNAIRE

The judges were asked to read four case histories unknown to them as representing the first four types. We were unable to locate a social history of a type V case. Three of these records were chosen from those used as teaching material at the University of Manitoba School of Social Work, Casework I class. The fourth one was chosen as an extract from the October 1969 Social Work Journal. All of the social histories were reviewed by one of the authors of the theory of relatedness. The cases were chosen independently of the operationalization as one group chose the case histories and one operationalized the typology system. After each record was read the judge had to complete a questionnaire.

The questionnaire included the list of thirty-five characteristics previously described as representative of the five types. These characteristics were literally pulled from a hat and placed in random order.

The judge was asked to denote next to each characteristic the answer to two questions. They are: A - To what extent does each particular characteristic apply to the given record or case? and B - To what extent was there sufficient information to answer the preceding question (Question A)? The answers to (A) and (B) were to be chosen as a number ranging on a scale from 1 to 5 with number one representing the minimum extent and number five the maximum extent. By asking question A we were able to reflect the degree to which a particular characteristic applied and through the combination of characteristics reflective of a particular type how the judge classified the given case. By asking question B we were able to judge whether or not the score given to question A was based upon sufficient information or whether it was simply guess work. Sufficient information is judged by a score of three and greater. If the score for B was less than three the answer to Question A was irrelevant or invalid.

SAMPLE

The judges used were ten field instructors at the University of Manitoba School of Social Work. An attempt was made to match the five field instructors into five pairs by matching those with similar work experience. All the field instructors except one possessed an M.S.W. degree. By matching the judges with their work experience we hoped to depict whether or not the field of practice influenced the degree of agreement in classifying clientele.

PRETEST

Prior to giving the questionnaire to the judges a pretest was given to seven M.S.W. graduate students. There was minimal questioning and there appeared to be apparent understanding of both the instructions and the individual characteristics.

LIMITATIONS

(1) Design B poses some limitations which Design A did not. The effectiveness of typing a client is based upon viewing him as a totality and the way he relates to the world. When individual characteristics are utilized to describe a client this total picture may be lost. One individual characteristic may apply to any given type at any particular time although to a greater degree it is reflective of a particular type. It is definitely the sum of these characteristics which compose the type. The types are not exhaustive.

(2) It is possible for an individual characteristic to be present in a type but not in the given case material. The case material may also be inadequate in that it may not reflect all of the characteristics. Hence some characteristics reflective of a given type may not be checked off by the judge.

(3) All of the listed characteristics cited for a particular type are not necessarily all present in that type. For example, in Type II if the client is creative and spirited it does not necessarily follow that he is also offensive and/or manipulative although these characteristics are reflective of a Type II client.

(4) A judge may have difficulty in interpreting any particular characteristic.

(5) This particular study is demanding in terms of time, energy and ability to concentrate. Thus the mental and/or physical state of the judge at the time of completing the questionnaire may affect the results.

(6) A general observation regarding the theory of relatedness depicts the theory as multidimensional. It is both continuous and discrete. The continuous quality is related to the fact that it is based upon

Erickson's theory of development; the discrete quality is related to the fact that each type represents a life style. An individual may mature within his particular life style but rarely changes life styles. This multidimensional quality poses difficulties in the creation of a design.

FOOTNOTES

Section 1

Chapter II

Section 1

FOOTNOTES

Section 2

"Strategies" here is used in the special sense of it as discussed in New Hope for Old Ways, p. 76.

Section 2

"Methods" is used here in the special sense of it as discussed in New Hope for Old Ways, p. 76.

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8

Chapter III.

DATA AND DATA ANALYSIS

Design A.

Frequency Distribution:

Table (1)	CASES			
	Joyce	Coleman	Amy	Grayson
I	2	0	5	0
II	5	3	3	2
III	1	2	2	2
IV	1	4	0	4
V	0	1	0	2

Because of the small sample of judges used, a modified Chi-square test was employed to analyze the above data. The substitution $E_f = \frac{J}{5}$ was made in

$$X^2 = \sum \frac{(O_f - E_f)^2}{E_f}$$

where O_f = observed frequency
 E_f = expected frequency
 and J = total number of judges per column

The working equation then became:

$$X^2 = \frac{1}{J} (5 \sum O_f^2 - J^2)$$

And the null hypothesis was "There is no agreement by the judges in their typing of cases." This hypothesis was applied to each of the cases.

Therefore, in accordance with the frequency table:

Table (2)	Joyce	Coleman	Amy	Grayson
$\sum O_f^2$	31	30	38	28
$5 \sum O_f^2$	155	150	190	140
J^2	81	100	100	100
$5 \sum O_f^2 - J^2$	74	50	90	40
$X^2 = \frac{5 \sum O_f^2 - J^2}{J}$	<u>8.22</u>	<u>5.0</u>	<u>9.0</u>	<u>4.0</u>

where $X^2_{4,.05} = \frac{9.49}{5}$

Therefore, our null hypothesis could not be rejected for any of the four cases; our results were shown to be randomly distributed.

PART II

One part of our questionnaire requested the judges to indicate their familiarity with the presented typology system. On the basis of whether a judge was familiar or unfamiliar with the system, the results received from the ten judges were divided into two groups as follows, group 1 and group 2.

Table (3)

	<u>GROUP I</u>				JUDGES FAMILIAR WITH THE SYSTEM	
	A	B	C	D	Level of Agreement	
Joyce	2	2	-	2	75.0%	
Coleman	4	3	2	3	50.0%	
CASES Amy	2	3	1	3	50.0%	
Grayson	4	2	4	4	75.0%	

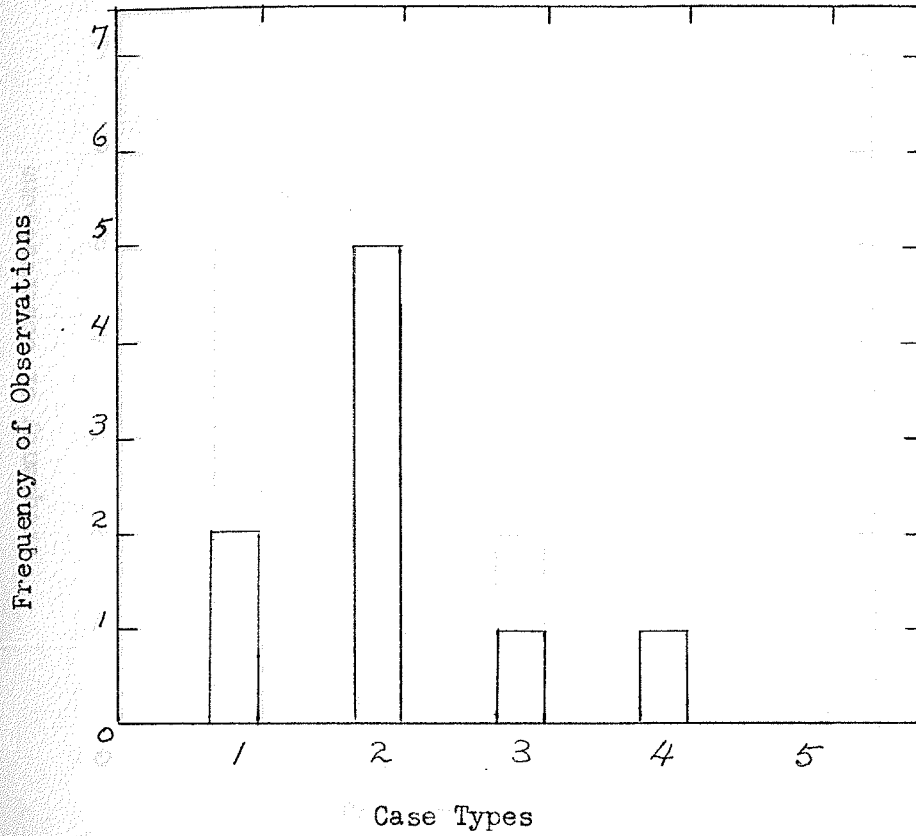
Therefore, for Group I, the average level of agreement was 62.25%.

Table (4)

	<u>GROUP II</u>						JUDGES UNFAMILIAR WITH THE SYSTEM	
	E	F	G	H	I	J	Level of Agreement	
Joyce	2	1	3	2	4	1	33.3%	
Coleman	5	4	4	4	2	2	50.0%	
CASES Amy	2	1	1	1	1	4	67.7%	
Grayson	3	5	2	4	3	5	33.3%	

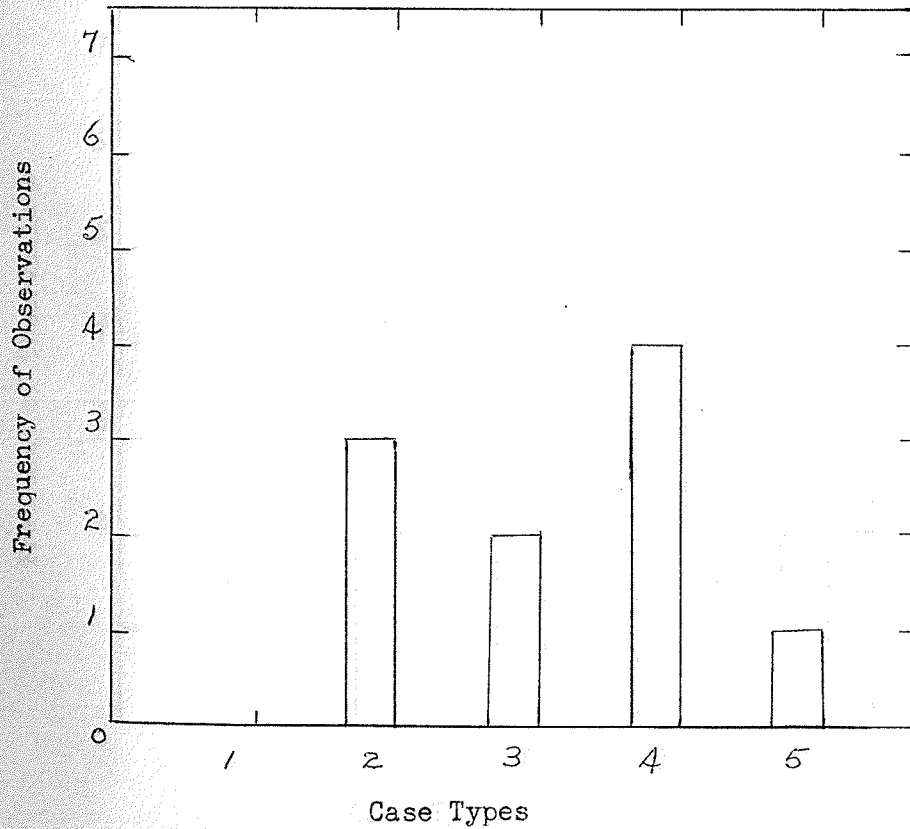
Therefore, for Group II, the average level of agreement was 46.1%.

It can be seen that those judges familiar with the typology system achieved an average level of agreement 1.35 times greater than those judges who were unfamiliar with the system.



Case: Joyce
9 Observations

Fig. 1. Number of Observations Per Case Type.



Case: Coleman
10 Observations

Fig. 2. Number of Observations Per Case Type.

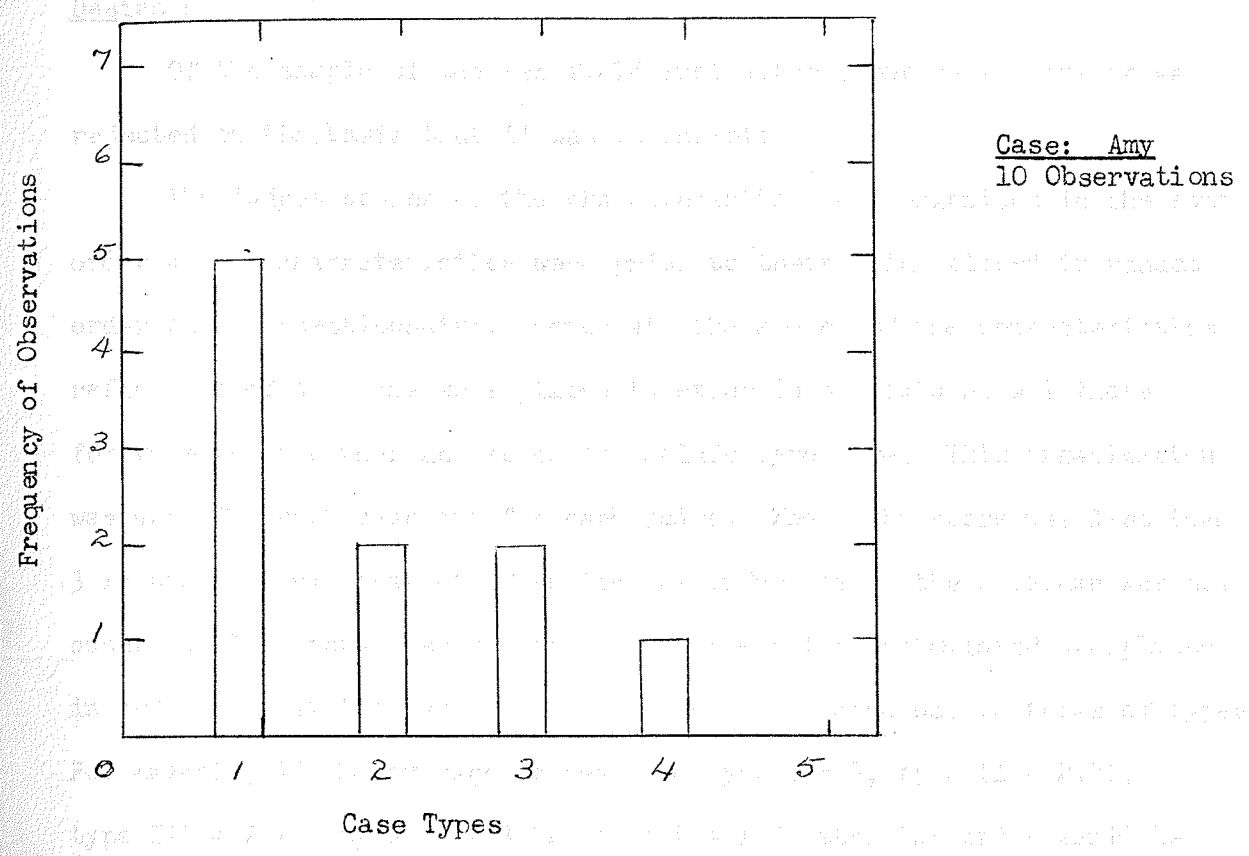


Fig. 3. Number of Observations Per Case Type.

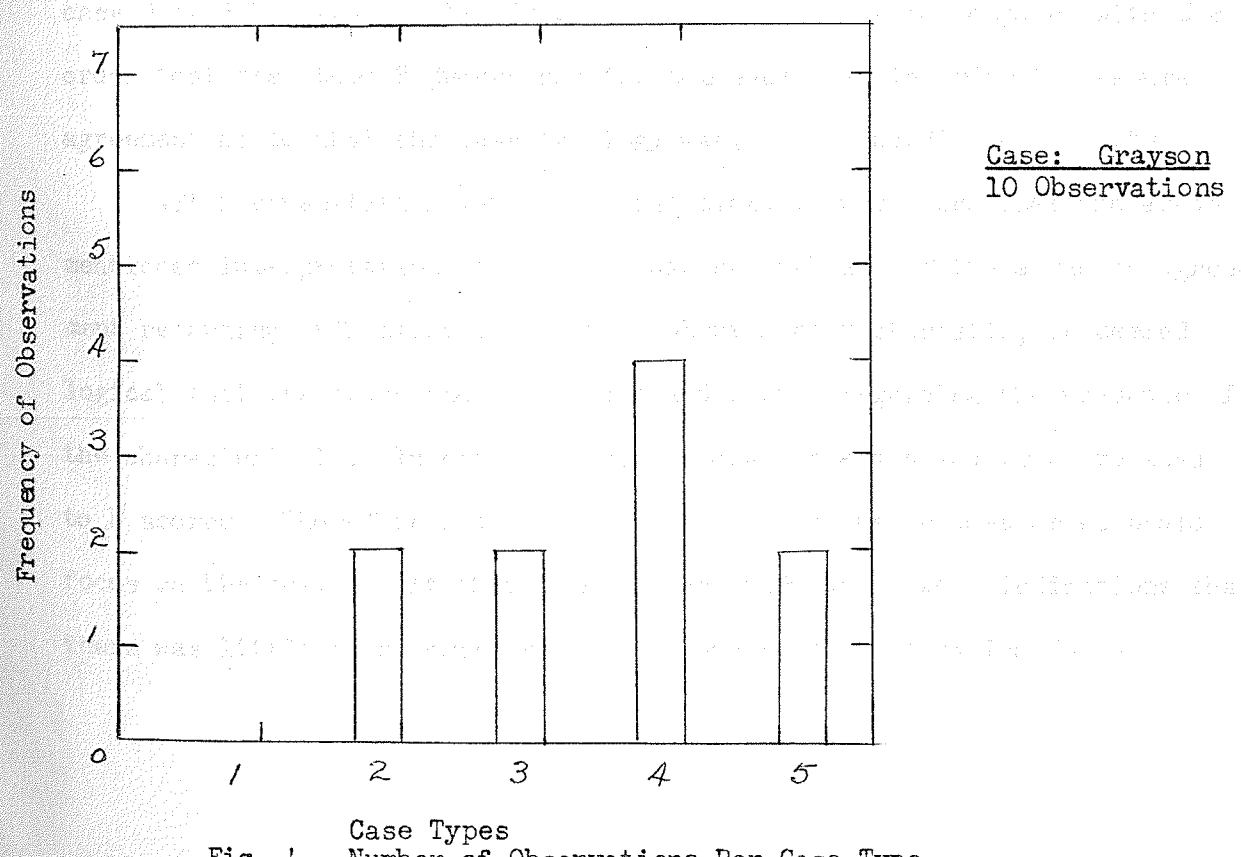


Fig. 4. Number of Observations Per Case Type.

Design B.

Of the sample of the ten field instructors, one questionnaire was rejected on the basis that it was incomplete.

The judges scores of the characteristics were organized in the same order as the characteristics were prior to their being placed in random order on the questionnaire. Hence all the scores of the characteristics reflective of type one were placed together in one column, all those for type two together and so on to include type five. This organization was used for each case and for each judge. Where the score was less than 3 in the B column (extent of sufficient information) the A column was not counted. The average score for each type was then calculated and placed in order of what the particular judge felt each case was in terms of types. For example, if the average scores were type I = 3, type II = 2.71, type III = 2.43, type IV = 3.12, type V = 1.79 then the order would be type IV, type I, type II, type III, and then type V, for that particular case judged by a particular judge. This order was then compared with the order that the other 8 judges had for the same case in order to measure agreement as to what the case typology was. See appendix for results.

After consultation with a statistician, it was found that the above mentioned interpretation of the data was not valid. If there was no agreement regarding sufficient information about a characteristic, it seemed logical that the judge could not make a decision regarding the presence of the characteristic. In other words, A scores were assumed to be related to B scores. Therefore a decision had to be made as to whether we would focus on the design. At that time in the study there were indications that there was little or no agreement on the amount of information for a

particular characteristic so we chose to focus on the design.

As a result of the decision a variation of the Chi square was utilized to determine the amount of agreement regarding the amount of information for each characteristic and the amount of agreement for each characteristic on the part of the judges. The formula used was $\frac{E(O-E)^2}{E} = Z$ where the sum of O, the observed, minus E, the expected is squared and divided by the expected. The expected was $\frac{9}{5} = 1.8$ and the level of significance was .05. If the result of this formula was less than 9.5 for the amount of agreement for a particular characteristic, (A scores), or the amount of agreement for sufficient information (B scores) on the part of the 9 judges, then there would be no evidence that the judges were not just guessing. Level of significance was .05.

Since E remained the same and in order to circumvent extensive calculations which would involve applying the formula 70 times in order to discern the amount of agreement for 35 characteristics in both A and B score categories, a simpler process, again based on the Chi square, was utilized.

The characteristics were grouped together according to the type they represented and were placed in one column. The column began with characteristics reflective of type I and ran through to type V. In an adjacent column, both A and B scores for each judge and for each characteristic were recorded. In a third column a summary of the judges' agreement was recorded. For example, in the Coleman case on the A score for the characteristic lazy, 9 judges rated the characteristic as being in position 1 on the measuring continuum and consequently no judges rated the characteristic at any other point on the continuum. The agreement then, was 9. If the

agreement was split for a characteristic such as 6 judges rating the characteristic at one position and 2 judges rating the characteristic at another position there was still considered to be agreement. Any combination such as 6:2, 9:0, 7:1, 5:3, or a combination equaling 8 or more was considered an indication of agreement. See appendix for the data sheet on this procedure.

The results were as follows:

SCORE	RAY-JOYCE CASE	GRAYSON CASE	AMY CASE	COLEMAN CASE
A	14	9	7	17
B	3	4	4	2

The results indicated that the judges had showed little agreement on sufficient information, the B scores, but some agreement on the characteristics themselves, the A scores. For example, out of the total number of characteristics for the Coleman case the 9 judges agreed 17 times on various characteristics and only twice on the sufficient information for the characteristics.

In view of these results it was felt that B does not necessarily affect A as it had been originally assumed. Because judgements can be made on a different basis by different people, it may not be that meaningful if there was not agreement on sufficient information for a particular characteristic. Some factor was operating such that the judges viewed some characteristics to be significant enough to agree upon. For this reason it was felt that the characteristics which the judges did agree upon should be elucidated.

Five charts each containing characteristics representative of a particular type were drawn up and the agreement for each characteristic found in each case was recorded. See appendix.

A summary of the results is contained in the following chart:

AGREEMENT OF JUDGES ON THE 35 CHARACTERISTICS				
100% $\frac{2}{35}$	75% $\frac{2}{35}$	50% $\frac{8}{35}$	25% $\frac{17}{35}$	0% $\frac{6}{35}$
lazy	manipulation	parasitic	insatiable	possessions
cold	power hungry	aquisitive	charming	seen as a
		controlling	driving(pursuing)	means of
		possessions seen	possessions as	gaining
		as an end in	direction orienta-	nurture
		themselves	tion and guidance	striving
		excelling	creative	attacking
		possessions as an	spirited	messianic
		expression of self	testing	(idealistic)
		and others	egocentric	self denying
		explorative	shrewd defensive	driving
			zealous	(compelling)
			perfectionistic	
			justifying	
			quantifying(weighs)	
			intellectual	
			possessions as	
			practical and	
			functional	
			questioning and	
			probing	
			indecisive	

Chapter IV.

RECOMMENDATIONS AND CONCLUSIONS

Recommendations for future studies based on Design "A".

Central to this research project was the operationalization of how the five types of clients in Don Ayre's classification system relate to people and to things. It appears that many of the word descriptions and phrases used to interpret these modes of relation were too vague and overly connotative.

The sample size was too small. The calculations indicate that the involvement of a larger sample may have produced statistically significant results (at the .05 level), especially with regard to the "Amy" and "Joyce" cases.

Some of the verbal feedback from the judges suggested that the use of case summaries to provide a picture of the client was inadequate. That the cases were seen as lacking information, boring and too long were also among comments received.

A number of the judges demonstrated a noticeable degree of hostility and/or uncomfortableness with the idea of typing people. The influence these emotional reactions had on the test results is not too clear, but the elimination or minimization of such emotions would promote motivation and co-operation.

Finally, it was discovered that the particular system of matching judges with respect to their backgrounds was not as important as the amount of familiarity the judges had with the classification scheme presented to them. As a comparison of tables (3) and (4) shows, those

judges who had been previously exposed to this typology system were more often in agreement to what type a given case summary was.

The operationalized version of the classification system as presented in this study has to be refined.

It seems that involvement of future judges in a brief, but comprehensive education process that would explain at least the basic principles and concepts of this particular classification system would be a worthwhile endeavor. Such an undertaking would be implemented before the testees proceeded to type so that any misconceptions of what the classification system is will be eliminated or minimized.

Also, tape recordings, films, or ideally, live clients should replace case summaries in any future study. Live clients would provide testees with a real, whole person, rather than a fragmented and abstract case summary.

Finally, whether or not the sample size should be increased will depend upon the design of the study. But if the new design is similar to the present one, the sample size should be enlarged.

Recommendations for future studies based on Design "B".

The study should be repeated. Our study, which could be considered a pretest, has shown that something is operating; that judges can agree on certain characteristics. We feel that our basic design could be used to adequately determine whether or not judges agree in their perception of given cases, that it could measure the extent to which they could reliably type cases. However, in repeating the study, we feel that the following changes in the design and scoring system should be made:

1. Scoring should be based on the number of judges who agree on a given case.

1. Factor analysis should be used to determine if the characteristics selected are representative and reflective of the individual types.
2. An additional rating scale should be used to measure the connotations elicited by the characteristics.
3. Cases with a greater depth should be selected or video or audio tapes should be used instead of cases.
4. The sample size should be increased to at least thirty, and initially the judges chosen should have similar backgrounds.
5. The rating scale or the scoring system should be changed to control for the response styles of the judges.
6. The scoring system should not allow the judgements on "sufficient information" to affect the scoring of the ratings on the characteristics.
7. The design should attempt to discover the relationship between ratings on sufficient information and the ratings on the characteristics.

We feel that our basic design could be used to adequately determine whether or not people agree in their perception of given cases. The presentation of characteristics which are reflective of each of the five types could be rated separately and scored with respect to each type they represent. Thus, if each type was broken into a number of characteristics, and the characteristics for all the types were presented along with a given case, for which judges were asked to rate the presence of each characteristic in the case, a scoring system could determine the degree to which the judges felt the case approximated a given type. By comparing the scores of each judge, the extent of their agreement between a given case and the types could be established. We feel that this would be a beginning step toward discovering whether or not workers could reliably type clients. While this

is the direction our study took, we discovered that we had moved too quickly, that the datum we obtained would not lend itself to the above interpretation.

The reasons for this were the following:

1. We had not, through factor analysis, tested to determine if the characteristics were representative and reflective of the individual types.
2. We had not controlled enough variables to determine what agreement or non-agreement might mean. Non-agreement could mean that there was not sufficient depth in the cases supplied to allow the judges to make adequate decisions, or non-agreement could mean that the sample we selected was inadequate, either in quantity or quality. Non-agreement could mean that we had not controlled adequately for the individual response styles of the judges; or, as mentioned earlier, it could mean that the characteristics are not related to the types. It could also mean that there are some characteristics with different connotations to different judges.

Aware that our datum could not be used to answer the basic question of whether or not workers can reliably type clients, we decided to use the datum in an attempt to determine the extent of agreement shown on ratings of individual characteristics. We felt this was a necessary step before the ratings on characteristics could be scored collectively.

Our analysis showed that there was some significant agreement on certain characteristics, that the judges could agree in some cases on the extent to which the characteristics were present and operating in the case material we gave them. However, in looking at the "sufficient information" scores we found little agreement.

From this we concluded that judges do not necessarily have to agree on the extent of sufficient information on a characteristic in a case in order to agree on the extent the characteristic is operating in the case. Tentatively, this indicates that the judges did have a "collective intelligence", a common base from which to perceive the case material. It indicates that the judges probably perceive a case in a global fashion, that they recognize certain characteristics in the case, and from those, have an intuitive "feel" that other characteristics are also operating in the case. Such an explanation begins to account for the lack of agreement on "sufficient information" and for the agreement on the extent to which a characteristic is present or operating in a case.

Another unusual phenomenon which may have occurred, and for which we did not control, is that some of the characteristics might have similarly negative connotations which were not congruent with the values of our social work judges, and consequently, all the judges rated them low on the extent to which they were present in all the cases. Characteristics such as lazy, cold, and power-hungry were consistently rated by all the judges as being present to the least possible extent in all the cases. Perhaps social work judges would give those characteristics that rating regardless of the case situation.

It is also interesting that those characteristics which the judges seldom agreed upon, such as sees possessions as the means of gaining nurture, attacking, and messianic, were the ones which the judges in our pretest indicated as being unclear. The connotations elicited by the characteristics is probably an important variable which affected our results.

Another variable which affected our results was the size of our sample. We only had nine judges who completed the questionnaire. We feel that if we would have had a larger sample individual variations in response would not have had as large an effect on the results, and we probably would have found more characteristics with a significant level of rater agreement. A larger sample would have also permitted the comparison of scores between judges of different backgrounds.

The various cases we selected for this study also affected our results. The cases were of varying length and depth, which could have accounted for some of the lack of agreement. It is interesting that the number of characteristics agreed upon by the raters varied considerably for different cases, though the "sufficient information" agreement remained quite constant. This might indicate that sufficient information about each characteristic is not needed in a case but that there needs to be some depth or minimum length to a case before judges can agree as to whether or not a particular characteristic is operating in the case.

Possibilities such as these and the many others we have raised indicate one thing -- that our study has raised more questions than it has answered.

General Implications and Conclusions.

It does seem that something was going on in both designs and that this was enough to confirm very tentatively that there is some kind of tendency in workers to form "diagnostic" judgements about their clients. However, this was a very faint impression and it is hard to draw any general conclusions from this. It could mean that the professional perceptions of workers themselves is very weak, that is, that workers

themselves find it hard to recognize the need to love and to be loved in the people they "treat".

But this would be largely speculative as both the phenomena of social work practice was apparently not too well represented and the theory of relatedness itself was found to be extremely hard to operationalize. Both designs suggest that other representations of phenomena might need to be considered such as audio and/or audio-visual tapes and, while this in itself is an interesting issue in that the case material used was accepted study materials still in use in the school's casework seminars, both designs also suggest that further refinement of the theory of relatedness is a definite must if further testing is to be considered.

But the fact of two designs having had to be tried because of differences among the experimenters themselves raises another fundamental issue, that of holistic versus analytic. Design A presented the types "globally"; Design B presented the types "in a segmented fashion". It would seem therefore that both designs could be refined and attempted again to illuminate this issue further. But this would require the on-going refinement of the theory of relatedness itself.

Finally both designs were able to focus on only the problem of the professional perceptions of workers and did not in any focus on the problem of implementation of related professional procedures, that is, they deal with one aspect of the helping process in isolation. It is hard to estimate the effect of this on the classification system and its related strategies as a totality, that is on the theory of relatedness as a system in-and-of itself. Throughout the early discussions related to the operationalizing of the theory of relatedness, it was felt that an in-depth understanding

of the theory itself was lacking and this could have effected the project throughout. Still, the results seem to argue in favour of a repeating of the two designs - and in combination - and this would be in keeping with the theory making intent of the theory of relatedness. The answer to the research question asked - Can social work practitioners, given case situations, classify in accordance with the system of client-type classification system provided by the theory of relatedness? - is a faint "yes". But the "social work practitioners" used as judges seemingly weren't practitioners in the truest sense; the "given case situations" seemingly weren't representative in a real way; the system of client-type classification system seemingly wasn't sufficiently operationalized; and the "theory of relatedness" seemingly needs further refinement, if not in itself, then in the minds of those who attempt its use.

APPENDIX A

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OPERATIONALIZATION OF TYPOLOGY SYSTEM

DESIGNS A & B

			I	II	III	IV	V
		DOES	depends attaches	tests contends strives struggles	controls verifies acquires	justifies excells	explores quantities (weighs) consults
	P		<hr/>				
	E	IS	insatiable	driving (pursuing)	driving (compelling)	zealous & perfecting	questioning and probing
	O		<hr/>				
Basic	P	(NEGATIVELY { { { (POSITIVELY	lazy parasitic	offensive manipulative pushy	power-hungry empire- building ego-centric	neurotic defensive self- denying	cold indecisive
Need	L		<hr/>				
To	E		charming pleasing	creative determined spirited	shrewd realistic (what is)	idealistic (what should be) messianic	intellectual
Love Relates to			<hr/>				
and	T		<hr/>				
Be	H		to be used as a means towards the end of being nurtured	used as a means of gaining direction orientation and guidance	to be possessed as an end in them- selves	to be regarded as an express- ion of self and others; concern is quality not quantity	functional and practical
Loved	I		<hr/>				
	N		<hr/>				
	G		<hr/>				
	S	NEED	Nurturing	Directing	Educating Fortifying	Encouraging	Counselling
			<hr/>				

CASE HISTORIES DESIGN A AND B

DIRECTIONS: Please read each of the following four cases separately and carefully. After you have read a case, turn to the respective questionnaire and complete it, then go on to the next case.

CASE NAME: JOYCE, Ray

c/o General Delivery, Kamloops, B.C.

15.4.54

THE RAY JOYCE CASE

Mr. Ray Joyce, after being released from prison in Oakalla, went to the Social Welfare Branch of the Department of Health and Welfare, Nanaimo, B.C., to request help to get to Vancouver. Mr. Joyce entered the office of a social worker and uneasily sat himself on the edge of a chair. After introducing herself, the worker enquired in what way she could be of help to him. After a brief silence, Mr. Joyce began to speak rapidly, giving all at once his age (29 years) and indicating that he wanted to be truthful and promptly revealed that he had just been released from prison. The worker made no comment and again pausing briefly, Mr. Joyce continued with his story repeating with emphasis that he was recently released from prison. Pausing again as if to elicit some response to his revelation he then went on to give details of the cause of his imprisonment and the length of his prison term.

In describing his experiences in Victoria the worker noted that Mr. Joyce was bitter, resentful and hostile. After his release from prison he recounted an experience with a policeman in a coffee shop in which the policeman ordered him to leave town. He found this incident unfair and threatening.

Focusing on his present situation he told the worker that he wanted to get to Kamloops in a hurry but he had no money except one dollar given to him on release from prison. He had, prior to his encounter with the policeman in Victoria, met a Mr. Jackson who offered him a job as a truck driver in Kamloops. He displayed a great deal of anxiety and was impatient to leave Victoria to take up employment in Kamloops but he had no money for transportation. He told the worker that if he did not get assistance he might have to resort to stealing but feared being sent back to prison.

At this point he again entered into the reason for his imprisonment, this time projecting blame outside of himself and indicating that he had stolen money to help the "small guys" on his job. He then shifted from this to tell the worker about his former employment prior to incarceration and then went on to describe some of his other work experiences.

The worker enquired about the possibility of obtaining help from relatives, to which he promptly replied that he did not have anyone to help him since his parents were dead and he had lost contact with an only sister in another part of the province.

Shifting his focus he said that he had served in the war with the British Merchant Marine and that he could not get Unemployment Insurance Benefits.

The worker suggested contacting Mr. Jackson who offered him the job, in order to arrange for transportation, but Mr. Joyce objected as he felt convinced that no one would want to employ him if his prison record was known. Referring again to his prison experiences and his encounter with the policeman, he indicated that he did not want to keep

running but was intent on reaching Kamloops. The worker noted his determination and anxiety to get to Kamloops and his insistence in obtaining only enough money to get him to his intended destination. The worker arranged for an emergency cash grant of \$15.00 which evoked some surprise from Mr. Joyce, who thanked her and requested her name, assuring her that he intended to return the money. In a friendly gesture the worker extended her hand to Mr. Joyce who, after shaking it, hurried out of the agency. The worker later saw Mr. Joyce off to Vancouver.

29.4.54

The worker received a letter from Mr. Joyce telling her of his success in obtaining the job and at the same time confessing his love for her. In the letter he mentioned that he had resolved to stop running as he was convinced that it was not a good thing. He referred to the fact that society must accept blame for a person's situation, probably in reference to his imprisonment, and that society was unusually harsh on ex-convicts. He then ended his letter by reaffirming that he will never put himself in the position of having to face a prison term and that he will never give up hope "as long as there is life."

The worker replied to this letter by reassuring Mr. Joyce that she was happy that he had succeeded in obtaining employment and in commending him for his decision to "stop running" as indicative of strength of character.

COLEMAN

THE COLEMAN CASE

Supervisor of aging department received a call from Sophie Ratner requesting assistance in planning for living arrangements for Mr. C. Mr. C. has been living with his daughter-in-law and son who are now moving.

Mr. C. is 91 years old.

Mr. C. in office by appointment. His daughter brought him, but she waited downstairs and he came and talked to worker alone. He spoke highly of his family members and said "he always felt part and parcel of their plans." Now, though he realized they would have to move and "it was unfortunate" as he put it, as he stated "nothing could really take the place of my own home with the children."

We discussed homes for the aged but he rejected these, saying "as long as he had to live away from his family, he would want to have the companionship of a family to know that there was someone there who would be interested in him should he need physical care." He said a home for the aged would not do because he felt he was "too young" for it.

We talked about his interests. He still goes downtown everyday to play billiards with friends and he does a lot of sculpturing. (He started this four years ago). He said he tried to reproduce anything he was "inspired" by. He said, presently, that his son was arranging an exhibit of his works in the public library in Chicago.

We returned to our discussion of a place to live and the worker then suggested living in a private family's home. Mr. C. was more agreeable to this and said that if the home was adequate and the people nice he would be prepared to try it. He said he had bought a suitcase, packed all his things, and was gradually getting ready to move. Mr. C. talked about leaving his family and said that it would be very hard after living with them for so many years, although he also said he would do his utmost to make the adjustment.

Mr. C. inspected the home and decided to move into it.

Once in, he immediately began discussing his sculpture with his new friends. He told the worker that he enjoyed all the new people he had met in the home, and although he was a little lonesome at times, he was generally quite happy. He said also that even though he did miss his family a great deal, he also felt freer and did not feel tied down to his relatives.

On Thanksgiving Day, none of his children had contacted him, but he joked and said "after all, a young fellow like me can find other things to do."

Mr. C. mentioned that he now corresponds with his family as well as with several old friends he once knew.

Extracts from "The Termination Process: A Neglected Dimension in Social Work" by Evelyn F. Fox, Marian A. Nelson, and William M. Bolman, in Social Work, Vol. 14, No. 4, October 1969.

FIRST HOUR

THE AMY CASE

After ten minutes of discussion about the events of the preceding week (which had been a good week and indicative of the client's improved functioning), Mrs. N. (the worker) said that she would be leaving the clinic in June, which gave them five more times to meet together. The client, Amy, asked if she would be seeing someone else. Mrs. N. replied by asking whether she thought she needed to continue with another worker. After some hesitation, Amy said she supposed not, if Mrs. N. thought it was OK. However, further questions by Mrs. N. proved ineffective and Amy became increasingly silent and uncommunicative.

The worker assumed that the silence was the result of thoughts and

feelings that were painful for Amy, but she did not know their specific nature. In thinking back to other times in treatment when Amy had reacted this way, she remembered that the meetings at the beginning of treatment had been characterized by many silences. Therefore, she remarked that the silence reminded her of how it had been at the beginning of treatment. Amy nodded and the worker followed up by wondering if it was difficult to talk now like it was then. Amy nodded and said she was feeling kind of shocked. The worker agreed and said: "Yes, in some ways it's hard for me to talk too, but it's something we both should do." Amy hung her head and began to cry softly. The worker had some trouble with her own wishes to comfort Amy, but confined herself to simply sliding her chair a few inches closer and asking what Amy usually did when she felt sad. Amy replied that she usually just sat and worried instead of getting her feelings out.

Mrs. N. wondered if Amy were going to handle her feelings about ending treatment by keeping them inside. With this, Amy talked about feeling "kind of disappointed," but again lapsed into silence. The worker wondered if perhaps Amy felt angry and Amy again burst into tears after saying, "I wonder why you have to leave now!" However, the worker's further efforts to get Amy to elaborate on this were unsuccessful, and the remaining half hour was spent in rather superficial but friendly talk about a variety of things.

Mrs. N. felt this portion of the session was aimless and was not sure she understood what was going on. As Amy left the session, she scrawled a quick sketch of a bomb on the blackboard, which brought the therapist back on target: she said that Amy probably felt like exploding.

SECOND HOUR

The hour opened with the client playing a trick on the worker. Amy gave Mrs. N. a card with a small hole in it and a quarter and asked her if she could push the quarter through the hole. Mrs. N. could not do it, whereupon Amy took a pencil, stuck it through the hole, and pushed the quarter with it. The worker laughed and asked if Amy perhaps felt as though her leaving was a trick -- a dirty one at that. Amy denied it, but spontaneously mentioned how shocked she had felt at the previous session and told of feeling the same way when a physician who had treated her ended the treatment. "When Doctor S. said my treatment was ending, I felt a shock. He saved my life. He really did."

This led to a five-minute digression onto other topics, including a few derogatory remarks Amy made about smoking being bad for a person (Mrs. N. had just lit a cigarette). The worker inquired further about Amy's remark because she thought there might be other feelings behind it. It then developed that Amy had never liked Mrs. N. to smoke but could not tell her so. This again led to thoughts of Amy's ending therapy, and she decided that they had gotten some work accomplished. One comment was: "Now I take a bath because I'm dirty, not because I wet the bed." She also said that her sprained leg was better. Mrs. N. knew this had little to do with Amy's psychotherapy. She suspected there was an implied criticism of her in the remark, that is, that this was another instance of Amy's difficulty in handling and expressing feelings of hurt, anger, and resentment. An opportunity came just before the hour ended, when Amy complained in a hurt manner that in games she was always the last one chosen. The worker suggested that perhaps it

would be a good thing to see what they could do to help with these feelings. Amy wondered where they should start, and Mrs. N. reminded her of what they had done about her bed-wetting.

THIRD HOUR

Amy came to this hour bringing a camera and said she would like to take a picture of Mrs. N. in front of the building. Mrs. N. asked if she could take a picture of Amy at the same time. Amy agreed with obvious pleasure and they agreed to take pictures of each other at the end of the hour. The worker remarked: "Sounds like you're preparing for the ending of the treatment," and Amy agreed. "How does it feel?" Mrs. N. asked. Amy said she was excited by it. "Why?" "Oh, I express myself a lot more now." Amy continued by giving two examples from the past week in which she had been much more assertive with her parents. From the observer's view, she also looked as though she felt more comfortable and self-assured than before.

Mrs. N. said it was indeed nice to hear about the good things, but she wondered if there were still some not-so-good things. Amy agreed she still had some of those feelings, but declined to talk about them and instead gave other examples of how well things were going. However, this led to some fifteen minutes of long silences, awkwardness, and talk of school and friends; the worker again felt confused about what was going on. Finally, as Amy was tapping on her knee and looking out the window, Mrs. N. said it looked like she felt restless and was ready to stop. Amy agreed, saying she was looking forward to taking pictures.

The worker asked if there were other reasons and, to her surprise, Amy said: "Well, yes, I'm kind of worried about Laurie, she's not eating and is sick." (Laurie was her only sibling, aged 4. Another sister

who would have been two years younger than Amy died suddenly of pneumonia when Amy was 5. This tragedy was still incompletely resolved in the family and mention of it still evoked tears. Amy often named dolls and pets after her dead sister.) Although the worker was momentarily at a loss about Amy's concern over a sick sister, she quickly associated it with threat of losing her and asked Amy directly how it would be if Laurie were not here and there were just Amy and her parents. This remark proved to be on target, although Mrs. N. had in fact skipped several steps in arriving at the question. Amy said "Terrible!" and instantly became tearful.

When asked if she often thought about Laurie's dying, Amy said, "It's too hard to think about," blew her nose and, in response to being asked how she felt, said: "It makes me kind of mad that you make me talk about it." (After the session Mrs. N. said she was feeling rather upset at having provoked such an upset but retained her objectivity enough to continue to be emphatically curious about the degree of Amy's tearfulness.) Therefore, she said: "Sure, but I thought you said you were thinking about it with Laurie's sickness." Amy rather grudgingly admitted that she used to tell Laurie she wished she would die, but she did not know how awful that was, and went on to tell about a friend of hers who was an only child and who was unhappy. The worker only needed to express her interest and Amy began to talk about when "we first got Laurie, I got to hold her first." This in turn led to how it soon became "icky" because the baby received so much attention. It was then that Amy's daydreaming became noticeable. She and the worker then talked about her use of daydreaming to avoid upsetting feelings before they left to take pictures of each other.

FOURTH HOUR

Amy opened the session by saying that the pictures they took after the previous session were not ready yet. Following this there was a period of sporadic conversation, small talk, and silence. Mrs. N. unsuccessfully attempted to get Amy back to the issues of the previous hour. Amy said she had mixed feelings in talking about them. It was just like her feelings about Mrs. N.'s leaving. At first she felt upset and angry but then she was not angry, she just felt it was an unpleasant thing to think about. The worker asked how she handled such mixed feelings and Amy replied: "I look at them, take the best, and forget the others. Getting mad only gets you in trouble." She again got restless and fidgety and said: "It's kind of funny, partly I feel like we're finished, and partly I feel like there's things we haven't got to yet." She then went on to tell Mrs. N. that she had bought a new troll (a type of doll). The worker asked, "What's he like?" "He's lazy, disgusted, can't be pleased, and doesn't know what to do," Amy replied. She added in a tone of surprise, "Why, he's like me!" Mrs. N. grinned in approval and asked Amy to tell her more about the doll. Amy talked animatedly about the trouble the doll had with friends. Through talking about the doll, she revealed that she felt caught in a vicious cycle; if she made friends, she got angry when she lost out in conversation or games and if she expressed this anger, she lost her friends. In short, she lost both ways. This led straight back to the problem she had with the worker. If she told Mrs. N. how hurt and angry she felt at her leaving, she was sure the worker would not see her the next time. Mrs. N. was moved by this, told Amy that she would continue to be caught in such a vicious cycle if she could not try to express her feelings,

and asked her to try. Amy stood up with tears in her eyes and walked out of the session.

FIFTH HOUR

Amy opened this hour by talking a great deal about her activities and friends. School was ending, and some children were feeling sad about saying goodbye, but she did not mind. "It's not like next fall is forever." Several children were leaving altogether; one was moving out of town. In the midst of the euphoric reportage of how great everything was, Amy said that the pictures they took of each other were "almost ready. I'll have to mail them to you since . . . Dad remembered it took time." Despite the near-mention of this being their last session, she kept talking excitedly and told Mrs. N. that many women in her neighborhood were expecting babies. "It's really a mess. Some of them get morning sickness. Laurie got carsick and threw up. That's another mess." Then she returned to talking about school and saying goodbye. Up to this point Mrs. N. had only said "Hi" when Amy came in fifteen minutes before. However, at this point she asked: "No more tests, either? You're all done?" Amy's euphoric flight ceased and she said, "Yeah. Here too." Mrs. N. asked how she felt about it and Amy replied: "Why did it have to end so soon?" Mrs. N. said she felt that way too and Amy began to cry softly. (Both observers felt that the worker should have asked her what it was she hoped to get from the treatment. In discussion following this session, Mrs. N. said she had exactly the same thought but did not want to tell Amy the things that had not been done.) The worker let Amy cry a minute and then asked if the changes Amy had noticed (expressing her feelings, being more assertive with her parents,

and not wetting the bed) had continued. Amy said they had and that she guessed she was better. Mrs. N. asked, "Then why is crying so bad?" and Amy replied, "Because when you cry you have to remember why you're crying." She cried a bit more and when Mrs. N. tried to explore whether Amy remembered walking out of the last hour, she said she did not remember.

Shortly afterward, Amy told Mrs. N. she would like to do something other than talk and got out a monster card game. As they played, both surreptitiously looked at the clock. After the game ended, Amy said she would like to leave a few minutes early to pick up a bottle of asthma pills. Mrs. N. asked about her asthma attacks and learned that they were much better.

Mrs. N. told Amy what had been said in the family conference -- that summer is a good time to let things settle into place -- to see how things go and how one feels. Should there be the need, she could always come back. Amy sat dejectedly, then got up and both of them left the room. At the hall exit they exchanged addresses, Amy cried again, hugged Mrs. N., and left.

THE GRAYSON CASE

Our receptionist notified me that Mr. G. had arrived. He was early. As I was coming down the stairs to meet him, he was sitting on the edge of the chair in the reception hall, with his head lowered. I greeted him, and he looked startled and tense. I told him that I was a social worker, not a doctor, and that I see all new veterans first who are referred by the VA Mental Hygiene Clinic, because we have found that most veterans like to know something about the clinic before they see the doctor.

I asked whether he would like to come to my office where we would have privacy, instead of standing in the reception hall. Mr. G. began to walk in the direction of the stairs, and I pointed to my office, which was directly above. He paused and said woefully, "Did you walk down the stairs to see me?" I said that I had, because, since this was his first visit, I wanted to escort him to my office. At my invitation Mr. G. seated himself opposite me.

I repeated that I was a social worker in our outpatient neuropsychiatric clinic. It was my responsibility to meet all new veterans who were referred to us by the VA Mental Hygiene Clinic, to tell them about our clinic and how it operates, and to determine with the veteran whether or not he is interested in using our clinic. I should be glad to have him ask me any questions about his having been referred to us. That was why I was seeing him first, because we do not assume that every veteran who is referred to us wants to see a psychiatrist at once.

He asked whether this was a psychiatric clinic, and I replied that it was. It is designed to help veteran patients with either nervous or mental problems to get well. Mr. G. said that he was in the wrong place and proceeded to get up from his chair. He pulled out of his pocket the letter he had received from the VA Mental Hygiene Clinic referring him to us. "I knew they had made a mistake when they sent me that letter--I am not crazy." I expressed my keen interest in his statement. I agreed that an organization as large as the VA might make an error, and it appears from what he had told me that he thinks the VA erred in referring him to our neuropsychiatric clinic. I asked how the VA had come to send him this letter in the first place. How did they get his

name, since the VA Mental Hygiene Clinic only saw veterans who had a neuropsychiatric disability? Mr. G. sat down again. I said lightly that perhaps he feels that he had been "trapped" into coming to us and that that was the reason for my wanting to talk with him. I asked whether he had any idea what the VA had in mind in referring him to us. I got no response from the patient, so I asked him whether he would like me to tell him more about this clinic. Mr. G. pushed back his chair and then said that "they" (the VA) had done him a "dirty trick" when they sent him here. "Where did they get the idea that I am crazy?" I said that he certainly had a right to his feeling about his referral, if the VA had not discussed it with him. But I would like him to know that the patients who are referred to us are not "crazy", if by that he means they are entirely out of their minds and need hospital care. Our patients are nervous, have emotional problems, that is, their feelings have gotten out of hand. They often have trouble getting along with other people, sometimes even with their best friends; some patients have trouble in their jobs because of it and do not do as well as they could otherwise. On the whole, our patients themselves feel pretty unhappy about their problems and want to help to straighten themselves out. A few of our patients do have various forms of mental disorders, but these patients, too, want to function more adequately. Our patients are seen by our psychiatrists, have a definite appointment time for their interviews, and go home after each appointment. We have no arrangement with the VA for treating patients who need hospitalization.

I paused when I was finished, and since he made no move to say anything, I asked him whether he would like me to call the VA and ask

them why they had referred him to us. Mr. G. replied that this was not necessary. He thought we could "dope" this matter out ourselves. I said that I would be willing to try and asked how he would suggest that we proceed. He cleared his throat and told me that his trouble is with his spine and feet; he can't stand the pain any longer. He stopped talking. I asked whether he had received treatment for this condition, since the pain must be pretty bad. He replied that he had. For one and one-half years he had been treated by a private medical doctor. The doctor gave him injections and pills. While he was taking the injections and pills, he felt better, but, when the "needles wore off" his pain returned. However, he continued at his work (as a machinist), but he noticed that he was becoming "more and more..."-- the patient paused and then half-jokingly added, "nervous, irritable, and jittery." He extended his hands to show me that they were covered with perspiration. He began to mop his forehead, ran his fingers through his hair, and then dramatically said, "I have always been nervous. I can't stand people; I can't stand noise, and when I am in the company of people, I get a terrible pain in the stomach and vomit." I said that I had a pretty good idea of what he meant. Coming here has certainly affected him this way. I am sorry that he is feeling so uncomfortable. I asked whether he thought the pain in his spine and feet was largely responsible for the nervousness which he had so vividly described to me. He whispered that he doesn't believe that is the case. He was nervous to begin with, but the pain in his spine and feet is real too. I agreed that that might well be the case; both might be true. Since he had received medical treatment for his spine and feet, what had his doctor suggested? Mr. G. spoke very quietly and confided that his doctor had

intimated that these pains might be caused or aggravated by his nervousness. He had given the patient all the treatment he could and suggested that Mr. G. seek the help of a psychiatrist. I asked Mr. G. whether the doctor's opinion had come as a complete blow. He said that it had not, but he had hoped that the doctor could cure his pain, and then he might have gotten over his nervousness. I wondered whether he had any desire to consult another medical doctor. Mr. G. shook his head in the negative. I asked what he would like to do now. He murmured that he guessed he had better see one of those "nerve" doctors--he had tried the other doctor without success; maybe he had better see "one of those psychiatrists."

I asked whether there was something special troubling him now. Slowly he told me that he lives in a small town and that he is afraid that, if anyone found out he was coming to a neuropsychiatric clinic, the neighbors would think he was crazy. I agreed that this was a legitimate concern and not easy to handle. I asked whether his neighbors had noticed his difficulty in mingling with people, for certainly in a small town news travels very quickly. Mr. G. presented a number of instances when he had had to leave the room with neighbor callers in his home because he couldn't bear their small talk. We agreed that, however he looked at it, the neighbors might come to the conclusion that his behavior with people was extraordinary. He agreed that at this time it was important for him to think of himself and his health. With a wave of the hand, as if he were trying to wipe out an unpleasant thought, he decided that he had better come to the clinic for help with his problems regardless of what the neighbors might think. It is true,

he has always been a "bit" nervous, but never like he is today, and he dated his condition to when he was inducted into the army. Immediately, however, he said vehemently, "I don't want to talk about that. I want to forget it and settle down and be a civilian." He then asked me to tell him more about the clinic.

I explained that our medical service is psychotherapy and that he would be seeing the same psychiatrist regularly and by appointment for at least a four-to-six-week period, our "exploratory" period. At the end of this period the psychiatrist and he would talk together about his condition, and would decide whether Mr. G. should continue with treatment or not. Mr. G. literally looked amazed. "You mean that the psychiatrist will ask me what I think?" I said that he would, because our psychiatrist is eager to help him. No matter how skilled the psychiatrist is, if Mr. G. feels that he is not getting help, there is no point in continuing. "You mean that the psychiatrist won't feel hurt if I don't want to come?" I said that he would feel sorry if Mr. G. breaks off treatment if, in the doctor's opinion, Mr. G. could benefit from it. The psychiatrist knows, however, that no good will come of it unless Mr. G. feels that he wants the doctor's help. Mr. G. began to talk about how and when he could see the doctor, and, as is our practice, I had arranged for an appointment today. This interview with the psychiatrist was to be an introductory visit. He could take this opportunity to talk about his problems with the doctor and then decide whether he wants to return. Mr. G. responded quickly, "Then it's set."

I asked when he had been discharged from service. He told me. Has his condition been improving? He replied that he was getting

progressively worse. Shortly after he returned home, he married a girl he had known for five years. She is now pregnant. He began to work as a machinist. Because he was anxious to earn as much money as possible, he bought old cars, put them in good shape, and sold them for a good profit. He managed to save \$1,400, which he used to buy a house. He worked at top speed and then found that he couldn't stand the pace. He had to take days at a time off from work. He became more and more jittery and quarreled with his boss, his wife, and her parents, with whom they were living until they bought their house. He wanted to do everything himself and was irritated when anyone offered to help him, even when they wanted to lend him money when he was in a "tight spot". His wife told him to go to the VA for his medical care, and that is how he got there. I asked whether he had received a compensation rating, he said that he thought he would for his neuropsychiatric condition. I explained more fully our connection with the VA, emphasizing the fact that he had no direct connection with the VA Rating Board and had no authority in recommending that a veteran's rating be either increased or decreased. However, the VA expects us to submit monthly reports of our contact with the patient indicating his progress. We send these reports to the Rating Board or any other department in the VA that is interested in the patient. I said that he might want to think about this matter a little more. It is very possible, should Mr. G. decide to come to treatment and his condition improve, that the VA might reduce his compensation or withdraw it entirely.

He asked me to repeat what I had said about our connection with the VA, and I did. Slowly he said that he wants to get well. There is no

use in getting a pension, if he will get worse. He tossed his head and added that he is too young to live on a "hand-out". He wants to be independent. I referred to his desire to get ahead and his zeal to work and support himself and his wife. He knows that his wife wouldn't like him to be a poacher either. He dropped this subject and said his wife is worried about him. She says that she hardly knows him since he had returned from the service. He tries hard to be nice to her because he loves her, but sometimes his temper is so great that he can't control himself. He "lights" into her for no good reason, and she bursts into tears. He knows that he shouldn't upset her now, because she is pregnant, but what can he do about it? It is bad enough that he is feeling so miserable, but he doesn't see why he should make her feel unhappy when she is dearer to him than anyone else. I said that very often a person who is upset, as he is, finds himself in this predicament. I asked whether his wife is fearful about his condition and he said with a good deal of feeling that she is. She has never been with a nervous person before, and he thinks that actually she has the same attitude toward him that the other smalltown people have. She has tried to be patient with him, but he doesn't give her a chance because he is so irritable most of the time.

I told him that the picture he has drawn for me is not unusual. It is part of his present condition. We have found that it is helpful to the patient and his wife if we have an opportunity to talk with her about this double problem. Often the wife is worried to death about her husband's illness, his need to attend a neuropsychiatric clinic, and the problems that his illness creates for her. We are often able to assist

her with this. Mr. G. thought that his wife would like to see me, because she doesn't talk to anyone about it. Her parents are kind but ignorant, and they must think him impossible. I said that we could be thinking about that. But what does he want to do about seeing the psychiatrist today? Mr. G. said he would see him now. I told him the psychiatrist's name and said that I would escort him to his office to introduce him. I asked him to return to my office after his interview, if the doctor and Mr. G. decided that he should return for treatment, and I would give him a clinic appointment card. We could also decide whether I should invite Mrs. G. to come to see me.

Mr. G. met Dr. K. very warmly, and I left them. He returned after the interview to my office smiling for the first time, and said that he is coming in for treatment. He asked me when his wife should come in. I discussed with him what he would tell her as the purpose of her coming, and he quickly understood the desirability of her wanting to come. He asked for an appointment for Mrs. G. for next week when he came, but, if for some reason his wife were not coming, he would let me know. Mr. G. shook my hand and thanked me for my kindness

and consideration.	I escorted him downstairs.	possible	visit
citizens	struggle	acquires	reluctant
pleasant	driving	(in a	competitively
law	may be	social	worker
paradox	showing	disaster	creative
spirited			

QUESTIONNAIRE DESIGN A

Type I Type II Type III Type IV Type V Date _____

Name _____

RESEARCH

We request your co-operation in a research project. The purpose is to see if social workers can agree on categorization of cases on the basis of the way clients behave and relate.

INSTRUCTIONS

The following table is an effort to diagrammatically describe five types of clients.

PART A of the table below suggests how each client type relates to people. The words in each cell refer to any way clients relate to people in order to satisfy his own needs.

PART B of the table suggests each type of client's attitude towards and usage of things.

PART A HOW CLIENT RELATES TO PEOPLE

	Type I	Type II	Type III	Type IV	Type V
Client does	depends attaches	contends strives struggles	controls verifies acquires	justifies excels	quantifies explores
Client is	insatiable	driving (in a pursuing way	driving (in a compelling way	zealous perfect- ing	questioning probing
How client may be per- ceived by social worker	lazy parasite charming pleasing	offensive pushy manipula- tive creative spirited	shrewd ego-centric empire-bldg. power hungry	idealistic messianic neurotic self- denying	cold intellectual indecisive

PART BHOW CLIENT RELATES TO THINGS

Type I	Type II	Type III	Type IV	Type V
things used as a means toward being nurtured	things used as a means of gaining direction and guidance	things are possessed and end in themselves	things are regarded as an expression of one's self and others. Quality not quantity is important	things are regarded as functional or practical

Following are four case summaries that are set up to enable the reader to get an idea of the way the client relates to people and things. Using the table as a reference, categorize each client in the case summaries according to what you feel is his type.

NOTE:

- Place each case in only one category (type).
- Assess the case on the basis of YOUR analysis of the client's characteristics and behavior, rather than on the way he may say he behaves.
- Rather than being concerned with particular words on the table, look at the total picture given of each type of client.

JOYCE, Ray TYPE _____

COLEMAN TYPE _____

AMY TYPE _____

GRAYSON TYPE _____

How familiar are you with the presented typology system (see table)?

- NOT FAMILIAR _____
- AWARE OF IT _____
- FAIRLY FAMILIAR _____
- VERY FAMILIAR _____

information in QUESTIONNAIRE DESIGN B

Case Name Ray Joyce

Respondent's Name _____

INSTRUCTIONS:

The purpose of this questionnaire is to explore the relationship between characteristics and case material. In the left column are listed characteristics. Answer the two following questions for each characteristic. Respond quickly and do not dwell on the questionnaire.

- A. To what extent does the characteristic seem to exist in the case?
 B. To what extent was there sufficient information to answer the preceding question?

To answer the above questions choose a number ranging on a scale from 1-5, To A Minimum Extent 1 2 3 4 5 To A Maximum Extent, and place that number after the respective question.

EXAMPLE:

Taking the characteristic "pushy", answer question (A) first; that is, to what extent does the characteristic "pushy" exist in the case. If the client did not appear to be "pushy" you could put number 1 after the letter A. If he appeared extremely "pushy" you could put number 5 after the letter A. Next, you would answer question B; which is to what extent was there sufficient information to answer question A? If you felt the client in case was "pushy" and there was sufficient information in the case on which to make that decision, you could put either a number 4 or 5 after the letter B, depending on how strongly you felt the information was sufficient. If on the other hand, you were unsure of your answer to question A due to a lack of information in the case, you could put either number 1 or 2 after letter B, depending on how strongly you felt the

information was insufficient.

For each of the following thirty-five characteristics answer questions A and B separately by choosing a number from the previously described scale and placing it after the respective question.

defensive	A _____	B _____	insatiable	A _____	B _____
quantifying (weighs)	_____	_____	sees possessions as a means of gaining direction, orientation, and guidance	_____	_____
controlling	_____	_____	creative	_____	_____
messianic (idealistic)	_____	_____	parasitic	_____	_____
power-hungry	_____	_____	charming	_____	_____
intellectual	_____	_____	justifying	_____	_____
manipulative	_____	_____	indecisive	_____	_____
sees possessions as practical and functional	_____	_____	spirited	_____	_____
excelling	_____	_____	self-denying	_____	_____
sees possessions as a means of gaining nurture	_____	_____	driving (compelling)	_____	_____
acquisitive	_____	_____	explorative	_____	_____
striving	_____	_____	attaching	_____	_____
zealous and perfectionistic	_____	_____	sees possessions as an expression of self and others; concern is about quality not quantity	_____	_____
cold	_____	_____	dependent	_____	_____
questioning and probing	_____	_____	testing	_____	_____
ego-centric	_____	_____	sees possessions as an end in themselves	_____	_____
lazy	_____	_____	shrewd	_____	_____

1-4	3-4	4-4	1-4	2-4	3-4
2-5	3-5	4-5	1-5	2-5	3-5
1-6	3-6	4-6	1-6	2-6	3-6
2-6	3-6	4-6	1-6	2-6	3-6
1-7	3-7	4-7	1-7	2-7	3-7
2-7	3-7	4-7	1-7	2-7	3-7
11/32	30/41	17/30	17/30	18/33	
Real Score 11 = 2.57	16 = 3.07	12 = 2.71	16 = 2.67	15 = 2.57	2,4,5,3,1

ORIGINAL SCORING SYSTEM RE TYPOLOGY DESIGN B

RAW SCORES						
TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER	
A B	A B	A B	A B	A B		
Re: Joyce						
5.5	3.4	4.5	4.5	3.2		
1.2	3.3	1.5	3.4	1.5		
1.5	4.4	1.3	1.5	5.5		
1.4	2.2	1.2	1.4	1.4		
1.3	1.3	1.2	5.5	1.4		
3.3	2.2	1.5	4.4	3.4		
3.5	5.5	2.5	1.4	1.4		
<u>15/27</u>	<u>20/21</u>	<u>11/27</u>	<u>19/32</u>	<u>15/28</u>		
Real Score	$\frac{14}{6} = 2.33$	$\frac{16}{5} = 3.20$	$\frac{9}{5} = 1.80$	$\frac{19}{7} = 2.71$	$\frac{12}{7} = 1.71$	2,4,1,3,5
Re: Coleman						
2.2	1.4	1.4	1.5	4.5		
1.5	1.4	1.5	3.4	4.5		
1.5	2.4	1.5	2.2	3.5		
1.5	1.1	1.5	3.3	1.5		
4.5	5.5	1.5	1.5	3.3		
1.2	4.5	1.5	1.5	1.5		
1.5	1.4	3.5	3.4	4.5		
<u>11/29</u>	<u>15/27</u>	<u>9/34</u>	<u>14/28</u>	<u>20/33</u>		
Real Score	$\frac{8}{5} = 1.6$	$\frac{14}{6} = 2.33$	$\frac{9}{7} = 1.28$	$\frac{12}{6} = 2.00$	$\frac{20}{7} = 2.85$	5,2,4,1,3
Re: Amy						
1.2	4.5	3.4	3.5	1.4		
1.5	3.5	1.5	2.4	3.4		
2.4	2.4	4.5	1.5	1.2		
1.5	0.0	3.4	2.5	1.4		
1.4	3.4	1.5	3.5	3.4		
4.5	3.5	1.2	4.5	5.5		
4.5	4.4	1.5	1.2	2.5		
<u>14/30</u>	<u>19/27</u>	<u>14/30</u>	<u>16/31</u>	<u>16/28</u>		
Real Score	$\frac{13}{6} = 2.17$	$\frac{19}{6} = 3.17$	$\frac{13}{6} = 2.17$	$\frac{15}{6} = 2.50$	$\frac{15}{6} = 2.50$	2,4=5,1=3
Re: Grayson						
1.3	4.5	2.5	4.5	2.4		
1.4	3.5	1.5	3.4	2.5		
2.5	3.5	1.3	1.4	3.4		
1.5	1.1	1.4	3.4	1.5		
2.5	3.5	4.5	2.5	3.5		
1.5	3.5	1.4	3.5	3.5		
3.5	3.5	2.4	1.1	4.5		
<u>11/32</u>	<u>20/31</u>	<u>12/30</u>	<u>17/28</u>	<u>18/33</u>		
Real Score	$\frac{11}{7} = 1.57$	$\frac{19}{6} = 3.17$	$\frac{12}{7} = 1.71$	$\frac{16}{6} = 2.67$	$\frac{18}{7} = 2.57$	2,4,5,3,1

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re:	1.1	1.1	1.3	4.4	1.3	
	3.3	3.3	1.3	2.4	1.4	
Ray Joyce	2.5	2.3	3.3	1.5	3.2	
	1.3	2.4	3.3	1.5	2.4	
	2.4	2.4	2.4	5.5	1.3	
	5.5	3.3	1.4	2.4	2.4	
	<u>4.4</u>	<u>3.2</u>	<u>2.4</u>	<u>1.4</u>	<u>2.5</u>	
	18/25	16/20	13/24	16/31	12/25	
Real Score	$\frac{17}{6} = 2.83$	$\frac{15}{6} = 2.50$	$\frac{13}{7} = 1.85$	$\frac{16}{7} = 2.28$	$\frac{9}{6} = 1.50$	1,2,4,3,5
Re:	1.5	1.4	1.4	1.5	3.3	
	1.5	4.4	1.4	2.3	2.2	
Coleman	1.5	3.3	2.4	4.3	3.3	
	1.5	1.4	1.5	1.4	1.4	
	3.3	5.5	2.4	1.5	2.4	
	2.4	5.5	1.5	2.4	1.5	
	<u>1.5</u>	<u>1.3</u>	<u>1.5</u>	<u>2.4</u>	<u>3.3</u>	
	10/32	20/28	9/31	13/28	15/24	
Real Score	$\frac{10}{7} = 1.43$	$\frac{20}{7} = 2.85$	$\frac{9}{7} = 1.28$	$\frac{13}{7} = 1.85$	$\frac{13}{6} = 2.17$	2,5,4,1,3
Re:	4.3	4.4	4.4	5.5	2.4	
	3.3	2.2	2.2	1.4	1.5	
Amy	4.4	4.4	5.5	1.4	1.5	
	5.5	1.2	5.5	1.5	2.4	
	2.3	1.2	4.2	1.1	1.4	
	5.5	2.2	4.2	1.5	2.3	
	<u>5.5</u>	<u>5.5</u>	<u>1.5</u>	<u>1.3</u>	<u>0.0</u>	
	28/28	19/21	25/25	11/27	9/25	
Real Score	$\frac{28}{7} = 4.00$	$\frac{13}{3} = 4.33$	$\frac{15}{4} = 3.75$	$\frac{10}{6} = 1.67$	$\frac{9}{6} = 1.50$	2,1,3,4,5
Re:	1.3	3.1	5.5	5.5	4.1	
	1.5	5.5	4.2	4.4	1.4	
Grayson	4.4	5.5	5.3	4.3	5.3	
	2.4	2.4	5.5	5.5	3.3	
	1.5	3.3	5.5	3.3	4.4	
	2.4	1.5	2.4	2.4	3.3	
	<u>3.2</u>	<u>3.4</u>	<u>2.4</u>	<u>3.3</u>	<u>2.4</u>	
	14/27	22/27	28/28	26/27	22/22	
Real Score	$\frac{11}{6} = 1.83$	$\frac{19}{6} = 3.17$	$\frac{24}{6} = 4.00$	$\frac{26}{7} = 3.71$	$\frac{18}{6} = 3.00$	3,4,2,5,1

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V
REJECT					
	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V
Re:	1.0	2.1	1.0	3.2	1.0
	1.0	2.2	1.0	1.0	1.0
Ray	1.0	1.0	1.0	1.0	1.0
	1.0	1.0	1.0	1.0	1.0
Joyce	1.0	1.0	1.0	3.3	1.0
	2.2	1.0	1.0	1.0	1.0
	<u>2.1</u>	<u>2.1</u>	<u>1.0</u>	<u>1.1</u>	<u>1.0</u>
	9.3	10.4	7.0	11.6	7.0
REJECT					
Re:	1.0	1.0	1.0	2.1	2.1
	1.0	2.1	1.0	1.0	1.0
Coleman	1.0	1.0	1.0	1.0	2.1
	1.0	1.0	1.0	1.0	1.0
	1.0	2.2	1.0	1.0	1.0
	1.0	2.2	1.0	1.1	1.0
	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>	<u>2.1</u>	<u>1.0</u>
	7.0	10.5	7.0	9.3	9.2
REJECT					
Re:	1.0	1.0	2.2	3.2	1.0
	1.0	1.0	1.0	1.0	2.1
Amy	1.0	1.0	1.0	1.0	1.0
	1.0	1.0	1.0	1.0	1.0
	1.0	1.0	1.0	1.0	1.0
	1.0	1.0	1.0	3.2	1.0
	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>
	7.0	7.0	8.2	11.4	8.1
REJECT					
Re:	1.0	1.0	1.4	2.2	1.4
	1.0	3.3	1.0	1.0	1.0
Grayson	1.0	3.3	1.0	3.3	3.2
	1.0	1.0	1.0	3.3	1.0
	1.0	2.1	1.0	1.0	1.0
	1.0	1.0	1.0	3.3	1.0
	<u>1.0</u>	<u>2.2</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>
	7.0	13.9	7.4	14.11	9.6

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re:	2.2	2.2	1.3	4.4	1.2	
Ray Joyce	1.3	2.2	1.2	2.2	1.2	
	2.2	1.2	1.2	1.2	1.2	
	2.2	2.2	3.3	1.2	1.3	
	1.1	1.1	1.2	5.4	1.3	
	4.4	1.3	1.2	1.4	1.2	
	2.3	1.3	1.3	2.2	1.3	
	<u>14/17</u>	<u>10/15</u>	<u>9/17</u>	<u>16/20</u>	<u>7/17</u>	
Real Score	$\frac{7}{3} = 2.33$	$\frac{2}{2} = 1$	$\frac{5}{3} = 1.67$	$\frac{10}{3} = 3.33$	$\frac{3}{3} = 1$	4,1,3,2 = 5
Re:	1.3	1.3	1.3	1.3	5.4	
Coleman	1.4	4.3	1.4	1.4	1.3	
	1.3	3.3	1.4	4.3	3.2	
	1.4	1.2	1.3	1.4	1.3	
	4.4	4.4	1.3	1.3	3.3	
	1.3	5.5	1.3	1.4	1.4	
	1.4	1.4	4.3	1.2	4.3	
	<u>10/25</u>	<u>19/24</u>	<u>10/23</u>	<u>10/23</u>	<u>18/22</u>	
Real Score	$\frac{10}{7} = 1.43$	$\frac{18}{6} = 3$	$\frac{10}{7} = 1.43$	$\frac{9}{6} = 1.50$	$\frac{15}{6} = 2.50$	2,5,4,1 = 3
Re:	3.3	3.3	1.3	4.4	2.2	
Amy	1.1	1.3	1.2	1.2	2.2	
	3.3	1.1	1.2	1.2	1.1	
	3.3	1.1	4.3	1.2	1.1	
	1.1	1.2	1.2	4.4	1.4	
	4.4	1.2	1.2	4.4	4.3	
	4.4	4.4	1.3	2.2	1.4	
	<u>19/19</u>	<u>12/16</u>	<u>10/14</u>	<u>17/20</u>	<u>12/17</u>	
Real Score	$\frac{17}{5} = 3.40$	$\frac{8}{3} = 2.66$	$\frac{6}{3} = 2.00$	$\frac{12}{3} = 4.00$	$\frac{6}{3} = 2.00$	4,1,2,3 = 5
Re:	1.1	1.2	2.2	5.4	1.1	
Grayson	1.3	4.4	1.1	2.2	1.1	
	1.1	3.3	3.3	4.3	1.1	
	1.4	1.1	1.1	4.3	2.1	
	2.1	1.1	3.3	3.3	1.1	
	1.3	1.3	2.1	4.4	2.1	
	2.1	3.2	2.1	1.1	2.1	
	<u>9/14</u>	<u>14/16</u>	<u>14/12</u>	<u>23/20</u>	<u>10/7</u>	
Real Score	$\frac{3}{3} = 1$	$\frac{8}{3} = 2.66$	$\frac{6}{2} = 3.00$	$\frac{20}{5} = 4.00$	$\frac{10}{7} = 1.43$	4,3,2,1,5

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re:	4.4	2.2	2.2	5.5	1.1	
	2.2	3.2	1.1	1.1	1.1	
Ray Joyce	3.2	3.3	2.2	1.1	3.3	
	4.4	3.3	4.3	2.1	3.4	
	2.2	1.1	1.1	5.5	2.2	
	4.5	3.3	2.2	2.1	3.2	
	<u>4.4</u>	<u>3.4</u>	<u>4.4</u>	<u>2.2</u>	<u>1.2</u>	
	23/23	18/18	16/15	18/16	14/15	
Real Score	$\frac{16}{4} = 4$	$\frac{12}{4} = 3$	$\frac{8}{2} = 4$	$\frac{10}{2} = 5$	$\frac{6}{2} = 3$	4,1=3, 2=5
Re:	2.2	1.1	1.1	2.1	4.4	
	1.1	4.3	1.1	1.1	2.2	
Coleman	1.1	4.4	1.1	3.4	1.1	
	1.1	2.2	1.1	1.1	1.1	
	3.3	5.4	1.1	3.3	4.4	
	2.2	5.4	1.1	3.3	1.1	
	<u>1.1</u>	<u>1.1</u>	<u>3.3</u>	<u>5.4</u>	<u>3.3</u>	
	11/11	22/19	9/9	18/17	16/16	
Real Score	$\frac{3}{1} = 3$	$\frac{18}{4} = 4.50$	$\frac{3}{1} = 3$	$\frac{14}{4} = 3.50$	$\frac{11}{3} = 3.67$	2,5,4,1=3
Re:	5.4	4.4	4.4	5.5	2.5	
	2.2	3.5	2.1	3.2	1.2	
Amy	4.4	1.1	3.3	3.2	1.1	
	2.2	4.4	4.4	2.2	2.2	
	2.2	2.2	4.5	2.2	2.4	
	5.4	2.2	3.3	3.3	5.4	
	<u>5.5</u>	<u>5.5</u>	<u>4.4</u>	<u>1.3</u>	<u>2.5</u>	
	25/23	21/23	24/24	19/19	15/23	
Real Score	$\frac{19}{4} = 4.75$	$\frac{16}{4} = 4$	$\frac{22}{6} = 3.67$	$\frac{9}{3} = 3$	$\frac{11}{4} = 2.75$	1,2,3,4,5
Re:	4.5	1.3	2.2	5.5	3.4	
	1.4	5.4	1.1	5.5	1.4	
Grayson	2.1	3.3	4.4	5.5	1.4	
	1.4	4.5	2.3	5.5	2.2	
	1.4	1.4	5.5	4.5	3.3	
	3.3	2.4	2.4	2.3	3.3	
	<u>2.4</u>	<u>1.3</u>	<u>1.1</u>	<u>1.3</u>	<u>3.5</u>	
	14/25	17/26	17/20	27/31	16/25	
Real Score	$\frac{12}{6} = 2.00$	$\frac{17}{7} = 2.43$	$\frac{15}{5} = 3.00$	$\frac{27}{7} = 3.85$	$\frac{14}{6} = 2.33$	4,3,2,5,1

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	
Re:	A B	A B	A B	A B	A B	
	3.3	3.3	3.3	4.4	1.4	
	1.1	3.2	1.1	1.1	1.4	
Ray Joyce	1.1	4.4	1.1	1.2	1.1	
	3.2	3.2	3.3	1.1	1.1	
	1.1	1.1	3.4	3.3	1.3	
	3.3	1.3	3.3	1.3	4.4	
	<u>3.3</u>	<u>4.4</u>	<u>1.1</u>	<u>1.1</u>	<u>3.3</u>	
	<u>15/14</u>	<u>19/19</u>	<u>15/16</u>	<u>12/15</u>	<u>12/20</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{9}{3} = 3.00$	$\frac{12}{4} = 3.00$	$\frac{12}{4} = 3.00$	$\frac{8}{3} = 2.66$	$\frac{10}{5} = 2.00$	1=2=3, 4, 5
Re:	A B	A B	A B	A B	A B	
	4.2	1.3	1.1	2.2	3.3	
	1.1	3.3	1.4	1.4	4.4	
Coleman	1.1	2.4	1.1	4.4	3.4	
	1.4	1.1	1.4	1.1	1.4	
	4.4	4.4	1.1	3.3	1.1	
	1.4	4.4	1.1	2.2	1.4	
	<u>1.4</u>	<u>1.2</u>	<u>3.3</u>	<u>4.4</u>	<u>3.3</u>	
	<u>13/20</u>	<u>16/21</u>	<u>9/15</u>	<u>17/20</u>	<u>16/23</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{11}{5} = 2.20$	$\frac{14}{5} = 2.80$	$\frac{5}{3} = 1.66$	$\frac{12}{4} = 3.00$	$\frac{15}{6} = 2.50$	4,2,5,1,3
Re:	A B	A B	A B	A B	A B	
	3.2	1.1	4.5	5.3	3.3	
	3.1	2.3	1.1	4.5	3.2	
Amy	4.5	1.1	2.1	1.4	1.1	
	1.1	1.4	4.4	3.3	1.3	
	1.1	2.1	3.3	3.2	3.3	
	4.5	1.1	1.1	4.5	3.4	
	<u>4.4</u>	<u>5.5</u>	<u>1.1</u>	<u>4.3</u>	<u>2.3</u>	
	<u>20/19</u>	<u>13/16</u>	<u>16/16</u>	<u>24/25</u>	<u>16/19</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{12}{3} = 4.00$	$\frac{8}{3} = 2.66$	$\frac{11}{3} = 3.66$	$\frac{21}{6} = 3.50$	$\frac{12}{5} = 2.40$	1,3,4,2,5
Re:	A B	A B	A B	A B	A B	
	4.3	1.3	2.3	4.5	4.4	
	1.4	4.5	1.1	1.4	2.2	
Grayson	1.1	4.4	4.4	3.3	4.3	
	1.1	1.1	2.3	3.3	1.1	
	2.1	1.1	4.3	2.2	4.4	
	1.1	1.1	1.1	1.4	1.3	
	<u>1.4</u>	<u>3.3</u>	<u>2.1</u>	<u>3.4</u>	<u>4.4</u>	
	<u>11/15</u>	<u>15/18</u>	<u>16/16</u>	<u>17/25</u>	<u>20/21</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{6}{3} = 2.00$	$\frac{12}{4} = 3.00$	$\frac{12}{4} = 3.00$	$\frac{15}{6} = 2.50$	$\frac{17}{5} = 3.40$	5,2=3,4,1

TYPE I TYPE II TYPE III TYPE IV TYPE V ORDER

Re:	5.5	3.5	4.3	4.4	4.4	
	1.1	3.2	1.1	1.1	1.5	
Ray Joyce	1.1	3.4	1.5	1.1	5.4	
	1.1	5.4	4.4	1.2	1.4	
	5.5	1.1	2.3	5.5	1.4	
	5.5	4.4	5.4	3.3	1.4	
	<u>4.4</u>	<u>5.5</u>	<u>5.4</u>	<u>1.1</u>	<u>1.1</u>	
	22/22	24/25	22/24	16/19	14/26	

Real Score $\frac{19}{4} = 4.75$ $\frac{20}{5} = 4.00$ $\frac{21}{6} = 3.50$ $\frac{12}{3} = 4.00$ $\frac{13}{6} = 2.17$ 1,2,4, 3,5

Re:	1.5	1.5	1.5	1.5	5.5	
	1.5	5.5	1.5	4.5	3.4	
Coleman	1.1	4.5	1.2	5.5	5.5	
	1.5	1.1	1.5	3.5	1.5	
	5.5	4.5	2.2	1.1	3.4	
	4.5	5.5	1.1	3.5	5.5	
	<u>3.5</u>	<u>1.5</u>	<u>3.5</u>	<u>1.1</u>	<u>3.4</u>	
	16/31	21/31	10/25	18/27	25/32	

Real Score $\frac{15}{6} = 2.50$ $\frac{20}{6} = 3.33$ $\frac{6}{4} = 1.50$ $\frac{16}{5} = 3.20$ $\frac{25}{7} = 3.57$ 5,2,4,1,3

Re:	5.5	2.5	3.5	5.5	5.5	
	1.1	5.5	1.5	1.1	1.1	
Amy	3.3	1.1	3.3	3.4	1.5	
	1.1	5.5	3.4	2.2	3.4	
	3.3	3.3	2.4	1.1	2.4	
	5.5	2.2	1.1	1.1	2.2	
	<u>5.5</u>	<u>5.5</u>	<u>1.4</u>	<u>1.5</u>	<u>1.4</u>	
	23/23	23/26	14/26	14/19	15/25	

Real Score $\frac{21}{5} = 4.20$ $\frac{20}{5} = 4.00$ $\frac{13}{6} = 2.17$ $\frac{11}{4} = 2.75$ $\frac{12}{5} = 2.40$ 1,2,4,5,3

Re:	1.1	2.5	1.5	3.5	5.5	
	1.5	4.5	1.5	1.1	2.5	
Grayson	3.3	4.5	3.4	2.4	1.1	
	1.5	1.1	4.5	4.5	1.1	
	2.2	2.1	2.5	1.1	5.5	
	5.5	3.5	1.1	1.5	5.5	
	<u>3.5</u>	<u>5.5</u>	<u>3.2</u>	<u>1.1</u>	<u>5.5</u>	
	16/26	21/27	15/27	13/21	24/27	

Real Score $\frac{13}{5} = 2.60$ $\frac{18}{5} = 3.60$ $\frac{11}{5} = 2.20$ $\frac{10}{4} = 2.50$ $\frac{22}{5} = 4.40$

$\frac{15}{5} = 3.00$ $\frac{16}{5} = 3.20$ $\frac{17}{5} = 3.40$ $\frac{18}{5} = 3.60$ $\frac{19}{5} = 3.80$ 4,3,2,1,1

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	
	A B	A B	A B	A B	A B	
Re:	1.1	2.3	3.3	2.3	1.2	
	1.4	4.4	1.3	1.3	1.3	
Ray Joyce	1.4	3.3	1.1	1.1	1.1	
	1.1	1.1	2.2	2.1	1.4	
	2.2	1.1	4.4	4.4	1.3	
	1.1	2.4	1.1	2.2	1.4	
	<u>1.4</u>	<u>5.5</u>	<u>2.1</u>	<u>1.1</u>	<u>1.2</u>	
	<u>8/17</u>	<u>18/21</u>	<u>14/15</u>	<u>13/15</u>	<u>7/19</u>	
	7 7	7 7	7 7	7 7	7 7	
Score	$\frac{3}{3} = 1.00$	$\frac{16}{5} = 3.20$	$\frac{8}{3} = 2.66$	$\frac{7}{3} = 2.33$	$\frac{4}{4} = 1.00$	2,3,4,1=5
Re:	3.3	2.3	2.3	4.4	3.2	
	1.4	4.4	1.3	3.3	3.2	
Coleman	1.3	4.3	1.3	4.4	4.4	
	1.3	3.3	2.3	2.1	1.2	
	3.3	3.3	3.3	4.4	1.2	
	2.1	3.4	1.4	4.4	1.4	
	<u>2.3</u>	<u>2.2</u>	<u>2.1</u>	<u>3.4</u>	<u>2.2</u>	
	<u>13/20</u>	<u>21/22</u>	<u>12/20</u>	<u>24/24</u>	<u>15/18</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{11}{6} = 1.83$	$\frac{19}{6} = 3.17$	$\frac{10}{6} = 1.66$	$\frac{22}{6} = 3.66$	$\frac{5}{2} = 2.50$	4,2,5,1,3
Re:	3.3	3.5	2.4	3.5	3.5	
	1.1	3.4	1.4	3.4	2.4	
Amy	3.4	3.4	1.3	2.3	2.2	
	1.1	1.1	3.4	3.3	1.4	
	1.1	1.1	2.2	3.3	3.4	
	2.4	2.3	1.1	3.4	2.4	
	<u>4.4</u>	<u>4.4</u>	<u>2.1</u>	<u>1.1</u>	<u>3.4</u>	
	<u>15/18</u>	<u>17/22</u>	<u>12/19</u>	<u>18/23</u>	<u>16/27</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{12}{4} = 3.00$	$\frac{15}{5} = 3.00$	$\frac{7}{4} = 1.75$	$\frac{17}{6} = 2.83$	$\frac{14}{6} = 2.66$	1=2,4,5,3
Re:	4.3	1.4	2.5	4.5	4.5	
	1.4	4.4	1.3	3.4	3.4	
Grayson	2.3	4.4	1.3	1.1	2.2	
	1.4	2.2	1.4	3.4	1.4	
	1.4	1.3	3.3	4.4	3.4	
	3.4	2.4	1.1	3.4	2.4	
	<u>3.3</u>	<u>4.5</u>	<u>3.3</u>	<u>1.1</u>	<u>4.5</u>	
	<u>15/25</u>	<u>18/26</u>	<u>12/22</u>	<u>19/23</u>	<u>19/28</u>	
	7 7	7 7	7 7	7 7	7 7	
	$\frac{15}{7} = 2.14$	$\frac{16}{6} = 2.66$	$\frac{11}{6} = 1.83$	$\frac{17}{5} = 3.40$	$\frac{17}{6} = 2.83$	4,5,2,1,3

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
	A B	A B	A B	A B	A B	
Re:	3.2	3.3	2.2	4.3	2.1	
Ray Joyce	2.2	3.2	4.2	3.2	3.2	
	1.2	3.2	3.2	2.1	3.1	
	2.2	3.2	3.2	1.1	2.2	
	3.1	2.1	2.2	5.3	3.2	
	3.2	3.2	1.1	3.1	2.2	
	3.2	2.1	1.1	3.1	2.1	
	<u>17/13</u>	<u>19/13</u>	<u>16/12</u>	<u>21/12</u>	<u>17/11</u>	
Real Score	0	$\frac{3}{1} = 3$	0	$\frac{9}{2} = 4.50$	0	4,2,1=3=5
Re:	2.1	2.1	3.2	3.2	3.3	
Coleman	1.2	3.1	1.3	4.3	3.2	
	1.2	3.2	1.1	2.1	3.1	
	1.3	1.2	3.3	2.1	1.3	
	4.3	3.3	2.2	3.3	2.2	
	3.2	4.4	1.1	3.2	2.3	
	2.3	3.3	1.3	1.2	3.3	
	<u>14/16</u>	<u>19/16</u>	<u>12/15</u>	<u>18/14</u>	<u>17/17</u>	
Real Score	$\frac{7}{3} = 2.33$	$\frac{10}{3} = 3.33$	$\frac{5}{3} = 1.67$	$\frac{7}{2} = 3.50$	$\frac{9}{4} = 2.25$	4,2,5,1,3
Re:	3.2	2.1	3.2	4.3	1.3	
Amy	3.2	2.2	2.1	3.1	3.2	
	3.2	2.2	3.1	1.1	2.1	
	2.2	1.1	3.2	1.1	1.2	
	3.3	3.1	3.2	3.2	0.0	
	4.4	3.2	2.1	2.2	3.1	
	4.4	3.2	1.1	3.2	3.2	
	<u>22/19</u>	<u>16/11</u>	<u>17/10</u>	<u>17/12</u>	<u>13/11</u>	
Real Score	$\frac{11}{3} = 3.67$	0	0	$\frac{4}{1} = 4$	$\frac{1}{1} = 1$	4,1,5,2=3
Re:	2.1	1.1	1.2	4.3	3.2	
Grayson	1.5	4.2	1.3	3.2	3.2	
	1.2	3.3	0.0	3.2	3.2	
	1.1	3.2	1.1	4.3	2.3	
	3.3	2.1	4.4	3.2	3.2	
	2.2	3.2	2.1	4.3	3.2	
	1.4	3.2	1.2	3.2	3.2	
	<u>11/18</u>	<u>19/13</u>	<u>10/13</u>	<u>24/17</u>	<u>20/15</u>	
Real Score	$\frac{5}{3} = 1.67$	$\frac{3}{1} = 3$	$\frac{5}{2} = 2.50$	$\frac{12}{3} = 4.00$	$\frac{2}{1} = 2$	4,2,3,5,1

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
	A B	A B	A B	A B	A B	
Re:	4.2	3.3	1.5	4.4	1.3	
	2.1	1.4	1.5	2.5	1.5	
Ray Joyce	3.1	2.1	1.3	1.4	1.1	
	4.4	2.1	3.3	1.5	1.4	
	1.4	1.4	2.1	3.3	1.5	
	3.2	1.2	2.3	3.3	3.4	
	<u>4.5</u>	<u>4.5</u>	<u>2.4</u>	<u>1.1</u>	<u>2.3</u>	
	21/19	14/20	12/24	15/25	10/25	
Real Score	$\frac{9}{3} = 3.00$	$\frac{9}{4} = 2.25$	$\frac{10}{6} = 1.67$	$\frac{14}{6} = 2.33$	$\frac{9}{6} = 1.50$	1,4,2,3,5
Re:	3.4	1.4	1.5	1.5	4.3	
	1.5	5.5	1.4	4.4	4.5	
Coleman	3.4	5.5	2.4	5.5	5.5	
	1.5	1.4	1.5	3.4	1.4	
	4.4	5.5	4.5	2.3	4.4	
	3.5	5.5	1.4	5.5	1.4	
	<u>1.5</u>	<u>1.5</u>	<u>1.4</u>	<u>4.4</u>	<u>4.5</u>	
	16/32	23/33	11/31	24/30	23/30	
Real Score	$\frac{16}{7} = 2.28$	$\frac{23}{7} = 3.28$	$\frac{11}{7} = 1.57$	$\frac{24}{7} = 3.43$	$\frac{23}{7} = 3.28$	4,2=5,1,3
Re:	5.4	2.2	4.2	5.5	2.1	
	1.3	3.3	1.1	1.1	1.1	
Amy	4.4	2.3	4.4	3.2	2.4	
	4.4	5.5	4.4	2.3	1.4	
	2.3	2.3	2.4	1.3	3.4	
	5.4	1.4	2.2	2.4	4.3	
	<u>5.5</u>	<u>4.5</u>	<u>1.3</u>	<u>3.2</u>	<u>2.4</u>	
	26/27	19/25	18/20	17/20	15/21	
Real Score	$\frac{26}{7} = 3.71$	$\frac{17}{6} = 2.83$	$\frac{11}{4} = 2.75$	$\frac{10}{4} = 2.50$	$\frac{12}{5} = 2.40$	1,2,3,4,5
Re:	3.4	1.4	2.4	2.5	3.4	
	1.4	2.4	1.3	3.4	2.4	
Grayson	2.4	3.4	2.3	3.4	4.4	
	2.3	1.3	2.4	1.4	1.5	
	3.4	1.3	3.3	2.4	3.4	
	3.3	2.3	1.4	3.3	2.4	
	<u>2.3</u>	<u>2.5</u>	<u>1.4</u>	<u>3.3</u>	<u>3.4</u>	
	16/25	12/26	12/25	17/27	18/29	
Real Score	$\frac{16}{7} = 2.29$	$\frac{12}{7} = 1.71$	$\frac{12}{7} = 1.71$	$\frac{17}{7} = 2.43$	$\frac{18}{7} = 2.57$	5,4,1,2=3

SUMMARY OF TOTAL SAMPLE DESIGN B

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re: Ray Joyce						
1.	2.33	3.20	1.80	2.71	1.71	2,4,1,3,5
2.	2.83	2.50	1.85	2.28	1.50	1,2,4,3,5
3.	Reject					
4.	2.33	1.00	1.67	3.33	1.00	4,1,3,2=5
5.	4.00	3.00	4.00	5.00	3.00	4,1=3,2=5
6.	3.00	3.00	3.00	2.66	2.00	1=2=3,4,5
7.	4.75	4.00	3.50	4.00	2.17	1,2=4,3,5
8.	1.00	3.20	2.66	2.33	1.00	2,3,4,1=5
9.	0.00	3.00	0.00	4.50	0.00	4,2,1=3=5
10.	3.00	2.25	1.67	2.33	1.50	1,4,2,3,5

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re: Coleman						
1.	1.60	2.33	1.28	2.00	2.85	5,2,4,1,3
2.	1.43	2.85	1.28	1.85	2.17	2,5,4,1,3
3.	Reject					
4.	1.43	3.00	1.43	1.50	2.50	2,5,4,1=3
5.	3.00	4.50	3.00	3.50	3.67	2,5,4,1=3
6.	2.20	2.80	1.66	3.00	2.50	4,2,5,1,3
7.	2.50	3.33	1.50	3.20	3.57	5,2,4,1,3
8.	1.83	3.17	1.66	3.66	2.50	4,2,5,1,3
9.	2.33	3.33	1.67	3.50	2.25	4,2,1,5,3
10.	2.28	3.28	1.57	3.43	3.28	4,2=5,1,3
10.						

	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re: Amy						
1.	2.17	3.17	2.17	2.50	2.50	2,4=5,1=3
2.	4.00	4.33	3.75	1.67	1.50	2,1,3,4,5
3.	Reject					
4.	3.40	2.66	2.00	4.00	2.00	4,1,2,3=5
5.	4.75	4.00	3.67	3.00	2.75	1,2,3,4,5
6.	4.00	2.66	3.66	3.50	2.40	1,3,4,2,5
7.	4.20	4.00	2.17	2.75	2.40	1,2,4,5,3
8.	3.00	3.00	1.75	2.83	2.66	1=2,4,5,3
9.	3.67	0.00	0.00	4.00	1.00	4,1,5,2=3
10.	3.71	2.83	2.75	2.50	2.40	1,2,3,4,5

STATISTICAL ANALYSIS OF DATA

Characteristic: *Number* *Number* *Number* *Number* *Number* *Number*

Characteristic	TYPE I	TYPE II	TYPE III	TYPE IV	TYPE V	ORDER
Re:						
Grayson						
1.	1.57	3.17	1.71	2.67	2.57	2,4,5,3,1
2.	1.83	3.17	4.00	3.71	3.00	3,4,2,5,1
3.	Reject					
4.	1.00	2.66	3.00	4.00	0.00	4,3,2,1,5
5.	2.00	2.43	3.00	3.85	2.33	4,3,2,5,1
6.	2.00	3.00	3.00	2.50	3.40	5,2=3,4,1
7.	2.60	3.60	2.20	2.50	4.40	5,2,1,4,3
8.	2.14	2.66	1.83	3.40	2.83	4,5,2,1,3
9.	1.67	3.00	2.50	4.00	2.00	4,2,3,5,1
10.	2.29	1.71	1.71	2.43	2.57	5,4,1,2=3

0 0 0 2 2 4 3 2 1 0 1 0 1 1
 1 1 0 2 3 3 4 2 3 2 4 3 4 1
 0 1 1 2 1 2 1 1 0 1 0 1 0 1
 1 1 0 1 1 1 1 1 1 1 1 1 1 1
 1 1 1 1 1 1 1 1 1 1 1 1 1 1
 1 1 1 1 1 1 1 1 1 1 1 1 1 1
 1 1 1 1 1 1 1 1 1 1 1 1 1 1
 1 1 1 1 1 1 1 1 1 1 1 1 1 1

DEGREE OF AGREEMENT RE: CHARACTERISTICS DESIGN B

Characteristic	Judges									Agreement (Continuum) Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
CASE: # 1 Ray Joyce														
Possessions as Nurture	A 5	1	2	4	3	5	1	3	4	A 2	1	2	2	2
	B 5	1	2	4	3	5	1	2	2	B 2	3	1	1	2
Lazy	A 1	3	1	2	1	1	1	2	2	A 5	3	1	0	0
	B 2	3	3	2	1	1	4	2	1	B 3	3	2	1	0
Insatiable	A 1	2	2	3	1	1	1	1	3	A 5	2	2	0	0
	B 5	5	2	2	1	1	4	2	1	B 3	3	0	2	1
Parasitic	A 1	1	2	4	3	1	1	2	4	A 4	2	1	2	0
	B 4	3	2	4	2	1	1	2	4	B 2	3	1	3	0
Charming	A 1	2	1	2	1	5	2	3	1	A 4	3	1	0	1
	B 3	4	1	2	1	5	2	1	4	B				
Attaching	A 3	5	4	4	3	5	1	3	3	A 1	0	4	2	2
	B 3	5	4	5	3	5	1	2	2	B 1	2	2	1	3
Dependent	A 3	4	2	4	3	4	1	3	4	A 1	1	3	4	0
	B 5	4	3	4	3	4	4	2	5	B 0	1	2	4	2
Manipulate	A 3	1	2	2	3	3	2	3	3	A 1	3	5	0	0
	B 4	1	2	2	3	5	3	3	3	B 1	2	4	1	1
Striving	A 3	3	2	3	3	3	4	3	1	A 1	1	6	1	0
	B 3	3	2	2	2	2	4	2	4	B 0	5	2	2	0
Driving (Pursuing)	A 4	2	1	3	4	3	3	3	2	A 1	2	4	2	0
	B 4	3	2	3	4	4	3	2	1	B 1	2	3	3	0
Possessions Dir. Orientation, Guidance	A 2	2	2	3	3	5	1	3	2	A 1	4	3	0	1
	B 2	4	2	3	2	4	1	2	1	B 2	4	1	2	0
Creative	A 1	2	1	1	1	1	1	2	1	A 7	2	0	0	0
	B 3	4	1	1	1	1	1	1	4	B 6	0	1	2	0
Spirited	A 2	3	1	3	1	4	2	3	1	A 3	2	3	1	0
	B 2	3	3	3	3	4	4	2	2	B 0	3	4	2	0
Testing	A 5	3	1	3	4	5	5	2	4	A 1	1	2	2	3
	B 5	2	3	4	4	5	5	1	5	B 1	1	1	2	4

Characteristic	Judges									Agreement Summary						
	1	2	3	4	5	6	7	8	9	1	2	3	4	5		
Controlling	A	4	1	1	2	3	4	3	2	1	A	3	2	2	2	0
	B	5	3	3	2	3	3	3	2	5	B	0	2	5	0	2
Power Hungry	A	1	1	1	1	1	1	1	4	1	A	8	0	0	1	0
	B	5	3	2	1	1	1	3	2	5	B	3	2	2	0	2
Acquisitive	A	1	3	1	2	1	1	1	3	1	A	6	1	2	0	0
	B	3	3	2	2	1	5	1	2	3	B	2	3	3	0	1
Egocentric	A	1	3	3	4	3	4	2	3	3	A	1	1	5	2	0
	B	2	3	3	3	3	4	2	2	3	B	0	3	5	1	0
Driving (Compelling)	A	1	2	1	1	3	2	4	2	2	A	3	4	1	1	0
	B	2	4	2	1	4	3	4	2	1	B	2	3	1	3	0
Possessions - an end in themselves	A	1	1	1	2	3	5	1	1	2	A	5	2	1	0	1
	B	5	4	2	2	3	4	1	1	3	B	2	2	2	2	1
Shrewd	A	2	2	1	4	1	5	2	1	2	A	3	4	0	1	1
	B	5	4	3	4	1	4	1	1	4	B	3	0	1	4	1
Defensive	A	4	4	4	5	4	4	2	4	4	A	0	1	0	1	1
	B	5	4	4	5	4	4	3	3	4	B	0	0	2	5	2
Messianic (Idealistic)	A	3	2	2	1	1	1	1	3	2	A	4	3	2	0	0
	B	4	4	2	1	1	1	3	2	5	B	3	2	1	2	1
Excelling	A	1	1	1	1	1	1	1	2	1	A	8	1	0	0	0
	B	5	5	2	1	2	1	1	1	4	B	4	2	0	1	2
Zealous (Perfectionistic)	A	1	1	1	2	1	1	2	1	1	A	7	2	0	0	0
	B	4	5	2	1	1	2	1	1	5	B	4	2	0	1	2
Justify	A	5	5	5	5	3	5	4	5	3	A	0	0	2	1	6
	B	5	5	4	5	3	5	4	3	3	B	0	0	3	2	4
Self Denying	A	4	2	1	2	1	3	2	3	3	A	2	3	3	1	0
	B	4	4	4	1	3	3	2	1	3	B	2	1	3	3	0
Possessions - expression of self and others	A	1	1	2	2	1	1	1	3	1	A	6	2	1	0	0
	B	5	4	2	2	1	1	1	1	1	B	5	2	0	1	1
Quantify (weighs)	A	3	1	1	1	1	4	1	2	1	A	6	1	1	1	0
	B	2	3	2	1	4	4	2	1	3	B	2	3	2	2	0
Intellectual	A	1	1	1	1	1	1	1	3	1	A	8	0	1	0	0
	B	5	4	2	1	4	5	3	2	5	B	1	2	1	2	3

Case #1 - Ray Joyce

Characteristic

Judges

Agreement
Summary

1 2 3 4 5 6 7 8 9

1 2 3 4 5

Possessions -
Practical Functional

A	5	3	1	3	1	5	1	3	1	A	4	0	3	0	2
B	5	2	2	3	1	4	1	1	1	B	4	2	1	1	1

Cold

A	1	2	1	3	1	1	1	2	1	A	6	2	1	0	0
B	4	4	3	4	1	4	4	2	4	B	1	1	1	6	0

Questioning and probing

A	1	1	1	2	1	1	1	3	1	A	7	1	1	0	0
B	4	3	3	2	3	4	3	2	5	B	0	2	4	2	1

Indecisive

A	3	2	1	3	4	1	1	2	3	A	3	2	3	1	0
B	4	4	2	2	4	4	4	2	4	B	0	3	0	6	0

Explorative

A	1	2	1	1	3	1	1	2	2	A	5	3	1	0	0
B	4	5	3	2	3	1	2	1	3	B	2	2	3	1	1

Attachment

A	1	1	1	1	1	1	1	1	1	A	1	1	1	1	1
B	1	1	1	1	1	1	1	1	1	B	1	1	1	1	1

Withdrawn

A	1	1	1	1	1	1	1	1	1	A	1	1	1	1	1
B	1	1	1	1	1	1	1	1	1	B	1	1	1	1	1

Hostile

A	1	1	1	1	1	1	1	1	1	A	7	1	0	0	0
B	0	0	0	0	0	0	0	0	0	B	0	0	0	0	0

Strive

A	1	1	1	1	1	1	1	1	1	A	1	1	1	1	1
B	1	1	1	1	1	1	1	1	1	B	1	1	1	1	1

Drive (Pursuing)

A	1	1	1	1	1	1	1	1	1	A	0	0	0	0	0
B	0	0	0	0	0	0	0	0	0	B	0	0	0	0	0

Possessions Dis.

A	1	1	1	1	1	1	1	1	1	A	1	1	1	1	1
B	1	1	1	1	1	1	1	1	1	B	1	1	1	1	1

Reactive

A	1	1	1	1	1	1	1	1	1	A	0	0	0	0	0
B	0	0	0	0	0	0	0	0	0	B	0	0	0	0	0

Inhibited

A	1	1	1	1	1	1	1	1	1	A	0	0	0	0	0
B	0	0	0	0	0	0	0	0	0	B	0	0	0	0	0

Selfish

A	1	1	1	1	1	1	1	1	1	A	1	1	1	1	1
B	1	1	1	1	1	1	1	1	1	B	1	1	1	1	1

Case #2 - Coleman

Characteristic

Judges

Agreement Summary

		1	2	3	4	5	6	7	8	9		1	2	3	4	5
Possessions as Nurture	A	2	1	1	2	4	1	3	2	3	A	3	3	2	1	0
	B	2	5	3	2	2	5	3	1	4	B	1	3	2	1	2
Lazy	A	1	1	1	1	1	1	1	1	1	A	9	0	0	0	0
	B	5	5	4	1	1	5	4	2	5	B	2	1	0	2	4
Insatiable	A	1	1	1	1	1	1	1	1	3	A	8	0	1	0	0
	B	5	5	3	1	1	1	3	2	4	B	3	1	2	1	2
Parasitic	A	1	1	1	1	1	1	1	1	1	A	9	0	0	0	0
	B	5	5	4	1	4	5	3	3	5	B	1	0	2	2	4
Charming	A	4	3	4	3	4	5	3	4	4	A	0	0	4	3	2
	B	5	3	4	3	4	5	3	3	4	B	0	0	4	3	2
Attaching	A	1	2	1	2	1	4	2	3	3	A	3	3	2	1	0
	B	2	4	3	2	4	5	1	2	5	B	1	3	1	2	2
Dependent	A	1	1	1	1	1	3	2	2	1	A	6	2	1	0	0
	B	5	5	4	1	4	5	3	3	5	B	1	0	2	2	4
Manipulate	A	1	1	1	1	1	1	2	2	1	A	7	2	0	0	0
	B	4	4	3	1	3	5	3	1	4	B	2	0	3	3	1
Striving	A	1	4	4	4	3	5	4	3	5	A	1	0	2	4	2
	B	4	4	3	3	3	5	4	1	5	B	1	0	3	3	2
Driving (Pursuing)	A	2	3	3	4	2	4	4	3	5	A	0	2	3	3	1
	B	4	3	3	4	4	5	3	2	5	B	0	1	3	3	2
Possessions Dir.	A	1	1	1	2	1	1	3	1	1	A	7	1	1	0	0
Orientation, Guidance	B	1	4	2	2	1	1	3	2	4	B	3	3	1	2	0
Creative	A	5	5	4	5	4	4	3	3	5	A	0	0	2	3	4
	B	5	5	4	4	4	5	3	3	5	B	0	0	2	3	4
Spirited	A	5	5	5	4	5	3	4	4	5	A	0	0	1	3	5
	B	5	5	4	4	5	4	4	5	5	B	0	0	0	4	5
Testing Others	A	1	1	1	1	1	2	3	1	1	A	7	1	1	0	0
	B	3	4	1	2	5	2	3	4	5	B	1	2	2	2	2

Case #2 - Coleman

Characteristic	Judges									Agreement Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Controlling	A 1	1	1	1	1	1	2	3	1	A 7	1	1	0	0
	B 4	4	3	1	1	5	3	2	5	B 2	1	2	2	2
Power Hungry	A 1	1	1	1	1	1	1	1	1	A 9	0	0	0	0
	B 5	4	4	1	4	5	3	3	4	B 1	0	2	4	2
Acquisitive	A 1	2	1	1	1	1	1	1	2	A 7	2	0	0	0
	B 5	4	4	1	1	2	3	1	4	B 3	1	1	3	1
Egocentric	A 1	1	1	1	1	1	2	3	1	A 7	1	1	0	0
	B 5	5	3	1	4	5	3	3	5	B 1	0	3	1	4
Driving (Compelling)	A 1	2	1	1	1	2	3	2	4	A 4	3	1	1	0
	B 5	4	3	1	1	2	3	2	5	B 2	2	2	1	2
Possessions - an end in itself	A 1	1	1	1	1	1	1	1	1	A 9	0	0	0	0
	B 5	5	3	1	1	1	4	1	4	B 4	0	1	2	2
Shrewd	A 3	1	4	3	3	3	2	1	1	A 3	1	4	1	0
	B 5	5	3	3	3	5	1	3	4	B 1	0	4	1	3
Defensive	A 1	1	1	2	2	1	4	3	1	A 5	2	1	1	0
	B 5	5	3	1	2	5	4	2	5	B 1	2	1	1	4
Messianic (idealistic)	A 3	2	1	1	1	4	3	4	4	A 3	1	2	3	0
	B 4	3	4	1	4	5	3	3	4	B 1	0	3	4	1
Excelling	A 2	4	4	3	4	5	4	2	5	A 0	2	1	4	2
	B 2	3	3	4	4	5	4	1	5	B 1	1	2	3	2
Zealous (Perfectionistic)	A 3	1	1	1	1	3	2	2	3	A 4	2	3	0	0
	B 3	4	4	1	1	5	1	1	4	B 4	0	1	3	1
Justifying	A 1	1	1	3	3	1	4	3	2	A 4	1	3	1	0
	B 5	5	3	3	3	1	4	3	3	B 1	0	5	1	2
Self Denying	A 1	2	1	3	2	3	4	3	5	A 2	2	3	1	1
	B 5	4	4	3	2	5	4	2	5	B 0	2	1	3	3
Possessions - Expression of Self and Others	A 3	2	1	5	4	1	3	1	4	A 3	1	2	2	1
	B 4	4	2	4	4	1	4	2	4	B 1	2	0	6	0

Case #2 - Coleman

Characteristic	Judges									Agreement Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Quantifying (weighs)	A 4	3	5	4	3	5	3	3	4	A 0	0	4	3	2
	B 5	3	4	4	3	5	2	3	3	B 0	1	4	2	2
Intellectual	A 4	2	1	2	4	3	3	3	4	A 1	2	3	3	0
	B 5	2	3	2	4	4	2	2	5	B 0	4	1	2	2
Possessions - Practical and Functional	A 3	3	3	1	3	5	4	3	5	A 1	0	5	1	2
	B 5	3	2	1	4	5	4	1	5	B 2	1	1	2	3
Cold	A 1	1	1	1	1	1	1	1	1	A 9	0	0	0	0
	B 5	4	3	1	4	5	2	3	4	B 1	1	2	3	2
Questioning and Probing	A 3	2	3	4	1	3	1	2	4	A 2	2	3	2	0
	B 3	4	3	4	1	4	2	2	4	B 1	2	2	4	0
Indecisive	A 1	1	1	1	1	5	1	2	1	A 7	1	0	0	1
	B 5	5	4	1	4	5	4	3	4	B 1	0	1	3	3
Explorative	A 4	3	4	3	3	3	2	3	4	A 0	1	5	3	0
	B 5	3	3	3	3	4	2	3	5	B 0	1	5	1	2

Case #3 - Amy

Characteristic	Judges									Agreement Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Possessions as nurture	A 1	4	3	5	3	5	3	3	5	A 1	0	4	1	3
	B 2	3	3	4	2	5	3	2	4	B 0	3	3	2	1
Lazy	A 1	3	1	2	3	1	1	3	1	A 5	1	3	0	0
	B 5	3	1	2	1	1	1	2	3	B 4	2	2	0	1
Insatiable	A 2	4	3	4	4	3	3	3	4	A 0	1	4	4	0
	B 4	4	3	4	5	3	4	2	4	B 0	1	2	5	1
Parasitic	A 1	5	3	2	1	1	1	2	4	A 4	2	1	1	1
	B 5	5	3	2	1	1	1	2	4	B 3	2	1	1	2
Charming	A 1	2	1	2	1	3	1	3	2	A 4	3	2	0	0
	B 4	3	1	2	1	3	1	3	3	B 3	1	4	1	0
Attaching	A 4	5	4	5	4	5	2	4	5	A 0	1	0	4	4
	B 5	5	4	4	5	5	4	4	4	B 0	0	0	5	4
Dependent	A 4	5	4	5	4	5	4	4	5	A 0	0	0	5	4
	B 5	5	4	5	4	5	4	4	5	B 0	0	0	4	5
Manipulate	A 4	4	3	4	1	2	3	2	2	A 1	3	2	3	0
	B 5	4	3	4	1	5	5	1	2	B 2	1	1	2	3
Striving	A 3	2	1	3	2	5	4	2	3	A 1	3	4	0	1
	B 5	2	3	5	3	5	4	2	3	B 0	2	3	1	3
Driving (Pursuing)	A 2	4	1	1	1	1	3	2	2	A 4	3	1	1	0
	B 4	4	1	1	1	1	4	2	3	B 4	1	1	3	0
Possessions, Dir. Orientation, Guidance	A 0	1	1	4	1	5	1	1	5	A 5	0	0	1	2
	B 0	2	1	4	4	5	1	1	5	B 3	1	0	2	2
Creative	A 3	1	1	2	2	3	1	3	2	A 3	3	3	0	0
	B 4	2	2	2	1	3	1	1	3	B 3	3	2	1	0
Spirited	A 3	2	1	2	1	2	2	3	1	A 3	4	2	0	0
	B 5	2	2	2	1	2	3	2	4	B 1	5	1	1	1
Testing	A 4	5	4	5	5	5	4	3	4	A 0	0	1	4	4
	B 4	5	4	5	5	5	4	2	5	B 0	1	0	3	5

Case #3 - Amy

Characteristic

Judges

Agreement Summary

Characteristic	Judges									Agreement Summary						
	1	2	3	4	5	6	7	8	9	1	2	3	4	5		
Controlling	A	3	4	1	4	4	3	2	3	4	A	1	1	3	4	0
	B	4	4	3	4	5	5	4	2	2	B	0	2	1	4	2
Power Hungry	A	1	2	1	2	1	1	1	2	1	A	6	3	0	0	0
	B	5	2	2	1	1	5	4	1	1	B	4	2	0	1	2
Acquisitive	A	4	5	1	3	2	3	1	3	4	A	2	1	3	2	1
	B	5	5	2	3	1	3	3	1	4	B	2	1	3	1	2
Egocentric	A	3	5	4	4	4	3	3	3	4	A	0	0	4	4	1
	B	4	5	3	4	4	4	4	2	4	B	0	1	1	6	1
Driving (Compelling)	A	1	4	1	4	3	2	2	3	2	A	2	3	2	2	0
	B	5	2	2	5	3	4	2	2	4	B	0	4	1	2	2
Possessions - an end in itself	A	1	4	1	3	1	1	1	2	2	A	5	2	1	1	0
	B	2	2	2	3	1	1	1	1	2	B	4	4	1	0	0
Shrewd	A	1	1	1	4	1	1	2	1	1	A	7	1	0	1	0
	B	5	5	3	4	1	4	1	1	3	B	3	0	2	2	2
Defensive	A	3	5	4	5	5	5	3	4	5	A	0	0	2	2	5
	B	5	5	4	5	3	5	5	3	5	B	0	0	2	1	6
Messianic (idealistic)	A	2	1	1	3	4	1	3	3	1	A	4	1	3	1	0
	B	4	4	2	2	5	1	4	1	1	B	3	2	0	3	1
Excelling	A	1	1	1	3	1	3	2	1	3	A	5	1	3	0	0
	B	5	4	2	2	4	4	3	1	2	B	1	3	1	3	1
Zealous and Perfectionistic	A	2	1	1	2	3	2	3	1	2	A	3	4	2	0	0
	B	5	5	2	2	3	2	3	1	3	B	1	3	3	0	2
Justifying	A	3	1	4	2	3	1	3	3	1	A	3	1	4	1	0
	B	5	1	4	2	2	1	3	2	3	B	2	3	2	1	1
Self-Denying	A	4	1	4	3	4	1	3	2	2	A	2	2	2	3	0
	B	5	5	4	3	5	1	4	2	4	B	1	1	1	3	3
Possessions - Expression of Self and Others	A	1	1	2	1	4	1	1	3	3	A	5	1	2	1	0
	B	2	3	2	3	3	5	1	2	2	B	1	4	3	0	1

Case #3 - Amy

Characteristic

Judges

Agreement Summary

		1	2	3	4	5	6	7	8	9		1	2	3	4	5
Quantifying (weights)	A	1	2	2	2	3	5	3	1	2	A	2	4	2	0	1
	B	4	4	2	5	3	5	5	3	1	B	1	1	2	2	3
Intellectual	A	3	1	2	1	3	1	2	3	1	A	4	2	3	0	0
	B	4	5	2	2	2	1	4	2	1	B	2	4	0	2	1
Possessions - Practical and Functional	A	1	1	1	1	1	1	2	2	2	A	6	3	0	0	0
	B	2	5	1	1	1	5	2	1	4	B	4	2	0	1	2
Cold	A	1	2	1	2	1	3	1	1	1	A	6	2	1	0	0
	B	4	4	1	2	3	4	4	2	4	B	1	2	1	5	0
Questioning and Probing	A	3	1	1	2	3	2	3	0	3	A	2	2	4	0	0
	B	4	4	4	4	3	4	4	0	4	B	0	0	1	7	0
Indecisive	A	5	2	4	5	3	2	2	3	4	A	0	3	2	2	2
	B	5	3	3	4	4	2	4	1	3	B	1	1	3	3	1
Explorative	A	2	0	1	2	2	1	3	3	2	A	2	4	2	0	0
	B	5	0	4	5	3	4	4	2	4	B	0	1	1	4	2

Case # 4 - Grayson

Characteristic	Judges									Agreement Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Possessions seen as nurture	A 1	1	1	4	4	1	4	2	3	A 4	1	1	3	0
	B 3	3	1	5	3	1	3	1	4	B 3	0	4	1	1
Lazy	A 1	1	1	1	1	1	1	1	1	A 9	0	0	0	0
	B 4	5	3	4	4	5	4	5	4	B 0	0	1	5	3
Insatiable	A 2	4	1	2	1	3	2	1	2	A 3	4	1	1	0
	B 5	4	1	1	1	3	3	2	4	B 3	1	2	2	1
Parasitic	A 1	2	1	1	1	1	1	1	2	A 7	2	0	0	0
	B 5	4	4	4	1	5	4	1	3	B 2	0	1	4	2
Charming	A 2	1	2	1	2	2	1	3	3	A 3	4	2	0	0
	B 5	5	1	4	1	2	4	3	4	B 2	1	1	3	2
Attaching	A 1	2	1	3	1	5	3	2	3	A 3	2	3	0	1
	B 5	4	3	3	1	5	4	2	3	B 1	1	3	2	2
Dependent	A 3	3	2	2	1	3	3	1	2	A 2	3	4	0	0
	B 5	2	1	4	4	5	3	4	3	B 1	1	2	3	2
Manipulate	A 4	3	1	1	1	2	1	1	1	A 6	1	1	1	0
	B 5	1	2	3	3	5	4	1	4	B 2	1	2	2	2
Striving	A 3	5	4	5	4	4	4	4	2	A 0	1	1	5	2
	B 5	5	4	4	5	5	4	2	4	B 0	1	0	4	4
Driving (Pursuing)	A 3	5	3	3	4	4	4	3	3	A 0	0	5	3	1
	B 5	5	3	3	4	5	4	3	4	B 0	0	3	3	3
Possessions, Dir. Orientation, Guidance	A 1	2	1	4	1	1	2	3	1	A 5	2	1	1	0
	B 1	4	1	5	1	1	2	2	3	B 4	2	1	1	1
Creative	A 3	3	1	1	1	2	1	2	1	A 5	2	2	0	0
	B 5	3	1	4	1	1	3	1	3	B 4	0	3	1	1
Spirited	A 3	1	1	2	1	3	2	3	2	A 3	3	3	0	0
	B 5	5	3	4	1	5	4	2	3	B 1	1	2	2	3
Testing	A 3	3	3	1	3	5	4	3	2	A 1	1	5	1	1
	B 5	4	2	3	3	5	5	3	5	B 0	2	2	1	4

Case # 4 - Grayson

Characteristic	Judges									Agreement Summary				
	1	2	3	4	5	6	7	8	9	1	2	3	4	5
Controlling	A 2	5	2	2	2	1	2	1	2	A 2	6	0	0	1
	B 5	5	2	2	3	5	5	2	4	B 0	3	1	1	4
Power Hungry	A 1	4	1	1	1	1	1	1	1	A 8	0	0	1	0
	B 5	2	1	1	1	5	3	3	3	B 3	1	3	0	2
Acquisitive	A 1	5	3	4	4	3	1	0	2	A 2	1	2	2	1
	B 3	3	3	4	3	4	3	0	3	B 0	0	6	2	0
Egocentric	A 1	5	1	2	2	4	1	1	2	A 4	3	0	1	1
	B 4	5	1	3	3	5	4	1	4	B 2	0	2	3	2
Driving (Compelling)	A 4	5	3	5	4	2	3	4	3	A 0	1	3	3	2
	B 5	5	3	5	3	5	3	4	3	B 0	0	4	1	4
Possessions - an end in itself	A 1	2	2	2	1	1	1	2	1	A 5	4	0	0	0
	B 4	4	1	4	1	1	1	1	4	B 5	0	0	4	0
Shrewd	A 2	2	2	1	2	3	3	1	1	A 3	4	2	0	0
	B 4	4	1	1	1	2	3	2	4	B 3	2	1	3	0
Defensive	A 4	5	5	5	4	3	4	4	2	A 0	1	1	4	3
	B 5	5	4	5	5	5	5	3	5	B 0	0	1	1	7
Messianic (idealistic)	A 3	4	2	5	1	1	3	3	3	A 2	1	4	1	1
	B 4	4	2	5	4	1	4	2	4	B 1	2	0	5	1
Excelling	A 1	4	4	5	3	2	1	3	3	A 2	1	3	2	1
	B 4	3	3	5	3	4	1	2	4	B 1	1	3	3	1
Zealous and Perfectionistic	A 3	5	4	5	3	4	3	4	1	A 1	0	3	3	2
	B 4	5	3	5	3	5	4	3	4	B 0	0	3	3	3
Justifying	A 2	3	3	4	2	1	4	3	2	A 1	3	3	2	0
	B 5	3	3	5	2	1	4	2	4	B 1	2	2	2	2
Self - Denying	A 3	2	4	2	1	1	3	4	3	A 2	2	3	2	0
	B 5	4	4	3	4	5	4	3	3	B 0	0	3	4	2
Possessions - Expression self and others	A 1	3	1	1	3	1	1	3	3	A 5	0	0	4	0
	B 1	3	1	3	4	1	1	2	3	B 4	1	3	1	0

Case # 4 - Grayson *PERCENTAGE OF AGREEMENT BY CHARACTERISTIC*

Characteristic	JUDGES - Judges									Agreement Summary						
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	
Quantifying (weights)	A	2	4	1	3	4	5	4	3	3	A	1	1	3	3	1
	B	4	1	1	4	4	5	5	2	4	B	2	1	0	4	2
Intellectual	A	2	1	1	1	2	2	3	3	2	A	3	4	2	0	0
	B	5	4	1	4	2	5	4	2	4	B	1	2	0	4	2
Possessions - Practical and Functional	A	3	5	1	1	4	1	2	3	4	A	3	1	2	2	1
	B	5	3	1	4	3	1	2	2	4	B	2	2	2	2	1
Cold	A	1	3	2	2	1	1	1	2	1	A	5	3	1	0	0
	B	5	3	1	2	1	1	4	3	5	B	3	1	2	1	2
Questioning and Probing	A	3	4	1	3	4	5	3	3	3	A	1	0	5	2	1
	B	5	4	1	3	4	5	4	2	4	B	1	1	1	4	2
Indecisive	A	3	3	2	3	1	5	2	3	2	A	1	3	4	0	1
	B	5	3	1	3	3	5	4	2	4	B	1	1	3	2	2
Explorative	A	4	2	2	3	4	5	4	3	3	A	0	2	3	3	1
	B	5	4	1	5	4	5	5	2	4	B	1	1	0	3	4

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PERCENTAGE OF AGREEMENT ON CHARACTERISTICS BY ALL

JUDGES - DESIGN B

Characteristic	JUDGES				% of Agreement
	1	2	3	4	
Possessions as nurturing					0%
lazy	A	A	A	AB	100%
insatiable		A			25%
parasitic		A		A	50%
charming		A			25%
attachment				B	0%
dependent		A		AB	50%

Characteristic	JUDGES				% of Agreement
	1	2	3	4	
manipulative	A	A		A	75%
striving					0%
driving (pursuing)				A	25%
possessions, dir. orientation, guidance		A			25%
creative			AB		25%
spirited				AB	25%
testing		A		B	25%

Characteristic	Ray Joyce Coleman Amy Grayson				% of Agreement
	1	2	3	4	
aquisitive	A	A		B	50%
egocentric	B	A			25%
shrewd			A		25%
controlling		A		A	50%
driving (compelling)					0%
power hungry		A	A	A	75%
possessions as an end in itself		A		AB	50%

Characteristic	Ray Joyce Coleman Amy Grayson				% of Agreement
	1	2	3	4	
defensive	A			B	25%
messianic (idealistic)					0%
excelling	A		A		50%
zealous	A				25%
justifying	A				25%
self-denying					0%
possessions as an expression of self and others	A	B		A	50%

Characteristic	Ray Joyce Coleman Amy Grayson				% of Agreement
	1	2	3	4	
quantifying	A				25%
intellectual	A				25%
possessions - practical and functional			A		25%
cold	A	A	A	A	100%
questioning and probing	A		B		25%
indecisive	B	A			25%
explorative	A	A			50%