

# MICROCOUNSELING

## Innovations in Interviewing Training

The author provides a new format through which the interviewing process may be examined with increased meaning and rigor. The text describes a systematic approach to teaching interviewing skills which has been shown to be useful in training not only clinical and counseling psychologists, but also social workers, paraprofessionals, and numerous other members of the helping professions.

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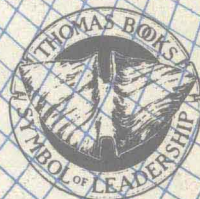
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W-13

*To*      Betty  
         Billy and John  
         My parents

## FOREWORD

**M**ICROTRAINING is Allen Ivey's innovative answer to the need for developing counselor behaviors which are helpful to the client. A structural or methodological approach, microtraining attempts first to identify specific counselor behaviors and then to systematically train the counselor-candidate in these behaviors. Based upon the concept of microteaching developed by Allen and his colleagues, microtraining utilizes a "shaping" process involving immediate and concrete feedback, primarily from a videotaping of a brief counselor-client interaction.

Microtraining has demonstrated its usefulness in facilitating counselor learning of effective techniques and in minimizing the risk to both counselor and client over the course of the training experience. Indeed, there is some tentative evidence to suggest direct client benefits in the form of increased client participation and positive client feedback. Although I am reluctant to rely heavily upon the perceptions of clients due to the interpersonal distortions inherent in the nature of their problems, there is extensive evidence to indicate that different indexes of client process involvement are related to a variety of client outcome measures. The client cannot utilize the counseling experience most effectively if he does not participate in it. The counselor cannot be helpful if the client does not share his problems with him at some behavioral level, verbal or otherwise.

In this context, Ivey's concepts of "intentional counselors" offering specific "attending behaviors" in order to involve the client in a process leading to the behavior change or gain of the client are most useful. The trainee actually practices the skills which the training program is calculated to effect—a most unusual practice in counselor education! The training outcome indexes do in fact reflect the training program.

What intrigues me most about the concept of microtraining



is its potential relationship to my own developing theme of "training as a preferred mode of treatment." Just as we can train counselor-candidates in a systematic way to demonstrate helpful behaviors so also can we train clients in useful behaviors. To be sure, the training for the client would take place most facilitatively in the context of an atmosphere of understanding and regard. Without such responsive relationship conditions, the client's self-exploration and self-understanding which is necessary to determine behavioral goals that would be useful to him would not be possible. However, I would emphasize that in the context of a facilitative relationship, the counselor can most effectively accomplish the ends of counseling—*tangible client benefits as determined by the client's needs*—by systematic training similar to that advocated by Ivey. The approach which is most effective for counselors is also most effective for clients. In my own terms, the business of counseling is one of transforming helpees into helpers, and it is the counselor-trainer's task to utilize the most effective means for accomplishing this, whether the helpees are counselor-trainees or clients. Indeed, the helpees can be most efficiently transformed into helpers by training them directly in helper's skills.

Perhaps another important contribution of microtraining is its potential for cutting, rather than unraveling, the Gordian knot of meaning versus rigor. It is not a question of experiential or operational, or training or spontaneity. Systematic training provides the response repertoire without which an individual cannot be spontaneous. The counseling field has lived too long with mutually exclusive, artificial dichotomies perpetrated by those who are proficient in none of the alternatives which they propose. Ivey's microtraining approach provides the opportunity for making the experiential operational, for systematizing both what is experientially true and empirically validated.

In this context, where an innovator "is coming from" is critical. It is my own belief that all science begins with the sensory experience of the scientist. Rather than take it for granted, the perception of the perceiver must be studied. It is his personal phenomenology that dictates the perseverance, in spite of repeated failures, of an Einstein or a Freud or a Skinner.

In this instance, Ivey is coming from a very broad and eclectic frame of reference and filling in the details of the model from the data of basic researchers. This contrasts which much of the work in psychology and education, which comes from a relatively narrow frame of reference and is then extended on a broad front to attempt to account for phenomena that extend beyond the workers' limits.

Indeed, just as Ivey's counselor-trainees benefit most from an approach integrating the unique contributions of all positions, so also do we find our most effective contributors in psychology and education demonstrating high levels of expertise in all relevant areas; those who are most expert in the issues of meaning are most expert in the issues of rigor and vice versa. In counseling, a counselor cannot term his effort effective until he has made systematic inquiries into his effects upon the client's behavior. Similarly, a counselor cannot call himself rigorous until he has experienced the complexities of the process of human behavior change. The effects of counseling upon client behavior cannot be maximized until the contributions of both meaning and rigor are integrated into an effective training experience.

Ivey has accomplished this integration of meaning and rigor in his directional yet open-ended approach to counselor training. Microtraining is not simply a useful technique. *It is a preferred technique of skills acquisition*, for it is based upon the principle of practicing that which we wish to effect.

In summary, Ivey's eclectic effort represents a significant contribution to the counseling literature. Its statement is clear and straightforward. It should be read by all those counselor educators and candidates who are concerned with the translation of their efforts into tangible human benefits.

ROBERT R. CARKHUFF

## INTRODUCTION

### MICROCOUNSELING AND ITS EDUCATIONAL IMPLICATIONS

**M**ICROTEACHING WAS designed as a new approach to teaching specific classroom instructional skills. In the early phases of experimentation and research, conceptual frameworks and theoretical constructs were deliberately omitted in a search for a method which consistently showed results—a system that “worked” was needed rather than one which was theoretically sophisticated. Our belief was that a theoretical structure for microteaching would evolve out of application and practice.

The publication of *Microcounseling: Innovations in Interviewing Techniques* brings the microtraining paradigm to a new level which illustrates even more clearly its adaptability in an almost infinite variety of training situations. Although focusing primarily on interviewing and counseling skills, Allen Ivey has produced a set of constructs and conceptualized them so that they will be valuable in many other settings beyond the interview. In addition, he clearly describes the process of skill development and suggests a variety of means through which the microtraining paradigm may be adapted in other settings. The microtraining paradigm has now been employed in training settings as diverse as psychotherapy, firefighting, dentistry, speech therapy, and personnel interviewing. This seems only the beginning.

Perhaps the most important implication of Ivey’s work is his emphasis on using microtraining to teach individuals the “developmental skills of being people.” Our society has been too concerned with imparting content or knowledge skills; we are now faced with a society that is unable to understand and relate with itself. The feasibility of identifying and teaching specific skills of human relations has been demonstrated by Ivey and his colleagues. The next logical step would appear to be



development of "human relations learning units" which could be utilized in schools and governmental and business institutions to facilitate the process of personal growth and humanizing our society.

On another level, special note should be taken of Ivey's use of the construct of "attending behavior." While attention and related constructs are emphasized in both behavioral and existential literature, they have not generally been used as a training focus. Attending behavior and its related constructs may be a central dimension not only for interviewing training but also for the teaching and learning processes. I am also impressed by Ivey's interest in reconciling the supposed differences in behavioral and existential psychology. It has long been my belief that these views simply represent two of a variety of different symbolic language systems of life's experience. The discussion in Chapter Three provides a good framework for discussion and examination of these two supposedly different views of man. Perhaps they are not that distant after all.

Microteaching until now has focused primarily on what Ivey would term "self-expression skills." He has developed another role for the teacher which has not been fully stressed in microteaching to date—the role of the teacher as listener, as facilitator to the growth of students. There is need for teachers to learn listening skills, such as attending and reflection of feeling, if they are to understand pupils and help them become more fully human. Hopefully this is a prelude to other roles and perspectives for the preparation of teachers.

Microteaching and microcounseling may now best be conceptualized within the larger paradigm of microtraining—a systematic method of skills acquisition designed to equip the individual not only with tools but also with the freedom to be human. Microtraining has demonstrated its utility far beyond our original work with teachers at Stanford University. I anticipate a time when the microtraining paradigm helps us see more clearly the relationships between the teaching and counseling processes, sales training and interviewing, and training couples in effective marital communication and psychotherapy.

Clearly, work on microtraining and its many possibilities is

only beginning. We have only preliminary evidence on such important issues as generalization of skills from training, which aspects of the microtraining paradigm are most important to which individuals, and interrelationships between supposedly different areas of study such as speech therapy and teaching social studies. It is my anticipation that further research and experimentation within the microtraining paradigm will lead to new syntheses of skill development. I visualize a time when teachers, social workers, therapists, and human beings will have as a regular part of their educational experience regular instruction in skills of effective communication. Further, it is my expectation that this instruction will include not only the formal microtraining paradigm but also a wide variety of adaptations.

Microtraining is best considered a beginning, a "jumping-off" point from which each individual or group of individuals develop their own conceptions and directions for further growth. I have found that the innovation is most effective when someone can reshape it and use it in their own style. Microtraining is an innovation that each individual can use in his own way and make important and unique contributions not only to others but also to his own personal growth.

With Allen Ivey, I would like to commend a new view toward microteaching and microcounseling. Rather than using these procedures in a set, prescribed manner, experiment and develop microtraining in your own unique fashion.

I hope you find a way to use microcounseling techniques to develop new approaches, as a stimulus to new mechanisms of microtraining and not simply as a recipe for a narrow range of counseling and interviewing skills. To go beyond Ivey's ideas—to make them obsolete as he has in part made other ideas obsolete by amplifying the earlier efforts in microteaching—is one ultimate compliment you can give his work.

DWIGHT W. ALLEN

## ACKNOWLEDGMENTS

**M**ICROCOUNSELING, AS MOST other innovations, rests heavily on the work and support of many individuals. Some see innovation as appearing spontaneously without history; not being one who believes that anything is created out of nothing, I would like to recognize and express my appreciation to those who made this work possible.

Dwight Allen, Dean of the School of Education, University of Massachusetts, completed extensive work in microteaching at Stanford University, which provided the foundation from which this project began. Edward Brainard of the Charles F. Kettering Foundation (now at CFK Limited, Denver) provided the link for financial support for microcounseling development and extensive personal support in the early phases of this project. Without these two men, microcounseling would not have seen the light of day.

Development and implementation of the microcounseling model, however, rested first with the research team at Colorado State University in 1966 to 1968. The development of the concept of attending behavior is an example of how we had worked together in developing this method. Six months into the project, discouraged with our progress to date, Weston Morrill suggested that we try to train our secretary in counseling. As he and I worked with her, we originated the key concepts underlying much of this book in about twenty minutes. Relaxed and happy with the success we had met, we still did not have a name which fit the concept; I still remember Dean Miller looking up from his desk and saying "Why not call the behavioral complex attending behavior?" Cheryl Normington carried the concept further with her development of the reflection-of-feeling study. Richard Haase provided general administrative support, developed instruments, and was an invaluable participant. He has since completed important independent work on the topic

at the University of Massachusetts. All of the team has continued their involvement with microcounseling and have played key roles in the development of new skills and methods within this framework.

I arrived at the University of Massachusetts in 1968 and found Jeanne Phillips, John Moreland, and Jeff Lockhart as stimulating colleagues. The work and thinking of these three people in the final development of the concepts presented in this book are central. Many of the skills discussed in Chapter Four come from their work or were suggested by conversations with them.

Several graduate students contributed much to microcounseling as colleagues, through dissertations and work on special projects as graduate assistants. Edward Aldrige, Thomas Crowley, Richard Hackney, William Higgins, Joyce Hinckley, Stephen Rollin, Max Uhlemann, and Shem Zeevi made substantial and substantive contributions to the development of microcounseling.

In relation to important research and adaptations of microcounseling presented in this book, I would like to express my admiration and appreciation to Martin Bloom, Elizabeth Collins, David Cowles, Stephen Danish, Dominic DiMattia, Leonard Donk, Mark Frankel, Warren Freiband, Elizabeth Goldberg, David Greenall, John Hinkle, Gilbert Hutchcraft, Ruth Becky Irwin, Elsworth Keil, Jan Kelley, Daniel Malamud, Sy Rudman, Andrew Schwebel, Thomas Thielen, and George Wawrykow.

Eugene Oetting, Charles Cole, and Burns Crookston of Colorado State University must be recognized as individuals without whom this work would not have been possible. Their constant admonitions, criticisms, and support provided much of the underlying basis for the ideas expressed here. It must also be recalled that Thomas Magoon of the University of Maryland was talking about innovation in counseling before I even knew what the concept could mean. David Danskin of Kansas State University, always willing to go out on a limb with a wild idea, helped me develop a more creative and playful approach to human behavior change. Jerry Jacobson should also be recognized for his invaluable training in flexible and creative thinking

processes. David Tiedeman of Harvard provided a constant model of excellence and a vision of a higher goal.

Robert Carkhuff of American International College is especially recognized for his innovative work in facilitating human relations. His ideas were most helpful in developing the concepts discussed in this book.

It should be noted that the microtraining project was initiated under a grant from the Charles F. Kettering Foundation. I am grateful for their support and interest.

I give special thanks to Jeanne Drwila, Carole Wheeler, and Ruth Edwards for typing and criticizing innumerable drafts about the same topic. I am sure they are glad to see this project completed.

The manuals presented in Appendix A are the combined work of many people. They have been rewritten and reworked many times so that it is now difficult to say who was most involved in the development of each skill. Recognizing this difficulty, the following individuals were involved in the development of the specific skills:

1. Attending behavior, reflection of feeling, and summarization of feeling—Cheryl Normington, Weston Morrill, Richard Haase, C. Dean Miller.
2. Selective attention to client's attitudes toward tests—C. Dean Miller, Weston Morrill, Cheryl Normington, Max Uhlemann.
3. Open invitation to talk, minimal encouragements, paraphrasing and summarization—Jeanne Phillips, John Moreland, Jeff Lockhart.
4. Direct, mutual communication—William Higgins, Max Uhlemann.
5. Expression of feeling—Richard Haase, Douglas Forsyth, Mary Alice Guttman, R. Lee.
6. Interpretation—John Moreland.

Appreciation is expressed to the Macmillan Company for permission to reprint an extended quote from a paper by Daniel Malamud taken from *Encounter: Confrontations in Self and Interpersonal Awareness* edited by L. Blank, G. Gottsegen, and

M. Gottsegen to be published in 1971. Holt, Rinehart, and Winston gave permission for a short selection from R. R. Carkhuff's *Helping and Human Relations* Vol. II (1969) to be reprinted here. Three articles from the *Journal of Counseling Psychology* published by the American Psychological Association formed the basis for much of the thinking of this book and with permission portions appear throughout (Ivey, Normington, Miller, Morrill, and Haase, 1968; Higgins, Ivey, and Uhlemann, 1970; Hackney, Ivey, and Oetting, 1970).



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