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NAME OF AUTHOR/NOM DE L'AUTEUR Marcia N. Gragg

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NAME OF SUPERVISOR/NOM DU DIRECTEUR DE THÈSE Dr. R. M. Daly

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The Use of the Role Repertory Grid Technique in Generating
Clinical Hypotheses

by

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B. A. University of Ottawa, 1978

A thesis
submitted to the Faculty of Graduate Studies
through the Department of Psychology
in partial fulfillment of the
requirements for the degree of
Master of Arts
at the
University of Windsor

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APPROVED BY:

Raymond M. Daly Ph.D.

Chairman

James Pate Ph.D.

John Barnes

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ABSTRACT

This study examined the use of the Kelly Repertory Grid Technique (RRGT) in generating clinical hypotheses for use in psychotherapy. Kelly's (1955) theory of personal constructs was applied to the interpretation of the RRGT using a multivariate approach, while retaining a clinical perspective. The analysis of the RRGT was punctuated into three phases: describing the client's personal construct system on its own terms; subsuming it within the therapist's personal and professional construct system; and generating clinical hypotheses about pathways of movement for the client. These hypotheses would then be explored in subsequent psychotherapy. The process of analyzing the RRGT was illustrated with the protocols of three psychotherapy clients in individual case studies. Two clients were long-term therapy clients of the author. The third client was a short-term client of another psychologist. The process of using the RRGT within Kelly's theoretical perspective to generate clinical hypotheses in psychotherapy was discussed, and suggestions were made for further clinical research.

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This thesis is dedicated to George A. Kelly, 1905-1967.

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I would like to thank Dr. Jim Forter for giving me access to one of his therapy clients. I would like to thank Dr. Porter and my outside reader Dr. John Barnes for their time and energy in reviewing this thesis.

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CHAPTER I

INTRODUCTION

The present study will examine the use of the Role Repertory Grid Technique (Kelly, 1955) in generating clinical hypotheses for use in psychotherapy. The Role Repertory Grid Technique (RRGT) is a method of psychological measurement and clinical diagnosis based on the psychology of personal constructs (Kelly, 1955).

Some of the assumptions underlying personal construct psychology will be examined to provide a context for the use of the RRGT. It will be argued that if a therapist is to understand her client, she must look beyond his immediate behaviour to his characteristic ways of seeing and interpreting the world. "The psychology of personal constructs invites each psychologist to examine his client's performance as a projection of the client's outlook" (Kelly, 1955, vol. 1, p. 207). It will be shown that the client's outlook consists of an organized system of dimensions used for prediction of events and, as such, directs the client's behaviour. The therapist's recognition that the client has his own guiding outlook leads to a different type of relationship more conducive to psychotherapy than if the therapist

attempted to understand the client solely in terms of her own ways of seeing his behaviour. It will be argued that most therapists obtain and use information about the structure and content of their client's ways of seeing in an unsystematic manner. The possible reasons why therapists rarely use psychological tests to aid them in exploring their clients' ways of seeing will be discussed.

The Role Repertory Grid Technique will be introduced as a systematic method designed to yield quantifiable information about the client's ways of seeing and interpreting his world. The clinical utility of the RRGT, both of the type of information yielded and of the congruency of the testing process with the psychotherapy process and relationship, will be discussed.

The process of clinical analysis of the RRGT will be punctuated into three phases: an attempt to closely approximate the client's ways of seeing; stepping back to place the client's system of interpreting the world within the therapist's personal and professional perspective; and finally to generate hypotheses concerning possible pathways of movement for the client which can be explored during subsequent therapy.

Thus, the usefulness of the RRGT in therapy will be shown to lie in its potential to yield likely clinical hypotheses. The RRGT is not intended to yield results, conclusions, diagnoses, comparisons, or signs, as these tend to end exploration and not to suggest further approaches.

Relevant research on the use of the KRGT, with an emphasis on case studies of individuals in psychotherapy, will be discussed and critiqued.

The purpose of the present study is to demonstrate the clinical utility of the KRGT. This will be done through intensive clinical analysis of the role, repertory grid protocols of three psychotherapy clients.

The Client as Construer

A person, in this case a client, is always in movement, in transaction with his environment - behaving, thinking, doing, being, living. Assuming that "the person ... is himself a form of motion" (Kelly, 1955, vol. 1, p. 48) necessitates looking at what guides the direction of his movement, rather than what induces him to move at all. Personal construct psychology¹ states that it is the person's predictions about the course of events which direct his movement. The fundamental postulate of personal construct psychology is that "a person's processes are psychologically channeled by the ways in which he anticipates events" (Kelly, 1955, vol. 1, p. 46). Thus, if a therapist wants to understand her client, she must look at the client's behaviour in terms of his predictions - his constricts - and his ways of making predictions. - his personal construct system. Construing means placing an interpretation on events, and anti-
+++++

¹ See Appendix A for an outline of personal construct psychology and a glossary of personal construct terms.

4
cipating replications of the abstracted dimensions of those events. This perspective explains behaviour in terms of what the client expects and is trying to accomplish, not what reactions those around him have to his behaviour.

In the process of psychotherapy, the therapist is concerned not only with understanding the client's processes, but also with her therapeutic relationship with the client. The sociality corollary states "to the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person" (Kelly, 1955, vol. 1, p. 95). In the very social process of psychotherapy, the therapist will have a very different relationship with the client if she construes the client as an anticipating person in his own right rather than simply as someone to be construed solely with the therapist's constructs. In personal construct psychology the former type of relationship is called a role relationship. A role is defined as "an ongoing pattern of behavior that follows from a person's understanding of how the others who are associated with him in his task think" (Kelly, 1955, vol. 1, pp. 97-98). The therapist's construal of the client's construction processes need not be accurate for this different quality of relationship. Role relationship refers to viewing the other person as a construer, not to how close the therapist's construction is to the client's personal construct system. However, as the therapist more closely approximates

the ways in which the client anticipates events, she will be able to more effectively understand the client's processes and begin to anticipate them. Thus, the sociality corollary refers to the need for the therapist to recognize the client as a construer in his own right, and the fundamental postulate points out the need for the therapist to accurately appreciate the client's construct system, and direct therapeutic activities accordingly.

Obviously, most good psychotherapists do both during the process of psychotherapy. Yet they usually attempt to construe the client's construct system without a systematic framework. Specifically, therapists rarely use psychological tests to aid them in understanding their client's processes.

Psychological Tests in Psychotherapy

Why are psychological tests so infrequently used in psychotherapy? Perhaps most tests do not yield the type of information that therapists find relevant and can readily use. Certainly, most psychological tests do not reflect the therapist's role relationship with the client.

Objective tests such as the MMPI do not explore the client's own dimensions of meaning, but place the client on dimensions not of his own choosing. These dimensions may be tangential or irrelevant to the ways in which the client anticipates events. Thus they do not aid the therapist in

construing the construction processes of the client, and do not acknowledge the client as a construer of events in his own right. Yet even on the level of a first-order construal of the client, the information may not be useful to the therapist. Constructs which are measured by objective tests usually emphasize psychopathology and classification, and rarely show areas of strength or possible change of the client. The information yielded may be more group relevant and normative than individually relevant. Objective tests also assume that all people interpret and respond to test questions with considerable commonality (Mair & Crisp, 1968).

The process of administering objective tests is also not conducive to the psychotherapy process or relationship. As well as imposing the constrictions of forced-choice, multiple-choice, or true-false formats, most objective tests are pencil and paper tests which are given to the client to complete on his own. Usually, the test is inflexibly scored and interpreted with no input from or collaboration with the client. Partly because of the emphasis on pathology and psychiatric jargon, the results are difficult to share with the client. Certainly, it is difficult to put the results to use in therapy.

Projective tests have many advantages over objective tests for use in therapy. These advantages include flexibility in administration, freedom in responding, use of the

client's own language and an individual rather than group focus. Projective tests are usually administered individually, which allows for involvement of the therapist. They can be used for investigation of the client's personal meaning system. However, the elements of projective tests to which the client is asked to respond, (for example, ink blots) are not relevant to the client's daily life, and are likely to be on the fringes of the range of convenience of the client's construct system. The scoring and interpretation of projective tests tend to be unsystematic and intuitive. As Hannister (1965) pointed out, projective tests, as well as questionnaires and interviews, "all tend to assume that the meaning which a person attaches to the verbal labels are approximately those which the investigator would attach to them" (p. 981). More structured interpretive schemes tend to be psychoanalytically oriented, which may impair the relevance of the information for therapists with other professional construct systems. Langfield (1971) stated that "the more dynamic personality evaluation ... may be overly abstract and have few direct implications for how one talks with a client" (pp. 151-152).

The process of administering projective tests involves the clinician as an inquirer and the client as responder - a model of interaction which few therapists would like to promote.

Role Repertory Grid Technique

As we have seen, both objective and projective methods of psychological assessment too often fail to yield information usable by an individual psychotherapist confronted with an individual client, and fail to reflect the nature of their particular therapeutic relationship. The role repertory grid technique (RRGT), outlined by Kelly (1955), was designed expressly for use in psychotherapy, and addresses itself directly to the particular purposes and problems of psychological testing in therapy which have been discussed. "Repertory grid technique appears to offer the flexibility and individual focus characteristic of projective techniques, while also retaining the precision and quantifiability of standardized tests" (Salmon, 1976, p. 18). Kelly stated that the RRGT is "more objective because it is more projective" (1955, vol.1, p. 208).

In the classical form of the RRGT, the respondent is asked to select people he knows to fill a number of provided role titles. These people constitute the test elements. Constructs are then elicited by asking the respondent to compare and contrast triads of elements. Each element is then rated on each construct to provide a matrix of ratings which can be subjected to statistical analysis.

Since the RRGT was designed for use with individuals in psychotherapy, it both reflects the level of role relationship between therapist and client, and explores the content

and structure of the client's construction processes. Thus it is congruent with psychotherapy in both content and process. The RRGT has been compared to a conversation (Fransella & Bannister, 1977), a process characteristic of therapy, with all the attendant flexibility of purpose, style, and freedom of direction. Yet the advantages which the RRGT offers over unstructured methods of seeking information about the client's construct system lie in its being a formalised system of inquiry which allows the assigning of mathematical values to the relationships between the client's constructs. This permits analysis of structure and relationship which a therapist can not accomplish informally.

As the RRGT is a technique rather than a test, it may be tailored to the purposes of the investigator and the unique situation of the client. Unlike objective tests, it explores the client's own dimensions and yields individually oriented information with personal rather than group or general relevance. Like projective tests, it involves the client's own language, but does not assume that the investigator and client share the same meaning for words. As Bannister pointed out "the meaning of (i.e. relationships between) verbal labels for the subject is what is explicitly being examined" (1965, p. 981). This is particularly helpful in therapy. Rowe stated, the "therapist, starting with the grid, tries to learn and work in the client's own lan-

guage" (1976, p. 14). This involves an approximation of the client's meaning, not simply the use of the same words. The RRGT not only acknowledges each client's unique interpretation of and responses to the test elements, but permits the use of different test elements for each individual. Thus, while retaining the freedom of response of projective tests, the RRGT allows the advantage of using significant people and events in the client's life as elements of the test.

Scoring of the RRGT allows for the use of multivariate statistics. Indeed, it is this aspect of the technique which has generated much of the research. It allows for more precise and quantifiable scoring than do projective tests. Since the first level of scoring - rating elements on constructs - is actually done by the subject, it permits more subjectivity than do objective tests. Unlike projective tests, the subjectivity is the client's, not the investigator's. As with projective tests, the scoring can involve an exploration of the structure as well as the content of the responses.

Interpretation of the client's responses can be done on many levels of abstraction, and can apply directly to psychotherapy. As with projective tests, interpretation of the client's responses can begin with his reaction to the testing procedure. The conversational quality of the RRGT, noted earlier, encourages interpretation on the level of the therapeutic relationship rather than focusing solely on the

client out of context. The technique yields information on significant people in the client's life, the way he selects people to fit certain roles, the constructs he employs to anticipate people, and structural relationships between constructs. This is relevant to directing therapeutic activities by providing information about "the client's mode of approach - his system of axes, his reference points, his ways of approaching problems" (Kelly, 1955, vol.2, p. 587), which the therapist must be ready to utilize in psychotherapy.

The process of administering and completing the RRGT is one which is consistent with and conducive to the process of psychotherapy. First, the therapist need not deceive or hide from the client the purposes of the test. Salmon (1976) made the point that "grid technique, however, can be safely presented to the subject as precisely what it is: an assessment of the way an individual sees things" (pp. 21-22). This is in contrast to personality questionnaires or intelligence tests, with which one would not normally tell the subject the purposes of the procedure for fear of arousing anxiety, threat, or changing the responses. When a test places a client on certain constructs, one can't tell him which constructs he is being measured on - witness the proliferation of validity scales, social desirability scales and deviant response scales on many standardized tests. However, when one is intent on exploring the client's own

constructs, one can tell him exactly that. It allows for more collaboration between therapist and client. Not only are both parties involved in the administration of the technique as with projective tests, but further, both parties are inquirers. The client participates actively in the test, as he does in therapy. Rowe suggested that "one of the reasons for using a grid early in the conversation between client and therapist is that it suggests a style (to ask a lot of questions) and a content (how the client sees himself and the world)" (1976, p. 5). Information yielded by the test can be more easily and usefully communicated to the client and used for further therapeutic activity.

Thus, the conversational quality of the RkGT allows for investigation of the structure and content of the client's personal construct system, and involves test elements which are significant in the client's life. As a technique it is flexible, yet allows for precise mathematical quantification. The process of administering the technique is congruent with the therapeutic process and the relationship between client and therapist. It allows for honesty, openness, active collaboration, enquiry and feedback. It can be considered a structured, formalised version of therapeutic conversation which allows for precise, mathematical ways to quantify the responses.

Generating Clinical Hypotheses

The Role Repertory Grid Technique has been shown to offer many advantages over, and avoid some disadvantages of, traditional objective and projective psychological tests. These advantages are permitted by the RRGT but it remains up to the investigator to exploit them. In discussing "a good" clinical test", Kelly added as an aside "and a good clinical analysis of any kind of protocol" (1955, vol. 1, p. 320). It is the manner in which the investigator uses the test which is most important. "It is not so much the tests which are 'objective' or 'projective' as it is the way the clinicians use them" (Kelly, 1955, vol. 1, p. 207). "Of course, in the hands of a well-trained and sensitive clinician, both types of test protocol are perceived as projections of the client's characteristic personality and yet both types are evaluated objectively within a social frame of reference" (Kelly, 1955, vol. 2, p. 982). The RRGT may offer more opportunities for, and less limitations to, a good clinical analysis than do other psychological tests, but the process of clinical analysis determines the quality of information extracted.

One criterion Kelly proposed for a good test (and a good clinical analysis) was that it should suggest further approaches to the client's problems. This type of information is yielded by a good clinical analysis of the RRGT in the form of clinical hypotheses. "This test is designed

primarily for the function which has to do with a preliminary list of clinical hypotheses. These hypotheses are later to be used by the therapist who is to work with the examinee". These hypotheses are "aimed at role constructs" (Kelly, 1955, vol. 1 p. 219). The clinical analysis of the RRGT can be punctuated into three stages.

The first stage consists of developing a close approximation of the client's personal construct system from the grid data. This is the first level of interpretation, in which the therapist seeks to infer the client's construct system from his behaviours, including that of completing the grid. She attempts to get a good picture of how the client sees his world. This attempt to see things through the client's eyes is not just a static description of things as they are in the client's world. It is an attempt to see the client's process of approaching the world and as such, can be applied to future events rather than being limited to how the client got where he is.

The second stage is the subsuming of the client's construct system within the therapist's personal and professional construct system. Once the therapist has developed a close approximation of the client's viewpoint, she should not be caught within its limits. Rather, she steps back to place the client's viewpoint within a more comprehensive framework based on her view of the world and how the client fits in it, and the larger psychological system which she

has adopted. It is at this second level of abstraction that the client's personal construct system can be compared with that of other individuals. Themes of similarity and difference can be abstracted. "In construction we first arrange his behaviors under the constructs we infer are his personalized ones, and then, in turn, we arrange his constructs under our own clinical system - that is, we attempt to subsume them" (Kelly, 1955, vol. 1, p. 455).

The third stage of clinical analysis is the generation of clinical hypotheses. Based on the personalized way the client views his world and the way the therapist fits this into her own view and the view that her psychological theory system affords, the therapist can begin to ask questions which can be experimented with in therapy. The clinical hypotheses should be usable, suggest further approaches, and be anticipatory rather than explanatory. The therapist can then use these hypotheses to direct exploration in therapy. For example, as the therapist looks at the client's constructs as bipolar, she may see alternatives the client may turn to if he moves to the opposite pole on some of his constructs. She may present events to the client which challenge his construct system by not quite fitting in. She may aid the client in experimenting with the cycles he goes through in applying certain constructs to events.

Thus, the three stages of clinical analysis of the RRCT are approximating the client's personal construct system,

subsuming it, and generating clinical hypotheses. However, the RRGT can be analysed and interpreted in ways which fail to take advantage of its characteristics which make it most useful in therapy.

Thus, it is clear that the RRGT is not intended to yield results or conclusions. Kelly stated "a test which yields cut-and-dried findings, in contrast to clinical hypotheses, is not as likely to be helpful" (1955, vol. 1, p. 320). Much of the research on the RRGT aimed at finding results, perhaps because of the particular models of research employed in these studies. When research is done with a group of subjects with whom the investigator has only brief contact, the model presupposes the finding of specific facts about the group, rather than yielding hypotheses on how to conduct an ongoing relationship with a particular individual. Kelly proposed a model of administering the RRGT during the course of an ongoing therapeutic relationship, so that the hypotheses generated could be employed as a basis for therapeutic exploration. Kelly maintained that true scientific inquiry generates more questions than it answers, and that questions are more elaborative and productive than conclusions which tend to end inquiry.

The RRGT is also not intended to yield diagnoses, which are a particular case of conclusions. Kelly made clear (1969b, pp. 75-76) that 'diagnosis' in the sense of classification or as a dependent variable, is not the purpose of

the RRGT, nor is it often helpful in treatment. The called diagnosis "hardening of the categories" (1969d, p. 294), as it tends to end enquiry, does not suggest something new to be looked at, and discourages experimentation. Leitner (1980) stated that "the 'right' Diagnostic and Statistical Manual (DSM II) diagnosis is not relevant to the Personal Construct therapist. For the construct therapist, diagnosis is a formal attempt at conceptualizing the person's construing of the world" (pp. 104-105). Thus, research which uses the RRGT to categorize subjects as 'thought-disordered' (Bannister & Fransella, 1965), for example, is a use of the RRGT which is diametrically opposed to what Kelly originally proposed. Diagnosis in this sense is classification which renders the client static and incapable of change by pinning him down to a label. Kelly's use of the RRGT in diagnosis was aimed at the opposite approach - to identify ways in which the client could move and change. "The primary purpose of psychological measurement in a clinical setting is to survey the pathways along which the subject is free to move, and the primary purpose of clinical diagnosis is the plotting of the most feasible course of movement." (Kelly, 1955, vol. 1, p. 203).

The RRGT is not primarily intended for comparisons between groups or purely normative uses. Instead of the lowest common denominator approach to normative comparison, the RRGT permits behaviour to be explained first within the per-

sonal constructs which have meaning for a specific individual. "It is in studies of individual cases that the unique advantages of grid technique can be exploited most fully" (Slater, 1969, p. 1293). Once information is abstracted on the level of the individual, "then we attempt to piece together this high-level type of data with what we know of other persons" (Kelly, 1955, vol. 1, p. 455). At this second level of abstraction, that of subsuming the individual's personal construct system, comparisons between individuals can be made which aid the therapist in sharpening her construction of the client. Using the RRGT for direct group comparisons and bypassing the first step of abstracting data on the level of the client's personal constructs limits the technique to normative purposes and loses one of its unique advantages. "The psychology of personal constructs is a system whereby the normative is superimposed upon the phenomenological" (Kelly, 1955, vol. 1, p. 455).

Generating clinical hypotheses through the RRGT does not involve a cookbook approach wherein signs or single scores denote specific truths about the client. Rather, overall patterns and relationships of construct axes and reference points are considered to form integrative hypotheses. One of the advantages of the RRGT is that it permits complex mathematical quantification of the structure and organization of the client's personal construct system. This quantification can become dangerous if the numbers are rei-

fied or construed in a concrete manner. The numbers on a completed grid are the product of the client's processes. Quantification allows for the differentiation of the client's processes in order to detect recurrent themes in the continuous sequence. Kelly stated that one "must phrase his experience in order to make sense of it" (1955, vol. 1, p. 52). Similarly, Bateson (1972) wrote of the punctuation of the experiential sequence. Later, he formed this into a "generality", stating that "the division of the perceived universe into parts and wholes is convenient and may be necessary, but no necessity determines how it shall be done" (1979, p. 42). Thus, the client's continuous process can be punctuated by the mathematical analysis as a convenient and economical way of representing the system immanent in the process. However, the numbers are not the process. "Mathematical manipulation does not reify data, though it often provides a handy way of testing the adequacy of our conceptualizations" (Kelly, 1955, vol. 1, pp. 54-55). The temptation to reify the numbers can be overcome by conceiving of them as a pattern representing a process, and by constantly tying the numbers back into the client's processes - in conceptualizing during the interpretation of the grid data, and in practice during therapy.

Relevant Research

Little of the published research on the RRGT has focused on the intended use of the technique as outlined above, that is, with individual clients in psychotherapy, to be aimed at role constructs, and to generate clinical hypotheses concerning pathways of movement which the therapist will use in working with the client.

Most RRGT research has been conducted with groups, with the resulting information pooled. Very little research has been done on clients in therapy, especially where the therapist is involved and the information is fed back into the therapy process. Much of the research has been concerned with results, conclusions, and diagnoses, especially on groups, such as 'obsessives' (e.g. Makhlouf-Norris & Jones, 1971; Makhlouf-Norris, Jones & Norris, 1970; Makhlouf-Norris & Norris, 1973; Millar, 1980), 'schizophrenics' (e.g. McPherson, Blackburn, Draffan & McFayden, 1973), or 'normals' (e.g. Bannister & Salmon, 1966; Fransella & Crisp, 1977; Keker, 1974), and concerned with single variables such as 'cognitive complexity' (Bieri, 1955) and 'thought-disorder' (Bannister & Fransella, 1965; Bannister, Fransella & Agnew, 1971). Slater (1977), in reference to Bannister's grid test of thought disorder (Bannister & Fransella, 1965; Bannister et al, 1971), stated that "these restrictions deprive grid technique of all its flexibility and convert it into a controlled testing procedure" (p. 140). Thus the RRGT has

largely been used as a standardized instrument to generate a single score or scores, to form normative results about diagnostic groups. Another large body of research has to do with methodological and statistical problems of grid technique, or "grids for Grid's sake" (Fransella & Bannister, 1977, p. 113). Related to this is the increasing use of the RRGT outside the framework of Personal Construct Theory altogether, which is its assumptive base (Fransella & Bannister, 1977, p. 164). Ryle, for example, (1975) uses RRGT within the framework of psychoanalytic theory. It is indicative that Role Repertory Grid Technique has come to be called 'grid technique', for it is rarely used to investigate role constructs, or individuals' repertoires of constructs. The grid format of the technique, and the accompanying statistical manipulations, have been the main research focus. Grid technique can be legitimately used for a wide variety of purposes, which do not need to be concerned with psychotherapy, or the assumptions of personal construct psychology. The flexibility of the technique is such that it can be tailored to many uses depending on the purposes of the investigation. However, many of the unique qualities which were specially designed into the RRGT were not utilized in the majority of these studies. For purposes of its use in psychotherapy, one needs to take advantage of the conversational quality and hypothetical character of the information which can be yielded by the RRGT.

Kelly designed the RRGT for use with individuals in clinical settings. Many authors agree that the RRGT's advantages are most fully exploited in individual clinical cases. "Designed, as grid technique is, to be tailored to the particular individual on a particular occasion, its most appropriate usages are probably those arising out of questions about intraindividual relationships.... The most obvious is the individual case study" (Salmon, 1976, p. 19). Slater stated that "grid technique is specially adapted for studying individual cases" (1969, p. 1292). However, only a few of the published studies using the RRGT employ it for the clinical study of individual cases. Fransella and Bannister stated, "obviously the vast majority of such investigations are never formally published but enough are available to indicate the richness of interpretable material which the grid can provide in the field" (1977, p. 95).

Therefore the next section will undertake an examination of the individual case studies which do exist in the literature. These studies will be examined to see if there are examples of a 'good clinical analysis' of individual RRGT protocols, and to see how relevant the information from these analyses is to use in psychotherapy. Specifically, the studies will be evaluated according to how well they fulfill the three aims of a good clinical analysis of the RRGT; to provide a close approximation of the client's construct system, to subsume this within the therapist's per-

sonal and professional construct system, and to generate testable hypotheses which can be explored during psychotherapy.

Case Studies

At the first level of analysis, many studies did not provide a close approximation of the client's personal construct system. In several case studies, all or most of the constructs were supplied by the investigator rather than elicited from the client (Fransella & Adams, 1966; Rowe & Slater, 1976; Watson, 1970a, 1970b). In other studies, some constructs were supplied (Mair & Crisp, 1968; Morris, 1977; Rowe, 1971). Some studies did not state whether constructs were supplied or elicited (Rowe, 1976; Ryle, 1975, 1976). Several studies supplied most or all of the elements (Fransella & Adams, 1966; Watson, 1970a, 1970b) or some of the elements (Ryle, 1975). Other studies did not state whether elements were supplied or elicited (Mair & Crisp, 1968; Rowe, 1976; Rowe & Slater, 1976; Ryle, 1976). In the extreme case (Fransella & Adams, 1966), the elements were supplied photographs of men and women unknown to the client, in order to "vary the elements" (p. 55). In using supplied constructs and elements, the investigator forced the client to operate within the investigator's dimensions rather than his own, and did not seek the client's expression of his personal construct system on its own terms.

Several studies did not consider the elements in their analysis of the RRGT (Fransella & Adams, 1966; Mair & Crisp, 1968; Morris, 1977). Landfield (1971) considered the elements only minimally. In disregarding the elements, these studies wasted much of the information yielded by the grid and ignored the interactions between elements and constructs (Slater, 1969). The client's personal construct system can not be fully appreciated without a realization that his constructs are used to construe people, things, and events.

Several case studies focused on the client's symptom rather than on the client and his personal construct system within which the symptom is embedded. Such symptoms included arson (Fransella & Adams, 1966), self-mutilation (Watson, 1970b), depression (Rowe, 1971), stealing (Rowe, 1976), and depression with hypochondria (Rowe, 1976).

A majority of the case studies in the literature looked at the RRGT data from the investigator's point of view without first developing an approximation of the client's point of view. Ryle and Lunghi (1969) for example, reported a psychoanalytic analysis of RRGT data for a client, with no attempt to construe the client's own construct system.

Many of the case studies also failed to fulfill the second level of analysis, that of subsuming the client's construct system within the therapist's personal and professional construct system. First of all, subsuming can not be accomplished if there has not been an attempt to approximate the client's personal construct system.

Another major reason is that the therapists were not involved in most of the case studies. The therapist administered and interpreted the RRGT in only five of the 13 case studies reviewed (Rowe, 1976; some case studies reported by Ryle, 1975; Ryle & Lunghi, 1969; Watson, 1970a, 1970b). Only one case study (Rowe, 1976) explicitly stated that the information yielded by the RRGT was fed back into the therapy process. In most cases, it was simply stated that the client was in therapy, but not if the RRGT data was used in therapy or related to the therapy process. Space and Cromwell (1978) made no mention of any therapy or treatment received by their 4 hospitalized clients. In four studies, hospitalized clients received therapy from a doctor or psychiatrist, and the RRGT was administered and interpreted by a psychologist (Fransella & Adams, 1966; Mair & Crisp, 1968; Rowe, 1971; Rowe & Slater, 1976). In four additional studies, the therapists were psychologists or other professionals who were not involved with the use of the RRGT with their clients (Landfield, 1971; Morris, 1977; some of the cases reported by Ryle, 1975; Ryle, 1976). In the extreme case, Landfield (1971) reported that as part of the research design "therapists would not have access to the research data" (p. 29), yet lamented in two cases the therapists' lack of understanding things about their clients which were inferable from the RRGT (pp. 114, 129).

In most of the case studies reviewed, the client is referred to as the "patient" (Fransella & Adams, 1966; Mair & Crisp, 1968; Morris, 1977; Rowe, 1971; Rowe & Slater, 1976; Ryle, 1975, 1976; Ryle & Lunghi, 1969; Space & Cromwell, 1978; Watson, 1971a, 1971b). Rowe (1976) used the term "client" in the text of the article, and "patient" in the title. The use of the term "patient" is suggestive of a lack of role relationship with the client and a lack of belief that the therapist should attempt to subsume the client's point of view. Kelly (1955, vol. 1) condemned the use of the term "patient" due to its implications of passive submission to the therapist's treatment (p. 186).

Some studies did attempt to approximate the client's personal construct system, but simply presented it descriptively with no subsuming or hypothesizing (Mair & Crisp, 1968; Rowe, 1976; Space & Cromwell, 1978). These studies attempted to explain why the client is like he is. Kelly (1955, vol. 1) stated "we shall place an emphasis upon anticipating events rather than containing them" (p. 321).

Most case studies failed to fulfill the third level of analysis, that of generating clinical hypotheses about possible pathways of movement for the client. Several studies used a series of grids to record change in the client over time (Fransella & Adams, 1966; Lundfield, 1971; Mair & Crisp, 1968; Morris, 1977; Rowe & Slater, 1976; Ryle, 1975; Ryle & Lunghi, 1969; Watson, 1970a). It appears that a

static view of the client's construct system as expressed in the KRGT contributed to this passion for multiple grids. They involved charting past movement rather than generating hypotheses about possible movement for the client.

Ryle and Lunghi (1969) used multiple grids to measure therapy outcome. They recorded before and after differences rather than using the KRGT to hypothesize how the client can change.

Morris (1977), Ryle (1975), and Ryle and Lunghi (1969) used client's initial grids to form predictions, of changes in grid indices which would be desirable or expected as a result of therapy. Again, this paradigm does not suggest in practical term how changes can be made during the therapy process. Rather, it simply specifies how the client is expected to be different after therapy.

Watson (1970a), and Rowe and Slater (1976) had therapists complete grids as they expected their clients would, and compared these to the clients' own grids. This may constitute a check on the therapists' understanding of their clients' personal construct systems, although this is dubious since both studies used all or mostly supplied constructs. However, this paradigm involves the KRGT as a check on the therapy process rather than using the KRGT to generate hypotheses to be used in therapy. It is a confirmatory approach rather than the exploratory approach advocated by Kelly.

Three studies used the RRGT to form a "prognosis" about the client (Fransella & Adams, 1966; Rowe, 1971; Rowe, 1976). In all three cases, the prognosis for the client was poor. Rowe (1971) titled her article "Poor Prognosis in a Case of Depression as Predicted by the Repertory Grid", and concluded by stating "it was predicted that Mrs. A would show little improvement following her treatment for depression" (p. 298). This study epitomizes Kelly's (1955, vol. 1) statement that "irrelevant hypotheses... may, even though 'true', lead the clinician into abandoning his client as an incorrigible neurotic" (p. 320). Several studies involved the formation of hypotheses which were tested or 'checked' with the RRGT (Fransella & Adams, 1966; Ryle & Lunghi, 1969; Watson, 1970b). These hypotheses were factual and based on the investigators' points of view rather than the clients'. An illustrative hypothesis of this kind would be whether the client commits arson because of sex or hostility (Fransella & Adams, 1966). This constitutes using the RRGT as a 'lie-detector', test rather than generate hypotheses. Kelly suggested a simpler approach to testing such factual hypotheses - asking the client (1955, vol. 1, pp. 201, 322-323).

Several studies used individual clients' RRGT protocols to study independent variables, or group variables (Landfield, 1971; Ryle, 1975). Ryle (1976) attempted the "identification of neurotic features in the grid" (p. 47) to

classify (blind) grids as belonging to "patients" or "controls". Space and Cromwell (1978) used individual RRGT protocols to "illustrate hypotheses one can generate rather than conclusions one can draw about schizophrenia" (p. 165). Thus, they did use the RRGT to generate hypotheses, but about the nature of a diagnostic category rather than possible movement for the individuals involved.

All of the case studies reviewed failed to fulfill one or more of the three levels involved in a good clinical analysis of the RRGT. No case studies were found which provided a good clinical analysis of the RRGT or showed how the information from the analysis could be used during the therapy process.

Purposes of the Study

The present study will attempt to illustrate the use of the Role Repertory Grid Technique within the context for which it was designed. It will involve an attempt to apply Kelly's theoretical model as closely as possible to the analysis of the RRGT, adding some multivariate conceptualizations while retaining a clinical perspective.

R

The RRGT will be used in three individual case studies of clients in therapy. It will be aimed at role constructs to investigate the meaning and organization of the clients' personal construct systems. In this context the unique advantages of the RRGT can be demonstrated more clearly.

This thesis will focus more on the process of clinical analysis of individual grids rather than on the particular information extracted from the specific grids used. This process will be shown in its three stages as outlined above.

The first stage is an attempt to closely approximate the client's personal construct system from the information yielded from the RRGT. This involves trying to see things through the client's eyes. The second stage is subsuming the client's personal construct system under the therapist's personal and professional construct system. Subsuming is taking a step back to place the client's way of seeing things within a more-comprehensive overview. The third stage is generating clinical hypotheses which can be used by the therapist in working with the client. Tentative questions about how the client could move and change are formulated which can be explored in therapy.

The reader unfamiliar with the RRGT may wish to confine his attention to the first case study, which contains considerable explanatory detail on the correspondence between the statistical and psychological analyses of the protocol. The remaining two case studies are offered in less detail to illustrate the diversity of information which can be yielded by the RRGT about the personal construct systems of different clients.

CHAPTER II

METHOD

Subjects

There were three subjects. Two subjects were clients whom the author had seen in long-term psychotherapy. These two clients, one male and one female, were both university students in their late teens or early twenties who had voluntarily sought psychotherapy at a university psychological services centre. The third subject, a male in his mid-thirties, was seen in short-term psychotherapy by another psychologist in private practice. Each of the three subjects will be described in detail in the case studies presented in the Results section.

Procedure

Administration of the RRGIT

Twenty elements, which were people known to the client, were elicited from each client according to a list of prescribed role titles. Twenty constructs were elicited by the triad method, in which the client was asked to state an important way in which two elements were alike yet different.

from the third. The client rated each element on each construct using a 7 point scale. He was then asked which pole of each construct he considered to be more positive. A detailed outline of the administration procedure, together with copies of the forms used can be found in Appendix B.

Computer Analysis

For each subject, the ratings were entered into a matrix of 20 elements by 20 constructs. The matrix was analysed by a computer program written with SAS (SAS, 1979). Each grid was subjected to a Principal Components Analysis (PCA) for both constructs and elements. As well, the angular distances between constructs, the standardized distances between elements, and the correlations between elements and constructs were computed.

Interpretation of Grid Data

This section is an outline of the steps used in interpreting the data, i.e., the process of subsuming the client's construct system as expressed in the constructs, elements and ratings, within the clinician's construct system. It is from this level of information that one can begin to derive clinical hypotheses about the ways in which the client anticipates events.

The data obtained from the steps outlined below were related to data obtained during therapy and to clinical hypotheses suggested through the analysis.

Constructs. First, the descriptive terms for constructs and contrasts were considered individually (Space & Cromwell, 1978). The type of construct was noted (Kelly, 1955, vol. 1, p. 278). Constructs were examined for recurring themes (Landfield, 1971; Space & Cromwell, 1978). Generally, the terms for each construct pole were examined semantically, to get a feel for the language of the client.

The constructs were examined in terms of each construct/contrast pair. "The ways in which he has drawn the contrasts between emergent and implicit poles" (Kelly, 1955, vol. 1, p. 278) were regarded.

The valences of the construct poles were considered in terms of the client's meaning of positive and negative. The number of constructs with positive versus negative emergent poles was considered for any tendency to see likenesses among people as positive or negative. The sequence of constructs was examined for any particular order of valence of emergent and implicit poles.

The percentage of variance accounted for by each construct was examined. Constructs which account for more variance are those which have more extreme ratings, and have been described as more meaningful (Landfield, 1971, p. 47), or more salient (Slater, 1977, p. 88). The meaning of the more extremely rated constructs was considered. The sequence of extremity of rating of constructs was examined for any order effects during the rating process.

The mean of each construct was examined to see how the construct means deviated from the midpoint of the scale, in what direction, and which deviations were greater than the others (Slater, 1977, p. 87). The number of constructs with means on the positive and negative poles was noted. The number of constructs with means on emergent versus implicit poles was noted. The bias and variability for constructs were examined (Slater, 1977, pp. 88-89).

The analysis of structure was performed on the correlation matrix for constructs. This procedure was taken from Makhoulouf-Norris and Norris (1973). The correlation matrix was scrutinized for significant correlations (at the .05 level, $r = .44$ when $n = 20$). This matrix of significant correlations was examined to identify primary clusters of constructs. The remaining constructs were then classed as secondary, linking, tertiary or isolated. The correlation matrix was rearranged to bring together constructs into clusters. It was then analyzed for type of conceptual structure. A monolithic structure is defined as having only one primary cluster. A segmented structure is defined as having two or more primary clusters with no linking constructs. An articulated structure is defined as having two or more primary clusters with linking constructs. The meaning of the structure of the client's construct system was considered.

Next, the principal components analysis for the constructs was examined. The number of factors was noted. The factor pattern was examined. Each factor was scrutinized for constructs with significant loadings, in order of magnitude. Each factor was considered in terms of content. The number of constructs with significant loadings on each factor, and the amount of variance accounted for by each factor, were considered. The within-factor consistency was examined (Space & Cromwell, 1978) for self-factor inconsistency (where the self element is construed on both poles of the factor), self-valence inconsistency (where the self element is construed on both positive and negative aspects of the factor), and factor-valence inconsistency (where each pole of the factor is both positive and negative).

The total amount of variance explained by all the factors was noted. The final communality estimates were examined to determine how much of the variance of each construct had been accounted for by the factor structure.

The two-dimensional computer-generated diagrams of the factors plotted against each other, to a maximum of the first three factors, were examined to see the relationships between constructs in a spatial manner.

Elements. First the list of elements was examined. The types of persons, their relationships to the client, and their interrelationships were considered. The gender of elements was determined for those roles which can be filled

by persons of either sex. The total number of males and females in gender-unspecified roles was determined as well as the particular role titles filled by males and females.

The amount of variance accounted for by each element was examined. Elements were ranked by "definitiveness of image" (Riley & Palmer, 1976, p. 163) as measured by extremity of rating. The roles and gender of those elements rated as most and least salient were considered. The rank of 'self' as an element was noted. The bias and variability for elements were examined (Slater, 1977, pp. 88-89).

The Principal Components analysis for elements was examined. Space and Cromwell (1978) termed this the "persons factor analysis". The persons factor structure was interpreted as for constructs. The number of factors was noted. Each factor was considered in terms of the elements with significant loadings, in order of magnitude. The number of elements with significant loadings and the amount of variance accounted for by each factor were considered. The total amount of variance explained by all factors was noted. The final communality estimates were examined, to determine how much of the variance of each element had been accounted for by the factor structure.

The two-dimensional computer-generated diagrams of the factors plotted against each other, to a maximum of the first three, were examined to see the relationships between elements in a graphical manner.

The element distances were examined. The expected distance between each pair of elements in a particular grid is expressed as 1. Thus, pairs of elements with distances of over 1 are farther apart than expected, while those separated by distances of less than 1 are closer than expected (Slater, 1977, p. 94).

Certain element distances were regarded. The number of non-self elements, at a distance greater than one from the self, self-father distance, self-mother distance, and self-ideal self distance were all noted (Ryle, 1976).

A two-dimensional self-integration plot was constructed (Makhlouf-Norris & Norris, 1973). This represents distances of all elements from the self plotted against distances of all elements from the ideal self. The general pattern of distances between non-self elements and self elements was discerned. The gender and role titles of elements were considered in this process.

The plot was then scrutinized for four types of self non-integration outlined by Makhlouf-Norris and Norris (1973). These are actual self isolation, ideal self isolation, self alienation, and social alienation.

The Self-Defining Polarization Index (Turnbull & Norris, 1982) was calculated. This is a measure of the strength of definition of actual self and ideal self in terms of both the similarity pole and the dissimilarity pole. As such, it is somewhat of a summary statistic for the self-integration plot.

Interrelationships between Elements and Constructs.

The constructs were regarded in terms of the triad figures they were derived from during the elicitation process to determine the focus of convenience for each construct.

Each element was regarded in terms of the constructs which were derived from it during the elicitation process. It was determined whether each element was construed more often on the likeness or contrast pole.

The ratings of elements on constructs were regarded. Of a total of 400 ratings, the number of 4 (midpoint) ratings was determined. Particular constructs and elements with the most 4 ratings were considered in terms of the meaningfulness of 4 ratings. The number of extreme (7 or 1) ratings were calculated. The pattern of rating particular elements on constructs was regarded. Non-extreme ratings for ideal figures were considered. Ratings of groups of elements, e.g. family elements, were considered for similarities and differences.

The overall ratings for particular constructs which seemed idiosyncratic, difficult to comprehend, or which had a lower amount of variance relative to other constructs accounted for by the PCA were considered.

The correlations between elements and constructs were regarded to note those elements which are closely associated with particular constructs.

See Appendix C for more detailed explanations of those specific methods of interpreting the grid data outlined above which are not in common use.

CHAPTER III

RESULTS

Case D.

D. was a 22 year old female graduate student. The author saw her in individual therapy for approximately 35 sessions over nine months. One follow-up session was held two months later, and D. made several phone calls to the therapist over the course of the next year. D. had seen a male therapist for several sessions two years prior to therapy with the author. She stated that she "fooled him" for a while, then became scared and quit.

D.'s presenting complaint was that she was "not happy". She felt that her family was not close enough. Her parents were divorced, and had been separated on and off since D. was four years old. D. lived with her mother. She had one older married sister, to whom she did not feel close. She stated that she hated men, and had many short relationships with men in which she "used sex as a bandaid".

D. complained of many and varied symptoms. She had experienced panic attacks in bars. She stated that she had "a million phobias", including fear of the dark and of being

touched. She suffered from insomnia and nightmares since age six. She had problems with her body image. She periodically indulged in binge eating and was taking prescribed amphetamines as diet pills. She underwent breast reduction surgery after two months of therapy. Finally, she enjoyed fantasy and fairy tales, but said that she found it hard to tell what was 'real'.

After 2 1/2 months of therapy, D. contracted a serious neurological illness and was hospitalized for five weeks. The author continued to see D. in the hospital and at her home while she was ill. The illness proved to be a crisis for her psychologically as well as physically. She began to be brutally honest with her family and made dramatic changes in her relationships. She developed a close romantic relationship with a male co-worker, whom she had dated once or twice before her illness. Yet, the illness rendered her physically helpless and dependent on her mother and her new boyfriend during her convalescence. She discovered that there were aspects of being taken care of that she found unpleasant and suffocating. After two months of recovering, she moved into her own apartment.

At this point in therapy, the RFGT was given. D. commented about the test that "everyone likes a reflection of themselves from outside - see if I'm crazy".

Grid Data

Constructs. The constructs which were elicited from D., along with the valences which she assigned to the construct poles, are listed in Table 1.

TABLE 1

Case D.: List of Constructs

No.	Emergent Pole	Implicit Pole
1.	anger easily	- + happy
2.	+ content	- gossip
3.	+ quiet	- asshole
4.	+ kind	- can't trust
5.	reserved	- + gay
6.	+ understanding	- hides real self
7.	+ love each other	- confused about sex, love, etc.
8.	don't know well	- + known all my life
9.	+ altruistic	- nag
10.	+ mellow	- afraid
11.	rude	- + likes herself
12.	+ intelligent	- lies
13.	has lots of secrets	- + open book
14.	keep lots of stuff away from me	- + loving
15.	holds my old self	- + neutral
16.	unsure	- + sure
17.	+ crazy	- mystery
18.	too serious	- + happy go lucky
19.	+ comforting	- distant
20.	+ controlled	- victim of fate

The constructs are psychological and social in nature rather than physical or situational. The construct terms refer to inner feeling states, abilities, relational qualities between people, interpersonal actions and social styles. The constructs are generally abstract and evalua-

tional. The only construct which may be concrete is construct 8 (don't know well - + known all my life). However, this construct may be more rich in implications than simply temporal length of acquaintance. The psychological and interpersonal nature of the content of the constructs suggests that D. views her social world and herself in a manner conducive to psychotherapy.

Themes. Construct poles were grouped under overlapping themes on the basis of "the examiner's cultural and clinical experience" (Space & Crowell, 1978, p. 151). These are shown in Table 2.

A theme which particularly stands out is withholding versus nurturance. This theme contrasts terms dealing with people who are unknown, secretive and depriving with terms concerning caring and giving. The two contrasts are epitomized by the terms "keep lots of stuff away from me" and "comforting". This theme suggests a wish to be cared for and a tendency to see people who do not care for her as somehow actively refusing to supply her needs.

The five terms concerning inner feeling states are grouped together under the theme of Emotions. There is a contrast between positive emotions which are characterized by low arousal and non-positive emotions which are characterized by high arousal.

The theme of Activity comprises the three terms which are clearcut actions, rather than descriptive adjectives or

TABLE 2

Case D.: Constructs Grouped by Theme

WITHHOLDING		NURTURANCE	
15. + neutral		6. + understanding	
3. + quiet		4. + kind	
5. reserved		9. + altruistic	
8. don't know well		14. + loving	
17. mystery		19. + comforting	
19. distant		7. + love each other	
13. has lots of secrets			
6. hides real self			
14. keep lots of stuff away from me			
EMOTIONS		ACTIONS	
1. + happy	1. anger easily	2. gossip	
2. + content	10. afraid	9. nag	
10. + mellow		12. lies	
SOCIAL PRESENTATION		VERBS	
3. + quiet	5. reserved	7. + love each other	
5. + gay	18. too serious	11. + likes herself	
17. + crazy	3. asshole	1. anger easily	
18. + happy go lucky	11. rude	15. holds my old self	
		14. keep lots of stuff away from me	
SELF COGNITIONS		13. has lots of secrets	
3. + likes herself		8. don't know well	
16. + sure			
7. confused about sex, love, etc.		DECEIT	
16. unsure		12. lies	
		4. can't trust	
EXTREME QUALIFIERS		ABILITY	
1. anger easily		12. + intelligent	
8. + known all my life			
13. has lots of secrets		LOCUS OF CONTROL	
14. keep lots of stuff away from me		20. + controlled	
18. too serious		20. victim of fate	
RELATIVE QUALIFIERS		SELF REFERENCE	
8. don't know well		8. + known all my life	
		8. don't know well	
		15. holds my old self	
		14. keep lots of stuff away from me	

nouns denoting qualities. They are all not assigned a positive valence. To further regard the additional seven terms listed under the Verbs theme, which refer to activity by virtue of being verb phrases rather than nouns or adjectives, reveals that five of the seven terms are non-positive. Together with the high/low arousal distinction seen in the Emotions theme, this suggests that D. may construe activity as unhappy or unpleasant, and that her positive constructions tend to be of states, rather than activity, and describe a sort of peaceful quiescence. This 'turmoil vs. bliss' distinction may imply a construction of happiness as effortless, which could dovetail with the nurturance theme as an assumption that happiness comes from the actions and efforts of others. Positive things, expressed as adjectives and nouns, may be seen as inherent qualities, while negative things, as verbs and activities, may be seen as willful effort. If so, one may expect little praise or gratitude but plenty of complaints from D. Similarly, D. may construe it as her fault if she doesn't experience this state of bliss (she is lacking in qualities), or blame it on others (not enough nurturance). Another hypothesis is that D. may become less active if she feels more blissful, with the attendant implications for psychotherapy that as progress is achieved, D. may expect to work less. D.'s presenting complaint of not being happy may be reexamined in this light.

The Social Presentation theme groups terms concerning how one presents oneself in public. There appears to be an inhibition/spontaneity distinction which cuts across both positive and non-positive social presentation terms. D. considers it positive to be quiet, but not to be reserved nor too serious; it is positive to be gay, crazy and happy go lucky but not to be so spontaneous as to be rude or an asshole. These distinctions may represent a conflict regarding inhibited versus spontaneous social presentations and/or may represent differences in degree. The construct pole "controlled" may be related. Perhaps it is important to control one's social presentation to show enough but not too much spontaneity and inhibition. To be less controlled in one's social presentation is to be a "victim of fate". Moreover, there is an incongruency between the extroverted gay, outgoing exterior one presents to people, and the mellow bliss which D. construed as positive in regards to inner feeling states. This may suggest that the gay social presentation is a facade designed to mask the unhappy activity and to provide an outlet for some of its excess energy.

The facade hypothesis ties in with the next theme of Deceit. If one is false to other people, even in a positive way, perhaps they will be false in return in a less harmless manner. The Deceit theme, although containing only two terms, shows a certain suspicious stance in D.'s construct repertoire, ready to be invoked.

The Self Cognitions theme shows a contrast between feeling good about oneself and knowing or being certain about oneself, versus confusion. It is important to note that the contrast to feeling good about oneself is not feeling bad about oneself. This contrast suggests mixed rather than negative feelings about the self.

The Ability theme comprises one term "intelligence". Landfield (1971, p. 110) reported that most university students included one term referring to intelligence in their RRGT protocols.

The Self Reference theme comprises four terms in which D. refers directly to herself. This reveals a more particular, personalized rather than abstract, general attitude in these construct terms. The two terms of construct 8 were those referred to earlier as the only possible concrete construct. The terms here refer to knowing and not knowing people, holding and withholding.

D. includes five terms with extreme qualifiers and one term with a relative qualifier. This suggests that generally, she emphasizes rather than tempers what she is trying to communicate. Note that all of the four self-reference terms are among those which are qualified. All of the qualified and self-reference terms, with the exception of 8 (+ known all my life) are non-positive. It would seem that D. is attempting to communicate more strongly about the non-positive aspects of these constructs, especially those which she construes as more personalized.

A certain pattern which could be labelled 'paranoid' cuts across many of the themes. A cognitive coping strategy and a concern with knowing are shown in the Ability, Self Reference, Self Cognitions and Withholding themes. Mistrust and suspicion are seen in the Deceit, Actions and Withholding themes. A concern with secretiveness is evidenced in the withholding theme. The Self-Reference and Self Cognitions themes show a construal of the self as unique and special. The Withholding/Nurturance theme is similar to the "indulgence - rejection" construct mentioned by Kelly (1955, vol. 2, p. 840) in connection with clients who could be labelled 'paranoid'.

Construct/Contrast Pairs. The ways in which D. has drawn the contrasts between the emergent and implicit poles of each construct are regarded. Note that the valences for the constructs (shown in Table 1) are all consensual. Given the choice between the two poles of each construct, the pole which D. has denoted as positive would be generally agreed to. Eleven constructs have emergent poles which D. denoted as positive, while nine constructs have non-positive emergent poles. This indicates that during the elicitation of constructs, D. saw likenesses among people as both positive and non-positive. Conversely, she construed differences between people as both positive and non-positive. There appears to be no particular sequence of valence over the twenty constructs.

Six of the twenty constructs consist of contrasts which reflect some sort of logical or semantic opposite. See Table 3.

TABLE 3

Logical Contrasts

5. reserved	- + gay
8. don't know well	- + known all my life
13. has lots of secrets	- + open book
15. holds my old self	- + neutral
16. unsure	- + sure
18. too serious	- + happy go lucky

These constructs involve consensual types of contrasts. Three of the four self-reference terms (both poles of construct 8 and the emergent pole of construct 15) are considered logical contrasts, suggesting that they may be less problematical than if the self-reference terms involved more idiosyncratic contrasts.

The other fourteen constructs represent differing degrees of "idiosyncratic pairings of constructs and contrasts" (Space & Cromwell, 1978, p. 150). They have been classified into three rough levels of idiosyncrasy of pairing, each level reflecting more personal assumptions involved in the contrast. Table 4 shows the first level of idiosyncrasy.

While the contrasts between poles in these four constructs do not reflect logical or semantic opposites, they

TABLE 4

Level 1 Contrasts

3. + quiet	- asshole
10. + mellow	- afraid
19. + comforting	- distant
20. + controlled	- victim of fate

reflect some culturally common assumptions. Consider construct 19 (+ comforting -, distant). While the logical opposites would be comforting/not comforting or disconcerting, and distant/close; it is a widely shared assumption in our culture that comforting is associated with closeness, while distance implies a less comforting relationship.

Constructs involving the next higher level of idiosyncrasy are shown in Table 5.

TABLE 5

Level 2 Contrasts

14. keep lots of stuff away from me	- + loving
7. + love each other	- confused about sex, love, etc.
1. anger easily	- + happy
4. + kind	- can't trust

These four construct pairs reflect a more idiosyncratic type of pairing, but one which retains a common cultural basis, if on a somewhat childlike logical level. For example, consider construct 1:

anger easily - happy
 (slow to anger) - (unhappy, sad)

The terms in parentheses represent the logical opposites of the terms above them. This construct, which contrasts happy people with people who get angry easily, may represent D.'s theory of volatile emotions. The implications are that unhappy people get angry easily (or the reverse) and that people who are slow to anger are happy (or the reverse). These implications, as well as causal connections, can not be directly assumed, but they are suggested. The content of each construct/contrast pair on this level can be experimented with to infer the personal assumptions inherent in it. In terms of structure, it begins to be apparent that D.'s constructs carry a lot of baggage in terms of personal assumptions which may not show clearly when she invokes one pole of a construct. On this level, the assumptions may be considered common but not ubiquitous in our culture.

The final six constructs involve highly idiosyncratic contrasts between emergent and implicit poles. Table 6 shows these constructs ranked in increasing idiosyncrasy of contrast.

This group of constructs involves a level of highly personalized, unique contrasts. The contrast to 'intelligent' (construct 12) is not 'stupid' but 'lies'. Does this imply that intelligent people tell the truth, or that it is

TABLE 6.

Level 3 Contrasts

6. + understanding	- hides real self
11. rude	- + likes herself
9. + altruistic	- nag
2. + content	- gossip
12. + intelligent	- lies
17. + crazy	- mystery

stupid to lie? It is equally important to look at what may be precluded by the contrast. Does construct 12 imply that intelligent people can not or do not lie, or that liars can not be intelligent? Does that mean that unless D. construes her therapist as intelligent, that D. will not believe what the therapist says?

The most idiosyncratic contrast, in the author's view, is construct 17 '+ crazy - mystery'. In the first few weeks of therapy, D. frequently expressed a strong fear of becoming "crazy", in her own words. Yet, she also stated that she felt being "crazy" would be a relief from her unhappiness. However, the term "crazy" as used here, appears to refer more to zany, irresponsible acting out than to insanity. This interpretation is based partly on D.'s remarks during the feedback session, when she stated that people who were crazy, assholes, rude and happy go lucky "have fun, they don't care". Yet the connection to her use of the same term earlier in therapy should not be dismissed without consideration.

As well as drawing specific hypotheses about the content of each idiosyncratic contrast, one may entertain more general hypotheses about the role of idiosyncratic construing in D.'s overall system. For each of these idiosyncratic contrasts, it seems as if two or more constructs have fused into one - as if the implicit poles of two highly correlated constructs were deeply submerged, and the emergent poles were then placed on the same dimension. These six constructs all contrast different categories of words, e.g. an emotion vs. an action, as in construct 2, or an ability vs. an action as in construct 12. On a linguistic level, these contrasts all consist of different parts of speech, e.g. an adjective and a noun (construct 17) or an adjective and a verb (constructs 6, 11, 9, 2, and 12. In the previous levels, although personal assumptions were involved in some of the contrasts, each construct paired the same category of word or part of speech. For example, construct 10 (+ mellow - afraid) pairs two emotions, both adjectives. Construct 4 (+ kind - can't trust) pairs two terms connoting dependency relationships, although one is an adjective and the other a verb phrase. The level 3 constructs appear to involve more preemptive construing, consisting of compound distinctions with fewer degrees of freedom due to more underlying assumptions. One may hypothesize that D. may sometimes anticipate people and events in a somewhat unique and prejudicial way which could be difficult to predict.

It must be noted, however, that the triad method of eliciting constructs which was used in the present study often results in less explicit contrasts than does asking the subject for the opposite of the emergent pole of the construct (Fransella & Bannister, 1977, p. 105). Yet, not explicitly asking D. for opposites may permit her to demonstrate the types of contrasts she habitually draws.

Finally, there appears to be no overall sequence to the level of idiosyncrasy of contrast, i.e. they do not become progressively more or less idiosyncratic over the elicitation process.

Elements. The people who make up D.'s social world, whom her constructs serve to distinguish, are now examined. Table 7 lists the 20 role titles used to elicit elements, with the gender of and comments about the people D. selected to represent the role titles. D. had talked extensively during therapy about all these people except elements 8, 12, 13, and 16.

Table 7 shows some of the interrelationships between the elements, as well as their relation to D. Of the 20 elements, 13 are female and 7 are male. Certain of the role titles could only be filled by males; father, boyfriend and ideal male. Others could only be filled by females; self, ideal self, mother, sister, ideal female and therapist. However, it is still meaningful that D. was born female, that her only sibling is female, that she requested a female

therapist, and that she is heterosexual. The gender of people whom D. selected to fill gender-unspecified roles is listed in Table 8.

More females (seven) than males (four) were selected to fill gender-unspecified role titles. The role titles filled by males appear to be generally negative, and may be associated with the Withholding theme. Note from Table 7 that the males filling the Rejecting, Disliking and Threatening role titles are all husbands or boyfriends of female role figures. One can speculate that D. may construe these males as threats to her relationships with females, or may see herself competing with the females for their male partners. Triangular relationships do seem to be involved, with possible associations of competition or jealousy. The seven role titles filled by females appear generally positive, and associated with more tender feelings and emulation (Successful, Heroine).

These speculations suggest that D. has more role relationships with females than with males, and that her relationships with females are generally more positive than those with males.

Elicitation: Element/Construct Interrelationships. The constructs were regarded in terms of the triad of elements which gave rise to each construct during the elicitation process. Table 9 lists each construct with the two elements which were described by the emergent pole, and the one ele-

TABLE 7

Case D.: Elements.

GENDER	ROLE TITLE	COMMENTS
F	1. Self : D.	
F	2. Ideal Self	
F	3. Mother	
M	4. Father	
F	5. Sister:	5 years older than D., D.'s only sibling, married to element 17
F	6. Friend:	close friend of D., threesome with D. and element 19
M	7. Boyfriend:	of 5 months
F	8. Exfriend:	old friend from grade 1
M	9. Ideal Male	
F	10. Ideal Female	
M	11. Rejecting person:	boyfriend of element 6
F	12. Successful person:	school friend, now a teacher in another town
F	13. Pitied person:	sister of an old friend
F	14. Heroine:	Jackie Onassis
M	15. Authority:	boss at D.'s parttime job where elements 5 and 17 also work
M	16. Disliking person:	another friend's husband
M	17. Threatening person:	sister's (element 5) husband
F	18. Therapist:	of 8 months, also the author.
F	19. Happy person:	close friend, threesome with D. and element 6
F	20. Trustful person:	neighbour across the hall in the apartment building where D. has recently moved.

TABLE 8.

Gender of Other Elements

MALE
Rejecting
Authority
Disliking
Threatening

FEMALE
Friend
Exfriend
Successful
Pitied
Heroine
Happy
Trustful

ment which was described by the implicit pole. The ratings for the elements which gave rise to each construct are also shown.

Table 9 shows which elements gave rise to each construct. This indicates the focus of convenience for each construct. For example, for construct 1, 'self' and 'friend' were seen as similar in that they both 'anger easily', while the 'threatening person' was seen as dissimilar in that he is 'happy'. Later, during the rating process, D. assigned a rating of 1 to both self and friend, and a rating of 7 to threatening, indicating that she construed these three elements extremely, and on the same poles they were described by during the elicitation of constructs. Each construct can be regarded similarly to determine which elements gave rise to each construct pole, and how these elements were later rated on the construct.

In 55 out of a total of 60 incidents, elements were rated on the same pole (and 47 times on the extreme end of the same pole) which was used to describe them during the elicitation process. In light of such consistency, the five exceptions may be the result of clerical errors, or they may be very meaningful. In three of the five incidences, the constructs were Level 3, idiosyncratic contrasts. This suggests that constructs with idiosyncratic contrasts may result in looser construing in that they lead to varying predictions. When the construct is used to discriminate between

TABLE 9

Triads of Elements used to Elicit Constructs

TRIAD	IDIO	CONSTRUCT	
1,6/17	2	1. anger easily (self, friend)	- + happy (threatening)
		1 1	7
2,7/15	3	2. + content (ideal self, boyfriend)	- gossip (authority)
		1 1	7
3,7/16	1	3. + quiet (mother, boyfriend)	- asshole (disliking)
		1 1	7
8,10/4	2	4. + kind (exfriend, ideal female)	- can't trust (father)
		1 1	7
5,18/10	0	5. reserved (sister, therapist)	- + gay (ideal female)
		1 1	7
12,20/11	3	6. + understanding (successful, trustful)	- hides real self (rejecting)
		6* 3	7
	2	7. +love each other (rejecting, friend)**	- confused about sex, love, etc. (authority)
11,6/15		1 3	6
14,18/5	0	8. don't know well (heroine, therapist)	- + known all my life (sister)
		1 1	7
3,10/20	3	9. + altruistic (mother, ideal female)	- nag (trustful)
		1 1	1*
7,12/13	1	10. + mellow (boyfriend, successful)	- afraid (pitied)
		1 1	1*
16,17/19	3	11. rude (disliking, threatening)	- + likes herself (happy)
		1 1	7
6,9/4	3	12. + intelligent (friend, ideal male)	- lies (father)
		1 1	2*
11,14/13	0	13. has lots of secrets (rejecting, heroine)	- + open book (pitied)
		1 1	7
4,17/2	2	14. keep lots of stuff away from me (father, threatening)	- + loving (ideal self)
		1 1	7
16/12,18	0	15. holds my old self (disliking)	- + neutral (successful, therapist)
		1 1	7 7

Table 9 (cont'd.)

TRIAD	IDIO	CONSTRUCT	
1,3/8	0	16. unsure (self, mother)	- + sure (exfriend)
		1 2	5
8,9/14	3	17. + crazy (exfriend, ideal self)	- mystery (heroine)
		1 2	5
1,15/19	0	18. too serious (self, authority)	- + happy go lucky (happy)
		1 4*	7
9,19/5	1	19. + comforting (ideal male, happy)	- distant (sister)
		1 1	7
2,18/13	0	20. + controlled (ideal self, therapist)	- victim of fate (pitied)
		1 1	7

* - indicates elements which were rated on the opposite pole of the construct than the one they elicited

** - on construct 7, elements 11 and 6 are girlfriend and boyfriend

IDIO - level of idiosyncrasy of contrast rating (see Construct/Contrast Pairs)

all 20 elements, the elements are assigned to different poles than they are when the contrast is between only three elements. There is also the possibility that E. may have some difficulty in construing those five elements which were inconsistently rated. This difficulty may have given rise to the idiosyncratic contrasts during the elicitation of those constructs.

Table 10 shows the same information as Table 9 from the perspective of the elements rather than the constructs. Each element is listed with the construct poles used to describe it during elicitation. It is also indicated whether

the poles are emergent or implicit to show whether each element is construed mostly in terms of likeness or dissimilarity to other elements.

Table 10 can be regarded on three levels. The content, valence and emergence/implicitness of the construct poles provide a mini-description of the elements with whom they are associated. For example, the element 'self' is construed always on the emergent poles of constructs, showing that D. construed herself in terms of her similarities to other people. Self was construed on three non-positive poles. The content of the construct poles 'anger easily', 'unsure', and 'too serious' suggest a certain intensity in addition to the negative valences.

'Father' is construed on both implicit and emergent poles, both in terms of likeness and dissimilarity to other elements. All three construct poles are non-positive, and invoke the Deceit (can't trust, lies) and Withholding (keep lots of stuff away from me) themes. 'Boyfriend' is construed in terms of likeness (three emergent poles) and is described by three positive construct poles (content, quiet, mellow) which fit into the peaceful quiescence theme. 'Heroin' is construed in terms of both likeness and dissimilarity on three non-positive construct poles. The terms "don't know well", 'has lots of secrets', and 'mystery' suggest unfamiliarity and perhaps suspicion.

TABLE 10

Construct Poles Associated with each Element

ELEMENTS	CONSTRUCT POLES
1. self	- E anger easily, E unsure, E too serious
2. ideal self	- E + content, I + loving, E + controlled
3. mother	- E + quiet, E + altruistic, E unsure
4. father	- I can't trust, I lies, E keep lots of stuff away from me
5. sister	- E reserved, I + known all my life, I distant
6. friend	- E anger easily, E + love each other, E + intelligent
7. boyfriend	- E + content, E + quiet, E + mellow
8. exfriend	- E + kind, I + sure, E + crazy
9. ideal male	- E + intelligent, E + crazy, E + comforting
10. ideal female	- I + gay, E + altruistic, E + kind
11. rejecting	- I hides real self, E + love each other, E has lots of secrets
12. successful	- E + understanding, E + mellow, I + neutral
13. pitied	- I afraid, I + open book, I victim of fate
14. heroine	- E don't know well, E has lots of secrets, I mystery
15. authority	- I gossip; I confused about sex, love, etc.; E too serious
16. disliking	- I asshole, E rude, E holds my old self
17. threatening	- I + happy, E rude, E keep lots of stuff away from me
18. therapist	- E reserved, E don't know well, I + neutral, E + controlled
19. happy	- I + likes herself, I + happy go lucky, E + comforting
20. trustful	- I nag, E + understanding

EEE	III	+++	---
1. self	13. pitied	2. ideal self	1. self
3. mother		7. boyfriend	4. father
6. friend		8. exfriend	14. heroine
7. boyfriend		9. ideal male	15. authority
9. ideal male		10. ideal female	16. disliking
		12. successful	
		19. happy	

E = emergent pole of construct
 I = implicit pole of construct

'Therapist' is construed as both similar and different than other elements. The valences of the construct poles are also mixed. The construct terms suggest an impartial, unengaged observer without much contact. The author was somewhat surprised at D.'s construction of her as therapist. She considered that she had more contact and closeness with D. than D. apparently construed. D. had stated in the first week or two of therapy that she could talk to the therapist without having to lie, as the therapist was a "stranger and a woman". This suggests that it may have been important for D. to continue to construe the therapist as a stranger to preserve some distance.

The final element which will be examined from Table 10 is the 'pitied person' (element 13). This was the only element who was always construed on implicit poles i.e., was construed solely in terms of her dissimilarity to other people. Kelly (1955, vol. 1, p. 236) stated that this indicates the element is construed as a unique figure, and that there may be some difficulty in construing this element. The construct poles 'afraid', 'open book', and 'victim of fate', of mixed valence, suggest vulnerability. Perhaps D. has difficulty in construing vulnerable figures, and this may bear some relation to her feelings about her own vulnerability.

These six figures were selected for closer examination for illustrative purposes. Each element can be examined in a similar way.

Extreme Ratings. Out of a total of 400 separate ratings, 264 were extreme (7 or 1) ratings. (See Appendix D for the ratings of all elements on all constructs). D. tends to use extreme ratings more than half the time, and more than the 114 times which would be expected by chance.

Midpoint Ratings. Nineteen of the 400 ratings were midpoint (4) ratings. This is far fewer than the 57 times which would be expected by chance. Since a midpoint rating could mean neutral, neither, not applicable, or do not know, the constructs and elements with midpoint ratings were examined. They are listed in Tables 11 and 12.

Regarding the three constructs shown in Table 11 with the most midpoint ratings, it appears that neither pole fits some of the elements. One may be neither 'rude' nor 'likes herself' (construct 3), or be neither 'content' nor 'gossip' (construct 2). It is interesting that D. gave herself a midpoint rating on these two constructs. They are not "role régnant" (Kelly, 1955, vol. 1, pp. 230-231) i.e., neither pole applies to herself. She does not organize her own behaviour under these constructs, although she construes most other people with them. Constructs with idiosyncratic contrasts received more midpoint ratings than constructs with logical contrasts. This lends added weight to the hypothesis that idiosyncratic contrasts represent two fused constructs. If neither pole fits some elements, perhaps the construct represents more than one dimension.

TABLE 11

Constructs with Midpoint Ratings

CONSTRUCTS	ELEMENTS AT '4' INTERSECT	NO. OF 4'S	IDIO
3. + quiet - asshole	(8,9,10,19)	4	1
2. + content - gossip	(1,6,14)	3	3
11. rude - +likes herself	(1,6,20)	3	3
7. +love each other - confused about sex, love	(14,18)	2	2
1. anger easily - + happy	(14,18)	2	2
9. + altruistic - nag	(18)	1	3
12. + intelligent - lies	(20)	1	3
14. keep lots of stuff away from me - + loving	(14)	1	2
15. holds my old self - neutral	(14)	1	0
18. too serious - + happy go lucky	(15)	1	0

TABLE 12

Elements with Midpoint Ratings

ELEMENTS	CONSTRUCTS AT '4' INTERSECT	NO. OF 4'S	GENDER
14. Heroine - Jackie O.	(1,2,7,14,15)	5	F
18. Therapist	(1,7,9)	3	F
1. Self	(2,11)	2	F
6. Friend	(2,11)	2	F
20. Trustful	(11,12)	2	F
8. Exfriend	(3)	1	F
9. Ideal Male	(3)	1	M
10. Ideal Female	(3)	1	F
15. Authority - boss	(18)	1	M
19. Happy	(3)	1	F

Regarding the elements shown in Table 12 with the most midpoint ratings, it appears that D. does not know these people well enough to rate them on certain constructs. The 'heroine - Jackie Onassis' received five midpoint ratings.

This ties in with the picture of the heroine as an unknown, secretive person which emerged during the elicitation of constructs. Note that the self-reference constructs do not apply to the heroine, which makes sense since D. does not know her personally. During the feedback session, D. commented "I don't know much about Jackie O., she was hard to rate". She stated that she admired Jackie O. for her jets, diamonds and money. Since D. identifies with and wants to be like the heroine, it would seem difficult for D. to emulate someone she construes so vaguely. For the element 'therapist' with three midpoint ratings, it ties in with the aloof, observer description previously mentioned.

For those constructs and elements with fewer midpoint ratings, there seems to be more of an interaction between the specific element and construct which produced midpoint ratings meaning do not know, not applicable, not relevant or neither pole fits. Note that more female elements received more midpoint ratings than did males. This may be partly because there are more female elements than males. Also, since female elements may be construed more positively than males, this suggests a difficulty in construing positive figures, including 'ideal male'. This difficulty may partially arise from constructs where neither pole is absolutely positive, such as construct 3.

Means and Variation of the Constructs. The amount and percentage of variation accounted for by each construct are shown in Table 13.

TABLE 13

Constructs Ranked by Variation

RANK	CONSTRUCT	MEAN	VARIATION	AS PERCENTAGE
1	15. holds my old self - + neutral	3.70	156.20	6.68
2	13. has lots of secrets - + open book	3.20	143.20	6.12
3	16. unsure - + sure	4.65	138.55	5.93
4	5. reserved - + gay	2.95	136.95	5.86
5\	6. + understanding - hides real self	4.15	136.55	5.84
5/	10. + mellow - afraid	3.15	136.55	5.84
7	19. + comforting - distant	4.00	134.95	5.77
8	20. + controlled - victim of fate	3.15	134.55	5.75
9	4. + kind - can't trust	3.05	132.95	5.69
10\	17. + crazy - mystery	4.50	129.00	5.52
10/	18. too serious - + happy go lucky	4.50	129.00	5.52
12	14. keep lots of stuff away from me - + loving	4.25	128.55	5.50
13	8. don't know well - known all my life	4.15	114.55	4.90
14	7. + love each other - confused about sex, love	3.00	106.00	4.53
15	1. anger easily - + happy	4.95	96.95	4.15
16	9. + altruistic - nag	2.65	94.55	4.04
17	12. + intelligent - lies	2.65	78.55	3.36
18	3. + quiet - asshole	3.00	74.00	3.16
19	11. rude - +likes herself	5.30	72.20	3.09
20	2. + content - gossip	2.35	64.55	2.76
Total variation about construct means			2338.35	
Bias		.30		
Variability		.83		

The constructs with a greater percentage of variation are those on which the elements have been more extremely rated. These constructs reveal wider differences between the elements or may have more distinct bipolar contrasts than others (Slater, 1977, pp. 90-91). Table 13 shows that

there is a smooth progression of increments in variation for the constructs from most to least; there are no sharp jumps in variation for constructs over the ranks. The range in percentage of variation, from 2.76% to 6.68% does not stray far from the chance expectation that each construct would account for 5% of the variation. The total variation about the construct means is high, and the variability is high, indicating that the ratings tend to be extreme rather than moderate. Overall, D. tends to rate all constructs extremely, and no one construct stands out as exceptionally more extreme than the rest.

Construct 15 'holds my old self - + neutral' has the highest percentage of variation. The construct may be salient for D. at this time due to her attempts to make major changes in her ways of relating to the significant people in her life. This may indicate that she is construing resistance to her changing from people close to her. It seems to be a positive indication for therapy that she is struggling with this issue.

The four constructs with the greatest percentage of variation have non-positive emergent roles, also suggesting struggle and dissatisfaction. These four constructs all involve logical contrasts, while four of the five constructs accounting for the least percentage of variation involve idiosyncratic contrasts. This is a positive indication, suggesting that D.'s more general or pervasive constructs

are consensual, while the more idiosyncratic contrasts are less salient or apply to a narrower range of events. Perhaps over eight months of therapy, these idiosyncratic contrasts have become less meaningful or less generally applied.

The mean ratings of the constructs are also shown in Table 13. The means of fifteen constructs are on the positive side of the midpoint. The average rating of all elements is positive on these constructs, suggesting that D. construes people in general in a positive light. The five constructs with negative mean ratings (constructs 5, 6, 13, 17, 19) suggest that D. construes the relatively fewer generalized negative aspects of people as being 'reserved', 'hides real self', 'has lots of secrets', 'mystery', and 'distant'. Although none of these have extremely negative means, it is apparent that the Withholding theme has resurfaced.

The construct means which deviate most from the midpoint are listed in Table 14. An arbitrary standard of 1 unit from the midpoint was set as the criterion.

Of these seven constructs, six have a mean on the positive pole, while only one (construct 5) has a mean on the non-positive pole. Furthermore, the six constructs with positive means are among the seven constructs accounting for the least percentage of variation. As well, the four construct means with the greatest absolute magnitude of devia-

TABLE 14

Construct Means which Deviate Most from the Midpoint

CONSTRUCT	MEAN	RANK	IDIO
2. + content - gossip	2.53	20	3
9. + altruistic - nag	2.65	16	3
12. + intelligent - lies	2.65	17	3
11. rude - + likes herself	5.30	19	3
5. reserved - + gay	2.95	4	0
3. + quiet - asshole	3.00	18	1
7. + love each other - confused about sex, love, etc.	3.00	14	2

RANK = rank in terms of percentage of variation accounted for
IDIO = level of idiosyncrasy rating

tion from the midpoint of the scale (constructs 2, 9, 12, 11) were all rated as idiosyncratic contrasts. Thus, six of these constructs, including four idiosyncratic construct/contrast pairs, have positive means and low variation i.e., elements are generally rated on the positive pole and the constructs make little distinction among the elements. The idiosyncratic contrast pole is little used to rate elements. This gives more evidence to the hypothesis that some of the idiosyncratic contrast pairs either have a limited focus of convenience or are waning in significance.

Construct 5 (reserved - + gay) stands out as unique among these constructs with means which deviate significantly from the midpoint. The mean of construct 5 is on the non-positive (though emergent) pole, and it ranks as fourth largest in terms of percentage of variation. On this construct, 12 elements were rated as 1, two elements rated as

3, one element was rated as 6, and five elements were rated as 7. Thus, it has a low non-positive mean, because most elements were rated as extremely reserved, yet it also has large variation because the ratings are polarized. This suggests that reserved-gay is a very significant construct for D. She construed most elements as extremely reserved, and a few as extremely gay. The elements rated as extremely gay were; ideal self, boyfriend, exfriend, ideal male and ideal female. Most people are construed as reserved, while mainly ideal or idealized elements are construed as gay. Perhaps the positive pole is so idealized that no real element could meet the criteria. It is significant to note that this one construct which significantly and negatively characterizes the average element in D.'s ratings is part of the Withholding theme.

The construct means were considered in terms of emergent and implicit poles. Eleven constructs have means on the emergent pole, while nine constructs have means on the implicit pole. Of those constructs with means more than 1 scale point away from the midpoint, only one has a mean on the implicit pole (construct 11). Kelly (1955, vol. 1, p. 269) stated that Iyle "believes that emergence and implicitness have important implications for clinical diagnosis and for understanding the client's value system". Here, it would appear that for six constructs, the emergent pole is more characteristic of elements in general; for 13 con-

structs, there is no strong tendency either way; and for 1 construct (construct 11, rude - likes herself), the implicit pole is more characteristic of elements in general. This is probably related to the triad of elements used to elicit this construct (disliking, threatening vs. happy). It does appear significant that this is the only construct for which implicitness has more general implications than emergence.

Means and Variation of the Elements. The means, amount and percentage of variation accounted for by each element are shown in Table 15.

The element means shown in Table 15 are all very close to the midpoint of the rating scale, except for element 3 'mother'. This is also indicated by the Bias value of .17, which is smaller than for constructs, denoting less tendency for ratings to cluster at one end of the rating scale. Sixteen of the element means are below the midpoint, indicating that they were rated, on the average, on the emergent poles of constructs. This is seen most strongly for 'mother' (mean = 2.70). Thus, D. construed 'mother' in terms of likeness during rating as well as during the elicitation of constructs. This suggests that D. construes the element 'mother' as a sort of template for comparison. Four elements (authority, threatening, disliking and happy) had means slightly above the midpoint, indicating that their average ratings were on implicit poles of constructs. These elements were more often construed in terms of dissimilarity to other elements.

TABLE 15
Elements Ranked by Variation

RANK	ELEMENT	MEAN	VARIATION	AS PERCENTAGE
1	7. Boyfriend	3.90	171.80	6.72
2	2. Ideal Self	3.50	167.00	6.53
3	10. Ideal Female	3.55	166.95	6.53
4	9. Ideal Male	3.60	162.80	6.37
5	17. Threatening	4.30	160.20	6.27
6	19. Happy	4.10	147.80	5.78
7	16. Disliking	4.10	145.80	5.70
8	5. Sister	3.25	145.75	5.70
9	12. Successful	3.65	144.55	5.65
10	1. Self	3.50	131.00	5.12
11	11. Rejecting	3.70	128.20	5.01
12	13. Pitied	3.65	114.55	4.48
13	4. Father	3.95	112.95	4.42
14	6. Friend	3.30	110.20	4.31
15	8. Exfriend	3.40	100.80	3.94
16	15. Authority	4.35	98.55	3.85
17	14. Heroine	3.90	97.80	3.83
18	18. Therapist	3.45	86.95	3.40
19	3. Mother	2.70	86.20	3.37
20	20. Trustful	3.40	76.80	3.00

Total variation about element means 2556.68
Bias .17
Variability .86

The total variation and the Variability for elements is larger than for constructs, indicating that elements were rated more extremely than were constructs. Again, there is a smooth progression of increments in variation from one element to the next. The range of percentages of variation, from 3.00 to 6.72, is similar to the range for constructs. No one element accounts for extremely more or less variation than the average of 5%.

The four elements with the greatest percentage of variation are ideal or idealized elements. This is not surprising, as Ryle stated, "ideal figure elements of any sort tend to be extremely rated" (1975, p. 42). The element 'boy-friend' is the most salient of all elements, indicating the importance D. attaches to him. The 'self' element ranks tenth in percentage of variation, indicating that D. rated herself relatively moderately.

Analysis of Structure (Constructs). Table 16 shows the pattern of significant correlations between constructs which have been rearranged to group together significantly inter-correlated constructs into clusters.

Note the overall lacy pattern of significant correlations. There is one moderately large block of significant correlations between six constructs (13, 1, 9, 6, 19, 5) which make up the primary cluster. The rest of the correlations are scattered throughout the remaining constructs. There is a total of 154 out of a possible 380 significant intercorrelations in the whole system. The primary cluster accounts for less than one third of the total number of significant correlations. Overall, this indicates a moderately but not extremely intercorrelated construct structure.

The number of intercorrelations for each construct is shown in Table 16. Makhoul-Norris, Jones and Norris (1970, p. 269) stated that they "consider the construct with the greatest number of intercorrelations to be a superordinate

one", although they do not provide a rationale for this operational definition. Makhoul-Norris and Norris (1973, pp. 280-281) appeared to use a minimum cutoff point of 8 significant correlations (in a grid of 16 constructs) to define constructs as superordinate. Again, they offer no rationale for the definition nor the cutoff point. Kelly defined superordinate constructs in a relative rather than absolute manner: "A construct is construed as superordinate to another if the other is utilized as one of its contextual elements" (1955, vol. 1, p. 479). This definition involves assumptions of hierarchical levels of organization which are not met by correlation coefficients.

However, constructs with many intercorrelations may fit Kelly's definition of comprehensive constructs: "Comprehensive constructs are those which subsume a wide variety of events. They are not necessarily highly regnant or superordinate constructs" (1955, vol. 1, p. 477). His elaboration that "a comprehensive construct is one which cuts across many other construct lines" (1955, vol. 1, p. 478) would seem a more accurate description of constructs with many intercorrelations. Therefore, the number of intercorrelations for each construct will be interpreted as an indication of its relative comprehensiveness. The constructs in the primary cluster and the larger secondary clusters can be seen to be relatively more comprehensive. Constructs 15, 17, 3, 20, and 8 are relatively incidental, in that they "subsume a small variety of events" (Kelly, 1955, vol. 1, p. 478).

Just as a comprehensive construct is not necessarily superordinate, an incidental construct is not necessarily subordinate, though it may be. Kelly (1955, vol. 1, pp. 478-479) stated that a construct may also be incidental because it is preemptive, impermeable, or because the events it subsumes are rare or are special cases. For example, construct 15 (holds my old self - + neutral) accounted for the largest percentage of variation i.e. it produced the largest contrast between elements, yet it is relatively incidental as it has only five significant intercorrelations i.e. it is not highly related to other constructs. Conversely, construct 11 which has 13 significant intercorrelations ranks nineteenth in percentage of variation.

The same structure of construct correlations is illustrated diagrammatically in Figure 1.

The structure of D.'s construct system is termed 'monolithic with conglomeration' (Makhlouf-Norris & Norris, 1973, p. 283). It is made up of one moderately large primary cluster, with six secondary and two tertiary clusters. With this type of conceptual structure, invoking one construct will tend to call up most of the other constructs. Once an element or event is placed on one construct, its placement on the poles of most other constructs will be determined to a large extent. Thus, independent judgements on separate constructs will be limited. This will happen most extremely within clusters of constructs and less strongly across clusters.

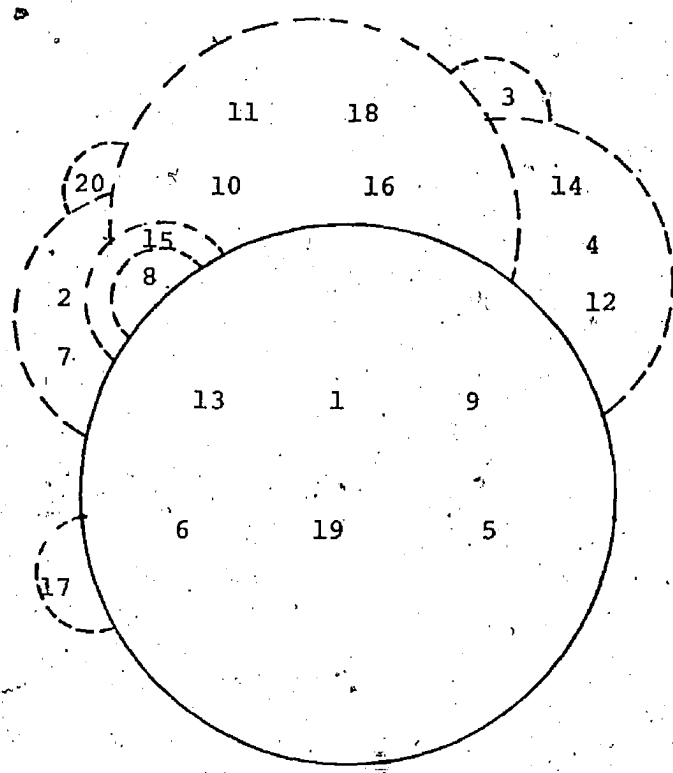


Figure 1: Case D.: Conceptual Structure

Note: Radii of circles are proportional to the square root of the total number of significant correlations of the constructs in each cluster. Full circles indicate primary clusters. Broken circles indicate secondary and tertiary clusters. Circles which are adjacent are interrelated.

The consequences of change for this monolithic system can be contemplated. For D. to change her construal of a person on one construct would necessitate major reconstrual of the person within her whole system (slot change, i.e. rattling back and forth between the poles of existing constructs). Thus D. may tend to initially resist reconstruction, and then to have dramatic shifts in her construals of people. Her tendency toward extreme construing should be noted in this regard. On another level, if change of one construct, especially a more comprehensive construct, were to occur, it would have major implications for her whole construct system i.e. organizational change. One would expect D. to feel threatened in the face of such radical change. In fact, Kelly defined threat as "the experience of a major shift in his core construct system" (1955, vol. 1, p. 248). D. may find it difficult to make gradual changes. Change may be more easily begun on the periphery of the system with the more incidental constructs.

D.'s conceptual system is relatively unidimensional. The main meaning of the system is defined by her construction of the self (core construct system). The 'self' and 'ideal self' elements were rated on the extreme opposite poles of 12 constructs - those in the primary cluster, and in the four secondary clusters made up of constructs 11, 18, 10 and 16; 2 and 7; 15; and 17. This meaning can be stated as "I am largely the opposite of what I want to be". This

self/ideal self dichotomy occurs on the more comprehensive constructs, and therefore could be difficult to change.

Although the system is termed monolithic, the conglomeration of secondary and tertiary clusters, accounting for almost two-thirds of the intercorrelations, does allow some degree of elaboration and flexibility of meaning. On the constructs in the secondary clusters 14, 4 and 12; and 8; and both tertiary clusters 20 and 3, D. has rated the 'self' element as positive, and similar to the 'ideal self'. Thus, the secondary meaning in this conceptual system is "In a limited way, I am what I want to be". These constructs are more incidental, and as such, can be changed with fewer consequences. They may represent more recent construals, possibly developed over eight months of therapy.

D.'s construct system carries a major meaning of relatively comprehensive dissatisfaction with the self contrasted with a positive ideal self, and a secondary meaning of more incidental positive and integrated self construction. Yet both these dimensions of meaning are concerned with self construction, suggesting that she will have few constructs with which to construe people and events independent of her self and ideal self definitions. One may hypothesize that D. will generally construe people in relation to (whether similar or dissimilar) her self and ideal self definitions. In circumstances where this is not possible, D. may experience considerable anxiety, defined by Kelly as "the recogni-

tion that the events with which one is confronted lie outside the range of convenience of one's construct system" (1955, vol. 1, p. 495).

Element Distances. Element distances were used to look at similarity and dissimilarity between elements. Pairs of elements separated by distances less than .80 were considered similar, while those separated by distances greater than 1.2 were considered dissimilar. These are shown in Table 17.

There is a total of 144 of a possible 380 non-expected element distances. D. construes people as slightly less interrelated than constructs.

The 'ideal' elements (ideal self, ideal male and ideal female) were construed as very similar to each other. Each had the most number of distances greater or lesser than expected from other elements. These distances were split between similarities and dissimilarities, indicating polarization.

'Boyfriend' had the next greatest number, and was the 'real' element closest to the ideal elements. It appears that D. construes boyfriend as an idealized figure. She rated him extremely positively on all constructs except 8 and 7. It is as if D. does not see him, but sees her animus upon whom she has superimposed her ideals. During the feedback session, D. commented "I didn't realize I idolized him so much - with (friend, element 6) I'm never disappointed

TABLE 17

Element Distances

ELEMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	S	D	SUM	
IDEAL SELF	-	1.33	.65	-	-	.35	1.23	1.32	1.34	-	-	-	-	-	-	-	-	-	-	1.21	1.70	2	5	7
MOTHER				.71	.74	1.20	.47	.67	.19	.98	.76	.76			1.44	1.59	1.26			.79		6	6	11
FATHER											.74	.76	.75	.75	1.33	1.26						3	0	3
SISTER									1.28	1.51												3	2	7
BROT								.71	.46	.51												3	4	10
FRIND									.67	.67		.61										4	4	19
EXPERTISE											.74	.74										6	7	25
IDEAL MALE										.66		.77										6	6	55
IDEAL FEMALE																						6	6	55
REJECTING													.76	.76	1.43	1.60	1.24					2	2	9
SUCCESSFUL													.77	.77	1.33	1.40	1.23					7	7	29
PITIED																						1	2	3
HEROINE																						1	2	3
ADULTING																						1	2	3
THREATENING																						1	2	3
THERAPIST																						0	5	5
HAPPY																						4	5	4
TRUSTFUL																						4	5	4
TOTALS																						62	62	144

S = similarity
D = dissimilarity

because I don't expect much of her. With (boyfriend), I don't leave much room for mistakes, do I?" Four days before the feedback session, D. was beginning to become disillusioned with him for not perfectly anticipating and supplying her needs, and "take care of me". One week later, she remarked in therapy "I thought of Rep Test, idealize (boyfriend). I should see him more realistically".

The element 'mother' was again seen only in terms of similarities to other elements. 'Mother', 'father' and 'sister' were all seen as similar to each other, while 'self' was seen as similar only to 'mother'. D. construes herself as different and alienated within her family, and perhaps construes her mother as a bridge to the other family members. The similarities between family members may arise partly out of their same extreme ratings on constructs of the Withholding theme. This is shown in Table 18.

TABLE 18

Similarity of Family Ratings

CONSTRUCTS	FAMILY ELEMENTS			
	Mother	Father	Sister	Brother in law
5. reserved - †gay	1	1	1	1
13. has lots of secrets - †open book	1	1	1	1
14. keep lots of stuff away from me - †loving	1	1	1	1
15. holds my old self - †neutral	1	1	1	1
8. don't know well - †known all my life	7	7	7	6
10. †mellow - afraid	1	1	1	7

The Withholding theme is especially salient with family members, as is the conflict between familiarity and change inherent in constructs 15 and 8.

The closest distance between any pair of real elements was between 'self' and 'friend'. D. construes a great similarity between herself and her friend. Both 'self' and 'friend' were seen as dissimilar to element 19 'happy'. These three elements are longtime close friends. D. stated during the feedback session "I used to think I'd like to be like (element 6) - she's so beautiful - not now. (Element 19) is so plain but she's happy."

Another exceptionally close distance is between elements 15 'authority' and 16 'disliking'. Both these elements have all dissimilarities except to each other, the greatest number and the most extreme dissimilarities to other elements. These dissimilarities are especially marked in relation to the ideal elements and 'boyfriend'. This indicates that D. construes 'authority' and 'disliking' as very negative and contrasting figures. Nevertheless, they play an integral role in her system by defining the opposite of the ideal even more sharply than does the 'self'.

The elements 'therapist' and 'heroine' are also seen as quite similar, possibly because D. construes them both as unknown figures. Therapist is construed as slightly similar to 'mother', 'friend' and 'trustful', (all female elements), and is not seen as dissimilar to any element.

To examine in detail the distances of all elements from 'self' and 'ideal self', a self-integration plot was constructed (Makhlouf-Norris & Norris, 1973). This is shown in Figure 2.

The large self-ideal self distance is depicted graphically in Figure 2. During the feedback, D. commented rather wistfully "I'm not like anyone who's perfect. I didn't realize I was so negative about myself."

Two elements are like the self (friend, mother) and five elements are unlike the self (the 3 ideal elements, boyfriend, happy). Thirteen elements are neither like nor unlike the self. Six elements are like the ideal self (ideal male and female, boyfriend, exfriend, happy, successful). Five elements are unlike the ideal self (disliking, authority, self, friend and threatening). Eight elements are irrelevant to the ideal self. No elements are like both self and ideal self, nor unlike both self and ideal self.

This lack of self-integration is termed self-alienation (Makhlouf-Norris & Norris, 1973, p.279). Note, however, that the elements do not form a straight line function running diagonally from self to ideal self, which would represent a bipolar negative/positive relationship between the two self elements. Rather, it appears as more of a 'Y' function. The two most negatively construed elements, disliking and threatening, are irrelevant to the self, though extreme opposites to the ideal self. In other words, while

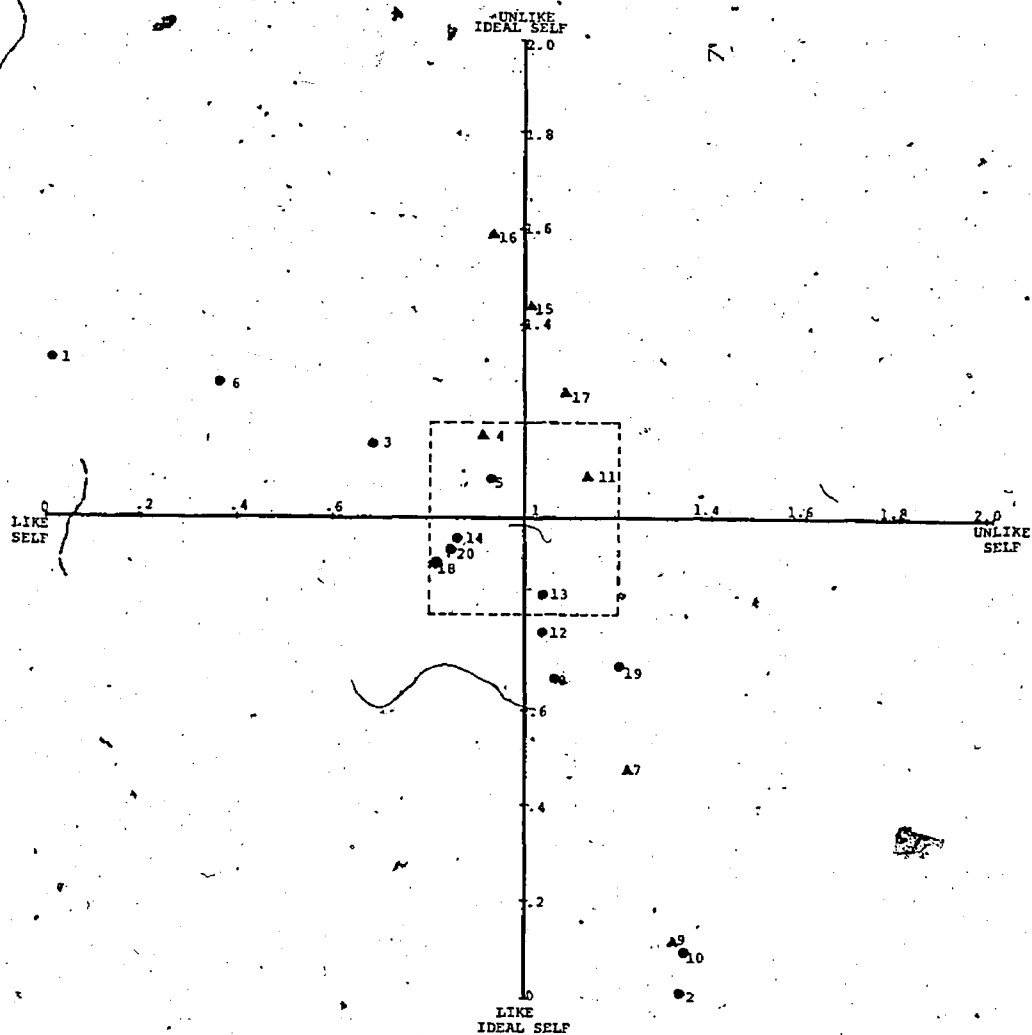


Figure 2: Case D.: Self-Integration Plot

Note: ● = female element ▲ = male element
 A neutral zone from .80 to 1.20 on both dimensions
 is enclosed by broken lines. Within this area,
 elements are close to the expected distance, neither
 similar nor dissimilar, from both self and ideal self.

the ideal self represents the prototype of all that is good, the self does not represent the worst. In this respect D. is more similar to anxious patients, whom Norris and Makhoul-Norris (1972) found to show self-alienation and limited negative self-construction, than to obsessional patients, who were found to construe no elements as similar to the self, and to show unlimited negative self-construction.

The role of gender in element distances is interesting. Male elements serve to define the ideal self both positively (boyfriend, ideal male) and negatively (disliking, threatening, authority). Yet male elements are largely irrelevant to the self, who is seen as similar to female elements.

The Self-Defining Polarization index (SDP) was calculated (Turnbull & Norris, 1982). This is a measure of the strength of definition of the self and ideal self in terms of both similarity and dissimilarity to other elements. The results are shown in Table 19.

TABLE 19
Self-Defining Polarization Index

	SELF	IDEAL SELF
SIMILARITY		
SDPs	22.13	36.0
DISSIMILARITY		
SDPd	16.45	26.56
TOTALS	38.58	62.56

The ideal self is more strongly defined and more strongly polarized than the self. D. tends to define people more strongly in terms of her ideal self than her self. Both self and ideal self are more strongly defined in terms of similarity to other elements than dissimilarity. This confirms previous hints that D.'s construct system serves to define her ideal self more than her self. In other words, D. tends to construe what she would like to be more definitely than what she is. This does not necessarily mean that her ideal is clearly defined in terms she would find useful to make changes in her self.

Comparison of Self and Ideal Self. The self/ideal self discrepancy was examined in more detail by comparing the construct ratings for the two self elements. (It is unfortunate that "social-self" was not included as one of the elements. D. is socially very vivacious and competent and not at all withdrawn. She dismisses her social skills as superficial tools which "fool" people whom she then despises for being taken in. It would have been very interesting to see how D. construes her social self in relation to self and ideal self.) This comparison is shown in Figure 3.

In this figure, the construct poles have been rearranged so that all the positive poles are on the right. The almost totally positive construal of the ideal self can be clearly seen. This contrasts with the generally negative self-construction. The 11 negative self ratings are all ex-

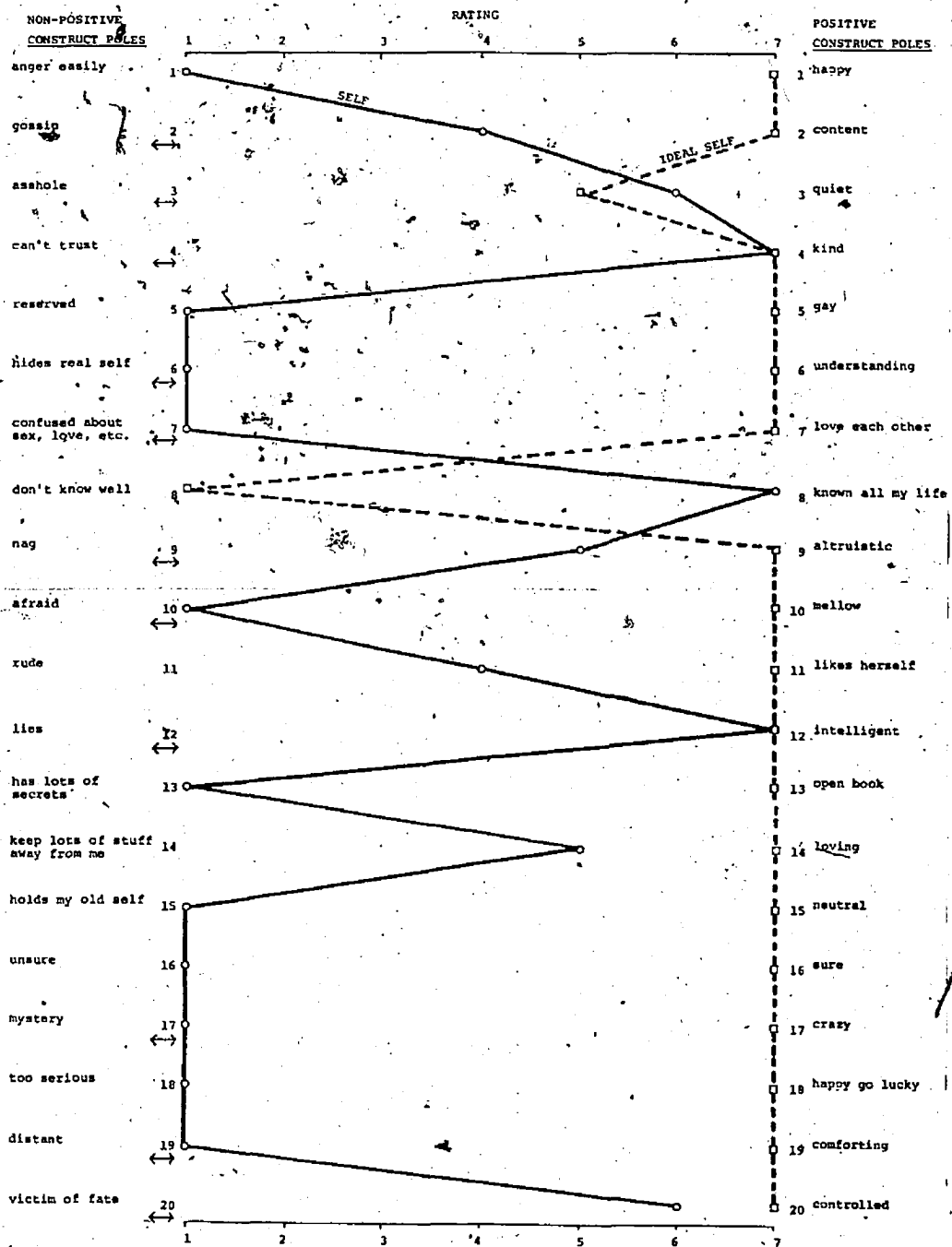


Figure 3: Comparison of Ratings of Self and Ideal Self

↔ = construct poles reversed

trema. Positive self ratings are neutral and moderate, with only 3 extremes. This may indicate more tentative, and possibly more recent positive self-construction.

Note that the negative self ratings mostly refer to internal feelings (e.g. afraid), while the positive self ratings refer to behaviour toward others (e.g. kind) or qualities (e.g. intelligent). D. may be trying to communicate that while she is nice to people, she does not feel good inside. Again, this relates back to the presenting complaint of "I'm not happy".

PCA for Constructs. In the Principal Components analysis (PCA) for constructs, five factors emerged, indicating a relatively complex factor structure. Factor 1 is shown in Table 20.

This factor is moderately large, with 42.8% of the variance, and 17 constructs with significant loadings. It appears to be an evaluation factor, indicating what D. construes as generally positive and negative. The loadings show how much of each construct can be interpreted in terms of good and bad. The most significant construct on this factor is construct 1. This construct is directly related to D.'s presenting complaint of not being happy. Many of the Withholding/Nurturance theme constructs load high. The constructs with lower loadings are construed only partially in terms of evaluation.

TABLE 20

Constructs Factor 1

FACTOR LOADINGS	CONSTRUCTS	
.76	19. + comforting	- S distant
.76	6. + understanding	- S hides real self
.75	9. + altruistic	S - + nag
.72	10. + mellow	- S afraid
.67	4. + kind	S - can't trust
.64	7. + love each other	- S confused about sex
.64	2. + content	-S- gossip
.54	12. + intelligent	S - lies
.48	17. + crazy	- mystery
<hr/>		
-.55	15. holds my old self	S - + neutral
-.66	18. too serious	S - + happy go lucky
-.66	16. unsure	S - + sure
-.75	14. keeps lots of stuff	- S + loving
-.77	5. reserved	S - + gay
-.81	13. has lots of secrets	S - + open book
-.81	11. rude	-S- + likes herself
-.83	1. anger easily	S - + happy

Accounts for 42.8% of variance

S = pole of construct on which self was rated

It is interesting to look at the three constructs which are excluded from this evaluative factor;

3. + quiet S - asshole
8. don't know well - S + known all my life
20. + controlled S - victim of fate

These constructs have unclear or ambiguous valence, with positive and negative aspects to both poles. Note also that D. has rated herself positively on these three constructs. They were also considered the most incidental constructs, each having only three or two intercorrelations with other constructs.

There is factor valence consistency. This is a positive note that those poles D. rated together positively are congruent with those she initially denoted positive. D. has a consistent idea of what she construes as good and bad. There is self-factor and self-valence inconsistency. D. does not construe her self consistently in terms of the factor, nor in terms of construct valence. Again, she rates herself generally negatively, but does construe some positive aspects of self.

Factor 2 is shown in Table 21.

TABLE 21

Constructs Factor 2

FACTOR LOADINGS	CONSTRUCTS	
.65	20. + controlled	S - victim of fate
.48	2. + content	-S- gossip
.44	3. + quiet	S - asshole
.44	13. has lots of secrets	S - + open book
-----	-----	-----
-.44	11. rude	-S- + likes herself
-.44	17. + crazy	- S mystery
-.46	19. + comforting	- S distant

Accounts for 12.8% of variance

Factor 2 has 7 constructs with significant loadings. There is factor-valence inconsistency, self-valence inconsistency, and undetermined self-factor consistency (due to two midpoint ratings of self).

The most significant construct on this factor is construct 20. The other six constructs have more moderate loadings. This factor may be concerned with some implications of or conflicts around locus of control. It contrasts self sufficient, standoffish people with carefree, colourful, but inconsiderate people. D. lists herself mainly with the former, yet does not have the contentment and self-liking that other controlled people have. She construes the 'victims of fate' as more comforting. Can contact for D. only come through these carefree, inconsiderate people? Or perhaps being open and nurturant carries the risk of becoming a victim of fate (vulnerability vs. insulation).

The remaining three factors are shown in Table 22.

Factor 3 has only four constructs with significant loadings, none with negative loadings. There is factor-valence and self-valence inconsistency. However, this is the first factor with clear self-factor consistency. This may be a self factor, or more generally a female factor. It contrasts two kinds of people; gentle people who are unsure, and deceitful people who are self-confident. If D. were to become more sure, the implications are that she would also become an asshole. This suggests a fusing of ideas of aggression and assertiveness. The people she construes as sure of themselves are those who take advantage of other people.

TABLE 22

Smaller Constructs Factors

FACTOR 3: accounts for 12.3% of variance

Factor Loadings	Constructs		
.64	3. + quiet	S -	asshole
.64	4. + kind	S -	can't trust
.63	12. + intelligent	S -	lies
.49	16. unsure	S -	+ sure

FACTOR 4: accounts for 8.9% of variance

Factor Loadings	Constructs		
.67	8. don't know well	- S +	known all my life
.47	20. + controlled	S -	victim of fate

-.63	15. holds my old self	S -	+ neutral

FACTOR 5: accounts for 5.4% of variance

Factor Loading	Construct		
-.58	10. + mellow	- S	afraid

Factor 4 has three constructs with significant loadings. It is inconsistent with respect to self-factor, factor-valence, and self-valence. It could be construed as a change factor, illustrating a struggle between familiarity and resistance to change. Again, it has positive implications for therapy that D. is confronting this issue. The negative implication of unfamiliarity could be that D. does not have a well organized way to construe people she does not know well, but the positive implication is that neither is she caught in their tight constructions of her. This

factor shows that D. sees people she doesn't know well as controlled, and people she has known all her life as victims of fate. This may be part of idealizing unfamiliar people - they do not appear victims of fate to her because she does not know all the factors determining their lives. However, people she does know seem more caught up in environmental circumstances beyond their control, (perhaps circumstances such as other people 'holding their old selves'?).

Factor 5 has only one significant loading. Construct 10 obviously has some unique meaning apart from the other constructs and its positive/negative significance on Factor 1. However, it is difficult to interpret by itself, other than that D. has rated herself (along with the other 4 elements which were dissimilar to the ideal self in the Self-Integration Plot) as extremely afraid. To a lesser extent, elements 20 'trustful' and 18 'therapist' were construed as afraid. All other elements were rated on the 'mellow' pole.

Together the five factors account for 82.2% of the total construct variance. Constructs 18, 7, and 17 had commonality estimates under .70, indicating that they have some unique variance which was not accounted for by the factor structure.

PCA for Elements. The persons factor structure also consisted of five factors. These element factors can be interpreted as generalized figures (Kelly, 1955, vol. 1, p. 291). The persons factor structure is shown in Table 23.

TABLE 23

Persons Factor Structure

FACTOR 1: 36.8% of variance

Loading	Element	Gender
.97	2. ideal self	F
.97	9. ideal male	M
.97	10. ideal female	F
.89	7. boyfriend	M
.72	19. happy	F
.66	8. exfriend	F
.53	12. successful	F
.45	13. pitied	F

-.53	1. self	F
-.56	6. friend	F
-.77	15. authority	M
-.96	16. disliking	M

FACTOR 2: 18.6% of variance

Loading	Element	Gender
.88	5. sister	F
.71	14. heroine	F
.65	12. successful	F
.59	17. threatening	M
.55	4. father	M
.52	18. therapist	F
.50	6. friend	F
.48	11. rejecting	M
.45	1. self	F
(.43)	3. mother	F

FACTOR 3: 12.7% of variance

.71	3. mother	F
.65	20. trustful	F
.45	1. self	F

-.68	11. rejecting	M

FACTOR 4: 8.6% of variance

.51	4. father	M

-.59	18. therapist	F

FACTOR 5: 5.3% of variance

.63	13. pitied	F

-.48	17. threatening	M

Factor 1 has twelve elements with significant loadings. Again, this factor appears as a general positive/negative factor, for the most extreme loadings are ideal self and disliking. Note that while the only positive male elements were ideal or idealized, four real female elements are posi-

tive. This factor shows again D.'s negative but similar construction of self and friend. This factor accounts for less variance than did the first constructs factor, and has fewer significant loadings. Elements are not as polarized as constructs in terms of simply good and bad. D. sees people in a more differentiated way than she does constructs.

Factor 2 has nine elements with significant loadings; 10 if the marginally significant 'mother' element is included. This factor accounts for more variance than did the second construct factor. It can be interpreted as a familiarity factor. Five family elements, including self, are grouped together with friends and the therapist. These are all people D. interacts with, often, except for element 14 'heroine'. There are no negative loadings to indicate contrasting elements. With the exception of elements 1, 6, and 12, who had moderate loadings on the first element factor, none of these elements had significant loadings on the first factor. Perhaps these people are construed to have a mixture of positive and negative aspects, and can not be evaluated as good or bad. There are no extremely high loadings on this factor, as there were for the first factor. Element 5 'sister' has the highest factor loading.

Element 20 'trustful' is the only element who did not have significant loadings on either of the first two factors.

Factor 3 has four elements with significant loadings. This factor contrasts females, including the self, with a rejecting male. Perhaps this factor corresponds to construct factor 3.

Only two elements load significantly on Factor 4, which contrasts father with therapist. This is again a male/female split.

On Factor 5, two elements have significant loadings. The role titles suggest a contrast between harmful versus harmless figures. This contrast is again between male and female elements.

Summary

D.'s overall personal construct system is moderately interrelated and fairly complex. The system itself is not extreme in structure, but supports extreme construing. There is a moderately large evaluative component, on which D. construes herself negatively and idealizes other elements. This large subsystem is, in D.'s words, "balanced", which renders it difficult to change, "I can keep the balance forever, but I don't want to". This leads to a feeling of threat at the drastic consequences of change, as D. stated "no middle steps - all will come at once if I touch anything". Yet, the balance also contributes a stable basis for construing.

There are also more peripheral and secondary subsystems which are interrelated with the main system. These components are more in transition, and are possibly more recent. D. construes generally more moderately, and construes herself more positively within these subsystems. This allows for more flexibility, but also allows for inconsistency and contradictions, as described by Kelly's Fragmentation Corollary (1955, vol. 1, p. 83). One such set of constructs leading to incompatible predictions revolves around familiarity and resistance to change.

However, D.'s whole system is interrelated, in that there is no compartmentalization. This is seen in the smooth gradations in percentage of variation for constructs and elements, the levels of idiosyncrasy of contrasts ranging gradually from consensual to idiosyncratic, and the monolithic structure with conglomeration. There is a wide range of differentiation within the system, but no sharp delineation lines. There are several subsystems, but they do not function independently. One implication for therapy is that the problematic areas of construing are not general nor all pervasive, yet they shade into the whole system. This is consistent with D.'s overall high level of functioning, e.g. in graduate school, at work, and in incidental social interactions. It is only with people whom she is close to, e.g. family, friends, boyfriend, that constructs such as the extremes of the withholding-nurturance theme are strongly invoked.

Some of the problematic construing seen in the grid data concerned gender and role relationships, with D. alternatively idealizing and vilifying men. This theme frequently arose in therapy, beginning with D. requesting a female therapist before the initial session. D. had difficulty dealing with male psychologists, e.g. one who observed the intake session, and her previous therapist. She stated that she had to "fool" them (and men in general), both for "revenge" and for fear of hurting them and feeling guilty. She related this to her dealings with her father, and more specifically to her anger at her father. She stated "I know I should be mad at him and not all other guys but I can't afford it right now" because "I love my Daddy". This is an example of fusing two constructs, regarding love and anger. D. stated emphatically that it is impossible to both love someone and be angry with them. Her usual way of dealing with this contradiction was to end the relationship, a step she could not "afford" with her father. Later, she commented on her relationship with her boyfriend, "imagine me, friends with a guy!".

Anger was also related to D.'s relationships with women. She felt she could get angry at women because they are stronger. For example, it was "okay" to D. to get mad at her mother. Early in therapy, D. became very angry at the therapist and threatened to quit over a mixup in the time of a session. At the next session, D. apologized for her "tem-

per tantrum". It was very beneficial that D. could become angry at the therapist, yet not end the relationship. Several months later, D. commented to the therapist "you are the only person who can put up with my anger without thinking I'm crazy or evil".

The withholding/nurturance (indulgence/rejection) theme was also linked to gender. D. construed her father, and men in general, as withholding, and actively sought nurturance from them. Her ideal male, as personified by her boyfriend, would be totally nurturant. Yet D. stated that she would become "afraid, cut off the relationship if I'm in danger of loving". D. construed her mother, and other women, as more nurturant. Yet D. often rejected this nurturance herself, partly from suspicion (e.g. that her mother acted out of guilt rather than love), or a sense of vulnerability. For example, she stated to the therapist that she "needed" more than one session per week, then would fail to attend the second session. During her illness, D. felt overwhelmed by the nurturance she received.

It appeared that nurturance conflicted with D.'s feeling of control (vulnerability vs. insulation). She would then respond on the same dimension by withholding or rejection. The connection of D.'s withholding with control was illustrated when D. reported withholding physical affection from her boyfriend after incidents when she felt he was not taking care of her. She stated that it "made me feel control - he has all the control in our relationship".

The theme of activity associated with negative emotions, and inactivity associated with peaceful, positive states was also seen in therapy. For example, a month after the RRGT was administered, D. came to a session unwilling to work. She stated that it was because she felt "neutral", "I don't know why I should be worried", "when I'm neutral, I'm less hysterical, I can see both sides". After five minutes, she stretched out, closed her eyes and stated "I'm not hostile, nothing seems very drastic today". It appeared that when things were not drastic, worrisome, or hysterical, D. became passive. Perhaps her "neutral" feeling was her version of the mellow, peaceful quiescence seen in the grid data. Near the end of therapy, D. had a similar practice of missing sessions when she felt things were going well.

Case P.

P. was a 20 year old male university student. The author saw him in individual therapy for approximately 60 sessions over twenty months. P. had seen a counsellor at another university for relaxation exercises one year prior to therapy with the author. P. stated that it "didn't work".

P.'s physician recommended him to begin psychotherapy due to his essential hypertension. P. stated that he was "nervous and tense", and his body movements and voice quali-

ty reflected this. He was "embarrassed and self-conscious" about coming to therapy, and felt "inferior" for seeking help. However, he was afraid of his physical problems. He felt his nervousness was caused by guilt he experienced while not studying or doing something constructive. This led to frustration and anger, which he usually dealt with by lying down and trying to sleep. He stated that he was "socially reserved" and had "very surface conversations" with his family and friends. P. stated that his parents, with whom he lived, "don't understand, it's above them, they're not interested". P. stated that he wanted "solutions" from the therapist.

P. was a self-described intellectual who aspired to go to graduate school. He felt different than and disapproved of by his working class family, yet superior to them. He had few friends, and had never experienced a close friendship. For the previous ten years, he had attempted to be machine-like, in order to be above human needs and failings. He tried this through thinking, which he found "doesn't work" and religion, which he became disillusioned with. He often drank alone secretly for "escape". At the beginning of therapy, P. appeared to be more distressed that he had not achieved his super-human goal, than intent upon reformulating his goals.

P. had a characteristic C-P-C cycle (Kelly, 1955, vol. 1, p. 519) consisting of an extended circumspection phase.

P. would consider many alternatives, but would not narrow down nor exclude anything. As sudden preemption phase would follow, with an impulsive choice of a relevant construct to dimensionalize the situation. P. would then stubbornly persist in construing the situation as consisting of nothing but this construct. In the control phase, P. would alternately invoke one pole, then the other pole, of the chosen construct in succession. P. termed this "black and white" thinking. This would result in much slot rattling (Kelly, 1969f, p. 231), with no full commitment or involvement in one alternative.

This process was seen frequently in therapy. P. could not fully commit himself to his schoolwork, for fear of becoming a workaholic, and also for fear of receiving evidence contrary to his extremely high expectations. Yet he could not let go of his schoolwork for fear of becoming a "bum" and doing totally nothing. In his relationships with people, P. wavered between craving closeness and "pushing people away". He construed the alternatives as fitting in, being accepted but losing his uniqueness and being overwhelmed, versus being unique, different but lonely. P. had no role relationships and found it difficult to conceive of other people's points of view. He wavered between the poles of the constructs superior/inferior and perfect/flawed when construing himself and other people. He alternately construed people as beneath him, commenting "I exclude a lot

of people" when trying to choose prospective friends, or as superior to him. In this case, P. believed that other people were perfect and could see all his faults. For example, he stated that nobody else appeared to have problems with relationships.

P. had difficulty synthesizing or integrating these extreme alternatives. For example, he could not imagine being close to someone and still being able to be alone at times. At first, P. could not even conceive of both poles of a construct simultaneously. When he craved closeness, he could not conceive of his fears of closeness and desire for isolation. As this issue was worked on in therapy, P. expressed a fear of losing emotional intensity if he no longer rattled between construct poles.

The perfection versus flawed construct was very important during therapy. P. felt extreme anger at imperfections in himself, other people, or events. He feared catastrophic consequences if he expressed, or even recognized his anger. Since P. construed almost any strong emotion as tension, therapy focused on P. learning to recognize his emotions. During the latter part of therapy, P. experimented being angry with the therapist, which proved very beneficial.

P. attempted to deal with the world in a largely cognitive manner. He valued intelligence, logic, thinking, and objectivity. He rejected emotions because they did not "make sense". P. tended to talk mostly theoretically, and

about people in general. He was reluctant to talk about specific people, and when he began to, he would not mention names. During the second year of therapy, P. talked more specifically about his mother, and to a lesser extent, his sisters and acquaintances. He stated then that he felt it was wrong, or a betrayal to talk about people in his life, and feared blaming them.

The RRGT was given after 17 months of therapy. P. commented about the test that "I felt I was helping you out. I thought it was kind of interesting too." P. stated that in comparison to the therapy sessions "it's less personal - just data gone through a computer". During the feedback session, P. stated that the grid data was very accurate, and that he enjoyed looking at himself "objectively".

Grid Data

Constructs. The constructs and valences elicited from P. are listed in Table 24.

The constructs are psychological and social. They are abstract and evaluative rather than concrete or factual descriptions.

Themes. Table 25 shows the first construct theme.

All of the construct terms could be construed under the bipolar construct theme 'open/closed'. The theme can be viewed as a continuum of open/closed to self, to other peo-

TABLE 24

Case P.: List of Constructs

No.	Emergent Pole	Implicit Pole
1.	not open enough, too reserved	- + more easygoing and accepting
2.	+ loving	- not open minded
3.	+ educated	- narrow minded
4.	+ moral	- very shallow
5.	+ kind	- uncaring
6.	+ communicative	- too quiet
7.	interested in unimportant things	- + very liberal
8.	+ caring	- timid
9.	become angered easily	- + doesn't become involved
10.	lonely	- + content
11.	selfish	- + moral
12.	not open to new or different things	- + more intellectual
13.	+ feeling	- thinks he is always right
14.	+ perfect	- more loving
15.	devoted	- + understanding
16.	+ intelligent	- unfeeling
17.	loving	- + objective
18.	+ happy	- no zest for life
19.	too conservative	- + very open
20.	+ outspoken	- cold

ple, to communicating ideas with people, and to ideas. Generally, P. denoted the open terms as positive and the closed terms as non-positive. However, construct 9 (become angered easily - + doesn't become involved) is the only construct where the obvious closed pole is rated as more positive. This suggests that P. is closed to anger. For construct 14, the positive pole (perfect) was also listed as closed. However 'perfect' was considered as closed in terms of an endpoint, rather than closed to interaction. The open theme includes four non-positive terms.

TABLE 25

Case P.: Open/Closed Construct Theme

OPEN	CLOSED
10. + content	18. no zest for life
18. + happy	8. timid
4. + moral	6. too quiet
11. + moral	9. + doesn't become involved
5. + kind	1. not open enough, too reserved
13. + feeling	4. very shallow
8. + caring	10. lonely
2. + loving	20. cold
14. more loving	11. selfish
15. devoted	5. uncaring
17. loving	16. unfeeling
9. become angered easily	12. not open to new or different things
20. + outspoken	2. not open minded
19. + very open	19. too conservative
6. + communicative	3. narrow minded
1. + more easygoing, accepting	7. interested in unimportant things
7. + very liberal	13. thinks he is always right
15. + understanding	14. + perfect
17. + objective	
12. + more intellectual	
16. + intelligent	
3. + educated	

Since all P.'s construct terms could be construed under the open/closed theme, this suggests that this is a major avenue of movement for him.

The second construct theme is shown in Table 26.

The cognitive/emotional theme comprised all the construct poles except 14 (+ perfect). This theme can also be viewed as a continuum, with some overlapping of terms between emotional and cognitive. For example, 'understanding' implies more emotion than 'objective', yet is still listed under cognitive. For the cognitive theme, all positive

TABLE 26

Cognitive/Emotional Construct Theme

COGNITIVE

- | | |
|-------------------------|---|
| 15. + understanding | 19. too conservative |
| 7. + very liberal | 7. interested in unimportant things |
| 3. + educated | 2. not open minded |
| 16. + intelligent | 13. thinks he is always right |
| 12. + more intellectual | 3. narrow minded |
| 17. + objective | 12. not open to new or different things |

EMOTIONAL

- | | |
|-----------------------------------|----------------------------------|
| 18. + happy | 18. no zest for life |
| 10. + content | 10. lonely |
| 13. + feeling | 8. timid |
| 2. + loving | 20. cold |
| 5. + kind | 16. unfeeling |
| 8. + caring | 5. uncaring |
| 4. + moral | 14. more loving |
| 11. + moral | 17. loving |
| 1. + more easygoing,
accepting | 15. devoted |
| 19. + very open | 9. become angered easily |
| 6. + communicative | 11. selfish |
| 20. + outspoken | 4. very shallow |
| 9. + doesn't become
involved | 1. not open enough, too reserved |
| | 6. too quiet |

poles are also open, and all non-positive poles are closed. This clean distinction does not hold for the emotional theme.

Again, the broad applicability of the cognitive/emotional theme suggests that this is an important distinction with which P. construes himself and others. Despite the overlap, one could hypothesize that P. construes cognition and emotions as distinct and separate. Perhaps P. has his own version of the mind-body problem.

The construct themes are few and broad, suggesting a relatively simple superordinate structure under which P. organizes his behaviour.

There were 9 extreme qualifiers and 3 relative qualifiers of P.'s construct terms. These are listed in Table 27.

TABLE 27

Extreme and Relative Qualifiers

EXTREME QUALIFIERS	RELATIVE QUALIFIERS
1. not open enough, too reserved	1. + more easygoing,
4. very shallow	accepting
6. too quiet	12. + more intellectual
7. + very liberal	14. more loving
9. become angered easily	
13. thinks he is always right	
19. too conservative	
19. + very open	

Landfield (1971) reported a mean of 0.6 extreme qualifiers in 15 by 15 grids of "better-adjusted" college males. Thus, P. appears to be trying to strongly emphasize what he is communicating, especially non-positive construct terms.

There are no self-referential construct terms. Combined with the construct themes, this suggests a closed, cognitive approach. P. does not express constructs in relation to himself, but rather from an objective, observer stance.

Construct/Contrast Pairs. The valences for most of the construct poles are consensual. However, four constructs have ambiguous valence, and are listed in Table 28.

TABLE 28

Constructs with Ambiguous Valence

9.	become angered easily	- +	doesn't become involved
14.	+ perfect	- -	more loving
15.	devoted	- +	understanding
17.	loving	- +	objective

For construct 9, the choice of valence appears to be which is the more positive of two negative poles. For the other three constructs, the choice appears to be which is the more positive of two positive poles. For these constructs with ambiguous valence, P. has chosen the emotionally closed and cognitive open poles as more positive than the open and emotional poles. Yet for construct 2 (+ loving - not open minded) P. chose the emotionally open pole as more positive than the cognitive closed pole. This suggests either a distinction between two kinds of loving, or a hierarchy of values where objective and perfect are more positive than loving, which in turn is more positive than not open minded.

Eleven constructs have positive emergent poles, while nine constructs have positive implicit poles. P. construed both similarities and differences between people as both positive and negative.

Constructs were grouped according to whether the contrasts between poles reflected logical, cultural, personal or idiosyncratic assumptions. Table 29 shows the constructs

with logical contrasts. These constructs each involve two emotional terms, and contrast an open with a closed term.

TABLE 29

Logical Contrasts

5. + kind	- uncaring
6. + communicative	- too quiet
10. lonely	- + content

Table 30 shows constructs with contrasts reflecting common cultural assumptions. These contrasts involve either two cognitive terms or two emotional terms, and contrast closed with open terms.

TABLE 30

Level 1 Contrasts

1. not open enough, too reserved	- + more easygoing, accepting
3. + educated	- narrow minded
4. + moral	- very shallow
9. become angered easily	- + doesn't become involved
11. selfish	- + moral
18. + happy	- no zest for life
19. too conservative	- + very open

The next level of contrast, reflecting more personal assumptions, is shown in Table 31. Here, some of P.'s biases begin to be evident. If P. construes a person as not liberal nor intellectual, he may dismiss them as trivial. It appears as if the implicit poles could be exchanged between

constructs 8 and 20 to form logical contrasts. The contrast to caring is not cold or uncaring, but timid, suggesting a fear of caring. The contrast to outspoken is not timid or quiet, but cold. Again at this level, the constructs pair two cognitive or two emotional terms, and contrast an open with a closed term.

TABLE 31

Level 2 Contrasts

7. interested in unimportant things	- + very liberal
12. not open to new or different things	- + more intellectual
8. + caring	- timid
20. + outspoken	- cold

The final six constructs involve idiosyncratic contrasts between poles, and are listed in Table 32.

TABLE 32

Level 3 Contrasts

2. + loving	- not open minded
13. + feeling	- thinks he is always right
14. + perfect	- more loving
15. devoted	- + understanding
16. + intelligent	- unfeeling
17. loving	- + objective

Interesting hypotheses are suggested by these contrasts. Does construct 14 mean that it is a flaw to be more loving? Perhaps P. feels misunderstood by those whom he

construes as devoted to him (construct 15). What are the implications from construct 16 for empathy if P. construes people (and there are many) whom he considers not intelligent to have no feelings?

When considering construct 2 during the administration, P. asked if the poles had to be opposites. He was told that they need not be, and the instructions for the triad method of eliciting constructs were repeated to him. He then wrote the implicit pole of construct 2. Thus, P. realized the construct did not represent a logical opposition, but asked permission for this. The remaining five idiosyncratic contrasts were elicited in unbroken sequence near the end, without comment or question from P.

These six constructs all involve contrasts between emotional and cognitive terms. Constructs 15 and 17 involve two open poles. Three of the four constructs with ambiguous valence are in this group of idiosyncratic contrasts. One may hypothesize that P. construes in a highly personal and unpredictable manner when he is making distinctions between emotion and cognition. This may be a problem area of construing for him. It also suggests that P. values open cognitive terms over open emotional terms.

Elements. Table 33 shows the role titles used to elicit elements, and the gender of and comments about the people P. selected to represent the role titles. P. had talked about only a few of these people in therapy, and furnished

little information about them other than sex and age during the administration.

TABLE 33

Case P.: Elements

GENDER	ROLE TITLE	COMMENTS
M	1. Self: P.	
M	2. Ideal Self	
F	3. Mother	
M	4. Father	
F	5. Sister: 2 years older than P., P. also has a brother and another sister, both older than element 5	
F	6. Friend: one year older than P.	
F	7. Girlfriend: someone P. would like to be his girlfriend	
M	8. Exfriend: same age as P.	
M	9. Social Self	
F	10. Ideal Female	
M	11. Rejecting Person: same age as P.	
M	12. Successful Person: P.'s uncle	
F	13. Pitied Person: P.'s grandmother	
M	14. Hero - Jesus	
M	15. Authority: P.'s professor, in his mid-forties.	
M	16. Disliking Person: age 27	
F	17. Threatening Person: age 35	
F	18. Therapist: of 17 months, also the author	
F ^a	19. Happy Person: age 39	
F	20. Trustful Person: age 50	

The 20 elements are equally divided between males and females. For the 12 gender-unspecified role titles, P. selected six males and six females. The males occupy role titles implying unequal relationships (elements 12, 14, and 15) or negative relationships (elements 8, 11, and 16). Females occupy role titles implying positive relationships (elements 6, 19 and 20), as well as sister, pitied and threatening.

.Elicitation: Element/Construct Interrelationships.

Table 34 lists each construct with the triad of elements which gave rise to it during elicitation, along with the ratings those elements later received on the construct.

The elements which are the foci of convenience for each construct can be seen in Table 34. It is interesting to note for example that on construct 14, 'ideal self' and 'hero - Jesus' were construed as 'perfect', and 'ideal female' was construed as 'more loving'. Later, P. assigned ratings of 1 to ideal self and hero, and a rating of 7 to ideal female, indicating that he construed these three elements extremely and consistently. For construct 9, 'mother' and 'threatening' were construed similarly as 'become angered easily', and were contrasted with 'father' who was construed as 'doesn't become involved'. Later, P. assigned a midpoint rating to father, either changing his construction, or reinforcing the idea of non-involvement.

In 8 of 60 incidences, P. construed an element on the opposite pole during rating than during construct elicitation. In 4 of these 8 incidences, the constructs involved were Level 3, idiosyncratic contrasts. Six of the incidences involved female elements (two each for trustful and girlfriend). This indicates looser or more inconsistent construing with idiosyncratic contrasts, and of female elements, authority and father.

TABLE 34

Triads of Elements Used to Elicit Constructs

TRIAD	IDIO	CCNSTRUCI	
1,9/2	1	1. not open enough, (self, social self)	- + more easygoing, accepting (ideal self)
		2 1	6
12,19/20	3	2. + loving (successful, happy)	- not open minded (trustful)
		1 1	2*
15,18/4	1	3. + educated (authority, therapist)	- narrow minded (father)
		3 1	7
13,14/11	1	4. + moral (pitied, hero-Jesus)	- very shallow (rejecting)
		1 1	7
6,7/8	0	5. + kind (friend, girlfriend)	- uncaring (exfriend)
		3 5*	7
3,5/4	0	6. + communicative (mother, sister)	- too quiet (father)
		3 2	7
11,16/17	2	7. interested in unimportant things (rejecting, disliking)	- + very liberal (threatening)
		1 1	6
5,6/9	2	8. + caring (sister, friend)	- timid (social self)
		3 5*	6
3,17/4	1	9. become angered easily (mother, threatening)	- + doesn't become involved (father)
		1 3	4*
1,13/19	0	10. lonely (self, pitied)	- + content (happy)
		1 1	7
8,11/13	1	11. selfish (exfriend, rejecting)	- + moral (pitied)
		1 2	7
6,7/1	2	12. not open to new or different things (friend, girlfriend)	- + more intellectual (self)
		2 2	6
12,14/15	3	13. + feeling (successful, hero-Jesus)	- thinks he is always right (authority)
		3 1	7
2,14/10	3	14. + perfect (ideal self, hero-Jesus)	- more loving (ideal female)
		1 1	7

Table 34 (cont'd.)

TRIAD	IDIO	CCNSTRUCT	
3, 20/18	3	15. devoted (mother, trustful)	- + understanding (therapist)
	1	5*	6
7, 10/16	3	16. + intelligent (girlfriend, ideal female)	- unfeeling (disliking)
	5*	1	5
5, 10/18	3	17. loving (sister, ideal female)	- + objective (therapist)
	3	6*	6
2, 12/16	1	18. + happy (ideal self, successful)	- no zest for life (disliking)
	1	1	7
8, 15/10	1	19. too conservative (exfriend, authority)	- + very open (ideal female)
	2	6*	6
19, 20/9	2	20. + outspoken (happy, trustful)	- cold (social self)
	3	3	7

* - indicates elements which were rated on the opposite pole of the construct than the one they elicited

IDIO - level of idiosyncrasy of contrast rating (see Construct/Contrast Pairs)

Table 34 also indicates which elements were construed as similar to or different from each other. For example, P. associated 'self' with 'social self' and 'pitied', and contrasted 'self' with 'ideal self', 'friend', and 'girlfriend'.

Table 35 shows the construct poles associated with each element during elicitation.

Four illustrative elements will be considered from Table 35. 'Self' is construed on emergent poles for the non-positive terms 'not open enough, too reserved' and 'lonely'.

TABLE 35

Construct Poles Associated with each Element

ELEMENTS	- CONSTRUCTS
1. self	- E not open enough, too reserved; E lonely; I + more intellectual
2. ideal self	- I + more easygoing, accepting; E + perfect; E + happy
3. mother	- E + communicative; E become angered easily; E devoted
4. father	- I narrow minded; I too quiet; I + doesn't become involved
5. sister	- E + communicative; E + caring; E loving
6. friend	- E + kind; E + caring; E not open to new or different things
7. girlfriend	- E + kind; E not open to new or different things; E + intelligent
8. exfriend	- I uncaring; E selfish; E too conservative
9. social self	- E not open enough, too reserved; I timid; I cold
10. ideal female	- I more loving; E + intelligent; E loving; I + very open
11. rejecting	- I very shallow; E interested in unimportant things; E selfish
12. successful	- E + loving; E + feeling; E + happy
13. pitied	- E + moral; E lonely; I + moral
14. hero - Jesus	- E + moral; E + feeling; E + perfect
15. authority	- E + educated; I thinks he is always right; E too conservative
16. disliking	- E interested in unimportant things; I unfeeling; I no zest for life
17. threatening	- I + very liberal; E become angered easily
18. therapist	- E + educated; I + understanding; I + objective
19. happy	- E + loving; I + content; E + outspoken
20. trustful	- I not open minded; E devoted; E + outspoken

EEE	III	+++	---
3. mother	4. father	2. ideal self	8. exfriend
5. sister		12. successful	9. social self
6. friend		14. hero-Jesus	11. rejecting
7. girlfriend		18. therapist	16. disliking
12. successful		19. happy	
14. hero-Jesus			

E = emergent pole of construct
I = implicit pole of construct

P.'s similarities to other people lie in being closed to interpersonal involvement. His dissimilarity is positive and cognitive, 'more intellectual'. This is the first description P. has given us of himself.

P. construed his mother totally in terms of similarities, both positive and non-positive, to other people. The construct terms 'communicative', 'become angered easily' and 'devoted' imply that P. construes her as open but perhaps excessively involved. 'Father' was the only element construed solely on implicit construct poles. P. construed father as a unique element, indicating that P.'s role in relation to his father is likely to be stereotyped and difficult to change (Kelly, 1955, vol. 1, p. 236). The construct terms 'narrow minded', 'too quiet', and 'doesn't become involved' suggest that P. construed his father as aloof and distant.

'Therapist' is construed on three positive construct poles, both emergent and implicit. The terms 'educated', 'understanding' and 'objective' suggest that P. construed the therapist as professional and cognitive. 'Educated' may indicate some status in P.'s eyes.

All four elements construed solely with non-positive construct poles were male.

Extreme Ratings. Out of 400 ratings, 128 were extreme (7 or 1) ratings. (See Appendix D for the ratings of all elements on all constructs.) This is scarcely more than the

114 extreme ratings which would be expected by chance. P. tends to construe generally moderately.

Midpoint Ratings. Thirty-seven of the 400 ratings were midpoint (4) ratings. This is somewhat fewer than the chance expectation of 57 midpoint ratings. The constructs and elements with midpoint ratings are listed in Tables 36 and 37.

It is apparent from Table 36 that midpoint ratings were given more frequently to constructs with idiosyncratic contrasts. These constructs have relatively smaller ranges of permeability (Kelly, 1955, vol. 1, p. 234). These constructs do not apply to many of the elements.

Eighteen elements received at least one midpoint rating. Table 37 shows that four elements (exfriend, rejecting, mother, and father) received almost half the midpoint ratings. P.'s construct system can not comprehensively construe these elements. Elements 2 (ideal self) and 12 (successful) received no midpoint ratings, indicating that they are most effectively construed by P.'s constructs. Only one construct (14. +perfect - more loving) did not apply to 'self'.

Means and Variation of the Constructs. The amount and percentage of variation accounted for by each construct are shown in Table 38.

TABLE 36

Constructs with Midpoint Ratings

CONSTRUCTS	ELEMENTS AT '4' INTERSECT	NO. OF '4'S	IDIO
14. +perfect - more loving	(1,3,4,7,8,11,16)	7	3
9. become angered easily - +doesn't become involved	(4,6,10,11,14,18)	6	1
8. +caring - timid	(3,8,11,15)	4	2
13. +feeling - thinks he is	(3,8,11,17)	4	3
17. loving - +objective	(3,4,8,16)	4	3
16. +intelligent - unfeeling	(13,19,20)	3	3
7. interested in unimportant things - +very liberal	(7,15)	2	2
20. +outspoken - cold	(11,13)	2	2
3. +educated - narrow minded	(19)	1	1
11. selfish - +moral	(5)	1	1
12. not open to new or different things - +more intellectual	(5)	1	2
15. devoted - +understanding	(8)	1	3
18. +happy - no zest for life	(9)	1	1

TABLE 37

Elements with Midpoint Ratings

ELEMENTS	CONSTRUCTS AT '4' INTERSECT	NO. OF '4'S	GENDER
8. exfriend	(8,13,14,15,17)	5	M
11. rejecting	(8,9,13,14,20)	5	M
3. mother	(8,13,14,17)	4	F
4. father	(9,14,17)	3	M
5. sister	(11,12)	2	F
7. girlfriend	(7,14)	2	F
13. pitied	(16,20)	2	F
15. authority	(7,8)	2	M
16. disliking	(14,17)	2	M
19. happy	(3,16)	2	F
1. self	(14)	1	M
6. friend	(9)	1	F
9. social self	(18)	1	M
10. ideal female	(9)	1	F
14. hero - Jesus	(9)	1	M
17. threatening	(13)	1	M
18. therapist	(9)	1	F
20. trustful	(16)	1	F

TABLE 38

Constructs Ranked by Variation

RANK	P**	CONSTRUCT	MEAN	VARI- ATION	AS PER- CENTAGE
1	1	3. +educated - narrow minded	3.70	120.20	7.94
2		2. +loving - not open minded	3.85	106.55	7.04
3	4	18. +happy - no zest for life	2.85*	98.55	6.51
4	5	15. devoted - +understanding	3.90	97.80	6.46
5	3	12. not open to new or different things - +more intellectual	3.80	85.20	6.29
6	2	5. +kind - uncaring	3.25	93.75	6.19
7		6. +communicative - too quiet	3.50	87.00	5.75
8		7. interested in unimportant things - +very liberal	4.30	84.20	5.56
9		1. not open enough, too reserved - +more easygoing, accepting	3.55	83.95	5.48
10		19. too conservative - +very open	3.70	76.20	5.03
11		10. lonely - +content	5.30*	74.20	4.90
12		4. +moral - very shallow	2.20*	69.20	4.57
13		20. +outspoken - cold	4.15	62.55	4.13
14		8. +caring - timid	3.35	60.55	4.00
15		11. selfish - +moral	5.70*	60.20	3.98
16		16. +intelligent - unfeeling	3.55	58.95	3.89
17		13. +feeling - thinks he is always right	3.95	52.95	3.50
18		17. loving - +objective	4.30	48.20	3.18
19		14. +perfect - more loving	4.05	42.95	2.84
20		9. become angered easily - + doesn't become involved	4.30	42.20	2.79

* - indicates means which deviate most from midpoint

** - P indicates the five most important constructs ranked by P.

Total variation about construct means 1514.35

Bias .25

Variability .67

The total variation and the Variability are moderate, indicating that P. generally rated moderately rather than extremely. The range in percentage of variation, from 2.79 to 7.94, is not far from the average of 5 percent. The

highest ranking construct (construct 3) has a much larger increment over the second highest, than between any other two ranks. It was also ranked by P. as his most important construct for construing people. This emphasizes the considerable importance of the 'educated - narrow minded' contrast for P. During the second year of therapy, P. stated that "school is too important", and that he was "putting all his eggs into one basket". At that time he wanted to "put my importance on things other than school".

P.'s ranks of the five most important constructs are among the six constructs with the highest amount of variation. Two constructs (2,15) with idiosyncratic contrasts are among the four highest ranking constructs. The other four constructs with idiosyncratic contrasts are among the five constructs with the least variation.

Most of the construct means are close to the midpoint, reflecting P.'s moderate ratings. Four constructs, indicated in Table 38, have means more than one scale point from the midpoint. These four constructs (4,11,10 and 18) all have means on the positive pole, are all around the middle ranks for percentage of variation, and have logical or cultural contrasts. The construct poles P. rated as more applicable of people in general are 'moral', 'moral', 'content' and 'happy'. P.'s 'self' ratings agree with these general ratings except on construct 10, on which P. rated himself as extremely lonely rather than content. P. con-

strues his loneliness as the construct which differentiates him most from people in general.

Fifteen constructs have means on the positive pole, indicating that P. construes people in general in a slightly positive light. The five constructs with slightly negative means (12, 14, 15, 19, and 20) indicate that P. construes the generalized negative aspects of people as 'not open to new or different things', 'more loving', 'devoted', 'too conservative', and 'cold'. These slight negative aspects reflect emotionally open terms, and both cognitive and emotionally closed terms. It becomes increasingly evident that P. values cognitive openness above all.

Thirteen constructs have means on the emergent poles, and seven have means on the implicit poles. The four constructs with means more than one scale point away from the midpoint are split evenly between emergent and implicit poles. Implicitness has more general implications than emergence for constructs 10 and 11.

Means and Variation of the Elements. The means, amount and percentage of variation for each element are shown in Table 39.

All element means were well within one scale point of the midpoint. This is also shown by the small Bias value of .14, which is less than for constructs. Fourteen elements had means slightly toward the emergent pole, indicating a general tendency to construe elements in terms of similar-

TABLE 39

Elements Ranked by Variation

RANK	ELEMENT	MEAN	VARIATION	AS PERCENTAGE
1	14. Hero - Jesus	3.20	145.28	8.70
2	2. Ideal Self	3.50	127.00	7.61
3	10. Ideal Female	3.75	123.75	7.42
4	4. Father	4.55	120.95	7.25
5	16. Disliking	4.30	116.20	6.97
6	13. Pitied	3.80	93.20	5.59
7	9. Social Self	4.50	93.00	5.57
8	19. Happy	3.50	87.00	5.22
9	8. Exfriend	4.60	78.80	4.72
10	3. Mother	3.50	78.55	4.71
11	12. Self	3.95	74.95	4.49
12	20. Trustful	3.50	73.00	4.38
13	12. Successful	3.60	70.80	4.24
14	18. Therapist	3.60	70.80	4.24
15	7. Girlfriend	4.25	65.75	3.94
16	17. Threatening	3.40	64.80	3.88
17	15. Authority	3.85	56.55	3.39
18	11. Rejecting	4.25	49.75	2.98
19	6. Friend	3.50	49.00	2.94
20	5. Sister	3.80	29.20	1.75

Total variation about element means 1668.25

Bias .14

Variability .70

ty. Six elements (exfriend, father, social self, disliking, girlfriend and rejecting) had means slightly toward the implicit pole, indicating that they were construed more often in terms of dissimilarity to other elements.

The total variation and Variability for elements are larger than for constructs, indicating that elements were rated more extremely than were constructs. The range in percentages of variation, from 1.75 to 8.70, is larger than for constructs. There is a large increment in variation

from the second to the first rank, indicating that the highest ranking element 'hero - Jesus' stands out as the most extremely rated element. There is another large increment between the sixth and fifth ranks, indicating that the top five elements represent a higher level of extreme construing than the rest of the elements. The top three elements are positive ideals. They may serve to define the extreme positive end of evaluation in P.'s construct system. The next two ranking elements, father and disliking, may define the opposite, negative construct poles. There is a smooth progression of increments in variation between the nineteenth and sixth ranking elements. 'Self' ranked eleventh in percentage of variation. Note that 'successful' and 'therapist' have exactly the same means and variation, although these two statistics vary independently of each other. Furthermore, 'successful' and 'therapist' received only four individual ratings which were the same. Between the lowest and the nineteenth ranking elements there is another large increment. The lowest ranking element, 'sister', has substantially less variation than the next closest element. Slater (1977) stated that this indicated that the element is "least salient", because "the informant must have rated the element neither high nor low but near the mean on all constructs. This would suggest that his attitude toward it is indifferent" (p. 94). This is faulty reasoning, since an element will have low variation whenever it is rated consist-

tently on all constructs, whether consistently high, low, or near the mean. Here, P₂ stated during the feedback session that his attitude toward his sister is not indifferent, nor is his construction of her vague or indistinct. Rather, he said, she is not an extreme person.

Analysis of Structure (Constructs). Table 40 shows the pattern of significant correlations between constructs which have been rearranged into clusters.

Note the large block of correlations between the first eleven constructs which make up the primary cluster. The primary cluster accounts for more than 75% of the significant correlations. Most of the remaining correlations are between two unrelated secondary clusters and the primary cluster. There is a total of 186 of a possible 380 significant correlations in the whole system. This indicates a moderately intercorrelated, but relatively undifferentiated construct system.

Fifteen of the constructs are relatively comprehensive, as indicated by the number of correlations for each construct, shown in Table 40. Four constructs (4, 11, 14 and 9) are very incidental. Construct 17 (loving - + objective) is an isolate, with no intercorrelations with other constructs. This indicates a low degree of flexibility in P.'s construct system. Most constructs are highly interrelated, while a few have little or no relationship to other constructs.

TABLE 40
 Pattern of Significant Correlations between Constructs

CONSTRUCT	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	NO. OF SIG. COR.	CLUSTER TOTAL	
1																				0		
2																					1	
3																					1	
4																					1	
5																					1	
6																					1	
7																					1	
8																					1	
9																					1	
10																					1	
11																					1	
12																					1	
13																					1	
14																					1	
15																					1	
16																					1	
17																					1	
18																					1	
19																					1	
20																					1	
GRAND TOTAL = 186																						

The same structure of construct correlations is illustrated diagrammatically in Figure 4.

The structure of P.'s construct system is monolithic with minor conglomeration. It is made up of one large primary cluster, two mutually unrelated secondary clusters, four tertiary constructs, and one isolated construct. With this type of conceptual structure, independent judgements on separate constructs will be very limited, especially within the primary cluster. Recall P.'s "black and white" thinking. It is not surprising that P. wavers between construct poles without fully committing himself to one mode of action in the control phase of the C-P-C cycle. Commitment to one construct pole (for example, either being close to someone or pushing people away) would entail great implications and consequences, and would perhaps seem very final. A goal of therapy could be for P. to make more tentative, experimental commitments (Kelly, 1969e, p. 126). If commitment within P.'s existing construct system is difficult, organizational change of the construct system itself would probably be extremely threatening for P.

The main meaning entailed by P.'s construct system, within the primary cluster, is relatively broad and undifferentiated. It is probably evaluational, i.e. a positive/negative contrast. Construct 3, which P. rated as his most important construct and which accounted for the greatest amount of variation is in a secondary cluster. This cluster,

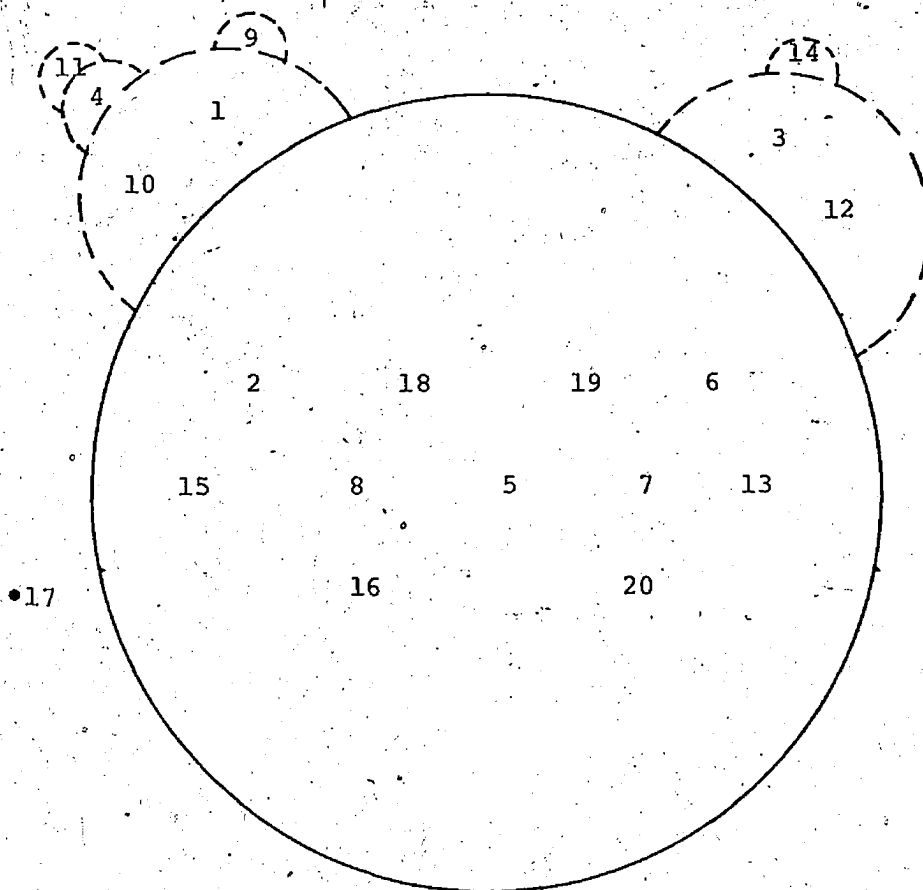


Figure 4: Case P.: Conceptual Structure

Note: Radii of circles are proportional to the square root of the total number of significant correlations of the constructs in each cluster. Full circles indicate primary clusters. Broken circles indicate secondary and tertiary clusters. Circles which are adjacent are interrelated.

made up of constructs 3 and 12, appears to represent the cognitive open/closed dimension. The secondary cluster, made up of constructs 1 and 10, and the tertiary construct 9 appear to represent the emotional open/closed dimension. The tertiary constructs 11 and 4 represent the moral dimension, and are peripheral to the main system.

Element Distances. Element distances denoting similarity and dissimilarity between pairs of elements are listed in Table 41.

There is a total of 186 of a possible 380 non-expected element distances. P. construes people to have the same degree of interrelationship as constructs.

'Successful' and 'therapist' had the most non-expected distances from other elements. These distances are mostly similarities, including similarities to 'self'. Perhaps P. construes these two elements as bridges connecting him to other elements. 'Ideal female', 'ideal self' and 'hero - Jesus' had the next greatest number of non-expected element distances each. For these ideal elements, the distances are split between similarities and dissimilarities, indicating that the rest of the elements are polarized in terms of the ideal elements. 'Father' also had many non-expected distances, mostly dissimilarities. Once again, 'father' is construed as a contrasting figure to other people. 'Self' had the second fewest non-expected distances from other elements. These 5 distances differ only slightly from the ex-

TABLE 41
Element Distances

ELEMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	5	0	SUM
SELF	-																				4	1	5
IDEAL SELF								1.22	1.76												4	7	12
MOTHER			1.36	1.59			1.29	1.36	1.27								.73	.70			5	3	10
FATHER				.50		.70	.49	1.30								.76	.72				4	4	11
SISTER					1.21		.52	1.54								.72	.44				9	2	11
BROTHER						.69	.64	.83	.84							1.22	.70	.57	.69		9	2	9
FRIEND									.79							.56	.77				6	3	9
EXPERIENCE								1.42	.80							.73	.69				1	8	9
SOCIAL SELF								1.38									1.25	1.20			2	5	7
LOCAL FEELING																		.60			2	2	13
REJECTING																			.60		2	7	13
SUCCESSFUL																					2	1	3
PITIED																					11	3	14
HERO - JESUS																					3	3	6
AUTHORITY																					4	0	12
DISLIKING																					7	7	17
TRICKSTERING																					4	4	11
TRICK ARTIST																					7	1	18
HAPPY																					11	3	14
TRUSTFUL																					6	4	10
																					6	1	17
TOTALS																					115	71	186

S = similarity
D = dissimilarity

B.

pected. P. construes himself as only slightly related to other people in terms of either similarity or dissimilarity.

Figure 5 shows the self-integration plot.

Figure 5 shows graphically how P. is on the sidelines of interpersonal interaction. There is a tendency toward actual self-isolation (Makhlouf-Norris & Norris, 1973, p. 279). This is because four elements (including social self) are like 'self', but only slightly so. 'Therapist' is the closest element to 'self'. One element is slightly unlike 'self'. Fifteen elements are indifferent to 'self'. It appears that P. defines himself minimally in terms of other people, and vice versa. This reinforces the hypothesis of P.'s objective, observer stance. It is interesting to note that one of the elements slightly similar to 'self' is 'threatening'. One of P.'s fears of becoming close to people, as discussed in therapy, is that he would lose his "uniqueness" and become just like everyone else. If P. experiences threat at construing himself as related to other people by likeness and contrast, this suggests that P.'s lack of relation to people is part of his core construct system.

Five elements are like the ideal self and seven elements are unlike the ideal self. The main dimension in Figure 5 is similarity and dissimilarity of elements to the ideal self. This suggests that P. mainly construes people on a positive/negative dimension. 'Self' and 'ideal self'

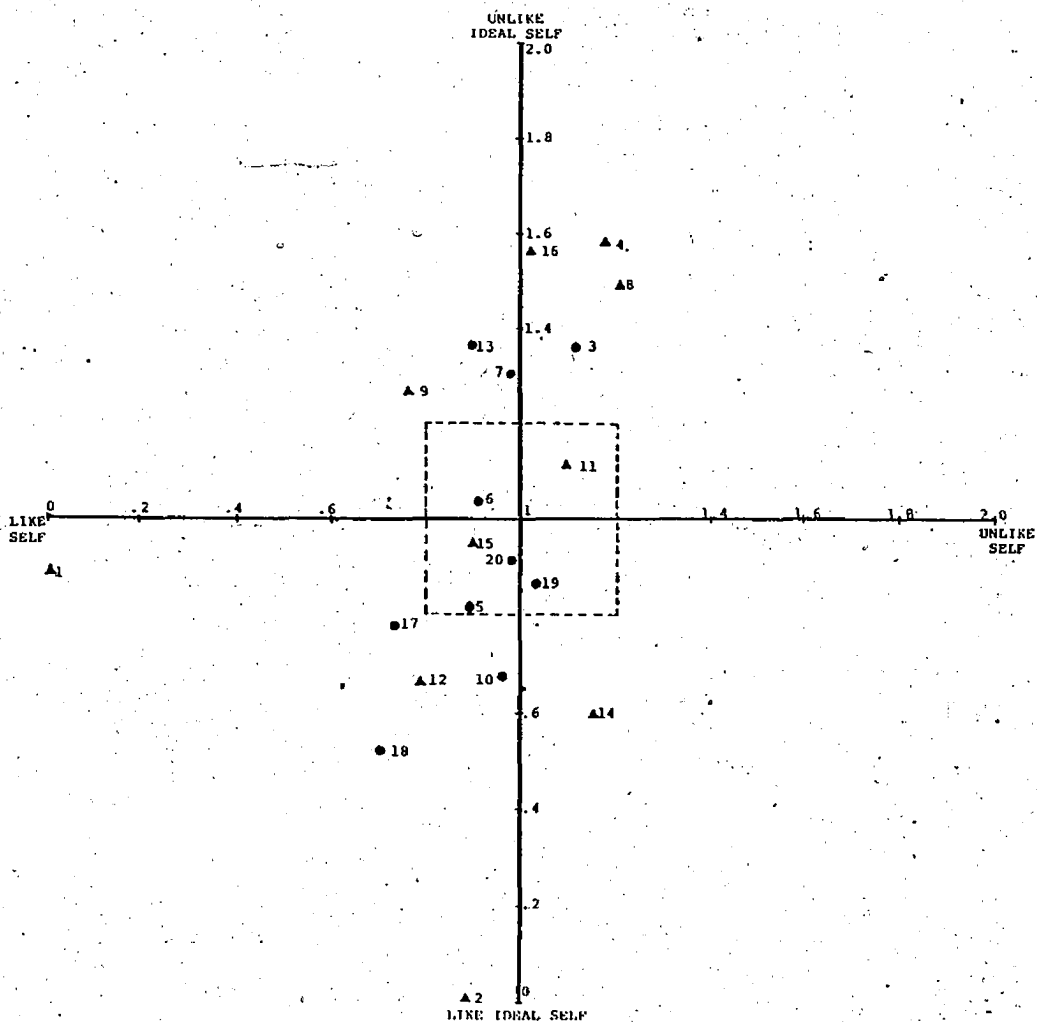


Figure 5: Case P.: Self-Integration Plot

Note: ● = female element ▲ = male element
 A neutral zone from .80 to 1.20 on both dimensions is enclosed by broken lines. Within this area, elements are close to the expected distance, neither similar nor dissimilar, from both self and ideal self.

are separated by a distance close to 1, so they are not dissimilar and only very slightly similar to each other. Norris and Makhoul-Norris (1976, p. 87) stated "commonly, however, the actual and ideal self elements are not indifferent to each other". Thus, P. does not strongly construe himself in terms of this positive/negative dimension. Not only is P. mostly unrelated to other people, he is mostly unrelated to the construct dimensions he uses to construe other people.

'Therapist' is the element closest to 'ideal self', and may serve as a bridge between 'self' and 'ideal self'. 'Disliking' and 'father' are the farthest elements from 'ideal self' and may define the negative construct pole of the evaluative dimension.

'Social self' is slightly like 'self', but slightly unlike 'ideal self'. P. construes other people's construction of him as farther from his ideal than is 'self'. He may construe himself as farther from his ideal when he is interacting with other people. This suggests that 'ideal self' may represent either less involvement, or a different type of involvement than he has presently.

The Self-Defining Polarization Index for self and ideal self is shown in Table 42.

Ideal self is more strongly defined and more polarized than self. The dissimilarity pole is exceptionally strong for ideal self. P. tends to define people more strongly in

TABLE 42

Self-Defining Polarization Index

	SELF	IDEAL SELF
SIMILARITY SDPs	12.6	24.9
DISSIMILARITY SDPs	11.6	34.5
TOTALS	24.2	59.4

terms of his ideal self than his self. P. tends to construe people most strongly as similar to what he would not like to be.

Comparison of Self, Social Self and Ideal Self. A comparison of construct ratings for the three self elements is shown in Figure 6.

Figure 6 shows that generally, ideal self received the most positive ratings and social self received the least positive ratings. Self generally received intermediate ratings between those of ideal self and social self. Ideal self received 11 extreme ratings, social self received 8 extreme ratings, and self received 4 extreme ratings. Ideal self received 9 moderate ratings. P. apparently does not aspire to be on the extreme positive poles of his constructs. The most moderate rating of ideal self is on construct 9. P.'s ideal self would not be 'very open', although he assigned this pole a positive valence.

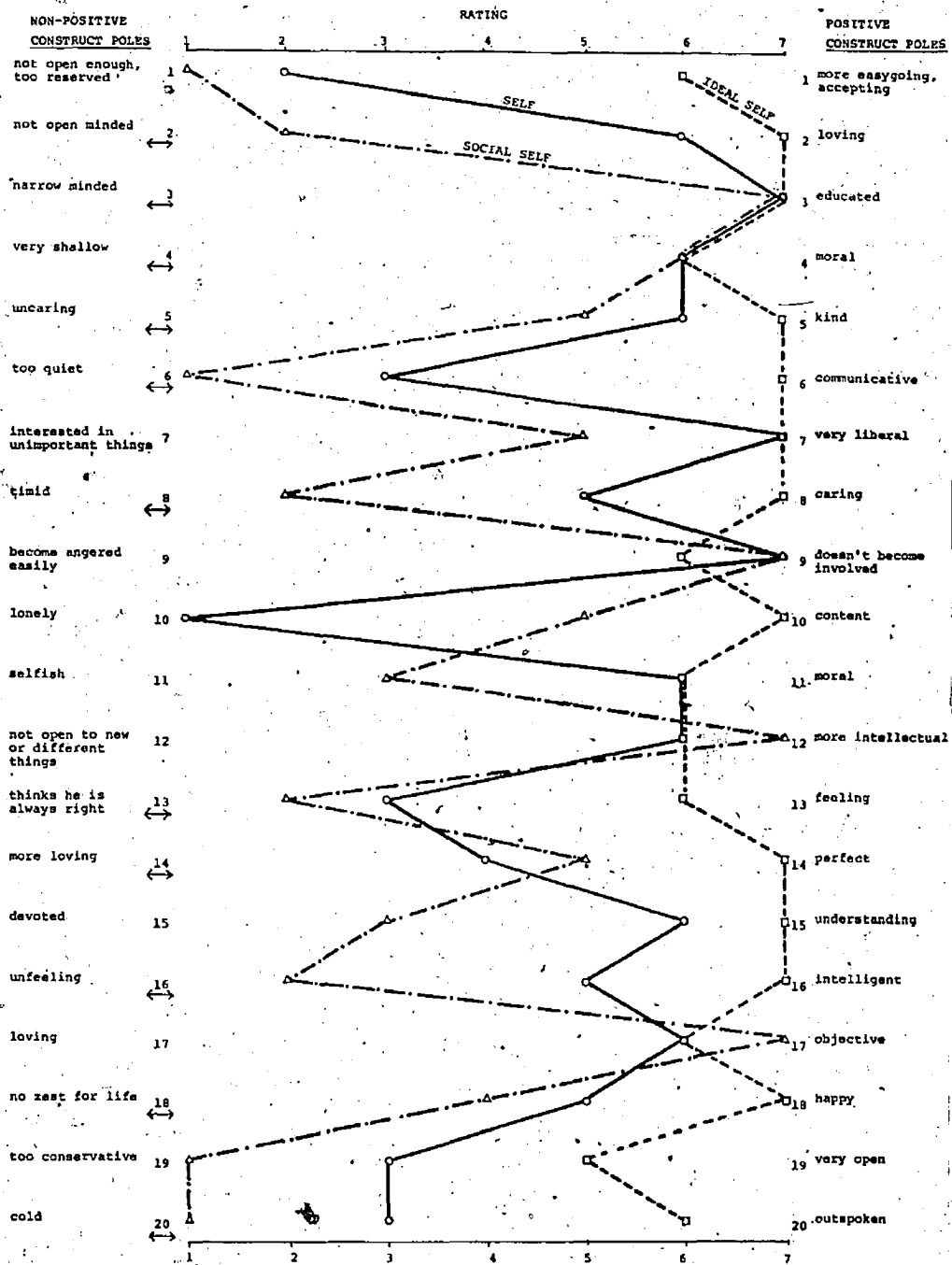


Figure 6: Construct Ratings of Self, Social Self and Ideal Self

↔ = construct poles reversed

The discrepancies between ratings of self and social self show the differences between how P. construes himself and how he believes other people construe him. The greatest discrepancies are on constructs 2 and 10. P. believes that other people construe him as much less 'loving' and more 'not open minded'; and much less 'lonely' and more 'content' than he construes himself. During the feedback, P. stated that he does not show people his loneliness. Generally, P. believes other people construe him less positively than he construes himself.

PCA for Constructs. Four factors emerged in the Principal Components Analysis for constructs. Factor 1 is shown in Table 43.

Factor 1 is fairly large, with 48.3% of the variance, and 15 constructs with significant loadings. It appears to be an evaluation factor, indicating how P. personally defines positive and negative. The construct loadings are fairly high. Five constructs are excluded from this factor; two concerned with morality (constructs 4 and 11), and three of ambiguous valence (constructs 9, 14, and 17). Thus constructs are either largely or not at all evaluative. There are no low loadings.

There is factor valence consistency, indicating that the construct valences are consistent with the ratings. P. has a clear conception of what he construes as positive and negative. There is self factor and self valence inconsis-

TABLE 43
Constructs Factor 1

FACTOR LOADINGS	CONSTRUCTS	
.94	2. + loving	S - not open minded
.89	8. + caring	S - timid
.87	6. + communicative	- S too quiet
.86	18. + happy	S - no zest for life
.85	16. + intelligent	S - unfeeling
.84	20. + outspoken	- S cold
.81	5. + kind	S - uncaring
.78	13. + feeling	- S thinks he is always right
.74	3. + educated	S - narrow minded
<hr/>		
-.60	1. not open enough, too reserved.	S - + more easygoing, accepting
-.61	10. lonely	S - + content
-.67	12. not open to new or different things	- S + more intellectual
-.78	7. interested in unimportant things	- S + very liberal
-.79	15. devoted	- S + understanding
-.89	19. too conservative	S - + very open

Accounts for 48.3% of variance

tency, indicating that P. does not construe himself totally positively or negatively in terms of construct valence nor in terms of the evaluative factor.

The remaining factors are shown in Table 44.

Factor 2 has eight constructs with significant loadings. The construct loadings are low to moderate. There is factor valence inconsistency, self valence inconsistency, and possible self factor consistency (due to one midpoint rating of self).

TABLE 44

Constructs Factors 2, 3, and 4

FACTOR 2: accounts for 14.1% of variance

Factor Loadings	Constructs	
.63	12. not open to new or different things	- S + more intellectual
.58	17. loving	- S + objective
.50	7. interested in unimportant things	- S + very liberal
.44	9. become angered easily	- S + doesn't become involved
<hr/>		
-.47	4. + moral	S - very shallow
-.50	14. + perfect	- S - more loving
-.51	3. + educated	S - narrow minded
-.61	1. not open enough, too reserved	S - + more easygoing, accepting

FACTOR 3: 12.7% of variance

.84	4. + moral	S - very shallow
.51	17. loving	- S + objective
<hr/>		
-.93	11. selfish	- S + moral

FACTOR 4: 8.1% of variance

.77	9. become angered easily	- S + doesn't become involved
<hr/>		
-.54	10. lonely	S - + content

This may be a self factor. Construct 14 '+ perfect - more loving' is indicative. This factor opposes openness to ideas with openness to people. The contrast appears to be between intellectual neutrality and trivial emotionality. This conflict may represent an important struggle for P.

Factor 3 has only three constructs with significant loadings. The two high loadings suggest that this factor can be interpreted as a morality factor. Perhaps the two constructs concerned with morality were excluded from Factor 1 because they represent a conventional or societal construction of good and bad, while Factor 1 represents P.'s personalized construction of good and bad. The element associated with both 'moral' terms during construct elicitation was 'pitied', P.'s grandmother. Construct 17 adds a moderate meaning to Factor 3. Is it immoral or amoral to be objective? Perhaps objectivity connotes selfishness and shallowness. There is factor valence and self factor inconsistency. There is self valence consistency. P. construes himself positively on these three constructs, yet the factor does not fit him nor the construct valences.

Factor 4 shows that non-involvement is associated with loneliness. There is self factor consistency, and factor valence and self valence inconsistency. The conflict inherent in this factor applies to P. Would P. be more content if he became angered easily?

Together these four factors account for 83.2% of the variance. The final communality estimates were all above .74 except for constructs 14 (.41) and 17 (.65). These two constructs have a lot of variance not accounted for by the factor structure. Construct 14 (+ perfect - more loving) especially may hold unique significance for P.

PCA for Elements. The persons factor structure also consisted of four factors. They are shown in Table 45.

TABLE 45

Persons Factor Structure

FACTOR 1: 42.3% of variance			FACTOR 2: 20.7% of variance		
Loading	Element	Gender	Loading	Element	Gender
.93	10. ideal female	F	.69	7. girlfriend	F
.90	14. hero - Jesus	M	.65	6. friend	F
.90	2. ideal self	M	.65	3. mother	F
.86	12. successful	M	.63	17. threatening	F
.85	18. therapist	F	.57	15. authority	M
.82	5. sister	F	.57	4. father	M
.74	19. happy	F	.52	13. pitied	F
.53	17. threatening	F	.48	16. disliking	M
.51	20. trustful	F			
-----			-----		
-.45	7. girlfriend	F	-.62	11. rejecting	M
-.50	3. mother	F			
-.53	13. pitied	F			
-.72	8. exfriend	M			
-.75	4. father	M			
-.79	16. disliking	M			
-----			-----		
FACTOR 3: 13.1% of variance			FACTOR 4: 8.3% of variance		
.66	20. trustful	F	.58	15. authority	M
.52	19. happy	F	.52	11. rejecting	M
.48	6. friend	F			
-----			-----		
-.69	9. social self	M	-.53	13. pitied	F
-.69	1. self	M			

Factor 1 accounts for 42.3% of the variance, and has 15 elements with significant loadings. The most extreme loadings are ideal elements at one pole, and 'father' and 'disliking' at the opposite pole. This indicates that Factor 1

is a general positive/negative factor. The real elements which are positive, other than 'successful', are all female. Note that 'sister' received a high positive loading, although this element had the least amount of variance. This does not suggest indifference. The loading of 'father' indicates that P. construes his father as a very negative, as well as unique and contrasting figure. It is significant that 'self', as well as 'social self', is excluded from Factor 1. This reiterates the previous hypothesis that P.'s evaluative dimension does not apply to himself.

Factor 2 accounts for more variance than did the second constructs factor. The loadings are low to moderate. This factor contrasts eight elements with whom P. has some social contact, with the rejecting person. Again, neither self nor social self appear on this factor.

Factor 3 contrasts three female elements with positive role titles, with self and social self. Even here, the loadings for the two self elements are only moderate. However, it is the first clear indication of a definitional relation between self and other elements, although by opposition.

Factor 4 contrasts two male elements with a female element. The role titles suggest that this contrast may be between people in superior and inferior positions.

Together these four factors account for 84.4% of the variance. The final communality estimates are all above .74, except for element 6 (friend).

Summary

P.'s overall personal construct system is moderately interrelated and relatively undifferentiated. There is a pattern of broad construct interrelationship with a few mostly or entirely unrelated constructs. P. construes relatively moderately within this system. The main dimension of meaning carried by this system is one of evaluation, on which P. construes himself as neutral. The positive pole is represented by ideal self and other ideal elements and the negative pole is represented by 'father' and 'disliking'.

Most elements are construed as positive or negative in relation to the evaluative component, and are thus related to ideal self. 'Self' is only slightly related to a few elements in terms of either similarity or dissimilarity. The two elements 'therapist' and 'successful - uncle' are both similar to ideal self and slightly similar to self. Therapist and uncle are also highly related, mostly by similarity, to many other elements, and were construed as positive. These two elements may serve as a bridge for P. to indirectly relate himself to his ideal self and to other people.

The major sets of alternatives for P. are open versus closed, and cognitive versus emotional. P. placed a high value on cognitive openness. This may be a useful mode of approaching P. in the therapy relationship. The construct 'educated - narrow-minded' is very important for P.

P.'s self has no defined place in his personal construct system. He construes himself as neutral and unrelated to his major dimensions of meaning and to other people. This non-involvement of self may indicate constriction (Kelly, 1955, vol. 1, p. 519). It was hypothesized that P.'s detachment is part of his core construct system. P. commented in therapy that there is "a certain freedom in not being attached to anything". If being unrelated and uninvolved with his constructs and with people is part of P.'s core construct system, he will likely experience threat if he moves toward involvement. Yet if P. does not define himself in relation to people or his constructs, he will likely experience anxiety. Thus P.'s wavering between construct poles without committing himself to a choice may be seen as movement between threat and anxiety. Further, as Kelly (1970) stated "making a choice then, has to do with involving oneself" (p. 16). For P. to choose between threatening involvement and anxious lack of self definition, would it self entail involvement and threat. Kelly (1969e) stated that when a person does not involve himself "he will think logically about his problem and let it go at that" (p. 129). Similarly, P.'s preferred mode of approach is cognitive openness.

Case G.

G. was a male in his mid-thirties. When he agreed to do the RRGT, he had had approximately one month of individual therapy with a psychologist in private practice. The therapist told the author that G.'s presenting complaint was depression. The therapist stated that G. was interested in many things, and would probably enjoy doing the RRGT. The author received no other information about G. from the therapist.

G. cancelled the first scheduled session for administration of the RRGT, as well as his therapy session the same day, due to illness. The following week, immediately after G.'s therapy session, the RRGT was administered by the author. This was the first meeting between G. and the author. G. stated that he had begun therapy due to "confusion" and that the therapist had "straightened" him out.

G. took four hours to complete the RRGT. The usual time is 1 1/2 to 2 hours. Initially, G. appeared to enjoy talking to the author. G. requested the author to write down the responses, as he felt he talked better when not writing. G. talked at length about the people he selected as the elements, but talked very little about constructs. The author found it very difficult to get G. to focus on the task at hand. G. seemed to forget the task requirements as he talked, and expressed dislike at being reminded or hurried by the author. He had difficulty abstracting con-

structs from his anecdotes about people. He made confusing and conflicting statements, and changed his mind frequently. G. made many derogatory comments about women, for which he apologized once or twice to the female author. G. did consent to write down the ratings himself, but did not like to. G. frequently expressed fear at the opinion the author might form of G. from the ratings. After three hours, the author suggested finishing the RRGJ at a later date, but G. demurred. G. could not remember some of his constructs from elicitation until the rating phase, and repeatedly asked the author what she meant by what he called "your little ideas" (the constructs). He made frequent erasures, often changing ratings he had written many minutes previously, and asked the author's opinion on ratings. Toward the end, G. expressed irritation at spending so much time on the elicitation of elements and constructs, and stated that the author should have hurried him along. G. then began to complete the ratings much more quickly. After the RRGJ was completed, and the author was arranging for a feedback session, G. informed her that he had terminated therapy earlier that day. G. then made "suggestions for improvement" of the RRGJ, including the use of a 10 to 15 point rating scale, and devising "some way that people could remember" the constructs from the elicitation until the rating phase. The author found the administration of the RRGJ with G. generally very frustrating.

The author gave feedback to the therapist 10 days later. The author then contacted G. by phone to arrange for the feedback session. G. asked if he had to come back. When told that he did not, G. stated that he would attend as a favour to the author. Two weeks after the RRG1 was administered, the author held the feedback session with both G. and the therapist present. G. stated, while laughing loudly, that he had been very angry with the author because the administration had taken so long. G. stated that he did "not put too much faith in the test" because he had simply written any number he thought of during the latter part of the rating, in order to finish. Thus, he felt the data would not be significant. The author then began the feedback presentation.

Earlier, the author had found it difficult to plan how and what she would present to G. during the feedback. This was both because she construed the data to be somewhat unflattering to G., and because the information was not in the context of an ongoing therapy relationship. The author decided to base the feedback on the first stage of analysis of the RRG1; describing the client's construct system on its own terms.

As the feedback progressed, G. became increasingly interested. G. appeared to grasp concepts more easily within the structure of the feedback session than during the administration. He began making comments, pointing at graphs and

tables, and elaborating on the grid data. He commented to the therapist, "she sure has a lot of stuff there, doesn't she?" The therapist asked several times if G. found the grid data to be accurate. G. replied that he did find it accurate, and that perhaps his later ratings had been spontaneous rather than random. G. stated that the RRGT could be useful in therapy, but should not be given too early in therapy. G. felt that if he had done the RRGT when he had started therapy, he would have gone home and worried about it.

Grid Data

Constructs. The constructs and valences elicited from G. are listed in Table 46.

The constructs are psychological and social. They are evaluative, except for construct 15, which may be factual description.

Themes. Table 47 shows the constructs grouped by theme.

The inner/outer theme contrasts terms which focus inward on the self with terms focusing outward on the world. The inner terms are associated with intangibles, and possibly religion, while the outer terms are associated with concrete and "material" things.

TABLE 46

Case G.: List of Constructs

No.	Emergent Pole		Implicit Pole
1.	+ more comfortable with self	-	less comfortable with self
2.	+ inner strength and faith in self	-	more materialistic
3.	help and assist me	- +	I helped and supported him
4.	selfish	- +	selfless
5.	+ not as close	-	closeness
6.	introverted	- +	extraverted
7.	harmful motives	- +	motive for self-advancement
8.	+ assertive	-	quiet, non-assertive
9.	+ non-threatening	-	threatening
10.	+ caring	-	non-caring
11.	I try to separate myself from them	- +	I try to help him
12.	+ identification	-	not identifying
13.	+ emotional and spiritual values	-	material values
14.	+ I strive to be like	-	can't see myself as similar
15.	+ family	-	non-family
16.	+ someone I would like to be with	-	someone I don't like to be with
17.	+ I'd communicate with better	-	I communicate with less well
18.	+ fair with other people	-	not fair with other people
19.	non-mutuality of respect	- +	mutuality of respect
20.	+ in control, independency	-	overly trustful, dependency

The distant/close theme comprises terms dealing with distances between self and other people. These are both terms describing distance and closeness, and terms denoting active movement toward distance and closeness.

The helping theme groups three construct terms concerning receiving and providing help. The valences indicate that G. construes giving help as more positive than receiving help. This suggests negative implications for G.'s participation in a therapeutic relationship.

TABLE 47

Constructs Grouped by Theme

<p>INNER</p> <p>2. + inner strength and faith in self</p> <p>6. introverted</p> <p>13. + emotional and spiritual values</p> <p>8. quiet, non-assertive</p> <p>1. + more comfortable with self</p> <p>1. less comfortable with self</p>	<p>OUTER</p> <p>2. more materialistic</p> <p>6. + extraverted</p> <p>8. assertive</p> <p>13. material values</p>
<p>DISTANT</p> <p>5. + not as close</p> <p>11. I try to separate myself from them</p> <p>12. not identifying</p> <p>14. can't see myself as similar</p>	<p>CLOSE</p> <p>5. closeness</p> <p>12. + identification</p> <p>14. I strive to be like</p> <p>20. overly trustful, dependency</p>
<p>SELF REFERENCE</p> <p>3. help and assist me</p> <p>3. + I helped and supported him</p> <p>5. + not as close</p> <p>5. closeness</p> <p>11. I try to separate myself from them</p> <p>11. + I try to help him</p> <p>12. + identification</p> <p>12. not identifying</p> <p>14. + I strive to be like</p> <p>14. can't see myself as similar</p> <p>15. + family</p> <p>15. non-family</p> <p>16. + someone I would like to be with</p> <p>16. someone I don't like to be with</p> <p>17. + I'd communicate with better</p> <p>17. I communicate with less well</p> <p>19. non-mutuality of respect</p> <p>19. + mutuality of respect</p>	<p>HELPING</p> <p>3. help and assist me</p> <p>3. + I helped and supported him</p> <p>11. + I try to help him</p>
	<p>SELF</p> <p>1. + more comfortable with self</p> <p>1. less comfortable with self</p> <p>2. + inner strength and faith in self</p> <p>4. selfish</p> <p>4. + selfless</p> <p>7. + motive for self-advancement</p>
	<p>RELATIVE QUALIFIERS</p> <p>1. + more comfortable with self</p> <p>1. less comfortable with self</p> <p>2. more materialistic</p> <p>5. not as close</p> <p>17. I'd communicate with better</p> <p>17. I communicate with less well</p>
	<p>EXTREME QUALIFIER</p> <p>20. overly trustful, dependency</p>

Eighteen of the 40 construct terms were self-referential. Landfield (1971) reported a mean of 1.2 self reference terms in the 15 by 15 grids of "better adjusted" college males. Kelly (1969c, p. 110) stated "in early adolescence one expects to find more use of constructs having an immediate personal reference", and that after early adulthood there is likely to be "somewhat more mature construction". G. appears to greatly relate constructs to himself. This suggests that his constructs are highly personalized, and are greatly concerned with how people affect him. One may hypothesize that G. is unlikely to have role relationships i.e. he does not habitually construe other people as creatures with their own outlooks.

The self theme lists six construct terms, in addition to the 18 self reference terms, which are concerned with self. The self terms involve a more general concern with self, rather than G.'s self in particular.

Generally, the construct themes indicate a strong concern with the self. The inner/outer theme distinguishes between what is internal and external to the self. The distant/close theme distinguishes what the self is close to or moving toward, and what the self is distant or moving away from. The helping theme comprises three self referential terms, and contrasts the self helping others with others helping the self. The large number of self reference terms indicates a prevailing focus of G. on himself. The self

theme suggests a concern with the construct of self in general. Although it is not unusual for an individual involved in psychotherapy to be focused on his self, this focus appears to be exceptionally strong for G.

There are one extreme qualifier and six relative qualifiers of G.'s construct terms. This suggests that G. wanted to temper rather than emphasize what he was communicating.

Construct/Contrast Pairs. The valences of the construct poles are clearly consensual with two exceptions. Construct 3 (help and assist me - + I helped and supported him) appears to entail a choice between two positive alternatives. For construct 5, G. assigned the positive valence to the pole 'not as close' rather than 'closeness'. This was not a clerical error as G. agreed with this choice of valence during the feedback session.

Fourteen constructs have positive emergent poles, while six constructs have positive implicit poles. This indicates that G. more often construes similarities between people as positive, and dissimilarities between people as non-positive. One may speculate that G. values conformity, or that differences and uniqueness may be construed as negative.

Constructs were grouped according to whether the contrasts between poles reflected logical, cultural or personal assumptions. No constructs were considered to involve idiosyncratic contrasts. Table 48 shows the constructs with logical contrasts.

TABLE 48

Logical Contrasts

1. + more comfortable with self	- less comfortable with self
4. selfish	- + selfless
5. + not as close	- closeness
6. introverted	- + extraverted
8. + assertive	- quiet, non-assertive
9. + non-threatening	- threatening
10. + caring	- non-caring
12. + identification	- not identifying
15. + family	- non-family
16. + someone I would like to be with	- someone I don't like to be with
17. + I'd communicate with better	- I communicate with less well
18. + fair with other people	- not fair with other people
19. non-mutuality of respect	- + mutuality of respect

There are thirteen constructs with logical contrasts. This large number, coupled with the lack of idiosyncratic contrasts suggests conventionalized construing. Eight of the contrasts involve opposition by simple negation (e.g. construct 10). Three constructs (1,5,17) involve a distinction in degree. There are only two contrasts by the use of antonyms (constructs 4 and 8).

Table 49 shows constructs with contrasts reflecting common cultural assumptions. Constructs 13 and 12 contrast material with inner values. Construct 3 involves an assumption of helping as a one-way process, rather than reciprocity or interdependence.

Constructs with contrasts reflecting personal assumptions are listed in Table 50.

TABLE 49.

Level 1 Contrasts

- | | |
|---------------------------------------|------------------------------|
| 13. + emotional and spiritual values | - material values |
| 2. + inner strength and faith in self | - more materialistic |
| 3. help and assist me | - I helped and supported him |

TABLE 50

Level 2 Contrasts

- | | |
|--|-------------------------------|
| 7. harmful motives | - motive for self-advancement |
| 11. I try to separate myself from them | - + I try to help him |
| 14. + I strive to be like | - can't see myself as similar |
| 20. + in control, independency | - overly trustful, dependency |

The personal assumptions reflected in these contrasts can be hypothesized. Does construct 14 mean that G. strives to be like only those people he construes as similar to himself? This would be a rather circular endeavor. Construct 20 implies that trusting is incompatible with control. There is the additional assumption, also seen in Construct 3, that dependency is a one-way process, rather than interdependence.

Elements. Table 51 shows the gender of and comments about the people G. selected to represent the role titles used to elicit elements. G. took a long time to select elements, and frequently changed his mind. He pondered lengthily over whether to select his boss as the successful per-

son, stating that his boss was successful in his professional life but not in his personal life, as he was divorced. G. expressed difficulty thinking of anyone for the exfriend, rejecting, disliking and threatening roles, and eventually chose people distant in time or otherwise. G. objected to the role title 'hero', stating "it's not right to think of people as heroes", so the role title 'admired person' was substituted.

TABLE 51

Case G.: Elements

GENDER	ROLE TITLE	COMMENTS
M	1. Self : G.	
M	2. Ideal Self	
F	3. Mother	
M	4. Father: deceased	
M	5. Brother: 12 years older than G., G. also has 2 older sisters	
M	6. Friend: same age as G., G. knows him well	
F	7. Wife: married 12 years, younger than G.	
M	8. Exfriend: same age as G., "broke" relationship 10 years ago	
M	9. Social Self	
F	10. Ideal Female: personified by Bo Derek	
M	11. Rejecting Person: same age as G., rejection incident was 10 years ago	
M	12. Successful Person: G.'s boss, 45 years old	
M	13. Pitied: neighbour, younger than G., G. gave him a job	
M	14. Admired Person: Ghandi	
M	15. Authority: God (G. stated that he is a devout Roman Catholic)	
M	16. Disliking Person: same age as G., "hated everyone"	
M	17. Threatening Person: same age as G., "socked me" i.e. punched G. two years ago	
M	18. Therapist: same age as G.	
M	19. Happy Person: same age as G., a liberal priest, died of cancer, G. didn't know him well	
F	20. Trustful Person: G.'s niece, younger than G., "like a sister", has cancer	

Only four of the twenty elements are female. Of the 12 gender-unspecified role titles, only one element (20. trustful) is female. Perhaps G. has little contact with females, or does not construe females in roles affecting him.

Elicitation: Element/Construct Interrelationships.

Table 52 lists the triad of elements which gave rise to each construct during elicitation, and the ratings those elements later received on the construct.

Table 52 shows, for example, in construct 6, mother and brother are construed similarly as 'introverted', and are contrasted with father who was construed as 'extraverted'. While developing this construct, G. stated that his father believed in "discipline" while his mother did not. To include brother in the construct, G. changed the construct to its present form.

In 8 of 60 incidences, an element was used in eliciting one pole of a construct and subsequently was rated on the opposite pole. In 3 of these incidences, with constructs 17 and 19, it appears that during the rating, the non-positive construct pole was reserved for a few negatively construed elements, such as element 17. The elements associated with the non-positive pole during elicitation were then shifted to the positive pole. Two of the incidences involved 'father', indicating inconsistent construing of this element.

In the elicitation of constructs, 'self' was construed as similar to ideal self, happy, and friend, and was con-

TABLE 52

Triads of Elements Used to Elicit Constructs

TRIAD	CONSTRUCT	
1, 2/9	1. +more comfortable with self (self, ideal self) 2 1	- less comfortable with self (social self) 2*
19, 20/12	2. +inner strength and faith in self (trustful, happy) 2 2	- more materialistic (successful) 6
15, 18/4	3. help and assist me (authority, therapist) 1 2	- +I helped and supported him (father) 2*
11, 13/14	4. selfish (rejecting, pitied) 2 3	- +selfless (admired - Ghandi) 6
6, 8/7	5. +not as close (friend, exfriend) 5* 1	- closeness (wife) 5
3, 5/4	6. introverted (mother, brother) 2 2	- +extraverted (father) 5
16, 17/11	7. harmful motives (disliking, threatening) 2 1	- +motive for self advancement (rejecting) 6
6, 9/5	8. +assertive (friend, social self) 2 2	- quiet, non-assertive (brother) 7
3, 4/17	9. +non-threatening (mother, father) 1 5*	- threatening (threatening) 6
1, 19/13	10. +caring (self, happy) 1 2	- non-caring (pitied) 5
8, 11/13	11. I try to separate myself from them (exfriend, rejecting) 1 1	- +I try to help him (pitied) 6
1, 6/7	12. +identification (self, friend) 4* 3	- not identifying (wife) 6
14, 15/12	13. +emotional and spiritual values (admired, authority) 1 1	- material values (successful) 5

Table 52 (cont'd.)

TRIAD	CONSTRUCT	
	14. +I strive to be like (ideal self, admired)	- can't see myself as similar (ideal female)
2,14,10	3 2	6
	15. +family (mother, trustful)	- non-family (therapist)
3,20/18	1 1	7
	16. +someone I would like to be with (wife, ideal female)	- someone I don't like to be with (disliking)
7,10/16	1 1	7
	17. +I'd communicate with better (ideal female, therapist)	- I communicate with less well (brother)
10,18/5	2 2	3*
	18. +fair with other people (ideal self, successful)	- not fair with other people (threatening)
2,12/17	2 2	7
	19. nonmutuality of respect (exfriend, disliking)	+mutuality of respect (authority)
8,16/15	6* 5*	6
	20. +in control, independency (social self, happy)	- overly trustful, dependency (trustful)
9,19/20	2 2	6

* - indicates elements which were rated on the opposite pole of the construct than the one they elicited

IDIC - level of idiosyncrasy of contrast rating (see Construct/Contrast Pairs)

trusted with social self, wife, and pitied. Table 53 shows the construct poles associated with each element during elicitation.

Several illustrative elements will be examined from Table 53. The 'self' element was construed as 'more comfortable with self', 'caring' and 'identification'. These three construct poles are all emergent, denoting similarity, and

TABLE 53

Construct Poles Associated with each Element

ELEMENTS	CONSTRUCTS
1. self	- E + more comfortable with self; E + caring; E + identification
2. ideal self	- E + more comfortable with self; E + I strive to be like; E + fair with other people
3. mother	- E introverted; E + non-threatening; E + family
4. father	- I + I helped and supported him; I + extraverted; E + non-threatening
5. brother	- E introverted; I quiet, non-assertive; I + I communicate with less well
6. friend	- E + not as close; E + assertive; E + identification,
7. wife	- I closeness; I not identifying; E + someone I would like to be with
8. exfriend	- E + not as close; E I try to separate myself from them; E non-mutuality of respect
9. social self	- I less comfortable with self; E + assertive; E + in control, independency
10. ideal female	- I can't see myself as similar; E + someone I would like to be with; E + I'd communicate with better
11. rejecting	- E selfish; I + motive for self-advancement; E I try to separate myself from them
12. successful	- I more materialistic; I material values; E + fair with other people
13. pitied	- E selfish; I non-caring; I + I try to help him
14. admired	- I + selfless; E + emotional and spiritual values; E + I strive to be like
15. authority	- E help and assist me; E + emotional and spiritual values; I + mutuality of respect
16. disliking	- E harmful motive; I someone I don't like to be with; E non-mutuality of respect
17. threatening	- E harmful motives; I threatening; I not fair with other people
18. therapist	- E help and assist me; I non-family; E + I'd communicate with better
19. happy	- E + inner strength and faith in self; E + caring; E + in control, independency
20. trustful	- E + inner strength and faith in self; E + family; I overly trustful, dependency

E = emergent pole of construct

I = implicit pole of construct

Table 53 (cont'd.)

EEE	+++	---
1. self	1. self	5. brother
2. ideal self	2. ideal self	16. disliking
3. mother	4. father	17. threatening
6. friend	14. admired - Ghandi	
8. exfriend	19. happy - priest	
19. happy - priest		

positive. Moreover four of the six elements construed solely on emergent poles were among the six elements construed solely on positive poles. This adds weight to the previous hypothesis that G. values similarities rather than differences between people.

'Brother' was construed on three non-positive poles; two implicit and one emergent. The construct terms suggest passivity and weakness. 'Threatening' and 'trustful' were both associated with construct poles which were direct products of their role titles. 'Successful - boss' was associated with both implicit poles concerned with materialism.

'Wife' was associated with the implicit construct pole 'not identifying', and 'ideal female' was associated with the implicit pole 'can't see myself as similar'. The non-positive valences of these two construct poles denoting dissimilarity reiterates the hypothesis that G. values similarities over dissimilarities. It also suggests that G. is reluctant to construe himself as similar to females. However, 'wife' and 'ideal female' were both construed positively as 'someone I would like to be with'. Apparently, G. likes to be with females, but not to be like females.

No elements were construed solely on implicit poles. This suggests a reluctance to construe elements as totally different from other elements.

Extreme Ratings. Out of 400 ratings, 109 were extreme (7 or 1) ratings. This is slightly fewer than the chance expectation of 114 extreme ratings. During the rating process, G. expressed a desire not to use the extreme ends of the rating scales. He complained that without using extreme ratings, the scale did not contain enough numbers to produce the discriminations he wanted to make. G. stated at the end of the administration that he would prefer a 10 or 15 point rating scale.

Midpoint Ratings. Twenty-five of the 400 ratings were midpoint ratings, compared to a chance expectation of 57 midpoint ratings. The constructs and elements with midpoint ratings are listed in Tables 54 and 55.

Table 54 suggests that midpoint ratings usually result when neither pole of a construct fits an element. The five elements which received midpoint ratings on construct 7 presumably have neither harmful nor self-advancement motives. The non-applicability of construct 11 to the elements 'admired - Ghandi', 'authority - God', 'therapist', and 'happy - priest' adds weight to the hypothesis that G. construes helping as a one-way process.

TABLE 54

Constructs with Midpoint Ratings

CONSTRUCTS	ELEMENTS AT '4' INTERSECT	NO. OF 4'S
7. harmful motives - +motive for self-advancement	(3,5,6,14,20)	5
11. I try to separate myself from them - + I try to help him	(14,14,18,19)	4
3. help and assist me - + I helped and supported him	(1,2,8)	3
5. + not as close - closeness	(1,2,13)	3
12. + identification - not identifying	(1,2,9)	3
14. + I strive to be like - can't see myself as similar	(1,9,20)	3
17. + I'd communicate with better - I communicate with less well	(1,2,9)	3
6. introverted - + extraverted	(11)	1

TABLE 55

Elements with Midpoint Ratings

ELEMENTS	CONSTRUCTS AT '4' INTERSECT	NO. OF 4'S
1. self	(3,5,12,14,17)	5
2. ideal self	(3,5,12,17)	4
9. social self	(12,14,17)	3
14. admired	(7,11)	2
20. trustful	(7,14)	2
3. mother	(7)	1
5. brother	(7)	1
6. friend	(7)	1
8. exfriend	(3)	1
11. rejecting	(6)	1
13. pitied	(5)	1
15. authority	(11)	1
18. therapist	(11)	1
19. happy	(11)	1

Table 55 shows that while 14 elements received at least one midpoint rating, the three self elements accounted for almost half of the total number of midpoint ratings. This indicates lack of role regnancy of some constructs which, as shown in Tables 55 and 47, are all self referential. G. construes some self referential constructs, such as construct 17 'I'd communicate with better - I communicate with less well', as inapplicable to self, ideal self, and social self. Thus, a significant minority of G.'s constructs involve an immediate reference to himself but do not apply to himself, himself as he would ideally like to be, nor to the way other people construe him. This again implies relationships as one-way processes, and a lack of role relationships.

Means and Variation of the Constructs. The amount and percentage of variation accounted for by each construct are shown in Table 56.

The total variation and the Variability are moderate, indicating that G. generally rated moderately. The range in percentage of variation, from 1.29 to 13.33, is very large, and strays substantially from the average of 5 percent. The range in amount of variation is also very high, considering the moderate value of the total variation. Construct 15 'family - non-family', the highest ranking construct, had a very large increment in variation over the second ranking construct. Although G. did rate construct 15 as one of his

TABLE 56

Constructs Ranked by Variation

RANK	CONSTRUCT	MEAN	VARI- ATION	AS PER- CENTAGE
1**	15. +family - non-family	4.30	178.20	13.33
2	16. +someone I would like to be with - someone I don't like to be with	2.50*	111.00	8.30
3**	13. +emotional and spiritual values - material values	3.30	110.20	8.24
4	11. I try to separate myself from them - +I try to help him	4.35	84.55	6.32
5**	2. +inner strength and faith in self - more materialistic	3.20	79.20	5.93
6	8. +assertive - quiet, nonassertive	3.00*	70.00	5.24
7**	10. +caring - non-caring	2.65*	64.55	4.83
8**	18. +fair with other people - not fair with other people	2.85*	62.55	4.68
9	12. +identification - notidentifying	4.25	61.75	4.62
10	14. +I strive to be like - can't see myself as similar	4.40	58.80	4.40
11	4. selfish - +selfless	4.25	57.75	4.32
12	9. +non-threatening - threatening	2.45*	56.95	4.26
13	17. +I'd communicate with better - I communicate with less well	3.30	56.20	4.20
14	1. +more comfortable with self - less comfortable with self	3.00*	54.00	4.04
15	3. help and assist me - + I helped and supported him	3.45	50.95	3.82
16	6. introverted - +extraverted	4.45	42.95	3.21
17	20. +in control, independency - overly trustful, dependency	2.60*	42.80	3.20
18	5. +not as close - closeness	4.00	42.00	3.14
19	7. harmful motives - +motive for self-advancement	4.50	35.00	2.62
20	19. non-mutuality of respect - +mutuality of respect	5.80*	17.20	1.29

* - indicates means which deviate most from midpoint

** - indicates five constructs which G. designated as most important

Total variation about construct means 1336.6

Bias .32

Variability .63

five most important constructs, its large amount of variation resulted because G. rated it as a simple dichotomy, with all extreme (1 and 7) ratings. This adds weight to the previous hypothesis that construct 15 may represent a concrete, factual description. Construct 16, the second ranking construct, was rated nearly as a dichotomy, with only 3 non-extreme ratings. Apparently G. construes liking to be with someone as an all-or-none affair. There is another large increment in variation separating the three highest ranking constructs from the fourth and lower ranking constructs. There are fairly small differences in variation between the fourth and nineteenth ranking constructs. Construct 19, the lowest ranking construct, has substantially less variation than the next closest construct.

G.'s ratings of the five most important constructs are among the eight constructs with the most variation, although two of them (constructs 10, 18) have less than the average percentage of variation. Three of the five constructs with the most variation are self referential (15,16,11). The remaining two of the top five constructs concern inner versus material values.

Eight of the construct means, indicated in Table 56, deviate one scale point or more from the midpoint. This indicates that one pole of the construct is used more than the other pole. These eight constructs all have means on the positive pole, seven of them emergent. This indicates that

G. tends to construe people positively and similarly when one construct pole is predominant. Conversely, he tends to submerge the non-positive, implicit pole. On these eight constructs, G.'s ratings of 'self' are all on the same pole as, but are more extreme than the mean ratings.

Fifteen of the constructs have means on the positive pole, indicating that G. tends to construe people in general in a slightly positive light. One construct has a mean on the midpoint. The four constructs with slightly negative means (3,14,15,12) indicate that G. construes the generalized negative aspects of people as 'help and assist me', 'can't see myself as similar', 'non-family', and 'not identifying'. These construct means support the hypotheses that G. construes dissimilarities as negative, and that G. values helping over being helped.

Eleven constructs have means on the emergent poles, one construct has a mean on the midpoint, and eight constructs have means on the implicit poles. Construct 19 is the sole construct with a mean on the implicit pole which deviates more than one scale point from the midpoint. Construct 19 also had the lowest amount of variance. This indicates that G. assigned mostly similar ratings for construct 19.

Means and Variation of the Elements. The means, amounts and percentage of variation for each element are shown in Table 57.

TABLE 57

Elements Ranked by Variation

RANK	ELEMENT	MEAN	VARIATION	AS PERCENTAGE
1	17. threatening	4.85	134.55	9.36
2	16. disliking	4.85	90.55	6.30
3	11. rejecting	4.75	87.75	6.10
4	2. ideal self	3.05	86.95	6.04
5	15. authority - God	2.65*	80.55	5.60
6	10. ideal female	3.70	80.20	5.58
7	14. admired - Ghandi	2.80*	79.20	5.51
8	8. exfriend	4.60	76.80	5.34
9	5. brother	3.50	73.00	5.08
10	3. mother	3.70	70.20	4.88
11	1. self	3.15	66.55	4.63
12	18. therapist	3.00*	64.00	4.45
13	19. happy - priest	3.00*	64.00	4.45
14	12. successful - boss	3.60	60.80	4.23
15	13. pitied	4.80	59.20	4.12
16	4. father	3.35	56.55	3.93
17	7. wife	3.30	56.20	3.91
18	20. trustful - niece	3.40	50.80	3.53
19	6. friend	3.35	50.55	3.52
20	9. social self	3.20	49.20	3.42

* - indicates means which deviate most from midpoint

Total variation about element means 1437.6

Bias .27

Variability .65

Since emergence has more positive implications in G.'s construct system than implicitness, the element means will also roughly indicate the valence of the elements - whether they were rated generally positively or negatively. Thus Table 57 indicates that two elements, 14 'admired - Ghandi' and 15 'authority - God', have means that deviate more than one scale point from the midpoint. These two element means are both on the emergent pole, roughly indicating that Ghan-

di and God were the most positively rated of the elements. Thirteen additional elements had means between the midpoint and one scale point toward the emergent pole. These elements can be roughly assumed to be slightly positively rated. The remaining five elements (17. threatening; 16. disliking; 13. pitied; 11. rejecting; and 8. exfriend) have means on the implicit pole, roughly indicating that they were rated negatively. This is consistent with the negative role titles of these elements.

Note the extreme salience of element 17 'threatening', the highest ranking element in terms of variation. The difference in variation between this element and the second ranking element is larger than the difference in variation between the second and lowest ranking elements. All three of the elements with the most variation have negative role titles, and implicit means indicating they were rated negatively. The fourth through seventh ranking elements are ideal elements with positive role titles and emergent means indicating they were rated positively. Thus the ideal elements take second place to three negative elements in G.'s construct system.

Elements 18 'therapist' and 19 'happy - priest' received the exact same means and variation. The raw ratings (see Appendix D) indicate that these two elements received the exact same ratings on all constructs. G. had seen the priest for "counselling" prior to his marriage 12 years pre-

viously, due to "confusion" over G.'s religious beliefs and attitude toward marriage. In the ratings, G. made no differentiation between his present therapist and his counselor of 12 years previous. Note that G.'s expression of his presenting complaint was identical in the two incidences.

Analysis of Structure (Constructs). Table 58 shows the pattern of significant correlations between constructs which have been rearranged into clusters.

Note the very large block of correlations between the first fifteen constructs. There are very few correlations outside this one mass. There is a total of 228 of a possible 380 significant correlations in the whole system. The primary cluster, consisting of the first 12 constructs, accounts for 172 (more than 75%) of the significant correlations. This indicates a highly intercorrelated and undifferentiated construct system.

Fifteen of the constructs are very comprehensive. These constructs make up the primary and the largest secondary cluster. The remaining five constructs are relatively incidental. Thus, most constructs are highly interrelated, while a few are moderately related to the other constructs.

The same structure of construct interrelationships is illustrated diagrammatically in Figure 7.

The structure of G.'s construct system is very monolithic with little conglomeration. It is made up of one huge primary cluster, one medium secondary cluster, and three

TABLE 58
 Pattern of Significant Correlations between Constructs

CONSTRUCT	1	10	2	4	11	16	10	5	17	14	1	12	19	11	9	20	6	6	7	15	NUM. OF CLUSTERS SIG. COR.	TOTAL	
1	-																						
10	.70	-																				10	
2	.09	.04	-																			16	
4	.08	.04	.02	-																		15	
11	.02	.02	.02	.02	-																	15	
16	.02	.02	.02	.02	.02	-																12	
10	.02	.02	.02	.02	.02	.02	-															13	
17	.02	.02	.02	.02	.02	.02	.02	-														14	
14	.02	.02	.02	.02	.02	.02	.02	.02	-													14	
12	.02	.02	.02	.02	.02	.02	.02	.02	.02	-												13	
11	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-											12	
9	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-										12	
20	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-								12	
6	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-							12	
6	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-						12	
7	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-					12	
15	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	-				12	
GRAND TOTAL = 220																							

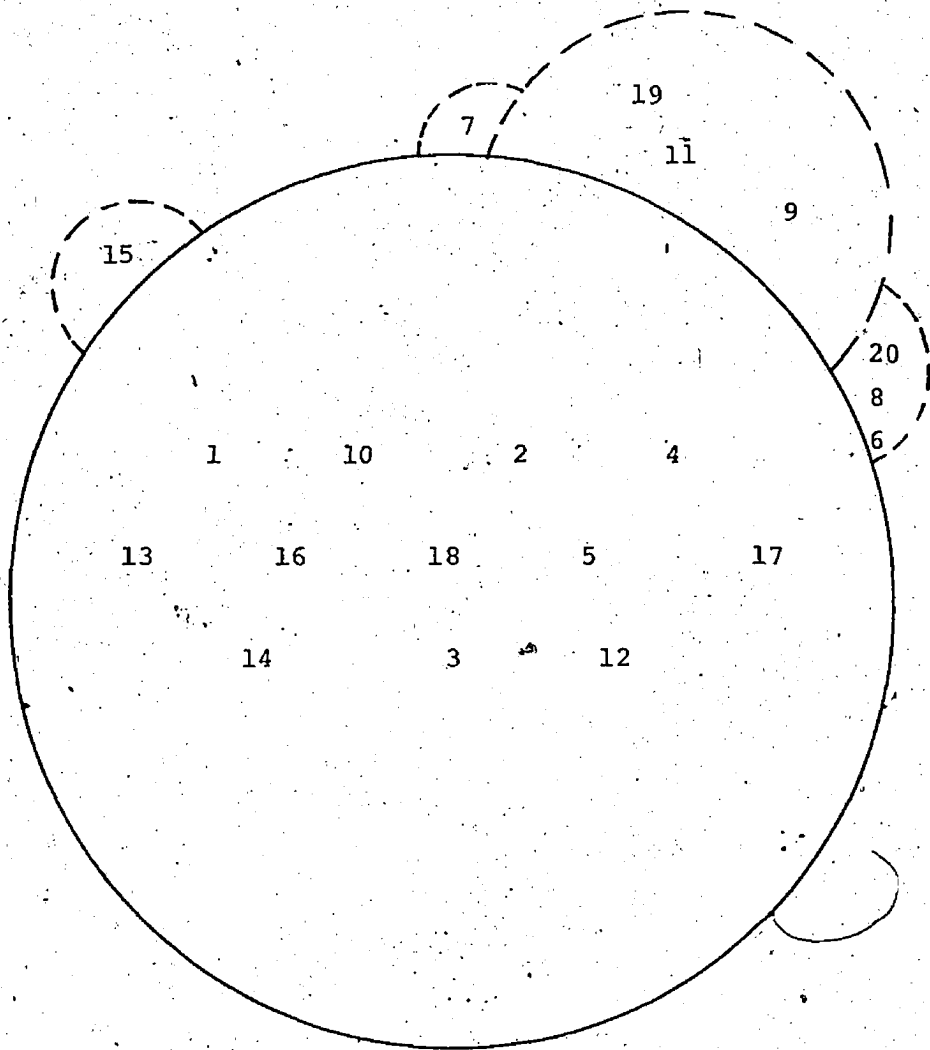


Figure 7: Case G.: Conceptual Structure

Note: Radii of circles are proportional to the square root of the total number of significant correlations of the constructs in each cluster. Full circles indicate primary clusters. Broken circles indicate secondary and tertiary clusters. Circles which are adjacent are interrelated.

small secondary clusters. With this type of construct system, most constructs will be functionally equivalent.

There is one predominant meaning entailed by this construct system. The main meaning of the system can be examined with respect to the definition of the self (core construct system). The high preoccupation with self seen in the construct themes suggests that the core construct system may be especially salient to G.'s overall construct system. The 'self' and 'ideal self' were rated on the same poles of all 20 constructs. The terms of the most comprehensive construct (construct 1) can be paraphrased to state the meaning of the primary cluster as "I am comfortable with myself the way I am". Thus it is not surprising that G. terminated therapy at this time. However, since the construct system is so largely monolithic, if G. were to reconstrue himself with the negative or non-ideal pole of one construct, a massive negative self reconstruction could result.

The secondary clusters may be useful in predicting what G. would do if he flip-flopped his self construction (Kelly, 1955, vol. 1, p. 235). G. construes himself very positively on the construct poles of the two secondary clusters comprised of constructs 9, 11 and 19; and 7. If his self construction were reversed, he may turn to the opposite poles 'threatening', 'I try to separate myself from them', 'non-mutuality of respect', and 'harmful motives'. During the administration of the RRGT, G. described how he had diffi-

culty controlling his temper. He stated that he was not easily provoked, but when provoked "I don't stop fighting until I die". Thus, it appears that he construes these opposite poles as alternative options when his usual modes of behaviour do not work. Likewise, on the cluster comprised of constructs 20, 8, and 6, which concerns a strong/weak distinction, G. may shift his self construction from strong to weak.

Element Distances. Element distances denoting similarity and dissimilarity between pairs of elements are listed in Table 59.

There is a total of 274 of a possible 380 non-expected element distances. G. construes people as even more highly interrelated (in terms of both similarity and dissimilarity) than constructs.

'Threatening' had 18 of a possible 19 non-expected distances from other elements. 'Threatening' was construed as dissimilar to 17 other elements (even to some other negative elements), and as similar only to element 16 'disliking'. This again shows the negative value G. places on dissimilarities. The largest element distance, denoting a greater dissimilarity than between any other pair of elements, is between 'threatening' and 'authority - God'. These two elements may serve to define the positive and negative poles (heaven and hell?) of G.'s large evaluative construct dimension.

TABLE 58
Element Distances

ELEMENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	S	D	SUM	
SELF	-																							
IDEAL SELF	.86																							
MOTHER	.77	.56																						
FATHER		.63																						
BROTHER																								
SISTER																								
FRIEND																								
WIFE																								
EX-FRIEND																								
SOCIAL SELF																								
IDEAL FEMALE																								
REJECTING																								
SUCCESSFUL																								
PITIED																								
ADMIRED																								
AUTHORITY																								
DISLIKING																								
THREATENING																								
TRICKY																								
HAPPY																								
TRUSTFUL																								
TOTALS																						174	100	274

S = similarity
D = dissimilarity

Most of the elements had a very large number of non-expected distances from other elements. Fifteen elements had mostly similarities. Five elements (exfriend, rejecting, pitied, disliking, and threatening) had nearly all dissimilarities from other elements. This suggests a "good guys - bad guys" dichotomy (Kelly, 1969a, p. 138), with the good guys construed as highly similar to each other, and the bad guys construed as dissimilar to each other as well as to the good guys. These largely undifferentiated positive elements, and the contrasting but unique negative elements suggest that G.'s construct system is more sensitive to fine discriminations among negative elements while lumping together positive elements as more or less the same. Koenig and Seaman (1974) reported that people construe negative persons more complexly than positive persons for reasons of justification and/or vigilance.

The smallest element distance is between 'self' and 'ideal self'. G. construes a greater similarity between himself and what he would like to be, than between himself and any other element or between any other two elements. The one exception to this is the lack of distance between 'therapist' and 'happy - priest', who were construed as functionally equivalent elements. The strongest relationship between self and any non-self element is the dissimilarity between self and threatening. Although G. may construe self and threatening as virtual opposites, this means he is con-

struing these two elements with the same dimension. The threat may be that 'threatening' represents what G. does not want to become (I try to separate myself from), yet fears becoming if slot change occurs. Note the similarity of G.'s description of his own temper and fighting options, and his description of 'threatening' as someone who "socked me".

Figure 8 shows the self-integration plot.

Figure 8 shows the great similarity between 'self' and 'ideal self'. Norris and Makhoul-Norris (1976) termed this "self convergence", which they reported "has not frequently been observed" (p. 89). They stated that "a person who describes himself in this way is stating that he, as he is, is just as he wants to be and that he has no desire for change in himself" (p. 88). This supports the hypothesis that G. is comfortable with himself.

In Figure 8, all elements are located on one bipolar dimension running from 'self' and 'ideal self' on one pole to 'threatening' on the opposite pole. Elements are construed either as similar or dissimilar to self and ideal self. Only one element 'brother' is in the neutral zone, indifferent to both self elements. Again, 'threatening' appears as a very unique figure, in a strong reciprocal relationship with 'self'.

The Self-Defining Polarization Index for self and ideal self is shown in Table 60.

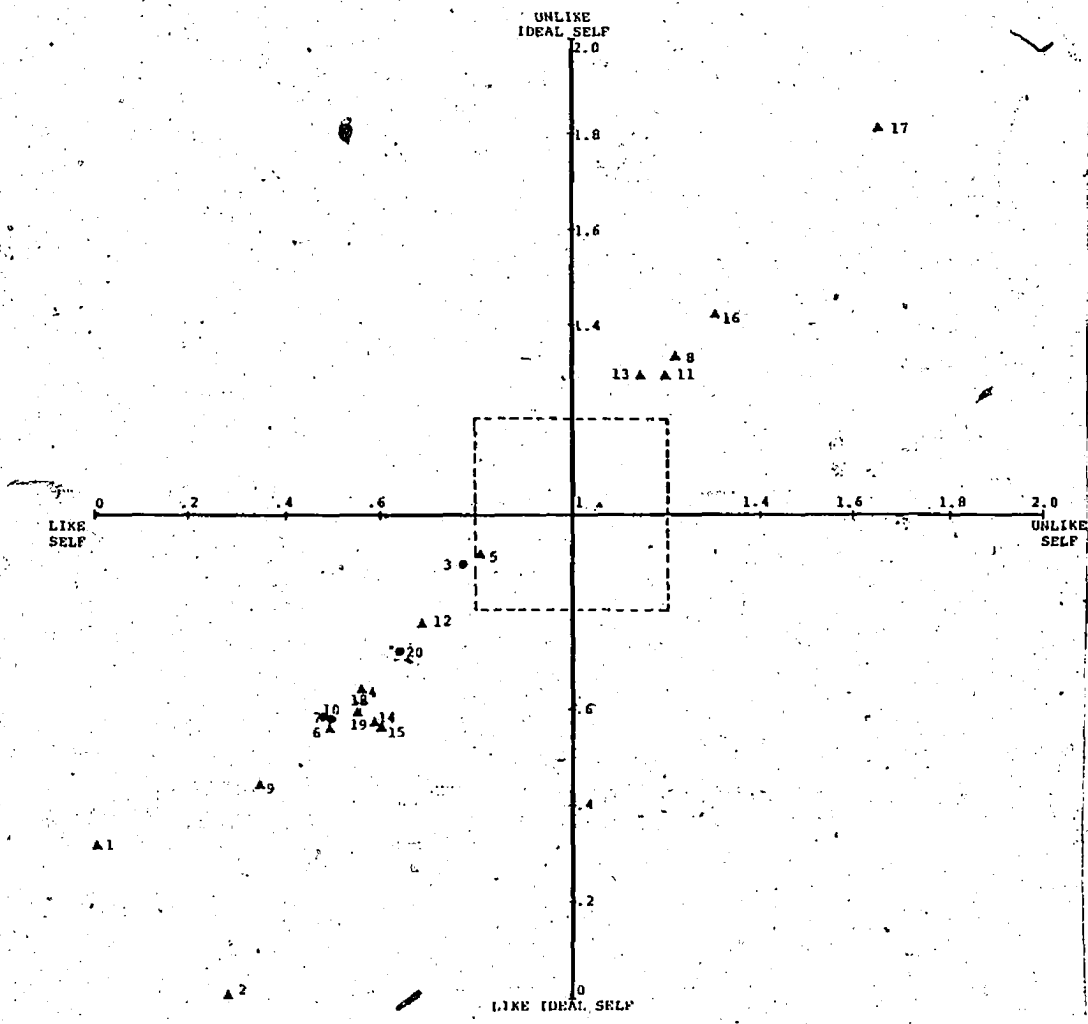


Figure 8: Case G.: Self-Integration Plot

Note: ● = female element ▲ = male element
 A neutral zone from .80 to 1.20 on both dimensions is enclosed by broken lines. Within this area, elements are close to the expected distance, neither similar nor dissimilar, from both self and ideal self.

TABLE 60
 Self-Defining Polarization Index

	SELF	IDEAL SELF
SIMILARITY SDPs	42.5	33.4
DISSIMILARITY SDPd	39.5	43.4
TOTALS	82.0	76.8

Both self and ideal self are very strongly defined and polarized in relation to other elements. The self is more strongly defined than the ideal self overall, and especially in terms of similarity. This is unusual, as the ideal self is commonly more strongly defined than the self.

Comparison of Self, Social Self, and Ideal Self. A comparison of construct ratings for the three self elements is shown in Figure 9.

Figure 9 graphically shows the extreme convergence between self and ideal self, and to a lesser extent social self, on the individual constructs. All ratings for the three self elements were on positive construct poles, except for social self on constructs 3 and 5. These were both constructs with ambiguous valence. The lack of role regnancy of five constructs is shown by the midpoint ratings of self elements.

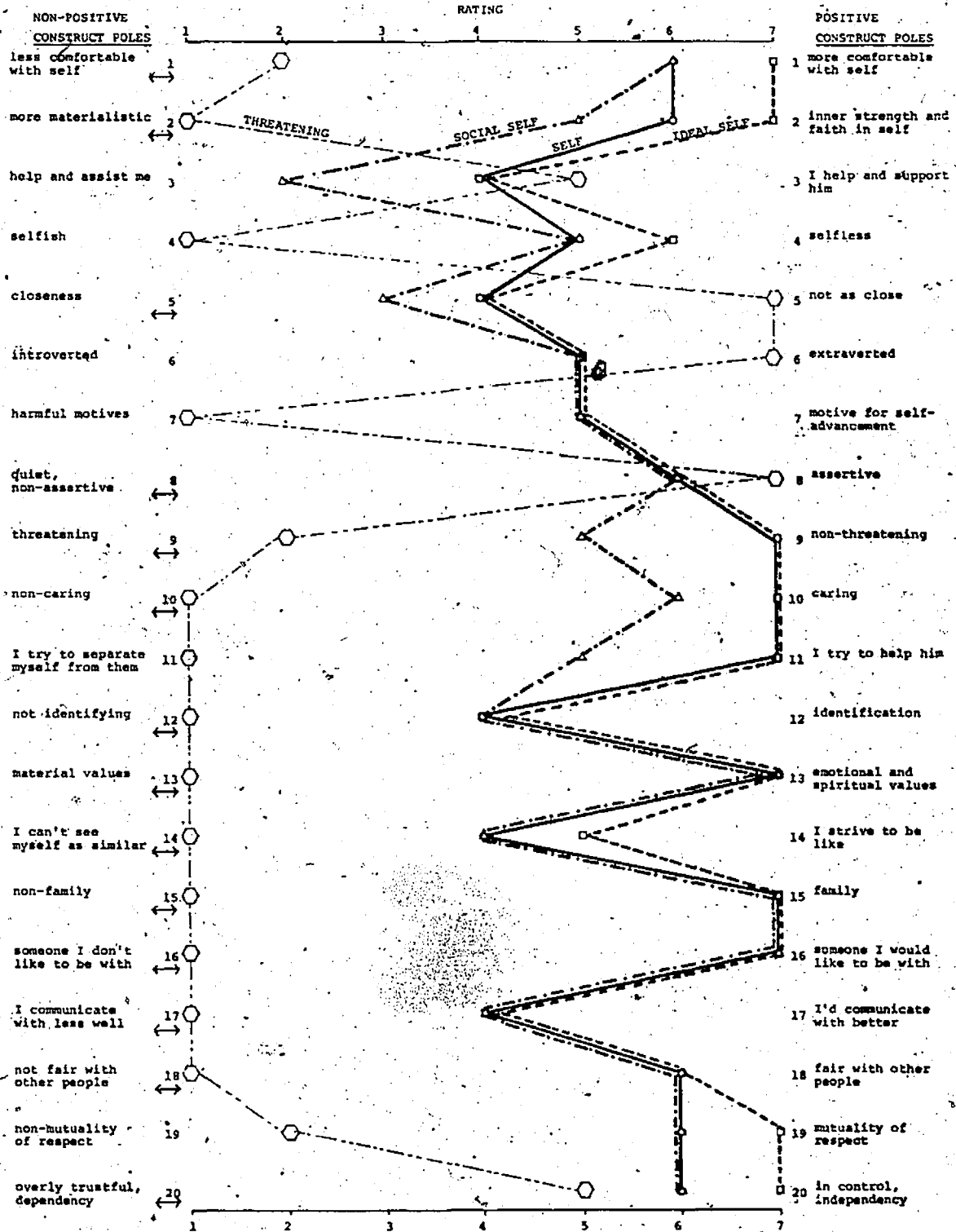


Figure 9: Construct Ratings of Self, Social Self and Ideal Self

↔ = construct poles reversed

The 'threatening' element was also plotted in Figure 9 as an alter image defining the opposite of self. The majority of ratings are diametrically opposite for 'threatening' and the self elements. However, on three constructs (6, 8, and 20), threatening and self were rated on the same construct poles as 'extraverted', 'assertive', and 'in control, independency'. These represented the strong pole of the strong/weak cluster seen in the analysis of structure. Thus, in addition to the dissimilarity of the major dimension, there is a similarity between self and threatening. This may indicate that these three constructs were not included in the main evaluative dimension because predominantly negative elements received ratings on the positive poles.

PCA for Constructs. Four factors emerged in the Principal Components Analysis for constructs. Factor 1 is shown in Table 61.

Factor 1 is large, accounting for 54.6% of the total variance, and 64.0% of the variance accounted for by the factor structure. There are 16 constructs with significant loadings. Factor 1 may be interpreted as an evaluative factor. There are mostly high, and a few moderate, construct loadings. There is factor valence inconsistency, due to construct 3 and 5, both of which were considered to have ambiguous valence. The non-positive poles of these two constructs are associated with the positive poles of 14 other constructs on this factor. There is self-factor inconsis-

TABLE 61
Constructs Factor 1

FACTOR LOADINGS	CONSTRUCTS		
.97	18. + fair with other people	S -	not fair with other people
.97	10. + caring	S -	non-caring
.91	16. + someone I would to be with	S -	someone I don't like to be with
.89	13. + emotional and spiritual values	S -	material values
.84	17. + I'd communicate better	-S-	I communicate with less well
.82	2. + inner strength & faith in self	S -	more materialistic
.79	14. + I strive to be like	-S-	can't see myself as similar
.79	1. + more comfortable with self	S -	less comfortable with self
.79	9. + non-threatening	S -	threatening
.74	3. + help & assist me	-S-	+ I help & support him
.70	12. + identification	-S-	not identifying
.46	15. + family	S -	non-family
<hr/>			
-.67	19. non-mutuality of respect	- S +	mutuality of respect
-.70	11. I try to separate myself from them	- S +	I try to help
-.89	5. + not as close	-S-	closeness
-.94	4. selfish	- S +	selfless

Accounts for 54.6% of variance

tency since self was rated on the positive poles of constructs 3 and 5. The self valence consistency is undetermined due to the five midpoint ratings of self. G. rated self on the positive poles of all constructs except those which were non role regnant.

The remaining factors are shown in Table 62. There are relatively few constructs with loadings on these three fac-

tors, as most of the construct variance was taken up on Factor 1.

TABLE 62

Constructs Factors 2, 3, and 4

FACTOR 2: accounts for 16.7% of variance

Factor Loadings		Constructs		
.89	8.	+ assertive	S -	quiet, non-assertive
.79	20.	+ in control, independency	S -	overly trustful, dependency
.54	1.	+ more comfortable with self	S -	less comfortable with self
<hr/>				
-.91	6.	introverted	- S +	extraverted

FACTOR 3: 7.8% of variance

.86	7.	harmful motives	- S +	motive for self advancement
.53	19.	non-mutuality of respect	- S +	mutuality of respect

FACTOR 4: 6.2% of variance

.67	15.	+ family	S -	non-family
-.45	12.	+ identification	-S-	not identifying

Factor 2 has only four constructs with significant loadings. The high loadings on this factor are for three of the four constructs excluded from Factor 1. This factor can be interpreted as a forceful/weak contrast (Kelly, 1955, vol. 1, p. 240). There is factor valence, self factor and self valence consistency.

Factor 3 contains two constructs which contrast harmful disrespect with respectful self-interest. G. has placed himself on the latter pole. This contrast may be personified by the 'threatening' versus 'successful - boss' elements. 'Threatening' was the only element who was rated on the 'non-mutuality of respect' pole of construct 19. Factor 3 is also consistent with respect to factor valence, self factor, and self valence.

Factor 4 contrasts the constructs of family with identification. There is factor valence inconsistency. Self factor and self valence consistency are uncertain due to one midpoint rating of self.

Together these four factors account for 85.3% of the variance. The final communality estimates were all above .75 except for construct 3 (.68).

PCA for Elements. The four factors of the persons factor structure are shown in Table 63.

Factor 1 accounts for 48.5% of the variance, and has 17 elements with significant loadings. The most extreme loadings are 'authority - God' and the three self elements at the positive pole, and 'threatening' at the negative pole. Factor 1 discriminates most of the elements with the positive/negative dimension. G. construes 'self' as the most positive real element, and as more positive than 'admired - Ghandi' and 'ideal female'. Three elements are excluded from Factor 1; brother, successful, and pitied. Presumably

There is only one element, 'pitied', with a loading on Factor 3. This person is construed in a unique way by G. Note that this unique element had been rated negatively. Perhaps G. sees something of his past in this element, for during the eliciting of this element, G. stated "I can identify with the pitied person. I have been pitied."

Factor 4 has three elements with positive loadings, and no contrasting elements. The role titles 'rejecting' and 'exfriend', and the hypothesized neutral, weak construction of 'brother', suggest that this factor may group elements with whom G. has had disappointing relationships.

Together these four factors account for 85.0% of the variance. The final communality estimates were all above .72 except for element 8 'exfriend' (.57).

Summary

G.'s overall personal construct system is highly inter-related and undifferentiated. There is relatively moderate construing within this extreme structure. This is similar to G.'s expressed preference for rating with a 10 or 15 point scale so he would not have to use the extreme ends of the rating scale. There is a very large evaluative component on which G. construes himself very positively.

G.'s constructs indicate a strong concern with self. A predominant meaning carried by G.'s construct system is global comfort with self. G.'s termination of therapy can be

seen in this context. Should the avenue of self satisfaction become blocked, a possible pathway for G. would be a movement to massive negative self construction. Less drastic alternatives may be for G. to shift his self construction from strong to weak, or to become threatening and have harmful motives. G. mentioned a history of difficulty controlling his temper, and fighting. This alternative may be related to G.'s construal of the very salient element 'threatening', who was a person who hit G.

G.'s construct system supports conventional and conservative thinking. Conventionality can be construed in the large number of logical contrasts and the lack of idiosyncratic contrasts. Conservative thinking may be indicated by a desire for no change, the valuing of sameness over difference, and moderate construing.

Elements are also highly interrelated in G.'s construct system. G. construed 'self' as very similar to 'ideal self'. Positively construed elements were also seen as similar to 'self', and relatively undifferentiated from each other. In the extreme case, 'therapist' and 'happy - priest', both elements whom G. had consulted for help with "confusion", were rated exactly the same. Negative elements, epitomized by the element 'threatening', were construed as opposite to 'self', and were more differentiated from each other. G. had difficulty selecting people to fill negative role titles, yet these negative elements were the

most salient in his system. As previously suggested, the salience may reside in the threat that a shift in G.'s core construct system may result in G. reconstruing himself as similar to these negative elements.

The role of gender may also represent a concern with self, and valuing similarity (especially to self) in G.'s construct system. G. selected very few female elements, and appeared reluctant to construe himself as similar to females.

CHAPTER IV

DISCUSSION

The purpose of this study was to illustrate the use of the Role Repertory Grid Technique in generating clinical hypotheses for use in psychotherapy. Therefore, the summary of results will focus on the process of clinical analysis of the RRGT rather than on the specific information extracted from the RRGT in each case study. Then, the theoretical and practical implications of this investigation will be discussed. Finally, suggestions for further research will be presented.

Summary of Results

The process of clinical analysis of the RRGT was found to be productive in generating clinical hypotheses regarding each of the three very different clients.

The utility of the RRGT for Case D. lay in its systematic illustration of her negative self construction, and her reciprocal idealization of significant people in her life. This was shown in the context of her assumptions and goals in therapy i.e. to achieve "happiness". The hypotheses generated pointed to directions, such as aiding D. to ex-

periment in construing happiness as a byproduct of her activity, rather than a state brought about by other people. The RRGT suggested resources of D. such as her close relationships with people, and areas of positive self construction e.g. intelligence, and actions toward other people. These resources can be used both as areas to build on and as tools for building.

The utility of the RRGT for Case P. lay in its systematic demonstration of his essential non-involvement with people and the dimensions with which he construes people, and showing the place this detachment has in his system of protecting him from too great a risk entailed by all-or-none Involvement. Hypotheses were generated about P.'s resources, such as his substantial cognitive structure with which he could conduct more delimited experimentation with involvement. Other hypothesized resources included P.'s construction of his relationships with his therapist and his uncle as positive connections between himself and his ideal, and himself and other people. Pathways of movement were predicted such as helping P. to devise experiments with lower stakes so he could afford the risks of self involvement.

The clinical utility of the RRGT for case G. lay in its showing G.'s present global comfort with himself, and hypothesizing the relation to his termination of therapy. It was hypothesized that a possible pathway of movement for G. could be along the route of a massive shift to negative self

construction. The grid data affords a basis for possible future therapy with G., which could begin with exploration of peripheral concerns such as his construction of the helping process, or interdependency.

The Author's Experience. Kelly (1969a) stated that "every scientist is, in an important sense, a subject in his own research. What he comes to think or what happens to him as a result of the experiment he performs is an important empirical outcome, perhaps even more important than the changes that are observed in his subjects" (p. 138). Thus, the experiences of the author in the course of the present 'experiment' will be discussed.

The author found the administration of the RRGT could not be standardized. Rather, it was necessary to tailor the procedures to the context of each client. As Fransella and Bannister (1977) pointed out "the elicitation of constructs is an art, not a science" (p. 108). The author found this to be true of all three phases of the administration. The conversational quality of the RRGT describes it aptly.

The RRGT generates an overwhelming amount of detailed data for each individual, much more than was included in the three case studies. Construing patterns and organization in the face of this detail can be awesome. Mair and Crisp (1968) described the repertory grid method as "a difficult one... because in using it the investigator is immediately faced with the fact that he has accepted the need to study

and acknowledge something of the complexity of human functioning" (p. 28).

The author found a difference in the level of her construction of the grid data of her own clients, and that of Case G. The author found it easier to apply the three stages of analysis to, and see movement in, the grid data of her own clients. With Case G., the author found herself ascribing pathological labels and forming conclusions about the grid data. Future research could investigate whether this phenomenon is related to inexperience in the clinical analysis of the RRGT, or whether being in a particular role relationship with an individual makes it easier to construe their construction processes. With Case G., the author found that focusing on the first stage of describing the client's construct system on its own terms served to aid in her reconstrual of G. as a creature who himself devises constructions.

The author found that completing her own RRGT protocol, and subjecting it to the same analyses as those of the case studies, was an invaluable aid in the process of clinical analysis. In this way, the author was a subject in her own research. She also found that administering and analyzing the RRGT protocols of individuals not involved in psychotherapy was helpful. This information was not used as a basis for normative comparison, but as a context for the second level of analysis - that of subsuming the client's construct system.

The author agrees with Morris (1977) on the importance of "the content of grids the constructs themselves" (p. 146). The author found in addition that it was necessary to consider the elements, as well as the constructs, in interpreting any structural or numerical representation of the grid data. The mass of numbers and sophisticated statistics are seductive, but the author found the content and thematic analyses of the constructs, and a consideration of the element relationships to be very valuable.

Morris (1977) also observed that "the interviews were absolutely crucial to understanding what the constructs meant and how they were used in practice" (p. 146). The author also found this to be true, again with the elements as well as the constructs. Further, the author believes that the feedback sessions proved beneficial to the clients (and the other individuals who provided RRGT protocols) as well as to the investigator. G. appeared to reconstrue his experience of the RRGT during the feedback session. The author found that with her own therapy clients, the feedback session promoted the client's participation as co-investigators of their construct systems, rather than as subjects to be measured. In all cases, it was gratifying to receive confirmation about the accuracy of the grid data.

Theoretical Implications

This study applied Kelly's theoretical framework to the analysis of the RRGT using a multivariate approach while retaining a clinical perspective. It was not an atheoretical approach with a grid format, nor an application of the RRGT as a hypothesis confirming procedure (the "lie-detector" application of the RRGT). Kelly's theory of personal constructs provided a rich source of constructs with which to construe the grid data of the three clients. This is worth reporting only because Kelly's theory is so seldom applied clinically to his own technique. In some instances, the relevance of Kelly's theory was uncanny, as in the similarity of Kelly's "indulgence - rejection" construct to D.'s "withholding - nurturance" theme.

Kelly did not himself report using a multivariate approach to the analysis of the RRGT. This is not surprising, since he published the description of the RRGT in 1955, before the widespread availability of computers. However, in his later years, Kelly was an advocate of "multivariate methods" in research (1969a, pp. 117-120). A multivariate approach serves to increase the utility and ease of analysis of the RRGT.

This study applied the RRGT within a clinical perspective. The RRGT was designed for the clinical context, and it is regrettable that most of the RRGT research has been non-clinical. The present study has demonstrated that the

RRGT is fruitful within the clinical context for which it was designed.

A more general implication of this study is that it adds to the body of research concerned with the individual. Lamiell (1981) outlined the need for research to "address theoretically relevant questions at the level of the individual" (p. 287).

Practical Implications

The purpose of generating clinical hypotheses with the RRGT is to use these hypotheses as a basis for exploration and experimentation in the psychotherapy process.

The usefulness of the RRGT is often said to be limited by the 'subjectivity' of interpretation. Winter (1982) expressed this view:

In interpreting the results of a repertory grid, the investigator is attempting to construe the construction processes of the subject, and the interpretations arrived at may therefore be as much a reflection of the investigator's construct system as of the subjects (p. 257).

Substitute the role of "therapist" for "investigator" in the above quotation, and the problem of 'scorer reliability' disappears. The second level of analysis, that of subsuming the client's construct system within the therapist's personal and professional construct system, makes this explicit. The therapist's construct system is her only resource tool for construing the construction processes of the client. The utility of the RRGT in psychotherapy lies in the systematic framework it provides for this process.

The RRGT would seem to be of great value in psychotherapy, yet it is rarely used by therapists. Even in Britain, where the RRGT is in more widespread clinical use than in North America, the RRGT is used more by psychometrists than by therapists. Bright (1982), a Scottish psychologist, reported that "in a treatment setting, the use of grids is often akin to writing a letter, sealing and addressing and stamping it, and then forgetting to post it" (p. A68). This suggests that the RRGT is administered as a routine procedure, but not exploited in therapy. ~~Why~~ is the RRGT underutilized in psychotherapy?

One answer would be a matter of exposure. The RRGT is not taught in most graduate level assessment courses. There also seems to be a general anti-testing sentiment among psychologists who practice therapy. Another reason seems to be that RRGT is usually analyzed by computerized multivariate techniques. Many psychotherapists are not familiar or comfortable with statistics, or do not have access to computer facilities.

The RRGT is inconvenient to use. There are no pre-printed forms to buy. There is no mail-order computerized scoring service in North America, as there is in Britain (Slater, 1977). The RRGT is lengthy to administer, and takes even more time and effort to analyze. Therefore, the RRGT will probably remain underutilized in therapy.

The author believes that the process of psychotherapy is important enough (and requires such time and effort itself) to warrant the effort of using the RRGT. The present study illustrated the use of the RRGT with two long-term therapy clients of the author, which may be less justified. Yet it highlights the process which can then be applied to clients beginning therapy. Especially in the initial stages of therapy, the RRGT provides a valuable source of information about the important people and relationships in the client's life, in addition to yielding clinical hypotheses. Inexperienced therapists, such as graduate students, may find that using the RRGT with their first few clients helps to allay their anxiety. Kelly has described anxiety as "this inability to construe certain impending events meaningfully" (1955, vol. 1, p. 496). Using the RRGT may help to address this inability.

Suggestions for Further Research

A number of possible directions previously alluded to for further research with the RRGT will be briefly summarized. There is a general need for more clinical research with the RRGT in therapy, especially with individual case studies.

The present study was concerned with two long-term therapy clients, and one short-term client who had just terminated therapy. Further research could be conducted on the

utility of the RRGT in generating clinical hypotheses with clients in the initial stages of therapy. Repeated administrations of the RRGT could be done over the course of therapy. In a related vein, research could be conducted on the use of the clinical hypotheses in psychotherapy after they have been generated with the RRGT. This line of inquiry would focus more on the therapy process itself than on the RRGT. Additionally, research could be conducted into the process of feedback of grid data to clients, as the present author found the feedback to be important to both client and therapist in their use of the clinical hypotheses.

An investigation could be conducted into the utility of the RRGT as a supervisory tool to aid beginning psychotherapists in construing their clients as construers in their own right. A final suggestion for further research would be an investigation into whether the particular types of role relationships (or lack thereof) which the investigator has with his respondents, affects the level of construction of the investigator's analysis of RRGT protocols.

Appendix A

PERSONAL CONSTRUCT THEORY POSTULATES AND TERMS

Personal Construct Theory

Fundamental Postulate: A person's processes are psychologically channelized by the ways in which he anticipates events.

Construction Corollary: A person anticipates events by construing their replications.

Individuality Corollary: Persons differ from each other in their construction of events.

Organization Corollary: Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs.

Dichotomy Corollary: A person's construction system is composed of a finite number of dichotomous constructs.

Choice Corollary: A person chooses for himself that alternative in a dichotomised construct through which he anticipates the greater possibility for extension and definition of his system.

Range Corollary: A construct is convenient for the anticipation of a finite range of events only.

Experience Corollary: A person's construction system varies as he successively construes the replications of events.

Modulation Corollary: The variation in a person's construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie.

Fragmentation Corollary: A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other.

Commonality Corollary: To the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person.

Sociality Corollary: To the extent that one person construes the construction processes of another he may play a role in a social process involving the other person.

Glossary of Terms

Formal Aspects of Constructs

Range of convenience. A construct's range of convenience comprises all those things to which the user would find its application useful.

Focus of convenience. A construct's focus of convenience comprises those particular things to which the user would find its application maximally useful. These are the elements upon which the construct is likely to have been formed originally.

Elements. The things or events which are abstracted by a person's use of a construct are called elements. In some systems these are called objects.

Context. The context of a construct comprises those elements among which the user ordinarily discriminates by

means of the construct. It is somewhat more restricted than the range of convenience, since it refers to the circumstances in which the construct emerges for practical use, and not necessarily to all the circumstances in which a person might eventually use the construct. It is somewhat more extensive than the focus of convenience, since the construct may often appear in circumstances where its application is not optimal.

Pole. Each construct discriminates between two poles, one at each end of its dichotomy. The elements abstracted are like each other at each pole with respect to the construct and unlike the elements at the other pole.

Contrast. The relationship between the two poles of a construct is one of contrast.

Likeness end. When referring specifically to elements at one pole of a construct, one may use the term "likeness end" to designate that pole.

Contrast End. When referring specifically to elements at one pole of a construct, one may use the term "contrast end" to designate the opposite pole.

Emergence. The emergent pole of a construct is that one which embraces most of the immediately perceived context.

Implicitness. The implicit pole of a construct is that one which embraces contrasting context. It contrasts with the emergent pole. Frequently the person has no available

symbol or name for it; it is symbolised only implicitly by the emergent term.

Symbol. An element in the context of a construct which represents not only itself but also the construct by which it is abstracted by the user is called the construct's symbol.

Permeability. A construct is permeable if it admits newly perceived elements to its context. It is impermeable if it rejects elements on the basis of their newness.

The Nature of Constructs' Control over their Elements

Preemptive Construct. A construct which preempts its elements for membership in its own realm exclusively is called a preemptive construct. This is the "nothing but" type of construction - "If this is a ball it is nothing but a ball".

Constellatory Construct. A construct which fixes the other realm memberships of its elements is called a constellatory construct. This is stereotyped or typological thinking.

Propositional Construct. A construct which carries no implications regarding the other realm memberships of its elements is a propositional construct. This is uncontaminated construction.

General Diagnostic Constructs

Preverbal Constructs. A preverbal construct is one which continues to be used, even though it has no consistent word symbol. It may or may not have been devised before the client had command of speech symbolism.

Submergence. The submerged pole of a construct is the one which is less available for application to events.

Suspension. A suspended element is one which is omitted from the context of a construct as a result of revision of the client's construct system.

Level of Cognitive Awareness. The level of cognitive awareness ranges from high to low. A high-level construct is one which is readily expressed in socially effective symbols; whose alternatives are both readily accessible; which falls well within the range of convenience of the client's major constructions; and which is not suspended by its superordinating constructs.

Dilation. Dilation occurs when a person broadens his perceptual field in order to reorganize it on a more comprehensive level. It does not, in itself, include the comprehensive reconstruction of those elements.

Constriction. Constriction occurs when a person narrows his perceptual field in order to minimize apparent incompatibilities.

Comprehensive Constructs. A comprehensive construct is one which subsumes a wide variety of events.

Incidental Constructs. An incidental construct is one which subsumes a narrow variety of events.

Superordinate Constructs. A superordinate construct is one which includes another as one of the elements in its context.

Subordinate Constructs. A subordinate construct is one which is included as an element in the context of another.

Regnant Constructs. A regnant construct is a kind of superordinate construct which assigns each of its elements to a category on an all-or-none basis, as in classical logic. It tends to be non-abstractive.

Core Constructs. A core construct is one which governs the client's maintenance processes.

Peripheral Constructs. A peripheral construct is one which can be altered without serious modification of the core structure.

Tight Constructs. A tight construct is one which leads to unvarying predictions.

Loose Constructs. A loose construct is one leading to varying predictions, but which retains its identity.

Constructs Relating to Transition

Threat. Threat is the awareness of an imminent comprehensive change in one's core structures.

Fear. Fear is the awareness of an imminent incidental change in one's core structures.

Anxiety. Anxiety is the awareness that the events with which one is confronted lie mostly outside the range of convenience of his construct system.

Guilt. Guilt is the awareness of dislodgment of the self from one's core role structure.

Aggressiveness. Aggressiveness is the active elaboration of one's perceptual field.

Hostility. Hostility is the continued effort to extort validation evidence in favor of a type of social prediction which has already been recognized as a failure.

C-P-C Cycle. The C-P-C Cycle is a sequence of construction involving, in succession, circumspection, preemption, and control, and leading to a choice precipitating the person into a particular situation.

Impulsivity. Impulsivity is a characteristic foreshortening of the C-P-C Cycle.

Creativity Cycle. The Creativity Cycle is one which starts with loosened construction and terminates with tightened and validated construction.

Note. From Kelly, 1955, vol. 1, pp. 532-533; and Fransella and Bannister, 1977, pp. 172-174.

Appendix B

RRGT ADMINISTRATION PROCEDURE AND FORMS

Explanation of Technique

The clients were asked for their voluntary participation in the study. Each client was told that he was not being tested. Rather he was being asked to participate in a method to learn about the significant people in his life, and the more important ways he has of looking at or thinking about these people. The client was informed that he was participating in the author's thesis research. He was told that the resulting information would be shared with him, that he could comment on it, and that it could be used as an integral part of the therapy process. During the whole procedure, the general reaction of the client to the procedure, and any specific comments were noted.

Elicitation of Elements (1-20)

The client was asked to name 20 people according to a list of prescribed role titles. The list of role titles is shown in Form 1. The client was told that each element had to be a different person. The elements, except for ideal figures and possible the hero/heroine, were to be real people whom the client knew personally. If the client said that some people fit more than one role title, he was instructed to choose the most apt role title for that person. If the client said that more than one person fit a certain role, he was instructed to choose the most representative person for that role. Explanations of role titles, as shown in Table 64, were given if needed.

TABLE 64

Explanations of Role Titles

1. Self
2. Ideal self - yourself, as you would like to be
3. Mother - or person who played that role in your life
4. Father - or person who played that role in your life
5. Sibling - if you have more than one sibling, choose the one who has had the most effect on you; if you have no siblings choose someone who has been most like a sibling to you
6. Friend - your closest friend at the present time
7. Spouse/girlfriend/boyfriend - if none, pick someone who has played that role in the past, or the person closest to that role now
8. Exfriend - preferably someone you have had a break with
9. Social self - yourself as others see you
10. Ideal Person - perfect person as you see it, not realistic
11. Rejecting person - if you can't think of anyone who has rejected you, pick someone who has rejected others or who is generally rejecting of people
12. Successful person - according to your definition of success
13. Pitied person - someone you feel sorry for or wouldn't want to be, preferably for psychological reasons rather than physical or situational reasons
14. Hero/heroine - your idol, someone you strive to be like; preferably someone you know
15. Authority - according to your definition of authority, someone who is in a position of authority to you
16. Disliking person - if you can't think of someone, pick a person who likes you less than most people do
17. Threatening person - someone you are afraid of
18. Therapist
19. Happy person - according to your definition of happiness, pick someone you feel is satisfied with their life
20. Trustful person - a person who is generally trusting, or someone who trusts you

The client was encouraged to change names around until he was satisfied that all role titles were adequately filled. A brief description of each element and its relationship to the client was elicited. The client was then asked how representative the twenty elements were of the range of significant people in his life.

Elicitation of Constructs (A-T)

Constructs were elicited by the triad method. Table 65 shows the triad of elements and rationale for each sort. Using Form 2, each client was asked to compare and contrast the elements of each triad, and to state an important way in which two elements were alike yet different from the third element. The two like elements were indicated by underlining or circling the corresponding element numbers. The similarity was designated as the emergent pole of the construct, and the difference was designated as the contrast or implicit pole of the construct. If necessary, the client was instructed that constructs should be psychological or social rather than physical or situational in nature, and that there must be a different construct for each sort. When all twenty constructs had been elicited, the client was asked how representative the constructs were of the important ways in which he construed people. The client was then asked to designate his five most important constructs, in rank order if possible.

TABLE 65

Rationale of Sorts

1. Self sort: 1,2,9: self/ideal self/social self
2. Value sort: 12,19,20: successful/happy/trustful
3. Authority sort: 4,15,18: father/authority/therapist
4. Projection sort: 11,13,14: rejecting/pitied/hero
5. Intimacy sort: 6,7,8: friend/spouse/exfriend
6. Family sort: 3,4,5: mother/father/sibling
7. Threat sort: 11,16,17: rejecting/disliking/threatening
8. Social sort: 5,6,9: sibling/friend/social self
9. Parental preference sort: 3,4,17: mother/father/threatening
10. Need sort: 1,13,19: self/pitied/happy
11. Compensatory sort: 8,11,13: exfriend/rejecting/pitied
12. Identification sort: 1,6,7: self/friend/spouse
13. Achievement sort: 12,14,15: successful/hero/authority
14. Ideal sort: 2,10,14: ideal self/ideal person/hero
15. Trust sort: 3,18,20: mother/therapist/trustful
16. Spouse sort: 7,10,16: spouse/ideal person/disliking
17. Therapist sort: 5,10,18: sibling/ideal person/therapist
18. Ambition sort: 2,12,17: ideal self/successful/threatening
19. Disliked sort: 8,16,15: exfriend/disliking/authority
20. Social self sort: 9,19,20: social self/happy/trustful

Note. Adapted from Kelly, 1955, vol. 1, pp. 275-277.

Rating of Elements on Constructs

The client was next asked to rate each element on each construct using a 7 point scale. Ratings were done for all 20 elements on each construct in turn. The ratings were recorded on Forms 3 and 4. To assist in the rating task, each client was provided with a twenty-page booklet with a 7 point rating scale and space to indicate the construct poles on each page. Form 5 shows the layout of this booklet. The client was instructed to first decide whether the emergent pole or contrast pole of the construct was more characteristic of the element under consideration, then to decide on

the degree of fit to arrive at a rating on the 7 point scale. The client was thus subtly discouraged from assigning midpoint ratings, unless he insisted that neither pole was even slightly characteristic of the element.

Once the rating task was finished, the client was asked to go back to the list of construct/contrast pairs on Form 2 and indicate which pole of each construct he considered to be more positive. This was not done earlier so as not to overemphasize the valence of the constructs during the rating process.

Administration Forms

Form 1

1	YOUR NAME:
2	IDEAL SELF:
3	MOTHER: Name:
4	FATHER: Name:
5	BROTHER/SISTER: Name:
6	BEST FRIEND: Name:
7	SPOUSE/GIRLFRIEND/BOYFRIEND: Name:
8	EX-FRIEND: Name:
9	SOCIAL SELF:
10	IDEAL FEMALE:
11	REJECTING PERSON: Name:
12	SUCCESSFUL PERSON: Name:
13	PITIED PERSON: Name:
14	HERO: Name:
15	AUTHORITY: Name:
16	PERSON WHO DISLIKES YOU: Name:
17	THREATENING PERSON: Name:
18	THERAPIST: Name:
19	HAPPY PERSON: Name:
20	TRUSTFUL PERSON: Name:

POOR COPY
COPIE DE QUALITEE INFERIEURE

- A. 1-2-9
- B. 12-19-20
- C. 4-15-18
- D. 11-13-14
- E. 6-7-8
- F. 3-4-5
- G. 11-16-17
- H. 5-6-9
- I. 3-4-17
- J. 1-13-19
- K. 8-11-13
- L. 1-6-7
- M. 12-14-15
- N. 2-10-14
- O. 3-18-20
- P. 7-10-16
- Q. 5-10-18
- R. 2-12-17
- S. 8-16-15
- T. 9-19-20

(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L)

1	---	---	---	---	---	---	---	---	---	---	---
2	---	---	---	---	---	---	---	---	---	---	---
3	---	---	---	---	---	---	---	---	---	---	---
4	---	---	---	---	---	---	---	---	---	---	---
5	---	---	---	---	---	---	---	---	---	---	---
6	---	---	---	---	---	---	---	---	---	---	---
7	---	---	---	---	---	---	---	---	---	---	---
8	---	---	---	---	---	---	---	---	---	---	---
9	---	---	---	---	---	---	---	---	---	---	---
10	---	---	---	---	---	---	---	---	---	---	---
11	---	---	---	---	---	---	---	---	---	---	---
12	---	---	---	---	---	---	---	---	---	---	---
13	---	---	---	---	---	---	---	---	---	---	---
14	---	---	---	---	---	---	---	---	---	---	---
15	---	---	---	---	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---	---	---	---	---

	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)
1	---	---	---	---	---	---	---	---
2	---	---	---	---	---	---	---	---
3	---	---	---	---	---	---	---	---
4	---	---	---	---	---	---	---	---
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6	---	---	---	---	---	---	---	---
7	---	---	---	---	---	---	---	---
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12	---	---	---	---	---	---	---	---
13	---	---	---	---	---	---	---	---
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15	---	---	---	---	---	---	---	---
16	---	---	---	---	---	---	---	---
17	---	---	---	---	---	---	---	---
18	---	---	---	---	---	---	---	---
19	---	---	---	---	---	---	---	---
20	---	---	---	---	---	---	---	---

45

Form 5

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1	2	3	4	5	6	7
VERY	MODERATELY	SLIGHTLY	NEITHER	SLIGHTLY	MODERATELY	VERY

45

1	2	3	4	5	6	7
VERY	MODERATELY	SLIGHTLY	NEITHER	SLIGHTLY	MODERATELY	VERY

Appendix C

METHODS OF ANALYSIS NOT IN COMMON USE

Analysis of Structure (Constructs)

The analysis of structure for constructs was done according to the following method outlined by Makhlouf-Norris and Norris (1973):

The topographical organization of constructs was derived from the pattern of correlations between constructs, but with the pattern simplified to the form of a matrix consisting only of those correlations significant at the 5 per cent level (0.44 when $n = 20$).

The matrix of 'significant' correlations was first examined to identify primary clusters. A primary cluster is defined as: a group of constructs which are all 'significantly' related together but which are not 'significantly' related to constructs in another primary cluster. Having identified the maximum number of constructs which comprise one primary cluster, the matrix was examined to determine whether there were other independent primary clusters.

The remaining constructs were then classed as 'secondary', 'linking', 'tertiary' or 'isolated' constructs. A secondary construct or cluster of constructs is 'significantly' related to constructs which fall into two independent primary clusters. A tertiary construct is not 'significantly' related to the constructs comprising a primary cluster, but only to secondary or linking constructs. An isolated construct is not 'significantly' related to any other construct.

The correlation matrix was re-arranged ... to bring together the constructs which comprise each primary cluster, with its secondary and tertiary offshoots and the linking constructs.

This method of analysis yields three main types of conceptual structure. In a 'Monolithic' system there is only one primary cluster. In a 'Segmented' system there are two or more primary clusters, with no linking constructs. In an 'Articulated' system there are two or more primary clusters joined by linking constructs. Monolithic and segmented structures are classed together as non-articulated systems. (p. 278)

In the present study, a 20 by 20 correlation matrix was used.

Within-Factor Consistency

The factors yielded by the Principal Components Analyses for constructs and elements were examined for within-factor consistency as described by Space and Cromwell (1978):

Within-factor inconsistency is examined. This analysis, developed by the authors, examines the integrity of the separate factors. Whether the subject fails to consistently assign himself to one or the other pole of the factor is referred to as self-factor inconsistency. Whether the subject assigns himself to the positively or nonpositively evaluated side of each construct-opposite pair within a factor is referred to as self-valence inconsistency. If consistent, the subject will designate himself as either completely positive or completely nonpositive. Whether the subject fails to assign the terms on one side of the factor as all positive or all nonpositive is referred to as factor-valence inconsistency.

With only two degrees of freedom, these three aspects of inconsistency are not independent. That is, with two of the three types of inconsistency identified, the third is also determined. Three, one, or zero, but never two types of inconsistency may occur. However, by examining all these dimension, important information for understanding the subject's world is revealed. Whether one factor shows consistency or inconsistency is independent of whether or how another factor shows inconsistency. In self-factor inconsistency, the subject is categorizing individuals in his world with dimensions that the subject himself does not fit.

Self-valence indicates whether the subject sees himself as acceptable within a given factor dimension.

Factor-valence inconsistency indicates that although certain attributes among people tend to go together, they cannot be consistently evaluated on a good-bad dimension.

The three types of inconsistency just described represent the use of specific probes, self and valence, to be tested for fit against factor structure and each other. (pp. 151-152)

Element Distances

The formulae and complete derivations for element distances can be found in Slater (1977, p. 94).

First, the expected distance between two elements taken at random from the same grid is calculated. This is considered the 'unit of expected distance' for elements. Thus, the actual distance between any two elements can be expressed on a standard scale compared to the unit of expected distance. Distances over 1 are greater than expected and distances under 1 are less than expected. Makhlouf-Norris and Norris (1973) offer the following description:

The relative similarity or difference between elements in terms of the multi-dimensional space of meaning, is studied in terms of conceptual distance ... Conceptual distance is the separation between elements in the construct meaning space, expressed as a ration of the 'expected distance' between randomly selected pairs of elements. A distance of 0 indicates that the elements are construed as identical; 1 indicates neither similarity nor dissimilarity; 2 indicates maximal dissimilarity. (pp. 278-279)

Self-Integration Plot

These were constructed according to the following method described by Makhlouf-Norris and Norris (1973):

The two-dimensional self-integration plot is a composite of the distance of all elements from the actual-self and from the ideal-self. Orthogonal axes are used to represent the dimensions of simi-

larity to the actual-self and similarity to the ideal-self, to indicate simultaneously the similarities between these self concepts and all other elements. It is not assumed that the variables like-actual-self and like-ideal-self are orthogonal. (p. 279)

Once constructed, the plots were examined for the following features as operationally defined by Norris and Marklouf-Norris (1976):

(a) Actual self isolation. There are no non-self elements within a distance of 0.8 from the actual self.

(b) Ideal self isolation. There are no non-self elements within a distance of 0.8 from the ideal self.

(c) Social alienation. There are not more than two non-self elements within a distance of 0.8 from either the actual self or the ideal self.

(d) Self alienation. The actual self is separated from the ideal by a distance greater than 1.2, and not more than two non-self elements are farther from the ideal than is the actual self.

(e) Self convergence. The actual self is separated from the ideal by a distance less than 0.8, and not more than two non-self elements are closer to the ideal than is the actual self. (p. 91)

Self-Defining Polarization Index

The SDP was calculated for the 'self' and 'ideal self' elements according to the following instructions presented by Turnbull and Norris (1982):

The strength of definition of actual-self and ideal-self can be examined separately; indeed it is reasonable to look at the strength of definition of each pole of each dimension separately, i.e. the similarity pole and the dissimilarity pole of each self element. This can be done quantitatively in terms of the element's distance from the actual- and ideal-self elements. ... If the

distance of each non-self element from the self element is D , when D is less than 1.00 the contribution of the element is $'1.00-D'$ to defining the similarity pole. If the distance is greater than 1.00 the element contributes to defining the dissimilarity pole by $D-1.00$. The contributions of all the elements defining a pole can be added together and the resultant sum will be influenced by the total number of non-self elements used for a particular grid. Comparisons can be made between grids of different element numbers if this sum is divided by the number of non-self elements in the grid (N). To avoid using very small numbers it is useful to multiply by 100. Thus the operational definition of self-defining polarization (SDP) for the similarity pole is:

$$SDPs = \frac{100 (1-D)}{N}$$

For the dissimilarity pole it is:

$$SDPd = \frac{100 (1-D)}{N} \quad (\text{pp. 62-63})$$

Appendix D

RAW SCORES FOR EACH CLIENT

TABLE 66

Case D.: Matrix of Ratings

CONSTRUCT	E E E E E E E E E E										E E E E E E E E E E									
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	1	7	3	5	7	1	7	7	7	7	5	6	6	4	2	1	7	4	7	5
2	4	1	3	1	1	4	1	2	1	1	1	1	5	4	7	5	1	2	1	1
3	2	3	1	3	1	1	1	4	4	4	3	3	1	1	6	7	7	1	4	3
4	1	1	1	7	5	3	1	1	1	1	7	1	1	5	7	7	7	2	1	1
5	1	7	1	1	1	1	7	7	7	7	1	1	1	1	3	1	1	1	6	3
6	7	1	2	6	6	7	1	1	1	1	7	6	6	6	6	7	7	1	1	3
7	7	1	5	6	1	3	1	1	1	1	1	1	1	4	6	7	1	4	6	2
8	7	1	7	7	7	6	5	7	1	1	3	6	3	1	3	3	6	1	6	2
9	3	1	1	5	1	5	1	1	1	1	5	1	1	5	7	7	1	4	1	1
10	7	1	1	1	1	7	1	3	1	1	1	1	1	3	7	7	7	5	1	6
11	4	7	5	6	7	4	7	6	7	7	6	7	5	7	1	1	3	5	7	4
12	1	1	2	2	2	1	1	1	1	1	7	2	3	1	6	6	6	2	3	4
13	1	7	1	1	1	1	7	3	7	7	1	1	7	1	1	1	1	3	7	5
14	5	7	1	1	1	5	7	5	7	7	1	6	7	4	1	1	1	3	7	6
15	1	7	1	1	1	1	7	1	7	7	6	7	7	4	5	1	1	7	1	1
16	1	7	2	2	7	1	7	5	7	7	7	7	1	7	2	1	7	6	7	2
17	7	1	7	6	6	6	7	1	2	1	1	7	2	5	3	6	7	7	1	7
18	1	7	1	7	1	1	7	5	7	7	3	7	5	7	4	1	7	3	7	2
19	7	1	3	5	7	7	1	2	1	1	7	1	3	7	3	7	7	7	1	3
20	2	1	6	6	1	1	1	5	1	1	1	1	7	1	7	5	1	1	7	7

TABLE 67

Case P.: Matrix of Ratings

CONSTRUCT	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	6	1	1	5	2	2	6	1	6	7	5	3	5	3	1	2	2	6	5
2	2	1	7	7	3	3	6	7	6	1	5	1	6	1	5	7	3	3	1	2
3	1	1	6	7	3	6	6	7	1	1	3	2	7	1	3	7	1	1	4	6
4	2	2	1	1	5	2	2	7	2	3	7	1	1	1	1	1	1	2	1	1
5	2	1	6	7	3	3	5	7	3	1	6	1	2	1	5	6	2	2	1	1
6	5	1	3	7	2	2	6	6	7	1	3	3	5	1	2	7	3	2	2	2
7	7	7	3	2	6	3	4	1	5	7	1	5	3	7	4	1	6	6	5	3
8	3	1	4	6	3	5	6	4	6	1	4	2	3	1	4	6	3	2	1	2
9	7	6	1	4	3	4	3	5	7	4	4	5	6	4	3	5	3	4	3	5
10	1	7	5	5	6	6	6	5	5	7	6	7	1	7	6	1	6	6	7	6
11	6	6	7	7	4	6	6	1	3	6	2	7	7	7	6	7	6	6	7	7
12	6	6	2	1	4	2	2	1	7	5	3	5	1	7	5	1	7	6	3	2
13	5	2	4	5	3	5	5	4	6	2	4	3	6	1	7	6	4	3	2	2
14	4	1	4	4	5	5	4	4	3	7	4	5	5	1	3	4	3	3	6	6
15	6	7	1	1	5	1	1	4	3	7	5	5	1	7	2	3	2	6	6	5
16	3	1	5	7	3	3	5	5	6	1	5	3	4	1	3	5	1	2	4	4
17	6	6	4	4	3	5	5	4	7	6	5	3	3	1	5	4	5	6	2	2
18	3	1	5	7	2	2	2	6	4	1	2	1	7	1	1	7	2	1	1	1
19	3	5	2	1	5	3	2	2	1	6	5	5	1	7	6	1	3	6	5	5
20	5	2	6	7	3	2	7	6	7	2	4	3	4	2	3	6	5	3	3	3

TABLE 68

Case G.: Matrix of Ratings

CONSTRUCT	E E E E E E E E E									E E E E E E E E E										
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	1	5	2	5	2	3	5	2	2	3	2	6	1	1	5	6	2	2	3
2	2	1	3	2	3	3	2	3	3	2	7	6	7	1	1	5	7	2	2	2
3	4	4	3	2	6	3	2	4	2	3	5	3	7	2	1	6	5	2	2	3
4	5	6	5	5	5	5	5	1	5	5	2	3	2	6	7	2	1	5	5	5
5	4	4	5	5	3	5	5	1	5	5	2	3	4	5	6	2	1	5	5	5
6	5	5	2	5	2	5	3	3	5	5	4	6	2	5	5	7	7	5	5	3
7	5	5	4	5	4	4	5	7	5	5	6	6	3	4	5	2	1	5	5	4
8	2	2	7	1	7	2	3	6	2	2	2	2	5	3	3	1	1	2	2	5
9	1	1	1	5	1	2	2	5	3	2	5	2	2	1	2	5	6	1	1	1
10	1	1	2	2	2	2	2	5	2	1	5	2	5	1	1	6	7	2	2	2
11	7	7	6	5	2	5	6	1	5	7	1	5	6	4	4	1	1	4	4	6
12	4	4	6	3	6	3	6	5	4	6	6	2	5	2	2	7	7	2	2	3
13	1	1	3	5	2	3	2	6	1	3	7	5	7	1	1	7	7	1	1	2
14	4	3	5	5	6	3	5	7	4	6	7	3	5	2	2	6	7	2	2	4
15	1	1	1	1	1	7	1	7	1	7	7	7	7	7	1	7	7	7	7	1
16	1	1	1	1	1	1	1	7	1	1	7	3	3	1	1	7	7	1	1	3
17	4	4	2	3	3	2	2	5	4	2	6	2	3	2	2	7	7	2	2	2
18	2	2	2	2	2	2	2	5	2	2	6	2	5	1	1	6	7	2	2	2
19	6	7	6	6	6	6	6	6	6	6	6	6	6	6	5	2	6	6	6	6
20	2	1	5	2	3	2	3	3	2	2	1	2	6	1	1	3	3	2	2	6

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VITA AUCTORIS

Marcia N. Gragg was born on January 3, 1956 in Windsor, Ontario. In June, 1973 she graduated from Georgetown District High School, Georgetown, Ontario. In September, 1974 she enrolled at the University of Ottawa. She graduated with the Bachelor of Arts degree in Psychology in June, 1978. Since September, 1978 she has been a graduate student in clinical psychology at the University of Windsor.