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THE SCHOOL COUNSELOR'S ROLE AND ITS COMPONENTS
AS VIEWED BY MEMBERS OF THE ROLE-SET:
MISPERCEPTION OR CONGRUENCE?

By

Boyce Courtney Williams

A DISSERTATION

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ABSTRACT

THE SCHOOL COUNSELOR'S ROLE AND ITS COMPONENTS
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The major purpose of this study was two fold:

(1) to note any discrepancies between the actual functions of East Lansing's counselors and the counselor's functions as perceived by counselors, administrators, teacher consultants, and teachers; and (2) to generate information about counselor functions from counselors, administrators, teachers, and teacher consultants.

Of secondary interest were the perceptions of counselors, teachers, administrators, and teacher consultants of the perceived counselor competency level as well as the utilization of the perceived level of competencies among the groups.

For this study, the general population consisted of all counselors, administrators, and teacher consultants who worked in a building where a counselor was present. A random sample of teachers, each from an identified building, was also included in the final sample. The sample included 34 respondents.

One instrument was used in this study to provide the necessary data, Measurement of Counselor Competencies, by

C. 117 949

Robert Percival. This instrument was designed to assess counselor competencies necessary for the adequate performance of roles and functions. This instrument, along with a supportive cover letter from the Superintendent, was sent to each of the persons who were included in the sample.

The Multi-Variate Analysis of Variance (MANOVA) was used to test the two hypotheses. Each hypothesis was tested for significance at the .05 critical level. In addition the Univariate F-test, one way ANOVA techniques and descriptive statistics were used to provide answers to subsequent questions related to the study. The ANOVA techniques tested for significant differences between positions on the various subscales used in this study. The .0125 level of significance was used to analyze the results of the ANOVA procedures. For the relationships that indicated a significant difference, the Scheffe post hoc comparison technique was conducted to localize the area of significance.

The results of this study can be summarized in the following manner:

1. There is a significant difference between counselors, administrators, teachers, and teacher consultants in their perceptions of the competencies of counselors.
2. Administrators, teachers, teacher consultants, and counselors do differ significantly in their perception of the frequency of the utilization of counselor competencies.

More than a woman, she was my
dearest friend. She was always there
when no one else was around, and always
giving of her total self.

She never laughed at me when I
made mistakes, for when I was hurting,
she was hurting. She always stood beside
me, never in front or behind me. She was
as strong as an oak tree, yet as gentle
as a morning rainfall and as beautiful as
a sunset; everlasting beauty that will
never perish. And how truly and wisely it
has been said, "God gave us memory so that
we might have roses in December."

C. S. Medina

DEDICATION

To my mother, Roena Courtney Williams
(1921-1977) whose undying love, continued support,
encouragement and words:

"When I must leave you for a little while,
Please do not grieve and shed wild tears
and hug your sorrow to you through the years,
But start out bravely with a gallant smile;
And for MY sake and in MY name
Live on and do all things the same, . . ."

H. S. R.

made it all possible.

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CHAPTER I

INTRODUCTION

The 1970's have seen the counseling profession facing an increasing amount of pressure from the communities serviced in order to prove its accountability and credibility. This pressure is seen by a lack of support for programs and impingement by other professional groups. Counselors are being held more accountable for services they deliver every day. With the move toward increased accountability, the need for clarification of the different activities which counselors perform in meeting pupil needs are critical. As long as there is an apparent overlap among counseling service delivery systems, counselors will continue to lack an understanding of their role, duties, or expectations, as well as conflicting views of the profession.

Educators have pointed out the importance of focusing on what counselors should be trained to do (Sprinthall and Erickson, 1973). For the most part, graduate training programs have been criticized as being ill-defined and lacking in any formalized structure. For example, Sprinthall and Erickson (1973) reported the difficulty in finding a particular rationale for the courses offered. In addition, their findings reported a lack of assessing the impact of

the training experience; and a lack of internal reliability and validity to the curriculum sequence.

Brammer and Springer (1971) concurred with this concept. They stated that there is a strong need to determine what competencies (skills) counselors need in order to perform their roles effectively. The role needed by counselors must be accompanied by the skills needed to perform the job effectively. However, lack of clarity in role and responsibility of the counselor, many times reflects a lack of clarity in the skills of the counselor. The major intent of this paper is to examine the counselor (focal person) role and its components as viewed by teachers, teacher consultants, and administrators (role-set). The isolation of any misperceptions or congruencies in this examination should provide members of the role-set with a basis for establishing efficient and effective service. In order to examine these variables, perceptions of the focal person's skills and their frequency of occurrence, as viewed by the focal person and the role-set, will be identified.

Related Research

"The April 1963 issue of the Review of Educational Research, stated that the counselor's role and function was the most frequently researched area in the field of guidance and counseling" (Dietz, 1972). For example, Schmidt (1959), Daldrup (1962), Ashcroft (1966), and Campbell (1967) have all studied extensively counselor role and functions by examining counselor activities.

Many authors have reviewed the field of guidance and counseling literature, highlighting great variability in how counselors are professionally prepared, and how they perform on the job. McCully (1962), in a review of the literature on role and function in guidance and counseling, found no consensus in identifying the essential and primary services offered by counselors as a professional group:

Now what about the counselor's role . . . what do school counselors find themselves doing on the job? The studies and surveys reviewed . . . reveal that different counselors do different things to a notable degree; that in the aggregate they do a plethora of things, many of which involve clerical and administrative work; and what they seem to be doing least generally is counseling (p. 684).

Barry and Wolf (1963), stated that there are no issues more pressing on the field of guidance and counseling than those focusing on counselor roles and functions. They state that though questions dealing with what a counselor should do are not new, added responsibilities and multiple roles tend to complicate what the counselor can actually do. They further state that:

. . . even within the confines of a single institution, administrators, faculty members, parents, and students may all have different views of the guidance-personnel workers -- views that in no way coincide with that worker's conception of his own role (p. 127).

At some point in time, counselors must ask themselves what services they feel they can best perform. Thorough research and discussion among counselors is probably the

only way a clearer definition of the counselor's role and function will ever become real.

To meet the apparent confusion in counselor role and function, Lortie (1965) suggested a strategy for counselors, as well as a blueprint for professionalization. He stated:

The continued development of counseling services is, in my opinion, crucial in the construction of a more specialized, rational order in the public schools -- a kind of order which will be more and more necessary in the years ahead. The issues involved in refining counseling activities are too critical to set aside: of the questions pressing for scrutiny, few are more urgent than the professionalization of school counseling (pp. 3-4).

In the middle 1950's, role and function guidance research studies began to receive a great deal of emphasis. With this development, a number of writings surfaced. This present investigation of role and function of counselors in East Lansing should have implications for developing a consistent role definition of counselors among themselves, administrators, faculty members, students, and the public.

Although as a primary working concept counselor role and function is of recent origin, the tasks of the counselor were given secondary and cursory attention for many years . . . with the advent of great social and industrial changes in the late eighteenth and early nineteenth centuries, guidance and counseling were formalized into statements of goals and functions . . . of the federal government, influence of professional associations, and counselor educators stimulated research into counselor role and function. Role and function of counselors is a concept that continues to be evolutionary in nature (Campbell, 1967, p. 11).

The concept of counselor role and function evolved through a planned stage in which the opinions of the

individuals and the statements of professional associations and governmental agencies were formulated. Research on counselor role and function was a recent development in the evolution of the guidance and counseling movement.

In a study to determine those responsibilities and functions which Missouri counselors believed their position should entail, Tennyson (1956) drew the following conclusions:

1. Counselors were not completely satisfied with their jobs, as they carried out their functions.
2. Counselors did not have sufficient time to perform their desired job; they spent quite a bit of time performing teaching tasks and doing academic advising.
3. Counselors perceived their jobs as being problem-oriented.
4. Counselor training did not affect the kind of activities counselors performed.
5. Counselors' job perceptions showed great variability existing in both the time spent on guidance functions and how time should be spent.

In 1962, Daldrup conducted a follow-up study to Tennyson's (1956) study of Missouri counselors. In his study, the following conclusions were reached:

1. There is still a great deal of discrepancy between what counselors actually do and what they feel they should be doing.
2. The perceptions of what a counselor's job function should be has been consistent from 1956 to 1962.
3. The facilities and resources which counselors now have at their disposal are generally satisfactory, but the counselor could probably be more effective on the job if he had more clerical assistance and more adequate referral services (Daldrup, 1962, p. 2370).

In looking at the Missouri counselor research of Tennyson (1956) and Daldrup (1962), it appears as though what counselors felt they were doing was not in agreement with what they felt they should be doing. This was the perception in 1956 and it did not change in the 1962 study.

In 1959, Schmidt developed a Q-sort of counselor roles, with the assistance of the functions that Tennyson (1956) developed. Using the Q-sort technique, he identified and compared concepts of the actual and ideal roles of secondary school counselors as perceived by the counselors and secondary school principals. Results from Schmidt's (1959) study showed that:

1. Counselors and principals perceive a positive relationship between the actual and ideal roles of the counselors.
2. The relationship between the counselors' and principals' perceptions of the counselor's actual role is on the average, positive, but limited.
3. The relationship between the counselors' and principals' perception of the counselor's ideal role is on the average, positive, but limited (pp. 3635-3636).

Overall, the results suggest that counselors actually and ideally tend to consider vocational and educational counseling, personal and social counseling, interpreting test results, and interviewing teacher-referred students to be their major responsibilities. Principals actually and ideally tend to consider vocational and educational counseling, personal and social counseling, interpreting test results, maintaining occupational and educational information,

and identifying exceptional students as major responsibilities of counselors.

Frederick (1961), in a study of thirty-one Missouri secondary school counselors, teachers and principals, identified and compared the concepts of the actual and ideal roles of the secondary school counselors as perceived by the above named groups. Frederick (1961) found:

1. Secondary school counselors, teachers, and principals perceive the present counselor function to be represented by counseling students on vocational and educational planning, interpreting test results and personal and social counseling.
2. The ideal role of secondary school counselors is perceived by counselors, teachers, and principals to include educational and vocational counseling, personal and social counseling and test interpretation (pp. 2684-2685).

Lund (1962), using a Q-sort technique, compared and analyzed the perceptions of the ideal counselor role as held by teachers, principals and counselors of Minnesota schools. In this study, Lund looked at the group's overall perceptions of counselor role and function. In summary, he found the following:

1. The correlation between counselors and counselor educators, principals and counselor educators, teachers and counselor educators in perception of counselor-role was significant at the .01 level.
2. In 82.5 percent of the schools in Minnesota, the counselors were found to be in closer agreement with the principal than with the teachers.

Overall, counselor educators, counselors, principals, and teachers tended to agree on which counselor activities

and functions were most favorable and which were most unfavorable. The four groups were almost in complete agreement that the three most appropriate functions were:

1. to counsel students on vocational and educational planning;
2. to counsel students with personal and social problems; and
3. to interview students referred by teachers.

The four groups were in complete agreement that the three most inappropriate counselor functions were to periodically take the classes of absent teachers, to carry on the work of the principal in his absence, and to record absences and tardies (Lund, 1962, p. 1481).

Bedi (1962), in looking at the role of the high school counselors as perceived by high school seniors, parents, teachers, administrators, and counselors, found that all the participants were in general agreement about the most important and least important aspect of the counselor role images. Finally, all the participants perceived the counselor role images to be multi-dimensional. Administrators did, however, view the role of the counselor as being more complex than other groups viewed them.

In assessing the above studies, it becomes apparent that the role and function of the counselor is a highly varied one. While teachers and administrators tend to agree on what kinds of activities counselors should engage in, the counseling profession still seems to be void of any

clear, succinct definition of the role and function of the counselor. Dunlop (1964), in a study of perceived counselor tasks, found that parents and students supported counselor performance of administrative-clerical tasks. This task was rejected by counselors and counselor educators. Dunlop (1964) also found that teachers and administrators supported counselor performance of teacher-like behaviors, whenever counselors did not. Further, parents and students expected counselors to be advice-givers. All groups rejected the appropriateness of the counselor functioning as a disciplinarian.

Ashcroft (1966) conducted a study to determine the correlation between actual counselor working conditions, duties and responsibilities as compared to those proposed by the American School Counselor Association's statement of policy. The data concluded that only 36 percent of the schools have a written policy concerning the specific duties of the counselor. The main difficulties experienced in counseling, as seen by the Ashcroft (1966) study included:

1. Lack of a guidance philosophy common to the entire system.
2. Lack of written policies concerning the specific duties of the counselor.
3. Assignment of duties not related to guidance and counseling.
4. Responsibility for large amounts of clerical duties.

5. Inadequate means of informing students of educational and vocational information.

Dietz (1972) further stated that individuals in the counselor's school environment, such as administrators and teachers, have a direct effect upon the counselor and his activities. Many counselor educators have heard counselors state, in class, that without the actions of the principal and teachers, they would be able to better accomplish certain tasks and experience fewer frustrations (Payne, 1965).

Herr (1969) conducted a study of 113 counselor supervisors from 37 states. The study concluded that there remains fundamental discrepancies between what the school counselor "ought to be about" and what "he is about." It was found that this was particularly clear in the areas of group processes of guidance and counseling, research and evaluation, interpretation of data about students for use in curriculum design, and parental understanding of their children and the school. The study further concluded that there is substantial disagreement among supervisors as to whether counselors work cooperatively with other professionals in various instructional dimensions of the school.

While this study was not limited only to an analysis of the perceptions of state guidance supervisors, it was

relative to the appropriateness of an array of counselor functions and the actual performance of these functions by counselors - to discrepancies between reality and recommendations - it could be stated that administrative decisions, lack of time, lack of facilities, lack of manpower, lack of fiscal

support . . . each mitigate against the counselor functioning in certain recommended ways (Herr, 1969, p. 256).

Background and Purpose of the Study

In 1978, the East Lansing School Board decided to take a look at the district's counseling program. One of the issues raised by the Board was the need for guidance services on the secondary level. Some of the questions were: If counseling and guidance are seen as a positive and viable means of educating our youth, how could the district effectively utilize the guidance and counseling services? More specifically, how could the practicing counselors best organize their time to make the most effective use of their skills? While the need for guidance and counseling has been receiving increasing support, no such general agreement exists as to the nature of the counselor's role in a public school. The typical program of counselor preparation exposes the prospective counselor to the varied guidance services and seeks to enlarge the counselor's understanding of numerous guidance tools and techniques. Most of these techniques are student-centered and relate to the counselor's responsibility in facilitating self-direction. However, in the actual public school work setting, the counselor is faced with any number of duties that he may consider only remotely related to his position.

In the spring of 1978, the Superintendent of the East Lansing Schools called a two-day workshop with representation from all levels: professional teaching and counseling

staff, East Lansing School Board, K-12 administrators, parents of students, and students. Under the guidance of trained group leaders from Michigan State University, the participants worked intensively and extensively to list concerns of the current counseling programs and intervention strategies that could effectively address the stated concerns. Parents of students attending East Lansing Public Schools were randomly selected. From a list of concerns, parents ranked their perceptions of the effectiveness of the current counseling program. The criteria used was a general consensus of all present at the two-day workshop. After the criteria was listed, a random sampling of East Lansing Public School parents, teachers, and students were asked to respond to a Likert type scale ranging from Strongly Agree to No Opinion. The results from both the workshop participants and the parent responses reflected the need for a more defined counseling structure. They selected the following items from the list: a basic clear-cut philosophy; more personal counseling; additional counselors on the elementary level; continuous communication between parents and counselors and between community and school; and a clear definition of the counselor's role, culminating in outreach efforts for action-oriented involvement among persons from special populations. (See Appendix A)

The list is endless; however, the workshop provided no feedback that reflected the perceived level of competencies/strengths of East Lansing counselors. It was stated that the

recommendation from this workshop body would be highly considered for action by the Board for the school year 1979-80. The results focused on (a) the lack of counseling service in seven elementary schools; (b) counselors not being seen as student advocates; (c) the lack of communication among counselors; (d) the lack of a counseling philosophy and role definition; (e) counseling services in K-12 not being coordinated; (f) counselors not being accessible when needed; (g) the lack of career, personal-social, and academic counseling, etc. The author approached the Superintendent to see if they could work together, yet independently, to gather necessary information that would help in assessing the overall counseling program and finally make a recommendation to the Board based on both negative and positive input from all sources. The Superintendent agreed. At this point, the author undertook the task of evaluating the perceived activity level of East Lansing school counselors.

The purpose of this study is two-fold. The first purpose is to note any discrepancies between the actual functions of East Lansing counselors and the counselor's functions as perceived by counselors, administrators, teacher consultants, and teachers. Secondly, it is the purpose of this study to generate information about counselor functions from counselors, administrators, teacher consultants, and teachers which will enhance the clarification and reorganization of East Lansing Public Schools in regard to their (counselor's) role, function, and professional development.

Theoretical Framework

Katz and Kahn (1978) have introduced the concept of role episode which sequences the activities of role-taking. They purport that role expectations and the sent role constitute the motivations, cognitions, and behaviors of people in the role-set. In the context of this study, the role-set is primarily made up of administrators, teachers, teacher consultants, and counselors. The role episode sequence is completed with the recognition of the perceived role and the role behavior of the focal person (in this study reference is made to counselors). Role prescriptions can be communicated to the focal person through his own perceptions, through members of the role-set or through the mechanisms of training programs. (See Appendix F)

The hypotheses that will be tested in this study will show elements of where the role episode is weak or strong in relation to the immediate role-set in which counselors function. Counselors themselves, as well as the other members of the role-set (administrators, teachers, and teacher consultants), have perceptions concerning whether particular competencies are sufficient or insufficient to be effective, which positively or negatively affect the counselor.

Results from this study will be very beneficial to persons in counseling service delivery positions. It must be clear to them and to those who are responsible for making decisions about delivery, that the role, the different activities counselors perform in meeting pupil needs and specific

functions of counselors must be generalized to the clientele that is being serviced.

The role of the manager is to direct, advise, and to coordinate as perceived by Campbell, et. al. (1970). According to their definition a school counselor may be seen as a manager or a supervisor. The counselor is responsible for management delivery of counseling services to students, parents, and teachers. Campbell, et. al. (1970) state that the effective managerial behavior develops out of complex interactions between managers' (counselors') personal traits, demands placed upon them by different job situations and the educational feedback and reward systems developed by their organizations's policies and practices.

Therefore, the effective counselor would likely be one who has developed an effective manner of managing the interaction between his own personality make-up, his job requirements and responses received concerning his performance. Basically, counselor effectiveness may be defined as being where one is supposed to be and doing what one is supposed to do. However, the system being addressed in this paper is the public school. The public school exists for public education; therefore, there are any number of groups (community, board administrators, and counselors) who may provide input into the counselor's role and function, thereby affecting the counselor's effectiveness.

Assumptions of the Study

For purposes of this study the following assumptions were made:

1. The questionnaire was inclusive enough in scope to assess the current status of guidance and counseling in East Lansing.
2. Counselors and other respondents were motivated to respond to the questionnaire in a professional manner.

Limitations of the Study

The limitations recognized in this study were as follows:

1. The population sampled was confined to the East Lansing Public School system. Thus, the findings may be applicable to only that population.
2. The questionnaire method of obtaining data was subject to the frame of reference of each respondent.

Generalizability of the Study

Because of the use of standardized instruments, the results of this study can be generalized to other populations only to the extent that other populations have similar characteristics to those of the population used in the experiment and only in relation to the specific presentations used. This generalization aspect of the study is in agreement with commonly accepted research principles.

Definition of Terms

In pursuing the role and function of counselors, these term definitions were used:

1. Areas of Counseling - Those identified by Robert Percival in the Competency-Measurement Instrument for Evaluating School Counselors:
 - a. Counseling - role, rapport, evaluation of interaction, provision of information, growth, recognition of limitations, formulation of method, understanding behavior, dynamics, play, ethics, theories, responsibility.
 - b. Consultation - rapport, orientation, organization, confidentiality, facilitation of communication, maintenance of communication, interpretation, consultation, program interpretation, integration, assistance, parents.
 - c. Coordination - preparation of information, understanding school, interpretation, coordination, identification, curriculum material.
 - d. Organization and Evaluation - needs, supervision, evaluation, development, planning, implementation.
2. Competencies - identifiable skills necessary for the counselor to perform expected duties.
3. Competency Skills - specific performance areas necessary to determine competencies.
4. Counseling Delivery System - the structure through which counselors, teachers, and administrators

devise communication and operational networks to approach client problems and needs.

5. Counselor - certified, professional counselors. These persons possess master's degrees or the equivalent in pupil personnel services.
6. Frequency - how often one utilizes a competency.
7. Function - refers to methods used by counselors in helping students and adults, and in performing other related tasks.
8. Performance - the counselor's demonstration of his competencies in performing his expected role and duties.
9. Role is a social position characterized by personal qualities and activities or responsibilities of counselors which are normatively evaluated to some degree by those in the situation and by others (Gould and Kolb, 1964, p. 609).
10. Respondents - those guidance and counseling professionals who have completed and returned the competency-measurement instrument.
11. Responsibilities are the tasks or expectations of role accomplishment within the school setting to which counselors have been assigned.

Hypotheses

The following hypotheses will be tested in this study:

Hypothesis 1: There is no significant difference between counselors, administrators, teachers, and

teacher consultants in their perceptions of the functions of counselors.

Hypothesis 2: Administrators, teachers, teacher consultants, and counselors do not differ significantly in their perception of the frequency of the utilization of counselor functions.

Summary

This chapter has covered a review of the literature, the background and purposes of the research, and hypotheses to be tested. Particular terms used are defined, and basic assumptions held are listed.

There has been increasing concern within the profession of counseling over the need to improve counselor and counseling effectiveness. A number of programs have pointed out the importance of identifying what counselors should be trained to do. Others suggested that counselor education must re-examine its own structure, functions, purposes, goals, relationships, and practices.

It must be noted, before we can assume that the above factors limit counselor involvement with recommended function, one has to assume that the counselor is trained to perform the functions recommended, by Boards of Education and State Supervisors, etc. In other words, the association between what is appropriate for the counselor to do, what the counselor actually does, and what he is prepared to do should be a collective, solid effort. If there does not exist a strong relationship between all three interrelated dimensions,

then the development of basic and much needed improvement of the guidance program is cast in doubt.

In retrospect the studies conclude that indecision and disagreement of perceptions of counselor functions are appropriate but that the range of perceptions relative to particular counselor functions tends to be greater.

Research on role and function of the counselor indicated that consensus has not been attained within the counselor group nor among other interested groups about what counselors should be doing. Research also indicates that there is a diversity of performance presently found in the guidance movement.

Subsequent chapters will deal with the following major concerns:

Chapter II - Procedures and Methodology

Chapter III - Analysis of Data

Chapter IV - Summary and Recommendations

CHAPTER II

STUDY DESIGNS AND PROCEDURES

The primary purpose of this study was to analyze the role and frequency of utilization of counselor competencies, as perceived and reported by counselors and other selected staff members of the East Lansing Public Schools.

Description of Population

The population of interest for this study consisted of counselors, administrators, teachers, and teacher consultants in the East Lansing Public Schools, where elementary, middle, and secondary level certified counselors were present (N = 42).

All certified counselors in the East Lansing Public Schools were included in the target population (N = 12). In this system, building administrators serve as direct supervisors to the certified counselors. The administrators' perceptions of the counselors' roles and functions are generated by the daily observance and contact with the counselors. In addition, these evaluative performance measures for the counselors' perceptions are used. Therefore, all building administrators who served as counselor supervisors were included in this study (N = 10).

As part of counseling service delivery, certified counselors are responsible for: facilitating communication

between student and faculty, interpreting the teachers' approach to student learning and social-emotional needs, and providing assistance to teachers in the integration of appropriate individual- and group-counseling procedures in the regular classroom. Therefore, teachers were also selected for inclusion in this study (N = 16).

Teacher consultants are those teachers ultimately responsible for the learning program of students who have been designated as "learning disabled." These students receive special education services from the teacher consultants on an individual basis, but the students are also mainstreamed into the existing classroom learning environment. The teacher consultant's individual contact time with a special education student is greater than that of a regular classroom teacher. It is the ultimate goal of the Special Education Program that, through counseling with parents and students, coordinating efforts among groups, consulting with other significant parties, and on-going monitoring and evaluating of student services, these students will eventually return to the regular classroom. Considering the unique role of the teacher consultant in counseling and teaching service delivery, it became apparent that teacher consultants should be included in this study (N = 4).

Sample

The sample for this study included all certified counselors employed by the East Lansing Schools who responded to the instrument. It also included all administrators, teacher consultants, and a selected group of teachers in those schools where a certified counselor was also employed. There was a resulting total sample size of 34 persons: 10 counselors, 9 administrators, 11 teachers, and 4 teacher consultants. Table 2.1 provides a display of the actual sample breakdown by respondent population and level. Of the total sample, 21 were male and 13 were female. Table 2.2 shows the age distribution of the respondents.

On the high school level, there were 4 administrators, of which 3 responded. Of those who responded, 2 were male and 1 was female. They were between the ages of 31-55, and they all possessed at least a Master's degree, with 1 administrator holding a Ph.D.

There was 1 teacher consultant who serviced the high school and also responded to the questionnaire. She was between the age of 31-35 and possessed a Master's degree. Using the Random Numbers Table, 5 teachers were selected from a professional staff of 96 persons at the East Lansing High School. Of the 5 selected, 3 responded to the questionnaire. Two of the teacher respondents were male and 1 was female.

There were 7 certified counselors on the high school level, and 5 of those counselors responded to the instrument.

Distribution of Respondent Sample by Level and Position

Table 2.1. Sample distribution by level and position.

	<u>Elem.</u>	<u>Middle</u>	<u>H.S.</u>	<u>Total</u>
Counselors	1	4	5	10
Administrators	2	4	3	9
Teachers	2	4	5	11
Teacher Consultants	1	2	1	4

Distribution of Respondent Sample by Age

Table 2.2. Sample distribution by age.

Age	26-30	31-35	36-40	41-45	46-50	51-55	Over 55	Total
N	7	11	4	5	3	2	2	34
%	20	32	12	15	9	6	6	100

Of the 5 who responded, 2 were male and 3 were female. They ranged in age from 31 to over 55. All possessed a Master's degree in counseling. All 4 building administrators on the middle school level responded to the questionnaire; 3 were male and 1 was female. They ranged in age from 26-50. Three of the administrators possessed Master's degrees and 1 possessed a Ph.D.

Of the 6 middle school teachers selected to participate in the study, 4 responded to the questionnaire, 1 male and 3 females. Their ages ranged from 26-45.

Both teacher consultants from the middle schools responded to the questionnaire. One was female and 1 was male, and they were in the 26-35 age range. The 4 middle school counselors responded to the questionnaire. Two were male and 2 were female. The counselors ranged between 26-45 years of age, and they all possessed Master's degrees in counseling.

On the elementary level, there were 2 buildings which shared the services of 1 certified counselor, who was between 26 and 30 years of age and possessed a Master's degree in counseling. Also on the elementary level, both building administrators, 1 male and 1 female, returned the questionnaires. They both possessed Master's degrees.

There were 4 elementary teachers selected to participate in this study, of which 3 responded. Of the respondents, 2 were female and 1 was male. Two of the respondents possessed Master's degrees and 1 possessed a Bachelor's degree. The ages of these respondents ranged from 26-40.

Two teacher consultants serviced both elementary schools, and both returned the questionnaires. One teacher consultant was female and 1 was male, and they were between the ages of 26-55. Both teacher consultants possessed a Master's degree.

Instrument

The instrument used in this study is entitled: A Competency-Measurement Instrument for Evaluating School Counselors (See Appendix D). The instrument was developed by Robert Percival in 1974. The State of Texas, under the requirements of the Texas Education Agency, was expected to have all teacher education programs competency-based. With the advent of competency-based training came a necessity to do new research in measuring counselor performance as well. "To keep pace with this need for evaluation, all identifiable competencies in the future must be measurable" (Ryans, 1967). To implement these requirements in the field of counseling, Percival's study prepared an instrument for measuring counselor competencies.

Those who demonstrate these competencies identified by this instrument as essential to effective counseling can greatly improve school guidance programs and be accountable for their results (Houston, 1972).

The study, A Measurement of Counselor Competencies, develops the first instrument designed to accompany the concept of competency basing in counselor training.

Step 1 - The process began with a composite list of some 1656 competencies and subordinate

skills enumerated by the universities (three) and the Texas Education Agency, pioneering the concept of performance-based counselor training. A total of 685 competencies were identified by the University of Maryland's competency-based counselor training program.

The Texas Education Agency's publication, "The School Counselor" was used in determining essential competencies needed by counselors. The Agency outlined four broad areas of competencies: planning, organization, evaluation counseling, consultation, and coordination. Twenty competencies and 84 skills were identified in these four areas. The paper also suggested personal qualities the counselor should possess for maximum effectiveness (Percival, 1974).

The East Texas State University's model identified fourteen areas of competency and the North Texas State University's model offered 571 competencies in ten broad areas of counselor function.

Step 2 - A select committee of eight practicing public school counselors - screened, refined, and combined the competencies until the list numbered 192 (Percival, 1974).

Step 3 - The criteria for including the competency in the instrument had to be determined. The instrument itself also had to meet the criteria which follow:

- a. It must be valid; experts in the field should agree on its significance.
- b. It must be multi-level; its application must be possible on all levels of counselor assignment from elementary through high school.
- c. It must be easily administered.
- d. It must have diagnostic value.
- e. It must be of general nature.
- f. It must be applicable and usable.

- g. It must be short enough to maintain interest and yet detailed enough to cover the field.
- h. It must be consistent with the areas of guidance as identified by the Texas Education Agency: counseling, coordination, consultation and organization, and evaluation.

Each competency included in the validating instrument had approval of the entire committee.

Step 4 - The competencies included in the instrument had to be validated. The validating experts passed judgments on the 192 competencies submitted to them for review in a preliminary instrument. They reviewed each specific competency on a purely objective basis of its importance to the counselor. Acceptable competencies were rated on a five-point scale, relative to their degree of importance to the counselor. The following is a list of 192 skills categorized for evaluation:

<u>Competency Area</u>	<u>Skills</u>	<u>Sub-Skills</u>
1) Counseling	14	69
2) Consultation	12	48
3) Coordination and	7	48
Evaluation	6	27
	<hr/>	<hr/>
	39	192

* 192 skills for evaluation *

Only those skills which the respondents gave at least a 2.5 point on the average rating on the 5-point scale were included in the finished instrument. Of the 192 items listed and submitted to the respondents, only 12 were rejected. For most of the 12, however, there was a consistent rejection pattern between the three different reviewing groups.

Step 5 - Experts in the field of guidance had to be selected to evaluate the competencies. Step 5 was implemented by selecting guidance experts from different fields within the profession. Selected for their qualifications in guidance and counseling, these validation experts represented ten major Texas universities, twenty Texas Education Agency service centers, and major school districts.

From these 33 sources, 60 representatives were selected to receive preliminaries as it related to the instrument; ten professors specializing in guidance (one from each university), twenty guidance consultants (one from each service center), and thirty practicing public school counselors (ten from each district). This considerable number of representatives from the three major sources of counseling expertise within the state were chosen to assure that the competencies finally selected and validated would represent those of the most relevant and practical nature.

Step 6 - The method used in reporting the findings was graphic as well as arithmetic averages.

In respect to the twelve items that were rejected from the 192 competencies originally listed, the analysis of variance was applied to these twelve items to determine whether there was any significant difference in the ratings of the three respondent groups. Only two of the twelve items were significantly different at the .01 level. This evidence supported the contention that all respondents were consistent in evaluating competencies.

Along with the finished instrument, the study reports the average rating of each item, both by each professional category and by all the experts combined. Then, categorizing the competencies into the areas of counseling, consultation, coordination, organization and evaluation, the study represents a graphic analysis showing the score averages in these four skill areas as rated by the three professions among the validating experts. These profiles show the relative validity of each sub-skill in the four performance areas. The flexible instrument derived from these ratings may be used by individual counselors for self-analysis by entire organizations for assessment and comparisons, or by other kinds of groups for various specialized purposes. Geared especially to competency-based training, the instrument should help counselor educators meet future needs more effectively (Percival, 1974).

On the respective instrument, there were four subscales and four areas of responses. The four subscales, as listed

by the Texas Education Agency, were: 1) counseling, 2) consultation, 3) coordination, and 4) organization and evaluation (See Chapter I for definition of terms). The four areas of responses included: 1) competency level, 2) interest level, 3) frequency level, and 4) demand level. In this study, only two of the four areas of responses, competency, and frequency were used.

Because of the newness of the instrument, there are no known reliability coefficients resulting from the use of this instrument.

Reliability

The method of rational equivalence (Kuder-Richardson formula) was used to test the internal consistency of the instrument used in this study. The Kuder-Richardson test was used to identify the internal consistency of this test through an analysis of the individual test items.

The following estimates of reliability for the use of the instrument with the East Lansing sample were formed:

	<u>Competency</u>	<u>Frequency</u>
Counseling	.91	.95
Coordination	.93	.92
Consultation	.95	.93
Organization and Evaluation	.94	.87

The above coefficients were obtained on the four scales for the levels of competency and frequency.

Administration and Scoring of the Instrument

1. Permission was obtained from each of the respective authors of the instrument (See Appendix B).
2. Because of expressed concern in the East Lansing Guidance and Counseling Program, the Superintendent of the East Lansing Public School System was asked to draft a letter to all district-wide counselors and administrators, asking them to complete the questionnaire and return it to his office within the next two weeks (See Appendix D).
3. After gaining permission from the Special Services director, teacher consultants assigned to buildings with counselors and performing counseling service functions, were also asked to fill out the questionnaire.
4. Along with the cover letter from the Superintendent, the instrument was mailed to all persons who were listed in the sample. The instrument was scored by obtaining the average score for each competency on the frequency and competency level.
5. The rating scale required respondents to rate each competency on a scale of 1 to 5, with 1 being a low score and 5 a high score.

Operational Definitions

Below are listed the operational definitions of terms that were used in this study.

1. Competency in Counseling - the mean score generated for each of the four groups' responses, on a scale of 1 to 5, to questions A through M in the column coded A. Responses to the questions by each group provided the following group means for counseling competency:

Counselors - 4.32
Teachers - 4.13
Administrators - 4.19
Teacher Consultants - 3.76

2. Frequency in Counseling - the mean score generated for each of the four groups' responses, on a scale of 1 to 5, to questions A through M in the column coded C. The following group means were obtained for frequency in counseling for each of the four groups:

Counselors - 2.63
Teachers - 3.33
Administrators - 3.32
Teacher Consultants - 3.36

3. Competency in Coordination - the mean score generated for each of the four groups' responses, on a scale of 1 to 5, to questions A through G in the column coded A. Responses to the questions by each group provided the following group means for coordination competency:

Counselors - 4.17
Teachers - 3.27
Administrators - 3.99
Teacher Consultants - 2.94

4. Frequency in Coordination - the mean score generated for each of the four groups' responses, on a scale of 1 to 5, to questions A through G in the column coded C. The following group means were obtained for frequency in coordination for each of the four groups:

Counselors - 2.09
Teachers - 2.19
Administrators - 2.94
Teacher Consultants - 2.62

5. Competency in Consultation - the mean score generated for each of the four groups'

responses, on a scale of 1 to 5, to questions A through I in the column coded A. Responses to the questions by each group provided the following group means for consultation competency:

Counselor - 4.32
 Teachers - 3.73
 Administrators - 4.19
 Teacher Consultants - 3.55

6. Frequency in Consultation - the mean score generated for each of the four groups' responses, on a scale of 1 to 5, to questions A through I in the column coded C. The following group means were obtained for frequency in consultation for each of the four groups:

Counselors - 2.68
 Teachers - 3.49
 Administrators - 3.17
 Teacher Consultants - 3.15

7. Competency in Organization and Evaluation - the mean score generated for each of the four groups' responses on a scale of 1 to 5, to questions A through E in the column coded A. Responses to the questions by each group provided the following group means for organization and evaluation competency:

Counselors - 3.99
 Teachers - 3.36
 Administrators - 3.82
 Teacher Consultants - 3.06

8. Frequency in Organization and Evaluation - the mean score generated for each of the four groups' responses on a scale of 1 to 5, to questions A through E in the column coded C. The following group means were obtained for frequency in organization and evaluation for each of the four groups:

Counselors - 2.12
 Teachers - 2.65
 Administrators - 2.51
 Teacher Consultants - 2.35

Data Analysis

Research Hypotheses

The hypotheses listed below were examined during this study.

- HR₁: There is no significant difference between counselors, administrators, teachers, and teacher consultants in their perception of the competencies of counselors.
- HR₂: There is no significant difference between counselors, administrators, teachers, and teacher consultants in their perception of the frequency of the utilization of counselor competencies.

Tests Used

Because there was more than one dependent variable to examine the research hypotheses in this study, a multivariate analysis of variance was used (MANOVA). The MANOVA test is designed to simultaneously compare differences and means associated with different groups. the MANOVA was used because the data meets the assumptions of this test. The .05 critical level was used to test for significance. Use of the MANOVA tests decreases the probability of obtaining significance by chance, thus limiting the likelihood of a Type 1 error. The MANOVA was selected as the method of data analysis because the study was concerned with determining whether statistically significant differences existed between four groups based upon the group members' scores on the set of dependent variables. The MANOVA requires that individual responses be organized into vectors and that the

analysis be conducted on the vector means instead of the means of individual respondents. It should be noted that because more than two groups were being compared, it was not advisable to use multiple t-tests. The use of multiple t-tests rather than a one-way ANOVA would have increased the chance of making one or more type 1 errors. Additionally, the tests are interrelated and consequently, partially redundant information is gained through repeated tests. After conducting the MANOVA and detecting differences among groups on the various subscales, a One-Way and Post Hoc (Scheffe) was done in order to identify the specific areas where there were significant differences on subscales by position. Additionally, summary statistics were used to further examine characteristics of the study's sample. A discussion of the results can be found in Chapter III.

Summary

This chapter has presented the descriptions of the population, the sample and sample size, the instrument, the administration and scoring of the instrument, operational definitions, and data analyses.

CHAPTER III

ANALYSES AND RESULTS

The purpose of this study was to analyze the competency level and the frequency of utilization of counselor competencies, as perceived and reported by counselors and other selected staff members of the East Lansing Public Schools. The findings presented in this chapter are based on the analysis of data collected from The Competencies Needed for Effective Counseling questionnaire, to which 34 school administrators, teachers, counselors, and teacher consultants responded. This chapter presents the statistical analysis of the data in order to examine the two research hypotheses and subsequent related questions.

The analyses and findings are presented in two parts. Part I offers the analysis of the major research hypotheses, and Part II presents the related discussion of results. Hypotheses 1 and 2 were tested using the multivariate analysis of variance (MANOVA). The .05 level of significance was established as the critical area for accepting or rejecting the null hypothesis.

Additionally, the analysis of related descriptive data is presented. The one-way analysis of variance (ANOVA) was used to analyze the descriptive data, followed by the Multiple

Range Test of Paired Comparisons which was used to isolate the different perceptions as seen by the four groups on the four different subscales. In the case of the ANOVA, the .05 level of significance was established as the critical area for analysis.

Part I

Null Hypothesis 1:

There is no significant difference between counselors, administrators, teachers, and teacher consultants in their perception of the competencies of counselors.

Alternate Hypothesis:

There is a significant difference between counselors, administrators, teachers, and teacher consultants in their perceptions of the competencies of counselors.

The MANOVA test (Wilks Lambda) indicates that there is a significant difference between counselors, administrators, teachers, and teacher consultants in their perceptions of the competencies of counselors. At the .05 level of confidence, and F Value of 2.39 produced an F probability of .012. Consequently, the null hypothesis was rejected in favor of the alternate.

From the results of analysis of data in Hypotheses I, the Univariate-F test was used to further isolate specific subscales where perceived differences occurred. Results from the analysis produced an F probability of .0002, indicating significance for an F value of 9.09 on the coordination competency subscale.

In order to further isolate and pinpoint differences by positions on the four separate subscales, a Multiple Range Test using the Scheffe procedure was employed in order to control for the alpha level. Because one test was done for each of the four variables (or subscales) the .05 critical level was divided by four, thereby setting the alpha level for each subscale at .0125 for critical decision making. This procedure allows for more control in specifying differences in group perceptions of the various competencies. Results of these analyses indicate that only the competency coordination was found to be statistically significant. Table 3.1 indicates that this variable has an F value of 9.069 and a .0002 level of significance.

Other competency subscales were found not to be significant with the following F probabilities: counseling - .2412; consultation - .0413; organization and evaluation - .0484. For these subscales which were not found to be significant, the results have not been included in this study.

In the area of competency coordination the following mean scores were obtained for each group: teacher consultants - 2.94; teacher - 3.27; administrators - 3.99; and counselors - 4.17. The mean scores reflect that there is no significant difference in how teachers and teacher consultants perceive the coordination competencies of counselors in East Lansing. In addition, there is not significant difference in how administrators and counselors perceive the coordination competencies of counselors. However,

Table 3.1 One-Way Analysis of Variance for Coordination Competency by Position.

Source	df	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	7.3061	2.4354	9.096	.0002*
Within Groups	30	8.0323	.2677		
Total	33	15.3384			

*Significant at $p < .0125$

there is a significant difference between teachers and counselors in their perception of coordination competencies in counseling, and also between teacher consultants and counselors. Overall the teachers and teacher consultants differ significantly from administrators and counselors in their perceptions of counselor coordination competencies. Table 3.2 presents a graphic presentation of this analysis.

Null Hypothesis 2:

Administrators, teachers, teacher consultants, and counselors do not differ significantly in their perception of the frequency of the utilization of counselor competencies.

Alternate Hypothesis:

Administrators, teachers, teacher consultants, and counselors do differ significantly in their perception of the frequency of the utilization of counselor competencies.

The MANOVA (Wilks Lambda) indicates that at the .05 level of confidence an F value of 2.19 produced an F probability of .020. The F probability of .020 indicated that there was significance within some of the positions examined in this study. Therefore, the null hypothesis was rejected in favor of the alternate.

Using the Univariate F-test to identify frequency subscales which were significant, the frequency subscale was found to be significant. An F probability of .036 yielded an F value of 3.23 which was significant at the .05 level

Table 3.2 Scheffe Procedure for Comparisons of Groups on the Competency Coordination Subscale.

Group	Teacher Consultants	Teachers	Administrators	Counselors
Mean	2.9405	3.2727	3.9929	4.1714
SD	.4720	.2255	.6583	.6136

on the frequency coordination subscale. A Multiple Range Test using the Scheffe Procedure was employed to determine on which subscale there was difference, or among which groups the perceived differences occurred. As stated earlier in the chapter, in order to specify the exact differences and reject chance as an explanation for identifying significance, the .05 alpha level was divided by the total number of subscales (4). By using this procedure the alpha level for each subscale becomes .0125.

Other frequency subscales were not found to be significant with the following F probabilities: counseling - .1482; consultation - .1752; organization and evaluation - .3347. On the frequency coordination subscale the F probability was .0363. Even though this score is less than the overall critical level of .05, the alpha level for each individual subscale is .0125, therefore one cannot reject chance as an explanation for the significant perceived difference.

Part II

Related Discussion of Results

An examination of group mean scores on the four subscales provide additional insight into the perceptions of the groups. Table 3.3 and 3.4 present the mean scores for each of the groups on the four subscales in the areas of counselor competency and actual utilization of those competencies. Respondents' ratings are based upon a zero to five Likert-type scale. Five indicates high level of agreement, and zero indicates no agreement.

Table 3.3 Cell Means for Perceived Counselor Competencies by Position.

	Counselors	Teachers	Adminis- trators	Teacher Consultants	Subscale Mean Score
Counseling	4.32	4.13	4.19	3.76	4.10
Coordination	4.17	3.27	3.99	2.94	3.60
Consultation	4.32	3.73	4.19	3.55	3.95
Organization and Evaluation	3.99	3.36	3.82	3.06	3.56
				Overall:	3.80

Table 3.4 Cell Means for Perceived Utilization of Counselor Competencies
by Position.

	Counselors	Teachers	Adminis- trators	Teacher Consultants	Subscale Mean Score
Counseling	2.63	3.33	3.32	3.36	3.18
Coordination	2.09	2.20	2.94	2.62	2.48
Consultation	2.68	3.50	3.17	3.15	3.12
Organization and Evaluation	2.12	2.65	2.51	2.35	2.41
				Overall:	2.80

The overall group mean for counselors on the competency counseling subscale was 4.3. Counselors felt that they were trained to perform counseling tasks, however, their perceptions of the actual utilization of counseling competencies was 2.63. Administrators felt that counselors were trained to perform counseling competencies with a 4.18 overall mean score, however, on the actual utilization of counseling competencies, their mean score was 3.3. Teacher consultants were most congruent among groups in respect to competency level and frequency level for counseling competencies. All groups felt overall that counselors were trained to perform counseling tasks, however, none of the groups sampled felt that counselors performed counseling tasks equal to the perceived competency level.

On the competency coordination subscale counselors felt that they were trained in the area of coordination tasks, with an overall group mean of 4.17, however, on the actual utilization of coordination skills the overall group mean for counselors was 2.09. Counselors felt that while they were trained to perform coordination tasks they were not actually performing them at a level congruent to the skill training. Administrators did not differ with counselors in their perception of counselors being trained to perform coordination tasks, however, they did differ in their perception of the actual utilization of those tasks. The overall group mean for actual utilization of coordination skills was 2.93.

While the group mean of teachers differed from the overall group mean for counselors on the coordination/competency subscale, teachers and counselors seem to be congruent on their perceptions of the actual utilization of counseling coordination competencies.

The group mean for teacher consultants was 2.9 on the coordination competency subscale, the lowest of all the competency perceptual mean group scores; nonetheless, teacher consultants felt overall that counselors were performing coordination tasks more frequently than they felt their training warranted.

On the competency/consultation subscale the overall group mean for counselors was 4.3. In respect to the actual utilization of the consultation competency, the overall group mean was 2.67. Administrators reflected a group mean score of 4.18 for consultation competency and a 3.16 overall group mean for actual utilization of the consultation competency.

Teachers and teacher consultants seemed to be congruent in their overall group mean scores for the perceived competency level of consultation tasks and the perceived level of the actual utilization of consultation tasks.

On the competency subscale for organization and evaluation, the overall group mean among all four groups (Table 3.3) was considerably higher than the overall group mean among the four groups on the frequency subscale (Table 3.4). The mean score for counselors' perception of their overall

competency in organization and evaluation tasks was 3.99, however, the group mean for the actual utilization of those tasks was 2.12. Overall, the mean score for all perceived counseling competencies by position is 3.80; while the average of the perceived level of the utilization at those competencies is 2.80. These scores suggest that overall all members of the role-set perceive counselors to be competent in those areas that measure counselors' competence, but the frequency of the performance of the competencies is not equal to or congruent with the skill itself. There is a .10 difference in the overall averages.

Summary

This chapter presented an analysis of the data examining the competency level and the frequency of utilization of counselor competencies as perceived and reported by counselors and other selected staff members of the East Lansing Public Schools.

The data from the Measurement of Counselor Competencies - A Self Assessment were used to analyze the two major hypotheses of the study.

A multivariate analysis of variance (MANOVA) conducted on Hypotheses 1 and 2 concluded that:

1. There is a significant difference between counselors, administrators, teachers, and teacher consultants in their perceptions of the competencies of counselors.

2. Administrators, teachers, teacher consultants, and counselors do differ significantly in their perceptions of the frequency of the utilization of counselor competencies.

In addition to the Multi-Variate Tests that were done to detect differences a post hoc Scheffe procedure was employed to pinpoint where differences may have occurred on the different subscales among positions.

Only on the Competency Coordination subscale were mean scores indicative of statistically significant differences among the perceptions among groups. Counselors and administrators rated coordination competency skills of counselors as being much higher than teachers and teacher consultants. Teacher consultants felt that counselors were less competent to perform coordination tasks than any other group. Administrators, while next to the highest in their perception of coordination, did not statistically differ with counselor perceptions. Overall, statistically speaking, all groups in all subscales did not differ in their assessment of perceived levels of competency or actual utilization of perceived competencies of counselors.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The final chapter of this report contains a review of the problem and procedures used, a summary of the major findings, and a presentation of conclusions, with implications for counselors, administrators, teachers, and future study.

Review of the Problem

The purpose of this study was two-fold: (a) to note any discrepancies between the actual functions of East Lansing counselors and the counselors' functions as perceived by counselors, administrators, teacher consultants, and teachers; and (b) to generate information about counselor functions from counselors, administrators, teachers, and teacher consultants.

Over the years, the counseling profession has undergone an increasing amount of pressure to prove its accountability and credibility to the recipients of counseling services. Educators have pointed out the importance of concentrating on what counselors actually do in accordance with what they have been trained to do. McCully (1962) in a review of the literature found that in the field of guidance and counseling there was no consensus in the identification of the primary services offered by counselors.

Barry and Wolf (1963) stated that even though questions dealing with what a counselor should do are not new, added responsibilities and multiple roles complicate realistically what the counselors can do. The literature further suggests that the only way the definition of a counselor's role can be realized is for counselors to begin to ask themselves what services they feel they can best perform.

The research in the area of counselor roles and functions is very diverse. In assessing the studies found in the review of the literature, it becomes apparent that the role and function of the counselor is a highly varied one. Overall, counselors, teachers and administrators tend to agree on what kinds of activities counselors should engage in, however, the counseling profession still seems to be void of any clear and succinct definition of the role and function of the counselor.

Studies cited in the literature have encountered difficulty in the interpretation of their research findings by different groups. The difficulty is attributed to the fundamental discrepancies between what the school counselor "ought to be about" and what "he is about." For example, principals, teachers, and counselors perceive that the counselor role should include educational and vocational counseling, personal and social counseling, and test interpretation. Dunlop (1964), in a study of perceived counselor tasks, found that parents and students supported a different role function for counselors, that of administrative-clerical tasks.

Subsequent reviews of literature conducted after the study was completed, found that there were no additional research findings which specifically related to the delineation of perceived counselor competencies.

This study was done because of a need in the East Lansing School District to develop a counseling program which would reflect a basic clear-cut philosophy, more personal counseling and a clear definition of the counselor's role. The purpose of this study was not to develop the above but to identify perceived competencies and utilization of those competencies as seen by administrators, teachers, teacher consultants and counselors themselves. If data could be generated which would speak to the levels of competency which currently existed among the East Lansing School counselors, then the clarification and reorganization of the East Lansing Public School counseling program would be more reflective and responsive to the needs of the community serviced.

For this study, the general population consisted of all counselors, administrators, and teacher consultants who worked in a building where a counselor was present. A random sample of teachers, each from an identified building, was also included in the final sample. The sample included 34 respondents.

One instrument was used in this study to provide the necessary data, Measurement of Counselor Competencies by Robert Percival. This instrument was designed to assess

counselor competencies necessary for the adequate performance of roles and functions. This instrument, along with a supportive cover letter from the Superintendent, was sent to each of the persons who were included in the sample.

The Multi-Variate Analysis of Variance (MANOVA) was used to test the two hypotheses. Each hypothesis was tested for significance at the .05 critical level. In addition the Univariate F-test, one way ANOVA techniques and descriptive statistics were used to provide answers to subsequent questions related to the study. The ANOVA techniques tested for significant differences between positions on the various subscales used in this study. The .0125 level of significance was used to analyze the results of the ANOVA procedures. For the relationships that indicated a significant difference, the Scheffe post hoc comparison technique was conducted to localize the areas of significance. All statistical analyses conducted in this study were analyzed by the Statistical Package for the Social Sciences (SPSS) on computers at the Computer Center at Michigan State University.

Statistically, significance in either competency skills or utilization of competency skills exists only on the competency coordination subscale. The results indicate that this difference is significant because the critical level of acceptance is less than .0125. Within this subscale, administrators and counselors agree with the perceived level of coordination competency, while teachers

and teacher consultants disagree. The review of the literature supports these findings. Schmidt's study (1959) showed that:

1. Counselors and principals perceive a positive relationship between the actual roles of the counselors.
2. The relationship between the counselors' and principals' perceptions of the counselor's actual role is on the average, positive, but limited (pp. 3635-3636).

Lund (1962) compared and analyzed the perceptions of the counselor role as held by teacher, principals, and counselors of Minnesota schools. He found that in 82.5 percent of the schools in Minnesota, the counselors were found to be in closer agreement with the principal than with the teachers. The teacher consultants disagreed with the perceived level of coordination competencies as seen by administrators and counselors. A major responsibility of teacher consultants in the East Lansing School System is to coordinate the activities of different professional groups, to instruct an individualized program for students with special needs; and to coordinate the implementation of the special services rendered to the special needs student. Perhaps because counselors are perceived to be involved in the direct delivery of services their role to outside persons may not be perceived as one of coordination of activities or services. In the teacher consultants' case this skill is a direct responsibility of their job. In effect, this could account for the disagreement in the coordination competency skill level as seen by teacher consultants. On

the other hand, teachers are the recipients of the services delivered by both counselors and teacher consultants. Given their involvement with teacher consultants is one of programming for students, and their involvement with counselors is one of meeting to discuss the personal/academic needs of students, it would then be reasonable to expect that teachers would not perceive counselors as being highly competent in performing coordination competency skills.

Katz and Kahn (1978) have introduced the concept of role episode which sequences the activities or role taking. Role prescriptions can be communicated to the focal person through his own perceptions and through members of the role set.

The hypotheses that were tested in this study did in fact show elements where the role episode was weak in relation to the immediate role set within which East Lansing counselors were functioning.

Because counselors, as well as administrators, perceive counselors as being trained, competent to perform coordination tasks, and teachers and teacher consultants do not, the role episode is then weak in relation to the immediate role-set in which counselors function. The results on the coordination competency subscale suggests that it is not clear to all members of the role-set exactly who is responsible for delivery of that particular service, and what the different coordination activities are that counselors perform. Thus, the role episode sequence is not complete because

recognition of the perceived role and role behavior of the focal person (counselor) is incongruent among groups (See Appendix F).

Implications for Counselors

Data from this research supports most of the data found in the literature which deals with counselor role and function. The main difference between this study and others which have been conducted is that this study has definite implications for a specific localized population with perceptions from members of the role-set, while others have implications for counselors only. The literature suggests that little effort has been made in 1) specifically defining the counselor's role and function, 2) devising strategies for the delivery of services to the clientele, 3) coordination efforts of all members of the role-set in defining the counselor's role to insure maximum efficiency and effectiveness in the delivery of services, 4) developing unwritten policies concerning the specific duties of counselors.

It is within these areas that the (researcher/author) feels there is much a counselor can do to help effect the smooth operation of a counseling program and of the counselor himself.

This study provides data which specifically delineates the areas where counselors perceive themselves as having or not having the necessary competency skills to perform specific functions, and also the frequency for which they feel

they do or do not perform that competency. The research conducted takes into account those members of the role-set who dictate as well as receive services of the counselor. In order to facilitate a positive role episode sequence among members of the role-set, role prescriptions should be developed with input from members of the role-set, e.g., it seems apparent from Table 3.1 that teachers and teacher consultants do not feel that counselors are as capable or competent to perform coordination tasks as counselors and administrators feel counselors are. Therefore, the role episode is weak in relation to the teacher/teacher consultants (immediate role-set member) in which the focal person (counselor) functions. When the counselor becomes aware of the misperception of a competency by a member of the role-set, the counselor should identify that person, and together attempt to develop and implement problem solving strategies and techniques to reduce the misperception. The end result to this approach would be to 1) raise the teacher's level of awareness of the counselor's actual skill level, 2) allow the counselor to function with more realistic goals given his competency skill level, and 3) allow supervisors to evaluate counselors with more realistic expectations because role definitions would be more clearly defined. In addition, where there is a competency that counselors do not have and members of the role-set perceive that they do have, and given all members of the role-set (including counselors) feel that this given competency is

vital to the delivery of counseling service, then additional training in this area would be helpful.

Implications for Administrators

Data from the research again supports the data found in the literature which deals with administrators and teachers having a direct effect upon the counselor and his activities. The literature suggests that the range of perceptions relative to particular counselor functions is great. It is within this area that the administrator can do much to help effect the smooth operation of a counseling program and of the counselors.

This study provides data which indicate certain areas where there is indecision and/or disagreement of counselors' functions and the frequency of which those functions are performed. The intervention of the administrator must take into account the counselor, teacher, and teacher consultant (role-set). The intervention strategy should include a guideline for evaluation of the current counseling program. The data reflects where the misperceptions are and if they exist with the actual skill level or frequency of delivery of service. Administrators should determine if these misperceptions are valid and the reasons why. Although the counselors are not responsible for the existence of the misperceptions, they do have control over their response to these misperceptions. From the data, administrators need to determine what areas counselors are competent and until such time as all areas are comfortable with counselors' delivery

of these services, strategies should be developed to enable all members of the role-set to have reasonable expectations of counselors.

In addition, while counselors may or may not perform or be competent in certain areas, administrators need to collectively determine, as a district, the expectations they have for counselors, with the data and input from the counselors and other members of the role-set. They need to openly state these policies to the public.

Overall Implications

The aforementioned strategies for counselors, administrators, teachers, and teacher consultants can be incorporated into the already existing counseling department through in-service training, workshops, or staff development series. However, efforts do help counselors effectively handle those skills in which they do not feel trained in, should occur at a much earlier time (e.g., two-year update in skill training). Classes dealing with the lack of skills for counselors should be available to counselors through the Center for Teacher and Learning in conjunction with the University's Counselor Training Program.

As counseling positions become available in this district, the school system should require that the applicants' curriculum have been didactic in nature, incorporating both theory and application through direct placement in practicum situations. This practice would address those necessary skills needed to deliver maximum efficiency and effectiveness.

Because this system is located in a major university city, a joint meeting with the university counseling staff and the district personnel would be beneficial. The areas of need for certain skills and the demand placed on counselors to perform these skills could be addressed, classes offered, and seminars held.

Limitations

The fact that this particular population was limited to East Lansing school personnel and to its counseling program limits its generalizability to counseling programs which are different in makeup and philosophy.

Implications for Future Practice

The following conclusions and recommendations can be made for future practice research in counselor competencies:

1. Because of the placement of research in the rank-ordering of counselor function (second to last), there is suggested a major void in the training of counselors. Any number of negative inferences might be made as a result of this finding, such as: (a) counselors do not engage in local research; (b) counselors are doing the wrong kind of research; and (c) counselors do not care about research. If these inferences are correct, then a thorough evaluation should be made of the efficacy of research courses and experiences offered counselors in training programs.

2. Future research in counseling training programs should address the needs, concerns, and impinging issues of different ethnic populations, as it relates to the total training of all effective helping professionals (Gunnings, 1978).
3. The last position rank given the frequency of counseling by counselors (See Table 3.4) suggests that counseling experiences might be reappraised in counselor training programs and greater emphasis be given to practicum in certification requirements.
4. Future research into the role of counselors could examine the relationship between the philosophy and emphasis of counselor training programs to their actual role functioning, and in meeting the needs of diverse populations.
5. This study was the first investigation of perceived counselor functions by counselors relative to the East Lansing school counselors. Similar studies of other counselor populations should be made. For example, surrounding school districts might sponsor jointly a grass roots study of perceived counselor function and frequency relative to the East Lansing study. Similar studies could also be initiated by school districts, state departments of education, and counselor education departments or universities.

6. Experiments should be designed to examine the communication network between multicultural staff, community, and students in East Lansing to ascertain the effect of lack of communication and discrepancy of the counselor's role.
7. Responses accompanying returned questionnaires allude to its inappropriateness for assessing East Lansing counselor functioning (See Appendix E). Future research could be done to develop an instrument to specifically assess the East Lansing Public School's counseling program.

Summary

In retrospect, this study was an attempt to broaden the base of present research in the area of improving school counselor functioning through recognition of such factors as counselor role. With this information and future research efforts in the area, counseling personnel will be able to analyze and restructure their departments to better meet the needs of those who work therein and of those who seek counseling services through the efficient and effective role of counselors being understood. This study represents the first formal attempt to delineate specific skills which best represent the competencies necessary for a well qualified counselor. The ultimate goal of this research project is to provide counselors with strategies for assessing themselves and their jobs in order to insure that children are provided

with quality services which can enhance their total living experiences.

APPENDICES

APPENDIX A



EAST LANSING PUBLIC SCHOOLS

W. ROBERT DOCKING
Superintendent

509 Burcham Drive East Lansing, Michigan 48823
Telephone: Area 517 337-1781

February 6, 1978

To: Tom Nelson	Bob Vondale
Roger Bjornstad	Tom McMullen
Joseph DiBello	Vincent Watson
Charles Leighton	Gej Jones
Joann Oxender	Phil Winston
Joan Shepard	Eloise Mase
Janice Treves	Susan Kreider
Lois Frears	June Land
Courtland Lee	Lucinda Wakeman
Wally Juall	Sue Carter
Sandi Vaughn	Sue Riley
Mike Fink	Valerie Drachman
Patricia Villegas	Sue Doneson
Mary Thaden	Polly Currie
Deloras Moon	Ginny Sparrow
Gerald Park	Amanda Escobar
Bob Docking	Carla Hosey
Jerry Kusler	Bill Jeffrey
Jim Meulendyke	Lori Lee
Sal DiFranco	Todd Medler
Boyce Williams	Kristi White
Warren Starr	
Jean Medick	

Dear Friends:

More than likely you have been made aware of the fact that on February 15 a group of people from the school district including students, parents, counselors, teachers, Board members, and administrators, numbering 44 in all, will be meeting from 8:00 A.M. in the morning until 4:30 P.M. in the afternoon at the Kellogg Center to work on defining the strengths and weaknesses of our school district's guidance and counseling program. You have been invited to be a part of this group.

This first session will be phase I of probably two or perhaps even three sessions in total that we will hold this spring to address this issue. The overall goals of these study sessions will be to improve guidance and counseling at all levels in the school district. Working with us on this project are Dr. Larry Lezotte and Dr. John Casbergue from Michigan State University. If we achieve our goal in the first session, that is, to identify the strengths and weaknesses

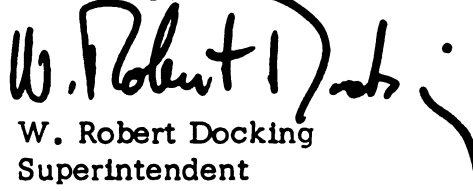
of our guidance and counseling program, our second session to be held in March will be to determine what needs to be done to address the weaknesses of the existing program. If a third session develops sometime in April or May, it will be as a consequence of our second session's discussion.

The people who have worked with Dr. Lezotte and Dr. Casbergue on planning these activities include June Land, resource teacher, Susan Kreider, school social worker, Joann Oxender, counselor, Wally Juall, counselor, Mike Fink, counselor, Joe DiBello, counselor, Rafael Frank, Capital Area Counseling, and Bob Docking superintendent.

I believe that you will find the organization on February 15 interesting and rewarding in terms of addressing the problem. We will be having lunch at the Kellogg Center Centennial Room so it will not be necessary for you to make luncheon plans. Parking is available in the Kellogg Center lot. I would suggest that you park in the gated area so that you will not have to continually put money in the parking meters.

Thanks for your willingness to cooperate. I'll see you on February 15 at 8:00 A.M. for coffee. The sessions will begin promptly at 8:30 A.M.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Robert Docking". The signature is stylized with a large, sweeping "W" and a long, curved line extending from the end.

W. Robert Docking
Superintendent

WRD:vaw

cc: Dr. Lezotte

Dr. Casbergue



EAST LANSING PUBLIC SCHOOLS

W. ROBERT DOCKING
Superintendent

509 Burcham Drive East Lansing, Michigan 48823
Telephone: Area 517 337-1781

March 21, 1978

To: Participants in Guidance/Counseling
Workshop

We are now ready to convene our second session regarding improvement of K-12 guidance and counseling program in our school system. The planning committee has met on several occasions and has put together the questionnaire that emulated from our first meeting.

We will meet at 8:00 A.M. on Monday, April 3, for coffee in the Big Ten Room at Kellogg Center, with the first sessions beginning promptly at 8:30 A.M.

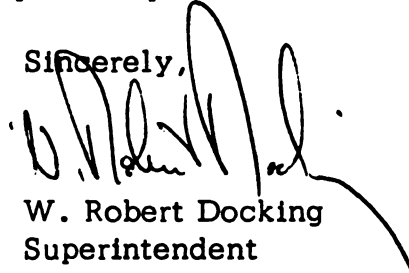
The planning committee is meeting on Friday, March 31, to put the final touch on the content of the meeting.

The purpose of the second session will be to address those needs which became apparent in the first session and to reach agreement as to what changes need to take place to improve guidance and counseling in our schools beginning with the 1978-79 school year.

You people did a great job at our first session. The evaluations indicated that you felt satisfaction from that all-day session. We will be terminating this second session at 3:00 P.M. to reduce the fatigue factor.

I'll be looking forward to seeing you on April 3. Thanks for your help.

Sincerely,



W. Robert Docking
Superintendent

WRD:vaw

cc: Dr. Lezotte
Dr. Casbergue

Parents

66

N-43

East Lansing High Schools
509 Burcham Drive
East Lansing, Michigan 48823

Last month a group of people from the school district including students, parents counselors, teachers, board members, and administrators, numbering forty-four in all, met and identified some strengths and weaknesses of our school district's guidance and counseling program. This group would like for you to respond to these identified strengths and weaknesses.

	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Un-Certain	Dis-Agree	No Opini
Counseling service is lacking in seven elementary schools.	8	12	11	3	9
Counselors are not seen as student advocates, (supporting students positions).	4	9	12	8	10
The counseling services are not coordinated in grades K - 12.	8	9	15	1	10
The district lacks a counseling philosophy & definition of roles for counselors in grades K-12.	9	10	14	3	7
Counselors are not seen as concerned and accepting people.	4	7	7	22	3
There is a lack of communication and team work among counselors, teachers, parents & administration.	16	12	5	9	1
There is a lack of administrative support for providing an effective counseling program.	10	9	12	6	6
Students with special problems or needs are not being helped.	9	9	9	12	4
Counselors are not accessible when they are needed.	14	6	11	12	0
Counselors are not aware of the needs of:					
Students:	9	6	14	13	1
Parents:	6	7	17	9	4
Teachers:	1	4	18	11	9
There is a lack of Career Counseling in the:					
Elementary Schools:	6	9	7	6	15
Middle Schools:	7	5	12	7	12
The High School:	9	8	10	11	5
There is a lack of personal-social counseling in the:					
Elementary Schools:	9	10	8	8	8
Middle Schools:	9	9	5	12	8
The High School:	9	9	9	9	7
There is a lack of academic counseling in:					
Elementary Schools:	8	7	13	5	10
Middle Schools:	9	6	12	9	7
The High School:	10	9	12	8	4
Counselors do not make the needed effort to reach out to:					
Students:	10	6	13	12	2
Parents:	10	11	12	8	2
Teachers:	1	5	20	9	8

COMMENTS AND SUGGESTIONS:

Last month a group of people from the school district including students, parents counselors, teachers, board members, and administrators, numbering forty-four in all, met and identified some strengths and weaknesses of our school district's guidance and counseling program. This group would like for you to respond to these identified strengths and weaknesses.

	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Un-Certain	Dis-Agree	No Opinion
Counseling service is lacking in seven elementary schools.	12	43	32	13	24
Counselors are not seen as student advocates, (supporting students positions).	10	33	33	26	18
The counseling services are not coordinated in grades K - 12.	8	35	45	17	15
The district lacks a counseling philosophy & definition of roles for counselors in grades K-12.	12	33	40	13	22
Counselors are not seen as concerned and accepting people.	13	17	22	63	5
There is a lack of communication and team work among counselors, teachers, parents & administration.	21	45	24	22	8
There is a lack of administrative support for providing an effective counseling program.	21	25	43	17	14
Students with special problems or needs are not being helped.	21	27	35	27	10
Counselors are not accessible when they are needed.	16	36	30	30	8
Counselors are not aware of the needs of:					
Students:	15	28	22	46	9
Parents:	5	13	37	22	43
Teachers:	3	12	25	30	50
There is a lack of Career Counseling in the:					
Elementary Schools:	16	23	37	7	37
Middle Schools:	11	34	21	17	37
The High School:	14	19	17	47	21
There is a lack of personal-social counseling in the:					
Elementary Schools:	9	16	34	9	52
Middle Schools:	8	21	23	29	39
The High School:	17	29	22	24	28
There is a lack of academic counseling in:					
Elementary Schools:	11	29	37	9	34
Middle Schools:	19	36	26	20	19
The High School:	18	33	25	35	9
Counselors do not make the needed effort to reach out to:					
Students:	20	31	20	36	13
Parents:	5	16	38	27	34
Teachers:	2	16	37	27	38

COMMENTS AND SUGGESTIONS:

Middle School Students

68

East Lansing High Schools
509 Burcham Drive
East Lansing, Michigan 48823

Last month a group of people from the school district including students, parents counselors, teachers, board members, and administrators, numbering forty-four in all, met and identified some strengths and weaknesses of our school district's guidance and counseling program. This group would like for you to respond to these identified strengths and weaknesses.

	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Un-Certain	Dis-Agree	No Opini.
Counseling service is lacking in seven elementary schools.	5	10	19	2	4
Counselors are not seen as student advocates, (supporting students positions).	4	10	11	9	5
The counseling services are not coordinated in grades K - 12.	3	6	18	9	4
The district lacks a counseling philosophy & definition of roles for counselors in grades K-12.	3	10	16	3	9
Counselors are not seen as concerned and accepting people.	2	2	7	26	3
There is a lack of communication and team work among counselors, teachers, parents & administration.	8	14	5	11	2
There is a lack of administrative support for providing an effective counseling program.	6	8	15	8	3
Students with special problems or needs are not being helped.	3	6	11	18	2
Counselors are not accessible when they are needed.	6	11	5	17	1
Counselors are not aware of the needs of:					
Students:	4	11	3	17	5
Parents:	6	7	12	13	2
Teachers:	7	3	13	15	2
There is a lack of Career Counseling in the:					
Elementary Schools:	11	16	9	1	3
Middle Schools:	3	10	6	15	6
The High School:	5	2	14	10	9
There is a lack of personal-social counseling in the:					
Elementary Schools:	7	11	10	3	9
Middle Schools:	4	9	7	13	7
The High School:	3	2	17	5	13
There is a lack of academic counseling in:					
Elementary Schools:	6	9	17	4	4
Middle Schools:	1	9	8	16	6
The High School:	5	5	17	8	7
Counselors do not make the needed effort to reach out to:					
Students:	8	2	3	21	6
Parents:	7	8	7	13	5
Teachers:	5	4	10	16	5

COMMENTS AND SUGGESTIONS:

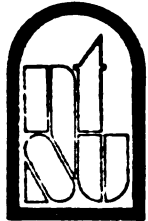
Last month a group of people from the school district including students, parents counselors, teachers, board members, and administrators, numbering forty-four in all, met and identified some strengths and weaknesses of our school district's guidance and counseling program. This group would like for you to respond to these identified strengths and weaknesses.

	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Un-Certain	Dis-Agree	No Opinion
Counseling service is lacking in seven elementary schools.	29	27	25	4	18
Counselors are not seen as student advocates, (supporting students positions).	2	22	21	50	8
The counseling services are not coordinated in grades K - 12.	21	31	39	1	11
The district lacks a counseling philosophy & definition of roles for counselors in grades K-12.	20	23	40	9	11
Counselors are not seen as concerned and accepting people.	4	11	6	77	5
There is a lack of communication and team work among counselors, teachers, parents & administration.	19	28	13	40	3
There is a lack of administrative support for providing an effective counseling program.	8	16	34	36	9
Students with special problems or needs are not being helped.	10	22	19	50	1
Counselors are not accessible when they are needed.	7	30	15	47	4
Counselors are not aware of the needs of:					
Students:	4	7	17	68	6
Parents:	2	9	35	49	9
Teachers:	4	26	14	58	2
There is a lack of Career Counseling in the:					
Elementary Schools:	8	19	55	3	18
Middle Schools:	8	15	50	9	21
The High School:	3	7	34	45	14
There is a lack of personal-social counseling in the:					
Elementary Schools:	15	21	42	10	15
Middle Schools:	1	8	46	32	16
The High School:	4	18	44	26	11
There is a lack of academic counseling in:					
Elementary Schools:	10	19	51	10	13
Middle Schools:	2	14	44	21	22
The High School:	2	19	30	38	14
Counselors do not make the needed effort to reach out to:					
Students:	6	14	17	58	8
Parents:	4	13	33	43	7
Teachers:	9	24	19	44	7

COMMENTS AND SUGGESTIONS:

APPENDIX B

APPENDIX B



North Texas
State
University
Denton, Texas
76203

4/13/78

To: Boyce Williams

From: Joe D. Dameron

A handwritten signature in dark ink, appearing to read 'Joe D. Dameron', written over the printed name.

I have sent you under separate cover 3 publications for consideration in your competency testing program.

The rating scales (for pre-professionals) and (professionals) can be duplicated. The monograph from which they come is identified on the front cover -- and I would suggest you purchase monographs from the APGA Press.

If you are interested in using the "Measurement of Counselor Competencies: A Self Assessment" -- we can supply copies for 3.00 per copy -- or a quantity discount rate of 2.50 for more than 10 copies.

Please return the publications I have sent to you -- or 5.00 to cover their cost.

Best wishes on your project!

Department of Education • AC817-788-2231

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

April 6, 1978

Mr. Boyce Williams, Coordinator
Office of Minority Affairs
East Lansing Public Schools
819 Abbott Road
East Lansing, Michigan 48823

Dear Mr. Williams:

Thank you for your letter in which you requested permission to use the Texas Education Agency publication The School Counselor: Work Environment, Roles, and Competencies.

We are very happy for you to use this publication or your own adaption of parts of The School Counselor. . .

If it is convenient for you, we would like a copy of any instrument you may develop from our publications.

If I can assist you further, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "John Lucas".

John Lucas, Chief Consultant
Division of Student Services
and Instructional Coordination

JL:rl



EAST LANSING PUBLIC SCHOOLS

BOYCE C. WILLIAMS, Coordinator
Office of Minority Affairs

819 Abbott Road East Lansing, Michigan 48823
Telephone: Area 517 332-0848

April 10, 1978

Dear Dr. Percival

I am very interested in using the "competency-measurement instrument for evaluating school counselors" developed by you, Dr. Dahm , and Dr. Dameron with our counselors here in East Lansing. I would like to have our administrators, counselors and counselor supervisors look at whether or not these competencies exist and if so are they practiced by our current staff.

However, before this can be done, I need to have your permission in order to use it. I am writing each of you for your permission. I have enclosed a self addressed stamped envelope for your convenience. I would very much like the questionnaire to be ready for distribution with your permission by at least the first of May. If you could just sign the form below it would be greatly appreciated.

Sincerely,

Boyce C Williams

Boyce C. Williams-Coordinator Minority Affairs

Boyce Williams has my permission to use the Self-Assessment of Counselor questionnaire for Counselor Competencies in the East Lansing Mi. School district.

Signed

1 Bob Percival

APPENDIX C



APPENDIX C
EAST LANSING PUBLIC SCHOOLS

W. ROBERT DOCKING
Superintendent

509 Burcham Drive East Lansing, Michigan 48823
Telephone: Area 517 337-1781

May 11, 1978

To: All Counselors K-12

All Principals

All Assistant Principals

Director of Instruction

Director of Personnel

Superintendent

You are all quite aware that we have been working this year on strengthening our K-12 guidance and counseling program. The planning committee which met after our last large group session at the Kellogg Center in April agrees that we need to get about the task of writing a philosophy and objectives of our K-12 counseling program. Also the planning committee agrees that we need to develop a role description of what counselors ought to be doing.

As part of that development, I'd like you to respond to the attached profile and send it back to me by Friday, May 26. It isn't necessary that you identify yourself by name, but I would like you to identify yourself as:

1. Counselor
2. Building Administrator
3. Central Office Administrator

When we get these back, we will profile for you what the group, as a group, did on the various questions. You'll note in the back of the booklet that you can do your own profile and will be able to contrast your responses to the group responses as a whole.

I think this will help us in our planning during the summer and will also be of help to one of our administrators who is doing some research in this area.

Thank you for your cooperation. We'll send the responses back to you no later than the middle of June.

Sincerely,



W. Robert Dockett
Superintendent

APPENDIX D



APPENDIX D
EAST LANSING PUBLIC SCHOOLS

JOHN A. HANNAH, MIDDLE SCHOOL
TONY EGNATUK, Principal
BOYCE C. WILLIAMS, Assistant Principal

819 Abbott Road East Lansing, Michigan 48823
Telephone: Area 517 332-0848

To: Teachers, Teacher Consultants
From: Boyce C. Williams
Re: Competencies Needed for Effective Counseling

I am doing research on Competencies Needed for Effective Counseling.
A number of us in our respective roles, do in fact perform counseling functions,
so it is felt that we would perhaps be the best persons to address the questions.
I'd like for you to address columns A and C.

A = Competency Level
C = Frequency Level

For column A you should think along the lines of whether this particular
competency does exist among those persons performing counseling functions in
our district.

For column C you should think along the lines of how often these areas
occur.

Please address only those areas which have not been marked out. If I
could receive these back by Friday it would be most appreciated. If there are
questions please let me know.

P.S. It is not necessary to include your name only complete the cover sheet.

COMPETENCIES NEEDED FOR EFFECTIVE COUNSELING

This survey instrument is designed for use by counselors and supervisors in Elementary and Secondary schools. Directions are given on Page 1.

Please check of fill in blanks below:

SEX MALE _____ FEMALE _____

AGE 25 _____

26 to 30 _____

31 to 35 _____

36 to 40 _____

41 to 45 _____

46 to 50 _____

51 to 55 _____

55 Up _____

PROFESSIONAL ASSIGNMENT

AT LEVEL OF:

Elementary_____

Junior High _____

High School_____

College _____

TEACHING EXPERIENCE

NO. YEARS _____

COUNSELING EXPERIENCE

NO. YEARS _____

ADMINISTRATIVE EXPERIENCE

NO. YEARS

OTHER EXPERIENCE

A. _____

NO. YEARS _____

B. _____

NO. YEARS

MEASUREMENT OF COUNSELOR COMPETENCIES

A SELF-ASSESSMENT

COUNSELOR ACCOUNTABILITY TRAINING SYSTEM (CATS)

COMPETENCIES NEEDED FOR EFFECTIVE COUNSELING

**Dr. Robert R. Percival
Director of Guidance
Richardson Independent School District
Richardson, Texas**

**Dr. John W. Dahm
College of Education
North Texas State University
Denton, Texas**

**Dr. Joseph D. Dameron
College of Education
North Texas State University
Denton, Texas**

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Revised 1974

**by: Dr. Robert R. Percival
Dr. John W. Dahm
Dr. Joseph D. Dameron**

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without permission of the authors.**

COUNSELOR COMPETENCIES

EVALUATION

NAME _____ DATE _____

This self-assessment will assess counselor competencies necessary for the adequate performance of roles and functions.

A rating scale is provided for assessment in four areas:

CODE

- | | |
|----------------------|---|
| A. Competency Level: | Means to be able to demonstrate a competency. |
| B. Interest Level: | Means how you feel about the activity, how well you like to do that competency. |
| C. Frequency: | How often you actually perform a competency. |
| D. Demands: | How often you are asked to perform a competency. |

The Rating Scale is from 1 to 5 with 1 a low score and 5 a high score. Rate yourself on each numbered activity and average your score for each lettered activity. Use the profiles to plot your averages. All profiles are located at the back of the instrument.

COUNSELING

CODE		LOW	AVERAGE	HIGH
A	Competency	1- - 2- - - -3- - 4- - - - 5		
B	Interest Level	1- - 2- - - -3- - 4- - - - 5		
C	Frequency	1- - 2- - - -3- - 4- - - - 5		
D	Demands (pupil, patron, professional)	1- - 2- - - -3- - 4- - - - 5		

A. THE COUNSELOR POSSESSES THE ABILITY TO EXPLAIN THE ROLE OF GUIDANCE AND COUNSELING SERVICES.

The counselor demonstrates the ability to:

1. Conduct in-service programs concerning guidance.
2. Explain guidance and counseling services.
3. Participate in programs for students in which various guidance services are explained.

AVERAGE SCORE FOR A.

#	A	B	C	D
1.				
2.				
3.				

B. THE COUNSELOR POSSESSES THE ABILITY TO ESTABLISH RAPPORT WITH PUPILS, PARENTS, PROFESSIONALS AND OTHERS.

The counselor demonstrates the ability to put others at ease in a relaxed professional manner.

1. Pupils
2. Parents
3. Other staff members

AVERAGE SCORE FOR B.

#	A	B	C	D
1.				
2.				
3.				

C. THE COUNSELOR POSSESSES THE ABILITY TO EVALUATE INTERACTION.

The counselor demonstrates the ability to:

1. Use proper observation and recording to report significant points of individual and group interactions.
2. Chart group interaction on the Hill Interaction Matrix.
3. Rate the verbal interaction on the Carkhuff Communication Scale.

AVERAGE SCORE FOR C.

#	A	B	C	D
1.				
2.				
3.				

D. THE COUNSELOR POSSESSES THE ABILITY TO PROVIDE HELPFUL INFORMATION AND TO SUPPORT FORMER CLIENTS, EITHER IN INDIVIDUAL OR GROUP SETTINGS.

The counselor demonstrates the ability to:

1. Initiate follow-up contacts on educational placement and college satisfaction.
2. Initiate follow-up on post-guidance and adjustment.
3. Initiate follow-up on results and implications of interest, achievement, and aptitude tests.

AVERAGE SCORE FOR D.

#	A	B	C	D
1.				
2.				
3.				

E. THE COUNSELOR POSSESSES THE ABILITY TO UNDERSTAND THE BASIC PRINCIPLES OF HUMAN GROWTH, DEVELOPMENT, AND LEARNING AND HOW THESE FACILITATE THE LEARNING AND COUNSELING PROCESS.

The counselor demonstrates the ability to:

1. Treat differentially students of various age levels, social maturity and environmental conditions.
2. Use data about students to interpret social behavior, performance and educational placement.
3. Understand the processes and materials related to developmental counseling.

AVERAGE SCORE FOR E.

#	A	B	C	D
1.				
2.				
3.				

F. THE COUNSELOR POSSESSES THE ABILITY TO RECOGNIZE LIMITATIONS AND TO MAKE PROPER REFERRALS.

The counselor demonstrates the ability to:

1. Possess a self-awareness of the limits of personal counseling competency, as well as the ethical and legal limits of individual case work.
2. Seek periodic critiques of personal performance from peers and supervisors and remove any deficiencies.
3. Maintain a current list of community agency resources and personnel for referral purposes.

AVERAGE SCORE FOR F.

#	A	B	C	D
1.				
2.				
3.				

G. THE COUNSELOR POSSESSES THE ABILITY TO FORMULATE A METHOD FOR COUNSELING WHICH REFLECTS THE VARIOUS STAGES OF GROWTH IN THE COUNSELING PROCESS.

The counselor demonstrates the ability to:

1. Apply the appropriate methods of counseling to achieve growth and change in human behavior.
2. Specify therapeutic conditions which facilitate the development of insight and action oriented behavior on the part of clients.
3. Devise and individualize a counseling procedure for a specific case problem.

AVERAGE SCORE FOR G.

#	A	B	C	D
1.				
2.				
3.				

H. THE COUNSELOR POSSESSES THE ABILITY TO UNDERSTAND THE DYNAMICS OF INDIVIDUAL BEHAVIOR AND TO RECOGNIZE THE NEED FOR CHANGE IN ATTITUDES AND BEHAVIORS.

The counselor demonstrates the ability to:

1. Explain the expectations of individual behavior within the counseling relationship in terms of defense mechanisms, transference, modeling, identification, cultural differences, conditioned behaviors, verbal and non verbal communications, and the etiology and manifestation of neurotic behavior.
2. Understand the effect of reinforcements, reasoning and proper therapeutic conditions.
3. Use flexible counseling procedures which are directed toward symptom removal, self-awareness and understanding, and implementing specific new behaviors.

AVERAGE SCORE FOR H.

#	A	B	C	D
1.				
2.				
3.				

I. THE COUNSELOR POSSESSES THE SKILL IN USING GROUP DYNAMICS THAT CAN FACILITATE ATTITUDE AND BEHAVIOR CHANGE.

The counselor demonstrates the ability to:

1. Display a working knowledge of group dynamics such as content and process variables, typical stages of group development, various leadership styles, and the conditions under which groups promote healthy growth.
2. Discriminate among the various kinds of group activities, i.e., guidance, counseling, task-oriented group etc., and use each appropriately.
3. Possess a knowledge of developmental tasks and coping behaviors of different age levels and display the skill necessary to use various techniques.

AVERAGE SCORE FOR I.

#	A	B	C	D
1.				
2.				
3.				

- J. THE COUNSELOR POSSESSES THE ABILITY TO SKILLFULLY AND EFFECTIVELY USE PLAY MEDIA WITH CHILDREN.

The counselor demonstrates the ability to:

1. Understand the play media process and select appropriate play media materials.
2. Demonstrate an understanding of the establishment of limits in counseling with play media.
3. Conduct effective play media sessions.

AVERAGE SCORE FOR J.

#	A	B	C	D
1.				
2.				
3.				

- K. THE COUNSELOR POSSESSES THE ABILITY TO ESTABLISH AND MAINTAIN COUNSELING RELATIONSHIPS CONSONANT WITH ETHICAL STANDARDS OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION.

The counselor demonstrates the ability to:

1. Communicate with the client in a non-judgemental attitude while helping him make wise choices
2. Communicate a respect toward the client as a person of worth.
3. Communicate to the client the confidentiality of the relationship consistent with accepted standards.

AVERAGE SCORE FOR K.

#	A	B	C	D
1.				
2.				
3.				

- L. THE COUNSELOR POSSESSES THE ABILITY TO PROVIDE THEORETICAL RATIONALE THAT SUPPORTS THE USE OF VARIOUS THEORIES, TECHNIQUES AND PROCEDURES (GROUP OR INDIVIDUAL).

The counselor demonstrates the ability to:

1. Specify the assumptions and stages of development associated with major theories of counseling.
2. Identify techniques to be used in the treatment of specific behavioral problems.
3. Specify the problems especially amenable to group and/or individual counseling procedures.

AVERAGE SCORE FOR L.

#	A	B	C	D
1.				
2.				
3.				

- M. THE COUNSELOR POSSESSES THE ABILITY TO MAKE A COMMITMENT OR RESPONSIBILITY TO THE COUNSELEE WHEN NECESSARY, WHILE PROVIDING COMMUNICATION TO OTHER SIGNIFICANT PERSONS WITHOUT VIOLATING CONFIDENTIALITY.

The counselor demonstrates the ability to:

1. Provide remedial and preventive programs for a particular client.
2. Discriminate among the data on a client in order to make decisions as to the amount and type of information to share with other personnel.
3. Assist the client in implementing new insights about himself.

AVERAGE SCORE FOR M.

#	A	B	C	D
1.				
2.				
3.				

COORDINATION

CODE		
A	Competency Level	1- - 2- - -3- - 4- - - 5
B	Interest Level	1- - 2- - -3- - 4- - - 5
C	Frequency	1- - 2- - -3- - 4- - - 5
D	Demands (pupil, patron, professional)	1- - 2- - -3- - 4- - - 5

- A. THE COUNSELOR POSSESSES THE ABILITY TO PREPARE INFORMATION MATERIALS THAT WILL FACILITATE PUBLIC RELATIONS FOR GUIDANCE PROGRAMS.

The counselor demonstrates the ability to:

1. Develop communication with local media and to provide current newsworthy events.
2. Identify perceived needs that can be met through guidance services.
3. Communicate outcomes of research in planning and implementing guidance procedures.

AVERAGE SCORE FOR A.

#	A	B	C	D
1.				
2.				
3.				

- B. THE COUNSELOR POSSESSES THE ABILITY TO UNDERSTAND AND INTERPRET THE SCHOOL ENVIRONMENT IN ORDER TO IMPLEMENT A PROGRAM ON GUIDANCE SERVICES.

The counselor demonstrates the ability to:

1. Display and understand of the supervisory chain of command within the school system and within a particular school.
2. Direct suggestions and requests to the appropriate person or office in the administrative set-up.
3. Recognize each professional position within the school setting.

AVERAGE SCORE FOR B.

#	A	B	C	D
1.				
2.				
3.				

- C. THE COUNSELOR POSSESSES THE ABILITY TO ASSIST IN THE INTERPRETATION OF NEEDS REQUISITE TO IMPROVE AND REVISION OF GUIDANCE PROGRAM SERVICES.

The counselor demonstrates the ability to:

1. Maintain a continuing program of current professional reading.
2. Attend local, state, and national professional meetings.
3. Participate in local, state and national guidance associations.

AVERAGE SCORE FOR C.

#	A	B	C	D
1.				
2.				
3.				

- D. THE COUNSELOR POSSESSES THE ABILITY TO COORDINATE GOALS, OBJECTIVES, AND ACTIVITIES, IN SUCH A WAY THAT BOTH SCHOOL AND PERSONNEL ARE UTILIZED IN CONSULTATIVE CAPACITIES.

The counselor demonstrates the ability to:

1. Analyze existing guidance services in which student, community, and societal needs are being served.
2. Develop communications for idea sharing, goal setting and planning for social, educational, and vocational guidance projects.
3. Develop guidance role functions for students, lay workers, and professional school personnel.

AVERAGE SCORE FOR D.

#	A	B	C	D
1.				
2.				
3.				

- E. THE COUNSELOR POSSESSES THE ABILITY TO IDENTIFY GUIDANCE NEEDS OF STUDENTS AND TO COORDINATE RESEARCH STUDIES IN GUIDANCE.

The counselor demonstrates the ability to:

1. Devise guidance surveys regarding guidance services relative to students, teachers & administrators, and patrons.
2. Involve students, teachers, and administrators in informational programs regarding careers, educational and personal concerns.
3. Research instructional methods and materials relevant to guidance.

AVERAGE SCORE FOR E.

#	A	B	C	D
1.				
2.				
3.				

- F. THE COUNSELOR POSSESSES THE ABILITY TO ESTABLISH A CONSULTATIVE SERVICE TO CURRICULUM PLANNERS IN SCHOOL POLICY MAKING GROUPS IN ORDER TO SEE THAT GUIDANCE PHILOSOPHY IS EVIDENT IN ALL PLANNED SCHOOL ACTIVITIES.

The counselor demonstrates the ability to:

1. Assist in the development of learning units on cross cultural understanding.
2. Form educative and training seminars on current social problems.
3. Formulate human relations committees seminars.

AVERAGE SCORE FOR F.

#	A	B	C	D
1.				
2.				
3.				

- G. THE COUNSELOR POSSESSES THE ABILITY TO PREPARE PRINTED TO MATERIAL FOR USE BY STUDENTS, PARENTS, AND OTHERS AID IN INTERPRETING THE PHILOSOPHY AND SERVICES OF THE GUIDANCE PROGRAM.

The counselor demonstrates the ability to:

1. Edit and write periodic guidance publications, newsletters, student handbooks and newspaper articles.
2. Publish brochures which specify the activities and scope of the guidance program, including profiles of the population served.
3. Write and report on guidance surveys, placement activities, and follow-up studies.

AVERAGE SCORE FOR G.

#	A	B	C	D
1.				
2.				
3.				

CONSULTATION

CODE		LOW	AVERAGE	HIGH
A	Competency	1- - 2- - - -3- - 4- - - - 5		
B	Interest Level	1- - 2- - - -3- - 4- - - - 5		
C	Frequency	1- - 2- - - -3- - 4- - - - 5		
D	Demands (pupil, patron, professional)	1- - 2- - - -3- - 4- - - - 5		

- A. THE COUNSELOR POSSESSES THE ABILITY TO ASSIST IN THE ORGANIZATION OF CASE CONFERENCES AND TO SHARE APPROPRIATE INDIVIDUAL DATA WITH STAFF MEMBERS.

The counselor demonstrates the ability to:

1. Display a working knowledge of the rules of confidentiality as sponsored by the APGA and APA Code of Ethics.
2. Organize and participate in case conferences concerning individual pupils.
3. Report critical information to parents and other professional resources.

AVERAGE SCORE FOR A.

#	A	B	C	D
1.				
2.				
3.				

- B. THE COUNSELOR POSSESSES THE ABILITY TO CONFIDENTIALLY DISCLOSE INFORMATION THAT WILL ASSIST IN THE IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS AND/OR PROBLEMS.

The counselor demonstrates the ability to:

1. Conduct conferences with teachers, acquainting them with the developmental guidance needs of students.
2. Relay information to professional personnel concerning students and teachers, without destroying confidence and trust.
3. Emphasize with the professional staff the necessity for confidentiality.

AVERAGE SCORE FOR B.

#	A	B	C	D
1.				
2.				
3.				

- C. THE COUNSELOR POSSESSES THE ABILITY TO FACILITATE COMMUNICATION BETWEEN STUDENT AND FACULTY.

The counselor demonstrates the ability to:

1. Provide high levels of discrimination and communication ability.
2. Devise programs to convey the philosophy and goals of the guidance program.
3. Encourage students, teachers, and administrators, to utilize the guidance services to their fullest extent.

AVERAGE SCORE FOR C.

#	A	B	C	D
1.				
2.				
3.				

- D. THE COUNSELOR POSSESSES THE ABILITY TO MAINTAIN COMMUNICATION WITH ALL EDUCATIONAL LEVELS.

The counselor demonstrates the ability to:

1. Implement formal and informal visitation among guidance personnel on the various levels.
2. Disseminate information on all educational levels.
3. Display a working knowledge of the various curricula advisement procedures and prerequisites for specific programs.

AVERAGE SCORE FOR D.

#	A	B	C	D
1.				
2.				
3.				

E. THE COUNSELOR POSSESSES THE ABILITY TO INTERPRET THE SCHOOL'S APPROACH TO STUDENT LEARNING AND SOCIAL-EMOTIONAL PROBLEMS.

The counselor demonstrates the ability to:

1. Describe special educational programs to parents.
2. Initiate and organize parent information and education groups.
3. Observe and evaluate student behavior, and to provide for the effective sharing of this information with professional staff and parents.

AVERAGE SCORE FOR E.

#	A	B	C	D
1.				
2.				
3.				

F. THE COUNSELOR POSSESSES THE ABILITY TO CONSULT WITH MEMBERS OF THE STUDENT SERVICES STAFF CONCERNING THE DEVELOPMENT AND FUTURE EXTENTION OF RELEVANT SERVICES.

The counselor demonstrates the ability to:

1. Keep abreast of current procedures and methods in the fields of guidance through membership in professional organizations.
2. Keep abreast of current procedures and methods in the field of guidance through reading professional journals.
3. Keep abreast of current procedures and methods in the field of guidance through attendance and participation in workshops, seminars, etc.

AVERAGE SCORE FOR F.

#	A	B	C	D
1.				
2.				
3.				

G. THE COUNSELOR POSSESSES THE ABILITY TO PROVIDE ASSISTANCE TO TEACHERS IN THE INTEGRATION OF APPROPRIATE INDIVIDUAL AND GROUP COUNSELING AND GUIDANCE PROCEDURES IN THE REGULAR CLASSROOM.

The counselor demonstrates the ability to:

1. Make information available and to encourage staff participation in guidance workshops, seminars, and other growth-oriented activities.
2. Suggest techniques and procedures that can be used effectively in classroom activities.
3. Establish and maintain guidance communications on all instructional levels within the system.

AVERAGE SCORE FOR G.

#	A	B	C	D
1.				
2.				
3.				

H. THE COUNSELOR POSSESSES THE ABILITY TO CONSULT WITH TEACHERS AND PROVIDE ASSISTANCE IN ALLEVIATING LEARNING AND SOCIAL-EMOTIONAL CONCERNS OF STUDENTS.

The counselor demonstrates the ability to:

1. Display adequate knowledge of child development and assistance to the teacher in identification of exceptional students.
2. Display adequate knowledge of child development and assistance to the teacher in initiating a child study program.
3. Display adequate knowledge of child development and assistance to the teacher in conducting parent conferences.

AVERAGE SCORE FOR H.

#	A	B	C	D
1.				
2.				
3.				

- I. THE COUNSELOR POSSESSES THE ABILITY TO CONSULT WITH PARENTS ABOUT CONCERNS FOR THEIR CHILDREN, AND TO CONVEY THE NEED FOR ASSISTANCE WITH THE LEARNING AND SOCIAL-EMOTIONAL PROBLEMS TO PROPER ADMINISTRATIVE AUTHORITIES.

The counselor demonstrates the ability to:

1. Accept parents as fellow learners.
2. Conduct parent conferences that are based on cooperative human relations.
3. Serve as a facilitator for promoting parent group discussions.

AVERAGE SCORE FOR I.

#	A	B	C	D
1.				
2.				
3.				

ORGANIZATION AND EVALUATION

CODE		LOW	AVERAGE	HIGH
A	Competency Level	1- - 2- - -3- - 4- - - 5		
B	Interest Level	1- - 2- - -3- - 4- - - 5		
C	Frequency	1- - 2- - -3- - 4- - - 5		
D	Demands (pupil, patron, professional)	1- - 2- - -3- - 4- - - 5		

A. THE COUNSELOR POSSESSES THE ABILITY TO ASSESS NEEDS OF THE TARGET POPULATION, AND COLLECT AND PREPARE DATA FOR PLANNING GUIDANCE ACTIVITIES.

The counselor demonstrates the ability to:

1. Design guidance instruments, questionnaires, rating scales, and guidance surveys.
2. Carry out guidance research procedures.
3. Make evaluation instruments available to faculty, students, and other persons, and to collect completed data.

AVERAGE SCORE FOR A.

#	A	B	C	D
1.				
2.				
3.				

B. THE COUNSELOR POSSESSES THE ABILITY TO SUPERVISE PERSONNEL AND PREPARE MATERIALS FOR GUIDANCE INTERPRETATIONS.

The counselor demonstrates the ability to:

1. Prepare data for clerical personnel and to work in a consultive capacity.
2. Use visual and auditory materials in presenting information to school and the community groups.
3. Analyze data and determine priorities based on identified needs.

AVERAGE SCORE FOR B.

#	A	B	C	D
1.				
2.				
3.				

C. THE COUNSELOR POSSESSES THE ABILITY TO EVALUATE GUIDANCE NEEDS.

The counselor demonstrates the ability to:

1. Evaluate test data to determine students who have special needs.
2. Plan with faculty for students needing special classes.
3. Display skill in using evaluation procedures such as check lists, survey instruments, experimental data, observation, and interviews.

AVERAGE SCORE FOR C.

#	A	B	C	D
1.				
2.				
3.				

D. THE COUNSELOR POSSESSES THE ABILITY TO DEVELOP A SEQUENCE OF GUIDANCE SERVICES DESIGNED TO MEET THE NEEDS OF THE TARGET POPULATION.

The counselor demonstrates the ability to:

1. Display an awareness of trends in society generally toward new and/or modified behaviors and/or ideas such as drug abuse, abortion, etc. and to provide guidance programs to meet these needs.
2. Provide guidance services for the school community.
3. Evaluate the target population.

AVERAGE SCORE FOR D.

#	A	B	C	D
1.				
2.				
3.				

- E. THE COUNSELOR POSSESSES THE ABILITY TO PLAN SPECIAL GUIDANCE PROGRAM ACTIVITIES DESIGNED TO MEET SPECIFIC NEEDS OF STUDENTS NOT NORMALLY INTEGRATED WITHIN THE PROGRAM OF GUIDANCE SERVICES.

The counselor demonstrates the ability to:

1. Assist in planning curricular and special services for students requiring special services.
2. Provide information for curriculum development in adult education.
3. Identify and counsel students having special potentialities and/or special needs.

AVERAGE SCORE FOR E.

#	A	B	C	D
1.				
2.				
3.				

ASSESSMENT REPORT

NAME

COUNSELING:

- Concerns
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Programs for Consideration

1. _____
2. _____
3. _____

CONSULTATION:

- Concerns
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Programs for Consideration

1. _____
2. _____
3. _____

COORDINATION:

- Concerns
1. _____
 2. _____

3. _____
4. _____
5. _____

Programs for Consideration

1. _____
2. _____
3. _____

ORGANIZATION AND EVALUATION

- Concerns**
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Programs for Consideration

1. _____
2. _____
3. _____

APPENDIX E

APPENDIX E

To Whom It May Concern:

1. I found this self-assessment very difficult to relate to the scope of my high school counseling position. Many of the questions don't cover what we do.
2. The self-assessment was very tedious to answer honestly with some 408 decisions and responses to be made. I question the validity of responses after the first 100 answers.
3. It would have helped in filling this out to understand specifically how the self-assessment fits into our discussions on improving guidance and counseling.
4. An East Lansing administrator I know understands or believes that all the listed competencies and skills are appropriate functions for East Lansing counselors. There was a strong attempt to manage all of these functions under Jim Mahrt in the late 60's and when we had a pupil personnel director. However, this all went out with Malcolm Katz and the return of Jerry Kusler with the "divisional plan."
5. What we need more than anything else is K-12 leadership and coordination by someone with counseling background! Administrators will have to be willing to share decision-making rather than just imposing apparent solutions to problems (e.g., H.S. divisional plan as the solution to problem of counselor accountability and control). Administrators must also be willing 1) to allow client confidentiality with the counselors and 2) to allow counselors to be physically and functionally separate from administration. Our roles can't be clear to anyone without this.
6. As I completed the assessment, I noted that there seemed to be a high correlation between responses to A & B; also, C & D. Unfortunately, I think this is a poor sign.

APPENDIX F

APPENDIX F

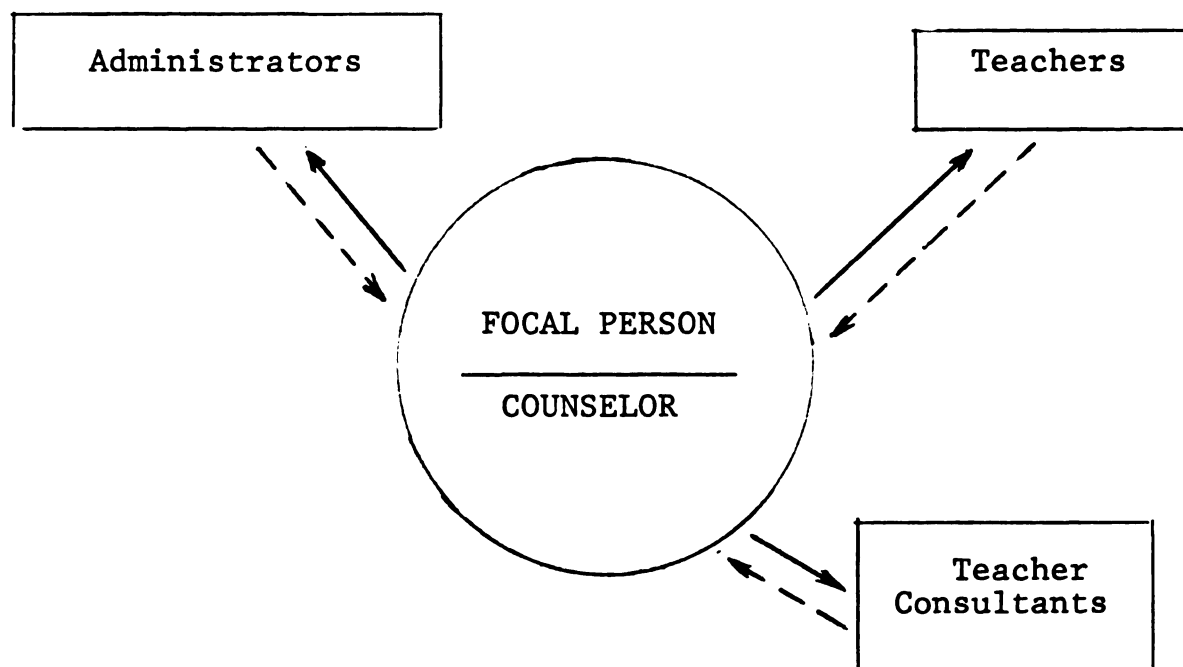


FIGURE F-1: Role-Set

The solid lines indicate that the counselor (focal person) is transmitting an understanding of the competencies needed to perform as a counselor to administrators, teachers, and teacher consultants.

The dotted lines show that the administrators, teachers, and teacher consultants have an understanding of the competencies the counselor must possess in order to function as a counselor.

The perception of the counselor's (focal person) competencies, and the administrators, teachers, and teacher consultants (role-set) perception of the counselor's competencies are measured to determine the strength or weakness in the role-set chain. These magnitudes will lead to those areas that must be given attention.

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