

A COMPARATIVE ANALYSIS OF MINIMUM BEHAVIORS,
FUNCTIONAL KNOWLEDGE AND ATTITUDES EXPECTED
OF NOVICE HIGH SCHOOL COUNSELORS AS PERCEIVED
BY PRACTICING HIGH SCHOOL COUNSELORS AND
COUNSELOR EDUCATORS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
SUTERAPHAN KARALAKAHANA
1972

THESIS



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This is to certify that the

thesis entitled

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COUNSELOR EDUCATORS
presented by

SUTERAPHAN KARALAKAHANA

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Counseling

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Date March 17, 1972

Q-7639

ABSTRACT

A COMPARATIVE ANALYSIS OF MINIMUM BEHAVIORS, FUNCTIONAL KNOWLEDGE AND ATTITUDES EXPECTED OF NOVICE HIGH SCHOOL COUNSELORS AS PERCEIVED BY PRACTICING HIGH SCHOOL COUNSELORS AND COUNSELOR EDUCATORS

By

Suteraphan Karalakahana

The purpose of this study was to compare the perceptions of experienced high school counselors with those of counselor educators as to minimum behaviors, attitudes, and functional knowledge expected of novice secondary school counselors. Specifically, three hypotheses were formulated and tested to determine if there were significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum behaviors, minimum attitudes, and minimum amount of functional knowledge expected of novice high school counselors. One additional hypothesis was tested to determine if the homogeneity of perceptions within groups of minimum expectancies for novice high school counselors were greater than between groups.

All full-time members (fourteen) of the Department of Counselor Education of Michigan State University

and counselors (sixteen) of three high schools of Lansing, Michigan were interviewed by the investigator. They were asked to state the minimum behaviors, attitudes, and knowledge that they expected of the novice high school counselor. The interviews were recorded on tape and then transcribed to typescript. The typescript was analyzed in order to derive specific statements of expected behaviors, attitudes, and knowledge. From these statements an initial instrument and rating scale were constructed and field-tested in a pilot study. Revisions were made in the instrument and rating scale and then administered to the same fourteen counselor educators of Michigan State University in order to assess their perceptions of the minimum expectancies for the novice counselor. The same procedures were followed with fourteen of the original sixteen high school counselors who were interviewed previously by the investigator.

The conclusions that were drawn from this study were limited by the small number of subjects and institutions that were included in the investigation. With these restrictions, the following conclusions were made:

1. The following hypothesis was partially supported by the results of the study: There would be significant differences between practicing high school counselors and counselor educators in

their perceptions of the minimum behaviors expected of novice high school counselors.

2. The following hypothesis was only tentatively accepted as the results of the test were tainted by a violation of a statistical rule: The homogeneity of perceptions within groups of minimum expectancies for novice high school counselors for each of the three categories (behaviors, attitudes, and knowledge) would be greater than that between groups.
3. Other hypotheses were rejected.

The implications of these conclusions for the training of high school counselors were discussed and recommendations for further research were presented.

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Suteraphan Karalakahana

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services,
and Educational Psychology

1972

676084

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation and respect to Dr. Bob B. Winborn who, as Chairman of the Doctoral Committee, gave his help, advice, kindness, encouragement, reinforcement, support and friendship throughout my entire doctoral program. Gratitude and respect are also expressed to the following members of my doctoral committee: Dr. Walter F. Johnson, my advisor for the M.A. degree who provided encouragement throughout my program; Dr. David K. Heenan who assisted me with both intra and extracurricular activities; and Dr. James W. Costar who always supported me as a member of my doctoral committee.

I am very grateful to Dr. Andrew C. Porter who gave valuable assistance during the design and the statistical analysis phase of this study. Mr. Geoffrey P. Yager, of the Office of Research Consultation of the M.S.U. College of Education also provided very helpful assistance in helping analyze interview data collected during the investigation.

Gratitude is also expressed to Mr. Don Orthner, Mr. Jon Young, Mrs. Majarie Edwerds, and Mr. W. D. Rogers.

Special thanks are given to all secondary high school counselors of Sexton, Everett, and Eastern High Schools and all of the counselor educators of the M.S.U. College of Education.

Sincere thanks are due to Mr. Kovit Pravalprauk, my best friend, who helped me through my program. My sincere thanks also goes to Mr. Sergio T. Goquiolay, Miss Tasnee Nillabrem, Miss Churiratana Busapavanit, and Mrs. Rochelle Powtong.

Finally, to my mother, who gave unending love and warmth, my late aunt who gave me strength, and my wonderful father for his encouragement, I express my warmest thanks and deepest gratitude.

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CHAPTER I

INTRODUCTION

A great deal of effort was expended during the 1960's to clarify the role and functions of the secondary school counselor and to establish standards for the professional preparation of counselors. Leadership for this task was provided by the American Personnel and Guidance Association (APGA) and two of its Divisions; the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA). Two important studies were initiated by these organizations that serve as benchmarks in attempts to make counseling a profession.

In May, 1960, ACES began a five-year Cooperative Study of Counselor Education Standards for use by counselor training institutions in the evaluation of counselor education programs. A short time later, during the summer of 1962, ACES appointed a National Planning Committee for the Counselor Role and Function Study. Hundreds of school counselors, state supervisors of guidance, counselor educators, and individuals from

government and private agencies participated in these studies. The studies culminated in the publication of "Statement of Policy for Secondary School Counselors" (1965a) and "Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors" (1965b) by ASCA. The report by ACES was released in its latest revision in 1967 and was entitled "Standards for the Preparation of Secondary School Counselors" (1967). These documents currently serve to guide counselor education departments in designing and implementing counselor training programs and in evaluating their effectiveness.

Recently the ASCA and ACES reports of policy guidelines and standards for preparing secondary school counselors have been criticized for their lack of specificity concerning the desired outcomes of counselor training programs. Whiteley (1969) has stated that the reports do not contain the "performance criteria by which to conduct a program evaluation that will accurately assess counselor performance and client change [p. 179]."

Whiteley's (1969) criticism suggests that counselor educators, school counselors, and supervisors need to analyze the specific effects that counselors are expected to produce in order to determine the skills, knowledge, and attitudes that are necessary to reach these expectations. The outcomes for counselor training programs could then be determined that would enable

graduates of counselor education programs to meet the expectations of the public, supervisors, and employers. An analysis of the expectations for novice or beginning secondary school counselors would appear to be valuable for counselor educators in terms of designing and developing counselor education courses that are functional and subject to objective evaluation.

Purpose of the Study

The purpose of this study is to compare the perceptions of experienced high school counselors with those of counselor educators as to minimum behaviors, functional knowledge, and attitudes expected of novice secondary school counselors. Specifically, the perceptions of a group of experienced high school counselors and a group of counselor educators will be examined to determine the degree of discrepancy or similarity between the two groups for those minimum behaviors, functional knowledge, and attitudes expected for novice high school counselors. If the investigation shows significant discrepancies, the implications of the study should stimulate counselor educators to examine the realities confronting novice counselors as perceived by secondary school counselors. This information could be utilized by counselor educators to develop specific outcomes for training programs that are based on specific effects that novice counselors are expected to produce.

Need for the Study

The adoption of the standards for the preparation of secondary school counselors, in 1967, by the Association for Counselor Education and Supervision, and the "Statement of Policy for Secondary School Counselors: Guidelines for Implementation" in 1965 by the American School Counselors Association were significant steps toward the professionalization of secondary school counseling. However, as Gelatt (1969) points out, these documents did not settle controversy or eliminate disagreement. They provide only broad guidelines for the role and functions of the counselor and for his professional preparation. It remains for school counselors and counselor educators to identify the specific skills, knowledge, and attitudes expected of school counselors and then to develop training programs to teach counselors these skills, knowledge, and attitudes. As Whitley (1969) has stated:

. . . counselor educators have avoided the central questions about the effects the counselor is to produce and what he can do to accomplish his goals. The results of this avoidance have been to add to the confusion of counselors entering the field; to restrict the structure of counselor education programs; to create teaching systems which have no feedback mechanisms, and to make evaluating the effects of counselor education programs more art than science [p. 183].

Swain (1968) has clearly set forth the need for this type of study in the form of a question. She asks: "Who shall decide what elements are suitable to be included in educational programs planned to prepare

students to enter positions in guidance, counseling, and student personnel work in schools and colleges? [p. 164]." She goes on to indicate that the answer to this question must be related to the nature of the work to be accomplished by the graduate who becomes a counselor. This study will serve as a beginning in the process of identifying the elements that novice counselors in high schools should have learned in counselor training programs in order to meet the minimum expectancies of practicing counselors and counselor educators.

Definition of Terms

The following terms are defined in order to provide for maximum clarity of nomenclature used in the investigation.

Novice Counselor.--This term refers to a counselor who has completed a counselor training program and has just begun to assume the role and functions of a secondary school counselor in an entry job. He has no prior work experience as a secondary school counselor.

Behavior.--This term applies to any activity that can be overtly observed by another, such as scoring tests and talking with students about vocational choice.

Functional Knowledge.--This term refers to information possessed by an individual that is needed and used in his work, such as knowledge of statistics and knowledge of different types of tests.

Attitudes.--This term applies to a mental state of readiness to react to people and things in a consistent way, such as willingness to talk with parents and willingness to organize a college night.

Hypotheses

The principal hypotheses to be examined are as follows:

1. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum behaviors expected of novice high school counselors.
2. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum knowledge expected of novice high school counselors.
3. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum attitudes expected of novice high school counselors.

4. The homogeneity of perceptions within groups of minimum expectancies for novice high school counselors for each of the three categories (behavior, knowledge, and attitude), will be greater than that between groups.

Related Literature

In this section a few general studies of interest will be examined and then research on counselor behaviors, knowledge, and attitudes will be presented.

Schoch (1966) studied the effects of a summer counseling practicum on counselor behavior in a counseling relationship. Using an instrument developed by Combs and Soper to define "good" counselors, Schoch found that the counselors became "better" on the relevant dimensions as a result of practicum experience. These dimensions are: (1) Internal-External frame of reference, (2) People-Things orientation, (3) Sees people as Able-Unable, (4) Sees people as Dependable-Undependable, (5) Sees people as Friendly-Unfriendly, (6) Sees people as Worthy-Unworthy, (7) Sees people as Identified-Unidentified, (8) Sees self as Enough-Not Enough, (9) Sees self as Revealing-Not Revealing, (10) Sees purpose as Freeing-Controlling, (11) Sees purpose as Altruistic-Narcisstic, and (12) Sees purpose in Larger-Smaller meanings.

Demos and Zuwaylif (1966) used the Edward Personal Preference Schedule to identify the most and least effective counselors. They found that "The most effective counselors indicated significantly more nurturance and affiliation, and the least effective counselors exhibited more autonomy, abasement, and aggression." Leussler (1961) found that counselor empathic understanding was unrelated to counseling progress. Williams (1962) found that a normal degree of congruence among the client's perceptions of himself, his ideal self, and others is restored through educational-vocational counseling with college students.

Fitzgerald (1965) reported that over 90 per cent of the total membership of the American School Counselor Association approved a Statement of Policy that defined counseling as an accepting, non-evaluative relationship in which a pupil is helped to better understand himself, the environment he perceives, and the relationship between these. "The purpose of counseling was seen to be that most pupils enhance and enrich their personal development and self-fulfillment by means of making intelligent decisions."

The above studies represent the type of broad, unspecific statements about the role and functions of secondary school counselors. They provide little assistance for counselor educators who are attempting

to design training programs based on the outcomes that counselors are expected to produce.

Attitudes

Rogers (1961) has reflected,

It is the attitudes and feelings of the therapist, rather than his theoretical orientation, which are important. His procedures and techniques are less important than his attitudes. It is also worth noting that it is the way in which his attitudes and procedures are perceived which makes a difference to the client, and it is this perception which is crucial [p. 44].

Although attitudes are one of the vital factors in counseling effectiveness, there appears to be a discrepancy between counselor educators and secondary school counselors in terms of the attitudes expected of the counselor. This is shown by the writings of Knowles and Shertzer (1965).

Within the frame of reference, there are significant differences among counselor educators, guidance supervisors, counselors and administrators in their attitudes toward the role of the secondary school counselor. Secondary school counselors hold a position which is located between administrators and counselor educators, and significantly different from both on most dimensions with the following exceptions. Counselors are similar to counselor-educators in favoring a non-authoritarian, student-centered, full-time counselor and in emphasizing a psychological viewpoint [p. 19].

Another aspect of attitudes involved in counseling is reported by Stranges and Riccio (1970). The study reported was concerned with determining whether counselees with different racial and ethnic backgrounds

preferred to be counseled by counselors with similar backgrounds. In the majority of cases, a preference for counselors with similar ethnic backgrounds was shown.

Behavior

Counseling is a dynamic relationship built by a feeling of mutualism between both counselor and counselee. It appears that successful counselors express their feelings accurately and meaningfully to their counselees.

As McGaw (1955) points out,

In certain respects, the "good" communication counselor is like an actor. Whereas the painter works with pigments and canvas . . . the actor is his own instrument. He reaches his audience by playing upon his own voice and his own body [p. 3].

Not only is the counselor able to communicate his feelings by playing upon his own voice and his own body, but he has his knowledge of the confidence in himself. It is necessary for an actor to believe what he is doing, and his first responsibility to his audience is to induce their belief in his actions [p. 8].

This is one aspect of behavior that is reported to be necessary in counseling, i.e., reflecting feeling or showing feeling such as warmth and understanding by sitting close to the client or by nodding. There are counselors whose facial expressions seem cold and with little animation.

Wolberg (1967) writes of the therapist's need to attend to the client with "a calm of accepting facial expression [p. 329]." Milliken (1965) also discusses the behavior of counselors. He states,

The voice, the counselor's, as well as the actor's instrument, must be used to fulfill the role he plays. He must also employ his body for the same purpose. The counselor's body should portray the professional person he desires to depict. He is well-clothed without overadornment. He is well kept, without being overmeticulous. His body carriage is consistent with the rest of his role. He is relaxed, not stiff or tense. Since he establishes face-to-face contacts with people at close range, it is imperative that the counselor does not detract from the positive image he established by exhibiting peculiar mannerisms [pp. 46-47].

Ivey (1970) reports that attending behavior is a powerful tool of the counselor and has the potential for both contributing to the self-respect and security of the student and serving as a reinforcer and facilitator of communication. This concept is supported by B. F. Skinner (1953):

The attention of people is reinforcing because it is a necessary condition for other reinforcements from them. In general, only people who are attending to us reinforce our behavior. The attention of someone who is particularly likely to supply reinforcement--a parent, a teacher, or a loved one--is an especially good generalized reinforcer and sets up especially strong attention-getting behavior [p. 78].

The counselor must also be aware of his own behavior such as emotional involvement (e.g., red face) or discomfort behavior as evidenced by both internal and external evidence. External manifestations of counselor discomfort vary from counselor to counselor and from client to client for the same counselor. The following examples illustrate the general nature of such indicators. The counselor may miss an obvious "opening" for an interpretation of reflection. The

counselor's voice qualities and speech patterns also convey evidences of discomfort. Additional evidence of internal discomfort is provided by the counselor's motor behavior, such as frequent shifts in posture, movement of his chair, and readjusting the microphone or tape recorder. The significance of these external signs is usually determined "after the fact" when listening to a counseling tape and discussing the interview during a supervisory conference.

Lister (1966) indicates that:

External signs of counselor discomfort provide a basis of inferring their internal referents. A supervisor can readily show the counselor that he was uncomfortable during the interview. This is helpful insofar as it enables the counselor to take a first step toward the development of an "intra-personal communication system" through which he can rectify his ineffective behavior [p. 56].

Vestermarck and Johnson (1970) state that the behavior resulting from fatigue of the counselor in counseling should also be considered in the examination of the behavior of counselors.

Fatigue, both physiological and psychological, may result if the counselor does not master the art of saying "No." In response to the many requests for his time and service, some firm refusals are essential. There is a real limit to the number of responsibilities that he can perform adequately [p. 107].

Fatigue may cause a counselor to become more irritable, more harried, and less effective, even as he drives himself to regain his usual level of competence. "An uneasy feeling of being off balance may lead the

counselor to question his own ability. A vicious circle is then activated; his questions and self-doubts themselves decrease his effectiveness [p. 107]."

Doubtless many other behaviors can be considered as important in defining the minimum expectancy of the novice counselor. The review of the counseling literature in this section indicates the varied and numerous types of behaviors expected of counselors. A complete listing of all behaviors would be an enormous task.

Knowledge

The amount and kind of knowledge expected of the effective counselor has varied from time to time. Swann's (1963) examination of the role of the counselor, as viewed by counselors and by teachers, suggests that it is important for counselors to be skilled in defining their role and interpreting educational and vocational information to students and teachers. Kerr (1963) also expressed concern about the ability of practicing counselors to give information, since approximately 50 per cent of the counselors he studied were disseminating fallacious information about NDEA loans, college costs, and scholarship aid.

In a free, anonymously written response, 116 graduate students who were enrolled in an introductory course in counseling and who were relatively unsophisticated in counseling terminology used 128 different

objectives and descriptive phrases to describe the characteristics they would prefer their own counselor to possess (McQuary, 1964). The characteristics most often preferred were understanding, adequate professional training, and neat appearance.

A trend in school counseling appears to be that of providing less information (guidance) and more counseling. "The counselor as a generalist," versus the "counselor as a specialist," is receiving maximum attention as counselor educators present their versions of the role of information in position papers and grass root reports (Kiesow, 1963, p. 131).

The wide general knowledge expected of the counselor is increasing. There is great demand for counselors to maintain contact with research. Weeks (1963) reported that counselor educators agreed that counselor trainees should be engaged in research related to guidance activities and should have some comprehension of data-processing procedures. Krumboltz (1967) states that "a counselor who loses contact with the professional literature may not lose much at first, but eventually he will be ignorant of advances in the field and thus will be less able to be of service to his clients [p. 228]." Some educators even demand that counselors master the technical terms and languages in order to have effective communication with related professions such as social workers and psychiatrists (Walz and Rich, 1967).

Summary

Counselors and counselor educators have written about varied behaviors, knowledge, and attitudes required of the counselors. Quite often, these were described as skills needed by the "good," "ideal," or "fully" competent counselor. None of the studies or reports indicated the minimum level of skills that the novice counselor should possess at the conclusion of his counselor training program. While ideal models are needed to provide goals for improving counselor effectiveness, a more vital model for counselor training programs would set forth the minimum expected behaviors, functional knowledge, and attitudes required of a novice counselor. This study is an attempt to analyze the minimum skills and knowledge expected of novice counselors as perceived by secondary school counselors of one school district and counselor educators of one institution of higher education.

CHAPTER II

RESEARCH DESIGN AND PROCEDURES

In order to test the hypotheses stated in Chapter I, a research design was formulated that would permit a comparative analysis of minimum behaviors, functional knowledge, and attitudes expected of novice high school counselors as perceived by practicing high school counselors and counselor educators. The level of confidence established for the test of hypotheses was .05.

General Description

The design and procedures followed during this investigation in order to obtain the data for the analysis were:

1. Agreement to participate in this study was secured from all members of the Department of Counselor Education of Michigan State University and all school counselors of three high schools of Lansing, Michigan.

2. An interview format (see Appendix A) was designed to facilitate the interviewing of the subjects

of this study. In a face-to-face interview each subject was asked to state, in as simple and unambiguous terms as possible, the minimum behaviors, the minimum attitudes, and the minimum functional knowledge that he believed were required of a beginning high school counselor. The investigator was permitted to ask for clarification and explanations of the statements made by the subjects. All interviews were recorded on an audio tape of the cassette type. The interviews were conducted in April and May of 1971.

3. All interviews were transcribed to typescript from the recordings. The typescript was analyzed by the investigator and a consultant from the Office of Research Consultation of the College of Education of Michigan State University in order to derive statements of expected behaviors, attitudes, and functional knowledge. At this stage of the study, duplicate statements made by the subjects were eliminated and an initial instrument to measure the perceptions of high school counselors and counselor educators was constructed.

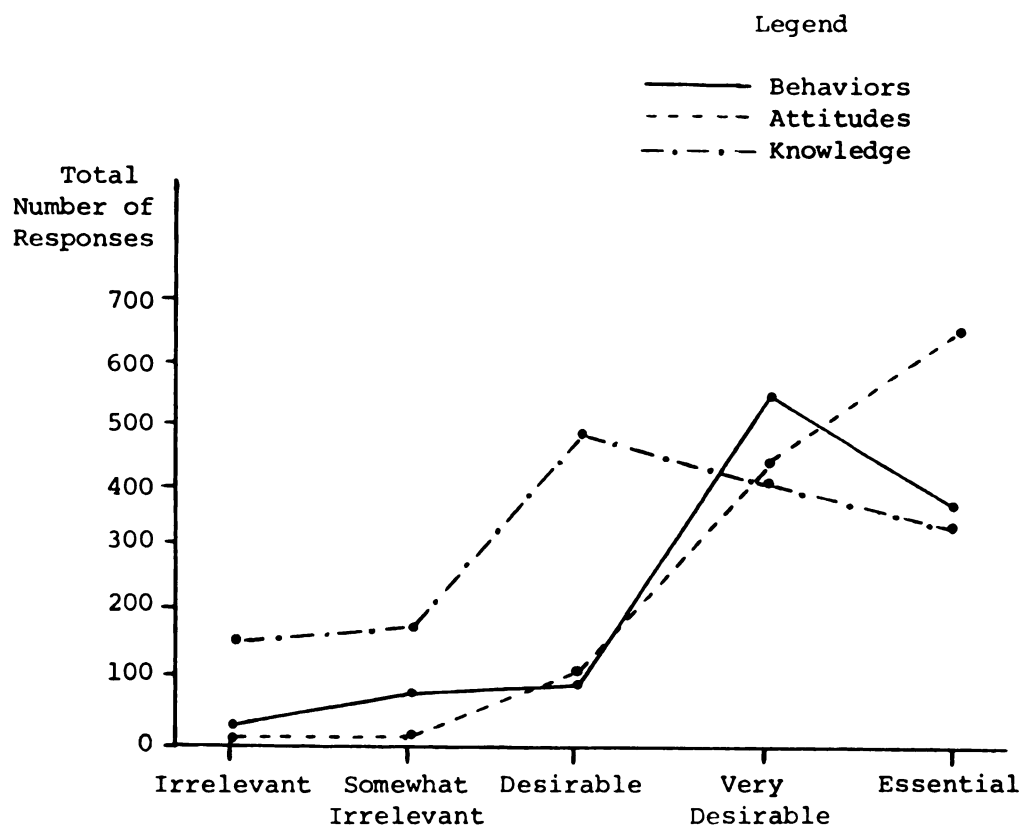
4. A pilot study was conducted in October of 1971 to test the appropriateness of the language used in the instrument and to determine whether to use a free or forced choice type of response format in the final edition of the instrument. The initial form of the

instrument was administered to graduate students enrolled in two sections of an introductory course in counseling. A total of 42 students completed the instrument and their responses are shown in Figure 1.

Figure 1 shows that the responses were skewed toward the essential item of the rating scale. These results indicated that a free choice type of response was needed for rating the statements of behaviors, attitudes, and knowledge expected of novice high school counselors.

5. The final form of the instrument (see Appendix B) contained 40 statements of expected behaviors, 38 statements of expected attitudes, and 55 statements of functional knowledge expected of novice counselors. A five-item scale for rating the statements was also developed (see Appendix C).

6. The instrument was administered to the subjects of this study during November and December of 1971. Each subject was asked to rate each statement of behaviors, attitudes, and knowledge as either essential, very desirable, desirable, somewhat irrelevant, or irrelevant as a minimum expectancy for the novice high school counselor.



30	77	103	541	383
11	22	108	445	674
142	183	493	422	356

Figure 1

Graphical Representation of Responses of Subjects
 of Pilot Study to Statements of Behaviors,
 Attitudes, and Knowledge Expected
 of Novice Counselors

7. Responses made to the instrument by the subjects were transcribed to IBM cards by a key punch operation and were verified at the Michigan State University Computer Center.

Subjects

Fourteen members of the Michigan State University department of counselor education and sixteen high school counselors employed by the Lansing, Michigan, Board of Education, were the subjects of this study. The counselors held positions at three high schools in the district. While sixteen high school counselors participated in the initial interviews, only fourteen were available to complete the final form of the instrument for rating perceptions.

The counselor educators consisted of thirteen males and one female. Eight of these subjects had earned the Ph.D. degree and six had earned the Ed.D. degree. Their degrees were received from the following institutions: George Washington University, Indiana University, Michigan State University, New York University, Oregon State University, Stanford University, the University of Iowa, the University of Minnesota, the University of Missouri, and the University of Wisconsin. All teach full-time in the department and none had fewer than three years of teaching experience at

Michigan State University. The counselor educators had a mean age of 47.5 years with a range from 30 to 66 years.

The high school counselors consisted of ten males and four females. All held the M.A. or M.S. degree and had received their degrees from the following institutions: Central Michigan University (1), Indiana University (1), Michigan State University (10), University of Cincinnati (1), and the University of Kentucky (1). Eleven were full-time counselors and three were half-time counselors. The number of years of counseling experience reported by the counselors ranged from one to 33 years with a mean number of years of 10.28. Two female counselors refused to report their age, but for the remaining twelve, the mean age was 51.0 years with a range from 31 to 59 years.

Statistical Procedures

The statistical analysis of the data of this study when a multivariate analysis of variance (ANOVA) program (Finn, 1967) was employed were calculated on a Control Data 3600 computer. The following procedures were used:

1. A multivariate ANOVA was computed that compared the total scores of counselor educators with the total scores of high school counselors for each group

of statements of interest, i.e., behaviors, attitudes, and knowledge, with the total scores defined as the number of statements rated as essential for the performance of the novice high school counselor.

2. A multivariate ANOVA was computed that compared the total scores of counselor educators with the total scores of high school counselors for each group of statements of interest, i.e., behaviors, attitudes, and knowledge, with the total scores defined as the weighted sum of statements rated as essential for the performance of the novice high school counselor equal to 5, rated as very desirable equal to 4, rated as desirable equal to 3, rated as somewhat irrelevant equal to 2, and rated as irrelevant equal to 1.

The statistical analysis of the data of this study, when a program for the calculation of a correlation matrix (Finn, 1967) was employed, was computed on a Control Data 3600 computer. Other correlation coefficients were computed by the investigator on a desk calculator and independently verified by an advanced doctoral student. The following procedures were used:

1. Correlation coefficients were calculated in a matrix program that related the total number of statements rated by each subject as essential to the performance of the novice counselor in one category of

statements, i.e., behaviors, attitudes, or knowledge, to the number of statements rated as essential in the other categories. Likewise, correlation coefficients were calculated that related the total scores of each subject in one category of statements, i.e., behaviors, attitudes, or knowledge, to the total score of the subject in the other categories. Total score was defined as the weighted sum of statements rated as essential for the performance of the novice high school counselor equal to 5, rated as very desirable equal to 4, rated as desirable equal to 3, rated as somewhat irrelevant equal to 2, and rated as irrelevant equal to 1.

2. On an item-by-item basis for statements in each of the categories (behaviors, attitudes, and knowledge), correlation coefficients were derived the related the responses of the group of counselor educators to the responses of the group of high school counselors in terms of whether statements of behavior, attitude, or knowledge were regarded as essential to the performance of the novice high school counselor.

Some of the data collected during the investigation were not amenable to refined statistical treatment. These data were analyzed by means of simple addition or percentages and were computed on a desk calculator.

In this chapter, the research design and procedures were presented. The results of the investigation are shown in the following chapter.

CHAPTER III

ANALYSIS OF RESULTS

The results of this investigation were analyzed to test the following hypotheses:

1. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum behaviors expected of novice high school counselors.
2. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum knowledge expected of novice high school counselors.
3. There will be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum attitudes expected of novice high school counselors.

4. The homogeneity of perceptions within groups of minimum expectancies for novice high school counselors for each of the three categories (behavior, knowledge, and attitudes) will be greater than that between groups.

Differences Between Counselor Educators
and High School Counselors in Ratings
of Behaviors, Attitudes, and
Knowledge

The basic data for testing hypotheses 1, 2, and 3 are shown in Tables 1a and 1b. Table 1a shows the differences in total score means for statements rated as essential for the performance of the novice high school counselor.

TABLE 1a

Differences Between Total Score Means for Behaviors,
Attitudes, and Knowledge Rated as Essential for
Novice Counselors by Counselor Educators and
High School Counselors

Raters	Means		
	Behaviors	Attitudes	Knowledge
Counselor Educators	22.928	21.571	23.714
Counselors	11.714	20.714	19.785
Grand Mean	17.321	21.142	21.750
Mean Differences	11.214	0.857	3.928

Table 1a indicates that the largest difference in total score means between counselor educators and high school counselors was for statements of behaviors

rated as essential for the performance of novice high school counselors.

Table 1b shows the differences in weighted total score means for statements rated as essential, very desirable, desirable, somewhat irrelevant, and irrelevant for the performance of the novice high school counselor.

TABLE 1b

Differences Between Weighted Total Score Means for Behaviors, Attitudes, and Knowledge Rated as Essential to Irrelevant for Novice Counselors by Counselor Educators and High School Counselors

Raters	Means		
	Behaviors	Attitudes	Knowledge
Counselor Educators	171.642	161.928	222.857
Counselors	166.285	170.214	227.714
Grand Mean	168.964	166.171	225.285
Mean Differences	5.357	8.285	4.825

Table 1b indicates that the largest weighted total score mean difference between counselor educators and high school counselors was for statements of attitudes expected of novice high school counselors.

The next step in the analysis was to determine if any of the differences shown in Tables 1a and 1b were significant. Table 2 shows the results of a multivariate ANOVA test for differences between a group of counselor educators and a group of high school counselors

for ratings of behaviors, attitudes, and knowledge regarded as essential for the performance of novice high school counselors and for weighted total ratings on a scale from essential to irrelevant for the same statements of behaviors, attitudes, and knowledge.

TABLE 2

Multivariate Test for Differences in Ratings of Behaviors, Attitudes, and Knowledge Regarded as Essential for Novice High School Counselors and for Differences in Weighted Total Ratings on a Scale from Essential to Irrelevant

	Degrees of Freedom	Multivariate F	P Less Than
Between Groups (Essential Ratings)	3, 24	6.4995	0.0023
Between Groups (Total Ratings)	3, 24	0.5041	0.6832

The results of Table 2 show that there is a significant difference between counselor educators and counselors for ratings reported as essential for the performance of novice high school counselors in the areas of behavior, attitudes, and knowledge. No differences were shown between these two groups for weighted total ratings on a scale from essential to irrelevant for statements of behaviors, attitudes, and knowledge. The next step in the analysis, then, was to determine the source of the differences shown in Table 2.

Table 3 shows the results of a univariate test for differences among the ratings of behaviors, attitudes, and knowledge regarded as essential for the performance of the novice high school counselor by counselor educators and high school counselors.

Table 3 shows a significant difference at the .05 level of confidence between counselor educators and counselors for behaviors rated as essential for a minimum expected performance for novice high school counselors. To obtain a significant difference the value of P should be equal to .0167. Table 3 indicates a value of .0018 was obtained for the category of behaviors. No significant differences were obtained for the categories of attitudes and knowledge.

Hypothesis 4 was tested by calculating correlation coefficients to determine the relationship across statements of behaviors, attitudes, and knowledge for ratings regarded as essential by counselor educators and high school counselors and for weighted total ratings on a scale from essential to irrelevant for the three categories of statements. Table 4 shows a correlation matrix across statements of behaviors, attitudes, and knowledge for ratings regarded as essential and for weighted total ratings.

Table 4 indicates that subjects when taken as a single group tend to rate statements in each of the categories of behaviors, attitudes, and knowledge on

TABLE 3

Univariate Test for Differences Among the Ratings of Behaviors, Attitudes, and Knowledge Regarded as Essential for the Novice Counselor by Counselor Educators and High School Counselors

Source of Variation	Degree of Freedom	Mean Squares	Behavior		Mean Squares	Attitudes		Mean Squares	Knowledge	
			F	P		F	P		F	P
Between Group	1	880.32	12.2312	.0018	5.142	.800	.7796	108.04	1.018	.3246
Within Groups	26	71.91			64.318			107.123		

the essential item of the rating scale in a similar fashion. Relatively high correlation coefficients were obtained for all three categories of statements. The opposite effect was obtained when correlation coefficients were calculated for total weighted ratings on a scale from essential to irrelevant. Subjects did not tend to rate in the same way when all items of the rating scale were considered.

TABLE 4

Correlation Matrix for Behaviors, Attitudes, and Knowledge Regarded as Essential for Novice Counselors and for Weighted Total Ratings by All Subjects

Variables		Behaviors	Attitudes	Knowledge
Essential Ratings	Behavior	1.0000		
	Attitudes	.6223	1.0000	
	Knowledge	.7742	.7216	1.0000
Total Weighted Ratings	Behavior	1.0000		
	Attitudes	.3932	1.0000	
	Knowledge	.2188	.3393	1.0000

The relatively high correlation coefficients for essential ratings in Table 4 were of interest. Additional correlation coefficients were calculated to determine which categories of statements (behaviors, attitudes, and knowledge) showed the greatest homogeneity of ratings between counselor educators and high school counselors. Table 5 shows the results.

TABLE 5

Correlation Coefficients for Behaviors, Attitudes, and
Knowledge in Terms of Essentiality for the
Performance of Novice Counselors by
Counselor Educators and High
School Counselors

Variables	Degrees of Freedom	Coefficients	P Less Than
Behaviors	38	.71	.005
Attitudes	36	.78	.005
Knowledge	53	.75	.005

As shown in Table 5, the homogeneity of essential ratings between counselor educators and high school counselors is very similar. Correlation coefficients were approximately the same for all three categories being rated.

All coefficients were significant at the .005 level of confidence. The value of r needed for 40 degrees of freedom equals .343; for 35 degrees of freedom equals .418; and for 50 degrees of freedom equals .354.

Differences Between Counselor Educators and
High School Counselors in Ratings of
Behaviors, Attitudes, and Knowledge
as Shown by Descriptive Data

The data presented in this section provide information to further clarify and explain the results of the study. Table 6 shows the number of counselor educators and high school counselors who rated as essential the statements in each of the three categories. (See

TABLE 6

The Number of Counselor Educators and High School
Counselors Rating Behaviors, Attitudes, and
Knowledge as Essential for the
Performance of the Novice
Counselor

Number of Statement	Behaviors		Attitudes		Knowledge	
	Counselor Educators	High School Counselor	Counselor Educators	High School Counselor	Counselor Educators	High School Counselor
1.	12	11	14	12	9	1
2.	14	13	2	2	8	3
3.	12	12	3	8	6	0
4.	13	12	9	10	12	10
5.	14	12	2	5	8	4
6.	9	0	8	8	10	10
7.	9	0	9	7	13	13
8.	9	0	7	7	13	11
9.	8	0	9	3	12	8
10.	8	1	8	6	9	5
11.	7	2	10	13	8	5
12.	10	7	3	8	11	8
13.	5	0	2	3	6	7
14.	9	3	7	9	5	3
15.	9	5	12	13	4	5
16.	3	1	12	13	6	6
17.	5	0	13	13	4	4
18.	10	1	13	13	6	6
19.	11	7	12	13	1	0
20.	4	2	5	0	0	1
21.	7	3	5	6	5	3
22.	7	1	2	4	2	2
23.	7	1	3	4	8	3
24.	10	9	9	4	11	10
25.	6	0	2	4	9	5

TABLE 6. (Continued)

Number of Statement	Behaviors		Attitudes		Knowledge	
	Counselor Educators	High School Counselor	Counselor Educators	High School Counselor	Counselor Educators	High School Counselor
26.	7	5	4	3	8	3
27.	7	1	5	3	0	1
28.	10	5	9	4	1	3
29.	11	6	11	11	5	7
30.	7	9	11	10	4	6
31.	7	1	9	9	5	5
32.	4	0	8	6	6	6
33.	2	0	12	10	13	12
34.	4	0	10	8	7	13
35.	6	2	6	6	0	0
36.	7	4	12	12	0	0
37.	11	6	12	11	1	0
38.	10	5	12	11	0	1
39.	10	5			8	5
40.	3	6			4	4
41.					2	1
42.					5	4
43.					1	1
44.					3	5
45.					6	4
46.					11	7
47.					8	5
48.					6	5
49.					6	6
50.					8	4
51.					4	2
52.					9	10
53.					3	8
54.					4	5
55.					11	12

Appendix C for the specific statement.) Correlation coefficients were derived from these data to test hypothesis 4 of this investigation.

Table 7 displays those specific statements for each of the three categories (behaviors, attitudes, and knowledge) rated as essential for the performance of the novice counselor when the number of essential ratings by counselor educators exceeded by three or more the number of essential ratings by high school counselors.

Table 8 displays the specific statements for each of the three categories rated as essential for the performance of the novice high school counselor when the number of essential ratings by the group of high school counselors exceeded by three or more the number of essential ratings by the group of counselor educators.

From Tables 7 and 8, it can be seen that the total number of statements rated by counselor educators as essential that exceeded by three the number of ratings by high school counselors was vastly different. The ratio is 48 statements to 6 with the greatest variation being observed in the category of behaviors.

A further description of the differences between counselor educators and high school counselors is shown in Table 9. This table presents the specific statements rated as essential for the performance of the novice counselor when the difference in the number of ratings

TABLE 7

Statements for Which the Number of Essential Ratings
Given by Counselor Educators Exceeded by Three
or More Those Given by High School Counselors

Statements of Behaviors	
6.	The novice counselor should be able to analyze the educational problems of a client so well that this analysis is verified by the client.
7.	The novice counselor should be able to analyze the vocational problems of a client so well that this analysis is verified by the client.
8.	The novice counselor should be able to analyze the personal problems of client so well that this analysis is verified by the client.
9.	The novice counselor should be able to analyze the social problems of a client so well that this analysis is verified by the client.
10.	The novice counselor should be able to select tests.
11.	The novice counselor should be able to administer tests.
12.	The novice counselor should be able to interpret tests.
13.	The novice counselor should be able to score tests.
14.	The novice counselor should be able to evaluate tests.
15.	The novice counselor should be able to communicate the function of guidance in the schools verbally and in writing.
17.	The novice counselor should be able to conduct follow-up studies of former students.
18.	The novice counselor should be able to assess counseling outcomes.
19.	The novice counselor should be able to use human relations skills.

TABLE 7. (Continued)

Statements of Behaviors	
21.	The novice counselor should read professional journals and other counseling literature.
22.	The novice counselor should be able to select information for vocational files.
23.	The novice counselor should be able to organize information for vocational files.
25.	The novice counselor should be able to plan a visit to gather information on possible sources of employment.
27.	The novice counselor should demonstrate eye contact, head nodding, and forward body posture during counseling interview.
28.	The novice counselor should be able to assist clients to develop strategies to reach their objectives.
29.	The novice counselor should be able to help clients to identify appropriate goals in the counseling situation.
30.	The novice counselor should be able to contact various people (parents, businessmen, teachers) who may be of potential help to clients.
31.	The novice counselor should be able to use modeling techniques.
32.	The novice counselor should be able to use operant conditioning.
34.	The novice counselor should be able to use simulation techniques.
35.	The novice counselor should be able to generate hypotheses related to the development of the client's problems based on some theoretical foundation.
36.	The novice counselor should be able to direct a student's thinking to more affective (emotional) levels of his problem.

TABLE 7. (Continued)

<u>Statements of Behaviors</u>	
37.	The novice counselor should be able to make appropriate use of the interview technique of clarification.
38.	The novice counselor should be able to make appropriate use of the interview technique of reflection.
39.	The novice counselor should be able to make appropriate use of the interview technique of silence.
<u>Statements of Attitudes</u>	
9.	The novice counselor should be willing to stick to his principles or ethics despite the disagreement of others.
20.	The novice counselor should be willing to help students find jobs.
24.	The novice counselor should be willing to provide consultation services for other professionals.
28.	The novice counselor should be willing to keep up in his field by reading professional literature.
<u>Statements of Knowledge</u>	
1.	The novice counselor should know how to select tests.
2.	The novice counselor should know how to administer tests.
3.	The novice counselor should know how to score tests.
5.	The novice counselor should know how to evaluate tests.
9.	The novice counselor should know how to help clients decide upon goals during interviews.
10.	The novice counselor should know how to help clients perform tasks during interviews.
11.	The novice counselor should know how to evaluate during interviews.

TABLE 7. (Continued)

Statements of Knowledge	
12.	The novice counselor should know the ethical codes of counseling.
23.	The novice counselor should know the group process.
25.	The novice counselor should know counseling theory and process for at least one type of counseling structure.
26.	The novice counselor should know decision-making processes.
39.	The novice counselor should know the educational measurement concepts of validity, reliability, and standard scores.
46.	The novice counselor should know the functions of other pupil personnel workers.
47.	The novice counselor should know the <u>Occupational Outlook Handbook</u> and other reference materials as possible sources of information.
50.	The novice counselor should know at least one counseling theory to the depth that he can use the theory relatively consistently.

TABLE 8

Statements for Which the Number of Essential Ratings
Given by High School Counselors Exceeded by
Three or More Those Given by Counselor
Educators

Statements of Behaviors

40. The novice counselor should demonstrate appropriate dress and a good appearance.

Statements of Attitudes

3. The novice counselor should be willing to accept his place as a subordinate to the principal.
11. The novice counselor should like and be interested in people and their concerns.
12. The novice counselor should have the attitude of separating his job and his home life.

Statements of Knowledge

34. The novice counselor should know about privileged communication.
53. The novice counselor should know culture and sociology.
-

TABLE 9

Statements for Which the Difference in the Number of
Essential Ratings did not Exceed Two Between
Counselor Educators and High School
Counselors

<u>Statements of Behaviors</u>	
1.	The novice counselor should be able to consult with teachers.
2.	The novice counselor should be able to consult with students.
3.	The novice counselor should be able to consult with parents.
4.	The novice counselor should be able to consult with other pupil personnel workers.
5.	The novice counselor should be able to consult with school administrators.
16.	The novice counselor should be able to organize in-service training programs for educational personnel.
20.	The novice counselor should hold membership in professional organizations.
24.	The novice counselor should be able to work with students in groups.
26.	The novice counselor should be able to analyze and evaluate student records to detect possible student problems.
33.	The novice counselor should be able to use counter-conditioning.

Statements of Attitudes

1. The novice counselor should be willing to talk with parents.
2. The novice counselor should be willing to organize events to be held outside of school hours that can be of help to students.

TABLE 9. (Continued)

Statements of Attitudes	
4.	The novice counselor should be willing to accept his place as a member of a pupil personnel team.
5.	The novice counselor should be willing to experiment with new techniques of guidance and counseling.
6.	The novice counselor should be willing to keep up with current issues in counseling.
7.	The novice counselor should have an attitude of acceptance toward all individuals with whom he comes in contact.
8.	The novice counselor should have a belief in the essential goodness of man.
10.	The novice counselor should be willing to be himself (open and honest) while with clients.
13.	The novice counselor should be willing to set up a cumulative record system.
14.	The novice counselor should be willing to counsel either individually or in groups at least 50 per cent of the time.
15.	The novice counselor should be willing to work with teachers for the benefit of a particular student or students.
16.	The novice counselor should be willing to work with parents for the benefit of a particular student or students.
17.	The novice counselor should be willing to work with administrators for the benefit of a particular student or students.
18.	The novice counselor should be willing to work with other pupil personnel workers for the benefit of a particular student or students.
19.	The novice counselor should be willing to admit his weaknesses and seek help from other professionals by making referrals.
21.	The novice counselor should be willing to help students find institutions of higher learning to attend.

TABLE 9. (Continued)

Statements of Attitudes	
22.	The novice counselor should be willing to visit schools and colleges for the benefit of students.
23.	The novice counselor should be willing to visit businesses and industries for the benefit of students.
25.	The novice counselor should be willing to provide counseling for other professionals.
26.	The novice counselor should be willing to hold membership in professional organizations.
27.	The novice counselor should be willing to keep up in his field by taking advanced courses.
29.	The novice counselor should be willing to keep up with the changes in society that may have an effect upon students.
30.	The novice counselor should have an attitude of flexibility rather than rigidity in his approach to counseling.
31.	The novice counselor should be willing to quickly learn about the high school including personnel and curriculum.
32.	The novice counselor should have confidence in his own ability.
33.	The novice counselor should have an attitude of optimism such as a belief in the possibilities of growth even in the worst "troublemakers."
34.	The novice counselor should have an attitude of helping to the full extent necessary to insure client change.
35.	The novice counselor should have an attitude of outgoing warmth.
36.	The novice counselor should have an attitude of being a helper of students rather than one of an authoritarian instructor.

TABLE 9. (Continued)

<u>Statements of Attitudes</u>	
37.	The novice counselor should be willing to admit a lack of knowledge.
38.	The novice counselor should be willing to admit mistakes.
<u>Statements of Knowledge</u>	
4.	The novice counselor should know how to interpret tests.
6.	The novice counselor should know how to establish structure in interviews.
7.	The novice counselor should know how to listen during interviews.
8.	The novice counselor should know how to interact with clients during interviews.
13.	The novice counselor should know referral agencies.
14.	The novice counselor should know drug information.
15.	The novice counselor should know theories of learning.
16.	The novice counselor should know human developmental psychology.
17.	The novice counselor should know abnormal psychology.
18.	The novice counselor should know personality theory.
19.	The novice counselor should know applied research techniques.
20.	The novice counselor should know how to write a proposal.
21.	The novice counselor should know vocational development theory.
22.	The novice counselor should know the professional organizations.

TABLE 9. (Continued)

Statements of Knowledge	
24.	The novice counselor should know himself (knowledge of his own "hangups," strengths, weaknesses).
27.	The novice counselor should know management and administrative techniques.
28.	The novice counselor should know philosophy of education.
29.	The novice counselor should know about minority groups.
30.	The novice counselor should know about the culturally disadvantaged.
31.	The novice counselor should know about the physically disadvantaged.
32.	The novice counselor should know about the emotionally disadvantaged.
33.	The novice counselor should know about confidentiality.
35.	The novice counselor should know program evaluation techniques.
36.	The novice counselor should know principles of educational technology such as audio-visual aids.
37.	The novice counselor should know principles of educational technology such as computer simulation games.
38.	The novice counselor should know how to read computer print-outs.
40.	The novice counselor should know about the use of autobiographies.
41.	The novice counselor should know about the use of sociometrics.
42.	The novice counselor should know about the use of anecdotal reports.

TABLE 9. (Continued)

Statements of Knowledge	
43.	The novice counselor should know how to help teachers plan effective instructional units.
44.	The novice counselor should know current events.
45.	The novice counselor should know community agencies that provide services to students such as scholarships or special tutoring.
48.	The novice counselor should know a framework or classification for occupational, educational, social, and personal information.
49.	The novice counselor should know the functions of school administrators.
51.	The novice counselor should know statistics well enough to read and understand research articles.
52.	The novice counselor should know how to interpret tests to different populations such as parents, teachers, students, and himself.
54.	The novice counselor should know teacher and classroom dynamics.
55.	The novice counselor should have the knowledge from a minimum of one term of supervised practicum.

between the group of counselor educators and the group of high school counselors did not exceed two.

Table 9 shows considerably more agreement between ratings made by counselor educators and high school counselors for the categories of attitudes and knowledge than for the category of behaviors. Differences in ratings for specific statements did not exceed two between counselor educators and high school counselors for 31 statements in the attitudes category, 38 statements in the knowledge group, and for 10 statements describing behaviors.

One additional analysis of the statements of behaviors, attitudes, and knowledge rated as essential for the performance of the novice counselor by counselor educators and high school counselors was performed. On the basis of an arbitrary decision made by the investigator, an examination was made of those statements in each category in which the sum of the number of essential ratings by counselor educators and high school counselors totaled 14 or more; 14 being one-half of the total number of subjects participating in this investigation. The results of this analysis are presented in Table 10.

Table 10 shows that 14 or more of the subjects of this study rated 49 of the 133 statements included in the instrument to measure perceptions of counselor educators and high school counselors as essential for

TABLE 10

The Essential Ratings for Individual Statements of Behaviors, Attitudes, and Knowledge Totaling Fourteen or More in Number by Counselor Educators and High School Counselors

Statements of Behaviors	No. of Co. Educators	No. of H.S. Counselors
1. The novice counselor should be able to consult with teachers.	12	11
2. The novice counselor should be able to consult with students.	14	13
3. The novice counselor should be able to consult with parents.	12	12
4. The novice counselor should be able to consult with other pupil personnel workers.	13	12
5. The novice counselor should be able to consult with school administrators.	14	12
12. The novice counselor should be able to interpret tests.	10	7
15. The novice counselor should be able to communicate the function of guidance in the schools verbally and in writing.	9	5
19. The novice counselor should be able to use human relations skills.	11	7
24. The novice counselor should be able to work with students in groups.	10	9
28. The novice counselor should be able to assist clients to develop strategies to reach their objectives.	10	5

TABLE 10. (Continued)

Statements of Behaviors	No. of Co. Educators	No. of H.S. Counselors
29. The novice counselor should be able to help clients to identify appropriate goals in the counseling situation.	11	6
37. The novice counselor should be able to make appropriate use of the interview technique of clarification.	11	6
38. The novice counselor should be able to make appropriate use of the interview technique of reflection.	10	5
39. The novice counselor should be able to make appropriate use of the interview technique of silence.	10	5
<u>Statements of Attitudes</u>		
1. The novice counselor should be willing to talk with parents.	14	12
4. The novice counselor should be willing to accept his place as a member of a pupil personnel team.	9	10
6. The novice counselor should be willing to keep up with current issues in counseling.	8	8
7. The novice counselor should have an attitude of acceptance toward all individuals with whom he comes in contact.	9	7
8. The novice counselor should have a belief in the essential goodness of man.	7	7

TABLE 10. (Continued)

Statements of Attitudes	No. of Co. Educators	No. of H.S. Counselors
10. The novice counselor should be willing to be himself (open and honest) while with clients.	8	6
11. The novice counselor should like and be interested in people and their concerns.	10	13
14. The novice counselor should be willing to counsel either individually or in groups at least 50 per cent of the time.	7	9
15. The novice counselor should be willing to work with teachers for the benefit of a particular student or students.	12	13
16. The novice counselor should be willing to work with parents for the benefit of a particular student or students.	12	13
17. The novice counselor should be willing to work with administrators for the benefit of a particular student or students.	13	13
18. The novice counselor should be willing to work with other pupil personnel workers for the benefit of a particular student or students.	13	13
19. The novice counselor should be willing to admit his weaknesses and seek help from other professionals by making referrals.	12	13

TABLE 10. (Continued)

	Statements of Attitudes	No. of Co. Educators	No. of H.S. Counselors
29.	The novice counselor should be willing to keep up with the changes in society that may have an effect upon students.	11	11
30.	The novice counselor should have an attitude of flexibility rather than rigidity in his approach to counseling.	11	10
31.	The novice counselor should be willing to quickly learn about the high school including personnel and curriculum.	9	9
32.	The novice counselor should have confidence in his own ability.	8	6
33.	The novice counselor should have an attitude of optimism such as a belief in the possibilities of growth even in the worst "trouble-makers."	12	10
34.	The novice counselor should have an attitude of helpful to the full extent necessary to insure client change.	10	8
36.	The novice counselor should have an attitude of being a helper of students rather than one of an authoritarian instructor.	12	12
37.	The novice counselor should be willing to admit a lack of knowledge.	12	11
38.	The novice counselor should be willing to admit mistakes.	12	11

TABLE 10. (Continued)

Statements of Knowledge	No. of Co. Educators	No. of H.S. Counselors
4. The novice counselor should know how to interpret tests.	12	10
6. The novice counselor should know how to establish structure in interviews.	10	10
7. The novice counselor should know how to listen during interviews.	13	13
8. The novice counselor should know how to interact with clients during interviews.	13	11
9. The novice counselor should know how to help clients decide upon goals during interviews.	12	8
10. The novice counselor should know how to help clients perform tasks during interviews.	9	5
12. The novice counselor should know the ethical codes of counseling.	11	8
24. The novice counselor should know himself (knowledge of his own hang-ups, strengths, and weaknesses).	11	10
25. The novice counselor should know counseling theory and process for at least one type of counseling structure.	9	5
33. The novice counselor should know about confidentiality.	13	12
46. The novice counselor should know the functions of other pupil personnel workers.	11	7

TABLE 10. (Continued)

Statements of Knowledge	No. of Co. Educators	No. of H.S. Counselors
52. The novice counselor should know how to interpret tests to different populations such as parents, teachers, students, and himself.	9	10
55. The novice counselor should have the knowledge from a minimum of one term of supervised praticum.	11	12

the performance of the novice high school counselor. More specifically, 14 of 40 statements of behaviors (35%), 22 of 38 statements of attitudes (58%), and 13 of 55 statements of knowledge (24%) were rated as essential by 14 or more subjects.

This chapter presented the results of the investigation which were analyzed to test the hypotheses mentioned at the beginning of the chapter. The next chapter discusses these results and summarizes the entire investigation. Conclusions and recommendations drawn from the study are also presented.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to compare the perceptions of experienced high school counselors with those of counselor educators as to minimum behaviors, attitudes, and functional knowledge expected of novice secondary school counselors. Specifically, three hypotheses were formulated and tested to determine if there were significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum behaviors, minimum attitudes, and minimum amount of functional knowledge expected of novice high school counselors. One additional hypothesis was tested to determine if the homogeneity of perceptions within groups of minimum expectancies for novice high school counselors were greater than between groups.

All full-time members (fourteen) of the Department of Counselor Education of Michigan State University and counselors (sixteen) of three high schools of Lansing, Michigan, were interviewed by the investigator. They

were asked to state the minimum behaviors, attitudes, and knowledge that they expected of the novice high school counselor. The interviews were recorded on tape and then transcribed to typescript. The typescript was analyzed in order to derive specific statements of expected behaviors, attitudes, and knowledge. From these statements an initial instrument and rating scale was constructed and field-tested in a pilot study. Revisions were made in the instrument and rating scale and then administered to the same fourteen counselor educators of Michigan State University in order to assess their perceptions of the minimum expectancies for the novice counselor. The same procedures were followed with fourteen of the original sixteen high school counselors who were interviewed previously by the investigator.

Following the collection of the data, a descriptive and statistical analysis revealed the following:

1. A significant difference between counselor educators and high school counselors was found for ratings reported as essential for the performance of novice high school counselors. No differences were found between these groups of subjects for ratings reported as essential for the categories of attitudes and knowledge.

2. No differences were found between counselor educators and high school counselors for weighted total ratings when the weighted ratings were defined as equal to 5 for essential ratings, equal to 4 for very desirable ratings, equal to 3 for desirable ratings, equal to 2 for somewhat irrelevant ratings, and equal to 1 for irrelevant ratings of statements of behaviors, attitudes, and knowledge.

3. The subjects of the investigation, when taken as a single group, tended to rate statements in each of the categories of behaviors, attitudes, and knowledge on the essential item of the rating scale in a similar fashion. The opposite effect was found when correlation coefficients were calculated for total weighted ratings on a scale from essential to irrelevant.

4. The homogeneity of essential ratings for behaviors, attitudes, and knowledge between counselor educators and high school counselors was found to be relatively high. The coefficients of correlation were .71 or better for the three categories of behaviors, attitudes, and knowledge. All coefficients were significant at the .005 level of confidence.

5. Descriptive data were found to support the results reported in the above paragraph. While most of these data were intended to clarify the statistical

findings of the study, an item of interest was the finding that 14 of the 40 statements of behaviors included in the instrument to measure perceptions of counselor educators and high school counselors were rated as essential to the performance of the novice counselor by 14 or more subjects. Similarly, 22 of 38 statements of attitudes and 13 of 55 statements of knowledge were rated as essential by 14 or more subjects.

Conclusions

The conclusions that can be drawn from this study are quite limited due to the small number of subjects who participated in the investigation. Generalizations made on the basis of the conclusions presented in this section must be restricted to the subjects and institutions included in this investigation. With these restrictions, the following conclusions are presented:

1. It was hypothesized that: There would be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum behaviors expected of novice high school counselors. This hypothesis was partially supported. A significant difference at the .05 level of confidence was found between counselor educators and high school counselors for ratings reported as essential for the performance of the novice

counselor. No differences were found for weighted total ratings considered.

2. It was hypothesized that: There would be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum knowledge expected of novice high school counselors. This hypothesis was rejected.
3. It was hypothesized that: There would be significant differences between practicing high school counselors and counselor educators in their perceptions of the minimum attitudes expected of novice high school counselors. This hypothesis was rejected.
4. It was hypothesized that: The homogeneity of perceptions within groups of minimum expectancies for novice high school counselors for each of the three categories (behaviors, attitudes, and knowledge), would be greater than that between groups. This hypothesis was tentatively accepted. Although significant coefficients of correlation were obtained that indicated a relatively high degree of homogeneity within groups, this result was tainted by a violation of the law of

independence as the two groups of subjects were fixed. The hypothesis was, therefore, regarded as tentatively accepted for informational purposes only.

Discussion

This study has shown, on a small scale, that specific skills, attitudes, and knowledge expected and required of the beginning high school counselor can be identified. It is possible to determine the effects that a counselor is expected to produce, both in training and on the job.

The results of the study pointed out the specific statements that described the behaviors, attitudes, and knowledge expected of the novice counselor. Points of disagreement and congruence between counselors and counselor educators were noted. The principal area of discrepancy was for the behaviors expected of the novice counselor. Counselor educators when compared with high school counselors tended to expect the novice counselor to be able to demonstrate a larger number of behaviors. This would seem to be expected of counselor educators in light of their interests and responsibilities. Part of their task is to set "ideals" for the training of counselors as well as to train for the status quo. On the other hand, counselor educators need to continually

evaluate their training programs to avoid a discrepancy between "ideals" and reality. Too large a difference might lead to the production of counselors who are over-trained for their jobs. A large discrepancy also may create a credibility problem for counselor educators.

It is quite probable that few counselor training institutions have examined specifically and in behavioral terms just what behaviors, attitudes, and knowledge they expect the graduates of their programs to have. Such data would not only be very valuable for employers of counselors but would be valuable information for those individuals who desire to enter counselor training programs. At the present time, counselor education departments would probably have considerable difficulty in providing factual evidence to justify the nature of their training programs to employers of counselors, prospective trainees, and to the public at large. In an age of accountability, this study points the direction to overcoming this deficiency in counselor education. Counselor educators can become accountable to their publics by designing relevant counselor training programs that set forth the specifications for the type of counselor the program was designed to produce, the minimum level of performance that he must demonstrate before he is recommended for endorsement as a counselor, and the specific conditions under which he must demonstrate his

level of proficiency. A necessary first step in accomplishing these goals is, however, to establish those behaviors, attitudes, and knowledge that are minimum expectancies for high school counselors who are entering the profession. This requires the cooperation of both practicing school counselors and counselor educators.

Recommendations

The following recommendations for additional research are based on the findings of this investigation:

1. Studies similar to the present investigation should be conducted on a state-wide basis. If similar results are found, the present study should be replicated on a national basis and should receive the endorsement and support of organizations such as the American Personnel and Guidance Association and the Association for Counselor Education and Supervision.

2. Additional and expanded studies should be conducted to determine the perceptions of administrators, teachers, students, and parents as to the minimum expectancies for the novice counselor.

3. This study focused primarily on the behaviors, attitudes, and knowledge perceived as essential to the work of the novice counselor. A study of the behaviors, attitudes, and knowledge included in counselor education

programs that are perceived as irrelevant to the work of counselors by counselor educators and high school counselors would be useful to the counseling profession.

4. It is possible that the role and functions of the high school counselor is the result of a compromise between the expectations of school administrators and counselor educators. This possibility should be researched in order to determine the effects of such a compromise on the work of counselors.

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APPENDICES

APPENDIX A

APPENDIX A

INTERVIEW PROCEDURE

I am doing a study of the minimum behaviors, functional knowledge, and attitudes expected of high school counselors as perceived by practicing school counselors in the Lansing Public Schools and comparing these with those perceived by counselor educators at Michigan State University. The project has been approved by the Administration of the Lansing Schools. I would like to spend approximately 45 minutes interviewing you and the interview will be confidential. I would like to make tape recordings of the interview as I do not have perfect command of the English language and may need assistance later in understanding the significance of your words. Your name will not be revealed and the tape will be erased as soon as the project is completed.

At a later date, after I have collected and organized all of the data, I would like to present a complete list of the behaviors, knowledge, and attitude as perceived by all of the counselors in the Lansing Public Schools and Counselor Educators, and have you rank these in order of importance. This should take about 15 minutes of your time.

First, I would like for you to consider minimum behaviors that a beginning or new high school counselor would need in order to perform the tasks expected of him in your school. Please try to state these behaviors in as simple and unambiguous terms as possible. I have defined behavior as: Any activity that can be overtly observed by another such as: scoring tests, talking with students about vocational choice, etc.

Second, I would like for you to consider the minimum types of functional knowledge that a beginning or new high school counselor would need in order to perform the tasks expected of him in your school. Please try to state these kinds of knowledge in as simple and unambiguous terms as possible. I have defined functional knowledge as: information possessed by an individual that is needed and used, in his work such as: knowledge of statistics, knowledge of different types of tests, etc.

Last, I would like for you to consider the minimum types of attitudes that a beginning or new high school counselor would need in order to perform the tasks expected of him in your school. Please try to state these types of attitude in as simple and unambiguous terms as possible. I have defined attitudes as: a mental state of readiness to react to people and things in a consistent way such as: willing to talk with parents, willing to organize a college night, etc.

APPENDIX B

APPENDIX B

For each of the behaviors, knowledge, and attitudes listed below, please indicate whether the item is:

1. Not important
2. Somewhat unimportant
3. Relatively neutral
4. Somewhat important
5. Most important

in terms of the minimum behaviors, knowledge, and attitudes to be expected of the novice or beginning secondary school counselor. Please check the appropriate box on the answer sheet for your choice.

NOT IMPORTANT	SOMEWHAT UNIMPORTANT	RELATIVELY NEUTRAL	SOMEWHAT IMPORTANT	MOST IMPORTANT

For example: If you feel it is somewhat important just mark X in that space.

Functional Knowledge

1. Tests: Selection: administration, scoring, interpreting, evaluating

			X	
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FUNCTIONAL KNOWLEDGE

Knowledge of:

1. Tests: selection, administration, scoring, interpreting, evaluation.
2. Interview techniques, (e.g., establishing structure, listening, interacting, deciding goal, performing task, and evaluating).
3. Ethical codes of counseling.
4. General referral agencies.
5. Drug information.
6. Theories of learning.
7. Human developmental psychology.
8. Personality theory.
9. Abnormal psychology.
10. Applied research techniques (e.g., research design, proposal writing, etc.).
11. Vocational development theory.
12. Professional organizations.
13. Group process.
14. One's self (knowledge of one's own "hang'ups").
15. Counseling theory and process in at least one type of counseling structure.
16. Decision-making processes.
17. Management and administration techniques.
18. Philosophy of education.
19. Special students (e.g., minority groups; culturally, physically or emotionally disadvantaged).
20. Legal aspects and legal concerns of counselors (e.g., confidentiality and privileged communication).

Functional Knowledge (cont'd)

21. Program evaluation techniques (e.g., assessment techniques, follow-up studies).
22. Principles of technology (e.g., computer simulation game, audio-visual aids).
23. How to read computer print-outs.
24. Educational measurement (e.g., validity, reliability, and standard scores).
25. Autobiographies, sociometrics, anecdotal reports.
26. How to help teachers to plan effective instructional units.
27. Current events.
28. Community agencies that may provide some particular service to students, e.g., scholarships, special tutoring programs, etc.).
29. Other pupil personnel functions (e.g., school psychologist, social worker).
30. Occupational handbook and other catalogs as possible sources of information.
31. A framework or a classification for occupational, educational, social, and personal information.
32. Functions of traditional administrators (e.g., principal, superintendent of schools, etc.).
33. At least one counseling theory to the depth that one can use the theory relatively and consistently.
34. Statistics (well enough to read and understand research articles).
35. How to interpret tests to differing populations: parents, teachers, self, students.
36. Culture and sociology.
37. Teacher and classroom dynamics.
38. Knowledge from the minimum of one term of supervised practicum.

	Not Impt.	Somewhat Unimpt.	Rel. Neutral	Somewhat Impt.	Most Impt.	
1.						1.
2.						2.
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BEHAVIORS

1. Demonstrated skill in consultation with teachers, students, parents, other pupil personnel workers, and administrators (human relations skills).
2. Ability to analyze the problems of a client so well that this analysis is verified by the client (the client's problems may be of an educational, vocational, personal, or social nature).
3. Ability to use tests--selection, administration, interpretation, scoring, evaluation.
4. Ability to communicate verbally or in writing concerning the function of guidance in the schools.
5. Ability to organize in-service training programs for educational personnel (teachers, other guidance counselors, etc.).
6. Ability to conduct follow-up studies of former students.
7. Ability to assess counseling outcomes.
8. Facility in or mastery of human relations skills.
9. Membership in professional organizations.
10. Reading of professional journals and other counseling literature.
11. Ability to select and organize information for vocational files.
12. Ability to work with students in groups.
13. Ability to plan a visit to gather information on possible sources of employment (industries, businesses, etc.).
14. Ability to analyze and evaluate student records to detect possible student problems.
15. Demonstrate eye contact, head nodding, and forward body posture during counseling interviews.
16. Ability to assist clients to develop strategies to reach their objectives.

17. Ability to help clients to identify appropriate goals in the counseling situation.
18. Ability to contact various people who may be of potential help to clients (e.g., parents, businessmen or teachers).
19. Ability to use modeling.
20. Ability to use operant conditioning.
21. Ability to use simulation.
22. Ability to use counter conditioning.
23. Ability to generate hypotheses related to the development of two clients' problems based on some theoretical foundation.
24. Ability to derive a solution based on some theoretical foundation.
25. Ability to direct a student's thinking to more affective (emotional) levels of their problem.
26. Ability to employ appropriate interview techniques (e.g., clarification, reflection, silence technique, etc.).
27. Demonstrate appropriate dress and a good appearance.

	Not Impt.	Somewhat Unimpt.	Rel. Neutral	Somewhat Impt.	Most Impt.	
1.						1.
2.						2.
3.						3.
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ATTITUDES

1. Willingness to talk with parents.
2. Willingness to organize events to be held outside of school hours that can be of help to students (e.g., a college night).
3. Willingness to accept his place as a subordinate to the principal and as a member of the pupil personnel team.
4. Willingness to experiment with new techniques in guidance and counseling.
5. Willingness to keep up with current issues in counseling.
6. An attitude of acceptance towards all individuals with whom he comes in contact.
7. Belief in the essential goodness of man.
8. Willingness to stick to one's principles or ethics despite other's disagreement.
9. Willingness to be one's self with the client (openness and honesty).
10. A liking of and interest in people and their concerns.
11. Attitude of separation of one's job and one's home life.
12. Willingness to set up and organize a cumulative record system.
13. Willingness to counsel individually or in groups 50% of the time.
14. Willingness to work with teachers, parents, administrators, or other pupil personnel workers for the benefit of a particular student or students.
15. Willingness to admit one's weaknesses and seek help from other professionals (willingness to make referrals).
16. Willingness to help students find a job or an institution of higher education.

Attitudes (cont'd)

17. Willingness to visit schools, colleges, and industries for the student's benefit.
18. Willingness to provide consultation and/or counseling for other professionals (e.g., teachers).
19. Professional attitude towards counseling (e.g., professional memberships).
20. Willingness to keep up in his field--taking advanced courses, reading professional literature, etc.
21. Willingness to keep up with any changes in society which may have an effect upon the students.
22. An attitude of flexibility rather than a rigidity in approach and technique.
23. Willingness to quickly learn about the high school, its personnel and curriculum.
24. A degree of confidence in one's own ability.
25. An attitude of optimism--a belief in the possibilities of growth even in the worst "trouble makers."
26. An attitude of helping to the full extent necessary to insure client change.
27. An attitude of outgoing warmth.
28. An attitude of a helper of students rather than one of an authoritarian instructor.
29. Willingness to be friendly and outgoing (e.g., speaking to students in the halls, etc.).
30. Willingness to admit a lack of knowledge or mistakes.

	Not Impt.	Somewhat Unimpt.	Rel. Neutral	Somewhat Impt.	Most Impt.	
1.						1.
2.						2.
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APPENDIX C

APPENDIX C

In the spring of 1971, you assisted in my study to determine the minimum behaviors, functional knowledge, and attitudes expected of novice high school counselors by a group of experienced high school counselors and a group of counselor educators. You will recall that your perceptions of the minimum expectancies for beginning high school counselors were tape recorded during an interview with me.

After interviewing all of the practicing high school counselors in the Lansing School District and all of the counselor educators at Michigan State University, I analyzed (with the assistance of a staff member from the MSU College of Education Research Consultation Office) all of the interviews to eliminate duplicate statements of minimum expectancies. I then compiled three lists of statements based on all of the interviews with the school counselors and counselor educators. Each list includes the minimum competencies expected of the novice or beginning high school counselor (employed in a high school with grades 9-12) for the following categories: (1) behaviors, (2) functional knowledge, and (3) attitudes.

Once again I need your assistance. For each statement included in the three lists, I need your rating of whether the behavior, knowledge, or attitude is: essential, very desirable, somewhat irrelevant, or irrelevant, in terms of what should be the expected minimum behaviors, knowledge, and attitudes for the high school counselor who is just beginning his career. Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

I deeply appreciate all of the assistance you have given to this project. The results of the study will be shared with the Lansing School District and counselor educators at M.S.U. No individual, however, will be identified as a participant in the study.

Please turn to the next page.

RATINGS OF MINIMUM EXPECTED FUNCTIONAL KNOWLEDGE

Definitions--

1. A novice high school counselor is defined as: A person who is employed in a high school with grades 9 through 12, and who has no prior employment or experience as a counselor other than in his counselor training program.
2. For purposes of this project, functional knowledge is defined as: Any information needed and used by a counselor in his work.

Instructions

1. Please rate each of the following statements of functional knowledge on the accompanying answer sheet by placing an X in the appropriate space to indicate whether the statement describes functional knowledge that is:
 - a. essential
 - b. very desirable
 - c. desirable
 - d. somewhat irrelevant
 - e. irrelevant.

in terms of the functional knowledge expected of the novice high school counselor.
2. It is very important that you rate in terms of the minimum functional knowledge that a high school counselor should have on the first day he reports for work as a counselor. You should assume that the novice counselor has had no employment or experience as a counselor other than in his counselor training program. In other words, what is the functional knowledge that he should bring with him on his first day of work? Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

Statements of Functional Knowledge

1. The novice counselor should know how to select tests.
2. The novice counselor should know how to administer tests.

3. The novice counselor should know how to score tests.
4. The novice counselor should know how to interpret tests.
5. The novice counselor should know how to evaluate tests.
6. The novice counselor should know how to establish structure in interviews.
7. The novice counselor should know how to listen during interviews.
8. The novice counselor should know how to interact with clients during interviews.
9. The novice counselor should know how to help clients decide upon goals during interviews.
10. The novice counselor should know how to help clients perform tasks during interviews.
11. The novice counselor should know how to evaluate during interviews.
12. The novice counselor should know the ethical codes of counseling.
13. The novice counselor should know referral agencies.
14. The novice counselor should know drug information.
15. The novice counselor should know theories of learning.
16. The novice counselor should know human developmental psychology.
17. The novice counselor should know abnormal psychology.
18. The novice counselor should know personality theory.
19. The novice counselor should know applied research techniques.
20. The novice counselor should know how to write a proposal.
21. The novice counselor should know vocational development theory.

22. The novice counselor should know the professional organizations.
23. The novice counselor should know the group process.
24. The novice counselor should know himself (knowledge of his own "hang-ups," strengths, weaknesses).
25. The novice counselor should know counseling theory and process for at least one type of counseling structure.
26. The novice counselor should know decision-making processes.
27. The novice counselor should know management and administrative techniques.
28. The novice counselor should know philosophy of education.
29. The novice counselor should know about minority groups.
30. The novice counselor should know about the culturally disadvantaged.
31. The novice counselor should know about the physically disadvantaged.
32. The novice counselor should know about the emotionally disadvantaged.
33. The novice counselor should know about confidentiality.
34. The novice counselor should know about privileged communication.
35. The novice counselor should know program evaluation techniques.
36. The novice counselor should know principles of educational technology such as computer simulation games.
37. The novice counselor should know principles of educational technology such as audio-visual aids.
38. The novice counselor should know how to read computer print-outs.

39. The novice counselor should know the educational measurement concepts of validity, reliability, and standard scores.
40. The novice counselor should know about the use of autobiographies.
41. The novice counselor should know about the use of sociometrics.
42. The novice counselor should know about the use of anecdotal reports.
43. The novice counselor should know how to help teachers plan effective instructional units.
44. The novice counselor should know current events.
45. The novice counselor should know community agencies that provide services to students such as scholarships or special tutoring.
46. The novice counselor should know the functions of other pupil personnel workers.
47. The novice counselor should know the Occupational Outlook Handbook and other reference materials as possible sources of information.
48. The novice counselor should know a framework or classification for occupational, educational, social, and personal information.
49. The novice counselor should know the functions of school administrators.
50. The novice counselor should know at least one counseling theory to the depth that he can use the theory relatively consistently.
51. The novice counselor should know statistics well enough to read and understand research articles.
52. The novice counselor should know how to interpret tests to different populations such as parents, teachers, students, and himself.
53. The novice counselor should know culture and sociology.

54. The novice counselor should know teacher and class-room dynamics.
55. The novice counselor should have the knowledge from a minimum of one term of supervised practicum.

Please list below any essential functional knowledge that you believe the novice counselor should have that is not mentioned in the above list.

Answer Sheet For Knowledge

Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

	Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
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	Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
41.						
42.						
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RATINGS OF MINIMUM EXPECTED ATTITUDES

Definitions--

1. A novice high school counselor is defined as: A person who is employed in a high school with grades 9 through 12, and who has had no prior employment or experience as a counselor other than in his counselor training program.
2. For purposes of this project, attitudes are defined as: Mental states of readiness on the part of the counselor to react to people and things in consistent ways.

Instructions--

1. Please rate each of the following statements of attitude on the accompanying answer sheet by placing an X in the appropriate space to indicate whether the statement describes an attitude that is:
 - a. essential
 - b. very desirable
 - c. desirable
 - d. somewhat irrelevant
 - e. irrelevant

in terms of the attitudes to be expected of the novice high school counselor.
2. It is very important that you rate in terms of the minimum attitudes that a high school counselor should have the first day he reports for work as a counselor. You should assume that the novice counselor has had no employment or experience as a counselor other than in his counselor training program. In other words, what are the minimum attitudes that he should bring with him on his first day of work? Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

Statements of Attitudes

1. The novice counselor should be willing to talk with parents.

2. The novice counselor should be willing to organize events to be held outside of school hours that can be of help to students.
3. The novice counselor should be willing to accept his place as a subordinate to the principal.
4. The novice counselor should be willing to accept his place as a member of a pupil personnel team.
5. The novice counselor should be willing to experiment with new techniques of guidance and counseling.
6. The novice counselor should be willing to keep up with current issues in counseling.
7. The novice counselor should have an attitude of acceptance toward all individuals with whom he comes in contact.
8. The novice counselor should have a belief in the essential goodness of man.
9. The novice counselor should be willing to stick to his principles or ethics despite the disagreement of others.
10. The novice counselor should be willing to be himself (open and honest) while with clients.
11. The novice counselor should like and be interested in people and their concerns.
12. The novice counselor should have the attitude of separating his job and his home life.
13. The novice counselor should be willing to set up a cumulative record system.
14. The novice counselor should be willing to counsel either individually or in groups at least 50% of the time.
15. The novice counselor should be willing to work with teachers for the benefit of a particular student or students.
16. The novice counselor should be willing to work with parents for the benefit of a particular student or students.

17. The novice counselor should be willing to work with administrators for the benefit of a particular student or students.
18. The novice counselor should be willing to work with other pupil personnel workers for the benefit of a particular student or students.
19. The novice counselor should be willing to admit his weaknesses and seek help from other professionals by making referrals.
20. The novice counselor should be willing to help students find jobs.
21. The novice counselor should be willing to help students find institutions of higher learning to attend.
22. The novice counselor should be willing to visit schools and colleges for the benefit of students.
23. The novice counselor should be willing to visit businesses and industries for the benefit of students.
24. The novice counselor should be willing to provide consultation services for other professionals.
25. The novice counselor should be willing to provide counseling for other professionals.
26. The novice counselor should be willing to hold membership in professional organizations.
27. The novice counselor should be willing to keep up in his field by taking advanced courses.
28. The novice counselor should be willing to keep up in his field by reading professional literature.
29. The novice counselor should be willing to keep up with the changes in society that may have an effect upon students.
30. The novice counselor should have an attitude of flexibility rather than rigidity in his approach to counseling.
31. The novice counselor should be willing to quickly learn about the high school including personnel and curriculum.

32. The novice counselor should have confidence in his own ability.
33. The novice counselor should have an attitude of optimism such as a belief in the possibilities of growth even in the worst "troublemakers."
34. The novice counselor should have an attitude of helping to the full extent necessary to insure client change.
35. The novice counselor should have an attitude of outgoing warmth.
36. The novice counselor should have an attitude of being a helper of students rather than one of an authoritarian instructor.
37. The novice counselor should be willing to admit a lack of knowledge.
38. The novice counselor should be willing to admit mistakes.

Please list below any essential attitudes you believe the novice counselor should have that are not mentioned in the above list.

Answer Sheet for Attitudes

Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

	Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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37.						
38.						

RATINGS OF MINIMUM EXPECTED BEHAVIORS

Definitions--

1. A novice high school counselor is defined as: A person who is employed in a high school with grades 9 through 12, and who has had no prior employment or experience as a counselor other than in his counselor training program.
2. For purposes of this project, behavior is defined as: Any activity engaged in by a counselor that can be overtly observed.

Instructions--

1. Please rate each of the following statements of behavior on the accompanying answer sheet by placing an X in the appropriate space to indicate whether the statement describes a behavior that is:
 - a. essential
 - b. very desirable
 - c. desirable
 - d. somewhat irrelevant
 - e. irrelevant

in terms of the behaviors to be expected of the novice high school counselor.
2. It is very important that you rate in terms of the minimum behaviors that a high school counselor should be able to demonstrate the first day he reports for work as a counselor. You should assume that the novice counselor has had no employment or experience as a counselor other than in his counselor training program. In other words, what are the minimum behaviors that he should bring with him and be able to demonstrate, if called upon, during his first day of work? Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

Statements of Behaviors

1. The novice counselor should be able to consult with teachers.

2. The novice counselor should be able to consult with students.
3. The novice counselor should be able to consult with parents.
4. The novice counselor should be able to consult with other pupil personnel workers.
5. The novice counselor should be able to consult with school administrators.
6. The novice counselor should be able to analyze the educational problems of a client so well that this analysis is verified by the client.
7. The novice counselor should be able to analyze the vocational problems of a client so well that this analysis is verified by the client.
8. The novice counselor should be able to analyze the personal problems of client so well that this analysis is verified by the client.
9. The novice counselor should be able to analyze the social problems of a client so well that this analysis is verified by the client.
10. The novice counselor should be able to select tests.
11. The novice counselor should be able to administer tests.
12. The novice counselor should be able to interpret tests.
13. The novice counselor should be able to score tests.
14. The novice counselor should be able to evaluate tests.
15. The novice counselor should be able to communicate the function of guidance in the schools verbally and in writing.
16. The novice counselor should be able to organize in-service training programs for educational personnel.
17. The novice counselor should be able to conduct follow-up studies of former students.

18. The novice counselor should be able to assess counseling outcomes.
19. The novice counselor should be able to use human relations skills.
20. The novice counselor should hold membership in professional organizations.
21. The novice counselor should read professional journals and other counseling literature.
22. The novice counselor should be able to select information for vocational files.
23. The novice counselor should be able to organize information for vocational files.
24. The novice counselor should be able to work with students in groups.
25. The novice counselor should be able to plan a visit to gather information on possible sources of employment.
26. The novice counselor should be able to analyze and evaluate student records to detect possible student problems.
27. The novice counselor should demonstrate eye contact, head nodding, and forward body posture during counseling interviews.
28. The novice counselor should be able to assist clients to develop strategies to reach their objectives.
29. The novice counselor should be able to help clients to identify appropriate goals in the counseling situation.
30. The novice counselor should be able to contact various people (parents, businessmen, teachers) who may be of potential help to clients.
31. The novice counselor should be able to use modeling techniques.
32. The novice counselor should be able to use operant conditioning.

33. The novice counselor should be able to use counter-conditioning.
34. The novice counselor should be able to use simulation techniques.
35. The novice counselor should be able to generate hypotheses related to the development of the client's problems based on some theoretical foundation.
36. The novice counselor should be able to direct a student's thinking to more affective (emotional) levels of his problem.
37. The novice counselor should be able to make appropriate use of the interview technique of clarification.
38. The novice counselor should be able to make appropriate use of the interview technique of reflection.
39. The novice counselor should be able to make appropriate use of the interview technique of silence.
40. The novice counselor should demonstrate appropriate dress and a good appearance.

Please list below any essential behaviors that you believe the novice counselor should demonstrate that are not mentioned in the above list.

Answer Sheet for Behavior

Those statements you rate as essential will be considered your minimum expectancies for a novice counselor.

	Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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APPENDIX D

TABLE D-1

Total Ratings of Behaviors, Attitude, and Functional Knowledge
By Counselor Educators and Counselors

Statement	Behaviors									
	Essential		Very Desirable		Desirable		Somewhat Irrelevant		Irrelevant	
	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.
1.	12	11	2	3						
2.	14	13		1						
3.	12	12	1	2	1					
4.	13	12	1	2						
5.	14	12		2						
6.	9	0	2	9	3	4		1		
7.	9	0	2	9	3	4		1		
8.	9	0	2	13	3	1				
9.	8	0	4	13	2	1				
10.	8	1	3	4	3	8				
11.	7	2	2	4	4	7		1		
12.	10	7	3	5	1	2		1		
13.	5	0	3	5	3	2		4	1	3
14.	9	3	2	5	1	5		1		
15.	9	5	5	4		5				
16.	3	1	6	4	4	4		3		2
17.	5	0	1	4	8	7		3		
18.	10	1	3	3	1	10				
19.	11	7	3	5		2				
20.	4	2	7	7	3	4		1		
21.	7	3	5	10	2	2				
22.	7	1	3	10	4	3				
23.	7	1	4	7	3	6				

Appendix D (Cont'd)

Statement	Attitudes							
	Essential		Very Desirable		Desirable		Somewhat Irrelevant	
	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.
16.	12	13	1	1	1			
17.	13	13	1	1				
18.	13	13	1	1				
19.	12	13	2	1				
20.	5	0	6	7	2	6	1	1
21.	5	6	6	7	2	1	1	
22.	2	4	3	8	6	2	3	
23.	3	4	3	8	6	2	2	
24.	9	4	3	6	2	3	1	
25.	2	4	5	3	9	3	2	
26.	4	3	6	6	4	4		1
27.	5	3	4	7	4	4	1	
28.	9	4	4	9	1	1		
29.	11	11	2	3	1			
30.	11	10	2	1	1	3		
31.	9	9	2	2	3	3		
32.	8	6	5	5	1	3	1	
33.	12	10	1	1				
34.	10	8	3	6	1	1		
35.	6	6	6	6	2	1		1
36.	12	12	2	2				
37.	12	11	2	2	1	1		
38.	12	11	2	2	1	1		

Appendix D (Cont'd)

Statement	<u>Knowledge</u>									
	Essential		Very Desirable		Desirable		Somewhat Irrelevant		Irrelevant	
	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.	Coun. Ed.	H.S. Coun.
35.	0	0	3	6	11	4		2		2
36.	0	0	2	4	4	4	8	5		1
37.	1	0	3	5	5	5	5	3		1
38.	0	1	3		2		7		2	
39.	8	5	5	4	1	4		1		
40.	4	4	3	7	2	3	5			
41.	2	1	6	3	6	8		2		
42.	5	4	4	5	4	5				
43.	1	1	3	1	7	5	3	5		2
44.	3	5	3	1	7	6	1	2		
45.	6	4	6	8	2	2				
46.	11	7	2	4	1	3				
47.	8	5	1	7	4	2	1			
48.	6	5	2	5	6	3		1		
49.	6	6	4	4	4	4				
50.	8	4	2	4	4	5		1		
51.	4	2	4	2	5	7		3		
52.	9	10	4	2	1	2				
53.	3	8	5	5	5	1	1			
54.	4	5	3	5	6	4	1			
55.	11	12	1	1	2	1				

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