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AN ANALYSIS OF COMPETENCIES EXPECTED OF NOVICE
HIGH SCHOOL COUNSELORS BY HIGH SCHOOL COUNSELORS
AND COUNSELOR EDUCATORS OF MICHIGAN.

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AN ANALYSIS OF COMPETENCIES EXPECTED OF NOVICE
HIGH SCHOOL COUNSELORS BY HIGH SCHOOL
COUNSELORS AND COUNSELOR EDUCATORS
OF MICHIGAN

By

Louis Champathes

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CHAPTER I

THE PROBLEM, RATIONALE, AND
RELATED RESEARCH

Need

Competency or performance based teacher education (CBTE) is a prominent movement in the United States. According to Rosner and Kay (1974), approximately 125 institutions have revised their teacher education programs to include at least some aspects of CBTE. Ten states were reported to have mandated CBTE. In addition, several hundred institutions are in some developmental stage of planning for the establishment of such programs. In all of these programs, two of the primary emphases are the specification of objectives (competencies) for the training of teachers and the specification of criteria to assess when the teacher trainees have attained the objectives. As Dedl and Schalock (1973) have pointed out, these objectives and criteria should be derived by the public if they are to serve as a useful base for designing teacher preparation programs.

Teacher education is usually thought of as those programs designed for the training of classroom teachers.

Teacher education, however, also includes the training of various types of support personnel such as teacher aides, school counselors, social workers, and school psychologists. While most of the national attention has been given to competency based programs for training classroom teachers, there has been some movement toward designing CBTE programs for support personnel. One of these areas, counselor education, is the focus of the research reported in this study.

Counselor education has generally kept pace with the developments within CBTE. Obviously in these states where CBTE has been mandated, competency based training programs for public school counselors must be developed within the time periods given by the different states. Whether mandated or not, several state agencies and professional organizations have prepared guidelines for identifying the competencies needed by school counselors. The Division of Guidance Services of the Texas Education Agency, for example, has prepared a position paper (1971) to assist educators to understand the work environment of counselors, their roles, and the competencies needed to fulfill these roles. This agency is also providing consultants to local school districts (Andrews Independent School District, 1972) to help districts develop competency based guidance programs. In the state of Washington, the state Personnel and Guidance Association along with the Washington School Counselor Association (1969) has developed

performance criteria for school counselors. During December of 1972, the Counselor Educators of Michigan and the Guidance Unit of the Michigan State Department of Education sponsored a workshop to develop a common position paper to explicate minimum entry level counselor skills. Representatives from various Michigan guidance and counseling organizations attended the workshop and are continuing to develop the position paper.

The above examples represent beginning but vital steps in arriving at competency based counselor education programs (CBCE). Rosner and Kay (1974) describe four steps in a basic structure for developing CBTE programs. These are: (1) tentative competency identification; (2) focused training for competencies; (3) assessment of degree of mastery of competencies; and (4) validation of competencies against pupil outcomes. They estimate that it will take five to ten years to accomplish these steps. Considerable time and effort will be needed to identify teaching competencies and criteria to assess these competencies. There is no reason to believe that this time constraint would not also hold true during the development of CBCE programs. Many different populations will need to be surveyed in order to obtain a realistic set of competencies for public school counselors.

This study will help advance the efforts to identify the competencies needed by novice high school counselors of Michigan. Even though professional groups in Michigan are

attempting to identify these competencies, this study utilized different and more representative populations. In addition, this investigation has expanded the previous research of Karalakahana (1972) which identified competencies of novice high school counselors as perceived by high school counselors of Lansing, Michigan, and counselor educators of Michigan State University.

It is expected that the findings of this study will be of considerable assistance to the counselor education department of Michigan State University as the faculty of this department continues to develop their counselor education program. The findings should also be useful to counseling and guidance professional organizations of Michigan and to the Michigan State Department of Education for comparison with other efforts to identify counselor competencies. On the national and international level, the findings of this study should also be useful for comparative purposes.

Purpose

The purpose of this study was to analyze the competencies expected of novice high school counselors as reported by practicing high school counselors and by counselor educators. Specifically, a state-wide random sample of Michigan high school counselors was asked to rate those behaviors, functional knowledge, and attitudes expected of novice high school counselors. The specific items of behavior,

knowledge, and attitudes had been previously identified by Karalakahana (1972). Likewise, members of the Michigan Counselor Educators Association were asked to rate behaviors, functional knowledge, and attitudes expected of novice high school counselors. Analyses were then performed to determine degrees of similarity of expectations between and within the two groups of raters.

Related Literature

The American Personnel and Guidance Association, and especially the Association for Counselor Education and Supervision (ACES) and the American School Counselors Association (ASCA), have been interested in improving training programs for public school counselors for a number of years. In 1965, ASCA adopted a "Statement of Policy for Secondary School Counselors: Guidelines for Implementation (1965)." This statement was followed by the adoption by ACES of a set of "Standards for the Preparation of Secondary School Counselors (1967)." More recently, ACES (1973) requested its membership to approve a revised set of standards for the preparation of counselors and other personnel services specialists. In the revision standards, the importance of counselor competencies in training programs was noted in the following statement:

The trend toward the development of competency based/performance based counselor education programs is likely to continue. However, whether or not a counselor education program is developed upon such a base, the standards reflect the concern

that all programs should give to the assessment of demonstrated competencies by students during various stages of their development [p. 1].

While ACES (1967, 1973) and ASCA (1965) statements of policy and standards provide broad guidelines for the role and functions of the counselor and for his professional preparation, they do not identify the specific competencies expected or required of school counselors. In addition, as Gelatt (1969) states they do not settle controversy or eliminate disagreement concerning the competencies counselor trainees should develop.

Apparently the main thrust toward identifying entry level competencies of public school counselors is being made by guidance units of state departments of education or by state professional organizations as indicated in a previous section of this study. Only a few references to CBCE have been made in the professional literature to this date. These are reviewed below.

Wellman (1967) has attempted to derive guidance objectives and outcome criteria. His work, however, resulted in general statements of counselor functions rather than specific behavioral competencies. The need for behaviorally-stated instructional objectives has been advocated by Winborn, Hinds, and Stewart (1971). Such objectives would serve as a foundation for systematically planning for instruction in counselor education. A behavioral counselor education model has been proposed by Jakubowski-Spector, Dustin, and George (1971) that

emphasizes curriculum goals defined in terms of the behaviors a counseling student must possess before completing a program. These last two articles assume that the competencies needed by counselors can be identified.

The most complete description of an attempt to identify competencies needed by novice counselors was reported by Springer and Brammer (1971) and Brammer and Springer (1971). In these articles they describe the process of developing performance objectives, methods of evaluation, and training programs by educational institutions, professional associations, and school districts of the state of Washington. They also described a taxonomic system to chart the parameters of counselor behavior which could be used to develop more precise statements regarding training needs.

Sullivan and O'Hare (1971) and O'Hare and Lasser (1971) have described efforts sponsored by the California Personnel and Guidance Association to provide guidelines for school systems to develop behavioral objectives and the means of evaluating their guidance programs in terms of how well these objectives are achieved. Such guidelines, of course, suggest certain competencies needed by counselors. These guidelines could also be utilized in developing CBCE programs.

Brief descriptions of two counselor education programs, at least partially based on competencies deemed necessary for counselors by counselor educators, have been

reported by Horan (1972). These two programs are located at Stanford University and Michigan State University. Both utilize behavioral instructional objectives which indicate specific competencies that must be demonstrated by counselor trainees. Miller (1971) has also described the Michigan State program in an article that emphasizes the use of simulation to reach instructional objectives of counselor education programs.

One aspect of the Michigan State Program which has been the most completely developed in terms of competencies believed to be needed by counselors has been described by Winborn (1973). He presents a model of counseling in a flowchart form that was designed by using a systems approach. The model sets forth various functions to be performed by a counselor during the counseling process. Examples of performance criteria for each of the functions performed by the counselor are also described in the article.

These reports demonstrate a strong trend toward developing CBCE programs. Several state agencies and professional organizations have already attempted to identify competencies needed by counselors on which CBCE could be based. In addition, several counselor educators have identified competencies which they believe are needed by counselors. These efforts, however, must be regarded as tentative in nature. As Rosner and Kay (1974) suggest, various groups in our society must have input into the

identification of competencies if competency-based programs are to have a reasonable chance of being successfully developed. These groups would include not only counselors and counselor educators but teachers, administrators, parents, students, and school board members. At the present, however, the most expeditious means for identifying competencies appears to involve counselors and counselor educators in the identification process to obtain data which could then be presented to other groups for revision.

One of the early attempts to involve both counselors and counselor educators in the identification of competencies needed by novice counselors was conducted by Karalakahana (1972). He interviewed all full-time members (N=14) of the department of counselor education of Michigan State University and all counselors (N=16) of three high schools of Lansing, Michigan, to determine the behaviors, knowledge, and attitudes expected of novice high school counselors. The interviews were recorded on tape and then transcribed to typescript. The typescript was then analyzed to derive specific statements of expected behaviors, knowledge, and attitudes. He then developed an initial instrument and rating scale which was field-tested in a pilot study. Revisions were made in the instrument and rating scale and then administered to the same group of counselors and counselor educators that was initially interviewed. Data obtained from this administration were analyzed to determine the degrees of similarity between

the two groups. A significant difference was found between counselors and counselor educators for ratings of behaviors reported as essential for the performance of the novice counselor. No differences were found, however, when weighted total ratings of behavior were considered. No differences were found for ratings of knowledge and attitudes.

Karalakahana (1972) concluded that the high school counselors of one school district and the counselor educators of one university were apparently in general agreement concerning the types of knowledge and attitudes expected of the novice high school counselor. They apparently disagreed concerning how the knowledge and attitudes expected of novice high school counselors were to be behaviorally demonstrated by novice counselors.

Summary and Overview

In this chapter the trend toward CBTE and CBCE programs has been reviewed. It was pointed out that the foundation of such programs and the successful implementation of CBCE rests on the appropriate identification of competencies needed by counselors. The research of Karalakahana (1972) is one of the few attempts to systematically research the competencies needed by novice counselors. His work, however, mainly involved the development of an instrument to be used in rating certain counselor competencies. His analysis of the responses of high school counselors of one school district and counselor educators

of one university who rated counselor competencies needs to be expanded. The use of his instrument in a state-wide study of the competencies expected of novice high school counselors is seen as a contribution in the continuing effort to identify competencies needed by high school counselors. It is the purpose of this investigation to expand the initial work of Karalakahana (1972) to include a random sample of all Michigan high school counselors and all counselor educators who are members of the Michigan Counselor Educators Association.

Chapter II of this study describes the respondents to the rating scale of novice high school counselor competencies, the rating scale, the procedures for obtaining the responses from counselors and counselor educators, the testable hypotheses, and the statistical analysis procedures. Chapter III contains a report of the results of the data analysis. A discussion of the results of the study and a summary of the investigation are included in Chapter IV.

CHAPTER II

RESEARCH DESIGN AND PROCEDURES

Procedure

The rating scales of novice counselor competencies (NCC) (see Appendix A) developed by Karalakahan (1972) were mailed to a random sample of 200 practicing high school counselors during the latter part of March, 1974. The sample was drawn from a total of 1905 senior high school counselors listed in the Directory of Elementary and Secondary Public School Counselors (1973) published by the Michigan State Department of Education. A sample of 200 counselors was chosen to insure that at least 100 responses would be obtained. Glass and Stanley (1970, p. 245) state that samples of 100 are probably large enough to yield nearly normal sampling distributions of means for most populations that a researcher might meet in practice.

To obtain a random sample, numbers from one through 1095 were assigned to the counselors listed in the directory of public school counselors. A table of random numbers (Edwards, 1957, pp. 427-476) was then used to select the sample of 200 counselors.

The 1971-1972 Directory of Michigan Counselor Educators was used to obtain a list of active counselor educators of Michigan colleges and universities. The list was up-dated by having counselor educators of Michigan State University review the directory for possible additions and deletions. The NCC rating scales were mailed to all active counselor educators included in the up-dated directory during the latter part of March, 1974. A total of 83 counselor educators was asked to respond.

Along with each of the rating scales mailed to the groups mentioned above, a cover letter describing the project (see Appendix B) was included. Each respondent was also asked to complete a demographic data sheet (see Appendix C) for purposes of describing each group of respondents.

April 19, 1974 was established as the final date that responses to the mailings of the NCC rating scales would be received. Ninety-two responses were received by that date from the sample of high school counselors. Forty-two responses were received from counselor educators. This resulted in a 46 percent return from the sample of 200 counselors and a 50.6 percent return from the original group of 83 counselor educators.

An examination of the demographic data returned with the rating scales suggests that the responses from the counselors were widely dispersed over the state of Michigan. Likewise, all institutions of higher education in Michigan that are engaged in the training of counselors

were represented in the returns from the counselor educators. Additional data to assist the reader to evaluate the representativeness of the respondents and to judge the generalizability of the results of the study is presented in the next section of this study.

After receiving the last of the returns, the investigator scored each of the rating scales. The results were then transferred to IBM punch cards and the statistical analyses were then computed on a Control Data 3600 computer at the Michigan State University computer center.

Subjects

The following description of the respondents was compiled from information supplied by subjects in response to a demographic data sheet (see Appendix B) which was included in the mailings of the NCC rating scale. Four subjects did not provide the information so complete data were available for 89 of the counselors and 41 of the counselor educators.

Frequency distributions of the ages of counselors and counselor educators who participated in this study are shown in Table 2.1.

The age distributions of counselors and counselor educators tend to be similar. Similarities of age are shown especially in the 31-55 age categories.

Fifty-six of the counselors were male and 33 were female. Three gave no indication of sex. Thirty-three of

TABLE 2.1.--Ages of Respondents to NCC Rating Scales.

Age	Counselors		Counselor Educators	
	f	%	f	%
21-25	3	3.3	0	0
26-30	11	11.9	1	2.3
31-35	17	18.5	5	11.9
36-40	13	14.1	5	11.9
41-45	11	11.9	7	16.7
46-50	17	18.5	11	26.2
51-55	9	9.8	4	9.5
56-60	6	6.5	5	11.9
60 +	2	2.2	3	7.1
No response	3	3.3	1	2.3
Totals	92	100.0	42	99.8

the counselor educators reported their sex as male while eight reported they were female. One did not report. Seventy-six of the counselors were married, nine were single, three were divorced, three did not respond and one counselor reported a marital status as other than those previously given. In contrast, 32 of the counselor educators were married, four were single, four were divorced, one did not respond, and one reported a marital status as other than married, single, or divorced. One did not report.

Seventy-five counselors reported that their highest earned degree was the Master of Arts or Master of Science. Three had earned the Bachelor of Arts or the Bachelor of Science degree. The Doctor of Education or the Doctor of Philosophy degree had been earned by three individuals. Seven counselors reported degrees other than those mentioned

above and three did not respond to this item of the demographic data sheet.

Thirty-five of the counselor educators reported the Doctor of Education or the Doctor of Philosophy as their highest earned degrees. Five had earned Master of Arts or Master of Science degrees, one had earned a degree reported as other than those mentioned above, and one did not respond.

The mean number of years of experience as a counselor was 8.02 years for the high school counselors who responded to the NCC rating scales. The mean number of years of classroom teaching experience for this group of respondents was 9.43 years. Eighty-five of the counselors reported that they were employed full-time in counseling positions. Three were employed half-time as counselors and one served as a counselor on less than a one-half time basis. Three counselors did not respond to this item.

The mean number of years of experience as a counselor educator was 10.43 years for the counselor educators who responded to the NCC rating scales. The mean number of years of experience as practicing counselors for the group of counselor educators was 7.93. All were employed full-time as counselor educators. One counselor educator did not respond.

Rating Scale

The Novice Counselor Competencies Rating Scale (NCC) used in this investigation was developed by Karalakahana

(1972). He personally interviewed all senior high school counselors of Lansing, Michigan, to obtain their opinions about the minimum behaviors, the minimum attitudes, and the minimum functional knowledge that they believed were required of a beginning or novice high school counselor. An interview format was used to facilitate the interviews and the interviewer was permitted to ask for clarification and explanations of the statements made by the counselors. The same procedures were followed in obtaining the same opinions from all members of the counselor education department of Michigan State University. A total of 16 counselors and 14 counselor educators were interviewed. All interviews were tape-recorded.

Karalakahana then transcribed the tape-recorded interviews to typescript. The typescripts were analyzed by him and a consultant from the Office of Research Consultation of the College of Education of Michigan State University. Statements of expected behaviors, attitudes, and knowledge were derived from the analysis. The statements were used in the development of a Likert-type rating scale with five degrees of agreement-disagreement. Respondents to the rating scale could select one of the following degrees on the agreement-disagreement continuum for each item of the scales: essential, very desirable, desirable, somewhat irrelevant, irrelevant.

A pilot study was conducted by Karalakahana to test the appropriateness of the language used in the NCC and to

determine whether to use a free or forced choice type of response format in the final form of the NCC. The final form of the instrument (see Appendix A) contained 40 statements of behaviors, 38 statements of attitudes, and 55 statements about the functional knowledge that should be expected of novice high school counselors.

The final form of the NCC was administered to 14 counselors and 14 counselor educators who were initially interviewed. The results of Karalakahana's research were briefly reported in Chapter I of this study.

A few minor changes in the language of the NCC were made for the purposes of the present study, otherwise, essentially the same instrument as the one developed by Karalakahana was used. A total score was derived for each of the ratings of behaviors, knowledge, and attitudes by assigning a value of one through five to the ratings of irrelevant, somewhat irrelevant, desirable, very desirable, and essential.

Definition of Terms

For maximum clarity of nomenclature used in this study, the definitions of several of the important concepts used in the investigation are given below.

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 high school counselor in an entry-level position. He or she has had no prior work experience as a high school counselor.

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

Functional Knowledge. This term applies to a conditioned state of readiness to react to people and things in a consistent way, such as willingness to talk with parents or a willingness to organize a college night.

Hypotheses

The following hypotheses were tested during this investigation. The basis for their formulation was the results of Karalakahana's research which were described in the previous chapter.

1. There will be no significant differences between high school counselors and counselor educators in their total ratings of behaviors, knowledge, and attitudes expected of novice high school counselors.
2. There will be significant differences between high school counselors and counselor educators for ratings reported as essential for the performance of novice high school counselors for each of the competency categories.
3. The homogeneity of ratings for each of the categories of competencies for novice high school counselors within a particular group of raters will be greater than between the two groups.

Statistical Procedures

The following procedures were used to test the hypotheses presented in this study:

1. Multivariate analysis of variance (ANOVA) tests were performed that compared the total scores of high school counselors with the total scores of counselor educators for each group of ratings of interest, i.e., behaviors, attitudes, and knowledge. A multivariate ANOVA was also performed that compared the essential ratings of high school counselors with the essential ratings of counselor educators for each group of ratings of interest, i.e., behaviors, attitudes, and knowledge. These analyses were run on a Finn Multivariate Analysis of Variance program (Finn, 1968).

2. Correlation coefficients were calculated in a matrix program that related the total scores of high school counselors with the total scores of counselor educators for each group of ratings of interest, i.e., behaviors, attitudes, and knowledge. Correlation coefficients were also calculated that related the essential ratings of high school counselors with the essential ratings of counselor educators for each group of ratings of interest, i.e., attitudes, knowledge, and behaviors. These matrices were run on a Finn correlation matrix program (Finn, 1967).

3. Kruskal-Wallis tests (Siegel, 1956) were performed on the ratings of high school counselors when compared with the ratings of counselor educators for each item of the attitudes, knowledge, and behaviors scales.

4. The reliability of each of the behaviors, attitudes, and knowledge rating scales was determined by

using Hoyt's (1941) procedure for estimating test reliability by analysis of variance.

5. The .05 level of confidence was established as the level of significance for all tests.

6. Some of the data reported in the analysis of results of this study 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.

CHAPTER III

ANALYSIS OF RESULTS

The Primary Analyses

The basic data for testing hypotheses 1 and 2 are shown in Tables 3.1 and 3.2. Table 3.1 shows the means, standard deviations, and mean differences for total ratings of behaviors, knowledge, and attitudes expected of novice counselors by practicing high school counselors and counselor educators.

TABLE 3.1.--Mean Differences Between Total Ratings for Behaviors, Knowledge, and Attitudes Expected of Novice Counselors.

Raters	Behaviors		Knowledge		Attitudes	
	Means	SD	Means	SD	Means	SD
Counselor Educators	160.79	24.03	217.05	33.66	160.19	19.84
Counselors	174.48	19.95	205.16	28.23	158.86	16.97
Mean Diff.	13.69		11.89		1.33	

Table 3.1 indicates that the largest differences in the means of total ratings were for ratings of behaviors and knowledge. Counselors tended to give higher ratings to the statements of behaviors with less variability to their

ratings than did counselor educators. Counselor educators tended to give higher ratings to the statements of functional knowledge than did high school counselors. The variability of their ratings, however, was larger than for counselors.

Essential ratings were considered separately from the total ratings of behaviors, knowledge, and attitudes in this analysis. The essential ratings of behaviors, knowledge, and attitudes provide a more precise basis for determining the competencies expected of novice high school counselors than do the total ratings. Table 3.2 shows the means, standard deviations, and mean differences for the essential ratings of behaviors, knowledge, and attitudes expected of novice counselors by practicing high school counselors and counselor educators.

TABLE 3.2.--Mean Differences Between Essential Ratings for Behaviors, Knowledge, and Attitudes Expected of Novice Counselors.

Raters	Behaviors		Knowledge		Attitudes	
	Means	SD	Means	SD	Means	SD
Counselor Educators	17.43	11.58	22.81	13.85	20.62	9.97
Counselors	12.02	8.30	16.24	11.67	19.42	9.58
Mean Diff.	5.41		6.57		1.2	

The largest differences in means of essential ratings shown in Table 3.2 is for knowledge with behaviors being the second largest. Counselor educators tended to give higher ratings for knowledge and behaviors expected of novice counselors than did high school counselors. The variability of their ratings was also larger than for counselors.

The next step in this analysis was to determine if any of the differences shown in Tables 3.1 and 3.2 were significant. Tables 3.3 and 3.4 present the results of multivariate and univariate ANOVA tests for differences between the ratings of behaviors, knowledge, and attitudes by counselors and counselor educators. Table 3.3 shows the multivariate ANOVA tests for total and essential ratings for each of the behaviors, knowledge, and attitudes rating scales.

TABLE 3.3.--Multivariate ANOVA Tests for Differences in Total and Essential Ratings of Behaviors, Knowledge, and Attitudes Expected of Novice Counselors.

Source	Degrees of Freedom	Multivariate F	P less than
Between Groups (Total Ratings)	3, 130	5.996	.0008
Between Groups (Essential Ratings)	3, 130	5.337	.0017

The results of the tests shown in Table 3.3 do not support Hypothesis One of this study. A significant multivariate ($P < .0008$) was found for total ratings on the NCC between high school counselors and counselor educators.

Hypothesis One was stated as follows:

There will be no significant differences between high school counselors and counselor educators in their total ratings of behaviors, knowledge, and attitudes expected of novice high school counselors.

Hypothesis Two was supported by the results reported in Table 3.3. A significant multivariate ($P < .0017$) was found for essential ratings of behaviors, knowledge, and attitudes on the NCC between high school counselors and counselor educators. Hypothesis Two was stated as follows:

There will be significant differences between high school counselors and counselor educators for ratings reported as essential for the performance of novice high school counselors for each of the competency categories.

As significant differences in both total and essential ratings on the NCC rating scale between counselors and counselor educators were found, the next step in the analysis was to determine the source of the differences shown in Table 3.3. This was done by carrying out univariate ANOVA tests of specific variation. Table 3.4 shows the results of the univariate test for differences among the total ratings for behaviors, knowledge, and attitudes.

The source of variation that was mainly responsible for the differences in the total ratings of the NCC by counselors and counselor educators was the ratings of

TABLE 3.4.--Univariate ANOVA Test for Differences Among Total Ratings of Behaviors, Knowledge, and Attitudes Expected of Novice Counselors.

Source of Variation	Degrees of Freedom	Mean Squares	Behaviors		Mean Squares	Knowledge		Mean Squares	Attitudes	
			F	P less than		F	P less than		F	P less than
Between Groups	1	5106.49	11.257	.0011	4072.86	4.519	.0354	51.14	.159	.6903
Within Groups	132	453.61			901.14			320.66		

behavior. The ratings of knowledge and attitudes did not contribute significantly to the difference in total ratings.

Returning to Table 3.1, it will be noted that the means for total ratings show that counselors tended to give higher ratings to the statements of behavior than did counselor educators. The mean differences for ratings of behavior were also larger than those for ratings of knowledge and attitudes.

The results of the univariate ANOVA test for differences among the essential ratings for behaviors, knowledge, and attitudes is presented in Table 3.5.

The sources of variance that were the main contributors to the differences in the essential ratings between counselors and counselor educators shown in Table 3.3 were ratings of behaviors and knowledge. Table 3.5 indicates significant univariate tests for essential ratings of behaviors ($P < .0026$) and knowledge ($P < .0052$). The essential ratings of attitudes did not contribute significantly to the difference in the essential ratings.

Further clarification of the differences in ratings of behaviors, knowledge, and attitudes will be given in the secondary analyses section of this chapter. In that section, Kruskal-Wallis tests are presented that identify the specific items in the three competency categories where counselors and counselor educators differed significantly in their ratings.

TABLE 3.5.--Univariate ANOVA Test for Differences Among Essential Ratings of Behaviors, Knowledge, and Attitudes Expected of Novice Counselors.

Source of Variation	Degrees of Freedom	Mean Squares	Behaviors		Mean Squares	Knowledge		Mean Squares	Attitudes	
			F	P less than		F	P less than		F	P less than
Between Groups	1	842.98	9.4522	.0026	1244.84	8.1076	.0052	41.19	.4375	.5095
Within Groups	132	89.18			153.54			94.14		

The data for testing Hypothesis Three appear in Tables 3.4 and 3.5. Hypothesis Three was stated as follows:

The homogeneity of ratings for each of the categories of competencies (behaviors, knowledge, and attitudes) for novice high school counselors within a particular group of raters will be greater than between the two groups.

No significant sources of variation were found in the data reported in Tables 3.4 and 3.5 within each group of raters. However, as previously reported, there were significant differences between practicing high school counselors and counselor educators in their ratings of behaviors when total ratings were considered. There were also significant differences between these groups for their ratings of the essential category. These differences were found for ratings of behaviors and knowledge. These results, then, support Hypothesis Three.

Secondary Analyses

Several additional analyses were conducted that were not directly related to the main hypotheses of the study. These analyses are intended to provide additional clarification of the results previously reported and to provide data for possible replication and comparative studies.

The reliability of the NCC rating scale was determined by using Hoyt's (1941) formula for estimating test reliability of analysis of variance. The coefficients of reliability for each of the three sections of the NCC

rating scale (behaviors, knowledge, and attitudes) are presented in Table 3.6.

TABLE 3.6.--Reliability Coefficients for the Novice Counselor Competencies Rating Scale.

Competencies	Coefficients
Functional Knowledge	.961
Behaviors	.940
Attitudes	.924

Rather large reliability coefficients were obtained for each of the three sections of the NCC rating scale. This indicates that counselors and counselor educators were consistent in their ratings of behaviors, knowledge, and attitudes expected of novice counselors. The apparent high reliability of the NCC rating scale also provides additional support for the findings of this study.

The relationships among the total ratings or behaviors, knowledge, and attitudes and among the essential ratings of these three parts of the NCC were of interest. These relationships are shown in Table 3.7.

TABLE 3.7.--Intercorrectional Matrices for Total and Essential Ratings of Behaviors, Knowledge, and Attitudes.

Variables		Behaviors	Knowledge	Attitudes
Total Ratings	Behaviors	1.000		
	Knowledge	.696	1.000	
	Attitudes	.673	.691	1.000
Essential Ratings	Behaviors	1.000		
	Knowledge	.733	1.000	
	Attitudes	.665	.704	1.000

Not unexpectedly, moderate relationships were found for both total and essential ratings across the three categories of behaviors, knowledge, and attitudes.

The information provided in Tables 3.8, 3.9, and 3.10 should be very useful in replication and comparative studies. The mean rating and standard deviation for each individual item included in the three sections of the NCC are given for counselors and for counselor educators. The results of the Kruskal-Wallis tests of each item are also shown. The Kruskal-Wallis technique (Siegel, 1956) tests the null hypothesis that k samples come from the same population or from identical populations with respect to averages.

An examination of the Kruskal-Wallis tests points out the specific statements of counselor competencies where significant differences in the ratings of practicing high school counselors and counselor educators were found. They differed significantly on 19 of the 40 statements included in the behaviors section of the NCC. This represents 47.5 percent of the statements. Significant differences were found between counselors and counselor educators on 19 of the 55 statements (34.5 percent) related to knowledge competencies. These two groups, however, differed significantly on only three of 38 statements (.08 percent) related to counselor attitudes. Apparently there is considerably more agreement among counselors and counselor educators about the attitudes novice high school counselors

should have than there is for the behaviors they should be able to demonstrate or the knowledge they should have.

TABLE 3.8.--Kruskal-Wallis Tests of Ratings of Individual Items of Behaviors Expected of Novice Counselors.

Item No.	Counselor		Counselor Educator		Kruskal-Wallis Test
	Mean	SD	Mean	SD	
1	4.63	.74	4.60	.80	.026
2	4.82	.53	4.74	.63	.381
3	4.60	.71	4.55	.83	.041
4	4.47	.73	4.62	.70	2.026
5	4.42	.93	4.55	.71	.284
6	3.39	1.09	4.14	.93	14.796*
7	3.27	1.06	4.02	1.07	14.453*
8	3.35	1.06	4.07	.87	13.595*
9	3.27	1.06	4.02	.92	14.093*
10	3.26	1.06	3.83	1.03	8.810*
11	3.73	1.08	3.76	1.10	.122
12	4.07	1.03	4.24	.88	.564
13	2.73	1.25	3.33	1.37	6.057*
14	3.84	1.04	3.95	.96	.287
15	3.76	1.11	4.57	.67	16.851*
16	2.86	.94	3.67	.98	18.014*
17	3.21	1.02	3.55	1.11	3.539
18	3.89	.87	3.88	.97	.028
19	4.49	.75	4.57	.67	.178
20	3.12	1.13	3.98	.98	17.555*
21	3.60	.90	4.00	1.08	6.034*
22	3.70	.87	3.86	1.14	1.602
23	3.66	.93	3.62	1.21	.015
24	4.07	.89	4.43	.67	4.817*
25	3.45	.92	3.75	1.01	3.845*
26	4.04	.92	3.79	1.09	1.434
27	3.28	1.40	3.83	1.31	4.624*
28	4.30	.81	4.55	.63	2.422
29	4.36	.74	4.52	.67	1.595
30	3.83	.97	3.83	.96	.003

TABLE 3.8.--Continued.

Item No.	Counselor		Counselor Educator		Kruskal-Wallis Test
	Mean	SD	Mean	SD	
31	3.08	1.00	3.36	1.46	3.328
32	2.89	1.01	3.21	1.28	1.955
33	2.86	1.03	3.07	1.33	1.164
34	2.96	1.06	3.43	1.17	4.470*
35	3.08	1.16	3.86	1.09	13.263*
36	3.67	1.02	4.10	1.19	6.592*
37	4.07	.91	4.55	.67	9.848*
38	3.86	1.91	4.31	1.05	9.142*
39	3.90	.90	4.50	.71	14.160*
40	3.67	1.27	3.57	1.33	.192

*Significant at the .05 level of confidence. With 1 degree of freedom, the value must be greater than 3.84 to be significant at the .05 level.

TABLE 3.9.--Kruskal-Wallis Tests of Ratings of Individual Items of Knowledge Expected of Novice Counselors.

Item No.	Counselor		Counselor Educator		Kruskal-Wallis Test
	Mean	SD	Mean	SD	
1	3.40	.93	4.05	1.01	14.258*
2	3.83	.98	3.93	1.05	.676
3	2.73	1.25	3.50	1.29	9.712*
4	4.34	.80	4.45	.83	.811
5	3.86	.94	4.21	.90	4.680*
6	4.14	.83	4.48	.80	5.701*
7	4.70	.57	4.90	.37	6.103*
8	4.58	.79	4.90	.37	9.062*
9	4.16	.83	4.69	.68	15.242*
10	4.09	.78	4.55	.67	11.348*
11	4.21	.86	4.21	1.24	1.223
12	4.51	.81	4.45	1.86	.086
13	4.13	.79	4.14	.84	.026
14	4.04	.87	4.00	.91	.037
15	3.68	.88	3.95	.88	2.812

TABLE 3.9.--Continued.

Item No.	Counselor		Counselor Educator		Kruskal-Wallis-Test
	Mean	SD	Mean	SD	
16	4.00	.81	4.12	.83	.560
17	3.83	.83	3.88	.94	.135
18	3.83	.86	4.12	.83	3.078
19	3.08	.94	3.38	.96	2.946
20	2.91	1.07	2.93	1.24	.042
21	3.42	1.12	3.83	1.06	3.923*
22	3.28	.98	3.74	1.25	6.696*
23	3.97	.92	4.38	.85	6.719*
24	4.60	.76	2.86	.47	6.294*
25	4.25	.78	4.45	.80	2.688
26	4.11	.82	4.31	.78	1.768
27	2.91	.82	3.14	1.03	1.480
28	3.42	1.05	3.45	.99	.011
29	3.82	.89	4.29	.74	8.093*
30	3.85	.82	4.21	.75	5.528*
31	3.82	.92	4.02	.75	1.222
32	3.96	.95	4.17	.76	1.124
33	4.66	.94	4.83	.49	.703
34	4.61	.84	4.69	.56	.007
35	3.11	.88	3.55	1.04	7.259*
36	2.38	.77	2.93	1.05	9.605*
37	2.89	.87	3.24	1.08	5.168*
38	3.23	1.04	3.14	1.22	.238
39	3.70	.92	3.83	1.34	2.286
40	2.95	.96	3.52	1.25	9.990*
41	3.09	.89	3.38	1.19	3.778
42	3.75	1.05	3.62	1.31	.141
43	2.95	1.02	2.81	1.17	1.764
44	3.41	1.02	3.36	1.28	.002
45	3.90	.93	3.71	1.24	.227
46	4.03	.97	4.14	1.18	1.585
47	3.88	1.00	3.93	1.30	.817
48	3.51	1.12	3.60	1.29	.503
49	3.60	1.20	3.67	1.18	.718
50	3.66	1.20	3.93	1.30	2.379
51	3.33	.92	3.57	1.35	3.322
52	4.12	1.01	4.12	1.27	.431
53	3.42	1.13	3.43	1.15	.187
54	3.73	1.04	3.76	1.19	.251
55	4.18	1.27	4.57	1.31	7.908*

*Significant at the .05 level of confidence. With 1 degree of freedom, the value must be greater than 3.84 to be significant at the .05 level.

TABLE 3.10.--Kruskal-Wallis Tests of Ratings of Individual Items of Attitudes Expected of Novice Counselors.

Item No.	Counselors		Counselor Educators		Kruskal-Wallis-Test
	Mean	SD	Mean	SD	
1	4.86	.41	4.69	.64	2.307
2	3.39	1.09	3.64	.93	1.802
3	3.62	1.30	3.31	1.47	1.270
4	4.37	.86	4.43	.83	.203
5	3.89	.99	4.00	.77	.112
6	4.12	.78	4.31	.84	2.134
7	4.54	.76	4.40	.91	.328
8	4.18	1.18	3.71	1.55	2.423
9	3.79	1.35	4.31	.98	4.406*
10	4.47	.83	4.52	.94	.851
11	4.73	.52	4.67	.61	.149
12	3.93	1.27	3.95	1.23	.003
13	3.38	1.17	3.33	1.28	.030
14	3.96	1.17	4.25	1.15	3.133
15	4.67	.60	4.71	.89	1.865
16	4.63	.62	4.67	.69	.625
17	4.66	.58	4.74	.59	1.008
18	4.71	.55	4.81	.51	1.720
19	4.72	.68	4.57	.78	1.930
20	3.60	.95	3.76	.93	.939
21	4.20	.79	3.88	.97	2.939
22	3.86	.92	3.67	1.10	.613
23	3.74	.95	3.67	1.14	.002
24	3.86	.97	4.00	.99	.730
25	3.10	1.23	3.10	1.41	.007
26	3.32	1.12	4.02	1.05	11.717*
27	3.60	.94	4.00	.94	5.350*
28	3.83	.82	4.29	.97	9.230*
29	4.28	.82	4.29	.81	.000
30	4.73	.54	4.60	.80	.174
31	4.70	.61	4.52	.71	2.219
32	4.66	.68	4.60	.54	2.040
33	4.37	.78	4.52	.71	1.271
34	4.25	1.05	4.24	1.08	.000
35	4.46	.73	4.26	.73	2.614

TABLE 3.10--Continued.

Item No.	Counselors		Counselor Educators		Kruskal-Wallis Test
	Mean	SD	Mean	SD	
36	4.68	.55	4.62	.76	.016
37	4.47	.90	4.55	.83	.472
38	4.54	.97	4.57	.77	.058

*Significant at the .05 level of confidence. With 1 degree of freedom, the value must be greater than 3.84 to be significant at the .05 level.

The specific statements where counselors and counselor educators were found to differ significantly in their ratings can be examined in Appendix A (pp. 59-61, 63-67, and 70-73). They differed significantly on 41 of the 133 statements of counselor competencies contained in the NCC. This represents 30.8 percent of the total number of statements.

An examination of the specific statements of behavioral competencies in Appendix A shows that the greatest number of differences involved the following competencies: (1) the analysis of educational, vocational, personal, and social problems; (2) interviewing skills; and (3) testing procedures. The major significant differences in ratings of knowledge competencies between counselors and counselor educators appeared in the areas of: (1) testing procedures; (2) interviewing skills; (3) minority and culturally disadvantaged people; and (4) supervised practicum. Significant differences between the two groups

in ratings of attitudes were found for only three of the 38 statements about attitudes. These three statements concerned the attitudes of novice counselors toward professional organizations, advanced training, and the reading of professional literature. It is interesting to observe that on all statements where the Kruskal-Wallis tests indicate significant differences, the mean ratings of counselor educators were higher than for high school counselors.

The ratings of behaviors, knowledge, and attitudes marked as essential for the work of the novice high school counselor are important in the identification of competencies needed by counselors. The frequencies, the percentages that the frequencies represent, and the rank order of individual items of behaviors, knowledge, and attitudes rated as essential by counselors and counselor educators are presented in Tables 3.11, 3.12, and 3.13. These data should also be useful for future replication and comparative studies.

Specific statements of interest in Tables 3.11, 3.12, and 3.13 can be examined by referring to Appendix A (pp. 59-61, 63-67, and 70-73). The relative importance of the items considered essential to the work of the novice counselor by practicing high school counselors and counselor educators can be easily identified from the rank order of the items in the above Tables.

The statements of behaviors that were most frequently rated as essential, and therefore received the

TABLE 3.11.--Frequencies, Percentages, and Rank Order of Essential Ratings of Individual Items of Behaviors Expected of Novice Counselors.

Item No.	Counselors			Counselor Educators			Totals		
	f	%	Rank	f	%	Rank	f	%	Rank
1	69	75.00	2	31	73.81	2	100	74.63	2
2	80	86.96	1	35	83.33	1	115	85.82	1
3	65	70.65	3	29	69.05	4	94	70.15	3
4	53	57.61	6	30	71.43	3	83	61.94	6
5	57	61.96	5	28	66.67	5	85	63.43	4
6	15	61.30	26	18	42.86	16	33	24.63	26
7	11	11.96	33	18	42.86	16	29	21.64	27
8	13	14.13	29	16	38.10	20	29	21.64	27
9	11	11.96	33	16	38.10	20	27	20.15	30
10	14	15.22	27	13	30.95	28	27	20.15	30
11	31	33.70	13	12	28.57	30	43	32.09	18
12	42	45.65	9	19	45.24	15	61	45.52	9
13	10	10.87	35	11	26.19	32	21	15.67	35
14	31	33.70	13	15	35.71	23	46	34.33	16
15	31	33.70	13	28	66.67	5	59	44.03	11
16	3	3.26	40	9	21.43	38	12	8.96	40
17	13	14.13	29	10	23.81	36	23	17.16	34
18	26	28.26	18	12	28.57	30	38	28.36	21
19	58	63.04	4	27	64.29	7	85	63.43	4
20	13	14.13	29	15	35.71	23	28	20.90	29
21	18	19.57	25	18	42.86	16	36	26.87	23
22	21	22.83	23	16	38.10	20	37	27.61	22
23	22	23.91	22	13	30.95	28	35	26.12	24
24	35	38.04	11	22	52.38	14	57	42.54	12
25	14	15.22	27	11	26.19	32	25	18.66	33
26	36	39.13	10	14	33.33	25	50	37.31	15
27	25	27.17	20	18	42.86	16	43	32.09	18
28	46	50.00	7	26	61.90	8	72	53.73	7
29	46	50.00	7	26	61.90	8	72	53.73	7
30	24	26.09	21	11	26.19	32	35	26.12	24
31	7	7.61	36	11	26.19	32	18	13.43	36
32	4	4.35	39	9	21.43	38	13	9.70	38
33	6	6.52	38	7	16.67	40	13	9.70	38
34	7	7.61	36	10	23.81	36	17	12.69	37
35	13	14.13	29	14	33.33	25	27	20.15	30

TABLE 3.11.--Continued.

Item No.	Counselors			Counselor Educators			Totals		
	f	%	Rank	f	%	Rank	f	%	Rank
36	19	20.65	24	23	54.76	13	42	31.34	20
37	34	36.96	12	26	61.90	8	60	44.78	10
38	27	29.35	17	25	59.52	12	52	38.81	13
39	26	28.26	18	26	61.90	8	52	38.81	13
40	30	32.61	16	14	33.33	25	44	32.84	17

TABLE 3.12.--Frequencies, Percentages, and Rank Order of Essential Ratings of Individual Items of Knowledge Expected of Novice Counselors.

Item No.	Counselors			Counselor Educators			Totals		
	f	%	Rank	f	%	Rank	f	%	Rank
1	15	16.30	41	16	38.10	27	31	23.13	36
2	29	31.52	18	14	33.33	31	43	32.09	25
3	11	11.96	44	13	30.95	36	24	17.91	43
4	50	54.35	8	25	59.52	13	75	55.97	8
5	28	30.43	22	19	45.24	18	47	35.07	19
6	37	40.22	12	27	64.29	9	64	47.76	12
7	68	73.91	3	39	92.86	1	107	79.85	2
8	63	68.48	5	39	92.86	1	102	76.12	3
9	37	40.22	12	33	78.57	6	70	52.24	9
10	29	31.52	18	27	64.29	9	56	41.79	14
11	42	45.65	9	27	64.29	9	69	51.49	10
12	62	67.39	6	30	71.43	8	92	68.66	6
13	32	34.78	15	17	40.48	22	49	36.57	18
14	29	31.52	18	16	38.10	27	45	33.58	22
15	22	23.91	33	14	33.33	31	36	26.87	32
16	28	30.43	22	17	40.48	22	45	33.58	22
17	23	25.00	28	14	33.33	31	37	27.61	31
18	23	25.00	28	17	40.48	22	40	29.85	28
19	6	6.52	49	5	11.90	50	11	8.21	52
20	8	8.70	47	6	14.29	49	14	10.45	47

TABLE 3.12.--Continued.

Item No.	Counselors			Counselor Educators			Totals		
	f	%	Rank	f	%	Rank	f	%	Rank
21	17	18.48	39	14	33.33	31	31	23.13	36
22	10	10.87	45	15	35.71	30	25	18.66	41
23	30	32.61	17	25	59.52	13	55	41.04	15
24	64	69.57	4	38	90.48	3	102	76.12	3
25	41	44.57	10	26	61.90	12	67	50.00	11
26	34	36.96	14	21	50	15	55	41.04	15
27	3	3.26	53	5	11.90	50	8	5.97	53
28	18	19.57	38	8	19.05	45	26	19.40	39
29	23	25.00	28	19	45.24	18	42	31.34	26
30	21	22.83	35	17	40.48	22	38	28.36	30
31	22	23.91	33	12	28.57	38	34	25.37	34
32	29	31.52	18	16	38.10	27	45	33.58	22
33	76	82.61	1	37	88.10	4	113	84.33	1
34	70	76.09	2	31	78.81	7	111	75.37	5
35	6	6.52	49	8	19.05	45	14	10.45	47
36	0	0.00	55	3	7.14	54	3	2.24	55
37	7	7.61	48	5	11.90	50	12	8.96	51
38	12	13.04	43	8	19.05	45	20	14.93	46
39	24	26.09	27	17	40.48	22	41	30.60	27
40	4	4.35	52	10	23.81	42	14	10.45	47
41	6	6.52	49	8	19.05	45	14	10.45	47
42	25	27.17	26	14	33.33	31	39	29.10	29
43	3	3.26	53	2	4.76	55	5	3.73	54
44	13	14.13	42	9	21.43	43	22	16.42	44
45	23	25.00	28	11	26.19	41	34	25.37	34
46	32	34.78	15	20	47.62	17	52	38.81	17
47	28	30.43	22	18	42.86	20	46	34.33	20
48	19	20.65	37	12	28.57	38	31	23.13	36
49	17	18.48	39	9	21.43	43	26	19.40	39
50	28	30.43	22	18	42.86	20	46	34.33	20
51	9	9.78	46	13	30.95	36	22	16.42	44
52	40	43.48	11	21	50.00	15	61	45.52	13
53	20	21.74	36	5	11.90	50	25	18.66	41
54	23	25.00	28	12	28.57	38	35	26.12	33
55	55	59.78	7	36	85.71	5	91	67.91	7

TABLE 3.13.--Frequencies, Percentages, and Rank Order of Essential Ratings of Individual Items of Attitudes Expected of Novice Counselors.

Item No.	Counselors			Counselor Educators			Totals		
	f	%	Rank	f	%	Rank	f	%	Rank
1	81	88.04	1	33	78.57	4	114	85.07	1
2	18	19.57	35	8	19.05	38	26	19.40	37
3	36	39.13	26	14	33.33	30	50	37.31	27
4	53	57.61	18	27	64.29	14	80	59.70	16
5	29	31.52	28	12	28.57	32	41	30.60	30
6	34	36.96	27	22	52.38	22	56	41.79	25
7	63	68.48	13	28	66.67	12	91	67.91	14
8	54	58.70	16	20	47.62	24	74	55.22	17
9	37	40.22	25	24	57.14	19	61	45.52	24
10	60	65.22	14	32	76.19	6	92	68.66	13
11	70	76.09	5	31	73.81	9	101	75.37	5
12	44	47.83	21	19	45.24	25	63	47.01	23
13	19	20.65	34	10	23.81	35	29	21.64	36
14	40	43.48	23	26	61.90	16	66	49.25	21
15	68	73.91	8	36	85.71	1	104	77.61	3
16	64	69.57	12	33	78.57	4	97	72.39	10
17	66	71.76	11	34	80.95	3	100	74.63	6
18	69	75.00	7	36	85.71	1	105	78.36	2
19	72	78.26	2	28	66.67	12	100	74.63	6
20	21	22.83	33	11	26.19	33	32	23.88	33
21	39	42.39	24	14	33.33	30	53	39.55	26
22	27	29.35	30	11	26.19	33	38	28.36	31
23	22	23.91	32	9	21.43	37	31	23.13	35
24	28	30.43	29	16	38.10	28	44	32.84	29
25	16	17.39	37	10	23.81	35	26	19.40	37
26	15	17.39	37	18	42.86	26	34	25.37	32
27	17	18.48	36	15	35.71	29	32	23.88	33
28	23	25.00	31	24	57.14	19	47	35.07	28
29	44	47.83	21	21	50.00	23	65	48.51	22
30	71	77.17	3	32	76.19	6	103	76.87	4
31	70	76.09	5	27	64.29	14	97	72.39	10
32	71	77.17	3	26	61.90	16	97	72.39	10
33	48	52.17	20	26	61.90	16	74	55.22	17
34	49	53.26	19	23	54.76	21	72	53.73	19
35	54	58.70	16	18	42.86	26	72	53.73	19
36	67	72.83	10	32	76.19	6	99	73.88	8
37	59	64.13	15	30	71.43	10	89	66.42	15
38	68	73.91	8	30	71.43	10	98	73.13	9

highest ranks, were those that described consultation services provided by novice counselors for teachers and students. Such statements were ranked one and two by both counselors and counselor educators. The statements most infrequently rated as essential by counselors were: the use of operant and counter-conditioning techniques and the organization of in-service training programs. Counselor educators gave the smallest number of essential ratings to the use of operant conditioning techniques, the organization of in-service training programs, and the analysis of the vocational problems of clients.

The knowledge competency of knowing how to listen to clients ranked high with both counselors and counselor educators. Counselors also rated the knowledge of confidentiality and privileged communication as essential more frequently than other statements. Counselor educators gave high rankings to statements that referred to interaction with clients and to counselor self-knowledge. Among the lowest rankings given by counselors for knowledge competencies were: helping teachers plan effective instructional units, the knowledge of management and administration, and the knowledge of educational technology. The lowest rankings for counselor educators were statements of knowledge about the culture and sociology of principal ethnic groups, educational technology, and helping teachers plan effective instructional units.

The statements of attitudes needed by the novice counselor most frequently rated as essential by practicing counselors were: the willingness to talk with parents, the willingness to admit weaknesses and seek help from other professional people by making referrals, and being able to remain flexible in his or her approach to counseling. Counselor educators most frequently rated those attitudes as essential that indicated a readiness to work with teachers, pupil personnel workers, and administrators for the benefit of a particular student or students. The statements most infrequently rated as essential by counselors were those that indicated a readiness to take advanced courses, provide counseling for other professionals, and hold membership in professional organizations. The statements most infrequently rated as essential for the work of the novice counselor by counselor educators referred to a readiness to work with parents for the benefit of a particular student, to admit his or her weaknesses and seek help from other professionals by making referrals, to visit businesses and industries for the benefit of students, and to organize events to be held outside of school hours for the benefit of students.

Summary

Multivariate ANOVA tests revealed significant differences in total and essential ratings of behaviors, knowledge, and attitudes between practicing high school

counselors and counselor educators. Hypothesis One was not supported by these results. The results did, however, support Hypothesis Two.

Additional univariate ANOVA analyses were conducted to determine the source of the differences revealed by the multivariate tests. The ratings of behaviors were found to contribute significantly to the differences in total ratings while ratings of knowledge and attitudes were not found to be significant. The ratings of behaviors and knowledge contributed significantly to the differences in essential ratings.

Hypothesis Three was supported by the results of the study. Significant differences were found between high school counselors and counselor educators for total ratings of behaviors and for their ratings marked essential for behaviors and knowledge. No significant differences, however, were found within groups.

Specific items where counselors and counselor educators differed significantly on behaviors, knowledge, and attitudes ratings were identified by means of the Kruskal-Wallis Test. Frequency and rank order of essential ratings made by each of the groups that responded to the NCC were also identified.

CHAPTER IV

SUMMARY, DISCUSSION, AND CONCLUSIONS

Summary

The purpose of this study was to analyze the competencies expected of novice high school counselors as reported by practicing high school counselors and by counselor educators. Three categories of competencies were examined: behaviors, functional knowledge, and attitudes.

The Novice Counselor Competencies Rating Scale (NCC) was administered to a randomly selected group of employed counselors from the state of Michigan and to a group of counselor educators who are members of the Michigan Counselor Educators Association. The NCC rating scale was previously developed and tested by Karalakahana (1972).

Three hypotheses were formulated and tested. The hypotheses were consistent with the findings of Karalakahana (1972). Hypothesis One stated that no significant differences would be found between practicing high school counselors and counselor educators in their total ratings of behaviors, knowledge, and attitudes expected of novice high school counselors. A second hypothesis stated that

significant differences would be found between high school counselors and counselor educators for the highest category of ratings (ratings of essential competencies for the novice counselor) for behaviors, knowledge, and attitudes. A third hypothesis was tested to determine if the homogeneity of ratings for each of the categories of competencies within a particular group of raters would be significantly greater than between the two groups. The hypothesis stated that the homogeneity would be significantly greater within groups than between groups.

The NCC rating scale was mailed to a random sample of 200 employed high school counselors selected from the most recent directory of public school counselors in Michigan. The scale was also mailed to all members of the Michigan Counselor Educators Association who were active counselor educators (N=83). A 46 percent return of the rating scales was obtained from the sample of counselors while a 50.6 percent return was received from counselor educators. All geographic areas of Michigan were represented by the counselor return and all institutions of higher education of Michigan engaged in the training of counselors were represented in the returns by counselor educators.

Multivariate analyses were performed that compared the total scores and scores of essential ratings of high school counselors with the total scores and scores of essential ratings of counselor educators for each group of ratings of interest, i.e., behaviors, knowledge, and

attitudes. Significant differences in both total scores of ratings and scores of essential ratings were found between the two groups. These results did not support Hypothesis One but did support Hypothesis Two. Univariate tests of the differences located by the multivariate analyses revealed that ratings of behaviors was the source of the differences in total ratings. Univariate tests also showed that the differences in essential ratings could be attributed to the ratings of behaviors and knowledge.

Hypothesis Three was supported by the results of this study. No significant differences were found within each group of raters (counselors and counselor educators) in either their total or essential ratings. Significant differences in these ratings were found between the two groups of raters.

Discussion

The question of whether the results of this study can be generalized to other populations of high school counselors and counselor educators is dependent upon the representativeness of the respondents to the NCC rating scales. In addition, the results are dependent upon the adequacy of the rating scale in circumscribing the parameters of the competencies needed by novice counselors. These areas will be discussed prior to considering the results related to the major hypotheses of this investigation.

Representativeness of Respondents

Selltiz, Jahoda, Deutsch, and Cook (1961) state that 10 to 50 percent returns can be expected when questionnaires are mailed to a random sample of the population. The percentage of returns in this investigation, then, approached the upper limits of what can be expected for returns in studies that rely on mailed questionnaires. The number of returns from counselors approached 100, the number that Glass and Stanley (1970) indicates is probably large enough to yield nearly normal sampling distribution of means for most populations. The returns were from counselors located in all geographical areas of Michigan and from counselor educators from all counselor training institutions of Michigan. An examination of the demographic data presented in Chapter II shows age, sex, education, and experience to be distributed in a representative manner.

Obviously, replication of this study would greatly assist in determining whether the respondents to the NCC rating scales do represent the general population of Michigan high school counselors and counselor educators. The above data, however, do suggest that the returns are probably representative of the expectations of counselors and counselor educators of Michigan.

Adequacy of NCC Rating Scale

The procedures followed in the development of the NCC rating scale were described in an earlier chapter.

These procedures appear to be consistent with current theory and practice for the development of such scales.

In this study, the reliability of the NCC was established for the raters who used the scale. The rather high reliability coefficients that were obtained suggest that the instrument provides consistent results from independent raters.

The validity of rating scales is difficult to establish. A perusal of the professional guidance and counseling literature, however, does allow a degree of content validity to be established. The items contained in the NCC do reflect the ideas contained in the literature and, of course, were based on interviews with high school counselors of one school district and counselor educators from a major university. All respondents to the NCC rating scale were provided opportunities to list specific competencies (see Appendix A) needed by novice counselors that were not included in the NCC. No additional competencies were listed by the raters.

The information presented in the above paragraphs suggest that the NCC rating scale is an adequate instrument in terms of the known reliability of the instrument and its face validity.

Major Hypotheses

Two of the hypotheses suggested by Karalakahana's (1972) research were supported by the results of this study.

One hypothesis was not supported. Karalakahana (1972) found no significant differences between high school counselors and counselor educators for their total ratings of behaviors, knowledge, and attitudes. Significant differences between the two groups included in this study were found for total ratings. A possible reason for the difference in the results of the two studies is the small number of respondents included in Karalakahana's research. They were also from one university and one school district. The larger number of counselors and counselor educators who were the raters of this study represents a more normal sampling distribution of the population of Michigan counselors and counselor educators.

The difference in total ratings found in this study was attributed to the differences in ratings of behaviors expected of novice counselors. Counselors tended to give higher ratings to statements of behavior than did counselor educators. This suggests that, as far as total ratings are concerned, counselors and counselor educators tend to agree on the competencies needed by novice counselors in the areas of functional knowledge and attitudes, but disagree on the behaviors needed to demonstrate this knowledge and attitudes.

Karalakahana (1972) found a significant difference between counselors and counselor educators for ratings reported as essential for the performance of novice counselors. He did not find differences for ratings of

knowledge and attitudes. In this investigation, significant differences for essential ratings of both behaviors and knowledge were found between the two groups of raters. The essential ratings are probably more important than the total ratings in terms of identifying the competencies needed by novice counselors. Therefore, competencies included within both the behaviors and knowledge categories should be closely examined to determine what entry-level skills are needed by novice counselors.

Both the results of the present investigation and the research of Karalakahana (1972) support the hypothesis that the homogeneity of ratings for behaviors, knowledge, and attitudes within a particular group of raters would be significantly greater than between the two groups. This indicates that counselors and counselor educators do have different perceptions of the competencies needed by novice counselors and suggests that attempts to reconcile these differences should be made. One possibility would be to do a series of job or task analyses of the work of novice counselors in a number of different school situations. Such analyses could provide additional data to confirm just what competencies are needed.

It should be pointed out that, even though there are significant differences between counselors and counselor educators in their perceptions of the competencies needed by novice counselors, they do appear to agree on a number of the competencies that are needed. For example, they tend to agree on the nature of the attitudes needed by

novice counselors. The secondary analyses of this study indicate the specific items of the NCC where counselors and counselor educators tend to agree as well as disagree.

Tables 3.8 through 3.10 show that counselors and counselor educators tend to agree on 69.2 percent of the total of 133 statements of competencies contained in the NCC. These statements provide an excellent foundation in beginning to identify the competencies needed by novice counselors. If these results can be verified through replication with other samples from the population of counselors and counselor educators and with other interested segments of the public, a good start will have been made toward developing competency based counselor education programs.

Conclusions

The first step in developing competency based counselor education programs is to identify the competencies needed by counselors in their work. The purpose of this study was to analyze the competencies expected of novice high school counselors as reported by practicing high school counselors and counselor educators of Michigan. The results represent a partial step toward the identification of the competencies needed by one group of public school counselors, i.e., novice high school counselors of Michigan.

The conclusions that can be drawn from the results of this investigation are necessarily limited by the possible constraints mentioned earlier in this chapter. It seems reasonable, however, to conclude that counselors

and counselor educators of Michigan are basically in agreement concerning the attitudes expected of novice high school counselors. This permits future research to be focused on the major areas of disagreement between the two groups. This area of agreement also provides a strong foundation for reconciling the differences that exist.

Counselors and counselor educators of Michigan differ significantly over the behavioral and knowledge competencies that novice counselors should be able to demonstrate. These differences are limited, however, to specific statements of knowledge and behaviors. The specific statements where significant differences in expectations were found were identified so that steps can be taken to study these differences. Along with the observed differences between counselors and counselor educators, it is important to note that these two groups did agree on many behavioral and knowledge competencies. These can provide the base for arriving at a final list of needed competencies.

It is recommended that the results of this study be verified by replication studies, and any significant differences between counselors and counselor educators then be reconciled and resolved through an analysis of the tasks performed by novice counselors employed in several different types of school districts. It is also recommended that the input of other interested parties be obtained. After counselors and counselor educators have identified the competencies they believe are needed by novice counselors,

these competencies should be rated by samples of teachers, students, parents, and school administrators.

This study has focused on the competencies needed by novice high school counselors. Additional research should be conducted to determine the competencies needed by elementary school counselors, community college counselors, college and university counselors, and counselors employed in vocational rehabilitation agencies. Research should also be done to determine the competencies needed by experienced or senior counselors in these different institutions.

Once the competencies needed by counselors have been identified the next step in developing competency based counselor education programs should be taken by counselor education departments. Specific training activities should be designed to assist counselor trainees to master the competencies. The competencies can then be validated against the outcomes of students and clients that are the results of guidance and counseling services.

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APPENDICES

APPENDIX A

RATING SCALES

RATINGS OF MINIMUM COMPETENCIES IN 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/her 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 competencies that a high school counselor should be able to demonstrate the first day he/she 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/her counselor training program. In other words, what are the minimum behaviors that he/she should bring with him/her 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 high school counselor.

Statement of Behaviors

1. The novice high school counselor should be able to consult with teachers.
2. The novice high school counselor should be able to consult with students.
3. The novice high school counselor should be able to consult with parents.
4. The novice high school counselor should be able to consult with other pupil personnel workers.
5. The novice high school counselor should be able to consult with school administrators.
6. The novice high school 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 high school 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 high school counselor should be able to analyze the personal problems of a client so well that this analysis is verified by the client.
9. The novice high school 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 high school counselor should be able to select tests.
11. The novice high school counselor should be able to administer tests.
12. The novice high school counselor should be able to interpret tests.
13. The novice high school counselor should be able to score tests.
14. The novice high school counselor should be able to evaluate tests.
15. The novice high school counselor should be able to communicate the function of guidance in the schools verbally and in writing.

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

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

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

Answer Sheet for Behavior

Those statements you rate as essential will be considered the minimum competencies for a novice high school counselor.

Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
1					
2					
3					
4					
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RATINGS OF MINIMUM COMPETENCIES OF 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 his/her counselor training program.
2. For purposes of this project, functional knowledge is defined as: Any information needed and used by a counselor in his/her 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 competencies that a high school counselor should have on the first day he/she 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/her counselor training program. In other words, what is the functional knowledge that he/she should bring to the first day of work? Those statements you rate as essential will be considered the expected minimum competencies for a novice high school counselor.

Statements of Functional Knowledge

1. The novice high school counselor should know how to select tests.
2. The novice high school counselor should know how to administer tests.
3. The novice high school counselor should know how to score tests.

4. The novice high school counselor should know how to interpret tests.
5. The novice high school counselor should know how to evaluate tests.
6. The novice high school counselor should know how to establish structure in interviews. (provide organization for the interview process).
7. The novice high school counselor should know how to listen during interviews.
8. The novice high school counselor should know how to interact with clients during interviews.
9. The novice high school counselor should know how to help clients decide upon goals during interviews.
10. The novice high school counselor should know how to help clients learn new behaviors or modify old behaviors.
11. The novice high school counselor should know how to evaluate behavior of students during interviews.
12. The novice high school counselor should know the ethical codes of counseling.
13. The novice high school counselor should know referral agencies.
14. The novice high school counselor should know drug information.
15. The novice high school counselor should know theories of learning.
16. The novice high school counselor should know human developmental psychology.
17. The novice high school counselor should know abnormal psychology.
18. The novice high school counselor should know personality theory.
19. The novice high school counselor should know applied research techniques.
20. The novice high school counselor should know how to write a proposal.

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

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

54. The novice high school counselor should know teacher and classroom dynamics.
55. The novice high school 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 high school counselor should have that is not mentioned in the above list.

Answer Sheet for Knowledge

Those statements you rate as essential will be considered the minimum Competencies for a novice high school counselor.

Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
1					
2					
3					
4					
5					
6					
7					
8					
9					
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11					
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Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
41					
42					
43					
44					
45					
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48					
49					
50					
51					
52					
53					
54					
55					

RATINGS OF MINIMUM COMPETENCIES OF 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/her 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 competencies that a high school counselor should have the first day he/she reports for work as a counselor. You should assume that the novice high school counselor has had no employment or experience as a counselor other than in his/her counselor training program. In other words, what are the minimum attitudes that he/she should bring to the first day of work? Those statements you rate as essential will be considered your minimum expectancies for a novice high school counselor.

Statements of Attitudes

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

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

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

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

Statement	Essential	Very Desirable	Desirable	Somewhat Irrelevant	Irrelevant
1					
2					
3					
4					
5					
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APPENDIX B

COVER LETTER

Dear Counselor Educator:

I am a student at Michigan State University from Thailand. My major is pupil personnel administration and I hope to return to my country in the summer of 1974. The only obstacle left to my return is the completion of my research. I need your help in completing this part of my studies.

I hope to analyze ratings of the minimum competencies expected of a novice or beginning high school counselor made by a randomly selected group of secondary school counselors of Michigan. These ratings will be compared with those made by members of the Michigan Association of Counselor Educators and Supervisors. Your name was randomly selected from the Director of Counselors published by the Michigan State Department of Education or from the membership list of MACES. Will you please help me by completing the enclosed rating forms and demographic data sheet. Please return only the data sheets and rating forms in the stamped, self-addressed envelope. Your name will never be associated with the study and you will not be identified in any manner.

The results of this research will be shared with the Guidance Unit of the Michigan State Department of Education and with interested professional organizations. The

results will also be helpful to the people of Thailand when I return to work in a pupil personnel program of my country.

Thank you so very much for helping me with my education.

Sincerely yours,

Louis Champathes
436 Erickson Hall
Counseling, Personnel Services
and Educational Psychology
College of Education
Michigan State University
East Lansing, Michigan 48824

Enclosures

Dear Counselor:

I am a student at Michigan State University from Thailand. My major is pupil personnel administration and I hope to return to my country in the summer of 1974. The only obstacle left to my return is the completion of my research. I need your help in completing this part of my studies.

I hope to analyze ratings of the minimum competencies expected of a novice or beginning high school counselor made by a randomly selected group of secondary school counselors of Michigan. These ratings will be compared with those made by members of the Michigan Association of Counselor Educators and Supervisors. Your name was randomly selected from the Directory of Counselors published by the Michigan State Department of Education or from the membership list of MACES. Will you please help me by completing the enclosed rating forms and demographic data sheet. Please return only the data sheets and rating forms in the stamped, self-addressed envelope. Your name will never be associated with the study and you will not be identified in any manner.

The results of this research will be shared with the Guidance Unit of the Michigan State Department of Education and with interested professional organizations. The results will also

be helpful to the people of Thailand when I return to work in a pupil personnel program of my country.

Thank you so very much for helping me with my education.

Sincerely yours,

Louis Champathes
436 Erickson Hall
Counseling, Personnel Services
and Educational Psychology
College of Education
Michigan State University
East Lansing, Michigan 48824

Enclosures

APPENDIX C

DEMOGRAPHIC DATA SHEETS

Demographic Data Sheet
Counselor Educator

Instructions: I need to be able to describe the people who responded to the rating forms as a group. You will never be identified as an individual and the information you give below will be maintained in the strictest confidence. Thank you for helping me with my research.

1. Name _____
2. Name of institution where you are employed _____

3. Male ☐ Female ☐
4. Age _____
5. Number of years of experience as a counselor educator

6. Number of years of experience in positions other than
counselor education _____
7. Number of years of experience as a practicing counselor
(primary job description) _____

8. Married ☐ Single ☐ Divorced ☐ Other ☐
9. Institution(s) where counselor training was received

10. Institution where Bachelor's degree was received _____

11. Highest degree: ☐ BA or BS ☐ MA or MS
☐ Ed.D. or Ph.D. ☐ Other _____

Thank you again.

Demographic Data Sheet
Counselors

Instructions: I need to be able to describe the people who responded to the rating forms as a group. You will never be identified as an individual and the information you give below will be maintained in the strictest confidence. Thank you for helping me with my research.

1. Name _____
2. Name of School _____
3. Male ☐ Female ☐
4. Age _____
5. Number of years experience as a counselor _____
6. Number of years experience as a teacher _____
7. Married ☐ Single ☐ Divorced ☐ Other ☐
8. Institution(s) where counselor training was received

9. Institution where Bachelor's degree was granted _____

10. Highest degree: ☐ BA or BS ☐ MA or MS
☐ Ed.D. or Ph.D. ☐ Other _____
11. Amount of time currently spent as a counselor:
☐ full-time ☐ half-time ☐ less than half-time.
12. Are you a member of a professional guidance and counseling organization? If so, what organization(s)?

Thank you again.