A Study of Variables Influencing the Selection of Counselors for Jobs in the Southwestern Michigan Area

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A STUDY OF VARIABLES INFLUENCING THE SELECTION
OF COUNSELORS FOR JOBS IN THE SOUTHWESTERN
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Richard L. Bellingham

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Richard L. Bellingham

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CHAPTER I

THE PROBLEM

Rationale for the Study

This study will survey the selection procedures used by various helping agencies in southwestern Michigan to hire their counselors. If the helping professions were to compare their selection procedures with those of the National Football League, Upjohn Company, or the National Space Laboratories, they would fall short. Indeed, sports, business and science have far more elaborate, systematic and predictive methods for hiring than do the helping professions. One reason, of course, is that these professions can identify specialized tasks which require measurable skills. Obviously it is more difficult to operationalize criteria in the helping professions than it is in other professions. The difficulty lies in listing specific, concrete ways of determining what needs to be done, how to do it, where it is best accomplished, and why it is important. The absence of well-defined counselor roles in most settings attests to that difficulty (Shertzer & Stone 1974).

It is evident from the literature that the evaluation of teachers has moved from a subjective consideration of traits to an objective assessment of results (Lewis 1973). Teachers can no longer main-

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tain their credibility by keeping their classrooms quiet and "looking good." Their students have to improve their reading skills and "get better." The same may be true for counselors. Counselors may no longer be able to sell themselves to personnel departments by glib verbalizations. They may have to sell themselves by what they can do and by the changes they can facilitate in their clients.

This emphasis on accountability demands that we develop selection procedures that maximize good choices. It is critical that selection processes have predictive strength in terms of which counselors will perform best in a particular job. People who cannot make contributions in a particular area must be weeded out. People who can produce must be found. We can no longer rely on chance.

This study has value in a number of ways. First, it can help schools and agencies refine their selection procedures and ultimately hire the best person for their particular needs. Every job needs to be defined to the extent that specific skills are identified and searched out. Second, this study could help students be more aware of what personnel agencies are looking for and ultimately develop personal placement programs to find the job that fits their individual values, capabilities, and needs. Students must be astutely aware of requirements for certain jobs so that they can prepare themselves as fully as possible to meet those requirements. Similarly, preparing institutions must make themselves fully aware of and sensitive to what

hiring agencies are demanding in terms of requirements. This preparation involves a thorough exploration of where the student is in relation to those requirements. The more specific the requirements, the more detailed the preparation to meet them. Third, this study could help counselor education departments compare their selection criteria with the selection criteria being used for their students. With very little consistency between what is taught and what is required, further exploration would be required to understand the nature and implications of the differences. Those implications could yield material for another dissertation project.

Since we are seaching for more predictive indices of counselor performance, then it is necessary to identify the ways in which the counselor can effect change. Carkhuff (1971) identifies three methods through which counselors can help their clients grow: experiential sessions (the counseling interview or training session); didactic (teaching the client new skills); and modeling (the ways the counselor chooses to live and grow). In the experiential realm, the counselor not only can tap his background successes; he can also provide illustrative experiences through which the client can derive benefits. It is not being implied here that the counselor should make decisions for the client. The counselor merely shares his precepts, constructs, and principles with his client and acts consistently with his views and beliefs. It is the client's responsibility to choose. The difficulty

arises in knowing which counselor can discriminate experiences through which the client could grow and experiences which would actually hurt the client. The best way to predict those discrimination skills is to evaluate how the counselor discriminates beneficial from deteriorative experiences in his own life. Discrimination skills, then, are a critical ingredient to counselor selection (Carkhuff 1969).

In the didactic realm, the counselor must have effective teaching skills. He must be able to respond to his client's frame of reference because all learning begins there (Carkhuff 1972). John Holt (1970) elaborates on this point. Holt says that we cannot address the learning needs of children until we respond to the child's living needs. He suggests that the child must have a firm "sense of place" from which he can grow and learn, and without that sense there will be very little learning.

Just coming from the client's frame of reference will not insure that learning will take place. It is similar to what Bettleheim (1950) said in Love Is Not Enough. The counselor must have the skills necessary to help the client decide where he wants to go and take action to get there. Didactic skills, therefore, are interfaced with problem solving and program development skills. It is important that counselors demonstrate these skills before they are hired and meet with clients.

In the modeling realm, the counselor must act in a manner

that is congruent with his goals. Rogers (1951) speaks at length about the importance of counselor congruence. He says congruence is the single most essential variable to counselor effectiveness. Counselors talk about the goal of developing whole persons. Congruence in this regard, then, would be to act in a manner that would model a whole person--physically, intellectually and emotionally (Perls, Hefferline & Goodman 1951).

Physically, the person should demonstrate a high energy level. Berenson (1975) says:

> If the helper presents an image of fatigue and physical weakness, the helpee knows the whole process is a lie. In other words, the helper in many ways is asking or telling the helpee that over a time, the helpee will look and live like the helper. At one level or another, the helpee decides if he wishes to look and live like the helper. If the helpee chooses to stay with a sick looking helper, the helpee chooses to die. We become physically what we are psychologically. To a large extent, the most effective therapies include a physical condition program.

Intellectually a counselor should possess a wide repertoire of skills and responses which is extensive enough to meet the wide range of people he will encounter in his work (Aspy 1966). Berenson (1975) maintains that the counselor should demonstrate some planning skills which could generalize to family planning, social planning and budget planning. A counselor should know how to write specific goals and objectives for himself, his client, and the organization for which he works (Pierce 1966). These skills might include the ability to write

proposals and grants for innovative services. Finally, Carkhuff (1974) claims that in line with those skills, the counselor should be able to write detailed programs to deliver services--innovative or traditional-- to the client.

Emotionally, the person must live his life with maturity and stability (Devine 1974) so that his clients can experience how constructive, positive behavior can be of value to them.

The Statement of the Problem

Personnel people in schools and agencies perceive counselor qualities in a great variety of ways (Shertzer & Stone 1974). It is the intention of this study to discern and operationalize those specific selection measures that promise counselor effectiveness. It has been suggested that comprehensive selection procedures are directly related to the effectiveness of program implementation, organizational structure, and evaluation procedures of the institutions in which those procedures are applied (Carkhuff 1971). Carkhuff's thesis is that people are the key ingredient, and that without effective people, well-written programs and organizational communication will produce very little for clients. It is like the old adage that says, "An ounce of prevention is worth a pound of cure."

The purpose of this study, therefore, is to examine the thoroughness, preparation, and objectivity of selection procedures in order to evaluate the criteria by which counselors are selected, the predictive

strength of those criteria, and the satisfaction personnel people feel with the people who have been selected. The goal of this study is to compile the selection procedures of all the participants in this study and develop a systematic procedure which improves upon the procedures.

Definition of Terms

Following are the definitions of terms germane to the study:

Selection - The process of choosing a person to work in a helping capacity.

Counselor - Any person, regardless of educational degree, who spends 50 percent or more of his or her work day counseling people individually or in groups.

Criteria - A set of indices, standards, and tests on which a judgment for hiring can be made.

Procedures - A series of acts composed of a definitive list of steps.

Effectiveness - Getting the expected results as it relates to human growth and development.

Evaluation - To examine, ascertain, and judge the worth of counseling.

Concrete - Relating to an actual, specific thing. Measurable by time and amount.

Abstract - Not easily understood, obtuse.

Scope of the Study

The primary objective of the study was to collect, report, and analyze selection variables with the intention of providing helpful information to students, counseling and personnel departments, and people who hire counselors.

An initial consideration was to identify the issues involved in the selection of counselors. After a series of discussions with students, professors, and personnel people, these issues were categorized for detailed discussion. A review of the related literature suggested eight major issues upon which selection depends:

1) The influence of supply and demand on selection

2) The skill differentiation of selection instruments

3) The effectiveness of present criteria

4) The satisfaction of personnel people with their hiring procedures.

5) The evaluation of counselor effectiveness

6) The perception of counselor function

7) The importance of prior work experience

8) The emphasis on intellectual credentials

The assumption was made that the data generated would yield valuable information for counselors, educators, schools and agencies.

It was also assumed that the data would be sufficiently representative to generalize beyond southwestern Michigan.

This research was designed to deal with the problems of selection from two different perspectives. First, a review of related literature was undertaken to present issues which have an influence on selection. Second, an analysis was completed on the factors utilized by those who hire counselors. Finally, conclusions and recommendations were made which were designed to integrate the best of theory and the best of what has been applied in the selection of counselors.

Questions

In examining variables that influence selection, eleven important questions were considered.

1) Does the supply and demand curve for counselors suggest a need for systematic selection procedures?

2) Are counselors selected more on abstract references than concrete criteria?

3) Are counselors selected more for their intellectual level of functioning than for their physical or emotional level of functioning?

4) Are the people who hire counselors using the personality tests and skill assessment recommended in the related literature?

5) Are the people who hire counselors satisfied with their selection procedures?

6) Are the people who hire counselors satisfied with those counselors?

7) Are counselors selected for the minimum change they are supposed to effect for specific reduction of defects or for improvements of assets in their clients?

8) Are counselors perceived differently from teachers by the people who hire them?

9) What is the single most important ingredient of an effective counselor?

10) Are counselors selected for educational achievement, for experiential background or for physical appearance?

11) Are civil rights laws, equal rights amendments and affirmative action programs having an influence on selection procedures?

For purposes of this investigation, 16 counties in southwestern Michigan were chosen for study. Every agency which employs counselors and every school within that area received a questionnaire developed specifically for this study (see Appendix A).

Summary

After collecting data regarding hiring procedures from the 134

selectors of counselors the results were analyzed. In addition, the review of related literature identified trends in selection procedures and suggested some direction for people hiring counselors. Results of this study should be of value to students, educators, and people who hire counselors at the local, state, and national levels.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

In 1961 an article by George Hill entitled "The Selection of School Counselors" was published in the Personnel and Guidance Journal. In the article Hill made reference to 55 sources concerning counselor characteristics, the need for selection, and the critical importance of selection in making counseling "a truly effective instrument of educational progress (Hill 1961)." It was that article which provided the impetus for this research. Hill found that the literature on the selection and preparation of school counselors is meager as compared with the general guidance literature. In fact, in his search for research reports, Hill did not find one major longitudinal study of selection, training, placement and evaluations.

The actual effects of inadequate selection have also received little attention. Dressel (1951) suggested that the general public puts counseling in the same category as kissing, insofar as there is no need for selection and training prior to practicing the art!

While there is little scientific research to document any change in selection procedures, there has been a noticeable change in emphasis over the 1940's and 1950's. The change constitutes a shift from the search for a fixed list of desirable traits to general

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acceptance of the concept of the total personality pattern and its impact (Hitchcock 1958; Hobbs 1958; Tooker 1957; and Wrenn 1957).

Out of this conceptual framework the review of related literature was directed toward several issues. These issues underlie all of the questions this research addressed. The order of the issues was designed to correspond with the order of the items on the questionnaire. By ordering the review of related literature in this way, the reader will be better equipped to understand the rationale for each questionnaire item. The issues are as follows:

1. Is the counseling field saturated now? Involved in this issue is the shape of the supply and demand curve and its influence on selection procedures.

2. What is the respective value of concrete and abstract selection measures? Involved in this issue is the predictive validity of present selection criteria.

3. Are test batteries designed to screen out sickness or identify strengths? Involved in this issue is the skill orientation of selection instruments.

4. Are people involved in selection of counselors pleased with the performance of their new employees? Involved in this issue is the contentment or skepticism of school and agency administration toward counselors.

5. Are selection criteria designed to indicate process

impact or outcome impact of counselors? Involved in this issue is the evaluation of counselor effectiveness in terms of what defects they reduce and what assets they improve.

6. Is there any differentiation between the selection of teachers and counselors in terms of expectations, characteristics, and behavior? Involved in this issue is the perception of counselor function by administrators.

7. Is there any correlation between grade point average and counselor effectiveness? Involved in this issue is the consideration of educational background as opposed to work experience.

8. How are physical, intellectual, and emotional factors weighted in the selection of counselors? Involved in this issue is the sole emphasis in selection procedures on intellectual credentials.

The review will follow the above outline.

Supply and Demand: Its Influence on Selection

There has been a drastic change in the supply and demand curves for counselors in the last 15 years. In the late 1950's and early 1960's there was a serious shortage of counselors (Hulslander 1957; MacMinn 1959). As a result of that shortage, there was a relaxation of selection criteria. For example, one state that had been moving toward required certification for guidance workers found it necessary, with the demand created by NDEA provisions,

to lower its minimum training requirement when part-time guidance workers were involved. At the same time there was an increased emphasis on substance abuse counseling and a commensurate demand for counselors.

That position has changed dramatically. For 726 Ph. D. 's and Ed. D. 's graduating in 1971, only 82 faculty positions were available (Frantz 1971). Riccio (1966) reported that an increasingly large number of universities were granting degrees in counseling and guidance. He questioned the desirability of this trend and said a serious problem existed in placing many graduates in the job settings they preferred. The increased production of counseling and guidance people has continued and today increasingly greater concern is being expressed by recent graduates as it relates to obtaining desired employment. In another study, Zurface (1974) found that in one case over 300 people applied for the job. He cited another example in which there were 50 applicants for a position that couldn't be filled four years ago. One of the most interesting highlights of the Zurface study was as follows:

> All the 1970 doctoral graduates surveyed were employed. However, many complained of failure to secure desired positions and approximately 15 percent reported that they were forced to accept employment for which they had only marginal interest and training. The vast majority (70 percent) of graduates were working in higher education settings (junior college through university).

Just as it is important to understand the employment situation

for counseling graduates, it is also important to see what the employment picture is for the nation. In its 1975 second quarter report, the W. E. Upjohn Institute for Employment Research showed an increase in the seriousness of the unemployment problem. Measured as a percent of the labor force, unemployment stood at 8.9 percent during the quarter as compared with an average rate of 8.3 percent during the first three months of 1975 (McKean 1975).

If national and local employment conditions don't improve soon, it appears that counselors will face even greater difficulty in finding jobs. The significance for this study appears to rest in the impact of a scarce job market on selection procedures. It seems logical to assume that hiring agents will continue to have few openings and many applicants.

Concrete and Abstract Measures: Criteria Used in Counselor Hiring Procedures

The first question to be considered in the discussion of criteria used in counselor hiring is what any given measure used in the process is trying to predict as it relates to the assessment of client outcomes.

Most of the resistance to formal assessment in counseling arises from a general feeling that evaluative procedures can be anti-therapeutic, unnecessary, invalid, personally intrusive, and offensive (Thoreson & Kunce 1969). An anti-assessment bias was

strongly implanted by Rogers (1951) who emphasized personal adjustment over procedural concerns. Rogers (1951) reasoned that an assessment-oriented model would lead to prescriptive treatments for maladjustment, which would tend to be more superficial than real.

In addition to the objections raised by the proponents of the client-centered position, a new dimension is added from the existential concept, that of an emphasis on freedom. This emphasis leads the existentialist to an anti-deterministic dictum that the "real" person is not subject to any sort of rigid prediction (Frankl 1958). Consistent with this viewpoint, Snyder (1957) proposed that counseling outcomes are mostly dependent on what the counselor does and on what he means to his client. Similarly, Freides (1960) suggested that initiation of treatment is less dependent on findings of client abnormality than on the client-counselor relationship. In the same vein, Szasz (1960) commented that psychotherapists cannot stand apart from what they observe and that much of therapy may revolve around nothing other than the "elucidation and weighing of goals and values."

Conversely there have been extensive pressures to utilize assessment procedures in order to satisfy performance objectives, to implement cost effectiveness designs, and to increase efficiency. These pressures waned for a period of time during the "Rogerian era," but are now coming back with increased vigor particularly nourished

by behavior therapy (Ullman & Krassner 1965) and sustained by the accountability movement.

Traditional one-to-one counseling has been shown to be relatively ineffective for changing behavior for a substantial percentage of the following: delinquents, chronic schizophrenics, the culturally different, and those with low verbal skills (Calia 1966; Gellman 1966; Grinspoon, Ewalt & Shader 1967). The failure to use alternative counseling strategies for clients who are artificially defined as unsuitable for counseling illustrates the intertwined nature of counseling and assessment.

This failure also illustrates the critical importance of finding the people who can make a difference with delinquents, the culturally different, and those with low verbal skills. Again, it needs to be emphasized that programs, techniques, and "traditional counseling" seem to make little difference without the right person responsible for them (Carkhuff 1971). Therefore, the interfacing of assessment procedures and selection is essential. It would seem then that first, the problems, goals, populations, and evaluation procedures have to be clearly defined; second, research must be conducted to find out what type of person has been effective with what particular group and third, the selection procedure has to be designed to find that person.

In regard to the selection procedures required to find the best person, the issue arises concerning the ability to predict with any

confidence who will make the greatest impact in a given set of circumstances. At the heart of that discussion is the difference between concrete and abstract selection procedures. Hays (1972) takes a firm stand on the issue. He says, "What we need are operational objectives that are specific--can be accomplished within a time space framework-- and that are measurable. We must continue to find ways to measure that which is now not measurable. " The results of recent research shows encouraging progress in that direction.

Jones (1974) found that empathic understanding and respect are significantly related to two similar personality variables. Counselors who show high levels of empathic understanding and demonstrate respect for their clients have a high tolerance of ambiguity and low need for order. Ratings from Carkhuff's Index of Communication were significantly related to empathic understanding.

While research (Truax & Carkhuff 1967) indicates that a counselor's effectiveness is substantially dependent upon the ability to provide basic interpersonal helping conditions in the counseling relationship, it has become more and more accepted that traditional academic aptitude tests have proved to be inadequate as predictors (Bergin & Solomon 1963; Wittmer & Lister 1971). In addition, Patterson (1967) reviewed the research investigating personality variables and counselor effectiveness and found the results inadequate and inconclusive.

Until recently, efforts in developing valid selection criteria have been hampered by a lack of agreement as to what characterized the "effective" counselor. One fundamental characteristic now recognized is the capacity of the counselor to build a good counseling relationship. More specifically, three characteristics of the counselor have been related to the outcomes of counseling; empathic understanding, genuineness, and respect (Carkhuff & Berenson 1967; Mickelson & Stevic 1971; Truax & Carkhuff 1967). Surprisingly few studies have been conducted using these three characteristics as criterion variables in the investigation of correlates of counselor effectiveness.

Due to the assertions of Truax (1970) and the previous research of Bergin and his colleagues (Bergin & Jasper 1969; Bergin & Solomon 1963), the mania, psychasthenia, depression, masculinity-femininity, and social introversion-extroversion scales of the Minnesota Multiphasic Personality Inventory (MMPI) and the dominance, change, autonomy, deference, order, intraception, abasement, and consistency scales of the Edwards Personnel Preference Survey (EPPS) have been used. Tolerance of ambiguity was measured by the complexity scale of the Omnibus Personality Inventory (OPI) (Heist & Yonge 1968), which is defined as a measure of an " . . . experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and

uncertainties; they are fond of novel situations and ideas (Heist & Yonge 1968)."

Jones (1974) used Carkhuff's (1969) two indexes of communication and discrimination (ID). The IC is based on the trainee's written responses to 16 standard tape-recorded client expressions crossing different affects (anger-hostility, elation-excitement, depression-distress) with different problem areas (educational-vocational, child rearing, confrontation, sexual-marital, social-interpersonal). The ID is based on the trainee's ratings of four alternate counselor responses to each of the tape-recorded client expressions. Trainees rated the responses on a 1 to 5 scale of facilitative interpersonal functioning. Empathic understanding, genuineness, and respect were compared with the results of research using the MMPI and EPPS to evaluate counselors (Jones 1974). Selected results of the research are graphed on the following page.

Jones concluded that:

The findings of /his/ investigation did not support the assertions of Truax (1970) regarding the validity of certain MMPI and EPPS scales for selection purposes. Of the 39 hypothesized relationships derived from Truax's (1970) statements, only four were confirmed and at least one of those could be attributable to chance.

The correlations in this study between MMPI and EPPS scales and empathic understanding did not correspond closely with those of previous studies. Bergin and his colleagues (Bergin & Jasper 1969; Bergin & Solomon 1963) found significant (p = .05) relationships between empathic understanding and the depression and psychasthenia scales of the MMPI. The correlations between these variables in the present study

TABLE 2.1.--Product-moment correlations between selected predictor variables and the facilitative conditions of empathic understanding, genuineness, and respect

Predictor Variables	Conditions		
	Empathic Understanding	Genuineness	Respect
Social introversion-extroversion	-.54*	-.28	-.35
Mania	.22	.03	.49*
Deference	-.35	-.01	-.14
Order	-.55*	-.11	-.39*
Abasement	-.11	.09	.02
Consistency	.01	.14	.18
Dominance	.12	-.21	-.09
Change	.23	-.06	.12
Autonomy	.19	.23	.16
Tolerance of ambiguity	.45*	.09	.44*
Index of Communication	.49*	-.10	.23
Index of Discrimination	-.17	-.10	-.22
Recommendations	-.19	-.22	-.58*

*$p > .05$, one-tailed test

were in the same direction but did not reach statistical significance. The discrepancies between the present findings and those of earlier studies may be due to the fact that the present investigation used Carkhuff's (1969) scale for rating empathic understanding rather than the Truax accurate empathy scale (Truax & Carkhuff 1967), although both are considered approximately equal (Carkhuff, 1969).

The significant correlations between tolerance of ambiguity and empathic understanding and respect support earlier theoretical statements (Bordin 1955; Stone & Shertzer 1963) and research findings (Brams 1961; Gruberg 1969) that having a tolerance of ambiguity is characteristic of effective counselors. Data from the present investigation suggest that counselors offering high levels of empathic understanding and respect do not feel the need to structure the stimulus field in the counseling relationship (e.g., via questions). For these counselors the ambiguity of interpersonal relationships is more likely to present a challenge rather than a threat. These conclusions derive further support from the significant correlations between order and empathic understandings and respect, which suggest that counselors offering high levels of empathic understanding and respect are characterized by a low need to have their lives preplanned, well organized, and unambiguous.

The IC appears to be a promising instrument in identifying persons offering high levels of empathic understanding, but it will need further development if it is to be used to select persons offering high levels of genuineness and respect. The nonsignificant correlations of the IC with genuineness and respect are probably a function of the grossness of the rating required and the nature of the responses rated.

In other research, Felker (1973) says, "Carkhuff's <u>Standard</u> <u>Indexes of Communication and Discrimination</u> represent a thorough and objective method of defining counseling ability."

One example of concrete, predictive selection instruments is provided by Carkhuff (1969). In the research, two other examples depict the trend toward the use of more concrete selection instruments. One procedure is being used in New York; the other in Hawaii.

Sabin, <u>et al.</u> (1971), in New York, developed a selection instrument which is used to assess strengths and limitations of counselor candidates. Counselor profiles are then evaluated by a selection

committee in view of distinct needs. "Program management and development is facilitated or impeded through the professional-personal characteristics of the guidance staff.(Sabin 1971)." Simply stated, the adequacy of a guidance program is largely dependent upon the adequacy of the "counselor variable." Perceptivity, security, concern for others, general ability, verbal facility, professional commitment, and health are listed as the most important personal characteristics of counselors (Sabin 1971). Each of the characteristics is rated from one to five, based upon the interviewer's perception of the applicants. In addition to the subjective ratings of counselor characteristics, Sabin provides operational definitions of graduate education and work experience by rating no experience as a 1.0 and four years experience as a 5.0. It would seem that Sabin's work is a step in the right direction, but the ratings appear too abstract. For instance, Sabin (1971) gives high ratings to people who have had four years or more work experience, seemingly equating time with skill.

A study conducted by Dole (1964) concerned the prediction of school counselor effectiveness before placement. First, Dole investigated the school principal's conception of an effective counselor and found that adjectives clustered in eight areas: personal characteristics, teacher and staff relationships, counselor-student relationships, guidance organization, general school services, professional growth, and counselor-community relations.

Second, Dole (1964) developed a counselor selection battery which consisted of the following: undergraduate grade point ratio; Counselor Potential Inventory; Minnesota Teacher Attitude Inventory; Self-appraisal Test, Peer Nominations, Gordon-Ascendance Scale (absence of neurotic symptoms); and the Counselor Apperception Test. Finally, Dole correlated the principals' ratings with the counselor selection battery. The results showed that three years after placement, the self-appraisal and Gordon Ascendance Scale were significantly associated with counselor effectiveness as judged by central office personnel. For the most part, it was found that the remaining measures in the Counselor Selection Battery were not consistently related to the various criteria.

It appears that Dole's (1964) research was not sufficiently controlled to provide any meaningful tools for prediction of effective counselors. The entire selection battery is seemingly related to abstract administrative perceptions. At least the research offers some possibilities in terms of certain selection instruments, such as the Gordon Ascendance Scale for Emotional Stability. Research results appear to indicate that confusion exists in relation to how counseling is assessed, what should be expected, and who chooses the instrumentation to measure change. Most of what has been done in selection remains abstract. Several authors (Hays 1972; Felker 1973; and Jones 1974) agree, however, that it is imperative that hiring agents

endeavor to be as concrete as possible in selection procedures.

Personality Versus Skill: What Makes the Difference?

There are several schools of thought concerning the selection of counselors. One group believes that counselors should be selected through the use of skills inventories; another group suggests that personality tests be used; while a third group suggests the use of both. This diversity of thought started to emerge in the discussion of abstract and concrete predictors of effectiveness. Those differences are more clearly delineated in this section.

Despite tremendous efforts expended, Combs and Soper (1963) concluded that:

> . . . we still do not have objective criteria on the basis of which we can make clear distinctions between effective and ineffective professional workers. Nevertheless, operating quite without objective criteria, practitioners in these fields generally know who are the fumblers and the experts among their colleagues. There seems to be no doubt that differences exist despite the general failure of research to pinpoint the distinctions.

The work of Combs and Soper (1959), Fiedler (1950) and Heine (1950) seems to suggest that the crucial question in respect to the helper is not his use of a given type of behavior or way of helping. Rather, effective relationships seem dependent upon the nature of the helper's attitudes and ways of perceiving himself, his task, his client and his purposes. In a review of the research on this question, Rogers (1958) comes to the conclusion that almost any kind of behavior may be helpful to an individual if the intent of the helper is to help!

From Roger's (1958) statement it is reasonable to infer that research people in the late 1950's had become totally frustrated in their attempts to isolate any measurable skills that were central to the helping relationship. If the conclusion is that helping merely depends upon intention, then all well-meaning people must be effective counselors. There has been evidence since that time to contradict Roger's statement (Truax & Carkhuff 1967; Eysenck 1965).

Twelve perceptual variables related to effective human relations were proposed by Combs and Soper (1963). With respect to their general orientations, according to Combs and Soper, good counselors will be more likely to perceive from an internal, rather than an external frame of reference, and in terms of people rather than things. With respect to their perceptions of other people, good counselors will perceive others as able, dependable, friendly, and worthy. With respect to their perceptions of self, good counselors will perceive themselves as identified with people, as being sufficient rather than lacking, and as self-revealing. With respect to purpose, good counselors will perceive their purposes as freeing, altrusitic and concerned with larger rather than smaller meanings. In their research Soper and Combs (1963) first evaluated 29 counselors on these perceptual variables, using a seven-point scoring scale and objective ratings. Then the 29 counselors were rank-ordered in terms of effectiveness by 14 staff members who worked with the counselors. The two sets of

ratings were correlated and the results were as follows:

TABLE 2.2.--Selected rank order correlations between staff judgments of counselor effectiveness and perceptual inferences for 29 counselors-in-training

Perceptual Inference	Rank Order Correlation	Significance
1. Internal-External frame of reference	.496	.01
2. People – Things orientation	.514	.01
3. Sees people as Able–Unable	.589	.01
4. Sees people as Dependable-Undependable	.489	.01
5. Sees people as Friendly-Unfriendly	.555	.01
6. Sees people as Worthy-Unworthy	.607	.01
7. Sees self as Enough–Not Enough	.394	.05
8. Sees self as Revealing-Not Revealing	.447	.02
9. Sees purpose as Freeing-Controlling	.638	.01
10. Sees purpose Altruistically-Narcissistically	.641	.01
11. Sees purpose in Larger-Smaller meanings	.475	.01
Total	.580	.01

In 1963, therefore, it was concluded that it was possible to distinguish good counselors from poor ones on the basis of their perceptual organization.

Another approach to personality measurement is to look at unique ways in which we act on our perceptions. These behaviors are measured and identified by personality tests, such as the MMPI, EPPS, and the

Guilford Zimmerman Temperament Survey. For example, counselor candidates in an NDEA institute who were judged most effective by their peers obtained significantly higher scores on the Deference and Order scales of the Edwards Personal Preference Schedule (EPPS) than those judged least effective (Stefflre, King & Leafgren 1962). The chosen counselors obtained significantly lower scores than the rejected counselors on the Abasement and Aggression scales of the EPPS. Counselors judged most effective by their supervisors appeared to be significantly less abasing and aggressive and also less autonomous than those judged least effective. These investigators also found that the most effective counselors showed significantly more nurturance and affiliation than the counselors judged least effective.

Arbuckle (1956) compared student counselors who were chosen by their peers as potential counselors with those who were rejected by their peers. He found that the chosen student counselors were more "normal" than their rejected counterparts on the basis of scores on the clinical scales of the MMPI.

Arbuckle also used the Guilford Zimmerman Temperament Survey to analyze competent counselors. On three of the ten Guilford Zimmerman Temperament Survey scales, the competent counselors appeared to be more sociable (at ease with others; readily establish rapport), more emotionally stable, and less ego-involved (low scores

indicate touchiness or hypersensitivity) than those counselors rated low in overall competency.

In spite of all these claims about the value of tests in the selection of counselors, there is considerable research (Kelly & Fiske 1951; Holt & Luborsky 1958) that suggests that standardized tests, especially personality measures, have very modest predictive efficiency.

It must also be emphasized that the majority of the research that was pro-personality tests and anti-skill assessments was conducted prior to 1963. Since that time, major developments have occurred.

In an exploratory review of counseling audiotapes, Ivey (1970) attempted to identify the developmental skills of counseling. In viewing those tapes, several common elements of experienced counselors emerged. Among the characteristics representing a good counselor were relaxed physical movements and gestures, good eye contact, and the ability to follow what the student was saying. In short, the good counselors were attentive to the client with whom they were talking. In related research, B. F. Skinner (1953) has also discussed concepts of attention:

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

Other significant research that has been done pertaining to selection procedures belongs to Robert Carkhuff. Carkhuff started his search for effective counselors in the early 1960's. His first book, <u>Sources of Gain</u> (Carkhuff 1961), was the culmination of his initial study of health. That book marked the beginning of a continuous thrust to sort out what was effective in counselors through systematic research procedures. The core conditions of counseling relationships which resulted in positive outcomes for the client were broken down as follows (Carkhuff 1969):

<u>Responsiveness</u>	<u>Initiative</u>
Empathy	Genuineness
Respect	Immediacy
Concreteness	Confrontation

"Traditional selection procedures have been intellective in nature and have yielded essentially negative results in terms of the discrimination of effective helpers (Carkhuff 1969)." The basic reason behind the disappointing results has been that selection procedures are founded on the assumption that all persons are capable of functioning effectively in the helping role. Carkhuff (1966) decided that conclusions reached in the limited work on counselor characteristics and selection did not warrant detailed consideration.

Thus, Carkhuff (1969) began where others (Hill 1966; Kelly & Fiske 1951; Patterson 1963; Wrenn 1966) ended--with the conclusion of inconclusiveness, and he addressed the task at hand--developing

the selection indices that discern those persons who are most capable of offering maximum treatment benefits to the distressed persons seeking their help.

As a result of extensive research relating to the core conditions of effective helping, Carkhuff (1969) made one major conclusion that was simplistic in its representation but profound in its implications. The conclusion was:

> Studies of helper characteristics must be related to functioning on indexes related to effectiveness in the helping role. An approach to helping that focuses upon the core of conditions shared in all helping processes, or indeed, all human relations, complemented by a variety of potential preferred modes of treatment, leads readily to the consideration of discrimination and communication of these conditions. To be sure, the evidence for a relation between the helper's skill in communication and a variety of helpee outcome indexes is now quite considerable (Carkhuff & Berenson 1967). Effective helping processes, of necessity, then, involve the discrimination and communication of both facilitative and action-oriented conditions. Sensitive discrimination allows the helper to (1) discern the helpee's areas of functioning and dysfunctioning, and (2) during the latter phases of treatment to make accurate prescriptions and prognoses concerning which of the available alternate treatment modes might be most efficacious. Effective communication by the helper, in turn, enables the helpee to experience being understood and facilitates movement toward deeper levels of self-exploration and self-understanding. In addition, during the latter phases of treatment initiative communication on the part of the helper aids the helpee in developing an awareness of the degree of effectiveness of the orientation and techniques that might be employed in his treatment. Thus, discrimination and communication serve necessarily complementary roles, with the helper's discriminations making possible communications that facilitate the helpee's improved discrimination and communication, not only within the treatment setting but outside it. One of the major implicit, if not implicit, goals of treatment is the improved functioning of the helpee in both sensitive discrimination ow what is going on in his internal and external worlds as well as effective communication with himself and his world.

In addition to his conclusions as they relate to communication and discrimination, Carkhuff (1971) proposed the primary principle of selection: the best index of a future criterion is a previous index of that criterion. Thus, Carkhuff initiated the move toward skill oriented selection instruments.

<div align="center">

Satisfaction Versus Dissatisfaction: Is The
Problem Recognized?

</div>

There is some evidence that lack of selection procedures does pose a problem. In a study cited earlier (Sabin 1971), it was discovered that selection had been conducted hastily. Without a systematic selection procedure, counselor-administrator misunderstanding and conflict seem to result.

In his article "And Never the Twain Shall Meet: Counselor Training and School Realities," Aubrey (1972) levels four charges at counselor training:

1. Counselors are narrowly trained in role conception and their potential and contribution to school and community, and are preoccupied with counseling as a major tool.

2. New counselors are uninformed of new practices and developments such as group procedures, modular scheduling, and working with other specialists as a team.

3. New counselors are not helped to work with teachers and

administrators and regard them as the enemy.

4. New counselors have no training in intervention procedures and postures that would help them be effective change agents.

In this case, the blame for poor results is placed on the counselor education programs. Although in some cases that blame may be justified, it seems appropriate to put the responsibility on the selectors. It also seems reasonable to assume that good people can be found if the selection procedure is adequate. In any event, Aubrey's (1972) article states very strongly that a problem does indeed exist. It is now just a question of whether or not the people who select counselors will take responsibility and do something about it.

<center>Process Versus Outcome: Why Are
Counselors Hired?</center>

After looking at what predictive measures are available to select a good counselor, the question has to be posed, "Prediction of what?" What are counselors supposed to change, anyway? How is their effectiveness measured? There is as much controversy surrounding outcome measures of counseling as there is in discussing the selection criteria of counselors.

Part of the problem appears to be that most schools and agencies do not really know what they want to change. Many schools and agencies can list several problems they face, such as racial

tension, dropouts, absenteeism, and vandalism in the schools; or recidivism, unemployment, child beating, sexual dysfunction, or psychotic/neurotic behaviors in agencies. It is entirely a different matter when these same people are asked what their goals are (Parker 1975). In most cases, the goals involve reducing the problems instead of providing meaningful alternatives to those problems. For instance, the schools' aim seems more toward reducing racial tension than toward providing meaningful educations to minority students. Agencies and institutions focus more on reducing child abuse than helping parents to understand, love, and provide for their children. Stated simply, people seem to direct more energy toward survival functions than growth functions (Parker 1975).

It would seem that an understanding of this phenomena is critical to any research on selection. Evidently the most important part of any selection procedure involves a job description. It seems logical that the single most relevant factor in any job description should relate to the projected impact of the person to be hired. That impact might include what function the person will have in achieving the school or agency goals. If those goals are not stated explicitly, then all that can be expected is that the person will add an additional clog to the process and do nothing to improve the outcome.

Taken one step further, some of the difficulties for anyone intending to study outcomes of counseling are to decide what

constitutes success and who should be the judge of success. The judge would typically be a researcher, a counselor, or a client. The viewpoint of such judges do not necessarily converge; in fact, Strupp and Bergin (1969) noted, "Client self-evaluation of degree of success usually falls out as a separate factor in a factor analytic study."

But perhaps even more important, the client may not agree with others as to what would be an appropriate measure or success for him. Thus, for example, the researcher may decide that a desirable outcome is raising a student's GPA (e.g., Hill & Grienecks 1966), or increasing his length of employment (e.g., Zax & Klein 1966), or lowering his score on some anxiety measure, or getting a better profile on innumerable other psychological inventories. In each case the client-subject may, if asked, select other potential changes in his life as being much more significant and relevant to his goals.

It appears that one way to insure that appropriate outcome goals are included in school's, agency's and counselor's functional descriptions, and to reconcile the different views of client and counselor is to invite input on some specific behaviors from the client or student.

Thompson and Miller (1973) decided to develop a criterion system based primarily on the client's point of view. It was hoped that this system would be broad enough to fit a variety of treatments and that the measurement procedures used for the criterion system

would be reliable, useful, and easily validated. The criterion system

consisted of 29 categories, as follows:

1. Changes in overall attitude toward self
2. Changes in overall sense of direction
3. Changes in level of depression
4. Changes in feelings about self-maturity, competence, and independence
5. Changes in level of guilt
6. Decision to quit school
7. Decision regarding academic major or program
8. Change in grade point average
9. Change in level of work-study skills
10. Holding a job which is considered relevant to career choice
11. Vocational testing
12. Other career exploration (interviews, reading about careers, etc.)
13. Change in level of certainty about vocational future
14. Change in level of control of specific and named habits
15. Change in level of control of specific but unnamed habits
16. Change in marital status
17. Change in level of satisfaction with marital sex
18. Other changes in satisfaction with marital relationship
19. Change in satisfactoriness of relations with parental family
20. New significant one-to-one relationships
21. Discontinuance or decision to discontinue a significant one-to-one relationship
22. Specific changes in one-to-one relations
23. General changes in satisfactoriness of one-to-one relations
24. Joined a new group
25. Change in general level of satisfactoriness of one-to-many relations
26. Change in satisfactoriness of interpersonal relations not elsewhere
27. Change in satisfactoriness of level or types of activity
28. Change in level of competency in some specific area
29. Miscellaneous significant events not elsewhere classified

By including client outcome goals, there is less chance of fall-

ing into a survival operation which may only produce process outcomes

(job security, reduced vandalism, fewer fights), and more chance of

a full consideration of client needs. Krumboltz (1966) and Paul (1967) have argued that:

> We need to particularize our treatment and outcome measures to fit each client and each therapist or treatment modality. But it is difficult and perhaps impossible to make such particularizations if we do not have a clear picture of what the clients themselves think is relevant in terms of outcomes.

Just having a check-list of client outcomes isn't enough because it considers the client independently from the counselor. To be of real value, the unique outcomes of client-counselor relationships require examination. For example, a number of studies have reported counseling outcomes as a function of client-counselor similarity (Cutler 1958; Gesler 1958; Hiler 1958; Rosenthal 1955; Truax 1963), whereas others have reported counseling outcomes as a function of novel or modified techniques (Bandura 1965; Goldstein, Heller & Sechrest 1966; Krumboltz & Schroeder 1965; Thoresen & Krumboltz 1967; Truax & Carkhuff 1964; Ullmann & Krasner 1965; Wolpe 1964). These and other studies point up the complexity of the assessment and counseling issues that go beyond consideration of dimensions which are both conventional and popular.

The issue of client-counselor relationships was directly addressed by Thoresen and Kunce (1968):

> Realistic appraisal of the art and science of counseling today impels the counselor to consider seriously a multi-variate research strategy orientation. Inherent to this formulation are the assumptions that clients (the material)

can be classified and that types of individuals may react differentially to various counseling styles and techniques (specific procedures) to produce different kinds of outcomes (products). Unless we recognize identifiable counseling styles and client syndromes we are unlikely to show positive outcomes, since a given counseling procedure may affect different clients in dissimilar ways.

All the researchers seem to be saying that the counselor must be able to articulate what he is doing and why he is doing it in such a way that the individual client needs are paramount. The responsibility for insuring that counselors can make these articulations seems to rest on the selectors' shoulders.

Counselors Versus Teachers: Is There Really A Functional Difference?

There appears to be some evidence that the facilitative conditions that are associated with effective counselors also provide the base for effective teaching.

It has been shown, for example, that the facilitative dimensions of empathy, positive regard, and genuineness in teachers are related to both intellectual and psychological indices of growth in students (Aspy 1966).

The myths tell us that our students can only grow intellectually with intellectually resourceful and knowledgeable teachers. When we look at the data, we find that high-level functioning teachers elicit as much as two and one-half years intellectual or achievement growth in the course of a school year, while teachers functioning at low levels of facilitative conditions may allow only six months of intellectual growth over the course of a year: students may be facilitated or

they may be retarded in their intellectual as well as emotional growth, and these changes can be accounted for by the level of the teacher's functioning on the facilitative dimensions and independently of his knowledgeability; education may be for better or for worse (Aspy 1966; Carkhuff 1969).

All learning begins and ends with counseling (Aspy 1966).

Until a person feels he is understood and respected as a worthwhile human being, all learning is irrelevant to him. The phenomena is analagous to Maslow's (1954) hierarchy of needs in which he states that physiological and security needs have to be fulfilled before a person is able to feel a sense of belongingness, enjoy some measure of self esteem, and strive for self actualization. In addition, Holt (1970) says:

> Learning is a growing out into the world or worlds around us. We can only grow from where we are. If we don't know where we are, or if we feel that we are not any place, we can hardly move at all, not with any sense of direction and purpose.
>
> When we look at a map to find out how to get somewhere, we look first for something that says, "You are here." Or we say to someone, "Where are we on this map?" If we cannot find ourselves on the map, we cannot use it to move. It is no good to us.

There are heavy consequences for the students or teachers who cannot help them find their starting place, because no matter how hard the student tries, he cannot get anywhere. This sad tragedy is the theme of How Children Fail (Holt 1969). As a result of his observations, analysis, and conclusions, Holt addresses the educational system. He says:

It seems to me a fact that the schooling of most children destroys their curiosity, confidence, trust, and therefore their intelligence. More and more people are coming to understand this.

There is no excuse for closing our eyes to the meaning of what we are doing. In The Underachieving School I said, as I have here to some extent, that schooling destroys the identity of children, their sense of their own being, of their dignity, competence, and worth. I now feel the damage goes still deeper, and that the schooling of most children destroys a large part, not just of their intelligence, character, and identity, but of their health of mind and spirit, their very sanity.

The Scottish psychiatrist, Ronald Laing (1966), follows a strikingly similar line of thought to that of Holt when he says:

The person in a false position has lost a starting point of his own from which to throw or thrust himself, that is, to project himself, forward. He has lost the place. He does not know where he is or where he is going. He cannot get anywhere however hard he tries.

To understand the "position" from which a person lives, it is necessary to know the original sense of his place in the world he grew up with. His own sense of his place will have been developed partly in terms of what place he will have been given.

Every human being, whether child or adult, seems to require significance, that is, a place in another's world . . . The slightest sign of recognition from another at least confirms one's presence in his world.

Laing concludes that people do not just fall apart; they are torn in half by the people around them. It seems that Laing is saying that the process of madness is a slow series of inconsistent, deteriorative, and negative experiences with which people are unable to cope. Since the schools play such a vital role in the child's life, they have to

assume a portion of the responsibility.

From the above writings, one might conclude that teacher roles and counselor roles are very similar and thus require similar type people to fill them. On the other hand, some research suggests that counselors have different personality characteristics than teachers. Whitstone (1965), for example, posits that counselors are less conforming, less ego-defensive, more benevolent, and focus more on sources of frustration than teachers. Also, Whitstone proposes that teachers differ in their perception of the student and in their interpersonal values.

Even if Whitstone's conclusions are true, those conclusions appear to provide little in the way of concrete ways to differentiate between counselors and teachers. It would seem that for purposes of selection, the most functional way to evaluate both counselors and teachers would be to measure their level of functioning in the core facilitative conditions.

Educational Credentials Versus Experiential Credibility: How Important Is the Vital?

It was suggested by Page (1974) that people who hire guidance personnel are not getting sufficiently useful information about job applicants. Page states:

> Data gathered from vitae, transcripts, letters of recommendation, and personal interviews are often inadequate

because these devices frequently ignore what should be the most important item: evidence concerning the applicant's actual performance of job-related tasks.

To counteract that deficiency, Page recommends:

1. Before considering applicants for a guidance-related position, make sure you are clear on what skills the person you hire should possess.

2. When examining a particular applicant's credentials, emphasize evidence pertaining to the demonstration of those skills.

3. Use letters of recommendation, report of educational achievement, and the personal interview as means of gathering that evidence.

To add substance to Page's recommendations, Wittmer and Lister (1971) found there was no correlation between GRE scores and counselor effectiveness; McGreevy (1967) found no correlation between counselor effectiveness and intellectual ability; and Arbuckle (1968) concluded that there is no relationship between the professional training of Ph.D.'s and their effectiveness as counselors.

In addition to the research that suggests no relationship between intellectual ability, achievement, and counselor effectiveness, there is also research which proposes that the primary conditions of effective treatment are conditions which minimally trained non-professionals can provide (Carkhuff 1966).

As a result of that research, Anthony and Wain (1971) propose two methods of selecting prospective helpers. One is to use the Carkhuff Index of Communication, and the other involves placing the

candidate in the helper's role. Anthony and Wain conclude that the latter approach relates higher to helper outcomes than the former, although both yield high correlations.

The most shocking statement concerning the value of educational credentials comes from Bergin and Solomon (1963). They state that graduate students in the helping professions typically enter graduate school at a level slightly higher than the overall average. They continue:

> Following graduate training, the results are very distressing. On at least one dimension, empathic understanding, the trainees, in an essentially traditional psychoanalytic program, demonstrated very low levels of functioning following completion of their studies and internships (Bergin & Solomon 1963).

This data transformed into the Carkhuff (1969) scales indicate that, after training, the trainees were functioning at level 1.75 on empathy (Pierce 1966). Pierce concludes:

> The direct suggestion is, then, that in graduate school something very deleterious happens to the functioning of graduate students on one of the critical effective ingredients of therapeutic processes. It is also important to note that in the Bergin and Solomon study, empathy once again related positively to judgments of therapeutic competence involving patient benefits, and negatively to overall and practicum grade point averages; that is, those students who communicated the highest level of understanding and whose patients, in effect, had the greatest opportunity to gain or change constructively in therapy received the lowest grades in their training programs.

It appears that neither vitae, nor graduate school training provides selectors with reliable indicators of counselor effectiveness.

It seems reasonable to conclude, therefore, that some sort of experiential skill assessment may help schools and agencies in developing more systematic selection procedures.

Physical Fitness: How Critical Is It?

Although limited research exists concerning the relationship between physical fitness and counselor effectiveness, some efforts have been made in that direction. For example, it has been shown that counselors functioning at high levels in one of the physical, intellectual or emotional spheres will tend to function at high levels in another sphere or spheres (Carkhuff 1971). There are interesting examples of the relationship between physical fitness and overall human achievement. Collingwood (1974) and Cooper (1972) found that physical fitness is positively related to physical level of functioning; Carkhuff (1969) and Collingwood (1974), on another dimension, found fitness scores positively related to emotional-interpersonal level of functioning. Vitalo (1973) reviewed the literature dealing with the relationship between physical fitness and intellectual functioning. In Vitalo's review of 19 studies, he found that 16 reported significant positive relationships between physical fitness and intellectual performance. These studies revealed that physical fitness accounts for 20 to 25 percent of the outcome variance in intellectual achievement.

Of further interest to the helping profession, Collingwood and

Holder (1974) have uncovered a positive trend between physical fit-
ness and teacher effectiveness. In a multiple regression analysis
using numerous measures of teacher effectiveness such as interper-
sonal skills and measures of affective and cognitive teacher-student
behaviors they found fitness scores to be a first order factor for the
majority of variables related to student achievement.

The relationship of physical fitness to intellectual functioning
in graduate and other training programs is of special interest. If
specialty area skills are related to fitness as the Human Resource
Development Model suggests (Carkhuff 1971), then it would seem that
selection procedures need to be expanded to incorporate this
principle.

The two most critical measures of fitness were established
as circulatory efficiency/cardio-vascular functioning and movement
efficiency (flexibility), both of which can have a bearing on alertness,
attentiveness, and energy level brought into a learning situation
(Collingwood 1974). In his analysis, Collingwood summarizes as
follows:

> One's fatigue level can reflect the energy reserves one
> has to sustain effort within a learning situation. Height-
> weight ratio can also refer to energy input and output and
> consequent effects upon work capacity within a learning
> situation. A person who is too fat has inefficient use of
> energy having to expend effort to compensate for the stress
> on the system due to the extra weight while an underweight
> individual does not have the energy reserves to begin with.
> The level of activity one undergoes is an index of how one
> works to maintain fitness and sustain efficient energy

utilization.

　　While there are many other implications for the
importance of these physical factors to skill acquisition
(i.e., self-confidence, discipline, self-respect), the most
important aspect appears as a physical one. The more
physically fit and active one is the more healthy he is. As
a consequence of health and fitness an individual has more
efficient body systems and processes. With more efficient
body systems there are more energy reserves and more
effective energy utilization. In short, an individual is
better prepared and has more resources to draw upon in a
learning situation.

　　It would seem that the single most relevant consideration of
any level of functioning is to assess what impact it has on clients.
When counselor physical fitness levels are related to client emo-
tional-interpersonal and intellectual levels of functioning, positive
relationships are found (Collingwood 1974).

　　Establishing a minimal level of physical fitness that relates
to functional criteria in society has only recently been available to
the helping professions. Primarily responsible for this breakthrough
is Dr. Kenneth Cooper (1972). Cooper has computed a point system
based on the body's aerobic capacity and related it to the very func-
tional criterion of cardiovascular disease--a disease which affects
some 21 million Americans. Aerobic capacity is defined as the
ability of the heart, lungs and blood vessels to transport oxygen from
the atmosphere to the body's tissue. By maintaining a minimal level
of fitness or more in Cooper's system, it is possible to prevent,
curtail and/or rehabilitate many forms of cardiovascular disease.

Thus, for the first time in history someone has functionally defined physical fitness for the helping professions and its clients.

The principles of aerobics and other principles of functional physical fitness have been adopted for the helping profession by Collingwood (1974). The physical benefits of those who have participated in his helper and helpee fitness programs are consistent with what Cooper (1972) and Karpovitch (1971) have found. Indeed, when physical fitness levels are related to emotional-interpersonal and intellectual level of functioning, positive and significant relationships are found. This has been demonstrated for elementary and high school students (Ismail & Gruber 1967; Kratochvil, Carkhuff & Berenson 1967; Williams 1974), counselors (Williams, Collingwood & Vitalo 1974), law enforcement personnel (Collingwood 1974), correctional officers (Carkhuff 1971) and rehabilitation clients (Collingwood 1974).

It seems reasonable to conclude, therefore, that selectors should give thorough consideration to physical fitness, especially cardio-vascular efficiency and flexibility, in their selection procedures. It is questionable, however, that little if any weight is given to this criteria. This writer could not find any research that investigated the value of physical fitness variables in the selection of counselors.

CHAPTER III

DESIGN OF THE STUDY

Research Questions

The major objective of the study was to analyze counselor selection procedures with the intention of providing helpful information to students, educators, and people who hire counselors. The data were gathered from personnel people in schools and agencies throughout 16 southwestern Michigan counties. The information acquired was reported and compared as it related to and answered the following questions:

1. Does the supply and demand curve for counselors suggest a need for systematic selection procedures?

2. Are counselors selected more on abstract references than concrete criteria?

3. Are counselors selected more for their intellectual level of functioning than for their physical or emotional level of functioning?

4. Are the people who hire counselors using the personality tests and skill assessment recommended in the literature?

5. Are the people who hire counselors satisfied with their selection procedures?

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6. Are the people who hire counselors satisfied with those counselors?

7. Are counselors selected more for the minimum change they are supposed to effect or for specific reduction of defects or improvements of assets in their clients?

8. Are counselors perceived differently from teachers by the people who hire them?

9. What is the single most important ingredient of an effective counselor?

10. Are counselors selected more for educational achievement than for experiential background or physical appearance?

11. Are civil rights laws, equal rights amendments and affirmative action programs having an influence on selection procedures?

This chapter will discuss the procedures used to carry out the study, the development of an instrument, the selection of the population and sample, and the data collection and analysis procedures.

<div align="center">Instrumentation</div>

In order to collect the data for this study, a special questionnaire was developed (see Appendix A). Several steps were taken to insure that the questionnaire items were appropriate to the design, that the wording was clear, and that the time required to complete

it was minimal. Those steps were as follows:

A. The original questionnaire was thoroughly examined by the committee members of this study. Word changes, additional questions and item deletions were suggested. All recommendations were fulfilled and incorporated into the questionnaire.

B. A pilot study was conducted with 20 administrators in a combination of school and agency settings in Kalamazoo. Each person involved in the pilot study was asked to identify items or wordings in the questionnaire which were confusing. Several minor word changes were suggested. Appropriate rephrasing was done.

C. Every precaution was taken in the wording and placement of questions to avoid bias due to item arrangement. As each of the variables was selected it was placed in its appropriate set.

D. A pilot study was conducted with five administrators to insure that the revisions improved the clarity of the questionnaire. The administrators were asked to inter-pret what each question was asking. All five administra-tors were consistent in their interpretations of each of the items.

Population and Sample

The population for this study consisted of people who hire counselors. The population included superintendents, principals and personnel directors in school systems, as well as those in charge of personnel at mental health clinics, social service agencies, in-patient facilities, rehabilitation centers and counseling centers.

Two samples were utilized, a sample of 66 from schools and a sample of 68 from agencies. For a list of people who hired counselors in agency settings consult Table 3.1. For a list of people who hired counselors in schools, consult Table 3.2. Questionnaires were sent to the directors of all agencies which, according to their descriptions, appeared to offer viable counseling services.

The sample from the school directory consisted of all principals and superintendents found in the directories from the schools in the following 16 counties:

1.	Muskegon	9.	Van Buren
2.	Ottawa	10.	Kalamazoo
3.	Kent	11.	Calhoun
4.	Ionia	12.	Jackson
5.	Allegan	13.	Berrien
6.	Barry	14.	Cass
7.	Eaton	15.	St. Joseph
8.	Ingham	16.	Branch

One unforeseen benefit of this study was the compilation of schools and agencies in southwestern Michigan which offers employment opportunities for counselors. There is no centralized list of

TABLE 3.1.--List of directories from which agency sample was drawn

Area-Wide Directory of Human Services	Health, Welfare, Education, Recreation; 1974-75
Supplement to the above	United Way of Kent County, Inc., Grand Rapids, Michigan
Director of Community Resources	Lorna Chapman, Kalamazoo Library System; 1973
Director of Community Services	United Fund of Saginaw County; July, 1971
List of Community Service Agency Employers in Van Buren County	Department of Social Services; John T. Demsey; March, 1975
Directory of Social Services	United Way of Muskegon County
List of Community Mental Health Boards under 1963 PA 54	
List, Kalamazoo County Community Mental Health Services Board (agencies contracting with)	Kalamazoo County Community Mental Health Board
1974-75 Directory of Community Services	Blossomland United Way, St. Joseph, Michigan
Services available in the greater Lansing area	Lansing Model Cities and Community Planning Council, 1971
Jackson County Social Resources Directory	United Way Community Services, Jackson, Michigan
Mailing Addresses Vocational Rehabilitation Service (Regional District Offices)	2/4/75

TABLE 3.2.--List of directories from which school sample was drawn

Director of Elementary and Secondary Public Schools Counselors	Michigan Department of Education, 1974-75
Directories of Public School Systems in the Kalamazoo, Battle Creek and southwestern Michigan area	Placement Center, Western Michigan University, Kalamazoo, Michigan Fall, 1974

these schools and agencies at the placement office, the Social Work Department, the Psychology Department, or the Counseling and Personnel Department at Western Michigan University. The list totaled 437 schools and agencies. The response pattern is shown in Table 3.3.

TABLE 3.3.--Percentage returns of questionnaires by schools and agencies

Institution	Questionnaires Sent	Questionnaires Returned	Percent of Return
School	221	66	29.8
Agency	216	68	31.4

Data Collection Procedures

As the data returned, they were coded and sent to the computer center to be placed on tape. All data were verified by the

keypunch operator. The questionnaire method was used for three reasons. First, it would have been very difficult logistically to interview 437 subjects in 16 counties. Second, a mailed questionnaire allowed a respondent complete confidentiality. Third, the best source of data was through a questionnaire.

The questionnaire was designed to obtain information in the following areas: 1) the type of setting, number of jobs available, number of applicants per job, and type of job; 2) the skills, qualities and characteristics that the respondent viewed as important in the physical, intellectual, and emotional spheres of living; 3) the test battery used to measure qualities and skills and the perceived effectiveness of the battery; 4) the evaluation of the most recent employee in terms of what defects they reduced and what assets they improved; 5) the differentiating factors between those hired as teachers and those hired as counselors; 6) the single most important characteristic of the most effective counselor; 7) the amount of emphasis placed on personal data, educational background, and life experience in a forced choice question; 8) and the influence of civil rights laws on selection procedures. The questionnaire requested information on 99 items (see Appendix A).

Data Analysis Procedures

Descriptive statistics were used to analyze the data for all

of the questions posed in this research. Since it was not the intent of this study to compare the differences between groups, more sophisticated statistical procedures would have been superfluous. Therefore, this study made exclusive use of percentage distributions and bar graphs to present the results.

CHAPTER IV

REPORT OF THE FINDINGS

Presentation of the Data

The responses to the selection questionnaire (Appendix A) were collected, tabulated, and presented in the following tables. The tables contain frequences (f) of each response and the percentages (%) of the responses for each variable.

The questions used to develop the selection questionnaire were designed to answer the questions addressed in this research. The questions concerned the criteria used to hire counselors. The data were derived from a sample of people from 16 counties in southwestern Michigan. This study included 134 people who were responsible for selection in their respective settings. Sixty-six people from schools and 68 people from agencies responded to the questionnaire. A discussion of the results follows each question with the data presented in charts and graphs.

Question 1: Does the supply and demand curve for counselors
            suggest a need for systematic selection procedures?

The data showed that the supply and demand curve has changed drastically in the last ten years. There are almost five times as many counselors who applied for jobs as there were jobs available.

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Over half of the agencies which had job openings hired less than four people in 1974-75 and over 80 percent of the schools which had job openings hired less than three counselors. More than 70 percent of the agencies which had job openings had more than 10 people apply for each opening, whereas only 60 percent of the schools which hired counselors had more than 10 people apply for each job. (See Tables 4.1 through 4.4)

TABLE 4.1.--Number of counselors hired at agencies in 1974-1975 in southwestern Michigan

No. Hired	f	Total
1	11	11
2	17	34
3	14	42
4	5	20
6	2	12
7	4	28
10	2	20
15	1	15
Total hired		182

TABLE 4.2.--Number of people who applied to agencies for counseling jobs in 1974-1975 in southwestern Michigan

No. Applied	f	Total
3	6	18
4	3	12
5	2	10
6	2	12
8	3	24
10	11	110
15	11	165
20	5	100
25	4	100
30	3	90
50	7	350
Total applied		991

TABLE 4.3. --Number of counselors hired in schools in 1974-1975 in southwestern Michigan

No. Hired	f	Total
1	25	25
2	8	16
4	1	4
6	1	6
Total hired		51

TABLE 4.4. --Number of people who applied for jobs as school counselors in 1974-1975 in southwestern Michigan

No. Applied	f	Total
1	1	1
2	2	4
3	2	6
4	3	12
5	2	10
6	3	9
8	1	8
9	1	9
10	9	90
15	5	75
20	2	40
25	4	100
35	1	35
60	1	60
Total applied		459

Question 2: Are counselors selected more on abstract references than concrete criteria?

Respondents were asked to rank order physical, intellectual and emotional selection criteria from 1 to 5. Each of the three sets had 10 criteria. The respondents assigned a 1 to the most preferred, a 2 to the second, a 3 to the third, a 4 to the fourth, a 5 to the fifth and left the remaining five blank. (See Appendix A) The criteria were weighted by assigning five points to each criteria ranked 1, four points to each criteria ranked 2, three points to each criteria ranked 3, two points to each criteria ranked 4, and one point to each criteria ranked 5. All of the items considered abstract for this study were vaguely defined and all of the items considered to be concrete for this study were defined in terms of time and amount. The results were consistent for all three sets of criteria. Counselors are hired more on abstract measures than on concrete measures. In the physical area, the three criteria with the highest total points were all abstract measures; in the intellectual area, three of the four criteria with the highest total points were abstract; and in the emotional area five of the six criteria with the highest total points were all abstract. When the point totals were added together for all the abstract criteria and all the concrete criteria and compared, totals for the abstract criteria were higher in all three areas: physical, intellectual, and emotional. The data are contained in

Tables 4.5 through 4.10 and Graph 4.1

TABLE 4.5. --Comparison of abstract and concrete criteria in the physical dimension of selection variables

	Variable	Cri-teria	Rankings						Total
			0	1	2	3	4	5	
1.	Neatness	A*	13	44	27	25	12	13	440***
2.	Smile	A	28	23	19	26	19	19	326
3.	Dress	A	26	13	27	31	20	17	283
4.	No. of sick days	C**	50	24	15	11	20	14	267
5.	Height/weight ratio	C	55	6	15	14	25	19	201
6.	No. of hours worked per day	C	68	10	17	10	12	17	189
7.	Hand shake	A	75	11	7	9	16	16	158
8.	Clean nails	A	113	0	4	3	4	10	43
9.	No. of miles jogged in 12 minutes	C	129	0	4	2	1	1	13
10.	No. of sit-ups in two minutes	C	131	1	0	0	0	2	7

   *A = Abstract
  **C = Concrete
***Totals obtained by assigning weights to rankings as follows:
     0 = 0
     1 = 5 points
     2 = 4 points
     3 = 3 points
     4 = 2 points
     5 = 1 point

TABLE 4.6. --Comparison of abstract and concrete criteria in the
intellectual dimension of selection variables

| | Cri- | Ranking | | | | | | |
Variable	teria	0	1	2	3	4	5	Total
1. Understanding of counseling techniques	A	4	62	38	18	9	3	537
2. Problem-solving skills	C	6	50	41	15	12	10	493
3. Knowledge of counseling theory	A	25	14	24	34	26	11	331
4. Program development skills	C	22	5	14	37	39	17	287
5. Writing ability	A	88	0	7	9	12	18	97
6. Experience in writing performance objectives	C	90	0	1	8	14	21	77
7. No. of graduate hours	C	93	1	4	5	8	23	75
8. Grade point average	C	104	1	5	3	6	15	61
9. Knowledge of counseling history	A	112	0	0	5	6	11	38
10. Penmanship	A	130	1	0	0	1	2	9

TABLE 4.7.--Comparison of abstract and concrete criteria in the emotional dimension of selection variables

Variable	Cri- teria	Ranking						Total
		0	1	2	3	4	5	
1. Sensitivity	A	22	30	27	21	15	19	330
2. Maturity	C	42	37	12	19	12	12	326
3. Warmth	A	62	15	22	11	12	12	232
4. Openness	A	54	8	23	15	18	16	229
5. Acceptance	C	69	14	7	16	18	10	192
6. Stability	C	72	7	16	15	13	11	181
7. Responsiveness	C	69	9	14	11	15	16	180
8. Initiative	C	90	8	7	9	8	12	123
9. Creativity	A	94	1	0	9	14	16	76
10. Attending	C	106	3	3	6	8	8	69

TABLE 4.8.--Comparison of total points for abstract and concrete criteria in the physical dimension of selection variables

Abstract	Points	Concrete	Points
Neatness	440	No. of sick days	267
Smile	326	Height/weight ratio	201
Dress	283	Hours worked per day	189
Hand shake	158	No. of miles jogged / 12 min.	13
Clean nails	43	No. of sit-ups / 2 min.	7
Totals	1250		677

TABLE 4.9.--Comparison of total points for abstract and concrete
criteria in the intellectual dimension of selection variables

Abstract	Points	Concrete	Points
Knowledge of counseling techniques	537	Problem-solving skills	493
Knowledge of counseling theory	331	Program development skills	287
Writing ability	97	Experience in writing	
Knowledge of counseling history	38	Performance objectives	77
		No. of grad hours	75
Penmanship	9	GPA	61
Total	1250		677

TABLE 4.10.--Comparison of total points for abstract and concrete
criteria in the emotional dimension of selection variables

Abstract	Points	Concrete	Points
Sensitivity	330	Maturity	326
Warmth	232	Stability	181
Openness	229	Responsiveness	180
Acceptance	192	Initiative	123
Creativity	76	Attending	69
Total	1059		879

GRAPH 4.1.--Comparison of abstract and concrete selection criteria for counseling as they relate to the physical, intellectual and emotional dimensions of living
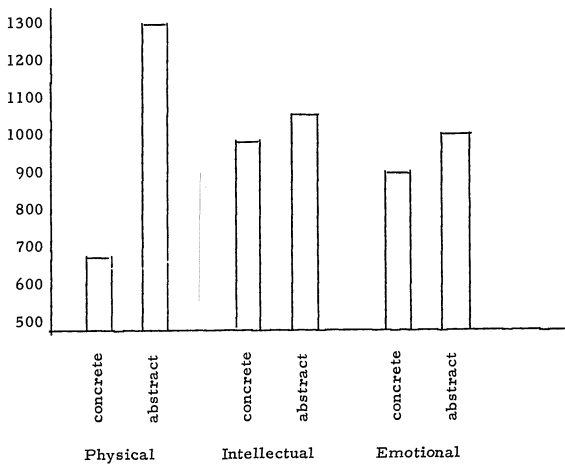
Question 3: Are counselors selected more for their intellectual level
of functioning than for their physical or emotional level
of functioning?

When the respondents were asked to select the five most
important criteria from the 30 items previously considered in the
physical, intellectual, and emotional areas, the overwhelming major-
ity chose emotional criteria. Each time a particular criteria was
ranked 1, it received five points; for each rank of 2, four points
were assigned; for each 3, three points were assigned; for each 4,
two points were assigned; and for each 5, one point was assigned.
The total points were then added and the items were rank ordered.
Eight of the 10 highest ranked criteria were representative of the
emotional dimension. All 10 of the emotional criteria were in the
top half of the list. The most highly rated physical criteria was
neatness which ranked number 14 on the list. Also nine of the 10
physical criteria were in the bottom half of the list as the list
appeared in the questionnaire. The intellectual criteria were scat-
tered throughout the list with knowledge of counseling techniques
ranking third and penmanship competing for the cellar position.
When the point totals were added for all three sets of criteria, the
emotional criteria received over 10 times the importance of the
physical criteria and almost three times the importance of the intel-
lectual criteria. Also, the intellectual criteria combined for almost

five times the importance of the physical criteria. The data are contained in Tables 4.11 and 4.12 and Graph 4.2.

Question 4: Are the people who hire counselors using the personality tests and skill assessments recommended in the literature?

Even though most of the literature reviewed in Chapter II concerned itself with the use of tests in the selection of counselors, the data revealed that tests get very little use in the field. Less than five percent of the respondents used any sort of personality test in their selection procedures. In spite of the research which shows positive correlations between certain scales on the MMPI and the EPPS with counselor effectiveness, only 4.5 percent of the respondents used the MMPI and only 1.5 percent used the EPPS. In question 3 above, it was demonstrated that the preponderant value of the respondents in their counselor-hiring practices was the sensitivity manifested by the counselor applicant, yet only 27 percent of them used a written skill assessment to measure communication ability. In another question, the respondents were asked to identify the one variable that distinguished their most effective counselors. Thirty-seven of them listed empathy. Only nine of that thirty-seven had a test to measure empathy. (Table 4.13)

The most significant trend identified in the literature in

TABLE 4.11.--Comparison of the relative importance of physical, intellectual and emotional criteria for the selection of counselors

	Variable	Cri-teria	Rankings 1	2	3	4	5	Totals
1.	Sensitivity	E*	26	16	15	11	11	272
2.	Maturity	E	27	9	18	6	6	243
3.	Knowledge of counsel-ing techniques	I**	7	21	14	12	11	196
4.	Problem solving skills	I	10	16	11	14	9	186
5.	Openness	E	7	13	13	9	8	152
6.	Warmth	E	12	11	5	5	7	136
7.	Stability	E	8	9	6	9	9	121
8.	Acceptance	E	9	7	3	12	4	110
9.	Responsiveness	E	3	9	5	4	5	79
10.	Knowledge of counsel-ing theory	I	1	4	8	8	1	62
11.	Initiative	E	4	4	1	4	7	54
12.	Neatness	P***	0	0	2	8	12	34
13.	Attending	E	3	2	2	2	0	33
14.	Creativity	E	0	0	4	6	5	29
15.	Program development skills	I	0	0	5	3	4	25
16.	No. of sick days	P	2	0	2	1	4	22
17.	Smile	P	1	0	3	2	1	19
18.	Writing ability	I	0	0	2	1	3	13
19.	Dress	P	0	0	2	0	5	11
20.	No. of hours worked per day	P	1	1	0	0	0	9
21.	Handshake	P	1	0	0	0	1	6
22.	No. of graduate hours	I	0	0	0	1	3	5
23.	Knowledge of counsel-ing history	I	0	0	1	1	0	5
24.	Grade point average	I	0	0	0	2	0	4
25.	Height/weight ratio	P	0	0	0	0	2	2
26.	Experience in writing performance objectives	I	0	0	0	0	1	1
27.	No. of sit-ups per two minutes	P	0	0	0	0	0	0
28.	Nails	P	0	0	0	0	0	0
29.	No. of miles jogged per 12 minutes	P	0	0	0	0	0	0
30.	Penmanship	I	0	0	0	0	0	0

*Emotional   **Intellectual   ***Physical

TABLE 4.12.--Comparison of total points received for the physical, intellectual and emotional dimensions of selection criteria for counselors

Physical	Points	Intellectual	Points	Emotional	Points
Neatness	34	Techniques	196	Sensitivity	272
Sick days	22	Problem-solving		Maturity	243
Smile	19	theory	186	Openness	152
Dress	11	Program devel-		Warmth	136
Work hours	9	opment	25	Stability	121
Hand shake	6	Writing ability	13	Acceptance	110
Height/weight	2	No. grad hours	5	Responsive-	
No. of sit-ups	0	GPA	4	ness	79
No. of miles	0	History	5	Initiative	54
Nails	0	Program objec-		Attending	33
		tives	1	Creativity	29
		Penmanship	0		
Total	103		497		1229

GRAPH 4.2.--Comparison of physical, intellectual and emotional criteria of selection variables for counselors
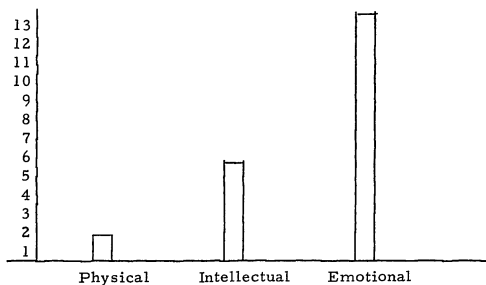
TABLE 4. 13. --Percentage profile of the most frequently considered factors which are associated with counseling effectiveness

Factor	Percentage
Empathy	28
Warmth	8
Maturity	8
Sensitivity	5
Acceptance	5
Honesty	4
Problem solving	4
Willingness to work	3
Rapport	3
Openness	2
Variety of techniques	2
Intelligence	2
Humanness	2
Good self-concept	2
Personality	2
Ability to be trained	2
Attending behavior	2
Flexibility	1
Perceptiveness	1
Dedication	1
Awareness	1

Chapter II was the emerging emphasis on the need for concrete skill assessments. In spite of that trend, less than 15 percent of the respondents had any assessment device for problem solving skills, program development skills or career development skills. Ninety-three percent of the respondents still rely on an interview to make their selections. When asked how their test battery helped them, 91 percent of the respondents reported that they had no test battery. The data which detail the use of tests in the selection of counselors in southwestern Michigan is contained in Graph 4. 3.

Question 5: Are the people who hire counselors satisfied with their selection procedures?

The respondents were asked to evaluate their selection procedures on a five-point scale with 1. 0 being highly ineffective, 5. 0 being highly effective, and 3. 0 being minimally effective. Ninety-nine percent of the respondents rated their selection procedures minimally effective or higher. This result was especially surprising in view of the fact that less than 5 percent of the respondents identified their selection procedures requested in the cover letter to the questionnaire (see Appendix A). The lack of response to that request indicated one of two things--either the respondents didn't read the cover letter or few of the procedures were written down. Neither possibility, however, would lend credence to their evaluations. The complete breakdown of data is contained in Graph 4. 4.

GRAPH 4.3.--A profile of the use of personality tests, skill assessments and interviewing techniques in the selection of counselors
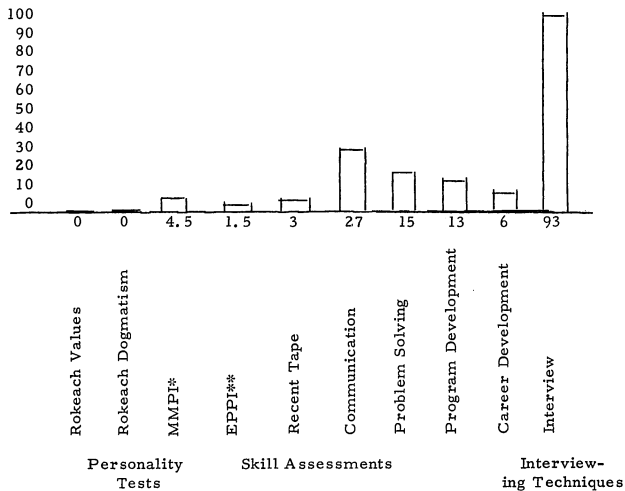
*MMPI = Minnesota Multiphasic Personality Inventory

**EPPI = Edwards Personal Preference Inventory

GRAPH 4.4.--A percentage representation of the selectors' percep-
tion of how much their best battery helped in their choice of counselors

| | 91 | 1.5 | 2.2 | 1.5 | 1.5 | 2.2 |
| No Bat-tery | | Told Me Nothing | Vague Indication | Some Indices | Concrete Data | Rank Order |
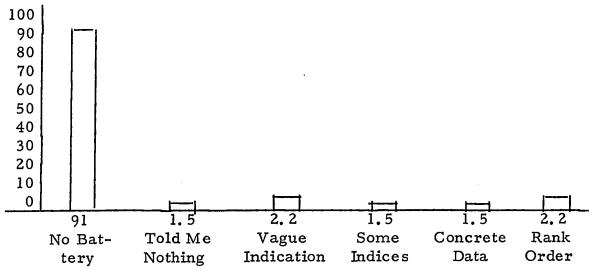
GRAPH 4.5.--Evaluation of the effectiveness of selection procedures
for counselors by the people who used them

| 17.2 | 65.4 | 16.4 | 1 | 0 |
| Highly Effective | Effective | Minimally Effective | Ineffective | Highly Ineffective |
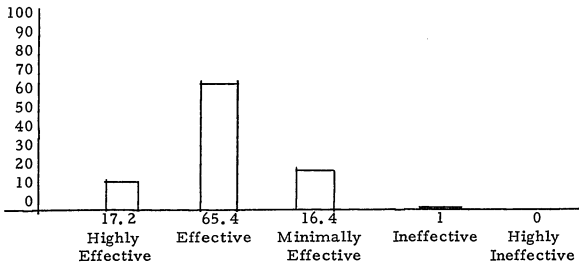
Question 6: Are the people who hire counselors satisfied with those counselors hired?

The data revealed that the respondents were very pleased with the counselors they had hired. Ninety-eight percent of the respondents rated their counselors as participants, contributors, or leaders. A participant was defined as doing what was expected; a contributor was defined as doing more than what was expected; and a leader was evaluated as doing much more than what was expected. The evaluation of people corresponded almost exactly with the evaluation of selection procedures. If they had not corresponded, there would have been a gross incongruence between the process (procedures) and the outcome (people). The data is broken down in Graph 4.6.

Question 7: Are counselors selected more for the abstract changes they are supposed to facilitate or for specific reductions in appropriate behavior and/or improvements in their clients?

The results showed that in terms of behavior the highly evaluated counselors didn't really make much of an impact on their clients. Substance abuse permeates all ages, socio-economic and cultural groups, yet only 16 percent of the respondents reported that their counselors had an impact on substance abuse; 56 percent reported that their counselors improved self concepts and 58 percent improved human relations for their clients. If self concepts and human

GRAPH 4. 6. --Evaluation of the counselors in the schools and agencies in southwestern Michigan

| | Detractors (Did much less than required) | Observers (Did less than required) | Partici- pants (Did what was required) | Contributors (Did more than required) | Leaders (Did much more than required) |
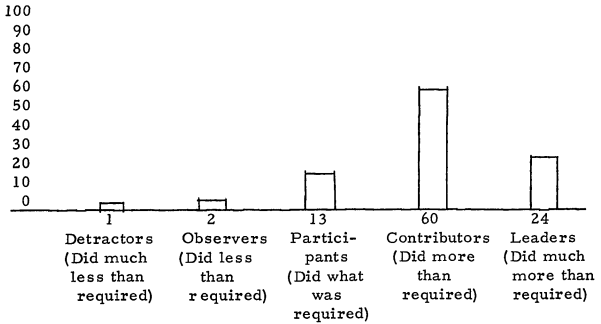
relations weren't improved for 44 percent and 42 percent respectively for the remaining clients, serious questions could be raised concerning the high evaluations given to the counselors' effectiveness. Furthermore, of all the outcome indices listed, human relations and self concepts were the two most difficult areas to measure. It was assumed that all respondents would check the outcome index listed simply as behavior change. Only 28 percent did. A full breakdown of what inappropriate behavior was reduced and what appropriate behavior was improved is contained in Table 4.14.

Question 8: Are counselors perceived differently than teachers by the people who hire them?

The response to this question indicated a high level of perceived difference between teacher and counselor behavioral expectations. For purposes of analyzing this data, the percentages were combined for strongly disagree and disagree and for agree and strongly agree. Only 5 percent of the respondents agreed that teachers should be more permissive; 41 percent disagreed that counselors should be more understanding; only 5 percent agreed that counselors should demand more from their clients; and that counselors should be more strict; 75 percent disagreed that teachers should dress more like their students than their counselors should; and only 14 percent agreed that teachers required more skills than counselors. The complete breakdown of percentages is contained in Table 4.15.

TABLE 4.14.--Percentage of selectors who indicated a reduction or improvement in client indices of change

Reduction of	% Reporting Change	Improvement of	% Reporting Change
Absenteeism	17	Human relations	58
Alcohol/drug abuse	16	Self concepts	56
Dropouts	15.7	Behavior	28.4
Suspensions	11	Grades	13.4
Fights	10	Appearance	13
Tardiness	10	Energy level	13
Racial tension	9	Cleanliness	4.5
Arrests	6	Posture	3.7
Vandalism	6	Neatness	2

TABLE 4.15.--Perceived differences in behavioral expectations between counselors and teachers

	No Answer %	Strongly Disagree %	Disagree %	Unsure %	Agree %	Strongly Agree %
Teachers should be more permissive	9	28	53	5	3	2
Counselors should be more understanding	8	10	31	4	40	8
Counselors should demand more	10	16	60	9	3	2
Counselors should be more strict	10	22	56	8	3	2
Teachers should dress more like students than counselors	10	25	50	13	2	2
Teachers require more skills	10	22	47	7	10	4

Question 9: What is the single most important ingredient of an effective

counselor?

The single most relevant factor in counseling effectiveness as

perceived by the respondents for this study was empathy. Empathy

received 28 percent of the votes while the nearest competitors,

warmth and maturity, received only 8 percent. A percentage break-

down of all the responses to this question is contained in Table 4.13.

In spite of the level of importance attached to empathy, national

studies (Carkhuff and Berenson, 1967) show that empathetic levels of

interpersonal functioning do not meet minimally effective standards.

Table 4.16 illustrates those results.

Question 10: Are counselors selected more for educational achieve-

ment than for experiential background or physical

appearance?

When respondents were asked to choose among a divorced Ph.D.

with no experience, a single M.A. with Yoga experience, and a mar-

ried B.A. with good experience for a position involving race relations

in a school, 66 percent of the respondents chose the B.A. person,

22 percent chose the M.A. person, and only 1 percent chose the Ph.D.

person. The major reason the respondents chose the B.A. person

was because he had developed a training program. The major reason

the respondents did not pick the M.A. person or the Ph.D. person

was because he had very little relevant experience. Table 4.17

contains a breakdown of the reasons why the B.A. person was picked and why the M.A. and Ph. D. people were not chosen.

Question 11: Are civil rights laws, equal rights amendments and affirmative action programs having an influence on selection procedures?

Only 4 percent of the respondents felt that the civil rights and equal opportunity laws had been an overriding concern in their selection procedures. A full 40 percent reported that they were not influenced at all by the new laws. Graph 4. 7 provides a profile of the data by percentage.

TABLE 4.16.--Mean levels of empathic functioning available from non-professional and professional helpers using Carkhuff's 1 to 5 IC, with 3.0 being minimally effective (Carkhuff and Berenson, 1967)

	Study Population	Empathy
1.	Outpatients	1.43
2.	General public	1.44
3.	Lay helpers	1.46
4.	Dormitory counselors	1.54
5.	College seniors (psychology majors)	1.90
6.	Best friends (college)	2.06
7.	Graduate students (psychology)	2.07
8.	Classroom teachers	2.00
9.	High school counselors	1.76
10.	Experienced therapists	1.86

TABLE 4.17.--Educational, experiential, and physical factors involv-
ed in the forced choice selection among three counselors

Choices	Personal Data	Education	Background	% of first choice votes
Person #1	Ht: 5'8" Wt: 190	Ph. D., Clinical Psychology, Major: cultural anthropology interest	Divorced no work experience	1
Person #2	Ht: 6'1" Wt: 140	M. A. Counseling Major: group sensivity interest	Single teaches Yoga	22
Person #3	Ht: 6'2" Wt: 180	B. A. Sociology Major: human relations interest	Married developed training program for disadvantaged youth	66
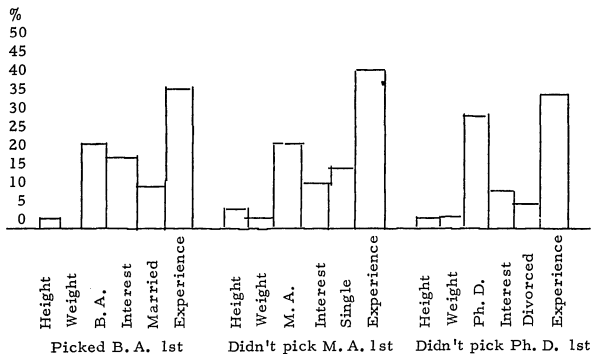
GRAPH 4.7.--A percentage profile of the reasons one counselor was
chosen while two others were not chosen

GRAPH 4.8.--Influence of equal rights amendment, affirmative action programs and civil rights laws on selection procedures for hiring counselors

%				
50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
0				
4	2	18	31	40
Overriding Concern	Substantial Limits	Stringent Limits	Slight Influence	No Influence
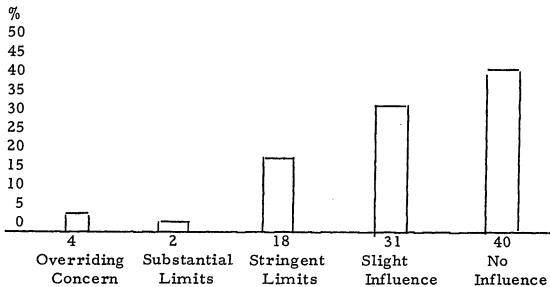
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the variables that influence people who hire counselors during the selection process. The purpose was realized by administering a questionnaire to agency directors, school superintendents, principals, and personnel managers in the schools and agencies which hire counselors in southwestern Michigan.

The results of the data are summarized in Table 5.1. The table illustrates the perceptions of counselor selectors by a statement of what seems the most significant result for each question.

Conclusions

Even though the supply of counselors far exceeds the demand, people who are selecting counselors have not made systematic alterations in their procedures to increase the probability of making a good choice. The interview method is still being relied upon as a sufficient tool to process the information and consider the values required in the decision-making process of selection. It appears that individuals who are in hiring positions have not kept current

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TABLE 5.1.--A summary of the results of findings reported in Chapter IV

Question	
1	Supply and Demand: There are five times as many applicants as jobs.
2	Concrete vs. Abstract: Selection is clearly based on abstract measures.
3	Intellectual vs. Physical and Emotional: Counselors are primarily selected on emotional criteria, secondarily on intellectual, and lastly on physical.
4	Use of Personality Tests and Skill Inventories: Ninety one percent of respondents had no test battery for assessment of personality or skill.
5	Satisfaction with Procedures: Ninety-nine percent of the respondents rated their procedures minimally effective or above.
6	Satisfaction with Counselors Hired: Ninety-eight percent of the respondents rated their counselors as participants, contributors, or leaders.
7	Reductions of Deficits and Improvements of Assets for Clients: Sixteen percent of the respondents reported that counselors had an impact on the reduction of substance abuse and fifty-eight percent said their counselors had an impact on improved self concepts and human relations.
8	Counselors vs Teachers: Respondents reported a marked difference between counselors and teachers on selection criteria.
9	Most Important Ingredient: Twenty-eight percent of the respondents listed empathy as the single most important ingredient of counselor effectiveness yet had no tests for measuring it.

Question	
10	Educational Achievement vs. Experiential Background and Physical Appearance: Experience emerged as the most important factor.
11	Civil Rights and Selection: Four percent of the respondents reported that civil rights laws, affirmative action programs, and equal rights amendments were an overriding concern in hiring counselors; Forty percent reported they had no influence on hiring procedures.

with professional literature as it relates to the use of personality tests and skill assessments.

In the face of research which demonstrates that the best predictor of future effectiveness is present effectiveness, an incredibly small number of agencies and schools require a recent counseling tape.

In spite of the need for accountability, counselors are still being chosen on abstract rather than concrete measures. It is difficult to justify a choice when selection criteria cannot be defined. It is not as though the research which has been done concerning selection has failed to partition out the variables that account for counselor effectiveness. It has been shown, for example, that:

1. Cardio-vascular efficiency and flexibility are prime indicators of counselor effectiveness (Collingwood, 1974).

2. Problem solving skills and program development skills are critical to the growth of clients (Arbuckle, 1968).

3. Empathy is the most necessary component of an effective counselor (Jones, 1974).

In spite of this research, counselor selectors grossly disregard physical fitness in their selection procedures, do not use written skill assessments, and remain without some means to measure empathy--even though the means exist (Carkhuff, 1969).

The people who hire counselors appear to be naive regarding

the functions of the people they hire. The most striking incongruence rests between the high evaluation of counselor effectiveness and the reported absence of what the counselors actually reduce or improve. The implication is that counselor effectiveness is not accountability based.

Some respondents indicated a strong desire for experienced people who could deliver services to their clients. The conclusion can be made, therefore, that haphazard selection procedures are based more on ignorance than on intentional mismanagement. If selection can be systematized, then counselors can be selected on the basis of what they can produce in a given setting so that the agencies and schools can begin to achieve greater accountability.

Recommendations

If counselor selection is to become a systematic, skill based, decision-making procedure, problems will have to be defined, goals set, and values identified, concretized, and operationalized. The problems can be defined as follows:

1. Abstract indices are greater than concrete measures.

2. Desire for emphatic counselors is greater than the ability to identify them.

3. Physical fitness needs are greater than recognition of those needs for selection criteria.

4. Assessment of skills is less than assumptions based on resumes and inferred from the interviewer.

The goals, therefore, are:

1. Develop concrete selection measures and definitions of counselor functions.

2. Develop an assessment device to measure empathy.

3. Incorporate physical fitness criteria in selection procedures.

4. Identify the skills required for each job and develop written assessments to measure those skills.

The values emerge from the goals. When people know what their objectives are, they know what their values are (Berenson 1975). Some values that can be derived from the respondents in this study are as follows:

1. Sensitivity

2. Maturity

3. Problem solving skills

4. Experience

5. Empathic understanding

6. Neatness

All of these values could be defined concretely according to the needs of each particular setting. Examples of how these values could be defined are as follows:

1. Sensitivity: Number of times the candidate responds to the feelings of his client in a half hour taped session.

2. Maturity: Number of times the candidate enters the frame of reference of his client, and elicits possible alternatives to a problem.

3. Problem Solving Skills: Number of relevant steps the candidate can write down in a written assessment.

4. Program Development Skills: Number of concrete steps the candidate writes down in response to the question, "write down all the steps you would take to teach a client how to make friends."

5. Neatness: Number of flaws in candidate's appearance that distracted from what he said (scuffed shoes, dirty nails, untucked shirt, messed hair, etc.).

These values can all be operationalized. A full definition of sensitivity will suffice to make the point.

Sensitivity: Number of times the candidate responds to his/her client's feelings during a half hour session:

5.0	greater than 8
4.0	6-8
3.0	4-5
2.0	2-3
1.0	0-1

The central issue in this recommendation is that each agency and school needs to identify their own values as it relates to counselors, concretize those values, and operationalize them. This process allows the institution to explore what it is they want, understand their objectives, and set up ways to accomplish those objectives.

Once the problems are defined, the goals set, and the values operationaized, then a decision-making matrix can be set up as in Table 5.2. The weighting may change for each institution and for each counselor hired because difference agencies may put varying

TABLE 5. 2. --Recommended selection matrix for counselor selection based on Carkhuff's decision making model

Values	Weightings	Candidate #1	Candidate #2	Candidate #3
Sensitivity	10			
Emphatic understanding	8			
Maturity	6			
Neatness	4			
Problem solving skills	2			
Program development skills	1			

degrees of emphasis on different values. The procedures taken before this matrix is put into effect can also vary depending upon the number of candidates applying for the job. When hundreds of people apply, many candidates may have to be eliminated on the basis of their resumes. When fewer numbers apply, perhaps an interview will determine who goes into the final matrix and who doesn't. When a small number of people apply, all the candidates can be evaluated in the matrix. In any event, the procedures should be written, well defined, and systematic. When that happens, good choices are made, civil rights laws, affirmative action programs, and equal rights laws are upheld, and decisions are based on the

skill of the candidate as opposed to the prejudice of the interviewer.

Recommendations for Further Research

There are several recommendations for further study:

1. This same study could be replicated in another part of the state or country and results of the two studies could be compared. This comparison would indicate whether or not the results of this study were representative of an area that extends beyond southwestern Michigan.

2. Another type of study could be conducted with a smaller sample in which the investigator visited several schools and agencies, went through a mock selection procedure, and then interviewed the people responsible for selection.

3. A follow-up study could be conducted to investigate the gap between the high evaluation of counselor effectiveness by the people who hire them and the low evaluation of their actual impact on clients. This study could focus on the perceived function of counselors as it relates to the counselors' responsibility to the institution and his/her responsibility to the client.

4. Further research could investigate different values and criteria of agencies and schools as it relates to counselor selection.

5. A study could be conducted to investigate the relationship between counselor performance on various skill assessments and

client change in behavior.

      6. Research could be done to study (a) perceived differences between counselors and teachers, and (b) the relationship between those perceptions and how the teachers and counselors perceive their own role.

      Inasmuch as little research has been accomplished on counselor hiring procedures, there are plentiful opportunities for creative research that could ultimately change what seems a haphazard process into a skill based, decision-making procedure.

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APPENDIX

March 17, 1975   (COVER LETTER)

No; please don't throw this away. I know it interrupts a busy day, and that's irritating. I understand it's a nuisance and you're tired of filling these things out. Just a minute, though. This project has value for you. You have surely hired people recently and felt some dissatisfaction because you weren't really confident that those people could deliver. I've experienced the same feeling so many times that I decided to write my dissertation on the subject.

I've taken great pains to make the enclosed questionnaire as concise and relevant as possible, so it should take less than five or ten minutes to complete. I also plan to make the results of this study available to you so you can share the knowledge of hundreds of people in your situation. It is my intention to design a selection procedure based upon this information that could help you reduce some of the dissatisfaction you may have felt.

So please put your annoyance aside for five to ten minutes and participate in this study. This is your investment for what could possibly be a substantial gain:

      1. Send me your application form and a list of your selection procedures.

      2. Complete the enclosed questionnaire.

If you are not directly responsible for hiring counselors, please give this questionnaire to the person in your system who is responsible. I have enclosed a stamped, self-addressed envelope for your materials. Thank you for your cooperation. The results of this study will be incorporated into selection procedures at this facility.

Richard L. Bellingham   Thelma Urbick, Ph.D.
Assistant Director   Associate Professor
Rehabilitation Program   Counseling and Personnel
Kalamazoo County Jail   Western Michigan University

* * *PLEASE TURN OVER: QUESTIONNAIRE BEGINS ON REVERSE SIDE. * * *

QUESTIONNAIRE

1.   Do you do the hiring for a school or for an agency?
      _____ School   _____ Agency

2.   How many counselors have you hired in the last year? _____
      (A counselor is someone who spends 50% or more of his or
      her time counseling people.)

3.   How many people applied for each job? (If there was more
      than one job, what was the average number of applicants for
      each job?) _____

4.   What were the titles for the jobs? _____ _____

5.   As you select people, there are probably certain skills,
      qualities or characteristics that you are looking for. In the
      following three sets of criteria, please rank-order the five
      most important in each set.

      The first set of criteria consists of variables which indicate
      physical fitness and health. As you consider the physical
      area of functioning, which are the five most important to
      you? Please rank-order those five; assign "1" to the most
      important and "5" to the least important:

      _____ Neatness

      _____ Number of sick days used last year

      _____ Number of sit-ups the candidate can do in 2 min.

      _____ Clean nails

      _____ Height-weight ratio

      _____ How far the candidate can jog in 12 min.

      _____ Average number of hours worked per day on the last job.

      _____ Dress

      _____ Good hand-shake

____Pleasant smile

The second set of criteria considers variables which indicate intellectual level of functioning. Which are the five most important to you? Please rank-order as you did in Set #1, above.

____Knowledge of counseling theory

____Writing ability

____Experience in writing performance objectives

____Penmanship

____Program development skills

____Number of graduate hours

____Grade point average

____Understanding of counseling techniques

____Knowledge of counseling history

____Problem solving skills

5.   (continued) The third set of criteria considers variables which indicate emotional levels of functioning. Which are the five most important to you? Please rank-order as you did for the first two:

____Maturity: Percentage of time spent reducing tension, hostility, etc., as opposed to precipitating it.

____Creativity: Talent for thinking up new ideas.

____Responsiveness: Percentage of communication that accurately identifies another's experience.

____Attending Behavior: Percentage of time person faces you squarely and maintains eye contact while talking.

____Initiative: Amount of programs developed to achieve goals.

_____Openness: Receptivity to different ways of thinking.

_____Acceptance: Imparting positive regard in a non-judgmental
way.

_____Stability: Percentage of time doing work instead of fret-
ting about what bothers you.

_____Sensitivity: Consideration of and compassion for other
people.

_____Warmth: Non-verbal communication of acceptance and
positive regard.

6.   Of the 15 characteristics you chose from the above three
lists, please rank-order the five most important below:

(1)_____ (2)_____ (3)_____
        (4)_____(5)_____

7.   What methods or tests did you use to measure those skills,
qualities and characteristics for which you were looking?
Check what you used:

_____Evaluation of a recent counseling tape

_____Interview

_____Rockeach Values Inventory

_____MMPI

_____Edward Personal Preference

_____Rockeach scale of dogmatism

_____Other_____

Written Assessment to Measure:

_____Communication skills

_____Problem solving skills

_____Program development skills

____Career development skills

____Other_____

____Other _____

8. If you used a test battery, how did it help you in selection?
    Check one:

    ____Told me nothing that really helped.

    ____Resulted in a vague indication of potential.

    ____Provided me with some indices of skills.

    ____Allowed me to assess the candidates with concrete data.

    ____Enabled me to rank-order candidates with objective
        ratings for each.

9. On the following scale, how do you evaluate your selection
    procedure? Check one:

    ____High effective   ____Effective   ____Minimally effective
              ____Ineffective   ____Highly ineffective

10. On the following scale, how do you evaluate the people you
    hired last year? (An overall impression of how well you
    did in selection.)

    ____Detractors. Did much less than required.

    ____Observers. Did less than required.

    ____Participants. Did what was required.

    ____Contributors. Did more than required.

    ____Leaders. Did much more than required.

11. In your evaluation of your people on the above scale, what
    outcome measures did you use to make that evaluation
    (consider these outcomes in terms of client change)?

    ____Improvement of grades

____Better posture

____More cleanliness

____Improved classroom behavior

____Fewer drop-outs

____Reduction of vandalism

____Fewer students arrested

____Less tardiness

____Reduction of racial tension

____Fewer suspensions

____Better appearance

____Increased neatness

____Higher energy level

____Less absenteeism

____Reduction of alcohol and drug abuse

____Improved self-concepts

____Enhanced human relations

____Fewer fights

____Other_____

12. When you were hired, who selected you?

____Principal   ____Board of Directors ____Superintendent
____Personnel Manager ____Director of Agency ____Selection
Committee ____Other_____.

13. Counselors and teachers can be differentiated according to
performance objectives. These objectives are reflected in
your selection criteria. Please answer the following state-
ments in terms of how you view counselors' performance

functions.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
___	___	___	___	___	(1) Teachers should be more permissive than counselors.
___	___	___	___	___	(2) Counselors should understand the emotional living needs of students more so than teachers.
___	___	___	___	___	(3) Counselors should demand more work from their students than teachers should.
___	___	___	___	___	(4) Counselors should be more strict than teachers.
___	___	___	___	___	(5) Teachers should dress more like students than counselors should.
___	___	___	___	___	(6) Teachers require more specialty skills than counselors do.

14. What is the single most important characteristic of your most effective counselors?

_____

15. Situation: You work in a school that has had a history of racial tensions. Because of those tensions, your school has been awarded $12,000 to hire a new counselor. Your choice is down to the following three people. (Assume you have no State regulations as they relate to educational certification to which you must adhere.)

Choices	Personal Data	Education	Background
Person #1	Ht: 5'8" Wt: 190	Ph.D., Clinical Psychology Major: Cultural Anthropology	Divorced No work experience

functions.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	
___	___	___	___	___	(1) Teachers should be more permissive than counselors.
___	___	___	___	___	(2) Counselors should understand the emotional living needs of students more so than teachers.
___	___	___	___	___	(3) Counselors should demand more work from their students than teachers should.
___	___	___	___	___	(4) Counselors should be more strict than teachers.
___	___	___	___	___	(5) Teachers should dress more like students than counselors should.
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Choices	Personal Data	Education	Background
Person #1	Ht: 5'8" Wt: 190	Ph.D., Clinical Psychology Major: Cultural Anthropology	Divorced No work experience

Person #2	Ht: 6'1"	M.A. Counseling	Single
	Wt: 140	Major: Group	Teaches Yoga
		Sensitivity	

Person #3	Ht: 6'2"	B.A. Sociology	Married
	Wt: 180	Major: Human	Developed train-
		Relations	ing program for
			disadvantaged
			youth

Choose which person you would hire and fill in the following:

I choose Person #_____ because of these factors:_____
and _____. I didn't choose Person #_____ because of these
factors: _____and _____. My last choice
was Person #_____ because of these factors:_____
and _____. Additional comments on choices:_____
_____.

16. In your experience with the Equal Rights Amendment, Affirma-
    tive Action Programs, and Civil Rights laws, how have you been
    affected in your selection procedures?

    _____ They have been my overriding concern in selection pro-
          cedures.

    _____They have limited my choices substantially.

    _____They have put stringent but tolerable limits on my pro-
          cedures.

    _____They have been but a slight influence on my procedures.

    _____They have not influenced my procedures.

If you have any comments to make concerning this questionnaire,
your selection procedures, or selection in general, please use the
space provided below.

_____
_____
_____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS
                    QUESTIONNAIRE