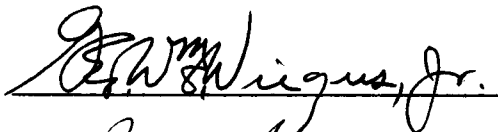


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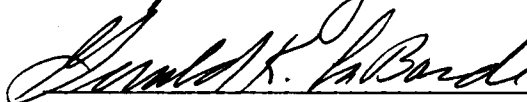
I am submitting herewith a dissertation written by Robert G. Rosenbaum entitled "Interest Patterns and Occupational Themes of Administrators of Rehabilitation Facilities Accredited by the Commission of Accreditation of Rehabilitation Facilities." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.


Gerald Cheek, Major Professor

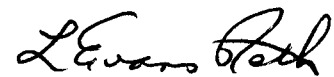
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INTEREST PATTERNS AND OCCUPATIONAL THEMES OF ADMINISTRATORS
OF REHABILITATION FACILITIES ACCREDITED
BY THE COMMISSION OF ACCREDITATION
OF REHABILITATION FACILITIES

A Dissertation
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Robert G. Rosenbaum

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ABSTRACT

The purpose of this study was to identify interest patterns and occupational theme types of persons who are currently chief administrators of multi-faceted rehabilitation facilities accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF). A normed profile of these individuals was developed utilizing the Strong-Campbell Interest Inventory (SCII). Comparisons were made within this administrative group for similarities and differences as well as comparisons between the group of public administrators and the general test group. Factors including sex, age, prior work history, educational background, and number years administrative/rehabilitation experience were gathered and tabulated to examine and report the demographic/biographical data factors of this group as it currently exists.

This study dealt only with chief administrators of vocationally orientated CARF accredited rehabilitation facilities. Of the existing 1,002 CARF accredited facilities throughout the nation on January 1, 1982, 498 of these facilities were accredited in two or more vocational program areas, thus meeting the criteria of being multi-faceted facilities. Of this number, 100 chief administrators were randomly selected to participate in this study.

The Strong-Campbell Interest Inventory (SCII) was the instrument utilized to develop a normed profile of chief administrator's Occupational Themes, Basic Interest areas, and select information from the Special Scales. The Demographic/Biographical Data Sheet was

developed and utilized to gather additional data for comparison purposes.

Data gathered for this study were grouped and analyzed by utilizing the Pearson's r , the independent t -test for large groups, and the analysis of variance.

Conclusions based on the summary of findings are as follows:

1. Chief administrators of CARF accredited rehabilitation facilities reporting the most job satisfaction were very uncomfortable in academic environments. They were less academically orientated than any comparison group in this study.
2. Chief administrators have an Occupational Theme Code Type of Enterprising, Realistic and Social (E.R.S.) indicating they are well equipped to administer their program in a "business-like" manner.
3. Chief administrators have a very extroverted personality type and are very versatile in their approach to dealing with various tasks.
4. Chief administrators were well educated with 87% of the respondents having at least a bachelor's degree. Sixty-seven percent had a prior work history in the field of human services.
5. Few females are currently employed in this field. Of the respondents from this sample, sixty-six were males and only thirteen were females.

6. Specific in-service and training programs need to be developed to further enhance chief administrators' ability to perform their jobs in the most efficient manner possible.

Recommendations are as follows:

1. Individuals anticipating entering the field of rehabilitation administration should have a prior work experience in some area of Human Services and hold at least a Bachelor's degree and preferably a Master's degree.
2. Potential chief administrators need not be strong academically, but should have a personality type that is very extroverted and should be very versatile in their approach to accomplishing different types of tasks.
3. Individuals anticipating becoming rehabilitation administrators should have an Occupational Theme Code Type of Enterprising, Realistic, and Social (E.R.S.) or a very closely related code type in order to experience success and job satisfaction.
4. Chief administrators must become more "business-like" in their approach to administering their programs. They must also become more politically and legislatively involved in order to help shape the future of their rehabilitation program.
5. Interest inventories such as the Strong-Campbell Interest Inventory and similar test instruments should be utilized to a greater degree in assisting individuals to make the correct decision in their occupational choice.

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CHAPTER I

INTRODUCTION

The field of rehabilitation, which touches each of our lives either directly or indirectly, has never faced greater challenges in its history than those being faced during this decade. Often times, the layman envisions rehabilitation as only a term or perhaps a program that has something to do with handicapped people. Nothing, however, could be further from the truth. Rehabilitation affects each one of us every day—if not directly, then through association with someone we know very closely. There are literally hundreds of disabilities that classify individuals as being disabled that qualify them for rehabilitation services. Physical handicaps are those that are most obvious to the layman and it is these people that are seen most in need of rehabilitation. In addition to physical disabilities, there are many psychological, social, educational and personal problems that can be as handicapping as any physical disability. Under these five major categories, it is easy to see the large spectrum and far-reaching clutches of disabilities that affects each of us to some degree. Bearing this in mind, rehabilitation becomes more than a word and more than just physically handicapped persons. Rehabilitation may take place in the home, in school, at the physician's office, welfare office, the hospital, the psychiatric institute, or the vocationally oriented rehabilitation facility. The latter of these often times deal with a large conglomerate of all these disability groups.

Therefore, it is the vocationally orientated rehabilitation facility and the effective administration of its various rehabilitation programs that are the basis for this study.

Vocationally orientated rehabilitation facilities offer a wide range of services. Administration of these services include: training, personnel, budget planning, physical facilities and active types of community involvement. A facility in Tennessee employing one professional and two para-professionals with a budget of \$60,000 seems very different from a facility in California employing over a hundred individuals ranging from staff psychiatrists to truck drivers and a budget in excess of \$6,000,000. It may be possible, however, and often is, that both these rehabilitation facilities are providing essentially the same types of service with the same degree of professionalism and expertise. The primary difference between these two facilities is that the small facility provides professional services deemed appropriate (i.e. psychiatric evaluation) by affiliation or through consultation.

A vocationally orientated rehabilitation facility generally provides one or more of the following program emphasis: vocational development, sheltered employment, and/or work activity. While there are other program emphasis areas, these are the three primary types of programs administered by vocationally orientated rehabilitation facilities.

A rehabilitation facility is usually organized as a private, not-for-profit organization and governed by a local board of directors, or is operated by a public agency, such as a city, county, or state.

The not-for-profit facility must hold a letter of exemption under the Internal Revenue Service Code, be incorporated and possess a constitution, by-laws, and/or articles of incorporation explaining its purpose and method of operation. By-laws must specify the function of the governing body. The governing body has a legal and moral responsibility for the formulation of basic policies concerned with the establishment of its purposes and content of its program. The governing body is further charged with the responsibility to, "provide effective, ethical leadership, resourcefulness, and stability for the facility" (CARF, 1980, p. 21).

The governing board must appoint a facility administrator to carry out the goals and objectives of the program in the most effective manner possible. Under the facility administrator, there must be a staff organization which sets forth lines of authority, responsibility and communication in accordance with the policies established by the governing body. The organizational structure must be designed to promote efficient and effective operation of the facility's programs. Figure 1 illustrates what may be a typical organizational chart for a rehabilitation facility.

Mr. Arthur H. Korn, Chief, Branch of Special Minimum Wages,
U.S. Department of Labor, stated in a recent letter:

With respect to current statistical information as of March, 1982, our records indicate that 190,774 handicapped workers were employed in a total of 4,475 workshops holding special minimum wage certificates under the Fair Labor Standards Act (Korn, 1982, p. 1).

Of this large number of facilities ranging from only a few employees to hundreds of employees, with budgets ranging from several thousand

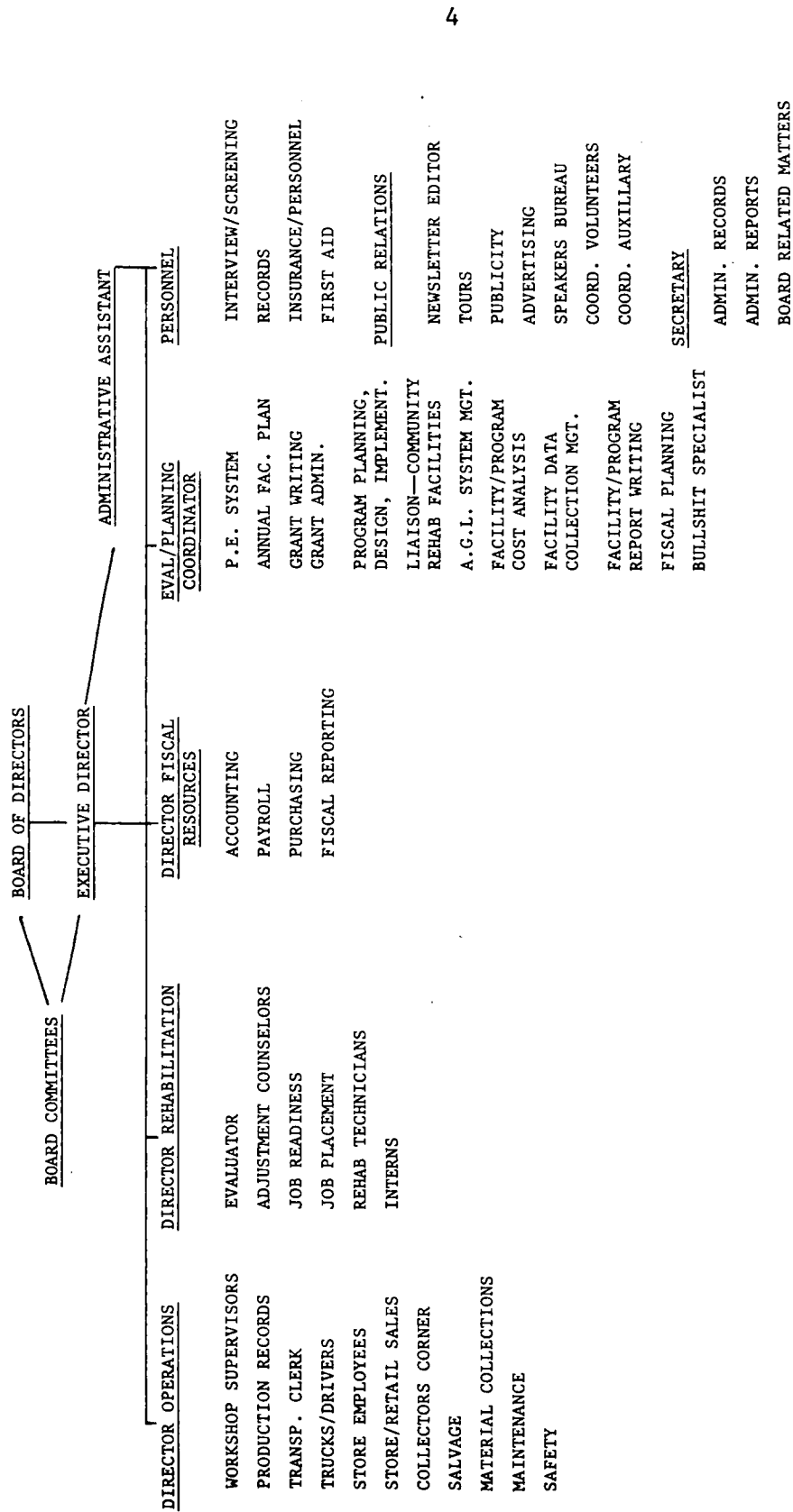


Figure 1. Typical Rehabilitation Facility Organizational Chart.

dollars to millions of dollars, what constitutes a successful, effective rehabilitation facility? One of the prime measures of a successful program is accreditation.

Handicapped individuals receiving services from workshops are entitled to receive assurance that their well-being has been given maximum consideration. One of the more important ways of providing evidence that the workshop meets minimum standards in the area of physical facilities, personnel, and services is to have an objective evaluation of the workshop by a responsible and impartial outside group.

In response to this need, national accrediting organizations have been established to measure how well workshops deliver those services that they provide. The emphasis on standards and accreditation is becoming so pronounced that the time may come when lack of an appropriate certificate of accreditation may seriously affect the workshops' resources, both in the public and private sectors (U.S. Department of Labor, 1973).

In vocational rehabilitation, the agency that has the primary responsibility for accreditation is the Commission on Accreditation of Rehabilitation Facilities (CARF). The purposes of the Commission are clearly summarized from its by-laws (See Appendix A).

In order for a rehabilitation facility to be eligible for an accreditation survey or retain accreditation, a very stringent set of criteria must be met and adhered to by the facility (See Appendix B).

Once this criteria is met and a facility makes application for the survey review, a date is scheduled for the site visit. The survey process is very rigorous and thorough (See Appendix C). It examines all facts of the rehabilitation facility and its programs of service.

With the many complex functions involved in the operation of a comprehensive rehabilitation facility, it should be noted that

rehabilitation administrators must be competent to handle the problems associated with the administration and accreditation of their programs. The future role of these facilities in their deliverance of services to handicapped and disabled citizens is determined by each facility administrator's ability to effectively plan, coordinate, control, manage and shape the facility's long range goals and objectives.

I. PURPOSE OF THE STUDY

The purpose of this study was to identify interest patterns and occupational themes of persons who were presently chief administrators of multi-faceted CARF accredited rehabilitation facilities. A normed profile of these individuals was needed that would allow a comparison of these factors within this administrative group for similarities and differences. These profiles were then utilized in an effort to compare this administrative groups' occupational interests, educational background, prior work histories and other factors to that of public administrators. This was accomplished in an effort to help identify what overall similarities and differences exist between these two administrative groups.

This data may be utilized as a guidance tool in an effort to predict what level of success and job satisfaction will be experienced by those persons entering the field of rehabilitation administration.

II. RESEARCH QUESTIONS TO BE ANSWERED

This study answered the following questions:

1. Is there a relationship between interest patterns and job satisfaction among chief administrators of multi-faceted rehabilitation facilities accredited by the Commission on Accreditation of Rehabilitation Facilities as measured by the Strong-Campbell Interest Inventory?
2. What is the comparison of occupational themes and code types between chief administrators of multi-faceted rehabilitation facilities and normed scores of public administrators?
3. Do chief administrators of multi-faceted CARF accredited rehabilitation facilities have interest patterns, academic comfort scales, introversion/extroversion scales and a total percentage like categories similar to that of public administrators?
4. How do chief administrators of multi-faceted CARF accredited rehabilitation facilities compare in terms of occupational themes, interest scales, academic comfort scales, introversion/extroversion scales and total percentage like categories to the test group of 300 men and 300 women in the general group?
5. Is there a relationship between prior work histories and educational backgrounds in the decision for a person to change or alter occupations thus joining the ranks of rehabilitation administrators?

6. Is there a relationship between interest patterns, occupational themes, demographic factors and the following categories of general information:
 - a. number of years vocational administrative background
 - b. number years of program accreditation
 - c. age
 - d. educational levels
 - e. previous work history
 - f. number years combined administrative experience
 - g. current level job satisfaction
 - h. sex

III. ASSUMPTIONS

For the purposes of this study the following assumptions were made:

1. It was assumed that those administrators of CARF accredited facilities would have the necessary skills to direct and implement successful rehabilitation programs thus attaining accreditation from the Commission.
2. It was assumed that the rehabilitation facilities with two or more programmatic areas dealing with psychological aspects as well as work oriented components would be termed multi-faceted rehabilitation facilities.
3. Because of their professional integrity and concern, it was assumed that all respondents answered the Strong-Campbell Interest Inventory and Demographic/Biographical Data Sheet as honestly and accurately as possible.

IV. RATIONALE FOR THE STUDY

The field of rehabilitation has become a very competitive business and is no longer in a position to be administered just like "another social program."

In order to survive, the field of rehabilitation needs an in-depth assessment of the caliber and expectations of individuals occupying the critical position of a rehabilitation administrator. This assessment was administered to persons currently occupying these positions in an effort to draw from their experience and also gain an insight to the level of success that might be expected for those individuals entering the field.

A variety of forward looks into the 1980's have described a period in which resources will be at a premium and leaders will have to exercise considerable efforts to even ensure continued existence, let alone growth and improved services (Smith, 1981, p. 102).

Prior work histories and educational backgrounds also were examined to determine what relationships existed. Little, if any, research has been conducted in this area of administration; thus, this study was exploratory and descriptive in nature and purpose. Data collected was tabulated and correlated to ascertain those characteristics, educational backgrounds, and prior work histories that appear to be dominate among chief facility administrators participating in this study.

In a final analysis, the successful accomplishment of the goals of disabled persons enrolled in rehabilitation programs depends largely upon the successful delivery of services that are organizationally

competent and soundly administered so as to achieve stated goals. These goals can be attained only through the effective management of these programs.

V. DEFINITIONS OF TERMS

For the purpose of this study, the following definitions are provided:

Affiliation. A relationship, usually signified by a written agreement, between two organizations, under the terms of which one organization agrees to provide specified services and personnel to meet the needs of the other, usually on a scheduled basis (CARF, 1982, p. 65).

Board of Directors (Governing Body). The individuals or group to whom the rehabilitation administrator is responsible. It is understood that ultimate authority, depending upon the nature of the organization of the facility, may rest with a board of directors, members, a state legislature, state director, owners, etc. In the case of a publicly operated rehabilitation facility or a rehabilitation unit of a larger entity, the person in charge of the rehabilitation program reports to the governing body through the adopted organizational structure (CARF, 1982, p. 65).

Commission on Accreditation of Rehabilitation Facilities (CARF). The Commission on Accreditation of Rehabilitation Facilities is a private, non-profit organization established by and for the field of rehabilitation to adopt and apply specific standards in rehabilitation facilities throughout the nation.

Consultation. A procedure whereby an individual, who is not a member of the employed staff of the rehabilitation facility and whose services are not provided in compliance with the terms of an affiliation agreement, provides services upon request or on the basis of a prearranged schedule (CARF, 1982, p. 65).

Facility Administrator (Chief Executive Officer). The person in charge of and responsible for the rehabilitation program. In a small facility, this will be the executive director or

the person with a comparable title. In the case of a larger entity, such as an acute hospital with a rehabilitation unit, the functions addressed in the standards may be carried out by an assistant administrator, rehabilitation coordinator, etc. (CARF, 1982, p. 65).

Handicapped/Disabled. Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being. Such may be temporary or permanent, reversible or irreversible, and progressive or regressive (Wood and Bradley, 1980, p. 15).

Program Evaluation. A systematic procedure for determining the effectiveness and efficiency with which results are achieved following rehabilitation services by persons served. These results are collected on a regular or continuous basis rather than on a periodic sampling (CARF, 1982, p. 67).

Public Administrator (Public Administration). Public administration may be defined as the art and science of designing and carrying out public policy (Presthus, 1975, p. 3).

Rehabilitation. The process of providing, in a coordinated manner, those comprehensive services deemed appropriate to the needs of a person with a disability, in a program designed to achieve objectives of improved health, welfare, and the realization of one's maximum physical, social, psychological, and vocational potential for useful and productive activity. Rehabilitation services are necessary when the disabled individual is in need of assistance and it is (1) beyond one's personal capacities and resources to meet and solve the problems of maximum potential of personal, social, and economic adjustment, and (2) beyond the services available in one's usual daily experiences. Such assistance continues as long as significant and observable improvement takes place (CARF, 1982, p. 67).

Rehabilitation Facility. A distinct organization entity, either separate or within a larger institution or agency which provides individualized, goal oriented, comprehensive, and coordinated services designed to minimize the handicapping effects of physical, mental, social, and vocational disadvantages, and to effect a realization of the individual's potential. The services consist of evaluation, treatment, education, training and placement and are provided by competent personnel especially qualified in the various phases of the rehabilitation process (CARF, 1982, p. 67).

Sheltered Employment Program. Primary objective is to provide remunerative employment for an indefinite period of time to individuals who cannot meet the standards of the competitive labor market. Some individuals may, however, develop sufficient productive skill and adjustment which would enable them to move out of the facility into the competitive labor market. Rehabilitation services play a supportive role to successful employment in the facility (CARF, 1980, p. 5).

Strong-Campbell Interest Inventory (SCII). Inventory test designed to assess individual difference in interests and occupational themes. Areas of measurement include: General Occupational Themes, Basic Interest Scales, Special Scales, and Administrative Indices. These inventories predict the tendency to persist in a certain kind of occupation and to be satisfied with it (Aiken, 1976, p. 203).

Vocational Development Program. Primary objective is to apply vocational services, which may include evaluation, adjustment services, training, job readiness/placement, transitional or interim employment, to resolve the problem of unemployment and to enable the person served to obtain competitive employment or further education/training leading to employment (CARF, 1980, p. 4).

Work Activity Program. The objective of this program is the provision of a goal orientated program of therapeutic activities designed to enable individuals served to either move into competitive employment or other rehabilitation programs such as sheltered employment or vocational development, etc., or to maintain and/or maximize the individual's independent functioning. Work must be provided, but is only one of several therapeutic elements which are utilized to accomplish the program's objectives (CARF, 1980, p. 5).

VI. SCOPE AND LIMITATIONS

This study was confined to the fifty states of the United States and the District of Columbia. It dealt with only CARF accredited rehabilitation facilities that were accredited in two program areas or more, thus qualifying them to be multi-faceted rehabilitation facilities.

All facilities involved with this study were vocationally orientated and multi-faceted in terms of program of services offered. Accreditation of at least two of the following three program areas had to be met in order for the facility to qualify for the study: Vocational Development, Sheltered Employment, and/or Work Activity.

VII. METHODOLOGY

Population and Sample

As of January 1, 1982, there were 1002 CARF accredited facilities throughout the nation. Seventy-seven percent of the survey volume were from vocationally-oriented facilities (CARF, 1982, p. ii). Of the 1002 CARF accredited facilities, 498 were accredited in two or more vocational program areas. Of this number, 100 chief administrators were randomly selected to participate in this study. A cover letter explaining the entire procedure along with a Demographic/Biographic Data Sheet and a Strong-Campbell Interest Inventory was mailed to each participant. A 75% return rate was expected, however, the actual return was 79%. Two weeks after the initial mailing, personal phone calls were made to all nonrespondents.

Instrumentation and Data Collection

The instrument selected to measure each administrator's interest pattern was the Strong-Campbell Interest Inventory.

After many years of development and refinements, the SCII and CAI have distinguished themselves as two instruments which can address the association between interest and occupation selection (Phillips, 1978, p. 10).

A Demographic/Biographical Data Sheet was designed and utilized for the purposes of this study to gather other information from each of the 100 respondents. These two data gathering instruments were utilized to determine what degree, if any, of congruence existed among interests, personality and job satisfaction.

Data Analysis

To analyze the data, the following steps were completed. Information obtained from the questionnaire was tabulated and summarized. The scoring sheets of the SCII were scored and analyzed by the Interpretive Scoring Systems, Minneapolis, Minnesota. Raw scores, means, standard deviations, and occupational scales were computed. Data were classified and compared to other occupational normed profiles. Data were used to make comparisons, find relationships, and summarized to answer the questions of the study.

VIII. ORGANIZATION OF THE STUDY

The study consists of five chapters. The following chapter format was used:

Chapter I contains the introduction, including the statement of the problem, the purpose of the study, research questions, assumptions, rationale for the study, scope and limitations, definition of terms, and organization of the study.

Chapter II presents a review of related literature including administration in rehabilitation, a review of the theory of occupational

choice, interest inventories, and studies relating to job satisfaction and their usefulness in guidance, and an overall summary.

Chapter III contains the methodology used in the study to include the population and samples surveyed, a review of instrumentation utilized, data collection procedures and response rates, procedures for analysis of the data, and summary.

Chapter IV contains the presentation and the analysis of the data.

Chapter V concludes with a summary of the findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

The purpose of this study was to identify interest patterns, occupational themes, and information contained in the Special Scales of the Strong-Campbell Interest Inventory of persons who currently serve in the positions as chief administrators of multi-faceted CARF accredited rehabilitation facilities.

To serve as a basis and provide direction for this investigation, a review of relevant literature and research from most available sources was conducted. A computer search was conducted employing the National Rehabilitation Information Center in Washington, D.C. This computer search scanned pertinent available information in the field and served as initial review of literature.

While a great deal has been recently written regarding the role and function of the administration process in the field of rehabilitation, very little research has been conducted in this area to substantiate the current published literature as demonstrated by the review of this literature.

The review of literature relating to this study covered the following primary areas: (1) administration in rehabilitation, (2) historical development and utilization of the Strong-Campbell Interest Inventory, (3) Holland's Theory of Career Development, and (4) studies

utilizing the SCII as an instrument in making career choices and predicting job satisfaction.

A review of relevant journals, dissertations, abstracts, textbooks, and literature published in the field of vocational rehabilitation and rehabilitation administration yielded the most current overview of activities and trends in the field at this time.

II. ADMINISTRATION IN REHABILITATION

The field of rehabilitation began many years ago. What we now call "rehabilitation facilities" were called "workshops."

Workshops can be traced as far back as the Middle Ages when "man's attitude toward the handicapped changed from general hostility and contempt to charity and benevolence" (Nelson, 1971, p. 24).

Prior to this time, the handicapped "were destroyed, sold as slaves, or allowed to become beggars" (Nelson, 1971, p. 24). The first recorded workshop was the "Quinze Vingts" which was established for the blind in Paris in 1254. At the end of the sixteenth century, St. Vincent DePaul established workshops where the old and infirmed were given work to ameliorate their physical condition and to enliven their spirits (Nelson, 1971, p. 24).

Workshops made their first appearance in the United States in the mid-1800's. In 1837, the Perkins Institution for the Blind was established near Boston, Massachusetts. This shop manufactured mattresses, brushes, brooms, cushions, and caned chair bottoms and floor mats. By the late 1800's and early 1900's, the workshop concept

began to flourish and such organizations as the Society of St. Vincent DePaul, the Salvation Army, Volunteers of America, and Goodwill Industries of America sprang up across the nation (Nelson, 1971, pp. 31-38).

Goodwill Industries of America today is the largest private, non-profit network of rehabilitation facilities in the world. There are over 174 such facilities in the United States and over 43 Goodwills in 31 foreign countries (Goodwill, 1982, p. 2). Goodwill's humble beginning was in Boston at the Morgan Chapel which was served by a young Methodist minister called Edgar James Helms. His concept of refurbishing used items is still in practice today. Items donated are refurbished by handicapped workers thus providing them useful work in the rehabilitation process while at the same time, allowing them to earn wages. Refurbished items are sold in retail outlets with monies being regenerated back into the rehabilitation program.

In their article, "Advocacy with and for Handicapped Persons in the 1980's," Smith and Lorenz divide modern day rehabilitation and rehabilitation legislature into three eras: (1) "The Golden Years" (1916-1973), (2) "Collision with Reality" (1973-1981), and (3) "The Decade of the 1980's and Beyond" (1982-the Forseeable Future) (Smith-Lorenz, 1982, p. 102-150).

The Golden Years (1916-1973)

This period of time was by far the era in which the field of rehabilitation assembled.

It began . . . with the 1916 National Defense Act; it continued through the Smith-Hughes Act which established this country's vocational education program; the Smith-Sears Rehabilitation Act; and the 1920 Smith-Fess Act which established the civilian rehabilitation program for the physically handicapped (Smith-Lorenz, 1982, p. 102).

The 1943 Federal Public Law 113 included services for the physically disabled, mentally retarded, and mentally ill. Public Law 565 of 1954 added funds for professional training and development. In 1964, Public Law 333 dramatically increased funding over what it was in 1954.

Nineteen seventy-three saw the growth and development of many professional organizations in the field of rehabilitation. A few of the more prominent organizations included the Association of Rehabilitation Centers (ARC), National Association of Rehabilitation Facilities (NARF), the American Personnel Guidance Association (APGA), the National Rehabilitation Association (NRA), and the Commission on Accreditation of Rehabilitation Facilities (CARF).

Collision with Reality (1973-1981)

In 1973, the President vetoed rehabilitation legislation. Smith and Lorenz stated:

The 1973 vetoes and the subsequent law that we know as P.L. 93-112, the Rehabilitation Act of 1973, signaled that we weren't tuned in very well to what was going on in our environment (Smith-Lorenz, 1982, p. 103).

Monies increased in rehabilitation but not enough to expand its past purchasing power. The Amendments of 1978 (P.L. 95--02) contain the promise of many new expanded rehabilitation programs that have not yet been funded to this day (Smith-Lorenz, 1982, p. 150).

There are many philosophies as to why these events occurred. The Smith-Lorenz articles best answer the question:

Why did that happen? We believe it was because the rehabilitation community (handicapped, advocates, and professionals) had not made a difference in any national election. Until we are able to do that, until we can make a difference in an election, we will continue to be relatively powerless (Smith-Lorenz, 1982, p. 150).

The Decade of the 1980's and Beyond
(1982-the Forseeable Future)

A new political environment began in 1981. Block grants for human service programs were defeated that could have placed rehabilitation in the same categorical bracket as Rat Control and Venereal Disease Prevention. Professionals in the field are urged to become politically involved. Smith and Lorenz best sum it up by stating:

If we are to be effective leaders in our field today, we must become, and become posthaste, outspoken advocates for the program to which we are committed. In summary, that boils down to the fact that effective leaders in the field of rehabilitation in the future must be active and effective advocates. To sit quietly by in these days and times is to be an accessory to murder (Smith-Lorenz, 1982, p. 151).

History and politics are yet but a small part of the total picture. Ultimately, it must be realized that the future of rehabilitation facilities and their programs lie with the effectiveness of those individuals who are charged with the responsibility of the day to day operation of these programs. McMahan urges administrators to realize the "business" they are actually in when he stated:

An administrator in rehabilitation is in "business" in every sense of the word. There is no difference between the role and function of a rehabilitation administrator and that of a manager in the private sector (for profit firm), only the names have been changed (McMahan, 1979, p. 161).

It is often asked "What is the responsibility of the chief administrator of a rehabilitation facility?" This question can be best addressed by reviewing the study, Rehabilitation Administrators and Supervision: Their Work Assignments, Training Needs, and Suggestions for Preparation, (Matkin, Sawyer, Lorenz, and Rubin, 1982, pp. 170-182). This study conducted a national survey of 426 randomly selected rehabilitation administrators who were members of the National Rehabilitation Administration Association. A total of 243 members, or 57%, responded to the sixty-four item Rehabilitation Administrator Task Inventory (RATI).

Factor analysis of the RATI revealed fifty task items distributed over ten Work Role Categories: (1) General Personnel Management, (2) Professional Management, (3) Fiscal Management, (4) Production Management, (5) Program Planning and Evaluation, (6) Public Relations, (7) Marketing Service, (8) Labor Relations, (9) Purchasing, and (10) Research (Matkin, 1982, p. 170).

With the identification of the major responsibilities of these administrators, it is important to examine to whom, other than a governing body (board of directors) is the administrator actually responsible to. McMahan states:

The administrator has many potential bosses. Should the administrator owe allegiance to the taxpayer, to the community, to the clients, to the firms hiring trained personnel, to the employees of the facility? An administrator is constantly torn among all these claimants for his/her time and talents. How the administrator actually responds to the different claimants will affect policy, direction and growth of the rehabilitation facility (McMahan, 1979, p. 163).

Where are these administrators from and how many of them are out there in the field now? In 1977, Lorenz estimated there were between

12,000-13,000 administrators, managers, and supervisors employed in the field of rehabilitation (Lorenz, 1977). It is obvious that this number has grown dramatically over the past five years.

Feindel's study, A Comparison of Occupational Values and Opportunities of Rehabilitation Counselors and Administrators, states that:

Most vocational rehabilitation administrators come to their positions by way of counseling and receive on-the-job training in public administration, frequently encountering new learning experiences that were not included in their formal education. As they learn more about their "second profession" of public administration, rehabilitation administrators may discover that they have abilities of which they were previously unaware (Feindel, 1980, p. 17).

It is all these factors involved in and about the field of rehabilitation administration that are the very basis of this study.

III. HOLLAND'S THEORY OF OCCUPATIONAL CHOICE

While limited work and research in the phenomenon of occupational choice began after World War I, it was not until the early 1950's that sound theories began developing in this area. Surprisingly enough, it was not a psychologist, but rather an economist by the name of Eli Ginzberg who in 1951, published his book, Occupational Choice: An Approach to a General Theory.

Donald E. Super best describes the summary of Ginzberg's theory of occupational choice as containing four elements. They are:

1. Occupational Choice is a developmental process which typically takes place over a period of some ten years.

2. The process is largely irreversible; experience cannot be undone, for it results in investments of time, of money, and of ego; it produces change in the individual.
3. The process of occupational choice ends in a compromise between interest, capacities, values and opportunities.
4. Ginzberg's final theoretical foundation is that there are three periods of occupational choice: the period of fantasy choice, governed largely by the wish to be an adult; the period of tentative choices beginning at about age eleven and determined largely by interest, then by capacities, and then by values; the third period of realistic choices, beginning at about age seventeen, in which exploratory, crystallization, and specification phases succeed each other (Super, 1953, pp. 14-15).

Prior to Ginzberg's book, there were three generalized approaches to the theory of occupational choice. These three approaches are noteworthy in that the last of the three gives us direction toward our current utilization of interest inventories and is also closely linked to several components contained in Ginzberg's theory of occupational choice.

The first of these theories is known as the "Accident Hypothesis."

Accident Hypothesis

This may be described as the "St. Paul on the road to Damascus" approach. With a blinding flash of insight, a person suddenly "hits"

on the idea of being, for example, a plumber by watching one at work on the sink in his home.

No one doubts the substantial element of chance operating in this example and that chance was an important factor reinforcing trends already existing at that point in time. The accident factor is seen as the iceberg tip above the submerged mass of earlier experiences and individual dispositions. Many people observe plumbers at work in their kitchens but they are not all motivated to rush out to seek employment as a plumber.

In explaining how occupational choices are accidents, Hopson stated:

"I was walking down the High Street, saw this advertisement in the window, went in and got the job"—most people mean that they were affected by an unplanned exposure to a powerful stimulus. But there are countless such occurrences in everyone's life, and the important question is why are some of these stimuli responded to while others are ignored. The "accident" hypothesis does not tell us (Hopson, 1968, pp. 3-4).

The second theory of occupational choice regarded prior to the fifties was the "Impulse Theory."

Impulse Theory

This approach has been expressed in particular by the psychoanalysts who emphasize the importance of unconscious motivation in everyday life. There are many stories such as the sadist who becomes a surgeon or butcher, and the homosexual who becomes a barber. Again, however, few examples do not substantiate an all-embracing theory. As the accident hypothesis attributes all occupational choices to the responses of an

individual to external forces, so the impulse hypothesis stresses the all-importance of internal factors, that is, the emotional forces (Hopson, 1968, p. 4).

The third and last of these theories of occupational choices is the forerunner to today's interest inventories further developed in later years by E. K. Strong, Jr., John Holland, and David P. Campbell.

This third theory is called the "Talent-Matching Approach."

Talent-Matching Approach

This approach grew up from the needs of the vocational guidance practitioners and professionals working privately within a youth employment service, guidance agency, or some branch of the education system. The fundamental work of these professionals is to find a suitable occupation for an individual sitting in front of them. The essentials of this approach are contained in the literature of Frank Parsons (1908), the pioneer of the American vocational guidance movement, half a century ago with his assertion that the choice of a vocation consists of three phases:

. . . a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) knowledge of the requirements and conditions of success, advantages and disadvantages, compensations; opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

As Calia (1966) points out, this, to many modern practitioners, still sounds very contemporary (Hopson, 1968, p. 5).

Holland's Typology of People and Their Environments

John L. Holland who was at Johns Hopkins University was known as a maverick among American vocational psychologists. His primary concern with vocational behavior was the classification of these behaviors which he borrowed heavily from the typology themes of Adler, Fromm, Jong, and Spranger.

Holland's theory of vocational adjustment is essentially interactional. Four assumptions underlie his theory of vocational behavior:

1. Most people in our society can be classified as one of six types: realistic, investigative, artistic, social enterprising, or conventional. Persons can also be classified by their profiles across the six types in terms of a pattern of highs and lows. Holland calls this cross-type profile the personality pattern.
2. Most work environments can be classified according to the same six labels: realistic, investigative, etc. For Holland, the central characteristics of an environment are those of the people who inhabit it. Thus, in "realistic" environments, it is found that most people who inhabit them are realistic types. Like personalities, environments also have profiles described by the relative proportions of person-types found in them.
3. There is pressure toward congruence, both on the side of people and on the side of environments. People will attempt to enter work-environments that fit their personality type: environments also select people through friendship and recruiting devices. Like tends to huddle with like.
4. A person's behavior is influenced by the interaction between his personality type and the characters of the environment which he has entered (Neff, 1977, p. 139).

Holland worked diligently to classify both individuals and occupations within his same typological framework of the six personality

types: realistic, investigative, artistic, social, enterprising or conventional.

Robbins stated that:

Vocational satisfaction, stability, and achievement depend, in a large measure, upon congruence between an individual's personality and the work environment in which he or she finds himself or herself (Robbins, 1978, p. 16).

To further exemplify this, Steffire stated:

If the individual stays in the occupation, he will change either himself or the conditions of his employment so that the way he behaves on the job and the way he really is tend to become more harmonious. If the mask does not fit, either the mask will be altered somewhat or the individual, over a period of time, will accommodate so that comfort becomes a function of time. The college professor who is not absent-minded learns to be! (Steffire, 1968, p. 96).

There has been much research to substantiate Holland's theory that most people prefer occupations that are most consistent with their personal orientation. Such orientation may include, but is not limited to ". . . interaction of family, peer(s), social class, economic, and physical environmental influences" (Sherwin, 1981, p. 27).

In 1976, Holland and Gottfredson clarified and extended Holland's theory of the individual and occupational congruences by suggesting:

That within the constraints of the occupational structure of society, and a "myriad" of individual differences such as economic status, race, and sex, the average person gravitates toward work environments that are consistent with his/her personal orientation. In regard to job changes, people leave (jobs) as a result of excessive person-environment incongruence or for the opportunity to increase congruence (Spokane, 1978, p. 45).

IV. HISTORICAL DEVELOPMENT, DESCRIPTION AND UTILIZATION OF THE SCII

E. K. Strong, Jr. was the original author of the interest inventory now known as the Strong-Campbell Interest Inventory. Much of the occupational information contained in the present SCII is a culmination of many researchers' work over a period of many years. John Holland was a major contributor, as previously mentioned, expanding tremendously on some of Strong's earlier works. David P. Campbell has been continuously involved with the revisions and updates of the SCII; hence, we have the Strong-Campbell Interest Inventory.

Campbell stated:

I have tried to take one of the best inventories in existence and make it better. In so doing, I have built on the immense contributions of E. K. Strong, Jr. and I have tried also to integrate the work of other researchers. This, the development of the SCII, has drawn not only on Strong's work, but also that of K. E. Clark (1961) in the contribution of the Basic Interest Scales, John Holland (1973) in incorporating the General Occupational Themes, and through Holland's work, J. P. Guilford (Guilford, et al., 1954) in identifying the major themes of vocational interests. If there is any single accomplishment that I am proudest of in this inventory, it is this integration of the work of earlier researchers (Campbell, 1974, p. ix).

The SCII Form T-325 inventory booklet is broken down into the following seven sections

Section I	Occupation	131 items
Section II	School Subjects	36 items
Section III	Activities	51 items
Section IV	Amusements	39 items
Section V	Types of People	24 items
Section VI	Preference between Two Activities	30 items
Section VII	Your Characteristics	14 items
TOTAL		325 items

The scores are reported on a specially designed profile sheet.

The profile sheet is then broken down into the following four general categories:

- I. General Occupational Themes
- II. Basic Interest Scales
- III. Occupational Scales
- IV. Administrative Indexes and Special Scales

For utilization in this study, the following areas of the profile sheet were examined: I. General Occupational Themes, II. Basic Interest Scales, and III. Special Scales.

General Occupational Themes

REALISTIC: Persons of this type are robust, rugged, practical, physically strong, and often athletic; have good motor coordination and skills but lack verbal and interpersonal skills, and are therefore somewhat uncomfortable in social settings; usually perceive themselves as mechanically inclined; are direct, stable, natural, and persistent; prefer concrete to abstract problems; see themselves as aggressive; have conventional political and economic goals; and rarely perform creatively in the arts or sciences, but do like to build things with tools. Realistic types prefer such occupations as mechanic, engineer, electrician, fish and wildlife specialist, crane operator, and tool designer.

INVESTIGATIVE: This category includes those with a strong scientific orientation; they are usually task-oriented, introspective, and asocial; prefer to think through rather than act out problems; have a great need to understand the physical world; enjoy ambiguous tasks; prefer to work independently; have unconventional values and attitudes; usually perceive themselves as lacking in leadership or persuasive abilities, but are confident of their scholarly and intellectual abilities; describe themselves as analytical, curious, independent, and reserved; and especially dislike repetitive activities. Vocational preferences include astronomer, biologist, chemist, technical writer, zoologist, and psychologist.

ARTISTIC: Persons of the artistic type prefer free, unstructured situations with maximum opportunity for self-expression; resemble investigative types in being introspective and asocial but differ in having less ego strength, greater need for individual expression, and greater tendency to impulsive behavior; they are creative, especially in artistic and musical media; avoid problems that are highly structured or require gross physical skills; prefer dealing with problems through self-expression and in artistic media; perform well on standard measures of creativity, and value aesthetic qualities; see themselves as expressive, original, intuitive, creative, nonconforming, introspective, and independent. Vocational preferences include artist, author, composer, writer, musician, stage director, and symphony conductor.

SOCIAL: Persons of this type are sociable, responsible, humanistic, and often religious; like to work in groups, and enjoy being central in the group; have good verbal and interpersonal skills; avoid intellectual problem solving, physical exertion, and highly ordered activities, prefer to solve problems through feelings and interpersonal manipulation of others; enjoy activities that involve informing, training, developing, curing, or enlightening others, perceive themselves as understanding, responsible, idealistic, and helpful. Vocational preferences include social worker, missionary, high school teacher, marriage counselor, and speech therapist.

ENTERPRISING: Persons of this type have verbal skills suited to selling, dominating, and leading; are strong leaders; have a strong drive to attain organizational goals or economic aims tend to avoid work situations requiring long periods of intellectual effort; differ from conventional types in having a greater preference for ambiguous social tasks and an even greater concern for power, status, and leadership; see themselves as aggressive, popular, self-confident, cheerful, and sociable; generally have a high energy level; and show an aversion to scientific activities. Vocational preferences include business executive, political campaign manager, real estate sales, stock and bond sales, television producer, and retail merchandising.

CONVENTIONAL: Conventional people prefer well-ordered environments and like systematic verbal and numerical activities; are usually conforming and prefer subordinate roles; are effective at well-structured tasks, but avoid ambiguous situations and problems involving interpersonal relationships or physical skills; describe themselves as

conscientious, efficient, obedient, calm, orderly, and practical; identify with power; and value material possessions and status. Vocational preferences include bank examiner, bookkeeper, clerical worker, financial analyst, quality control expert, statistician, and traffic manager (Strong, 1981, pp. 29-30).

Norming of these themes is based on raw-score-to-standard score conversions based on a distribution of 600 people, half males and half females (300 MIG and 300 WIG). Campbell states

Their raw-score means and standard deviations on the six scales are used in a standardization formula to convert all scores into distribution with standard-score means of 50 and standard deviation of 10 (Campbell, 1981, p. 31).

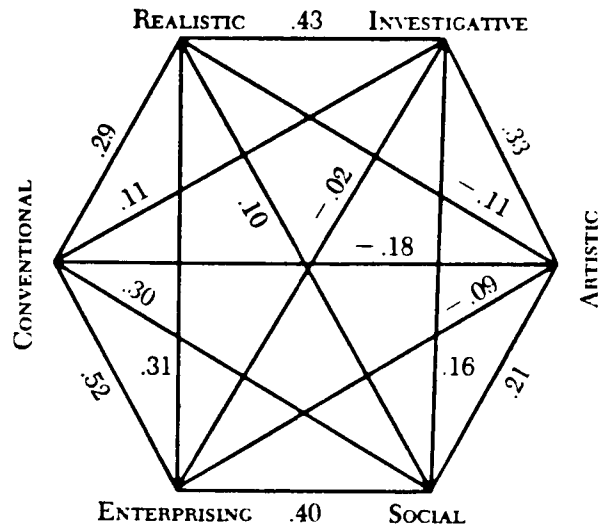
General theme intercorrelations for this group are presented in Figure 2.

Test-retest reliability for the general occupational themes is presented in Table 1.

The test-retest correlation over the two week period was .91 indicating excellent stability. The correlation for the thirty-day period was .86—still high. The three year test-retest sample was .81 which indicates that even after three years, occupational theme scores were generally stable (Campbell, 1981, p. 32).

Basic Interest Scales

The Basic Interest Scales consist of 23 items and are closely related to the general occupational themes. They were developed to further itemize the occupational themes and to improve or expand the understanding of these themes. For example, the Realistic Occupational theme is subdivided into the following five categories: (1) Agriculture,



(Campbell, 1981, p. 32)

Figure 2. Intercorrelations of General Occupational Themes.

Table 1
Test-Retest Reliability Statistics for the General Occupational Themes

Theme	Two-week statistics (N = 106 women, 74 men)				Thirty-day statistics (N = 35 women, 67 men)				Three-year statistics (N = 65 women, 75 men)						
	Test-retest correl- ation ^a	Test		Retest S.D.	Test- retest correl- ation ^b	Test		Retest S.D.	Test- retest correl- ation ^c	Test		Retest S.D.			
		Mean	S.D.			Mean	S.D.			Mean	S.D.				
Realistic	.91	47	10.6	49	11.7	.87	50	8.7	51	9.2	.82	51	10.8	51	11.0
Investigative	.90	47	10.1	48	11.5	.84	52	8.4	52	8.7	.78	52	8.9	52	9.6
Artistic	.93	49	10.5	50	11.2	.91	51	10.0	53	10.0	.87	51	10.4	51	10.9
Social	.89	49	11.2	49	12.1	.86	51	9.7	51	10.5	.82	48	10.7	47	10.2
Enterprising	.85	47	8.4	49	9.8	.85	53	9.6	54	10.5	.80	50	9.1	50	9.3
Conventional	.91	47	10.8	48	11.5	.84	49	9.8	50	10.2	.79	49	9.8	49	10.7

^aMedian correlation = .91. ^bMedian correlation = .86. ^cMedian correlation = .81.

(Campbell, 1981, p. 32)

(2) Nature, (3) Adventure, (4) Military Activities, and (5) Mechanical Activities.

Campbell stated that the Basic Interest Scales:

Were normed against the General Reference Sample, 300 men and 300 women. For each scale, the mean and standard deviation of this sample were set equal to 50 and 10, respectively, and all future scores were connected to this distribution for ready comparison (Campbell, 1981, p. 35).

Intercorrelations between the Basic Interest Scales for men and women are presented in Table 2.

Test-retest reliability for the Basic Interest Scales is presented in Table 3. The two-week test-retest correlation for the Basic Interest Scales is .91 which is very high. The thirty-day correlation is .88 which is still quite high. The three-year correlation is .82 which, over this period of time, remains relatively high.

Special Scales

Of the Special Scales, three specific areas were examined in conducting this study. They were the academic comfort scale, the introversion/extroversion scale, and the total percent like categories. These descriptions as follows are outlined on the back of the scoring sheet:

Academic Comfort Scale—The AC (Academic Comfort) Scale contains items that discriminate between students who do well in academic settings and those who do not. Students graduating with a B.A. from a liberal arts college average about 50; M.A. graduates about 55; Ph.D.'s about 60. Most students gain about 10 points on this scale over their four years of college.

Table 2
Intercorrelations* between the Basic Interest Scales for Women and Men

Basic Interest Scale	Basic Interest Scale																							Bus	Off
	Agr	Nat	Adv	Mil	Mec	Sci	Mat	Msc	Mse	Mus	Art	Wri	Tea	Soc	Ath	Dom	Rel	Pub	Law	Mer	Sal				
Agriculture	68	15	17	32	19	06	25	25	-16	-03	-11	-01	01	37	29	19	-19	-16	-01	01	-06	12			
Nature	55	10	10	36	40	11	46	31	11	25	10	08	13	22	32	21	-06	-06	05	-02	-02	-04			
Adventure	15	06	38	33	17	17	26	19	21	09	17	10	16	39	-06	03	38	39	14	14	19	-17			
Military Activities	22	02	28	18	09	09	16	25	02	-09	-05	03	09	32	14	20	14	13	11	10	17	19			
Mechanical Activities	34	27	16	29	62	49	38	19	04	08	12	05	-12	16	-07	08	06	16	-01	-07	12	-03			
Science	-03	29	09	-04	48	61	60	25	14	08	17	17	-04	01	-15	04	06	14	-21	-25	-06	-15			
Mathematics	-01	-01	09	10	46	66	26	12	-06	-14	-06	05	-12	09	-05	05	01	10	-08	-12	06	-18			
Medical Science	14	49	24	01	21	48	22	71	19	16	13	14	27	24	10	15	19	20	04	-03	07	-06			
Medical Service	19	43	12	14	32	37	13	63	02	-03	-11	04	35	40	38	31	02	-03	03	04	06	23			
Music/Dramatics	-14	25	15	-05	-06	18	-04	35	28	66	53	23	25	-08	-01	11	40	30	12	-04	08	-26			
Art	-14	32	19	-10	03	18	-12	32	27	78	58	17	15	-14	09	-04	23	15	16	-01	01	-26			
Writing	-23	14	20	-13	-17	19	-07	29	13	64	62	33	23	-22	-08	-01	46	47	21	03	17	-30			
Teaching	-19	17	03	02	00	23	-04	34	32	39	41	38	45	02	14	22	33	33	17	-03	21	-08			
Social Service	-03	22	10	05	-08	-05	-22	29	40	33	31	32	59	30	40	40	40	36	38	24	35	13			
Athletics	33	14	32	25	08	-12	-02	16	18	-07	-10	-11	12	31	27	24	13	08	23	23	21	25			
Domestic Arts	12	37	13	09	21	05	-05	29	45	41	43	25	35	42	14	37	02	-09	35	25	21	42			
Religious Activities	23	21	-17	16	13	-07	00	05	27	18	10	00	13	44	22	26	14	02	14	14	11	30			
Public Speaking	-11	-04	25	20	-16	-04	-02	19	15	33	21	44	36	51	27	23	35	81	49	39	54	-07			
Law/Politics	-11	-06	34	15	-17	02	02	25	12	25	14	45	32	45	23	13	15	83	40	27	50	-10			
Merchandising	16	03	19	30	12	-23	-01	08	18	08	04	02	00	26	32	23	31	44	30	74	81	37			
Sales	21	-04	10	26	07	-29	02	-03	12	-08	-18	-16	-22	15	25	13	28	31	20	81	66	42			
Business Management	14	02	13	36	12	-17	02	12	24	-02	-06	-04	11	36	33	20	29	49	36	34	73	44			
Office Practices	15	06	-21	25	18	-05	17	01	33	-04	-12	-17	04	14	12	24	34	11	-01	49	51	55			

*(Correlations above the diagonal based on 300 women; those below, on 300 men. Decimal points have been omitted.)

(Campbell, 1981, p. 37)

Table 3
Test-Retest Reliability Statistics for the SOII Basic Interest Scales

	Two-week statistics (N = 106 women, 74 men)				Thirty-day statistics (N = 35 women, 67 men)				Three-year statistics (N = 65 women, 75 men)				
	Test-retest correlation ^a	Test		Retest	Test-retest correlation ^b	Test		Retest	Test-retest correlation ^c	Test		Retest	
		Mean	S.D.			Mean	S.D.			Mean	S.D.		
Agriculture	.87	50	9.9	51	9.6	50	9.1	49	8.8	51	9.3	51	9.5
Nature	.92	49	11.2	49	11.4	49	9.2	49	9.6	51	10.5	51	10.1
Adventure	.90	52	10.9	54	11.4	52	9.7	53	9.5	49	10.3	49	9.9
Military Activities	.83	48	9.1	49	9.9	50	11.0	51	11.8	51	10.2	51	9.8
Mechanical Activities	.92	47	10.6	48	11.4	50	8.9	50	9.2	50	11.2	51	11.4
Science	.91	48	9.8	49	10.7	50	9.0	51	9.2	52	9.6	51	10.1
Mathematics	.91	47	9.6	48	10.2	49	10.7	49	10.3	51	11.3	51	11.5
Medical Science	.86	49	10.8	50	11.2	51	9.2	52	9.5	51	8.9	51	9.9
Medical Service	.82	51	10.1	52	10.8	49	10.5	50	10.9	49	9.3	48	9.9
Music/Drama	.91	50	11.8	51	12.0	51	10.5	52	10.9	51	11.3	51	11.8
Art	.91	50	10.6	50	11.2	51	10.6	53	10.6	50	11.1	51	11.6
Writing	.93	46	10.8	47	11.3	51	9.2	53	9.3	51	9.5	51	10.2
Teaching	.89	47	11.0	48	11.8	51	9.7	51	10.0	50	10.0	48	10.2
Social Service	.90	50	10.5	50	11.2	51	8.9	50	9.4	47	10.1	46	9.6
Athletics	.92	51	9.7	53	10.5	49	9.1	50	9.1	49	10.7	48	10.7
Domestic Arts	.93	49	13.7	50	13.9	50	10.0	50	10.6	49	12.5	50	12.0
Religious Activities	.92	49	10.6	49	10.9	47	9.5	47	9.5	49	10.4	49	10.4
Public Speaking	.88	47	8.9	48	9.9	53	9.1	53	9.3	50	10.3	50	10.6
Law/Politics	.91	47	9.5	48	10.4	53	9.5	54	10.0	49	10.3	49	10.3
Merchandising	.87	47	9.1	48	10.2	53	10.8	54	11.0	50	9.4	50	9.7
Sales	.83	48	7.7	49	8.6	51	9.3	52	9.7	49	9.9	49	10.0
Business Management	.87	45	10.0	47	11.0	54	10.1	54	10.4	50	9.5	50	10.1
Office Practices	.92	49	10.4	49	10.7	47	7.8	49	9.1	48	10.1	49	10.4

^aMedian correlation = .91. ^bMedian correlation = .88. ^cMedian correlation = .82.

(Campbell, 1981, p. 42)

Introversion/Extroversion Scale—On the IE (Introversion/Extroversion) Scale, high scores (60 or above) indicate introversion, and low scores (40 and below) extroversion. The item content is concerned almost entirely with working with people in social services, educational, entertainment or sales settings.

Total Percent Like Category—This remaining index shows the total percentage "like" response made to the various sections of the inventory. These percentages can be useful in detecting problems—for example areas left blank, etc. These percentages are also useful in understanding the subject's response style and identifies unusual response patterns. The total percent like categories also give an indication of "like" categories of occupations, activities, and types of people preference (SCII-Form T325, 1982, p. 2).

V. REVIEW OF STUDIES UTILIZING THE SCII FOR OCCUPATIONAL CHOICE AND JOB SATISFACTION

While many studies have been conducted utilizing the SCII, most of these studies address the reliability and validity of the instrument rather than its utilization as a predictive instrument. There are, however, several studies that do address the issue of occupational choice and job satisfaction.

One such study, "An Analysis of the Interest of a 1977 Sample of Female Registered Nurses as Measured by the Strong-Campbell Interest Inventory" (Merkle, Boston College, 1978), examined a test group of 306 nurses in 1977. The study compared the test group to the 1967 occupational criteria group for the SCII Nurses (f) scale. The results of this study concluded some differences such as:

An indicator that persons with different kinds of interests are being attracted to nursing, an occupation whose roles have changed (Merkle, 1978, p. 680).

However, the study concluded that the nursing scale of the SCII was valid and reliable representing the interests of the 1977 nurse population.

Another interesting study, "An Experimental Study of Occupational Interests of Recreation Graduates Utilizing the Strong-Campbell Interest Inventory," (Ware, University of Southern California, 1978), examined a test group of individuals to see whether the SCII was a valid instrument to distinguish occupational differences within a given population.

The results of the study stated:

The SCII differentiated subjects who were employed in recreation and those subjects not employed in recreation. The research suggested that there are instruments designed to assist individuals in identifying occupational interests, and discovering best-suited occupations. The research indicated a greater need for use of such instruments (Ware, 1978, p. 3137-A).

Another study, "A Strong-Campbell Interest Inventory Occupational Scale for Community Developers" (Nicastro, University of Missouri, 1977), attempted to ascertain whether male community developers were a distinct occupational group using the SCII. The study generated data that satisfied Knowles' theory of sequential research needs as it relates to defining and differentiating community developers from other occupations. It concluded that male community developers are a distinct occupational group and warrant a separate occupational scale.

In 1978, Spokane reported from his study, "Occupational Preference and the Validity of the Strong-Campbell Interest Inventory for College Men and Women":

Of particular note is the finding that students who expressed preferences consistent with their measured interests reported higher levels of (job) satisfaction and perceived congruence (Spokane, 1978, p. 316).

In conclusion:

. . . the use of the Strong-Campbell Interest Inventory would seem to provide an adequate measure of personality types, in view of the extensive theory and research on which it is based (Worthington & Dolliver, 1977, p. 215).

VI. SUMMARY

The review of literature showed a need for additional research in the field of rehabilitation. First following an introduction, rehabilitation was reviewed historically and then from an administrative perspective.

While the rehabilitation process can be traced all the way back to the Middle Ages, it is only recently that its "business" process has been identified. In fact, the early 1970's witnessed a "new birth" in the field. Program accountability became the watchwords of the 70's and is even more relevant and important in the 80's.

This review uncovered several trends in the field of rehabilitation. All of these trends pointed to increased pressure on chief administrators of multi-faceted rehabilitation facilities to operate their programs in a business-like manner.

Over the years, many techniques have been tried and utilized in an effort to help individuals make the proper choice in career selection. The review of literature pointed out that interest patterns, personalities and work environment play a large role in the level of

job satisfaction experienced by an individual. Many tests and interest inventories have been developed over the years to try and match individuals with appropriate occupations. As evidenced by this review of literature, the Strong-Campbell Interest Inventory (SCII) has been widely used and accepted as one of the foremost tests of this type. Several studies were reviewed utilizing the SCII for making career choices and concurrent job satisfaction levels in various occupational areas.

It is obvious from this review of literature that interests, backgrounds, and personalities play an important role in career selection and resulting job satisfaction. These factors should not be underestimated in making career choices. Administrators currently in the field of rehabilitation must realize that operating rehabilitation programs is no longer just a function in the field of human services, but rather a complex business process and must be operated in a business-like manner.

CHAPTER III

METHODOLOGY AND PROCEDURES

I. INTRODUCTION

The purpose of this study was to identify interest patterns and occupational themes of chief administrators of multi-faceted CARF accredited rehabilitation facilities. Normed profiles were developed for this group of individuals utilizing the Strong-Campbell Interest Inventory so that comparisons could be made within the group as well as comparisons with other administrative groups. Additionally, a Demographic/Biographical Data Sheet was developed and utilized so that other information such as educational backgrounds, prior work histories, and job satisfaction could be used for comparison purposes.

This chapter presents the procedures used in the study. The sections in this chapter include the population of the study and samples surveyed, instrumentation, data collection, and procedures for the analysis of data.

II. POPULATION OF STUDY AND SAMPLES SURVEYED

The population of this study was confined to the fifty states of the United States and the District of Columbia. Of the 4,475 workshops holding special wage certificates under the Fair Labor Standards Act (FLSA) from the U.S. Department of Labor (DOL) as of January 1, 1982, only 1,002 of these facilities were accredited by the Commission

on Accreditation of Rehabilitation Facilities (CARF). This study dealt only with chief administrators of vocationally orientated CARF accredited facilities. The names and addresses of the 100 administrators were obtained from the Directory of Facilities Serving Disabled People (CARF, 1982) published by CARF, January 1, 1982. Accreditation of at least two of the following three program areas must have been met in order for the facility's chief administrator to be eligible to participate in the study: Vocational Development, Sheltered Employment, and/or Work Activity.

Of the existing 1,002 CARF accredited facilities throughout the nation on January 1, 1982, 77% of these facilities were vocationally orientated. From this percentage, 498 facilities were accredited in two or more of the vocational program areas mentioned, thus meeting the criteria of being multi-faceted facilities. Out of this number, 100 chief administrators were randomly selected through the utilization of a Table of Random Numbers (Champion, 1970, pp. 260-263) to participate in this study.

III. INSTRUMENTATION

Strong-Campbell Interest Inventory

In Chapter II, evidence was presented to support the validity and wide usage of the Strong-Campbell Interest Inventory as an instrument to ". . . predict the tendency (of an individual) to persist in a certain kind of occupation and to be satisfied with it" (Aiken, 1976, p. 203).

The Strong Vocational Interest Blanks (SVIB) was originally published in 1927. This interest inventory has undergone further revisions in 1938 and 1969. The SCII current format was first published in April, 1974.

Aiken stated, "Inventories such as the Strong Vocational Interest Blanks have been designed primarily for counseling persons who plan to enter the profession" (Aiken, 1976, p. 205).

The SCII form lists 325 items to most of which the individual responds by filling in either "Like," "Indifferent," or "Dislike" on the answer sheet (Campbell, 1981, p. 5). Answer sheets are scored by computers. Standard scores are calculated with means and standard deviations, scored by computers, and administrative indexes are determined. Results are printed on profile forms (Campbell, 1981, p. 12). The test is untimed and the average adult takes about thirty minutes to complete the test.

The layout of the SCII falls into four major categories and based on John Holland's theory that the world of work is divided into six basic patterns of occupational interest: realistic, investigative, artistic, social, enterprising, and conventional. These six patterns are referred to as General Occupational Themes and are the basis of the SCII.

The four major categories tested by the SCII, are: General Occupational Themes, Basic Interest Scales, Occupational Scales, and Administrative Indexes and Special Scales. Each of these areas are briefly described below as they relate to the inventory itself and scoring procedures in the Manual for the SVIB-SCII.

General Occupational Themes. The scales for the six General Occupational Themes appear in the upper left-hand corner of the profile. The respondent's standard scores are printed next to the scale names by the computer, and interpretive comments, based on the level of score with respect to that of a norm group of the person's own sex, are printed in the column to the right of the standard scores.

Basic Interest Scales. Below the scales for the General Occupational Themes are the 23 Basic Interest Scales, grouped into six categories corresponding to the General Occupational Themes. Scores are reported in the same format as are scores on the General Occupational Themes.

Occupational Scales. The 162 Occupational Scales, listed in the three columns at the right, occupy most of the profile. Like the Basic Interest Scales, they are assembled into groups corresponding to the six General Occupational Themes.

Administrative Indexes and Special Scales. The boxes below the Occupational Scales contain scores for the Administrative Indexes and Special Scales. These include the academic comfort scale, the introversion/extroversion scale, and the total percent like scores (Campbell, 1981, p. 15 and p. 20).

Demographic/Biographical Data Sheet

In order to fully answer each of the questions asked in this study, it was necessary to develop a Demographic/Biographical Data Sheet. These sheets were coded to insure anonymity of each respondent. Information elicited included: (1) sex; (2) number of programs; (3) year first accredited; (4) age; (5) educational background; (6) previous work histories; (7) number years administrative and rehabilitation experience; and (8) current level of job satisfaction.

In order to obtain information as accurate as possible, several questions were categorized relating to major areas included in each area. Educational background was categorized into the following five

areas: (1) AA/AS; (2) B.S. degree; (3) M.S. degree; (4) EdD/PhD; and (5) other. Previous work history was categorized in the following five major areas: (1) Clergy; (2) Retired Military; (3) Industrial/Business; (4) Human Services, and (5) other.

Current level of job satisfaction was scaled utilizing the following numerical values: (1) Couldn't be more satisfied; (2) I like it; (3) I am indifferent to it; and (4) I dislike it.

The Demographic/Biographical Data Sheet was thoroughly reviewed by committee members and other individuals in the field of rehabilitation in order to curtail ambiguity.

Several revisions were made to this form before approval of the final copy was accepted for utilization.

IV. DATA COLLECTION

A personal letter of transmittal (Appendix E) along with the Strong-Campbell Interest Inventory Form T-325 (Appendix F), and a Demographic/Biographical Data Sheet (Appendix D) were sent to each of the 100 randomly selected chief administrators of vocationally orientated CARF accredited facilities.

Personal phone calls were made to all nonrespondents beginning two weeks after the initial mail out. No follow-up letters were mailed. Prepaid, self-addressed envelopes were included in the initial mailing of the questionnaires for convenience in the return of the questionnaires.

A regional breakdown of respondents was developed utilizing the geographically assigned ten regions of the United States by the former Department of Health, Education, and Welfare (U.S. Government Manual, 1981, p. DD29). Table 4 presents each region and the states assigned to each region. Table 5 presents the number of respondents to the questionnaire mailout, follow-up, and total returns by each region. A percentage of returns is given for each region.

As data were received, each return was thoroughly analyzed for completeness and accuracy. Each copy of the SCII was examined to ensure that (1) pencil was used to fill in the answer sheet, and (2) that all appropriate items were completed. The Demographic/Biographical Data Sheet was also examined to ensure that each question was answered.

The 79 SCII returned were then mailed to Interpretive Scoring Systems, Minneapolis, Minnesota, for individual scoring. From this point, a group profile with means and standard deviation was calculated for the test groups.

Information obtained from the Demographic/Biographical Data Sheets was categorized and recorded on master data sheets by regional breakdowns.

V. ANALYSIS OF DATA

To determine the relationship between interest patterns and job satisfaction among chief administrators of multi-faceted CARF accredited rehabilitation facilities, a Pearson Product-Moment Correlation Coefficient (Pearson's r) was utilized.

Table 4

Department of Health, Education and Welfare
Regional Assignment of States

<u>Region I</u>	<u>Region II</u>
Connecticut	New York
Maine	New Jersey
Massachusetts	
New Hampshire	
Rhode Island	
Vermont	
<u>Region III</u>	<u>Region IV</u>
Delaware	Alabama
District of Columbia	Florida
Maryland	Georgia
Pennsylvania	Kentucky
Virginia	Mississippi
West Virginia	North Carolina
	South Carolina
	Tennessee
<u>Region V</u>	<u>Region VI</u>
Illinois	Arkansas
Indiana	Louisiana
Minnesota	New Mexico
Michigan	Oklahoma
Ohio	Texas
Wisconsin	
<u>Region VII</u>	<u>Region VIII</u>
Iowa	Colorado
Kansas	Montana
Missouri	North Dakota
Nebraska	South Dakota
	Utah
	Wyoming
<u>Region IX</u>	<u>Region X</u>
Arizona	Alaska
California	Idaho
Hawaii	Oregon
Nevada	Washington

Table 5
Questionnaire Mail-Outs, Follow-Ups and Returns

Region	Number in First Mailing	Received Prior to First Follow-Up	Received After Follow-up Personal Phone Call	Total Received	Percentage Return
1	7	5	1	6	85
2	5	1	0	1	20
3	5	4	0	4	80
4	17	14	3	17	100
5	32	19	6	25	78
6	3	2	0	2	67
7	8	5	1	6	75
8	5	3	1	4	80
9	12	9	1	10	83
10	6	3	1	4	67
Totals	100	65	14	79	79

In order to compare occupational themes, interest patterns, academic comfort scales, introversion/extroversion scales, and code types between chief administrators and public administrators, an independent t-test for large groups was calculated for each area.

To compare each of these areas between chief administrators and the test group of 300 men and 300 women in general, an independent t-test for large groups was again utilized. According to Huck "researchers use the t-test most often to compare the means of two groups" (Huck, 1974, p. 50).

Lastly, relationships and differences among interests patterns, occupational themes, and demographic factors were tested for significance utilizing Pearson's r , t-test, and an analysis of variance.

VI. SUMMARY

The purpose of this chapter was to describe the methodologies and procedures utilized in gathering the necessary data for this study. All states and the District of Columbia were used in this study of multi-faceted CARF accredited rehabilitation facilities.

The SCII was used as the instrument to measure occupational themes, basic interest scales, and special scales of this select group of chief administrators.

A Demographic/Biographical Data Sheet was devised to collect additionally needed information to answer specific questions posed by the study. This data sheet was reviewed by the committee and other

persons in the rehabilitation field and revised as necessary before utilization.

Analysis of data for the study included utilization of the Pearson's r , t -test for independent samples, and analysis of variance. The data and outcome were organized for further discussion in Chapter IV and V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

I. INTRODUCTION

The purpose of this study was to identify interest patterns, occupational themes, and develop a profile for persons currently occupying the position of chief administrators of CARF accredited rehabilitation facilities. Data collected included the standard scores, means and standard deviations of interest patterns, occupational themes, and special scales on the Strong-Campbell Interest Inventory. Six overall questions were presented to help clarify and define the administrator's occupational themes and interest patterns. To find answers to the questions and to develop a profile, data were collected utilizing the Strong-Campbell Interest Inventory (SCII) and a Demographic/Biographical Data Sheet.

One hundred chief administrators were randomly selected from a total population of 498 multi-faceted CARF accredited rehabilitation facilities in the fifty states and the District of Columbia.

Seventy-nine, or 79%, responded to the questionnaire. The respondents' Strong-Campbell Interest Inventory scoring sheets were mailed to Interpretive Scoring Systems in Minneapolis, Minnesota, for scoring. Individual, as well as group profiles were developed which included standard scores, means and standard deviations in each category of the SCII including the Special Scales for males and females and the

total group. Table 6 contains the means and standard deviations on each of the Occupational Theme areas, Basic Interest Scales, and the Special Scales utilized in conducting this study. The means and standard deviations are reflective of the total group of the 79 respondents and is also broken down between males and females within the group.

These scores and the overall profile of chief administrators of CARF accredited rehabilitation facilities may be useful for making observations and comparisons to other professional groups reported in the Manual for the SVIB-SCII (Campbell, 1981) not contained in this study. This profile will also be a valuable tool for providing guidance to those individuals wishing to enter the field of rehabilitation administration.

II. PRESENTATION OF DATA

Data from the individual respondents' scores and profiles on the Strong-Campbell Interest Inventory and information from the Demographic/Biographical Data Sheet were utilized in this study. Each respondents' scoring sheet (Form T-325) and Demographic/Biographical Data Sheet had been previously coded so that scores and biographical data could be matched and recorded. A master recording sheet was developed so computer cards could be punched. Each computer card contained the respondent's code for the facility, its region, and scores on the Occupational Themes, Interest Scales, Special Scales and demographic data.

Table 6
Means and Standard Deviations of Scores on the
Strong-Campbell Interest Inventory

	Chief Admin.		Males n = 66		Females n = 13	
	Mean	Stan. Dev.	Mean	Stan. Dev.	Mean	Stan. Dev.
Occupational Themes						
Realistic	53.75	11.06	55.97	10.37	42.46	6.95
Investigative	48.72	9.78	49.97	9.69	42.38	7.79
Artistic	46.62	10.25	45.59	10.30	51.85	8.49
Social	52.09	8.69	52.12	8.27	51.92	10.98
Enterprising	54.68	8.97	55.09	9.38	52.62	6.38
Conventional	52.76	8.65	52.65	9.00	53.31	6.90
Interest Scales						
Agriculture	51.91	9.61	53.06	9.89	46.08	5.19
Nature	49.09	10.56	49.29	10.99	48.08	8.30
Adventure	51.16	10.40	53.06	9.87	41.54	7.41
Military Act.	52.27	11.38	53.58	11.80	45.62	5.55
Mechanical Act.	52.73	11.14	54.70	10.73	42.77	7.36
Science	46.03	9.90	47.20	10.10	40.08	6.17
Mathematics	47.68	9.92	48.67	10.14	42.69	7.06
Medical Science	47.57	11.02	49.15	10.74	39.46	9.83
Medical Services	45.70	8.89	46.29	8.46	42.69	10.64
Music/Dramatics	45.90	11.02	44.59	10.98	52.54	8.88
Art	45.09	10.65	43.33	10.21	54.00	8.36
Writing	48.33	9.81	47.61	9.81	52.00	9.33

Table 6 (continued)

		Chief Admin.		Males n = 66		Females n = 13	
		Mean	Stan. Dev.	Mean	Stan. Dev.	Mean	Stan. Dev.
s Themes	Teaching	51.08	10.13	50.79	10.42	52.54	8.78
	Social Science	53.51	7.99	52.79	7.81	57.15	8.18
	Athletics	50.15	10.46	51.18	10.59	44.92	8.30
	Domestic Arts	45.97	10.58	43.80	9.72	57.00	7.65
	Religious Act.	49.75	10.73	50.61	10.73	46.23	10.29
m Themes	Public Speaking	58.37	8.17	58.21	8.32	59.15	7.59
	Law/Politics	56.85	7.87	57.06	7.89	55.77	8.00
	Merchandising	54.75	8.82	54.29	8.91	57.08	8.26
	Sales	52.05	8.93	52.59	9.21	49.38	6.95
	Business Mgt.	60.85	8.03	60.68	8.21	61.69	7.31
c Themes	Office Practices	47.58	7.82	46.74	7.65	51.85	7.55
	Special Scales						
	Academic Comfort	41.34	14.00	41.86	14.58	38.69	10.61
	Intro/Extroversion	44.71	9.60	45.24	9.86	42.00	7.71
	Total Percent Like Categories	38.15	11.12	38.61	11.30	35.85	10.20

Each card was key-punched and verified against the master recording sheet. Additional cards were punched to include data from the group means and standard deviations contained in the overall group profile and data on the profile of the Public Administrators.

The analysis of data was accomplished by using the Statistical Package for the Social Sciences (SPSS) at The University of Tennessee Computing Center.

Data are presented in the following manner: (1) each question is stated; (2) the data is presented by a table; and (3) analysis of data is discussed.

Question Number One

Is there a relationship between interest patterns and job satisfaction among chief administrators of multi-faceted rehabilitation facilities accredited by the Commission on Accreditation of Rehabilitation Facilities as measured by the Strong-Campbell Interest Inventory?

To determine the relationship between the scales utilized on the Strong-Campbell Interest Inventory and job satisfaction, a Pearson Correlation Coefficient was calculated. Each respondent's scale scores were correlated with the job satisfaction score on the Demographic/Biographical Data Sheet. The job satisfaction scale utilized was 1., for "Couldn't be more satisfied"; 2., for "I like it"; 3., for "I am indifferent to it"; and 4., for "I dislike it."

The correlation coefficients of job satisfaction scores and occupational themes are presented in Table 7.

Of the six possible correlations, only one was significant at the .05 level. There was a significant correlation between job satisfaction

Table 7
Correlation Coefficients of Job Satisfaction
Scores and Occupational Themes

Occupational Themes	Chief Admin.		Pearson Correlation Coefficient
	Mean	Stan. Dev.	
Realistic	53.75	11.06	.13
Investigative	48.72	9.78	.31*
Artistic	46.62	10.25	.08
Social	52.09	8.69	.03
Enterprising	54.68	8.97	.04
Conventional	52.76	8.65	.08

*p < .05

and the investigative occupational theme (mean = 48.72). Therefore, this data indicates that as job satisfaction increased, scores in the investigative occupational theme significantly decreased. Conversely, those administrators with high scores under the occupational theme of investigative were less satisfied in their current positions as chief administrators of CARF accredited rehabilitation facilities.

The correlation coefficients of job satisfaction scores and interest scales are presented in Table 8.

Of the twenty-three possible correlations between the interest scales and job satisfaction, three were found to be significant. It should be noted that all significant correlations on the interest scales, Science (mean = 46.03); Medical Science (mean = 47.57); and Medical Services (mean = 45.70), occurred under the general occupational theme of "Investigative." Conversely, chief administrators who scored high on these same interest scales were less job satisfied in their current positions.

The correlation coefficients between job satisfaction scores and the special scales are presented in Table 9.

Of the three possible correlations between the special scales and job satisfaction, only one was significant. There was a significant correlation between academic comfort (mean = 41.3) and job satisfaction. It should be remembered that many academically oriented interest areas are categorized under the investigative occupational theme. This may help explain why administrators of CARF facilities who are satisfied with their jobs scored lower on the investigative theme and further explains their low scores on the academic comfort scale.

Table 8

Correlation Coefficients of Job Satisfaction
Scores and Interest Scales

Interest Scales		Chief Admin.		Pearson Correlation Coefficient
		Mean	Stan. Dev.	
R Themes	Agriculture	51.91	9.61	.06
	Nature	49.09	10.56	.15
	Adventure	51.16	10.40	.01
	Military Act.	52.27	11.38	.02
	Mechanical Act.	52.73	11.14	.14
I Themes	Science	46.03	9.90	.35*
	Mathematics	47.68	9.92	.22
	Medical Science	47.57	11.02	.34*
	Medical Services	45.70	8.89	.35*
A Themes	Music/Dramatics	45.90	11.02	.01
	Art	45.09	10.65	.06
	Writing	48.33	9.81	.13
S Themes	Teaching	51.08	10.13	.15
	Social Science	53.51	7.99	.20
	Athletics	50.15	10.46	.04
	Domestic Arts	45.97	10.58	.02
	Religious Act.	49.75	10.73	.09
E Themes	Public Speaking	58.37	8.17	.12
	Law/Politics	56.85	7.87	.08
	Merchandising	54.75	8.82	.01
	Sales	52.05	8.93	.11
	Business Mgt.	60.85	8.03	.01
C Themes	Office Practices	47.58	7.82	.04

*p < .05

Table 9
Correlation Coefficients of Job Satisfaction
Scores and the Special Scales

Special Scales	Chief. Admin.		Pearson Correlation Coefficient
	Mean	Stan. Dev.	
Academic Comfort	41.3	14.0	.35*
Intro/Extroversion	44.7	9.6	.05
Total Percent Like Categories	38.1	11.1	.10

*p < .05

Of the thirty-two calculated correlations used to answer question one, five were significant at the .05 level. The five significant correlations found between job satisfaction and the SCII scales were: investigative of the occupational themes; science, medical science, and medical services of the Basic Interest Scales; and academic comfort of the Special Scales.

Chief administrators who are most job satisfied scored lower in the investigative Occupational Theme and likewise lower in the Basic Interest area of science, medical science, and medical services. Low scores were also predominate on the Academic Comfort scale for administrators who are satisfied with their jobs.

Question Number Two

What is the comparison of occupational themes and code types between chief administrators of multi-faceted rehabilitation facilities and normed scores of public administrators?

To determine the differences between occupational themes of chief administrators of CARF accredited rehabilitation facilities and public administrators, an independent t-test for large samples was calculated for each of the six general occupational themes.

Data to determine if significant differences exist are presented in Table 10.

There were significant differences of mean scores on the SCII between chief administrators of accredited rehabilitation facilities and public administrators on four occupational themes. Significant differences at the .05 level were found on the realistic (mean = 52.75); artistic (mean = 46.62); social (mean = 52.09); and enterprising

Table 10

Comparison of Means on General Occupational Themes for
Chief Administrators and Public Administrators

Occupational Themes	Chief Admin. (n = 79)		Public Admin. (n = 405)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Realistic	53.75	11.06	50	10	t = 2.76*
Investigative	48.72	9.78	51	10	t = -1.87
Artistic	46.62	10.25	54	10	t = -5.82*
Social	52.09	8.69	49	10	t = 2.82*
Enterprising	54.68	8.97	51	10	t = 2.35*
Conventional	52.76	8.65	52	10	t = .73

*p < .05

(mean = 54.68) themes. These differences indicate that rehabilitation administrators are more realistic, less artistic, and more social and enterprising individuals than public administrators.

Utilizing the three highest mean scores on the six occupational themes, one can readily identify the code types of these two groups of administrators. This information is available in Table 11.

Table 11
Comparisons of Code Types between Chief Administrators
and Public Administrators

Occupational Themes	Chief Admin. Mean (n = 79)	Public Admin. Mean (n = 405)
Realistic	53.75 ⁽²⁾	50
Investigative	48.72	51
Artistic	46.62	54 ⁽¹⁾
Social	52.09	49
Enterprising	54.68 ⁽¹⁾	51 ⁽³⁾
Conventional	52.76 ⁽³⁾	52 ⁽²⁾

Public administrators' highest mean score was under the Artistic Occupational theme (mean = 54). The group of public administrators tested consisted of a total number of 405 (n = 405). The scales for this group of public administrators were developed at the Center for Interest Measurement Research (CIMR) at the University of Minnesota in 1979. Of this group, 210 were male and 195 were female. The male mean score under the Artistic theme was 52 while the female mean was 55.

This to some degree explains the contributing factors to the overall high mean score of 54 under the Artistic theme for public administrators.

Of the test group of 79 chief rehabilitation administrators, 66 were male and 13 were female. Under the Artistic theme, the males' mean score was 47 and the females' mean score was 52. The small number of females in the population of chief administrators may therefore explain the overall low mean scores in the Artistic theme.

Public administrators' next highest mean score was under the Conventional theme (mean = 52), followed by Enterprising (mean = 51).

Chief rehabilitation administrators' highest mean scores under the occupational themes were Enterprising (mean = 54.68), followed by Realistic (mean = 53.76) and Conventional (mean = 52.76).

The code type for public administrators is Artistic, Conventional, and Enterprising (A.C.E.).

The code type of chief administrators is Enterprising, Realistic, and Conventional (E.R.C.).

Question Number Three:

Do chief administrators of multi-faceted CARF accredited rehabilitation facilities have an Interest Scale, Academic Comfort Scale, Introversion/Extroversion Scale and Total Like Categories similar to that of public administrators?

Means and standard deviations of the public administrators' SCII interest scales could not be obtained from the Manual for the SVIB-SCII (Campbell, 1981) or other available sources to answer that part of this question. However, means and standard deviations of the Academic Comfort Scales, Introversion/Extroversion Scales and Total Percent

Like Categories were available so that comparisons could be made. Means of scores and standard deviations and calculated t-values are presented in Table 12.

Table 12
Comparison of Mean Scores on Special Scales between
Chief Administrators and Public Administrators

Special Scales	Chief Admin. (n = 79)		Public Admin. (n = 405)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Academic Comfort	41.34	14.00	50	10	t = -5.18*
Intro/Extroversion	44.71	9.60	44	10	t = .58
Total Percent Like Categories	38.15	11.12	39	10	t = -.66

*p < .05

An independent t-test for large samples was used to determine if there were significant differences between SCII scores of chief rehabilitation administrators and public administrators on each of the Special Scales. Scores on the Academic Comfort Scale were found to be significantly different at the .05 level.

Chief administrators of CARF accredited rehabilitation facilities scored significantly lower on the Academic Comfort Scale than public administrators. Data presented previously supports this comparison.

Chief rehabilitation administrators who reported high levels of job satisfaction had lower mean scores on the Investigative Occupational

Theme and in academic oriented areas on the Basic Interest Scales. Chief rehabilitation administrators also have significantly lower scores on the Academic Comfort Scale as compared to the scores of public administrators.

Question Number Four:

How do chief administrators of multi-faceted CARF accredited rehabilitation facilities compare in terms of Occupational Themes, Interest Scales, Academic Comfort Scales, Introversion/Extroversion Scale, and Total Percent Like Categories to the test group of 300 men in general (MIG) and 300 women in general (WIG)?

To determine the differences between SCII scores of chief rehabilitation administrators and the general test group of 300 men in general (MIG) and 300 women in general (WIG), an independent t-test for large samples for each category was calculated.

Data used to determine if significant differences existed between these two groups on the Occupational Themes are presented in Table 13.

Scores on four of the Occupational Themes of chief administrators and the general group of 300 MIG and 300 WIG were significantly different.

Chief administrators were significantly more Realistic (mean = 53.75) and more Enterprising (mean = 54.68) than the general group. At the same time, chief rehabilitation administrators were significantly less Artistic (mean = 46.62) and Conventional (mean = 52.76) than the general group.

Data used to determine significant differences between these two groups and the Basic Interest Scales are presented in Table 14.

Table 13

Comparison of Means on General Occupational Themes for
Chief Administrators and the General Test Group

Occupational Themes	Chief Admin.		General Group (n = 600)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Realistic	53.75	11.06	50	10	t = 2.76*
Investigative	48.72	9.78	50	10	t = -1.09
Artistic	46.62	10.25	50	10	t = -2.79*
Social	52.09	8.69	50	10	t = 0.94
Enterprising	54.68	8.97	50	10	t = 4.30*
Conventional	52.76	8.65	50	10	t = -2.64*

*p < .05

Table 14
Comparison of Means on Interest Scales for Chief
Administrators and the General Test Group

Interest Scales		Chief Admin.		300 MIG	300 WIG	t-value
		Mean	Stan. Dev.	Mean	Stan. Dev.	
R Themes	Agriculture	51.91	9.61	50	10	t = 1.64
	Nature	49.09	10.56	50	10	t = -0.71
	Adventure	51.16	10.40	50	10	t = 0.97
	Military Act.	52.27	11.38	50	10	t = 1.70
	Mechanical Act.	52.73	11.14	50	10	t = 2.05*
I Themes	Science	46.03	9.90	50	10	t = -3.37*
	Mathematics	47.68	9.92	50	10	t = -1.94
	Medical Science	47.57	11.02	50	10	t = -2.10*
	Medical Services	54.70	8.89	50	10	t = -3.97*
A Themes	Music/Dramatics	45.90	11.02	50	10	t = -3.14*
	Art	45.09	10.65	50	10	t = -3.88*
	Writing	48.33	9.81	50	10	t = -1.44
S Themes	Teaching	51.08	10.13	50	10	t = 0.91
	Social Science	53.51	7.99	50	10	t = 3.54*
	Athletics	50.15	10.46	50	10	t = 0.08
	Domestic Arts	45.97	10.58	50	10	t = -3.17*
	Religious Act.	49.75	10.73	50	10	t = -0.24
E Themes	Public Speaking	58.37	8.17	50	10	t = 8.31*
	Law/Politics	56.85	7.87	50	10	t = 6.94*
	Merchandising	54.75	8.82	50	10	t = 4.38*
	Sales	52.05	8.93	50	10	t = 1.94
	Business Mgt.	60.85	8.03	50	10	t = 10.90*
C Themes	Office Practices	47.58	7.82	50	10	t = -2.48*

*p < .05

Scores on thirteen of the twenty-three interest scales were significantly different between chief administrators and the general group.

Significant differences were found to indicate that chief administrators were more orientated to Mechanical Activities (mean = 52.73), Social Science (mean = 53.51), Public Speaking (mean = 58.37), Law/Politics (mean = 56.85), and Business Management (mean = 60.85) than that of the general test group.

Chief administrators scored significantly lower on the interest scales in Science (mean = 46.03), Medical Science (mean = 47.57), Medical Services (mean = 45.70), Music/Dramatics (mean = 45.90), Art (mean = 45.09), Domestic Arts (mean = 45.97), and Office Practice (mean = 47.58).

Chief administrators scored significantly lower in the academic orientated interest scales and in the areas of music, art, domestic arts, and office management. Low scores on the latter of these interest scales could possibly be attributed to the small number of females in the group of chief administrators of multi-faceted CARF accredited rehabilitation facilities.

Data used to determine if significant differences existed between the SCII scores of chief rehabilitation administrators and the general test group are presented in Table 15.

Calculated t-values revealed that chief administrators scored significantly different than the general test group on all three areas included under the Special Scales on the Strong-Campbell Interest Inventory.

Table 15

Comparison of Means on the Special Scales for Chief
Administrators and the General Test Group

Special Scales	Chief Admin.		300 MIG 300 WIG (n = 600)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Academic Comfort	41.3	14.0	46	10	t = -2.89*
Intro/Extroversion	44.7	9.6	50	10	t = -4.58*
Total Percent Like Categories	38.1	11.1	35	10	t = 2.36*

*p < .05

Under the Total Percent Like Categories of the Special Scales, chief administrators scored significantly higher indicating that this group of individuals' overall "like" more categories of occupations, activities, amusements and types of people preference than the general test group of 300 men and 300 women.

Again, chief administrators scored significantly lower than the general test group on the Academic Comfort Scale again indicating that they are less comfortable in an academic environment. The highest t-value (-4.58) was found comparing the Introversion/Extroversion Scale scores which indicates that chief administrators are significantly more extroverted than the general test group.

Question Number Five:

Is there a relationship between prior work histories and educational backgrounds in the decision for a person to change or alter occupations thus joining the ranks of rehabilitation administration?

Data used to answer this question were collected from the Demographic/Biographical Data Sheets. A cross-tabulation of answers on previous work history and educational backgrounds for chief administrators was made. The results of the cross-tabulation are presented in Table 16.

Table 16

Cross-Tabulation of Previous Work History with Educational
Backgrounds of Chief Facility Administrators

Education	Work History					Total	Percent
	1. Clergy	2. Ret. Military	3. Ind./ Business	4. Hum. Services	5. Other		
0. Other	0	1	2	1	1	5	6.2
1. AA/AS	0	0	2	2	0	4	5.1
2. B.S.	0	1	5	11	1	18	22.8
3. M.S.	6	1	5	36	0	48	60.8
4. EdD/PhD	1	0	0	3	0	4	5.1
Total	7	3	14	53	2	79	—
Percent	8.9	3.8	17.7	67.1	2.5	—	100.

The majority, 67.1%, of chief administrators of CARF accredited facilities had a previous work history in the field of Human Services before obtaining their current positions as chief administrators. Seventy-five percent of all respondents had previous work histories in the two combined categories of Human Services and Industry/Business.

Only 2.5% of the respondents had previous work histories outside of the four categories listed on the Demographic/Biographical Data Sheet.

Sixty-one percent of the respondents who are chief administrators of CARF accredited facilities have a Master's degree, with 23% having a Bachelor's degree. Five percent of the respondents have an Ed.D. or Ph.D. Only 11% of the total respondents had less than a Bachelor's degree.

Question Number Six:

Is there a relationship between interest patterns, occupational themes, demographic factors and the following categories of general information:

- a. number of years vocational administrative background
- b. number years of program accreditation
- c. age
- d. educational levels
- e. previous work history
- f. number years combined administrative experience
- g. current level job satisfaction
- h. sex

A summary of chief administrators' responses to the Demographic/Biographical Data Sheet is presented in Table 17. The summary is given by regional assignment with means and totals. Seventy-nine chief administrators responded to the questionnaire. The mean age of the respondents was 45.2 years and the facilities had a mean of 6.8 years accreditation. These administrators had a mean number of 14.5 years administrative experience with 14.2 years of rehabilitation experience. The mean educational level for the respondents was 2.7 with "2" representing a Bachelor's degree and "3" a Master's degree. Sixty-six of the respondents were males and 13 were females. The mean level of job satisfaction among these administrators was 1.5, with "1"

Table 17
Summary of Demographic/Biographical Information
of Chief Administrators

Region	Count (n = 79)	Mean No.			Mean Age	Mean			Mean Yrs Rehab	Mean No. Yrs Admin	Mean Level Job Satis	Prev. Work Hist					Sex	
		Prog Accr	Years Accr	Years		Educ	Yrs Rehab	Yrs Admin				1. Clergy	2. Ret. Mil	3. Bus/Ind	4. Hum Ser	5. Other	Male	Female
1	6	2.2	5.7	43.7	3.0	11.0	11.2	1.8	1	1	1	3	0	5	1			
2	1	2.0	14.0	61.0	3.0	31.0	25.0	2.0	0	0	0	1	0	1	0			
3	4	3.3	6.5	51.3	2.5	16.5	20.0	1.3	1	0	1	2	0	4	0			
4	17	2.2	5.7	45.4	2.5	12.4	16.0	1.4	3	2	2	9	1	14	3			
5	25	2.7	8.2	43.1	2.8	14.0	12.7	1.6	1	0	6	18	0	22	3			
6	2	2.0	3.5	47.0	3.5	15.0	12.5	1.5	0	0	1	1	0	1	1			
7	6	2.3	6.3	42.0	2.3	13.8	12.5	1.7	0	0	1	5	0	6	0			
8	4	3.5	5.3	41.0	2.0	9.5	11.3	1.3	0	0	2	2	0	4	0			
9	10	2.4	7.0	43.7	2.6	13.3	11.9	1.6	1	0	0	6	1	7	3			
10	4	2.2	6.2	40.0	2.4	12.0	11.7	1.3	0	0	0	6	0	2	2			
Totals	79	2.5	6.8	45.2	2.7	14.2	14.5	1.5	7	3	14	53	2	66	13 (79)			

representing "Could not be more satisfied" and "2" represented "Like It." In regards to prior work history of the 79 respondents, seven were former clergy, three were retired military, fourteen were in business/industrial, fifty-three were from the field of human services, and the remaining two were categorized "other."

In an effort to more concisely answer this rather lengthy question, the question was broken down into three subparts. They are as follows:

Subpart A consisted of comparing (1) number of programs accredited, (2) number years accredited, (3) age, (4) educational background, (5) number years rehabilitation experience, and (6) number years administrative experience to all the Occupational Themes, Interest Scales, and Special Scales from the SCII utilized for this study.

Subpart B was a comparison of mean scores of male and female chief CARF administrators on the SCII on the Occupational Themes, Interest Scales and Special Scales.

Subpart C examined the relationship of prior work history to the Occupational Themes, Interest Scales and Special Scales of the SCII.

Subpart A was divided into three separate categories: A-1, A-2, and A-3.

A-1. To determine the relationship between Occupational Themes and each of the following: (1) number of programs accredited, (2) number years accredited, (3) age, (4) educational background, (5) number years rehabilitation experience, and (6) number years administrative experience,

a Pearson's r was calculated for each comparison. Correlation coefficients are presented in Table 18.

Table 18
Correlation Coefficients of General Occupational
Themes and Categories of General Information

Occupational Themes	Programs Acc.	Years Acc.	Age	Educ.	Years Rehab Exp.	Years Admin. Exp.
Realistic	.12	.01	-.16	-.14	.03	.01
Investigative	.08	-.01	-.10	-.07	-.04	.01
Artistic	-.12	-.10	.18	-.04	-.02	-.01
Social	.06	-.23*	.06	-.09	.12	.19
Enterprising	.20	.01	-.08	-.22	.16	.13
Conventional	.16	-.19	-.04	-.08	.01	.06

* $p < .05$

Of the thirty-six calculated correlations, only one was significant at the .05 level. Chief administrators of CARF facilities that have been accredited for a longer period of time scored lower on the Social Occupational Theme. This may be interpreted to mean that as the number of years increase in program involvement and operation, the less socially orientated the chief administrator becomes in terms of fulfilling his/her daily job requirements.

A-2. To determine the relationship between interest scales and the same previously mentioned variables, correlation coefficients were calculated for all comparisons. Table 19 contains the calculated correlation coefficients.

Table 19
Correlations of Basic Interest Scales and
Categories of General Information

	Interest Scales	Prog Accr	Yrs Accr	Age	Educ	Years	
						Rehab Exp	Admin Exp
R Themes	Agriculture	.02	-.02	-.15	-.05	-.19	-.07
	Nature	.09	-.24*	-.10	-.22	-.09	-.09
	Adventure	.06	.10	-.24*	-.09	.10	.03
	Military Act.	.07	-.14	.20	-.25*	.12	.35*
	Mechanical Act.	.08	-.01	-.17	-.14	-.01	-.04
I Themes	Science	.07	.01	-.01	-.16	-.08	-.01
	Mathematics	.17	.04	-.11	-.07	-.08	.01
	Medical Science	.05	-.03	-.20	-.18	-.04	.03
	Medical Services	-.03	-.20	-.16	-.24*	-.03	.03
	Music/Dramatics	-.07	-.13	.16	.06	.01	-.03
A Themes	Art	-.05	-.11	.29*	-.15	.04	.01
	Writing	-.19	-.04	.19	.04	.04	-.01
	Teaching	.10	0.12	.15	-.13	-.02	.10
S Themes	Social Science	-.03	-.16	.12	.04	.25*	.12
	Athletics	.02	-.01	-.25*	-.04	.10	.07
	Domestic Arts	.01	-.12	.07	-.14	.07	-.14
	Religious Act.	-.07	-.18	.03	-.07	.02	.24*
	Public Speaking	-.01	-.14	-.09	-.10	-.04	-.01
F Themes	Law/Politics	.19	.07	.21	.04	.02	-.02
	Merchandising	.16	.02	-.07	-.20	.15	.03
	Sales	.14	.02	-.12	-.19	.14	.11
	Business Mgt	.23*	-.01	-.01	-.18	.16	.18
	Office Practices	.07	-.21	.12	-.11	.06	.10

*p < .05

Of the possible 138 correlations, only 10 were significant at the .05 level.

Significant correlation coefficients were found when the following relationships were examined:

- (1) Number of accredited programs in a facility with chief administrators' scores on the Enterprising Theme and Business Management.
- (2) Number of years a facility has been accredited with the chief administrators' scores on the Realistic Theme and Nature.
- (3) Age of administrators with Realistic Themes: Adventure and Art; Social Themes and Athletics.
- (4) Educational level of administrators with Military Activities and Medical Services.
- (5) Years of rehabilitation experience with Social Science.
- (6) Years of administrative experience with Military Activities and Religious Activities.

Those chief administrators scoring higher in the interest area of business management were those administrators who administer programs that have attained accreditation in a greater number of program areas.

As the age of these chief administrators increased, their scores on the interest scale in adventure and athletics decreased while their scores in art increased. This would seem to be a natural tendency that with age increasing, adventure and athletic activities would decrease and an appreciation of the arts would increase.

While chief administrators' educational achievements increased, their interest in military activities and medical services decreased. This would indicate that with more education, the less rigid and structured these individuals become.

Significant correlations found in the last portion of this question indicated that as the number of years administrative experience increased, so did scores in the areas of military and religious activities. This seems to indicate that with increased administrative experience, interest, or need, in structure and/or religious beliefs increased.

A-3. Table 20 presents the calculated correlation coefficients that revealed the relationship between mean scores of the Special Scales on the SCII and the following variables: (1) programs accredited, (2) years accredited, (3) age, (4) education, (5) years rehabilitation experience, and (6) years administrative experience.

Of the eighteen possible Correlations under the Special Scales, none were significant at the .05 level. There was no significant relationship between the Special Scale scores and the variables of program accreditation, years accredited, age of administrator, educational level of administrator, and years of administrative experience.

Subpart B was divided into three separate categories to compare mean scores of male and female CARF administrators. B-1, B-2, and B-3.

Table 20
Correlation Coefficients of Special Scales
with Demographic Information

Special Scales	Programs Acc.	Years Acc.	Age	Educ.	Years Rehab. Exp.	Years Admin. Exp.
Academic Comfort	.02	-.11	.06	-.09	-.11	.03
Intro/Extroversion	-.06	.13	-.07	.07	-.21	-.08
Total Percent Like Categories	.02	-.09	-.05	-.16	.11	.04

*p < .05. No correlations were significant.

To determine the significant differences among mean scores on the Occupational Themes, Basic Interest Scales, and the Special Scales of male and female CARF administrators, independent t-tests for large samples were calculated.

B-1. Mean of scores, standard deviations and t-values that were calculated for the Occupation Themes are presented in Table 21. Significant differences were found between male and female CARF administrators' scores on the Realistic, Investigative, and Artistic Occupational Themes. The highest mean of male CARF administrators' scores was 55.97 on the Realistic Themes and the lowest mean was on the Artistic Occupational Themes (mean = 45.59). Female CARF administrators had the highest mean on the Conventional Theme (53.31) and the lowest mean was on the Investigative Theme (42.38).

Male chief administrators were significantly more Realistic and Investigative than their female counterparts. On the other hand,

Table 21
Comparison of Means by Sex on General
Occupational Themes

Occupational Themes	Males (n = 66)		Females (n = 13)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Realistic	55.97	10.37	42.46	6.95	4.49*
Investigative	49.97	9.69	42.38	7.79	2.65*
Artistic	45.59	10.30	51.85	8.49	-2.05*
Social	52.12	8.27	51.92	10.98	.07
Enterprising	55.09	9.38	52.62	6.38	.91
Conventional	52.65	9.00	53.31	6.90	-.25

*p < .05

female chief administrators were significantly more Artistic than male administrators.

B-2. Means, standard deviations, and t-values used to determine what significant differences existed between male and female chief administrators on the Basic Interest Scales are presented in Table 22.

Male and female chief administrators differed significantly on 13 of the 23 areas addressed by the Basic Interest Scales of the SCII.

Males scored significantly higher in the Basic Interest area of Agriculture (mean = 53.06), Adventure (mean = 53.06), Military Activities (mean = 53.58), Mechanical Activities (mean = 54.70), Science (mean = 47.20), Mathematics (mean = 48.67), Medical Science (mean = 49.15), and Athletics (mean = 51.18).

Female administrators scored significantly higher in the Basic Interest areas of Music (mean = 52.54), Art (mean = 54.00), Writing (mean = 52.00), Domestic Arts (mean = 57.00), and Office Practices (mean = 51.85).

Significant differences from the sample examined indicate that males score significantly higher than females in all interest areas that deal with business matters and/or administrative functions.

However, it must be remembered that a small number of females were in the sample population.

B-3. A presentation of the means, standard deviations, and calculated t-values on the Special Scales are provided in Table 23.

Table 22
Comparison of Means by Sex on Basic Interest Scales

Interest Scales		Males (n = 66)		Females (n = 13)		t-value
		Mean	Stan. Dev.	Mean	Stan. Dev.	
R Themes	Agriculture	53.06	9.89	46.08	5.19	3.71*
	Nature	49.29	10.99	48.08	8.30	.38
	Adventure	53.06	9.87	41.54	7.41	3.99*
	Military Act.	53.58	11.80	45.62	5.55	3.76*
	Mechanical Act.	54.70	10.73	42.77	7.36	3.83*
I Themes	Science	47.20	10.10	40.08	6.17	2.44*
	Mathematics	48.67	10.14	42.69	7.06	2.02*
	Medical Science	49.15	10.74	39.46	9.83	3.05*
	Medical Services	46.29	8.46	42.69	10.64	1.15
A Themes	Music/Dramatics	44.59	10.98	52.54	8.88	-2.45*
	Art	43.33	10.21	54.00	8.36	-3.45*
	Writing	47.61	9.81	52.00	9.33	-1.49*
S Themes	Teaching	50.79	10.42	52.54	8.78	-0.57
	Social Science	52.79	7.81	57.15	8.18	-1.77
	Athletics	51.18	10.59	44.92	8.30	2.01*
	Domestic Arts	43.80	9.72	57.00	7.65	-4.61*
	Religious Act.	50.61	10.73	46.23	10.29	1.62
E Themes	Public Speaking	58.21	8.32	59.15	7.59	-0.38
	Law/Politics	57.06	7.89	55.77	8.00	.53
	Merchandising	54.29	8.91	57.08	8.26	-1.10
	Sales	52.59	9.21	49.38	6.95	1.18
	Business Mgt.	60.68	8.21	61.69	7.31	-0.41
C Theme	Office Practices	46.74	7.65	51.85	7.55	-2.20*

*p < .05

Table 23

Comparison of Means by Sex on the Special Scales

Special Scales	Males (n = 66)		Females (n = 13)		t-value
	Mean	Stan. Dev.	Mean	Stan. Dev.	
Academic Comfort	41.86	14.58	38.69	10.61	.74
Intro/Extroversion	45.24	9.86	42.00	7.71	1.12
Total Percent Like Categories	38.61	11.30	35.85	10.20	.82

$p < .05$. No correlations were significant.

Of the three categories examined on the SCII Special Scales, there were no significant differences between the scores of male and female chief administrators of multi-faceted CARF accredited rehabilitation facilities.

Subpart C was also divided into three separate categories: C-1, C-2, and C-3.

Analysis of variance (ANOVA) was utilized to determine what differences existed within the group of chief CARF administrators on their prior work histories, Occupational Themes, Interest Scales, and the Special Scales of the SCII.

C-1. A comparison of means and F-values on the Occupational Themes by Prior Work Histories of chief administrators are presented in Table 24.

Table 24
Means of Occupational Theme Scores and F-values
by Prior Work Histories

Occupational Themes	Work Group Means					F-value
	1. Clergy	2. Ret. Military	3. Ind./ Business	4. Human Services	5. Other	
Realistic	49.71	58.33	55.29	53.74	50.50	.46
Investigative	43.57	55.67	49.07	49.25	40.00	1.3
Artistic	47.57	45.67	45.57	46.85	46.00	.06
Social	50.57	51.67	49.43	53.23	46.50	.81
Enterprising	51.57	59.33	54.43	55.28	44.50	1.13
Conventional	52.14	59.00	51.43	53.17	44.00	1.03

*p < .05 with 4, 74 df.

In order for the F-value to be significant at the .05 level with 4, 74 degrees of freedom, it must be equal to or greater than 2.50 (Champion, 1970, p. 285).

There were no significant differences found between the chief administrators with different work histories and their scores on the General Occupational Themes of the SCII

C-2. A comparison of means of the Basic Interest Scales related to the Prior Work Histories among chief administrators is presented in Table 25. Of the possible 23 areas of relationship among the Basic Interest Scales, four were significant at the .05 level.

Under the interest area of Adventure, individuals with a prior work history in the field of Business/Industry scored significantly

Table 25
Comparison of Means on Basic Interest Scales by Prior Work History

Interest Scales	Work Group Means					F-value	
	1-Clergy (n = 7)	2-Ret Mil (n = 3)	3-Ind/Bus (n = 14)	4-Hum Serv (n = 53)	5-Other (n = 2)		
R Themes	Agriculture	52.86	56.33	54.07	50.85	55.00	.55
	Nature	45.29	51.67	48.57	49.58	49.00	.30
	Adventure	39.86	50.67	55.86	51.77	42.50	3.60*
	Military Act.	50.71	75.00	53.00	51.42	41.00	4.19*
	Mechanical Act.	48.57	56.67	53.29	53.15	46.50	.51
I Themes	Science	40.29	55.00	47.71	46.08	39.50	1.57
	Mathematics	44.71	58.33	48.86	47.79	31.00	2.71*
	Medical Science	41.00	50.33	50.29	47.98	36.50	1.44
	Medical Services	40.86	50.67	47.21	46.00	36.50	1.44
A Themes	Music/Dramatics	47.14	42.00	46.14	45.87	46.50	.11
	Art	42.71	46.67	42.43	45.98	46.00	.41
	Writing	50.00	53.00	46.36	48.32	49.50	.36
	Teaching	43.86	59.33	48.43	52.40	47.50	2.01
S Themes	Social Science	55.00	47.00	49.00	54.96	51.00	2.31
	Athletics	46.14	45.67	48.29	51.60	45.50	.85
	Domestic Arts	39.71	34.00	42.07	48.51	46.00	3.12*
	Religious Act.	57.57	50.00	50.36	48.62	47.50	1.12
F Themes	Public Speaking	59.86	56.33	58.29	58.70	58.37	.93
	Law/Politics	54.14	56.00	56.14	57.55	54.00	.40
	Merchandising	50.71	55.67	53.79	55.85	45.00	1.25
	Sales	50.14	57.33	51.50	53.45	44.00	.78
	Business Mgt.	60.29	64.33	60.36	61.36	47.50	1.65
C Theme	Office Practices	46.43	53.00	45.14	48.32	41.00	1.23

*p < .05

higher (mean = 55.86) than those individuals who were former members of the Clergy (mean = 39.86).

In the interest area of Military Activities, those persons with a Prior Work History of Retired Military scored significantly higher than all other groups. Their mean score of 75.00 was the highest of all mean groups. Retired Military scored significantly higher in the area of Military Activities than those individuals in the "Other" Prior Work History category.

Retired Military also scored significantly higher on the Interest Scale of Mathematics (mean = 58.33) than the "Other" work groups (mean = 31.00).

The last significant difference detected in this category occurred under the Domestic Arts interest scale. Persons with a prior work history in the area of Human Services scored significantly higher in this area (mean = 48.51) than those individuals with a prior work history in the military (mean = 34.00). Retired Military personnel showed little interest in the Domestic Arts.

C-3. Means and F-values are presented in Table 26 to identify whether significant differences exist between the Basic Interest Scales and Prior Work Histories of chief administrators of CARF accredited facilities.

There were no significant differences found between the Special Scales and Prior Work Histories of chief administrators.

Table 26

Prior Work History Differences on Special
Scales for Chief Administrators

Special Scales	Work Group Means					F-value
	1. Clergy	2. Ret. Military	3. Ind./ Business	4. Human Services	5. Other	
Academic Comfort	37.43	54.67	42.93	41.02	32.50	1.07
Intro/Extroversion	45.14	49.00	46.57	43.50	56.00	1.21
Total Percent Like Categories	34.57	43.33	38.50	38.50	31.50	.53

*p < .05. No correlations were significant.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The overall purpose of this study was to identify interest patterns and occupational themes and develop a profile of those individuals currently serving in the position of chief administrators of successful rehabilitation facilities. The measure of "success" utilized for this study was the population of rehabilitation facilities that had previously been accredited in two program areas or more by the Commission on Accreditation of Rehabilitation Facilities (CARF). Of a total population of 498 such facilities in the United States, 100 chief administrators of these facilities were randomly selected to participate. Seventy-nine, or 79%, of the sample population responded to the survey.

The Strong-Campbell Interest Inventory (SCII) was utilized as the test instrument to assess each administrator's occupational themes, interest patterns, and specific information contained in the special scales of the SCII. A normed profile of these individuals was developed allowing for the comparison of these factors within this administrative group for overall similarities and differences. Additional comparisons were made between the group of chief facility administrators and a previously normed group of public administrators. These comparisons

were made in an effort to determine what overall similarities and differences existed in the field of administration in general.

A Demographic/Biographical Data Sheet was developed to collect such information as educational backgrounds, prior work histories, sex, age, number years administrative and rehabilitation experience, programs accredited, and current level of job satisfaction. This data was utilized to make comparisons within the group as well as to draw a composite picture of these individuals currently administering comprehensive rehabilitation programs.

As questionnaires were received from the respondents, each one was coded for computer analysis. The computer analysis, using the SPSS package, included t-tests, Pearson Correlation Coefficient (Pearson's r), and Analysis of Variance (ANOVA) where appropriate.

II. SUMMARY OF FINDINGS

The findings from this study are reported in separate sections for the purposes of clarity and comparison. These sections are:

- (1) the relationship between interest patterns and job satisfaction among chief facility administrators, (2) comparison of code types and occupational themes of facility administrators and public administrators, (3) comparison between facility administrators and public administrators of interest patterns, occupational themes, academic comfort scales, introversion/extroversion scales and total like categories, (4) the comparison of occupational themes, interest patterns, academic comfort scales, introversion/extroversion scales and total like categories

between chief administrators and the test group of 300 MIG and 300 WIG, (5) relationship between prior work histories and educational backgrounds of current rehabilitation administrators, and (6) the relationship between interest patterns and occupational themes of chief administrators and all available demographic/biographical data.

The summary of findings as revealed by the analysis of data is stated as follows:

1. Relationship between interest patterns and job satisfaction among chief facility administrators. Pearson's r correlation coefficients were calculated to determine if relationships existed between the SCII scales and reported job satisfaction. Of the 32 possible correlations, five were significant at the .05 level. Facility administrators reporting the most job satisfaction are significantly less comfortable in academic settings than their counterparts. Job satisfied administrators also scored significantly lower than their colleagues under the investigative occupational themes and in the basic interest areas of science, medical science, and medical services. It should be noted all these areas are academically oriented.

2. Comparison of code types and occupational themes of facility administrators and public administrators. To determine if significant differences exist between code types and occupational themes between these two groups, an independent t -test for large samples was calculated. Significant differences at the .05 level occurred on four of the six occupational themes, indicating that chief administrators are significantly more realistic, social, and enterprising than public

administrators. Public administrators are significantly more artistically inclined than rehabilitation administrators. The code type for public administrators is artistic, conventional, and enterprising (ACE) while the code type for chief rehabilitation administrators is enterprising, realistic, and conventional (ERC). This would seem to indicate that facility administrators are better equipped to operate, in a "business-like" manner their multi-faceted programs.

3. Comparison between Facility Administrators and Public Administrators of interest patterns, occupational themes, academic comfort scales, introversion/extroversion scales, and total like categories. Means and standard deviations of Interest Scale scores for public administrators were unavailable and this portion of the comparison could not be made. Of the three remaining comparisons, an independent t-test for large samples was calculated to determine where significant difference at the .05 level existed. Of these three scales, only one was significant and that was regarding the academic comfort scale. Again, chief administrators scored significantly lower on the academic comfort scale than public administrators. It should be noted that the most job satisfied rehabilitation administrators also scored significantly lower on the academic comfort scale.

4. Comparison of occupational themes, interest patterns, academic comfort scales, introversion/extroversion scales, and total like categories between chief administrators and the general test group. Utilizing an independent t-test for large samples, mean differences for each category were determined for the two groups. Chief

administrators were significantly more realistic and enterprising than the general test group while at the same time, they were significantly less artistic and conventional. Under the basic interest scales, the rehabilitation administrators were significantly more orientated toward Mechanical Activities, Social Service, Public Speaking, Law/Politics and Business Management than the general test group. The rehabilitation administrators scored significantly lower than the general test group in the areas of Science, Medical Service, Medical Science, Music/Dramatics, Art, Domestic Arts and Office Management. Under the Special Scales, significant differences occurred in all three categories examined. Chief administrators scored significantly higher under the total percent "like" categories indicating their versatility and social development. The chief administrators again scored significantly lower on the academic comfort scale than the general test group. This supports the established pattern in this area which indicates that administrators are uncomfortable in an academic setting. The last significant difference occurred in the introversion/extroversion scale. A t-value of -4.58 was calculated which indicated that chief administrators were significantly more extroverted than the general test group. This extroversion is also reflected by the high scores obtained by the CARF administrators in the areas of Social Service, Public Speaking, Law/Politics and Business Management.

5. Relationship between Prior Work Histories and Educational Backgrounds of current Rehabilitation Administrators. Relationships between prior work histories and educational backgrounds of rehabilitation

administrators was determined by generating a cross-tabulation of these variables. Of the seventy-nine respondents, 67% had a prior work history in the field of human services, and 87% of the respondents had at least a bachelor's degree or master's degree. Most of the chief administrators of accredited facilities also had a prior work history in the field of human services (67.1%) before obtaining their current positions. This was also confirmed in the review of literature contained in Chapter II.

6. Relationship between Interest Patterns and Occupational Themes of Chief Administrators and all available demographic/biographical data. To answer this extensive question, a Pearson's r , an independent t -test for large samples, and an analysis of variance (ANOVA) were utilized. In comparing the first portion of this question, a Pearson's r was calculated among all the demographic/biographical data and facility administrators.

Administrators scoring higher in the interest area of business management were administrators who guide programs that had attained accreditation in a greater number of program areas. Also, as the age of administrators increased, their scores in adventure and athletics decreased while their interest in art increased. It was found that administrators with higher educational levels had less interest in military activities and medical services. Another significant correlation found in this area was that as the number of years of administration experience increased, so did the scores in the areas of military and religious activities. With increased administrative

experience, administrators showed more interest, or need, for structure and religious beliefs.

An independent t-test for large samples was utilized to determine differences between the SCII scales and demographic/biographical data between male and female administrators.

Male chief administrators were significantly more realistic and investigative than their female counterparts while female administrators were more artistically inclined. Under the basic interest scales, males scored significantly higher in the areas of agriculture, adventure, military activities, mechanical activities, science, mathematics, medical science, and athletics. Females scored higher in music, art, domestic arts, and office practices. There were no significant differences found between male and female administrators' scores on the Special Scales of the SCII.

An analysis of variance (ANOVA) was utilized to determine what relationships existed within the group of facility administration between the SCII scales and demographic/biographical data. There were no significant differences between these variables and the occupational themes. There were four significant differences found on the basic interest scales. Administrators with a prior work history in the field of business/industry scored significantly higher in the interest area of adventure than those individuals who were former members of the clergy. Administrators with a prior work history of retired military scored significantly higher than any other group in the interest area of military activities. Retired military individuals also scored

significantly higher under the interest scale of Mathematics than the "other" work group. Another significant difference was found in the interest scale of domestic arts. Persons with prior work histories in human services scored significantly higher in this area than individuals with a prior work history in the military.

Under the Special Scales of the SCII that were utilized for this study, there were no significant differences existing between the Special Scales and prior work histories of chief administrators.

III. CONCLUSIONS

The following conclusions were derived from the findings of this study:

1. Chief administrators of CARF accredited multi-faceted rehabilitation facilities differed enough in their SCII profiles from other occupational groups to justify the existence of this occupational group classification.
2. Chief administrators reporting the highest level of job satisfaction were uncomfortable in structured, rigid academic settings. This was true in the Occupational Theme areas, Basic Interest Scales and information utilized from the Special Scales.
3. Public administrators were much more comfortable in an academic setting than rehabilitation administrators. Public administrators exhibited an Artistic, Conventional, and Enterprising (ACE) code type while chief administrators' code type was Enterprising, Realistic and Conventional (ERC).

4. Scores in the Occupational Theme areas, Basic Interest Scales, and Special Scales consistently indicated that chief administrators were significantly more extroverted and less comfortable in an academic environment than the general population tested on the SCII.

5. Current chief administrators of multi-faceted CARF accredited rehabilitation facilities were well educated with 87% of the respondents being between a bachelor's and master's degree. Sixty-seven percent had a prior work history in the field of human services before obtaining their current administrative positions.

6. Chief administrators operating facilities that have obtained accreditation in a greater number of program areas tended to score higher in the Basic Interest area of Business Management.

7. Increased years of administrative experience led to significantly higher scores in the areas of military and religious activities.

8. As age of chief administrators increased, their interest in Adventure and Athletics decreased while interest in Art increased.

9. Male chief administrators were more Realistic and Investigative under the Occupational Scales while female chief administrators scored higher in the area of Art.

10. Basic Interest Scales revealed male respondents scored higher in the areas of Agriculture, Adventure, Military Activities, Mechanical Activities, Science, Mathematics, Medical Science and Athletics. Females scored higher in the areas of Art, Domestic Arts, and Office Practices.

11. Chief administrators with a prior work history of Retired Military scored higher than any other group on the Interest Area of Military Activities. Retired Military also scored higher in Mathematics than the "Other" work group.

12. Chief administrators with a prior work history in Human Services scored higher in the Interest Areas of Domestic Arts than those individuals from the areas of Retired Military.

IV. RECOMMENDATIONS

On the basis of the literature review, findings, and conclusions of this study, the following recommendations appear pertinent for individuals currently employed in the field of rehabilitation administration.

1. The field of rehabilitation should make a concerted effort to recruit more females within this occupational area. Of the respondents to this study, sixty-six were males and only thirteen were females.

2. Individuals anticipating entering this field should have prior work experience in Human Services and hold at least a Bachelor's degree and preferably a Master's degree.

3. Individuals contemplating entering the field of rehabilitation need not be necessarily academically orientated, but must be very versatile and extroverted in order to experience success and job satisfaction in this field.

4. Potential chief administrators should have an Occupational Theme Code Type of "Enterprising, Realistic and Conventional" (ERC), or closely related in order to experience job success and satisfaction.

5. Retired military and/or clergy are excellent candidates to fill positions as chief administrators because as the number of years rehabilitation administrative experience increases, so do scores in the areas of Military and Religious Activities.

6. Chief administrators must rapidly become aware that rehabilitation programs are no longer "federal give-away" programs and must be administered in a formal, business-like manner.

7. Rehabilitation administrators must become actively involved in the legislative process and serve as primary advocates of their programs.

8. Administrators of rehabilitation programs should become more accountable for their programs in terms of effectiveness and outcomes to the various publics they serve.

9. Specific inservice and training programs should be developed to further enhance administrators' ability to perform on their jobs in a more effective manner.

10. Interest inventories, such as the Strong-Campbell Interest Inventory, and similar test instruments should be utilized to a greater degree in assisting individuals to make the correct decision in their occupational choice.

Results of this study may indicate the need for additional research in the areas of:

1. Recruitment of individuals into the field of rehabilitation administration based on the findings of this study and the development of training programs to enhance success and job satisfaction.

2. The identification of appropriate types of training, in-service, seminars or other programs for individuals entering the field.

3. Types of screening devices to better enhance valid selections of individuals in the field of rehabilitation administration.

V. SUMMARY

Career selection, or occupational choice, is a decision that must be made by every individual in the process of life. The selection of an occupation is therefore one of the most important decisions an individual will make during their entire lifetime as most of all our lives are spent to a large degree participating in the world of work.

This study exemplifies the further need for utilization of interest inventories such as the Strong-Campbell Interest Inventory and similar test instruments in helping individuals make the correct decision in their occupational choice. It can mean the difference between a life of success, self-fulfillment, and job satisfaction whereas a wrong decision in this most important area might lead to the opposite outcome.

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APPENDICES

APPENDIX A

PURPOSES OF THE COMMISSION ON ACCREDITATION
OF REHABILITATION FACILITIES

The purposes of the Commission on Accreditation of Rehabilitation Facilities (CARF) as summarized from its bylaws are:

1. To upgrade the rehabilitation facility movement and improve the quality of services provided to individuals with disabilities.
2. Through accreditation, to offer to the general public and providers, purchasers, and recipients of rehabilitation facility services a single means of identifying throughout the Nation those facilities in terms of concepts and services which are rehabilitative in nature and competent in performance.
3. To develop and maintain relevant standards which can be used by rehabilitation facilities in order to measure their level of performance and strengthen their program.
4. To provide through the accreditation process an independent, impartial, and objective system by which rehabilitation facilities can have the benefit of a total organizational review.
5. To offer to the facility, the community, and consumers a mechanism of program accountability and assurance of a continuing high level of performance.
6. To feed back to the facility movement information based upon aggregate findings obtained in site surveys in order to share basic data on common strengths and weaknesses of facility operations.

7. To provide within the voluntary sector an organized forum through which all involved in rehabilitation can participate in standard-setting and program improvement (CARF, 1982, p. v).

APPENDIX B

ELIGIBILITY FOR ACCREDITATION SURVEY (CARF)

In order for a rehabilitation facility to be eligible for an accreditation survey, it must meet the following criteria:

1. The facility is involved in evaluating and/or minimizing the effects of handicapping conditions of those it serves.
2. The facility is involved in a process of maximizing the individual's functioning, either within the facility or by linkages with other agencies.
3. The facility provides services designed to enhance the independence, self-sufficiency, and productivity of those served.
4. The facility is involved in a process of providing goal-oriented, comprehensive, interdisciplinary and coordinated services, either within the facility or by linkages with other agencies.
5. The facility must have in effect a written mechanism which ensures that the person's program will be individually tailored, integrated, and coordinated.
6. Persons served must be involved in the planning and implementation of their programs.
7. The facility should assure that individuals served are provided the opportunity to move into other programs and levels inside or outside the facility when appropriate.
8. The facility must have been in operation for one year.
9. The facility must meet the Special Policy on Input from Those Served.

10. The facility must be architecturally accessible to each person admitted and must have a written plan, approved by the governing body, which: promotes full program/service accessibility to each person admitted; promotes the recruitment of individuals with disabilities as staff members, volunteers, and board members within the facility; and provides for active promotion of social and economic opportunities in the community through the removal of attitudinal, architectural, and other barriers.
11. The facility must meet the Special Policy on Safety.
12. The facility must meet the Special Policy on Program Evaluation.
13. The facility must meet applicable licensing requirements.
14. The facility must be currently certified by the Wage and Hour Division of the U.S. Department of Labor, if applicable.
15. The facility must meet the Commission's policy on multiple locations, when applicable.
16. The facility must provide such records and reports, applicable to the Standards Manual, as are requested by the Commission during the tenure of accreditation.

It is the policy of the Commission on Accreditation of Rehabilitation Facilities that when, upon site survey, a facility is found not to meet any of the above requirements, no decision will be made to accredit or not accredit for a period of sixty days maximum. The facility may use this period to furnish evidence of compliance with the subject requirements.

In addition to meeting each of the preceding, a facility must demonstrate, through an onsite survey, that basically it meets the standards established by the Commission. While a facility may not be in full compliance with every applicable standard, the accreditation decision is based upon the balancing of a facility's strengths with those areas needing improvement as related to the standards and to certain guidelines. The following guidelines are used by Commission staff, surveyors, and Trustees in making this decision.

Three-year Accreditation

Although there are deficiencies, the facility shows substantial fulfillment of the standards; its program, personnel, and documentation clearly indicate that present conditions represent an established pattern of total facility operation and that these conditions are likely to be maintained and/or improved in the foreseeable future.

One-year Accreditation

The facility has significant deficiencies, but shows evidence of capability, commitment, and progress in their correction. On balance, the program is benefiting its clientele and there is no serious threat to their health, welfare, and safety.

No Accreditation

The facility has major deficiencies in several areas of standards, and there are serious questions as to the rehabilitation benefits, health, welfare, or safety of its clientele; or the facility has failed to bring itself over time into substantial conformance with the standards.

A facility may be considered to be functioning between the three-year and one-year levels previously described because of certain problems areas. In this instance, accreditation for one year shall be awarded.

A facility may be found to approximate, but fall short of, one-year accreditation because of the presence of certain critical conditions affecting the service benefits, health, welfare, or safety of persons served. If, in the judgment of the Commission, there is both a willingness and a capability on the part of the facility to correct these conditions, then the decision of the Commission's Trustees to accredit or not accredit will not be made until the facility is provided up to twelve months to correct these problems. Verification of corrective action is made via the mail or through a return visit, as appropriate. The final decision on accreditation is then made on the basis of the basic survey visit and corrective action findings (CARF, 1982, p. 3-4).

APPENDIX C

SAMPLE SITE SURVEY

The following is a time-phased guide to a typical site survey
(times shown are approximate):

First Day

- 9:00 a.m. The survey team arrives at the facility and conducts an orientation session with representatives of the governing body, administration, staff, and others invited by the facility. The orientation session provides the opportunity to clarify why the team is there and what it will be doing in the survey. The facility should be prepared to provide the team with a brief but basic verbal overview of the entire facility's operation. This includes the facility's roles in the community, the types of conditions served, the array of services provided, the programmatic objectives of the facility, the methods used to evaluate effectiveness, etc. Records needed to substantiate compliance with the standards should be assembled in one room which should be made available for surveyor use throughout the survey;
- 10:30 a.m. Brief tour of the physical facilities;
- 11:00 a.m. Team meeting; The purpose of this meeting is to identify those personnel whom the team will need to interview during the course of the site survey. The chief executive in the facility is asked to schedule these individuals based upon their availability. Every effort is made to minimize disruption to a facility's ongoing service programs.

11:30 a.m. to 5:00 p.m. With a short break for lunch, the team spends the remainder of the day in both reviewing documents such as case records, fiscal reports, administrative records, etc., and interviewing various staff members of the facility. A responsible official of the facility should be in the agency at all times to answer questions of the team; however, this person should not attend individual interviews.

Evening Following dinner, the team begins the process of reviewing each standard applicable to the facility's operation. The intent is to determine the facility's level of fulfillment of the standards. During that process, it becomes evident that additional information is needed to determine compliance with some of the standards. This evening session is closed.

Second Day

9:00 a.m. The team returns to the facility to obtain the additional information.

11:30 a.m. Team meeting; At this time the team holds its final meeting to pull together its findings. Preparations are also made for the Exit Conference.

12:00 p.m. The Exit Conference; The Exit Conference lasts approximately one hour; it is conducted by the team with representatives of the governing body, administration,

appropriate staff, and others invited by the facility. the purpose is to provide feedback to the facility concerning the strengths of its operations in terms of the standards and to make recommendations for program improvement. At this time, the facility may question any interpretations of the team. The facility is free to tape record or videotape this presentation.

After the site survey has been completed, the team prepares a detailed written report of its findings of facility strengths and specific recommendations for improvement; this report is forwarded to the Commission.

Commission surveyors are not permitted to divulge the possible accreditation decision to facility personnel nor to any person or organization other than the Commission.

The length of time from site survey to notification of the Commission's accreditation action is approximately four to six weeks (CARF, 1982, p. 73).

APPENDIX D

DEMOGRAPHIC/BIOGRAPHICAL DATA SHEET

DEMOGRAPHIC/BIOGRAPHICAL DATA

(1) CODE NUMBER	_____	DATE	_____	_____
(2) SEX:	_____ MALE			<u>1</u>
	_____ FEMALE			<u>2</u>
(3) YEAR FIRST C.A.R.F. ACCREDITATION EARNED:	19 _____			_____
(4) CURRENT PROGRAMS ACCREDITED ARE:	_____ Vocational Development			<u>1</u>
	_____ Sheltered Employment			<u>2</u>
	_____ Work Activities			<u>3</u>
(5) LAST C.A.R.F. SURVEY DATE:	_____			_____
(6) RESULTED IN:	_____ ONE-YEAR ACCREDITATION			<u>1</u>
	_____ THREE-YEAR ACCREDITATION			<u>2</u>
(7) YOUR PRESENT AGE:	_____			_____
(8) EDUCATIONAL BACKGROUND:				
(Check highest attained)		<u>Major</u>		
	_____ AA/AS Degree	_____		<u>1</u>
	_____ B.S. Degree	_____		<u>2</u>
	_____ M.S. Degree	_____		<u>3</u>
	_____ EdD/PhD Degree	_____		<u>4</u>
	_____ Other (Specify)	_____		<u>5</u>
(9) MAJOR CATEGORY OF PREVIOUS WORK HISTORY:		<u>Position Title</u>		
	_____ CLERGY	_____		<u>1</u>
	_____ RETIRED MILITARY	_____		<u>2</u>
	_____ INDUSTRIAL/BUSINESS	_____		<u>3</u>
	_____ HUMAN SERVICES	_____		<u>4</u>
	_____ OTHER (Specify)	_____		<u>5</u>
(10) NUMBER YEARS REHABILITATION EXPERIENCE	_____			_____
(11) NUMBER YEARS COMBINED ADMINISTRATIVE EXPERIENCE	_____			_____
(12) CURRENT LEVEL JOB SATISFACTION: (Do you like your work?)				
	_____ I couldn't be more satisfied.			<u>1</u>
	_____ I like it.			<u>2</u>
	_____ I am indifferent to it.			<u>3</u>
	_____ I dislike it.			<u>4</u>
(13) I WOULD LIKE A COPY OF THE RESULTS OF THIS STUDY:				
	_____ YES			<u>1</u>
	_____ NO			<u>2</u>

APPENDIX E

PERSONAL LETTER OF TRANSMITTAL



goodwill Industries, Inc.

VOCATIONAL REHABILITATION CENTER



5508 Kingston Pike — P. O. Box 11066 — Knoxville, TN 37919
(615) 588-8567

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Elizabeth Hahn

EXECUTIVE DIRECTOR

Robert G. Rosenbaum

November, 1982

Dear

You have been selected to participate in a very important study in the area of rehabilitation administration.

Chief administrators of rehabilitation programs are special people. The information I am collecting will draw a composite picture of us. After identifying our interest and personality patterns utilizing the Strong-Campbell Interest Inventory (SCII), we will be able to compare these to our current positions and then compare these results to other successful administrative areas such as public administration. This study has spurred the interest of many professionals in our field and is sanctioned by the Commission on Accreditation of Rehabilitation Facilities (CARF).

It is, therefore, requested you respond to the enclosed SCII and the Demographic Data Sheet as accurately as possible and within one week of receipt of this letter.

Please **DO NOT** put your name on either the SCII or the Demographic Data Sheet as all individual responses will be treated as confidential and will not be made publicly known on an individualized basis. Code numbers have been assigned to identify you and insure individual anonymity.

Total time for this project on your part should be less than thirty minutes. If you should like a copy of the results of this endeavor, please indicate such on the Demographic Data Sheet. Also, be sure to read the "Marking Instructions" on the SCII.
USE PENCIL ONLY.

Thank you in advance for your cooperation.

Sincerely,

Robert G. Rosenbaum
Executive Director



Our Business is Rehabilitation — Our Product is People



APPENDIX F

SCII FORM T-325

DAVID P. CAMPBELL

PART I. OCCUPATIONS

Many occupations are listed below. For each of them, show how you feel about doing that work.

Mark on this sheet in the space labeled "L" if you like that work. ☐ L ☐ I ☐ D
 Mark in the space labeled "I" if you are indifferent (that is, don't care one way or another) ☐ L ☐ I ☐ D
 Mark in the space labeled "D" if you dislike it. ☐ L ☐ I ☐ D

Don't worry about whether you would be good at that job or about your lack of training. Forget about how much money you could make or whether you could get ahead. Think only about whether you would like to do that work.

Work fast. Answer every one.

- | | | |
|--|--|---|
| 1. ☐ L ☐ I ☐ D Actor/Actress | 44. ☐ L ☐ I ☐ D Draftsman | 88. ☐ L ☐ I ☐ D Office clerk |
| 2. ☐ L ☐ I ☐ D Advertising executive | 45. ☐ L ☐ I ☐ D Dressmaker/Tailor | 89. ☐ L ☐ I ☐ D Office manager |
| 3. ☐ L ☐ I ☐ D Architect | 46. ☐ L ☐ I ☐ D Editor | 90. ☐ L ☐ I ☐ D Opera singer |
| 4. ☐ L ☐ I ☐ D Art museum director | 47. ☐ L ☐ I ☐ D Electrical engineer | 91. ☐ L ☐ I ☐ D Orchestra conductor |
| 5. ☐ L ☐ I ☐ D Art teacher | 48. ☐ L ☐ I ☐ D Electronics technician | 92. ☐ L ☐ I ☐ D Pharmacist |
| 6. ☐ L ☐ I ☐ D Artist | 49. ☐ L ☐ I ☐ D Elementary school teacher | 93. ☐ L ☐ I ☐ D Photographer |
| 7. ☐ L ☐ I ☐ D Artist's model | 50. ☐ L ☐ I ☐ D Employment manager | 94. ☐ L ☐ I ☐ D Physician |
| 8. ☐ L ☐ I ☐ D Astronomer | 51. ☐ L ☐ I ☐ D Factory manager | 95. ☐ L ☐ I ☐ D Playground director |
| 9. ☐ L ☐ I ☐ D Athletic director | 52. ☐ L ☐ I ☐ D Farmer | 96. ☐ L ☐ I ☐ D Poet |
| 10. ☐ L ☐ I ☐ D Auctioneer | 53. ☐ L ☐ I ☐ D Fashion model | 97. ☐ L ☐ I ☐ D Police officer |
| 11. ☐ L ☐ I ☐ D Author of children's books | 54. ☐ L ☐ I ☐ D Florist | 98. ☐ L ☐ I ☐ D Politician |
| 12. ☐ L ☐ I ☐ D Author of novels | 55. ☐ L ☐ I ☐ D Foreign correspondent | 99. ☐ L ☐ I ☐ D Private secretary |
| 13. ☐ L ☐ I ☐ D Author of technical books | 56. ☐ L ☐ I ☐ D Foreign service officer | 100. ☐ L ☐ I ☐ D Professional athlete |
| 14. ☐ L ☐ I ☐ D Auto mechanic | 57. ☐ L ☐ I ☐ D Freelance writer | 101. ☐ L ☐ I ☐ D Professional dancer |
| 15. ☐ L ☐ I ☐ D Auto racer | 58. ☐ L ☐ I ☐ D Governor of a state | 102. ☐ L ☐ I ☐ D Professional gambler |
| 16. ☐ L ☐ I ☐ D Auto sales | 59. ☐ L ☐ I ☐ D High school teacher | 103. ☐ L ☐ I ☐ D Psychologist |
| 17. ☐ L ☐ I ☐ D Bank teller | 60. ☐ L ☐ I ☐ D Home economics teacher | 104. ☐ L ☐ I ☐ D Public relations director |
| 18. ☐ L ☐ I ☐ D Beauty and haircare consultant | 61. ☐ L ☐ I ☐ D Hospital records clerk | 105. ☐ L ☐ I ☐ D Rancher |
| 19. ☐ L ☐ I ☐ D Biologist | 62. ☐ L ☐ I ☐ D Housekeeper | 106. ☐ L ☐ I ☐ D Realtor |
| 20. ☐ L ☐ I ☐ D Bookkeeper | 63. ☐ L ☐ I ☐ D Hotel manager | 107. ☐ L ☐ I ☐ D Receptionist |
| 21. ☐ L ☐ I ☐ D Building contractor | 64. ☐ L ☐ I ☐ D Illustrator | 108. ☐ L ☐ I ☐ D Retailer |
| 22. ☐ L ☐ I ☐ D Business teacher | 65. ☐ L ☐ I ☐ D Income tax accountant | 109. ☐ L ☐ I ☐ D Sales manager |
| 23. ☐ L ☐ I ☐ D Buyer of merchandise | 66. ☐ L ☐ I ☐ D Interior decorator | 110. ☐ L ☐ I ☐ D School principal |
| 24. ☐ L ☐ I ☐ D Carpenter | 67. ☐ L ☐ I ☐ D Inventor | 111. ☐ L ☐ I ☐ D Scientific illustrator |
| 25. ☐ L ☐ I ☐ D Cartoonist | 68. ☐ L ☐ I ☐ D Jet pilot | 112. ☐ L ☐ I ☐ D Scientific research worker |
| 26. ☐ L ☐ I ☐ D Cashier in bank | 69. ☐ L ☐ I ☐ D Judge | 113. ☐ L ☐ I ☐ D Sculptor |
| 27. ☐ L ☐ I ☐ D Chemist | 70. ☐ L ☐ I ☐ D Labor arbitrator | 114. ☐ L ☐ I ☐ D Secret service agent |
| 28. ☐ L ☐ I ☐ D Children's clothes designer | 71. ☐ L ☐ I ☐ D Laboratory technician | 115. ☐ L ☐ I ☐ D Social worker |
| 29. ☐ L ☐ I ☐ D Church worker | 72. ☐ L ☐ I ☐ D Landscape gardener | 116. ☐ L ☐ I ☐ D Specialty salesperson |
| 30. ☐ L ☐ I ☐ D City or state employee | 73. ☐ L ☐ I ☐ D Librarian | 117. ☐ L ☐ I ☐ D Sports reporter |
| 31. ☐ L ☐ I ☐ D City planner | 74. ☐ L ☐ I ☐ D Life insurance agent | 118. ☐ L ☐ I ☐ D Statistician |
| 32. ☐ L ☐ I ☐ D Civil engineer | 75. ☐ L ☐ I ☐ D Machine shop supervisor | 119. ☐ L ☐ I ☐ D Flight attendant |
| 33. ☐ L ☐ I ☐ D College professor | 76. ☐ L ☐ I ☐ D Machinist | 120. ☐ L ☐ I ☐ D Stockbroker |
| 34. ☐ L ☐ I ☐ D Computer operator | 77. ☐ L ☐ I ☐ D Manager, Chamber of Commerce | 121. ☐ L ☐ I ☐ D Surgeon |
| 35. ☐ L ☐ I ☐ D Corporation lawyer | 78. ☐ L ☐ I ☐ D Manager, child care center | 122. ☐ L ☐ I ☐ D Toolmaker |
| 36. ☐ L ☐ I ☐ D Costume designer | 79. ☐ L ☐ I ☐ D Manager, women's style shop | 123. ☐ L ☐ I ☐ D Traveling salesperson |
| 37. ☐ L ☐ I ☐ D Courtroom stenographer | 80. ☐ L ☐ I ☐ D Manufacturer | 124. ☐ L ☐ I ☐ D Travel bureau manager |
| 38. ☐ L ☐ I ☐ D Criminal lawyer | 81. ☐ L ☐ I ☐ D Mechanical engineer | 125. ☐ L ☐ I ☐ D Typist |
| 39. ☐ L ☐ I ☐ D Dancing teacher | 82. ☐ L ☐ I ☐ D Military officer | 126. ☐ L ☐ I ☐ D TV announcer |
| 40. ☐ L ☐ I ☐ D Dental assistant | 83. ☐ L ☐ I ☐ D Minister, priest or rabbi | 127. ☐ L ☐ I ☐ D Vocational counselor |
| 41. ☐ L ☐ I ☐ D Dentist | 84. ☐ L ☐ I ☐ D Musician | 128. ☐ L ☐ I ☐ D Waiter/Waitress |
| 42. ☐ L ☐ I ☐ D Designer, electronic equipment | 85. ☐ L ☐ I ☐ D Newspaper reporter | 129. ☐ L ☐ I ☐ D Wholesaler |
| 43. ☐ L ☐ I ☐ D Dietitian | 86. ☐ L ☐ I ☐ D Nurse | 130. ☐ L ☐ I ☐ D X-Ray technician |
| | 87. ☐ L ☐ I ☐ D Nurse's aide/Orderly | 131. ☐ L ☐ I ☐ D YMCA/YWCA staff member |

PART II. SCHOOL SUBJECTS

Show as before your interest in these school subjects, even though you may not have studied them.

- 132. ☐ ☐ ☐ Agriculture
- 133. ☐ ☐ ☐ Algebra
- 134. ☐ ☐ ☐ Arithmetic
- 135. ☐ ☐ ☐ Ancient languages (Latin, Sanskrit, etc.)
- 136. ☐ ☐ ☐ Art
- 137. ☐ ☐ ☐ Bible history
- 138. ☐ ☐ ☐ Bookkeeping
- 139. ☐ ☐ ☐ Botany
- 140. ☐ ☐ ☐ Calculus
- 141. ☐ ☐ ☐ Chemistry
- 142. ☐ ☐ ☐ Civics (government)
- 143. ☐ ☐ ☐ Dramatics
- 144. ☐ ☐ ☐ Economics
- 145. ☐ ☐ ☐ English composition
- 146. ☐ ☐ ☐ Geometry
- 147. ☐ ☐ ☐ Home economics
- 148. ☐ ☐ ☐ Industrial arts
- 149. ☐ ☐ ☐ Journalism
- 150. ☐ ☐ ☐ Literature
- 151. ☐ ☐ ☐ Mathematics
- 152. ☐ ☐ ☐ Mechanical drawing
- 153. ☐ ☐ ☐ Military drill
- 154. ☐ ☐ ☐ Modern languages (French, German, etc.)
- 155. ☐ ☐ ☐ Nature study
- 156. ☐ ☐ ☐ Penmanship
- 157. ☐ ☐ ☐ Philosophy
- 158. ☐ ☐ ☐ Physical education
- 159. ☐ ☐ ☐ Physics
- 160. ☐ ☐ ☐ Physiology
- 161. ☐ ☐ ☐ Political science
- 162. ☐ ☐ ☐ Psychology
- 163. ☐ ☐ ☐ Public speaking
- 164. ☐ ☐ ☐ Sociology
- 165. ☐ ☐ ☐ Statistics
- 166. ☐ ☐ ☐ Typewriting
- 167. ☐ ☐ ☐ Zoology

PART III. ACTIVITIES

Show your interests as before. Give the first answer that comes to mind.

- 168. ☐ ☐ ☐ Making a speech
- 169. ☐ ☐ ☐ Doing research work
- 170. ☐ ☐ ☐ Repairing a clock
- 171. ☐ ☐ ☐ Cooking
- 172. ☐ ☐ ☐ Operating machinery
- 173. ☐ ☐ ☐ Writing reports
- 174. ☐ ☐ ☐ Discussions of politics
- 175. ☐ ☐ ☐ Taping a sprained ankle
- 176. ☐ ☐ ☐ Adjusting a carburetor
- 177. ☐ ☐ ☐ Going to church

- 178. ☐ ☐ ☐ Heading a civic improvement program
- 179. ☐ ☐ ☐ Raising flowers and vegetables
- 180. ☐ ☐ ☐ Interviewing job applicants
- 181. ☐ ☐ ☐ Teaching children
- 182. ☐ ☐ ☐ Teaching adults
- 183. ☐ ☐ ☐ Meeting and directing people
- 184. ☐ ☐ ☐ Taking responsibility
- 185. ☐ ☐ ☐ Sewing
- 186. ☐ ☐ ☐ Making statistical charts
- 187. ☐ ☐ ☐ Operating office machines
- 188. ☐ ☐ ☐ Giving first aid assistance
- 189. ☐ ☐ ☐ Decorating a room with flowers
- 190. ☐ ☐ ☐ Interviewing prospects in selling
- 191. ☐ ☐ ☐ Drilling soldiers
- 192. ☐ ☐ ☐ Pursuing bandits in a sheriff's posse
- 193. ☐ ☐ ☐ Watching in open-heart operation
- 194. ☐ ☐ ☐ Checking typewritten material for errors
- 195. ☐ ☐ ☐ Repairing electrical wiring
- 196. ☐ ☐ ☐ Organizing cabinets and closets
- 197. ☐ ☐ ☐ Adjusting difficulties of others
- 198. ☐ ☐ ☐ Starting a conversation with a stranger
- 199. ☐ ☐ ☐ Cabinetmaking
- 200. ☐ ☐ ☐ Being a forest ranger
- 201. ☐ ☐ ☐ Bargaining ("swapping")
- 202. ☐ ☐ ☐ Looking at things in a clothing store
- 203. ☐ ☐ ☐ Buying merchandise for a store
- 204. ☐ ☐ ☐ Displaying merchandise in a store
- 205. ☐ ☐ ☐ Competitive activities
- 206. ☐ ☐ ☐ Regular hours for work
- 207. ☐ ☐ ☐ Continually changing activities
- 208. ☐ ☐ ☐ Interviewing clients
- 209. ☐ ☐ ☐ Arguments
- 210. ☐ ☐ ☐ Developing business systems
- 211. ☐ ☐ ☐ Doing your own laundry work
- 212. ☐ ☐ ☐ Saving money
- 213. ☐ ☐ ☐ Contributing to charities
- 214. ☐ ☐ ☐ Raising money for charity
- 215. ☐ ☐ ☐ Expressing judgments publicly, regardless of what others say
- 216. ☐ ☐ ☐ Climbing along the edge of a steep cliff
- 217. ☐ ☐ ☐ Living in the city
- 218. ☐ ☐ ☐ Discussing the purpose of life

PART IV. AMUSEMENTS

Show in the same way how you feel about these ways of having fun. Work rapidly. Do not think over various possibilities. Record your first feeling of liking, indifference, or disliking.

- 219. ☐ ☐ ☐ Golf
- 220. ☐ ☐ ☐ Fishing
- 221. ☐ ☐ ☐ Jazz or rock concerts
- 222. ☐ ☐ ☐ Looking at things in a hardware store
- 223. ☐ ☐ ☐ Boxing
- 224. ☐ ☐ ☐ Poker
- 225. ☐ ☐ ☐ Bridge
- 226. ☐ ☐ ☐ Solving mechanical puzzles
- 227. ☐ ☐ ☐ Planning a large party
- 228. ☐ ☐ ☐ Religious music
- 229. ☐ ☐ ☐ Drilling in a military company
- 230. ☐ ☐ ☐ Amusement parks
- 231. ☐ ☐ ☐ Conventions
- 232. ☐ ☐ ☐ Formal dress affairs
- 233. ☐ ☐ ☐ Electioneering for office
- 234. ☐ ☐ ☐ Art galleries
- 235. ☐ ☐ ☐ Leading a scout troop
- 236. ☐ ☐ ☐ Writing a one-act play
- 237. ☐ ☐ ☐ Symphony concerts
- 238. ☐ ☐ ☐ Night clubs
- 239. ☐ ☐ ☐ Church young people's groups
- 240. ☐ ☐ ☐ Sports pages in newspaper
- 241. ☐ ☐ ☐ Poetry
- 242. ☐ ☐ ☐ Skiing
- 243. ☐ ☐ ☐ Business magazines
- 244. ☐ ☐ ☐ Popular mechanics magazines
- 245. ☐ ☐ ☐ Reading the Bible
- 246. ☐ ☐ ☐ Magazines about art and music
- 247. ☐ ☐ ☐ Building a radio or stereo set
- 248. ☐ ☐ ☐ Attending lectures
- 249. ☐ ☐ ☐ Family pages in newspapers
- 250. ☐ ☐ ☐ Performing scientific experiments
- 251. ☐ ☐ ☐ Camping
- 252. ☐ ☐ ☐ Playing chess
- 253. ☐ ☐ ☐ Preparing dinner for guests
- 254. ☐ ☐ ☐ Entertaining others
- 255. ☐ ☐ ☐ Trying new cooking recipes
- 256. ☐ ☐ ☐ Being the first to wear the latest fashion
- 257. ☐ ☐ ☐ Organizing a play

Part V. Types of People. People tend to choose jobs where they can work with individuals they enjoy. Please indicate here your feelings about having day-to-day contact with the following types of people. Work fast — don't think of specific examples — give the first impression that comes to mind.

- | | | |
|---|--|--|
| 258. ☐ ☐ ☐ Highway construction workers | 266. ☐ ☐ ☐ Religious people | 275. ☐ ☐ ☐ Outspoken people with new ideas |
| 259. ☐ ☐ ☐ High school students | 267. ☐ ☐ ☐ Aggressive people | 276. ☐ ☐ ☐ Fashionably dressed people |
| 260. ☐ ☐ ☐ Military officers | 268. ☐ ☐ ☐ Physically sick people | 277. ☐ ☐ ☐ Prominent business leaders |
| 261. ☐ ☐ ☐ Artistic persons | 269. ☐ ☐ ☐ Babies | 278. ☐ ☐ ☐ Athletic persons |
| 262. ☐ ☐ ☐ Foreigners | 270. ☐ ☐ ☐ Very old people | 279. ☐ ☐ ☐ People who daydream a lot |
| 263. ☐ ☐ ☐ Ballet dancers | 271. ☐ ☐ ☐ Emotional people | 280. ☐ ☐ ☐ Outstanding scientists |
| 264. ☐ ☐ ☐ Nonconformists | 272. ☐ ☐ ☐ People who have made fortunes in business | 281. ☐ ☐ ☐ People who live dangerously |
| 265. ☐ ☐ ☐ People who assume leadership | 273. ☐ ☐ ☐ Thrifty people | |
| | 274. ☐ ☐ ☐ Musical geniuses | |

Part VI. Preference Between Two Activities. Here are several pairs of activities or occupations. Show which one of each pair you like better; if you prefer the one on the left, mark in the space labeled "L"; if you prefer the item on the right, mark in the space labeled "R". If you like both the same, or if you can't decide, mark in the space labeled "=". Work rapidly. Make one mark for each pair.

- | | |
|---|---|
| 282. Airline pilot | ☐ ☐ ☐ Airline ticket agent |
| 283. Taxicab driver | ☐ ☐ ☐ Police officer |
| 284. Headwaiter/Hostess | ☐ ☐ ☐ Lighthouse keeper |
| 285. Selling things house to house | ☐ ☐ ☐ Gardening |
| 286. Developing plans | ☐ ☐ ☐ Carrying out plans |
| 287. Doing a job yourself | ☐ ☐ ☐ Telling somebody else to do the job |
| 288. Dealing with things | ☐ ☐ ☐ Dealing with people |
| 289. Taking a chance | ☐ ☐ ☐ Playing safe |
| 290. Drawing a definite salary | ☐ ☐ ☐ Receiving a commission on what is done |
| 291. Outside work | ☐ ☐ ☐ Inside work |
| 292. Work for yourself | ☐ ☐ ☐ Carrying out the program of a superior whom you respect |
| 293. Superintendent of a hospital | ☐ ☐ ☐ Warden of a prison |
| 294. Vocational counselor | ☐ ☐ ☐ Public health officer |
| 295. Physical activity | ☐ ☐ ☐ Mental activity |
| 296. Dog trainer | ☐ ☐ ☐ Juvenile parole officer |
| 297. Thrilling, dangerous activities | ☐ ☐ ☐ Quieter, safer activities |
| 298. Physical education director | ☐ ☐ ☐ Free-lance writer |
| 299. Statistician | ☐ ☐ ☐ Social worker |
| 300. Technical responsibility (in charge of 25 people doing scientific work) | ☐ ☐ ☐ Supervisory responsibility (in charge of 300 people doing business-office work) |
| 301. Going to a play | ☐ ☐ ☐ Going to a dance |
| 302. Teacher | ☐ ☐ ☐ Salesperson |
| 303. Experimenting with new grooming preparations | ☐ ☐ ☐ Experimenting with new office equipment |
| 304. Being married to a research scientist | ☐ ☐ ☐ Being married to a sales executive |
| 305. Working in a large corporation with little chance of being president before age 55 | ☐ ☐ ☐ Working for yourself in a small business |
| 306. Working in an import-export business | ☐ ☐ ☐ Working in a research laboratory |
| 307. Music and art events | ☐ ☐ ☐ Athletic events |
| 308. Reading a book | ☐ ☐ ☐ Watching TV or going to a movie |
| 309. Appraising real estate | ☐ ☐ ☐ Repairing and restoring antiques |
| 310. Having a few close friends | ☐ ☐ ☐ Having many acquaintances |
| 311. Work in which you move from place to place | ☐ ☐ ☐ Work where you live in one place |

Part VII. Your Characteristics. Show here what kind of person you are. If the item describes you, mark in the space labeled (Yes); if the item does not describe you, mark in the space labeled (No); if you cannot decide, mark in the space labeled (?). (Be frank in pointing out your weak points, because these are as important as your strong points in choosing a career.)

- | | |
|--|--|
| 312. ☐ ☐ ☐ Usually start activities of my group | 319. ☐ ☐ ☐ Can prepare successful advertisements |
| 313. ☐ ☐ ☐ Have more than my share of novel ideas | 320. ☐ ☐ ☐ Stimulate the ambitions of my associates |
| 314. ☐ ☐ ☐ Win friends easily | 321. ☐ ☐ ☐ Can write a concise, well-organized report |
| 315. ☐ ☐ ☐ Make decisions immediately, not after considerable thought | 322. ☐ ☐ ☐ Enjoy tinkering with small hand tools |
| 316. ☐ ☐ ☐ Prefer working alone rather than on committees | 323. ☐ ☐ ☐ Can smooth out tangles and disagreements between people |
| 317. ☐ ☐ ☐ Have mechanical ingenuity (inventiveness) | 324. ☐ ☐ ☐ Put drive into an organization |
| 318. ☐ ☐ ☐ Am concerned about philosophical problems such as religion, meaning of life, etc. | 325. ☐ ☐ ☐ Have patience when teaching others |

APPENDIX G

SUPPORT LETTER FROM CARF



COMMISSION ON ACCREDITATION OF REHABILITATION FACILITIES

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ALAN H. TOPPEL, Executive Director

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Mr. Robert Rosenbaum
Executive Director
Dempster Memorial Goodwill Industries
Post Office Box 11066
Knoxville, TN 37919

Dear Mr. Rosenbaum:

The purpose of my letter is to lend our strongest support for the focus of your thesis on facility administrators. The field of rehabilitation needs this level of indepth assessment of the calibre and expectations of individuals occupying these critical positions. In the last analysis, the successful accomplishment of the goals of people with disabilities depends upon a delivery of services that are organizationally competent and soundly administered so as to maximize the results achieved.

At no time in our history has the field of rehabilitation faced greater challenges. The demands that will be placed on administrators to effectively plan, coordinate, control and manage could well determine the future viability of this important area of human services. There is a necessity for our industry to have a realistic analysis of the characteristics and requirements of those who assume executive leadership positions. Your topic, and the conclusions drawn can be invaluable in identifying those capabilities that must be present in order for executives to succeed in carrying out their responsibilities.

I am confident that your background and abilities will reinforce a productive dissertation, and you will make a substantive contribution to our field.

Sincerely,

Alan Toppel
Executive Director

AT/mw



1981, International Year of Disabled Persons

VITA

Robert G. Rosenbaum, son of George and Joyce Rosenbaum, was born in Fort Atkinson, Iowa, on June 11, 1949. He attended St. John's Parochial School and graduated from Turkey Valley High School in 1967. In May of that same year, he joined the U.S. Army serving as a Medic for three years.

In June 1970, he began his college career at The University of Tennessee while working at several rehabilitation facilities. In 1973, he earned a Bachelor of Science degree in Industrial Education and immediately entered the Master's degree program in Special Education and Rehabilitation. At the same time, he began teaching in the Vocational Advancement Program for Special Education students in the Knox County School System. After receiving his Master's degree, he entered the doctoral program at The University of Tennessee, Knoxville. The major focus during his doctoral program was Vocational-Technical Education, with a special emphasis in special education and rehabilitation.

In July 1975, he was employed by Goodwill Industries, Knoxville, as Director of Rehabilitation. In August of that same year, he was appointed Executive Director of Goodwill, a position currently maintained.

He is a member of Kappa Delta Pi, Omicron Tau Theta, and Iota Lambda Sigma Fraternity. He also serves as an Administrative and Program Consultant for the Commission on Accreditation of Rehabilitation

Facilities. He serves on the Board of Directors of several community service agencies and is a member of several professional rehabilitation organizations at the local, state, and national levels.

He is the father and maintains custody of his ten year old son, Christopher George Rosenbaum.