To the Graduate Council:

I am submitting herewith a dissertation written by William Robin Robertson entitled "The Identification of Vocational and Career Development Competencies for School Guidance Counselors." I 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.

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THE IDENTIFICATION OF VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES FOR SCHOOL GUIDANCE COUNSELORS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

William Robin Robertson

June 1981

3051921

To

Evelyn Marie

My Wife, My Champion

ACKNOWLEDGMENTS

There are times in most men's lives when they reflect on their past; they notice many individuals who added something special to the meaning of their existence. As I reflect on the past, I realize the influences and meanings that many individuals have played in my life. It is because of their assistance and caring that I acknowledge their contributions.

I wish to extend sincere appreciation to Dr. Melvin D. Miller, who directed the dissertation, for his guidance, tolerance, demands, and friendship. To the Dissertation Committee, Dr. C. Kenneth Tanner, Dr. Seifried C. Deitz, and Dr. Gerald K. LaBorde, I am most appreciative for their invaluable direction and suggestions throughout the process leading to the completion of the research project. The Dissertation Committee demonstrated their professional commitments to scholarship, to excellence, and to ethics.

The assistance and cooperation of the staff of the Center for Student Development at Memphis State University, who gladly gave their support and encouragement, is deeply appreciated. Without the effort expended by Mrs. Marjeanne Roach, I would have faced more difficult times.

My family (mother, sisters, brothers, mother-in-law) was the source of strength, desire, drive, and will, which endured. Their faith sustained me.

I am thankful especially to my wife, Evelyn Marie, and my daughter, Robin Elizabeth, who have been two of the most important

influences in my life. Their concern and continuous encouragement offered the inspiration and impetus needed when productive efforts slackened.

For Him from whom all blessings flow, I am thankful.

ABSTRACT

The purpose of this study was to identify from the perceptions of selected counselor-educators and state directors of vocational education common competencies needed by school guidance counselors in the general category of vocational and career development.

Data were collected from a panel of experts composed of 20 recognized authorities who were members of two vocational guidance associations (AVA and NVGA). A list of 83 competency statements was presented to this panel. The panel members responded to each competency statement as either essential or nonessential. An acceptance level of 60 percent was established to determine when consensus of opinion had been obtained. A survey instrument of 72 competency statements was constructed, which incorporated a Likert-type scale, and was submitted to 50 selected counselor-educators, one from each state, and the state directors of vocational education.

The major findings of the research were as follows:

1. State directors of vocational education consistently obtained higher mean values for responses on competency statements as compared to counselor-educators.

2. Considering the Likert-type scale, 42 of the competency statements were rated "high."

3. Competency statements in Area 10, psychological or counseling aspects of the guidance function, were all rated as essential by the respondent groups.

4. In 46 instances, the respondent groups rated competency statements as being "high" on the essential/nonessential scale, yet significant differences and significant correlations existed.

5. Based on the 6.8 value, a high majority (46) were considered essential by respondent groups. State directors of vocational education were nearly unanimous (66 of 72) in agreement with the panel of experts.

6. Significant positive correlation was found between respondent groups in all 12 broad competency areas.

7. Counselor-educators considered competency statements which required school guidance counselors to be involved in outreach programs beyond school boundaries to be among the least important competencies.

8. The respondent groups viewed the role of vocational assessment as being an important area for school guidance counselors.

9. The need for a set of common competencies in the category of vocational and career development was accepted by respondent groups.

10. Fifteen factors were clustered as having common elements within the 72 competency statements.

11. The factor clusters varied from the arbitrarily assigned competency areas.

12. Commonality of factor clusters exists because of the spread over competency statements.

Four conclusions were reached from this study.

1. State directors of vocational education have a more holistic view of vocational and career development requirements in the area of school guidance than do counselor-educators.

2. Sixty-six of the competency statements provide a sound basis for developing competency-based counselor education programs in vocational and career development.

3. Sixty-six competency statements provide a basis for setting school guidance certification requirements in vocational and career development.

4. The competencies identified in this study can be classified; however, regardless of the system of classification, commonalities exist among the various competency statements.

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CHAPTER I

INTRODUCTION

The quality of preparation for life of people in the United States of America is dependent to a great degree on the public educational system. More specifically, it is dependent on individuals who turn the abstractness of the curriculum into behaviors which can be evaluated in terms of the goals and objectives of the educational system--a reflection of society itself.

In our present society, Man adheres to the proposition that in order to be a whole person he must engage in activities which are considered to be significant to the self. One of the many significant persons who is involved in assisting individuals in the developmental process of raising awareness of self to a higher level is the school guidance counselor.

The guidance and counseling profession has been asked to provide substantive proof of its value and worth to the educative process. Concrete data as to counseling effectiveness were sought, but because of the nature of the work of guidance and counseling, evaluative data were not easily obtainable (Shoemaker and Spitter, 1976).

One approach to improve the evaluation process of counselors has been competency-based counselor training programs. In such programs counselor competencies are based on performance and proficiency in specific guidance and counseling areas. Each area has established performance indicators and these are used to ascertain the effectiveness and competency of counselors in training.

Performance indicators can be based on one or more types of objectives. Four types of objectives have been identified for the purpose of this study. They are:

1. Cognitive objectives which stress knowledge and understanding of the subject matter
2. Affective objectives which describe the awareness of and attitudes toward the subject matter
3. Performance objectives which require some action to be performed at a criterion level
4. Consequence objectives which specify the change in others the counselor should be able to accomplish (Froehle, 1976).

Objectives and performance indicators have not generally been a part of states' certification requirements.

Competency-based counselor education is expanding. Today, however, more than 21 states have mandated, either through legislation or state board of education directives, that competency-based training programs for school guidance counselors be instituted (L. K. Jones, 1976). Under present conditions, if common competencies or course requirements exist in the counselor education training institutions of these states, they exist by chance rather than collaborative planning, as each state determines the guidance needs of its students and its own standards.

School guidance counselor certification by performance objectives has the potential to improve the quality of counselor training programs, improve counseling skills, improve guidance service in schools, and provide the basis for evaluating the performance of counselors and students.

Performance by objectives provides an operationally defined set of skills to be learned and the measuring criteria for assessing when the required skills have been mastered as well as the level of mastery obtained.

The guidance function is recognized as an essential element of education in general. It also addresses the special needs of vocational education. Recent federal aid programs placed greater emphasis on guidance, especially in the areas of career and vocational guidance. The Vocational Education Act of 1976, for example, required a minimum level of fiscal support for vocational guidance. This new emphasis has found many counselors lacking the required competencies. At the same time, institutions are redesigning counselor education programs to adequately serve this new emphasis. As this happens, consideration should be given to using new approaches in designing new programs.

Counselor training programs designed along the competency-based approach constitute one alternative in the development of effective career and vocational guidance personnel. Moreover, competency-based programs can serve inservice and preservice needs as a means to respond to the new emphasis in career development.

The Problem

There is a need to have empirical data regarding vocational and career development competencies required for effective counseling. Such data can be used to determine if school counselors have satisfied the evaluation criteria. At the present time counselor-educators,

school guidance counselors, and state directors of vocational education frequently lack information regarding competencies needed by school counselors in meeting students' vocational and career development needs.

School guidance counselors tend to be generalists (Edgar, 1971). In fact, Edgar holds that school guidance counselors should not specialize in one guidance area but should be capable of performing equally well in all areas of educational counseling. The generalist approach, however, has led to a weakness in counselor training, especially in vocational education and career development. Inadequacies are presently felt by many school guidance counselors in meeting career guidance needs of children, youths, and adults in our society (ACES, 1978). As the guidance services are expanded to meet new educational and societal needs, the demand on school guidance counselors also increases. Because of the limited training in career education, career development, and career guidance, inadequacies are experienced.

Improvement of counselor preparation in all aspects of career development, career guidance, and career education is being encouraged by ACES (1978). Since a vast number of school guidance counselors did not receive competency-based educational training, means are needed to improve the quality of services delivered by these school guidance counselors. ACES (1978) suggested preservice and inservice training as a beginning step.

The counseling profession has become concerned with accountability. The large number of under-employed and unemployed high school, post-high school, and college graduates all support the increasing

need for career development and vocational guidance. Furthermore, increased social demands for a delivery system which considers the employability of our youthful work force are being felt, not only by the educational system, but the counseling profession as well.

Social demands have sifted through the educational system to counselor-educators responsible for designing and administering counseling training programs. Counselor preparation in career development and vocational guidance should be one of the highest priorities in the counseling profession (ACES, March 1978). This priority demands changes in counselor preparation curricula.

Identification of competencies common to vocational and career development functions can assist in curriculum reform. These common competencies can be used to upgrade the counselor training programs and produce school guidance counselors with required competencies.

Competencies common to vocational and career development functions have not been established through a nationwide research effort. The problem of this study was the lack of identified common vocational and career guidance competencies which school guidance counselors need to effectively perform in these areas of school guidance.

Purpose of the Study

The purpose of this study was to identify common vocational and career guidance competencies. Data were collected from selected counselor-educators and state directors of vocational education to compare the differences of their perceptions of common competencies needed by school guidance counselors in the general category of vocational and

career development. For the general category of vocational and career development investigated in this study, specific competency statements were obtained to respond to the following broad areas:

1. Developing and maintaining a self-directed career education information center.*
2. Developing job descriptions from job analyses.*
3. Assisting students in utilizing career clusters and career ladders.*
4. Compiling and disseminating information on employment opportunities, job requirements, and public and private vocational, technical, apprenticeship, and academic training programs.*
5. Developing and coordinating a job placement program.*
6. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.*
7. Assisting in planning and implementing a developmental career education program, including prevocational programs.*
8. Assisting in the planning and implementing vocational programs which employ knowledge, techniques, and skills in working with special need students which include all handicapped categories.

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* State Board Minimum Certification Criteria, State of Tennessee Department of Education, Category VI, Vocation and Career Development.

9. Administering, interpreting, and analyzing various diagnostic, interest, and aptitude instruments for vocational purposes.
10. Assisting in the personal growth and development of students through various counseling strategies.
11. Providing consultation to staff developers, curriculum specialists, administrators, and community-at-large in vocational and career development planning.
12. Demonstrating a knowledge of sex equity and sex equity legislation relating to education and work.

Hypotheses

For the purpose of this study, the following hypotheses guided the research effort:

1. There is no significant difference between the responses of selected counselor-educators and state directors of vocational education concerning the importance of each competency (.05 level of significance).
2. There is no relationship between the correlation ratio of the competency statement as perceived by selected counselor-educators and state directors of vocational education (.05 level of significance).

Questions to be Answered

Two questions will be answered in light of the data obtained:

1. Considering each competency statement, what is the extent

of agreement between the panel of experts and respondent groups?

2. Based on data obtained from respondent groups, do common factors exist among the 72 competency statements which differ from the broad competency areas incorporated in the study?

Assumptions of the Study

There were four basic assumptions made in this study. Those assumptions were:

1. The presidents of the National Vocational Guidance Association (NVGA) and the American Vocational Association (AVA Guidance Division) were able to identify individuals who were regarded as specialists in vocational and career education from which a panel of authorities could be developed for the purpose of this study.
2. The panel of authorities from NVGA of APGA and AVA Guidance Division had the knowledge and expertise to identify common vocational and career guidance competencies needed by counselors in the United States of America.
3. State directors of vocational education and of vocational-technical education and selected counselor-educators of guidance and career development have the expertise required to render valued opinions on needs of school guidance counselors in the United States of America.
4. The survey research method was a valid method for collection of opinions from selected counselor-educators and

state directors of vocational education and career guidance competencies needed by guidance counselors.

The Importance of the Study

Shoemaker and Spitter (1976) stated that several problems and issues have emerged in vocational guidance and career development competency-based counselor training programs which focused on the competencies required for successful performance of guidance services. One problem was that many of the competencies identified were too difficult to operationalize. Another problem was that many training institutions were unwilling or financially unable to change their course of study. Still another problem was that more research was needed to determine the effectiveness of competency-based counselor training programs. This research was designed to gather data which could provide an approach to resolve, in some manner, these problems and issues.

Evaluating results related to counselor-trainee performance is important. This study provides data for one approach to evaluating the counseling process in the areas of vocational guidance and career development. When specific competencies are operationally defined and implemented in competency-based counselor education, the effectiveness and proficiency of the counselor can be determined. By contrast, in traditional programs counselor-trainees learn theories and principles and are graded by standards set for the program. The mastery of the program materials together with experience in the institutional setting are indicators of competencies. Practicum experiences are usually limited and competencies actually developed are not reviewed

after completion of courses. What is missing in this approach is an assessment technique to determine the outcome of what the counselor-trainees have learned. How effective are they in working with students? Was the desired change observable in the student after the counseling experience?

A competency-based counselor training program attempts to respond to the above questions. Moreover, the results of this study can serve as a guide to counselor training institutions in developing curriculum for competency-based programs. For counselors who have completed their preparation, it can serve as a basis for evaluation and the planning of appropriate inservice training programs.

Limitations of the Study

The following limitations were imposed for the purpose of this study:

1. The counselor-educators were identified from the Counselor Educator Directory by J. W. Hollis and R. A. Wantz.
2. The states surveyed included all 50 states.
3. The panel of authorities was limited to those identified by the presidents of NVGA and AVA.
4. The number of panelists was no more than 20.

Definition of Terms

Career Development. The total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate those values into their lives

in such a way that work becomes meaningful and satisfying to each individual (Hoyt, et al., 1975).

Career Education. The total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (Hoyt, et al., 1975).

Career Guidance. The implementation in the schools and the use of appropriate career, job, and lifestyle information along with the curriculum (Peters, 1966).

Competency. A performance which specifies the required actions to be demonstrated by the counselor and the ability to cause change in others.

Competency-Based Counselor Training. A training program which explicitly designates the competencies that a prospective counselor must acquire, defines the criteria that are applied in assessing these competencies, and holds the prospective counselor (trainee) accountable for meeting these criteria (Froehle, 1976).

Probe. A procedure through which a survey-type inquiry is submitted to a panel of authorities (experts in the field) in an area of study for the purpose of ascertaining a consensus of opinion on the subject in question.

Vocational Guidance. A process of implementation of selected options available to individuals in the pursuit of self-awareness, vocational awareness, and vocational maturity within the school and

community which prepares the individual for entry into occupations in the world of work.

Procedures

Several sources were utilized in the development of the initial list of competency statements. "The Identification of Vocational and Career Development Competencies for Counselors in Grades 7-12 in Tennessee" (Graves, 1974) was a primary source. A review of the literature on competency-based counselor training was undertaken to identify other competencies. The National Center for Vocational Education at the Ohio State University was contacted in the search for other competency statements. An ERIC computer search, which employed very select descriptors, was conducted. All of the competency statements obtained through the searches were sorted by the researcher to eliminate repetition. The remaining competency statements were incorporated into a list of competencies identified for the purpose of this study.

A panel of authorities was used to develop the final list of vocational and career development competencies needed by school guidance counselors. This final list of competency statements was based on their perceptions of whether the competency was necessary or not necessary to the effectiveness of a school guidance counselor. In order to establish the panel of authorities, a request for nomination was submitted to the presidents of the American Vocational Association, Guidance Division (AVA) and the American Personnel and Guidance Association, Vocational Guidance Division (NVGA). Each was asked to submit

15 or more names of persons recognized as authorities in this area.

From the list of nominees submitted from AVA and NVGA two pools were constructed. Ten names from each pool were drawn and contacted. This procedure was followed until a panel of ten nominees from each vocational guidance association had consented to participate. Included in the request to participate was an Informed Consent Information form. The first mailing and one follow-up mailing were needed to obtain the total membership of experts of vocational education.

For any of the competency statements submitted to the panel of authorities, an acceptance level of 60 percent or more was established for inclusion in the final survey form. The 60 percent acceptance level was established by the researcher arbitrarily.

A survey instrument was used for the collection of data. State directors of vocational education and selected counselor-educators, which comprised the respondent group, were requested to respond to the survey instrument to ascertain the extent of agreement as to the relative importance of these specific competencies to effective counseling. The selected sample of counselor-educators was taken from colleges and universities in the United States. A total of 50 counselor-educators and 50 state directors of vocational education was selected.

Data analysis utilized features of the Statistical Package for Social Sciences (SPSS) or Statistical Analysis System (SAS). Included were: (a) computation of the mean, median, mode, standard deviation, variance, and standard error of measurement for each competency statement; (b) the independent samples t-test for each competency statement;

(c) computation of the correlation coefficient as a measure of association; (d) reliability of the questionnaire was determined by the Cronbach Alpha Coefficient for internal consistency; and (e) factor analysis was applied to analyze patterns of intercorrelation among the competency statements.

CHAPTER 2

REVIEW OF SELECTED RELATED LITERATURE

There is a need to have empirical data regarding vocational and career development competencies necessary for effective counseling. Selected counselor-educators and state directors of vocational education were surveyed regarding their perceptions as to common competencies needed by school guidance counselors. The competency statements addressed the general category of vocational and career development covering the following broad areas:

1. Developing and maintaining a self-directed career education information center.*
2. Developing job descriptions from job analyses.*
3. Assisting students in utilizing career clusters and career ladders.*
4. Compiling and disseminating information on employment opportunities, job requirements, and public and private vocational, technical, apprenticeship, and academic training programs.*
5. Developing and coordinating a job placement program.*
6. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.*

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* State Board of Minimum Certification Criteria, State of Tennessee, Department of Education, Category VI, Vocation and Career Development.

7. Assisting in planning and implementing a developmental career education program, including prevocational programs.*
8. Assisting in the planning and implementing vocational programs which employ knowledge, techniques, and skills in working with special need students, including all handicapped categories.
9. Administering, interpreting, and analyzing various diagnostic, interest, personality, and aptitude instruments for vocational purposes.
10. Assisting in the personal growth and development of students through various counseling strategies.
11. Providing consultation to staff developers, curriculum specialists, administration, and community-at-large in vocational and career development planning.
12. Demonstrating a knowledge of sex equity and sex equity legislation relating to education and work.

This study focused on identifying essential common competencies needed by school guidance counselors in vocational and career development in the United States as perceived by selected counselor-educators and state directors of vocational education.

A recent position paper of the Association of Counselor Educators and Supervisors (ACES) recognized the inadequacies felt by many

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* State Board of Minimum Certification Criteria, State of Tennessee, Department of Education, Category VI, Vocation and Career Development.

counselors in meeting the needs of all people (ACES, 1978b). A number of the inadequacies experienced by schools related directly to their educational position in specific areas of vocational and career development. Career development theory and research knowledge were lacking. Assessment strategies and skills for vocational and career development were missing from many counselors' educational experiences. Books and material required were not available to them because of financial and budgetary considerations. These are but a few of the inadequacies felt. These inadequacies are the result of increased demands placed on the educational system by our society; for example, education for work, vocational preparation, entry level job skills, and greater proficiency in the basic skills of reading, writing, and arithmetic.

This chapter reviews selected literature pertinent to vocational and career development. The chapter is divided into the following salient sections:

1. Vocational Guidance and Guidance and Counseling in Vocational Career Development
2. Competency-Based Counselor Training Programs
3. School Guidance and Vocational Counselor Certification
4. Competency Statement Development
5. The Consensus Approach to Competency Statement Development

Vocational Guidance and Guidance and Counseling In Vocational and Career Development

Distinctions between vocational guidance and guidance and counseling are related more to philosophical and theoretical viewpoints of practitioners than to goals. When guidance and counseling or vocational guidance as practiced by school counselors are referred to, they exemplify the viewpoints and practices of the counseling profession. This is contrasted with that of a typical vocational educator who practices vocational guidance, not necessarily as a professionally trained counselor, but as a set of behaviors integral to accomplishing the goals of vocational education (Herr, 1975). However, both are trying to assist individuals make career decisions. Vocational educators and guidance and counseling professionals, then, relate somewhat differently to career development. Vocational educators have viewed vocational guidance as relating directly to enrollment in vocational education and subsequent occupational choice. Counseling and guidance professionals hold that vocational guidance should be considered an option, and students should have choices from a broad range of educational and occupational alternatives (Herr, 1975).

The similarity of vocational education and career education has caused confusion because of the way they relate to one another (Clements, 1977). Some of the similarities are: (a) vocational education and career education are about work; (b) "career" and "vocational" are often used interchangeably; (c) teaching and learning strategies are similar in both; and (d) vocational education and career education borrow from and collaborate with community resources.

Hoyt (1975) in his definition of career education in which vocational education and occupational education are included, states that it was difficult to define these terms. He further states that to construct a base for these three terms, the following words should be defined: (a) work, (b) career, (c) vocation, (d) occupation, (e) leisure, and (f) education. According to Hoyt:

> Work is conscious effort aimed at producing benefits for oneself and/or for others. . . .
> Career is the totality of work one does in his or her lifetime. . . .
> Vocation is one's primary work role at any point in time. . . .
> Occupation is one's primary work role in the world of paid employment. . . .
> Leisure consists of activities, other than sleeping, in which one engages when not performing in his or her vocation. . . .
> Education consists of all those activities and experiences through which one learns. (Hoyt, 1974, p. 2)

A definition of career education by the Task Force on Career Education of the Council of Chief State School Officers established the perimeters within which educators could function:

> Career education is an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. (Clements, 1977, p. 9)

In recent times there have been renewed efforts to redefine vocational education in broader terms. The 1963 Vocational Education Act provides this definition of vocational education:

> . . . Training or retraining which is given in schools or classes including field or laboratory work incidental thereto . . . designed to fit individuals for gainful employment as semi-skilled or skilled workers or in recognized occupations . . . excluding programs to fit individuals for employment in occupations which the commissioner determines and specifies in regulations, to be generally professional or requiring a baccalaurate or higher degree. (Clements, 1977, p. 9)

According to Clements (1977), the greatest difference between the definitions of career and vocational education stems from the way each approaches instruction about the world of work. Career education encompasses the total educational experience throughout a person's productive lifetime; vocational education encompasses preparation for paid employment beginning in adolescence and continuing through adulthood.

Hoyt (1974) saw vocational education as the "bedrock" for career education. Further, according to Hoyt, "the goals of career education are to help all individuals (a) want to work; (b) acquire the skills necessary for work in these times; and (c) engage in work that is satisfying to the individual and meaningful to society" (p. 4). These career education goals relate directly to the function of vocational education as a major program concerned with preparing people for work.

According to Herr (1975), Townsend (1969), Clements (1977), Hoyt (1975), and Robb (1969), vocational education and career development are continuous processes from the cradle to the grave although the thrust of each is distinctly different.

In discussing an understanding of vocational education and career development as a basis for educational practices, L. G. Townsend stated:

> Educational programs and practices in a school in the areas of vocational education and career development reflect the meanings assigned to the terms by those who are responsible for directing the school and by those who deal directly with students. (Townsend, 1969, p. 24)

It is the significant individuals who develop educational experiences relating to vocational education and career development and thereby giving meaning to these terms.

From a historical standpoint of vocational education, guidance and counseling are direct descendants of the vocational education movement. Guidance and counseling came into existence during the first decade of this century. The work of Frank Parson in Boston has received a major share of credit for its organization. The goals of guidance and counseling focus on assisting students and other persons in making occupational choices (Herr, 1975).

As early as 1895, Parson's work with young people had been considered the prime motivator of the vocational guidance movement. His book Choosing A Vocation in 1909 set out a formulation as to how guidance might function in assisting others in the selection of an occupation. According to Herr (1975), this book was really an extension of techniques Parson developed in an effort to help adolescents identify their capabilities and choose jobs in which reasonable chance of success could be expected.

Parson's formulation consisted of three steps: first, a clear understanding of yourself, aptitudes, abilities, interest, resources, limitations, and other qualities; second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; third, true reasoning on the relations of these two groups of facts.

The trait factor approach to counseling was an influential element in vocational education in the formative years. An individual

is a complex entity with many characteristics, so dovetailed that separately they miss the sum total of personality. And yet, traits (interest, skills, aptitudes, preferences, abilities, etc.) differ and so do individuals. The use of tests in an effort to identify and measure individual characteristics yielded useful data; however, much was lost through their use, such as individuality and individual differences.

The steps to "true reasoning" or vocational guidance were adequate for this period. Later analysis of these concepts revealed the boundaries and limitations imposed by the concepts. Excluded from consideration was the fact that choice may be influenced by the environmental, psychological, and philosophical makeup of individuals. Individuals in making choices are a sum total of all experiences, and, as such, consideration of selected individual characteristics can lead only to inaccurate assumptions in regard to human behavior.

According to Herr (1975), vocational guidance was not originally intended to be oriented to the range of personal social adjustment incorporated later as a dimension of guidance and counseling. Furthermore, he states:

> By the early 1950's, there had appeared new emphasis in psychotherapy, particularly the works of Carl Rogers (1942, 1952), as well as heightening awareness that neither individual characteristics nor occupational/educational requirements are static but are constantly changing. These new trends led Hoppock (1950) to conclude that the foundations of the tradional views of vocational guidance were "beginning to crumble." (p. 7)

The use of tests, records, and other information with clients is essential to guidance and counseling. Although the point of

origination was vocational education, guidance and counseling added another dimension to Parson's formulation--the broad range of personal-social adjustments.

The Commission on Career Guidance and Vocational Education was formed by the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA) in 1973. The AVA/NVGA Commission was to develop a career development approach for school guidance services. The Commission stated:

> In order to be whole persons, men and women naturally must engage in activities they consider to be significant. The need to make judgments about using time and assuming roles occurs throughout life. A person formulates a career by continuously evaluating both what he wants to do with his life and the action that will enable him to achieve his personal goals. Career development occurs as educational and vocational pursuits interact with other life pursuits. It continues throughout life. (Hohenship and Miles, 1973, p. 291)

The Vocational Education Acts of the past two decades mandate participatory and collaborative efforts of vocational education and guidance counseling. The AVA/NVGA position paper of 1973 and the ACES position paper of 1978b recognized the shared responsibilities for developing vocational and career guidance programs to meet the needs of all people.

Competency-Based Counselor Education

School counselor education programs evolved out of the need to develop professionally trained guidance personnel to assist students, youths, and adults in their educational, psychological, and vocational development. From this beginning, counselor education training programs graduated school guidance counselors who were cognitively and

attitudinally aware of these development goals. A number of writers recognized the need for changes in counselor education training. Preservice and inservice training programs needed to include a demonstrated proficiency-level of counselor skill and performance based on evaluative criteria. Competency-based counselor training was offered as a model for achieving the vocational guidance and career development goals (Wellman, 1966; Jones and Dayton, 1977; Frick, 1968; Shoemaker and Spitter, 1976; and Lifton, 1971).

The competency-based curriculum approach of curriculum construction is based on the assumption that curricular outcome is observable and accessible. Knott (1975) wrote:

> A competency-based curriculum does not differ from any other curricula in its goals. It differs in the assumptions that the basic desired outcome of an education process can be stated in terms of defined and recognized competencies and all students can be held responsible for achieving these competencies. Under a competency-based curriculum, mastery learning and not time is the major criterion of performance. (p. 28)

Competency-based education (CBE) has generated a systems approach for teacher training. The systems approach has produced a framework for organizing and accounting for input, content, process, and outcome of counseling, and assists in evaluating these interactions for further consideration. Merwin stated the following as basic steps in the systems approach:

> 1. The specification of instructional objectives in behavioral or measurable terms;
> 2. The diagnostic analysis of student capabilities through preassessment;
> 3. The optimal sequencing of course content; and
> 4. The definition of relevant criteria based on measures of achievement. (1974, p. 57)

These four aspects are combined to provide a viable and efficient learning system. An example of the components of a learning system was described by Davis (1973), who listed the following properties as being emphases of programmed learning during the 1970's:

> System analysis;
> Task analysis;
> Contrast analysis;
> Behavioral objectives;
> Structural material (via analysis and synthesis);
> Appropriate teaching strategy;
> Controlled interaction via,
> digestible steps,
> appropriate stimulus content,
> relevant response mode, and
> reinforcement;
> Presentation as a communication problem;
> Appropriate instrumentation;
> Validation and evaluation; and
> Installation and implementation. (p. 6)

It should be noted that the principles of programmed learning are diversified and evolved out of learning and behavior theories in education and psychology.

Competency-based teacher education is an educational strategy which incorporates the systems approach for developing specifications for learning specific identifiable levels of knowledge, skills, and behaviors by student teacher trainees. "What was learned in the classroom setting can be assessed according to predetermined knowledge criteria" (Schmieder, 1973, p. 52).

Elfenbein (1972) described performance-based teacher education programs as follows:

> A program in which the competencies to be acquired by the student and the criteria to be applied in assessing the competency of the study are made explicit and the student is held accountable for meeting those criteria. . . . Three types

> of criteria are used: 1) knowledge criteria which are used to assess the cognitive understanding . . .; 2) performance criteria which are used to assess the teaching behavior . . .; and 3) product criteria which are used to assess the student's ability to teach by examining the achievement of pupils. (p. 4) (Cited: James M. Cooper and Wilford H. Weber, "Chapter 1, Vol. II, A Competency-Based Systems Approach to Teacher Education")

Harrison (1973) cites Vogel's (1971) listing of characteristics of competency-based teacher education (EBTE) as follows:

> 1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.
> 2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating unexpected levels of mastery under specified conditions; and made public in advance.
> 3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors, and strives for objectivity.
> 4. The student's rate of progress through the program is determined by demonstrating competency rather than by time or course completion.
> 5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified. (p. 42)

According to Broudy (1972), "The performance-based approach to teacher education (PBTE) had its origin presumably in the dissatisfaction with programs existing in teachers' colleges and colleges of education" (p. 7). Several writers have noted the lack of satisfaction with counselor effectiveness and performance in vocational guidance and career education (Brammer and Springers, 1971; Frick, 1968; Merwin, 1974; and Shoemaker and Spitter, 1976) because of the failure of counselors and the counseling professionals to show competencies required to do the job effectively.

The lack of criterion reference and specificity of goals are areas of dissatisfaction. Froehle (1976) provided one approach to eliminate some of these dissatisfactions. He writes, "Competency-based learning is an educational approach that focuses on the competencies required for successful performances, not the procedures employed to develop those competencies" (p. 8). Competency-based learning is characterized by the specification of educational goals in terms of competencies. The students are expected to demonstrate the competencies acquired. These acquired competencies can be assessed individually, according to already determined standards and the level of proficiency determined. The educational experiences relate directly to the attainment of the specific competencies developed.

According to Elam (1971), there are four essential elements necessary for a teacher training program to be competency-based. They are:

> 1. Competencies are stated in behavioral terms which enable assessment and evaluation;
> 2. criteria for assessment of competencies must be explicit. The levels of mastery and specified conditions are known to the student;
> 3. student's performance is the primary source of evidence for assessment; and
> 4. the rate of progress of the student is the determining factor rather than the traditional time frame of course. (p. 7)

Broudy's views are the same as those of Elam. He writes:

> Competencies (knowledge, skills, behavior) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made in advance. (1972, p. 2)

The assumptions underlining performance-based teacher education seem to be agreed on in general terms.

Froehle (1976) writes:

> A competency-based counselor education program is one which explicitly designates the competencies that a prospective counselor must acquire, defines the criteria that are applied in assessing these competencies, and holds the prospective counselor (trainee) accountable for meeting those criteria. (p. 9)

Broudy (1972) and Elam (1971) reported similar requirements for programs to be competency-based.

Competency-based counselor preparation programs have been seen as an approach to correct several weaknesses in counselor education. One apparent weakness was that counselor trainees were taught theoretically how to counsel but were not trained to counsel.

Another weakness was the effect of counselor trainee personal attributes on clients. Many of the behaviors of counselor trainees are not easily operationalized. This approach on the surface fulfills the gap between the cognitive sphere of preparation and performance.

Jones and Dayton (1977) wrote that competency-based education for counseling personnel was receiving more support and attention. In a survey by L. K. Jones (1976) the results reported that 77.4 percent of 239 respondents of counselor educators and state supervisors viewed the competency-based approach as having some benefits for counselor education preparation programs.

According to the Jones and Dayton (1977) study, at least three obstacles appear to affect the growth of competency-based staff development: "1) lack of evidence of its effectiveness; 2) difficulty in identifying desired competencies on which it should focus; and 3) limited sets of materials for developing competencies" (p. 5).

Competency-based counselor training (CBCT) programs had their genesis in PBTE. Therefore, many of the arguments against CBCT are similar to those arguments against PBTE. Some of the objections, according to Jones and Dayton (1977) are as follows: (a) the lack of a well-documented data base of training programs effectiveness; (b) difficulty in identifying competencies; (c) inadequate supply of competency-based training materials; and (d) the transitional problems from traditional programs to competency-based programs. The effectiveness of graduates from CBCT has not withstood the test of time because it has not been researched. Tasks and functions of counselors are more identifiable than competencies required for performance. Another argument, related to the limited instructional resources, material, and techniques, involved teaching predetermined, operationally defined competencies to student-trainees.

Several approaches to competency-based training for school guidance counselors have been undertaken: (a) modularized counselor-education program (Miller and Dimattia, 1978); (b) competencies specification (Froehle, 1976); (c) learning system design (Davis, 1973); (d) the "a priori" approach (Saylor, 1976); (e) system approach (Merwin, 1974); and (f) modular approach (Jones and Dayton, 1977). In each approach to competency-based counselor training, the evaluative criteria were based on demonstrated performance of specified behavior rather than knowledge of subject matter. Individualized approaches to learning styles were incorporated in each approach. Improved effectiveness of efficiency of the counselor-trainee was inherent in each approach to competency-based training.

Certification of the School Guidance Counselor in Vocational Guidance and Career Development Content Areas

School guidance counselors have a number of on-the-job responsibilities. In a survey of 115 large school systems in the United States, Hollis and Wantz (1977) reported that the number one responsibility in terms of frequency is counseling (114 of the 115 school systems or 99.1%). Career and life planning and placement of students within educational programs were the next two most frequently reported responsibilities (110 of the 115 school systems or 95.7% for each). The fourth reported responsibility in terms of frequency was vocational guidance (109 of 115 school systems or 94.8%). Career and life planning (career development) and vocational guidance ranked high (2.5 and 4 out of a list of 20) in terms of reported responsibilities in the 115 large schools surveyed.

A survey of department of education certification requirements in the areas of career development and vocational guidance was undertaken by this writer. Thirty-seven state departments of education submitted their certification requirements for school guidance counselors and/or the equivalent by some other designated title.

However, a later article by Fred Vogel (1978) yielded the information sought. In this article, he states that the educational requirements for certification as a guidance counselor ranged from a bachelor's degree with 12 credit hours in Guidance to a master's degree in Guidance with 30 hours in Guidance. In the specific areas of career development and vocational guidance, the usual requirement is

one course, three semester hours of credit in one of several areas: (a) career development theory and practice; (b) educational and occupational information; (c) vocational development theory and practice; and (d) guidance information; college counseling and community organizations, agencies, and resources.

The importance of career development and vocational guidance for personal development is of high priority. According to Hollis and Wantz (1977), career and life planning, placement of students, and vocational guidance ranked second, third, and fourth in counseling and guidance area responsibilities. The time utilized in fulfilling these responsibilities was at 40 percent to 60 percent. Based on these facts, the competency of the school counselor should be of the highest quality. And yet, as a whole, state certification requirements tend to require minimal preparation in this vital area.

Consensus Approach to Competency Development

Central to an understanding of competency-based counselor education is agreement as to what is being communicated as "competencies." It is necessary to ascertain the range of the agreed-upon notion of competencies as well as an awareness and understanding of what is. Farrell (1976) wrote:

> I maintain that social knowledge rests upon a peculiar kind of consensus. That is to say, it rests upon a consensus which is attributed to an audience rather than concretely shared. This means that such knowledge does not rest upon agreement which is both fact and known to be fact. (p. 1)

Competency development is a form of social knowledge where agreement is usually obtained by group consensus. In counselor training,

intricate personal interactions are difficult to operationalize, thereby enhancing a need for some degree of agreement of what is and what ought to be. Definable but intangible qualities must be operationalized in forms of competencies statements. Farrell (1976) writes:

> Social knowledge must presume or attribute a consensus concerning the generalizable interests of persons in order that arguments may culminate in the advocacy of choice and action. . . . Therefore, defining competencies is based on consensus rather than absolute definitions of facts. (p. 4)

Many techniques are available for gathering opinions which can serve as a basis for planning and decision-making. Most of these techniques involve some type of consensus-seeking methods. Some of these forecasting methods are the Delphi Technique, Panel Consensus, Visionary Forecast, Market Research, and Historical Analogy.

Yong Sup Sin (1977) concluded that of three consensus-seeking methods--group nominal process, face-to-face confrontation, and the Delphi method--the group nominal process and the Delphi method offered more group satisfaction and generated more quality ideas than face-to-face confrontation. He further stated that there was no significant difference in the perceived satisfaction between these two consensus methods.

Mary K. Boratto (1979) combined two variables in her research--importance and consensus--into "Magnitude Discrimination Index." She concluded: "Importance reporting fell short of providing sufficient data on which to base decisions in and of itself; while consensus reporting lacked some necessary data on which to base decisions" (p. 11). This method eliminated the necessity of weighing problems in interpretation, inherent problems of working with the mode, median, and

spread scales. When one employs the Delphi Technique, importance or consensus, or a combination of both, is usually reported. It remains essential in reporting that such data should take into account the essence of these key elements or a combination thereof.

Survey Research

Survey research is used frequently in education. Moreover, the mailed questionnaire is a form widely used by students because of its advantages when compared to other forms of research methodology. One such advantage is the ease and speed by which it can be distributed by mail. A second advantage is that it saves time and money.

The survey method of research is not without disadvantages. According to Hillway (1964), the disadvantage lies in the uncertainty of obtaining replies and the difficulty of gathering personal and confidential information from respondents. Another disadvantage listed was student errors involving technique. Some of the common errors of questionnaire studies were: (a) selected problems may be better studied with other research techniques; (b) insufficient attention given to the development of the questionnaire; (c) failure to pretest it; and (d) overlooking details of format (Isacc and Michael, 1977). Another disadvantage of the questionnaire studies was the intensity and color of feelings associated with the responses (Backstrom and Hursh, 1963). The researcher usually established conditions which met a set of criteria in advance of data collection. This meant that precoding of responses for analysis was simplified for transfer to data processing cards (Backstrom and Hursh, 1963).

Summary

The difference in position between vocational guidance and guidance and counseling appears to be more than philosophical. The theoretical foundation of each remains distant and detached. However, the philosophical and theoretical positions between them tend to be congruent in practice. Differences between vocational education, career development, and career education were defined and many writers have agreed on their meanings. Collaborative endeavors have been undertaken in recent times in an effort to establish more collective positions. According to findings in literature, philosophical differences remain critical.

The status of school counselor education training programs is in the transitional state. Competency-based counselor education programs have followed the model set by teacher competency-based education programs. Although several approaches were generated in the past ten years, the problems of defining criteria, establishment of objectives, and evaluation of results remain to be resolved.

Many states (21) have established some form of competency certification programs and various approaches to competency-based certification have appeared. Some approaches have taken the path of specific behaviors to be demonstrated while others have given the responsibility to educational institutions. Individualized programmed learning modules was yet another, with checklists of material to be mastered, and evaluation by some designated individuals. The methods of competency development tend to have as their goal a better delivery system

of vocational and career development functions which transmit vital services to our youths.

The consensus approach to competency development in career education seemed to permit those who are directly involved, from all segments of society, to have input in the determination of what ought to be, how it should be, and how it is. The consensus of opinion technique rests on the basic assumption of group participation. Decisions which are collectively obtained frequently are more correct, and usually accepted, than decisions of any individual member of the group.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of the study was to identify from selected counselor-educators and state directors of vocational education their perception as to common competencies needed by school guidance counselors in the general categories of vocational and career development for effective performance of the following areas of functioning:

1. Developing and maintaining a self-directed career education information center.*
2. Developing job descriptions from job analyses.*
3. Assisting students in utilizing career clusters and career ladders.*
4. Compiling and disseminating information on employment opportunities, job requirements, and public and private vocational, technical, apprenticeship, and academic training programs.*
5. Developing and coordinating a job placement program.*
6. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.*

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* State Board Minimum Certification Criteria, State of Tennessee Department of Education, Category VI, Vocation and Career Development.

7. Assisting in planning and implementing a developmental career education program including prevocational programs.*
8. Assisting in the planning and implementing of vocational programs which employ knowledge, techniques, and skills in working with special needs students which include all handicapped categories.
9. Administering, interpreting, and analyzing various diagnostic, interest, and aptitude instruments for vocational purposes.
10. Assisting in the personal growth and development of students through various counseling strategies.
11. Providing consultation to staff developers, curriculum specialists, administrators, and community-at-large in vocational and career development planning.
12. Demonstrating a knowledge of sex equity and sex equity legislation relating to educators and work.

Generally, school guidance counselors are expected to have knowledge, skills, and competency in all areas of guidance. The study was restricted to investigating the selected functions of vocational guidance and career development. The competency area arrangement permitted categorizing the 72 competency statements in some meaningful way and allowed for more effective management of other data obtained later. It is not the intent of the researcher to analyze competency areas per se but to deal with competency statements individually.

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* State Board Minimum Certification Criteria, State of Tennessee Department of Education, Category VI, Vocation and Career Development.

The original impetus for the investigation was the unpublished dissertation by Graves (1974). Graves' study generated 55 competency statements. In addition, the Educational Resource Information Center (ERIC) system was utilized to search data bank to determine if any additional research had been conducted to date in the specific subject area of guidance counselor competency in vocational guidance and career development. The ERIC search was narrowed by limiting descriptors used to restrict the output to competencies in the research area. A return of 28 articles from the data bank search was obtained.

Design of the Study

The survey technique of research employing a mailed questionnaire was used to obtain opinions from vocational guidance and career guidance experts. Surveys are commonly conducted to obtain information which is usually not obtainable by other methods of research. According to Travers (1978), the survey is an attempt to build a body of knowledge through the use of direct observations.

Identification of Competencies

Beginning with Graves' 55 competency statements, a literature review and data collected from the National Center for Research in Vocational Education and 41 state boards of education, the first probe instrument was constructed. It contained 77 competency statements. In order to finalize the survey instrument, the panel of experts rendered their opinion on the competency statements as well as suggesting others which they felt were necessary.

Six competency statements were suggested by the panel of experts, which were submitted for consideration in the second probe. The final survey instrument consisted of 72 accepted competency statements (Appendix A).

Panel of Experts

The use of a person who is considered to be an authority in a field of study is an acceptable approach to develop information. Usually the information from authorities obtained is inaccessible by other means. Authorities in a field of study obtain this status of recognition from peers, colleagues, and others. Expert opinion in many instances almost has the weight of factual evidence (Hillway, 1964).

In order to obtain the initial group of authorities for the panel, the presidents of the American Vocational Association (AVA) and the National Vocational Guidance Association (NVGA) nominated 15 or more individuals who they felt were recognized experts in the field of vocational guidance and career development (Appendix B).

All names in each group were numbered consecutively. The writer randomly selected ten numbers from each group of names. Numbers drawn were assigned to the name with the identical number. Alternative names were randomly drawn in case some persons chose not to participate in the study. Consent was obtained from 17 of the initial mailing. Alternate names were contacted until consent had been obtained from 20 persons, ten for each vocational association. Those who consented to participate are identified in Appendix C.

Members of the panel of authorities were asked to indicate on the first probe whether the 77 competency statements on the survey

instrument (Appendix D) were essential to the functioning of guidance counselors in the areas of vocational guidance and career development. They were asked to answer "yes" if in their opinions the competencies were essential. Conversely, they were asked to respond "no" if in their opinions the competencies were not essential to the function of guidance counselors in vocational guidance and career development.

Further, members of the panel of authorities were asked to identify other competencies which were not included in the first probe. This procedure generated six additional competency statements (Appendix D). These six competency statements were submitted to the panel of authorities as the second probe with similar instructions as in the first probe.

Results of the First and Second Probes

Data obtained from the first and second probes were analyzed as follows: the instruments received from each juror were scored; any item which failed to obtain 60 percent agreement among the panel of authorities was dropped from further consideration at that time (Appendix D).

All 20 survey instruments were returned from the first probe. The first survey instrument consisted of 77 competency statements. An analysis of each competency statement yielded an acceptance level for 66 of the items (Appendix D).

The second probe consisted of six competency statements identified by the panel of authorities, and these were mailed to each member of the panel. Nineteen of the second probe instrument were received.

An item analysis was conducted on the six items. All of the competency statements which comprised the second probe obtained a score at or above the stated acceptance level (Appendix D).

Development of the Survey Instrument

When the second probe instrument was returned, the data were combined with that of the first probe. A total of 72 of the 83 items of the two probes received 60 percent or higher ratings. These competency statements comprised the items for the survey.

The Scale

A Likert-type scale was assigned to the 72 competency statements. The numerals assigned to the scale were 0 through 9 inclusive. Extreme ends of the scale were assigned the terms nonessential plus the numeral 0 and essential plus the numeral 9, respectively.

In order to establish various levels of interpretation for the scale of essential-nonessential, the following subdivisions were designated: (a) competency statements rated at the zero (0) level should be interpreted to mean "nonessential"; (b) competency statements rated at the 1, 2, or 3 level on the scale indicate "low"; (c) competency statements rated at the 4, 5, or 6 level on the scale indicate "average"; and (d) competency statements rated at the 7, 8, or 9 level on the scale indicate "high." However, for the purposes of comparing the respondent groups and the panel of experts, a value of 6.8 was arbitrarily established by the researcher as indicating agreement as to the essential nature of the various competency statements. The value of 6.8 represents a point which excludes 75.55 percent of the lower values of

the scale, thus placing the point of agreement in the upper quartile. Being in the upper quartile, this value equals or exceeds 75.5 percent of the scores in the distribution.

Selection of Respondent Groups

The rationale in selecting the respondents for the survey for the study was that individuals experienced in the educational development of school guidance counselors should be involved. Further, the selection process of respondents was considered in terms of preparation, setting, and job directions. Two groups of 50 persons were selected as respondents based upon their positions in an educational setting or within the educational system. Respectively, these two groups were represented by counselor-educators and state directors of vocational education.

In order to select one counselor-educator from each state, the Counselor Education Directory of 1977 was utilized. The full-time faculty equivalence for each college or university listed was calculated. As stated in Chapter 1, the counselor-educator selected would be the "head" of the Department of Guidance and Counseling or the department in each state which had the greatest number of full-time equivalent faculty members.

Mailing and Rate of Return

A cover letter (Appendix E), together with instructions for completing the questionnaire, an informed consent form (Appendix E), and a questionnaire (Appendix A) were mailed to 50 counselor-educators and 50 state directors of vocational education on September 3, 1979. On

September 26, 1979, a reminder letter (Appendix E) was mailed to respondents who had not returned the questionnaire instrument. The overall rate of return was 71 percent. Returned questionnaires included three who chose not to participate and one unusable questionnaire due to scoring directions not being followed.

Coding

After obtaining the returned survey instruments from the two respondent groups, the data were coded. The coded data were then transferred to general purpose coding forms for electronic data processing. For each of the two respondent groups, the following designations for identification purposes were assigned. The state directors of vocational education group (SDVE) was assigned Group 1, and the counselor-educator group (CE) was assigned Group 2.

Statistical Procedures

Frequency distributions for the two respondent groups were calculated. These distributions included means, modes, standard deviations, variances, and standard errors of measurement. The next treatment of the data was a breakdown of each specific competency statement by Group 1 and Group 2. The second breakdown included the means, standard deviations, and standard errors. These measurements were used to determine the average value of all values of each item statement. A third statistical technique, two sample *t*-tests for each item by group, was calculated to determine if there were significance of differences between the responses of the groups. The fourth treatment of the data was the application of the correlation ratio eta to

measure the degree of association between the two samples. To test the internal consistency of the survey instrument, the Cronbach's Alpha Coefficient was computed. Factor analysis was applied to analyze patterns of clustering among the competency statements.

Hypotheses Testing

Two hypotheses were tested in this study. Procedures for testing each of the 72 items and testing the significance of these hypotheses follows:

Hypothesis One

There is no significant difference between the responses of selected counselor-educators and state directors of vocational education as to the importance of each competency statement at the .05 level of significance.

T-test (t-ratio) for significance of the difference between two means for independent samples was applied to the data collected from the two groups to determine the significant difference between the means for each competency statement. This test assumes the two samples come from different populations with equal or near equal means and variances.

Hypothesis Two

There is no relationship between the correlation ratio eta of the competency statements as perceived by selected counselor-educators and state directors of vocational education (eta = 0).

Ferguson (1976) suggests eta as a method for correlating the relationship which involves an independent variable which is frequently nominal and a dependent variable which is frequently interval or ratio level. Eta is a measure of association which indicates how dissimilar the means on the dependent variable are within the categories of the independent variable. When eta is zero, the means are identical. Eta has a maximum value of one (1). Eta squared or the correlation ratio has the interpretation of the proportion of variance in the dependent variable accounted for by the independent variable. It should be noted that the correlation ratio is computed for the analysis of variance one-way classification. In the analysis of variance for one-way classification, the total sum of squares is the sum of the between group and within group sum of squares. In the computation of the correlation ratio, "the between sum of squares is that part of the variation attributed to the independent variable" (Ferguson, 1976, p. 237). This ratio indicates the strength of the relation of the two variables.

Ferguson (1976) suggests a method to test the significance of correlation ratio when eta = 0. In an analysis of variance for one-way classification, the F-ratio and the correlation ratio approach are equivalent procedures and yield approximately the same result (Ferguson, 1976).

Guilford (1973) writes that a significant F indicates a significant correlation ratio. However, a significant F does not mean a high correlation ratio. A low eta can possess statistical significance in some instances; therefore, the F-ratio for eta^2 is not computed for the

purpose of this study. Rather, the significance level for the analysis of variance F-ratio is used to describe the significance of eta.

Questions to be Answered

In addition to the hypotheses tested, data were used to answer two questions. These questions were:

1. Considering each competency statement, what is the extent of agreement between the panel of experts and respondent groups?
2. Based on data obtained from respondent groups, what common factors exist among the 72 competency statements?

In order to answer the first question, the consensus of opinion of the panel of experts was utilized as a basis for comparison with the respondent groups. In making the comparison, a value of 6.8 was arbitrarily assigned to denote when a competency statement mean was to be interpreted as "essential." The means of the respondent groups were compared with this arbitrary value.

Question 2 involved using the results taken from factor analysis. As previously stated, an arbitrary factor loading of .30 on any statement on a factor was used to identify that factor.

CHAPTER 4

THE DATA

The purpose of this study was to identify from selected counselor-educators and state directors of vocational education their perceptions as to common competencies needed by school guidance counselors in the general category of vocational and career development for effective performance of this function. Using the survey method of research to obtain the data from a panel of authorities from two vocational guidance associations (AVA, NVGA), the study sought to identify competencies which in their opinion were needed.

Data from two respondent groups were used to test two hypotheses and answer two questions. Data are reported by competency statements falling in competency areas. However, no analysis of competency areas was undertaken. Hypothesis 1 was analyzed by using the *t*-test for significance of differences between two means for independent samples (*t*-test). A two-tailed probability level of .05 was established to denote significant differences between Group 1 and Group 2. Hypothesis 2 was analyzed by using the correlation ratio eta. A significant difference occurred with this statistic when the F value obtained a level of significance which was equal or less than .05. As previously noted, analysis of variance and the correlation ratio approaches are near equivalent procedures and lead to approximately the same results.

In order to answer Question 1, the mean values of each competency statement for each respondent group were compared with the arbitrary scale value of 6.8. Question 2 was answered by establishing a

factor loading of .30 to identify competency statements to be included in that factor.

Reliability of Questionnaire

Reliability of the questionnaire was determined by the Cronbach's Alpha Coefficient for internal consistency. Isacc and Michael (1977) refer to reliability to mean the consistency between measurements in a series. When considering the reliability coefficient, specific reference is to what proportion of the test variance is nonerror variance. Internal consistency, according to Ferguson (1976) is the response pattern with no inconsistencies, usually data are in dichotomous form. In the present case, the scale contained two poles, nonessential--essential. The survey questionnaire obtained an alpha of .966. This is interpreted to mean that few errors of measurement occurred because the reliability coefficient approached one.

Competency Statements

The following data analyses represent information gathered from state directors of vocational education (Group 1) and counselor-educators (Group 2). Appendix F contains a description of the absolute frequency distribution of each competency statement. The descriptive statistical averages for each competency statement are found in Appendix G. Competency statements are arranged to reflect broad competency areas.

Area 1: Self-Directed Career Information Center

Competencies needed by school guidance counselors to develop and maintain a self-directed career education information center included competency statements 1, 2, 3, 51, and 52. The competencies are:

1. The counselor can list components which are necessary for the center.
2. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.
3. The counselor can demonstrate the use of hardware and software for providing career information to clients.
51. The counselor can list components which are necessary for a self-directed career guidance information center.
52. The counselor can plan, design, maintain, and utilize a career resources center.

Data regarding these statements are found in Table 1.

Competency statements 2 and 52 are the only statements to receive a "high" rating on the essential/nonessential scale by both groups. In all instances Group 1 rates all statements higher than Group 2.

Results of the *t*-test show significant differences at the .05 level between the two groups on three of the five competency statements. Therefore, Hypothesis 1 is rejected for statements 1, 3, and 51. Conversely, Hypothesis 1 is retained for competency statements 2 and 52 (see Table 1).

TABLE 1

INDEPENDENT SAMPLES t-TEST
AREA 1: SELF-DIRECTED CAREER INFORMATION CENTER

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 1					
Group 1	31	7.258	2.09 *	59	.041
Group 2	30	6.167			
Statement 2					
Group 1	35	8.029	.46	65	.649
Group 2	32	7.875			
Statement 3					
Group 1	35	7.829	2.75 **	65	.008
Group 2	32	6.594			
Statement 51					
Group 1	35	7.657	2.00 *	65	.050
Group 2	32	8.844			
Statement 52					
Group 1	35	7.857	.99	65	.327
Group 2	32	7.531			

Note: * $p < .05$
** $p < .01$

Results of the correlation ratio eta reveal a .05 or less level of significant correlation for three of the five competencies between groups. On this basis, Hypothesis 2 is rejected for competency statements 1, 3, and 51. Two statements, 2 and 52, did not correlate at the .05 level of significance and, therefore, Hypothesis 2 is retained for these two competency statements (see Table 2).

TABLE 2

CORRELATION RATIO ETA BY GROUPS
AREA 1: SELF-DIRECTED CAREER INFORMATION CENTER

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
1	.262 *	.069	4.354	.041
2	.057	.003	.209	.649
3	.323 **	.104	7.576 **	.008
51	.240 *	.058	3.991 *	.050
52	.122	.015	.976	.327

Note: * $p < .05$
** $p < .01$

Area 2: Developing Job Descriptions from Job Analyses

This competency area, developing job descriptions from job analyses, contained four specific competency statements which are cited below.

4. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.
5. The counselor can, with the instructor's assistance, identify job traits and requirements gained from on-site job observations.
6. The counselor can hold a conference with a student during which job traits and requirements are analyzed.
7. The counselor can prepare local job descriptions based on on-site observation and analysis.

The response distribution of these statements is presented in Table 3.

Competency statement 6 received the highest rating by both groups in this area. Competency statement 4 also received a "high" essential rating. Competency statements 5 and 7 were rated "average" on the essential/nonessential scale. Group 1 rated all competency statements higher than Group 2.

Results of the *t*-test show significant differences less than or equal to the .05 probability level for competency statements 5 and 6 between Group 1 and Group 2. Hypothesis 1, then, is rejected for the above competency statements. Two competency statements for which Hypothesis 1 is retained are 4 and 7 (see Table 3).

TABLE 3

INDEPENDENT SAMPLES t-TEST
AREA 2: DEVELOPING JOB DESCRIPTIONS FROM JOB ANALYSES

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 4					
Group 1	35	7.714	1.50	65	.138
Group 2	32	7.188			
Statement 5					
Group 1	35	7.886	5.03 **	64	<.000
Group 2	31	5.643			
Statement 6					
Group 1	34	8.294	2.01 *	63	.048
Group 2	31	7.645			
Statement 7					
Group 1	35	5.771	1.69	65	.095
Group 2	32	4.813			

Note: * $p < .05$
** $p < .01$

Results of the correlation ratio eta reveal significant levels of correlation equal to or less than the .05 probability level in competency statements 5 and 6. Therefore, Hypothesis 2 is rejected for these two competency statements. Competency statements 4 and 7 obtained probability levels greater than .05. Thus, Hypothesis 2 is retained for these two competency statements (Table 4).

TABLE 4

CORRELATION RATIO ETA BY GROUPS
AREA 2: DEVELOPING JOB DESCRIPTIONS FROM JOB ANALYSES

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
4	.183	.034	2.250	.138
5	.523 **	.283	25.318 **	.000
6	.246 *	.060	4.053 *	.060
7	.205	.042	2.863	.096

Note: * $p < .05$
** $p < .01$

Area 3: The Utilization of Career Clusters and Career Ladders

The competency statements which covered utilization of the 15 U.S.O.E. Career Clusters and the development of career ladders are presented in Table 5 and include the following competency statements:

8. The counselor can, with the instructor's assistance, develop a job ladder for a minimum of one job in each cluster.
9. The counselor can, with the instructor's assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.
10. The counselor can demonstrate the use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, and Occupational Dictionary in gathering information on career clusters and career ladders.
53. The counselor can help clients receive career and occupational information.

Competency statements 8 and 9 were rated "average" on the essential/nonessential scale by both groups whereas competency statements 10 and 53 were rated "high" at a scale mean value higher than 7.96 by both groups (Table 5).

Results of the *t*-test (Table 5) show significant difference between Group 1 and Group 2 on only competency statement 8 in this competency area. This statement relates to developing job ladders for a minimum of one job in each cluster. For this statement, Hypothesis 1 is rejected. The *t*-values for competency statements 9, 10, and 53 show no significant difference between the means of the two groups at the .05 probability level. Therefore, Hypothesis 1 is retained.

TABLE 5

INDEPENDENT SAMPLES t-TEST
AREA 3: THE UTILIZATION OF CAREER CLUSTERS AND CAREER LADDERS

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 8					
Group 1	35	6.914	3.17 **	65	.002
Group 2	32	5.313			
Statement 9					
Group 1	35	6.857	1.83	65	.072
Group 2	32	5.875			
Statement 10					
Group 1	35	8.057	.30	65	.766
Group 2	32	7.969			
Statement 53					
Group 1	35	8.486	1.57	63	.122
Group 2	32	7.967			

Note: * $p < .05$
** $p < .01$

Results of the correlation ratio eta reveal a significant correlation between Group 1 and Group 2 on competency statement 8. For this statement the F-ratio of 10.042 has significant level of .002, which leads to the rejection of Hypothesis 2. On the basis of data obtained, Hypothesis 2 is retained for all other competency statements in the above competency area (Table 6).

TABLE 6

CORRELATION RATIO ETA BY GROUPS
AREA 3: THE UTILIZATION OF CAREER CLUSTERS AND CAREER LADDERS

	Correlation Ratio			
Statement Number	Eta	Eta Eta Squared	F	Sig
8	.366 **	.134	10.042 **	.002
9	.221	.049	3.340	.072
10	.037	.001	.090	.766
53	.194	.038	2.454	.122

Note: * p <.05
** p <.01

Area 4: Compiling and Disseminating Occupational Information

Sixteen competency statements needed by school guidance counselors in compiling and disseminating occupational information on employment opportunities, training opportunities, job requirements, and academic training programs are cited below. The descriptive statistics for these statements are presented in Table 7.

TABLE 7

INDEPENDENT SAMPLES t-TEST
AREA 4: COMPILING AND DISSEMINATING OCCUPATIONAL INFORMATION

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 11					
Group 1	35	7.400	3.01 **	64	.004
Group 2	31	5.935			
Statement 12					
Group 1	35	8.200	1.90	65	.063
Group 2	32	7.719			
Statement 13					
Group 1	35	8.543	2.16 *	65	.035
Group 2	32	8.000			
Statement 14					
Group 1	35	8.143	1.45	64	.153
Group 2	31	7.677			
Statement 15					
Group 1	35	6.600	2.80 **	65	.007
Group 2	32	5.062			
Statement 16					
Group 1	35	6.800	2.99 **	65	.004
Group 2	32	5.312			
Statement 17					
Group 1	35	8.029	3.85 **	65	.001
Group 2	32	6.594			
Statement 29					
Group 1	35	8.400	3.58 **	65	.001
Group 2	32	7.125			
Statement 34					
Group 1	35	7.771	3.97 **	65	.000
Group 2	32	5.937			
Statement 35					
Group 1	35	6.457	3.63 **	65	.001
Group 2	32	4.625			

TABLE 7 (Continued)

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 36					
Group 1	35	6.657	2.76 **	65	.008
Group 2	32	5.312			
Statement 43					
Group 1	35	8.086	2.71 **	65	.009
Group 2	32	7.187			
Statement 54					
Group 1	35	8.257	2.73 **	65	.008
Group 2	32	7.531			
Statement 57					
Group 1	35	8.371	1.51	65	.137
Group 2	32	8.000			
Statement 62					
Group 1	35	8.171	2.28 **	65	.025
Group 2	32	7.437			
Statement 65					
Group 1	35	7.571	2.40 *	65	.019
Group 2	32	6.593			

Note: * $p < .05$
** $p < .01$

11. The counselor can plan and conduct on-site surveys of job opportunities in the community.
12. The counselor can relate employment opportunities to individuals with special characteristics.
13. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.
14. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.
15. The counselor can list the objectives of an apprenticeship program.
16. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.
17. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.
29. The counselor can establish a follow-up program of students after they leave school.
34. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.
35. The counselor can demonstrate a general knowledge of employee benefits.
36. The counselor can demonstrate a general knowledge of how unions work.
43. The counselor can conduct follow-up studies of student placement.

54. The counselor can compile and disseminate information about employment opportunities, job requirements, training programs, and apprenticeship opportunities.

57. The counselor can help clients identify appropriate post-secondary education/training programs.

62. The counselor is able to collect and disseminate information concerning school offers, opportunities for education, career, and financial assistance.

65. The counselor can collect, interpret, and analyze information concerning the job market, labor market, and occupational trend data.

Of the 16 competency statements included in this area, eight received a mean rating of "high" on the essential/nonessential scale. These competency statements were 12, 13, 14, 29, 43, 54, 57, and 62. Competency statements 13 and 57 were the only ones to be rated eight or above on the essential/nonessential scale by both groups. Group 1 rated competency statements 11, 17, 34, and 65 "high," whereas Group 2 rated them "average." In every instance, Group 1 rated the competency statements higher than Group 2.

The *t*-test (Table 7) results indicate 13 of the 16 competency statements covered in this competency area have significant differences which lead to a rejection of Hypothesis 1. Ten of these competency statements were significant at or below .01. The three competency statements for which Hypothesis 1 is retained are numbers 12, 14, and 57.

The analyses of the correlation ratio eta reveal significant correlation between the variances of Group 1 and Group 2 on most of the competency statements in Table 8. Therefore, Hypothesis 2 is rejected for these 13 statements. For the remainder, competency statements 12, 14, and 57, Hypothesis 2 is retained.

TABLE 8

CORRELATION RATIO ETA BY GROUPS
AREA 4: COMPILING AND DISSEMINATING OCCUPATIONAL INFORMATION

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
11	.339 **	.124	9.089 **	.004
12	.229	.052	3.591	.063
13	.259 *	.067	4.664 *	.035
14	.178	.032	2.090	.153
15	.328 **	.107	7.824 **	.107
16	.348 **	.121	8.955 **	.004
17	.432 **	.186	14.845 **	.001
29	.406 **	.165	12.809 **	.001
34	.442 **	.195	15.747 **	.000
35	.411 **	.169	13.206 **	.001
36	.323 **	.105	7.592 **	.008
43	.318 **	.101	7.329 **	.009
54	.321 **	.103	7.469 **	.008
57	.034	.001	2.265	.137
62	.262 *	.074	5.187 *	.026
65	.285 *	.081	5.761 *	.019

Note: * $p < .05$
** $p < .01$

Area 5: Developing and Coordinating Job Placement Programs

This area of competency related to developing and coordinating a job placement program in the school. Seven competency statements were identified and assigned to this area. These competency statements are listed below.

18. The counselor can identify agencies (federal, state, local) which provide employment information and placement services.
19. The counselor can plan and implement a short program on job-acquisition skills.
20. The counselor can demonstrate a knowledge of labor laws, work restrictions, and sources of legal information as they apply to specific clients.
21. The counselor can demonstrate the process of job choice and selection working with actual clients.
30. The counselor can maintain an active placement service for students during their school years and after their graduation.
31. The counselor can conduct classes in job opportunities for all types of students.
60. The counselor can develop and utilize methods with new ways of low risk, tentative occupational choice try-out.

Three of the seven competency statements (18, 19, and 21) were rated "high" on the essential/nonessential scale by both groups. Competency statement 20, which relates some knowledge of labor laws, was

the only one rated "average" by both groups. For all competency statements presented in this area, Group 2 rated all of the competency statements lower than Group 1 (Table 9).

An analysis of t-tests for the above group of competency statements indicated significant differences for competency statements 18, 20, 30, and 31. Because these four competency statements have t-value equal or below the established probability level of .05, Hypothesis 1 is rejected. The t-value for the remaining three competency statements (19, 21, and 60) are above this level and, therefore, Hypothesis 1 is retained.

The F-ratios for the correlation ratio eta are found in Table 10. Significant correlations between the two groups are found for competency statements 18, 20, 30, and 31. For these four competency statements Hypothesis 2 is rejected. Hypothesis 2 is retained for competency statements 19, 21, and 60 because the computed F-ratios were greater than the established probability limits of .05.

TABLE 9

INDEPENDENT SAMPLES t-TEST
AREA 5: DEVELOPING AND COORDINATING JOB PLACEMENT PROGRAMS

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 18					
Group 1	35	8.543	2.15 *	65	.035
Group 2	32	7.969			
Statement 19					
Group 1	34	7.265	.39	63	.689
Group 2	31	7.032			
Statement 20					
Group 1	35	6.971	2.41 *	65	.019
Group 2	32	5.812			
Statement 21					
Group 1	34	7.882	.57	64	.574
Group 2	32	7.656			
Statement 30					
Group 1	35	7.914	4.44 **	65	.000
Group 2	32	5.563			
Statement 31					
Group 1	35	7.629	2.97 **	65	.004
Group 2	32	6.125			
Statement 60					
Group 1	35	7.314	1.14	64	.258
Group 2	31	6.871			

Note: * $p < .05$
** $p < .01$

TABLE 10

CORRELATION RATIO ETA BY GROUPS
AREA 5: DEVELOPING AND COORDINATING JOB PLACEMENT PROGRAMS

Statement Number	Correlation Ratio Eta	Eta Squared	F	Sig
18	.257	.066	4.612 *	.036
19	.049	.002	.152	.698
20	.286 *	.082	5.795 *	.019
21	.071	.005	.320	.574
30	.473 **	.233	19.729 **	.000
31	.346 **	.120	8.847 **	.004
60	.141	.020	1.300	.258

Note: * $p < .05$
** $p < .01$

Area 6: Identifying, Understanding, and Relating to Others In Industry, Business, and Community Agencies

This competency area covered competencies needed by school guidance counselors for identifying, understanding, and relating to others with whom a working relationship is required in order to fulfill their functions. These competency statements are numbers 22, 23, and 48, which are cited below.

22. The counselor can list employers in business, industry, and community agencies who are associated with training referral and job placement.

23. The counselor can demonstrate the utilization of representatives from business, industry, and community agencies.

48. The counselor understands the importance of first-hand knowledge of the home environment of students.

The above group of competency statements followed the previously noted pattern of response; Group 1 rated all three competency statements "high" on the essential/nonessential scale and Group 2 rated them all "average."

Results of the t-test reveal the two-tailed probability level of .05 is observed for all of the above competency statements (see Table 11). Hypothesis 1, then, is rejected. Two of these competency statements have two-tailed probability levels of .001 or less.

The results of the correlation ratio eta for all competency statements in Area 6 lead to rejecting Hypothesis 2. All of the F values for these competency statements exceed the established probability level of .05 (Table 12).

Area 7: Planning and Implementing Developmental Career Education Programs

In career guidance, the counselor's ability to plan and implement developmental career education programs, including prevocational programs, serves to create a delivery system to respond to students at all levels of education. This competency area consisted of six competency statements which are cited below. Competency statement 24 relates to the counselor's ability to identify basic definitions and characteristics of career guidance. A basic goal or objective of career

TABLE 11

INDEPENDENT SAMPLES t-TEST
AREA 6: IDENTIFYING, UNDERSTANDING, AND RELATING TO OTHERS IN INDUSTRY, BUSINESS, AND COMMUNITY AGENCIES

			Pooled Variance Estimate		
Bariables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 22					
Group 1	35	7.857	3.92 **	65	.000
Group 2	32	6.063			
Statement 23					
Group 1	35	7.743	3.66 **	64	.001
Group 2	31	5.968			
Statement 48					
Group 1	35	7.657	2.56 *	65	.013
Group 2	32	6.375			

Note: * $p < .05$
** $p < .01$

TABLE 12

CORRELATION RATIO ETA BY GROUPS
AREA 6: IDENTIFYING, UNDERSTANDING, AND RELATING TO OTHERS IN INDUSTRY, BUSINESS, AND COMMUNITY AGENCIES

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
22	.437 **	.191	15.338 **	.000
23	.416 **	.173	13.387 **	.001
48	.302 *	.091	6.534 *	.013

Note: * $p < .05$
** $p < .01$

education is stated in competency statement 25. Competency statements 26, 37, and 56 relate to prevocational guidance programs. The final competency statement in this group, number 64, relates to career development and guidance models and techniques for college students.

24. The counselor can identify basic definitions and characteristics of career guidance as they relate to the needs of youth and the community.
25. The counselor can relate, orally or in writing, the basic goals and objectives of career education as they have been conceptualized and implemented in career education programs throughout the country.
26. The counselor can prepare a comprehensive plan for a prevocational short-term exploratory experience.
37. The middle school counselor can plan short courses identifying vocational programs offered in high schools.
56. The counselor can plan and implement developmental career guidance programs including prevocational experiences.
64. The counselor can develop and use career development and guidance models, techniques, and materials for college students.

In this competency area, Group 1 and Group 2 rate competency statements 24 and 56 "high" on the essential/nonessential scale. Group 1 rates all of the competency statements "high" except competency statement 64. However, Group 2 rates the same competency statement "high." This is the first instance, thus far, that Group 2 rates any competency statement higher than Group 1.

The results of t-test for this group of competency statements are found in Table 13. An analysis of the responses of Group 1 and Group 2 yields the following results. For competency statements 24, 25, and 37, Hypothesis 1 is rejected, and for competency statements 26, 56, and 64, Hypothesis 1 is retained. Competency statement 64 has a two-tailed probability level of .833, which is the highest level obtained at present.

The results of the correlation ratio eta reveal significant correlation between the variances of Group 1 and Group 2 on three of the six competency statements in this competency area. Table 14 presents the results of the analyses of these competency statements. Competency statements 24, 25, and 37 reveal correlation ratios which are significant at the .05 probability level or less, which leads to the rejection of Hypothesis 2 for the above statements and a retention of Hypothesis 2 for the remaining competency statements.

Area 8: Planning and Implementing Vocational Programs for all Students

This competency area covers that aspect of vocational and career development for comprehensive vocational programs which meet the needs of all students, which include students in the special need categories. Competency statements numbered 27, 61, and 66 address this area of competency and are cited below.

27. The counselor can assist all members of the teaching staff with materials and methods that will help make any given subject area appear practical to students.

TABLE 13

INDEPENDENT SAMPLES t-TEST
AREA 7: PLANNING AND IMPLEMENTING DEVELOPMENTAL CAREER EDUCATION PROGRAMS

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 24					
Group 1	35	8.114	2.16 *	65	.034
Group 2	32	7.156			
Statement 25					
Group 1	35	7.543	2.96 **	65	.005
Group 2	32	6.031			
Statement 26					
Group 1	35	7.171	1.56	65	.123
Group 2	32	6.344			
Statement 37					
Group 1	35	8.257	3.50 **	65	.001
Group 2	32	6.969			
Statement 56					
Group 1	35	7.714	1.70	65	.095
Group 2	32	7.031			
Statement 64					
Group 1	35	6.943	- .21	65	.833
Group 2	32	7.063			

Note: * $p < .05$
** $p < .01$

TABLE 14

CORRELATION RATIO ETA BY GROUPS
AREA 7: PLANNING AND IMPLEMENTING DEVELOPMENTAL CAREER EDUCATION PROGRAMS

Statement Number	Correlation Ratio Eta	Eta Squared	F	Sig
24	.258 *	.067	4.665 *	.035
25	.342 *	.117	8.631 **	.005
26	.190	.036	2.447	.123
37	.398 **	.158	12.215 **	.000
56	.206	.042	2.878	.095
64	.026	.001	.045	.883

Note: * $p < .05$
** $p < .01$

61. The counselor is able to employ knowledge and skills in working with physically and educationally handicapped students.

66. The counselor can apply knowledge and skills in research and evaluation of vocational guidance and career development theories, principles, and practices.

Competency statement 61, which relates to the special need population, is rated "high" by both Group 1 and Group 2 on the essential/nonessential scale. An "average" rating is given to competency statement 27 by both groups. Group 1 rates competency statement 66 "high" and Group 2 rates the competency statement in the "average" range.

T-tests for the above competency statements provide the following: competency statement 27 has a two-tailed probability which exceeds the .05 probability level; thus, Hypothesis 1 is retained. The same is true for competency statement 66. However, for competency statement 61, which has a two-tailed probability level less than .05, Hypothesis 1 is rejected (Table 15).

TABLE 15

INDEPENDENT SAMPLES t-TEST
AREA 8: PLANNING AND IMPLEMENTING VOCATIONAL PROGRAMS FOR ALL STUDENTS

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 27					
Group 1	35	6.771	1.55	65	.125
Group 2	32	5.781			
Statement 61					
Group 1	35	8.171	2.41 *	65	.019
Group 2	32	7.531			
Statement 66					
Group 1	35	7.314	1.02	65	.311
Group 2	32	6.875			

Note: * $p < .05$

Results of the analysis of the correlation ratio eta for each competency statement in this area are cited below. The computed F-values and correlation ratios for competency statements 27 and 66 failed to obtain the previously indicated probability level; therefore, Hypothesis 2 is retained for these two statements. However, competency statement 61 has a F-value which is significant since it is below the .05 probability level, leading to the rejection of Hypothesis 2 (Table 16).

TABLE 16

CORRELATION RATIO ETA BY GROUPS
AREA 8: PLANNING AND IMPLEMENTING VOCATIONAL PROGRAMS FOR ALL STUDENTS

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
27	.161	.026	1.737	.192
61	.286 *	.082	5.788 *	.019
66	.126	.016	1.043	.311

Note: $p < .05$

Area 9: Vocational Assessment Techniques

The ability of the school guidance counselor to administer, interpret and analyze various diagnostic, interest, and aptitude instruments for vocational purposes is covered in this area of competency.

Three competency statements which were identified are cited below. They were competency statements 28, 42, and 55.

28. The counselor can test for skill trades and technical careers.

42. The counselor can select tests to assist in developing career selection and potentials.

55. The counselor can administer and interpret tests of vocational interest and vocational aptitude.

Competency statement 28 received an "average" rating by both groups. Of the three competency statements in this area of competency, competency statement 55, which covered the administration and interpretation of tests for vocational interest and aptitude, was rated "high" at the level of 8.000 or higher by Group 1 and Group 2. Also, both groups rated competency statement 42 "high" on the essential/nonessential scale.

The *t*-test was computed to determine the significance of the differences in mean responses of Group 1 and Group 2. Competency statements in this area have *t*-values which are significant below the .05 probability level and, therefore, Hypothesis 1 is rejected (Table 17).

The results of the computation of the correlation ratio eta for these statements are found in Table 18. Since the F-values obtained are less than .05, significant correlations exist among competency statements 28, 42, and 55. For this reason Hypothesis 2 is rejected.

TABLE 17

INDEPENDENT SAMPLES t-TEST
AREA 9: VOCATIONAL ASSESSMENT TECHNIQUES

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 28					
Group 1	34	6.235	2.70 **	63	.009
Group 2	31	4.645			
Statement 42					
Group 1	35	8.286	2.18 *	65	.033
Group 2	32	7.469			
Statement 55					
Group 1	35	8.657	2.62 *	65	.011
Group 2	32				

Note: * $p < .05$
** $p < .01$

TABLE 18

CORRELATION RATIO ETA BY GROUPS
AREA 9: VOCATIONAL ASSESSMENT TECHNIQUES

Statement Number	Correlation Ratio Eta	Eta Squared	F	Sig
28	.322 **	.104	7.272 **	.009
42	.261 *	.068	4.736 *	.033
55	.310 *	.096	6.890 *	.011

Note: * $p < .05$
** $p < .01$

Area 10: Assisting in the Personal Growth and Development of Students

In this area of competency, 13 competency statements are identified which relate to assisting in the personal growth and development of students through various counseling strategies. These competency statements are cited below.

33. The counselor can remember that one of his/her main functions is to be available for counseling.
38. The counselor can develop interpersonal counseling skills one-to-one.
39. The counselor can demonstrate group process skills with young people and adults.
40. The counselor can demonstrate value and decision-making skill development.
41. The counselor can demonstrate an awareness of the dropout problem.
44. The counselor can assist the student in developing a realistic and flexible employability plan.
45. The counselor can employ effective human relations skills.
46. The counselor can demonstrate an unqualified belief in each individual for positive personal growth.
49. The counselor cognitively understands and effectively accepts inherent influences of personal preferences due to race, religion, socio-economic, cultural, and national origin.
50. The counselor can demonstrate a capacity for stable

behavior even under extremely stressful and anxiety-provoking conditions.

58. The counselor can help clients with self-concept development.

59. The counselor can help clients with career development skills, such as value clarification, decision-making, goal setting, etc.

The mean for every competency statement in this area of competency was rated "high" on the essential/nonessential scale by both groups. Six competency statements were rated at the 8.000 or higher on the essential/nonessential scale (32, 33, 38, 39, 45, and 59). Group 1 rates all competency statements in this area lower than Group 2 except for numbers 39 and 59.

Results of t-test computations for the 13 competency statements reported in this area are found in Table 19. The analysis of responses of the two groups is as follows: two of the 13 competencies (41 and 44) have t-values significant below the .05 probability level. For these two competency statements, Hypothesis 1 is rejected. Hypothesis 1 is retained for the other 11 competencies which make up this area because there is no significant difference in the mean responses of the two groups.

Results of the correlation ratio computations reveal significant correlation between the variances of Group 1 and Group 2 on two out of the 13 competency statements, 41 and 44, respectively, in this area. These results lead to a rejection of Hypothesis 2. The correlation ratios for the remaining 11 competency statements did not obtain the .05 significant level. Thus, Hypothesis 1 is retained (Table 20).

TABLE 19

INDEPENDENT SAMPLES t-TEST
AREA 10: ASSISTING IN THE PERSONAL GROWTH AND DEVELOPMENT OF STUDENTS

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 32					
Group 1	35	8.858	1.32	65	.192
Group 2	32	8.438			
Statement 33					
Group 1	35	8.600	1.26	65	.214
Group 2	32	8.188			
Statement 38					
Group 1	34	8.529	.35	63	.726
Group 2	31	8.419			
Statement 39					
Group 1	35	8.314	- .86	65	.394
Group 2	32	8.531			
Statement 40					
Group 1	34	8.412	1.31	64	.196
Group 2	32	7.969			
Statement 41					
Group 1	35	8.171	2.15 *	65	.036
Group 2	32	7.313			
Statement 44					
Group 1	35	8.229	2.31 *	65	.024
Group 2	32	7.594			
Statement 45					
Group 1	35	8.571	.04	65	.970
Group 2	32	8.563			
Statement 46					
Group 1	35	8.514	1.76	63	.083
Group 2	30	7.900			

TABLE 19 (Continued)

Variables	No. Cases	Mean	Pooled Variance Estimate T-Value	D.F.	2-Tail Probability
Statement 49					
Group 1	35	8.229	1.60	64	.114
Group 2	31	7.548			
Statement 50					
Group 1	35	8.257	1.32	65	.192
Group 2	32	7.844			
Statement 58					
Group 1	35	8.257	.79	65	.434
Group 2	32	7.969			
Statement 59					
Group 1	35	8.257	-1.08	65	.283
Group 2	32	8.500			

Note: * $p < .05$
** $p < .01$

TABLE 20

CORRELATION RATIO ETA BY GROUPS
AREA 10: ASSISTING IN THE PERSONAL GROWTH AND DEVELOPMENT OF STUDENTS

Statement Number	Correlation Ratio Eta	Eta Squared	F	Sig
32	.026	.161	1.737	.192
33	.024	.154	1.577	.214
38	.044	.005	.124	.726
39	.106	.011	.736	.394
40	.026	.161	1.708	.196
41	.258 *	.066	4.611 *	.036
44	.276 *	.076	5.349 *	.024 *
45	.005	.000	.001	.970
46	.217	.047	3.111	.083
49	.196	.039	2.564	.114
50	.161	.026	1.737	.192
58	.097	.010	.620	.434
59	.133	.018	1.172	.283

Note: * $p < .05$

Area 11: Providing Consultation to Others in Vocational and Career Development Planning

Two competency statements comprise this competency area. They are:

47. The counselor can recognize with appropriate behavior his/her personal, educational, vocational, and situational limitations.

63. The counselor can provide consultation assistance to staff developers, curriculum specialists, pupil personnel service staff, teachers, administrators, parents, and community personnel in vocational and career development planning.

These competency statements received a "high" rating on the essential/nonessential scale. Competency statement 63 was rated at the 8.000 level or higher by both groups. Both hypotheses are retained for this competency area. No significant differences or significant correlation is found among the data analyzed (Tables 21 and 22).

Area 12: Demonstrating a Knowledge of Sex Equity and Sex Equity Legislation

These six competency statements needed by school guidance counselors relate to sex equity and sex equity legislation and were submitted by one of the panel of authorities. These competency statements are cited below:

67. The counselor can demonstrate knowledge of sex legislation relating to education and work, and apply this knowledge in the school setting.

TABLE 21

INDEPENDENT SAMPLES t-TEST
AREA 11: PROVIDING CONSULTATION TO OTHERS IN VOCATIONAL AND CAREER DEVELOPMENT PLANNING

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 47					
Group 1	35	8.000	.38	64	.706
Group 2	31	7.839			
Statement 63					
Group 1	35	8.143	.39	65	.701
Group 2	32	8.031			

TABLE 22

CORRELATION RATIO ETA BY GROUPS
AREA 11: PROVIDING CONSULTATION TO OTHERS IN VOCATIONAL AND CAREER DEVELOPMENT PLANNING

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
47	.047	.002	.144	.706
63	.048	.002	.148	.701

68. The counselor can perform his/her job functions without sex discrimination, bias, or stereotyping.
69. The counselor can encourage students of either sex to consider nontraditional vocational education programs and occupations.
70. The counselor can develop and implement programs in the sex equity area.
71. The counselor can direct the activities of technicians, aides, and secretarial staff for the development and maintenance of career information centers, follow-up studies, etc.
72. The counselor can develop strategies that will incorporate all career development activities at appropriate levels by appropriate personnel.

Five of the six competency statements received a "high" rating on the essential/nonessential scale. These competency statements were 67, 68, 69, 71, and 72. Competency statement 70 was rated "average" by both Group 1 and Group 2. Competency statement 70 relates to the counselor's ability to develop and implement programs in the sex equity area.

Hypothesis 1 is rejected for competency statements 67 and 71 because the t-value significance level is below the .05 probability level. Hypothesis 1 is retained for competency statements 68, 69, 70, and 72. No significant differences between these means exist. Data related to this analysis are found in Table 23.

TABLE 23

INDEPENDENT SAMPLES t-TEST
AREA 12: DEMONSTRATING A KNOWLEDGE OF SEX EQUITY AND SEX EQUITY LEGISLATION

			Pooled Variance Estimate		
Variables	No. Cases	Mean	T-Value	D.F.	2-Tail Probability
Statement 67					
Group 1	35	8.200	2.06 *	65	.044
Group 2	32	7.375			
Statement 68					
Group 1	35	8.314	- .68	65	.504
Group 2	32	8.531			
Statement 69					
Group 1	35	8.086	.44	65	.664
Group 2	32	7.906			
Statement 70					
Group 1	35	6.914	.41	65	.681
Group 2	32	6.687			
Statement 71					
Group 1	35	8.171	2.73 **	65	.008
Group 2	32	7.312			
Statement 72					
Group 1	35	7.457	.20	65	.839
Group 2	32	7.375			

Note: * $p < .05$
** $p < .01$

The correlation ratio computations reveal that there are significant correlations found in competency statements 67 and 71. Therefore, Hypothesis 2 is rejected for these two competency statements. Significant correlations do not exist in the four remaining competency statements, 68, 69, 70, and 72, respectively. This analysis leads to an acceptance of Hypothesis 2 and it is retained (Table 24).

TABLE 24

CORRELATION RATIO ETA BY GROUPS
AREA 12: DEMONSTRATING A KNOWLEDGE OF SEX EQUITY AND SEX EQUITY LEGISLATION

	Correlation Ratio			
Statement Number	Eta	Eta Squared	F	Sig
67	.247 *	.061	4.224 *	.044
68	.083	.007	.451	.504
69	.054	.003	.191	.664
70	.051	.003	.171	.681
71	.320 **	.103	7.433 **	.008
72	.025	.001	.042	.839

Note: * $p < .05$
** $p < .01$

Factor Clustering of Competency Statements For Entire Sample

The Vocational and Career Development Competencies for Guidance Counselors questionnaire responses of Group 1 and Group 2 were factor analyzed using SPSS/PA2 Orthogonal Rotation: Varimax Matrix. Seventeen factors were clustered. A subjective decision was made by the researcher to establish a factor loading of .30 on items to define the factors (see Appendix H).

Factor 1: Interpersonal Counseling Skills

A total of 30 competency statements are clustered for inclusion for this factor which represent 43 percent of the number of questionnaire items. Factor 1 suggests a broad generalized set of competencies which are found in 10 of 12 competency areas. The areas which do not lend any competency statements to Factor 1 are 2 and 9. The statements with the highest loading are 32, .91 loading; 46, .90 loading; 33, .89 loading; 38, .87 loading; 47, .86 loading; and 53, .84 loading; all concern interpersonal counseling skills.

Factor 2: Planning and Instruction Aspects of Guidance Program

Factor 2, which covers nine of 12 competency areas, is obtained from 17 of the 72 competency statements, or 24 percent of the total items. This factor concerns objectives of apprenticeship programs, knowledge of employee benefits, instructional planning, and conducting classes in certain school guidance functions. The following statements provide the highest loading to the factor: 15, .89 loading; 35, .87

loading; 9, .83 loading; and 31, .80 loading. These competency statements concern the planning and instructional aspects of school guidance programs.

Factor 3: Comprehensive Career and Vocational Development

The competency statements with the highest loading on Factor 3 are 25, .77 loading, conceptualizing and implementing career education; 70, .74 loading, implementing programs of sex equity; 40, .72 loading, values and decision-making skills development; 50, .68 loading, capacity to stabilize behavior under stressful and anxiety provoking conditions; 67, .64 loading, knowledge of sex equity legislation; and 52, .61 loading, career resource center. A total of 18 competency statements are identified for inclusion for this factor, which represents 25 percent of the questionnaire statements spread over seven of the 12 broad competency areas.

Factor 4: Human Relation Skills with Special Need Categories

A total of 12 competency statements, or 17 percent, of the number of questionnaire statements are identified for inclusion in Factor 4. Seven of the 12 broad competency areas are represented. Competency statement 68, which has a loading of .72, concerns counseling without sex discrimination, bias, or stereotyping. Competency statement 12, which has a loading of .61, concerns employment opportunities for the exceptional individual, and competency statement 45, which has a loading of .61, concerns employing effective human relations skills. All other competency statements included in Factor 4 have a loading of .50 or less.

Factor 5: Consultation and Planning for Curriculum Change

Factor 5, which includes nine competency statements, or 13 percent of questionnaire items, spreads over seven of the 12 broad competency areas and concerns consultation and planning for curriculum change to promote career and vocational development of students. The three competency statements which have the highest loading on the factors are: 19, .80 loading, concerns planning and implementing job acquisition skills; 27, .63 loading, concerns assisting teaching staff with material and methods to make subject areas practical to students; and 26, .52 loading, concerns planning comprehensive prevocational exploratory experiences. The remainder of competency statements which comprise Factor 5 have a loading of less than .50.

Factor 6: Occupation and Job Acquisition Information

Competency statements with the highest loading on Factor 6 are: 54, .60 loading, concerns compiling and disseminating information about employment, training, and apprenticeship opportunities; 10, .55 loading, concerns gathering information on career clusters and career ladders; and 71, .52 loading, concerns directing activities of guidance helpers to maintain career information center. The other competency statements relate to the gathering, maintenance, and dissemination of material and information. Factor 6 is identified by nine competency statements which cover five of 12 competency areas.

Factor 7: Utilization of Guidance Methods and Material in Career Selection

In order to identify Factor 7, a total of ten competency statements spread over six broad competency areas are used. This number of competency statements represents 14 percent of the questionnaire items. Factor 7 suggests the use of guidance methods such as test scores, interpretation, and group process skills, and material such as tests and hardware/software in career information centers for career selection and skill analysis. The two competency statements with the highest loadings are: 42, with a loading of .75, concerns the selection of tests to assist in career selection and potentials; and 62, with a loading of .73, concerns collecting and disseminating information which relates to school offerings and opportunities for education, career, and financial assistance. The following competency statements have factor loadings between .40 to .44: 3, 6, 28, and 39. These competency statements relate to test interpretation for job traits and potentials and use of material in the career information center.

Factor 8: Facilitating Job Acquisition

The competency statement 17 has the highest loading on Factor 8 with a factor loading of .71, and concerns procedures to follow for gaining entry into apprenticeship programs. Factor loading of the remainder competency statements fall below .50. Several competency statements have factor loadings between .40 and .49. They are competency statements 36, with a factor loading of .49, concerning a knowledge of how unions work; 30, which concerns a guidance job placement service, has a loading of .48; 34, which concerns a knowledge of the attitudes and objectives of employers, has a loading of .47; and 29,

with a loading of .40, concerns the school guidance follow-up program. The remainder of the competency statements which comprise Factor 8 have factor loadings of less than .40. Competency statements 39 and 63 have negative factor loadings of -.34. These two statements concern counseling and consultation skills. A total of 11 competency statements covering five of the 12 competency areas compose Factor 8.

Factor 9: Supportive Behavior of School Counselors

Factor 9, which includes five competency statements, or seven percent of the questionnaire items, is spread over four competency areas. Competency statement 2 had the highest factor loading of .78. This statement concerns selection of material to be used for self-awareness, educational awareness, and career awareness. Competency statements 67 and 72, found in competency area 12, concern demonstrating a knowledge of sex equity and sex equity legislation. The specific statements involve applying this kind of knowledge to a school setting and developing strategies which incorporate all career development activities. Competency statement 21 has a factor loading of .50 and concerns demonstrating the process of job choice and selection while working with actual clients. The above competency statements incorporate specific behaviors in supportive roles for school guidance counselors.

Factor 10: Career Planning Activities

Factor 10 identifies another aspect of career planning. Competency statement 6, which has a factor loading of .31, concerns job traits and requirements for school conferences; 13, with a factor

loading of .47, concerns identifying training opportunities in several post-secondary settings. Competency statement 21, with a factor loading of .59, concerns demonstrating the process of job choice and selection. Competency statement 56, with a factor loading of .36, concerns planning and implementing developmental career guidance programs. Competency statement 59, with the highest factor loading of .81, concerns career development skills such as values clarification, decision-making, and goal setting. This factor represents five of the 12 competency areas and contains five competency statements.

Factor 11: Selecting and Implementing Strategies and Activities of Career Guidance

The competency statement with the highest factor loading on Factor 11 is 61, with a factor loading of .64. This statement concerns developing and utilizing methods with new ways of low risk, tentative occupational choice tryout. Two of the four competency statements, 56 and 72, had factor loadings of .41 and .46, respectively. These statements were concerned with strategies of planning and implementing career guidance.

Factor 12: Counseling for Employment

The three items which are assigned to Factor 12 spread over three broad competency areas (2, 6, and 10). The competency statements are: 7, with a factor loading of .39, concerns the counselor holding a conference with students during which job traits and requirements are analyzed; competency statement 32, with a factor loading of .35, concerns listing employers in business, industry, and community agencies

who are associated with training referrals and job placement; and competency statement 45, with a factor loading of -.31 concerns employing human relations skills.

Factor 13: Assessing Environmental Job Needs

Factor 13 covers three of 12 competency areas and five competency statements. The three broad competency areas are area 2, developing job descriptions from job analyses; area 4, compiling and disseminating information on job opportunities; and area 6, identifying, understanding, and relating to others with whom the counselor will work. Competency statement 5 has the highest factor loading of .81 of this cluster of competency statements. Competency statement 5 concerns the counselor, with assistance of an instructor, identifying job traits and requirements gained from on-site job observation. Competency area 2 contributed three of the five items in this factor.

Factor 14: Using Occupational Books and Materials

A total of six competency statements are identified for inclusion in Factor 14. Four broad competency areas are represented. Competency statement 1, which has a factor loading of .63, concerns listing components of self-directed career information center. Competency statement 3, which has a factor loading of .43, concerns demonstration of the use of hardware and software for providing career information. Competency statement 8, which has the highest factor loading of .80, concerns developing a job ladder for one job in each cluster, and competency statement 9, which has a factor loading of .32, concerns assisting the instructor to demonstrate an instructional plan for career

exploration based on one U.S.O.E. career cluster. Factor 14 is defined primarily by these four competency statements.

Factor 15: Sex Role Awareness

Factor 15 is defined as sex role awareness because two of the three competency statements derived from competency area 12 related to demonstrating a knowledge of sex equity and sex equity legislation relating to educators' work. Competency statement 67 has a factor loading of .67 followed by competency statement 72 with a factor loading of .38. Competency statement 4 contributes a factor loading of .64 and concerns developing job descriptions for job analysis.

Factors 16 and 17

Three competency statements are assigned to Factor 16 and one competency statement is assigned to Factor 17. The three competency statements for Factor 16 cover competency areas 6, 7, and 10 and competency area 4 represents the one competency statement of Factor 17. One statement in Factor 16 (37) had a loading of .80.

Question One

To answer Question 1 (p. 46), it is necessary to make a comparison of the mean values for the respondent groups on each competency statement. At the outset of the study, the panel of experts agreed on the competency statements that were essential to the functioning of school guidance counselors in the area of vocational and career development. A mean value of 6.8 or higher was established as a basis for indicating agreement with the panel of experts. On this basis,

the mean score of each group for each competency was checked to determine whether or not agreement had been achieved. The results of this comparison are found in Table 25.

The mean values for both groups on six of the competency statements fell below the 6.8 value, thereby indicating disagreement with the panel of experts. By contrast, 46 competency statements were rated as being essential by both respondent groups. Furthermore, Group 1 had 20 additional competency statements on which they agreed with the panel of experts. On the other hand, Group 2, for these latter 20 competency statements, disagreed with the panel of experts.

Question Two

The factor analysis and technique identified 17 factors among 71 of the 72 competency statements as having elements in common. Competency statement 17 did not load on any of the factors. Using the .30 for factor loading as the minimum acceptable level for a competency statement to be included in a factor, 15 factors were identified as having common elements. Each factor identified included competency statements from two or more of the original 12 competency areas. Table 26 presents the distribution of competency statements among the 17 factors. In 25 instances, a competency statement was used once on a factor. The multi-use of competency statements further indicates commonality among the factors.

TABLE 25

EXTENT OF AGREEMENT BETWEEN PANEL OF EXPERTS AND RESPONDENT GROUPS

(Mean equal to or greater than 6.8 constitutes agreement)

Competency Statement	Agreement Indicated	
	Group 1	Group 2
1	Yes	No
2	Yes	Yes
3	Yes	No
4	Yes	Yes
5	Yes	No
6	Yes	No
7	No	No
8	Yes	No
9	Yes	No
10	Yes	Yes
11	Yes	No
12	Yes	Yes
13	Yes	Yes
14	Yes	Yes
15	No	No
16	Yes	No
17	Yes	No
18	Yes	Yes
19	Yes	Yes
20	Yes	No
21	Yes	Yes
22	Yes	No
23	Yes	No
24	Yes	Yes
25	Yes	No
26	Yes	No
27	No	No
28	No	No
29	Yes	Yes
30	Yes	No
31	Yes	No
32	Yes	Yes
33	Yes	Yes
34	Yes	No
35	No	No
36	No	No
37	Yes	Yes
38	Yes	Yes
39	Yes	Yes
40	Yes	Yes
41	Yes	Yes
42	Yes	Yes
43	Yes	Yes
44	Yes	Yes
45	Yes	Yes
46	Yes	Yes
47	Yes	Yes
48	Yes	No
49	Yes	Yes
50	Yes	Yes
51	Yes	Yes
52	Yes	Yes
53	Yes	Yes
54	Yes	Yes
55	Yes	Yes
56	Yes	Yes
57	Yes	Yes
58	Yes	Yes
59	Yes	Yes
60	Yes	Yes
61	Yes	Yes
62	Yes	Yes
63	Yes	Yes
64	Yes	Yes
65	Yes	No
66	Yes	Yes
67	Yes	Yes
68	Yes	Yes
69	Yes	Yes
70	Yes	Yes
71	Yes	Yes
72	Yes	Yes

TABLE 26

FACTOR ANALYSIS: VARIMAX ROTATION
COMPETENCY STATEMENT DISTRIBUTION

Competency Statement	Factors																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	X													X				1
2									X									1
3		X					X							X				3
4							X								X			2
5													X					1
6				X			X			X			X					4
7												X	X	X				3
8														X				1
9		X												X				2
10						X								X				2
11								X					X					2
12				X														1
13								X	X									2
14			X		X	X												3
15	X	X																2
16		X																1
17																		0
18	X			X			X	X										4
19					X													1
20		X																1
21				X					X	X								3
22	X	X		X								X		X				5
23	X	X		X	X											X		5
24	X		X															2
25			X															1
26		X	X		X													3
27	X				X													2
28		X					X											2
29	X							X										2
30	X							X										2
31	X	X				X												3
32	X																	1
33	X																	1
34	X							X										2
35		X	X					X										3
36		X	X					X										3
37																X		1
38	X																	1
39			X				X	X			X							4
40			X															1
41	X																	1
42							X											1
43	X						X	X										3
44		X	X													X		3
45		X	X									X						3
46	X																	1
47	X																	1
48	X												X					2
49	X								X									2
50			X	X														2
51			X															1
52			X			X												2
53	X					X												2
54		X				X												2
55		X					X											2
56			X		X					X	X							4
57	X			X		X												3
58	X																	1
59										X								1
60					X						X							2
61	X	X						X										3
62	X					X	X											3
63			X	X	X		X											4
64	X																	1
65		X																1
66	X		X															2
67			X						X						X			3
68				X														1
69	X			X														2
70			X		X													2
71	X					X												2
72	X								X		X				X			4
TOTALS	30	17	18	12	9	9	10	11	5	5	4	3	4	6	3	3	1	150

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

There is a need to have empirical evidence regarding vocational and career development competencies necessary for effective counseling. Such data can be used to determine if school guidance counselors have satisfied the evaluation criteria. Furthermore, as the guidance services are expanded to meet new education and societal demands, the demand on school guidance counselors will also increase. However, because of the limited training in career education, career development, career guidance, vocational education, and vocational guidance, inadequacies are experienced.

Purpose

The purpose of this study was to identify from selected counselor-educators and state directors of vocational education their perception as to common competencies needed by school guidance counselors in the general category of vocational and career development. Specific competency statements were obtained and assigned to 12 competency areas.

Hypotheses

The two hypotheses tested in this study were stated in the null as follows:

1. There is no significant difference between the responses of selected counselor-educators and state directors of vocational education as to the importance of each competency statement at the .05 level of significance.
2. There is no relationship between the correlation ratio eta of each competency statement as perceived by selected counselor educators and state directors of vocational education (eta = Ø).

Questions

The two questions to be answered in light of the data obtained are:

1. Considering each competency statement, what is the extent of agreement between the panel of experts and respondent groups?
2. Based on data obtained from respondent groups, do common factors exist among the 72 competency statements which differ for the broad competency areas incorporated in the study?

Procedures

Several sources were utilized to develop the total list of 83 competency statements which was presented to a panel of authorities in two vocational guidance associations (NVGA, AVA). The panel responded to each competency statement as either essential or nonessential. An acceptance level of 60 percent was established by the researcher. Seventy-two of the 83 competency statements met the

criterion. The survey instrument was submitted to a selected counselor educator in each state and the state director of vocational education. A Likert-type scale was assigned to each competency statement, with extreme ends of the scale assigned nonessential plus the figure 0 and essential plus the figure 9, respectively.

Findings

The following findings are based on data obtained through the study and analysis of these data.

1. State directors of vocational education (SDVE) consistently obtained higher mean values for responses on competency statements as compared with counselor-educators (CE). This was a consistent pattern for 69 of the 72 competency statements. In only three instances did CE obtain higher mean values for responses (competency statements 39, 59, and 69).
2. Considering the nine-point Likert-type scale, 46 of the competency statements were rated "high."
3. Competency statements in area 10, psychological or counseling aspects of the guidance function, were all rated as essential by the respondent groups.
4. In 46 instances, the respondent groups rated competency statements as being "high" on the essential/nonessential scale, yet significant differences and significant correlations existed.

5. Based on the 6.8 value, a high majority (46) were considered essential by respondent groups. SDVE was nearly unanimous (66 of 72) in agreeing with the panel of experts.
6. Significant positive correlation was found between respondent groups in all 12 broad competency areas.
7. CE considered competency statements which required school guidance counselors to be involved in outreach programs beyond school boundaries to be among the least important competencies.
8. The respondent groups viewed the role of vocational assessment as being an important area for school guidance counselors.
9. The need for a set of common competencies in the category of vocational and career development was accepted by respondent groups.
10. Fifteen factors were clustered as having common elements within the 72 competency statements.
11. The factor clusters varied from the arbitrarily assigned competency areas.
12. Commonality of factor clusters exists because of the spread over competency statements.

Conclusions

Results of this study indicate that state directors of vocational education (SDVE) and counselor-educators (CE) have definite points of view on which vocational and career development competencies

are needed by school guidance counselors and their level of importance. Based on the findings, several conclusions were drawn.

1. SDVE have a more holistic view of vocational and career development requirements in the area of school guidance than do CE.
2. Sixty-six of the competency statements provide a sound basis for developing competency-based counselor education programs in vocational and career development.
3. Sixty-six competency statements provide a basis for setting school guidance certification requirements in vocational and career development.
4. The competencies identified in this study can be classified; however, regardless of the system of classification, commonalities exist among the various competency statements.

Recommendations for Further Research

The results of the analysis of data in this study together with the review of literature suggest further research. More specifically, research is needed to:

1. Determine attitudes, perceptions, and theoretical positions of state directors of vocational education and counselor-educators;
2. Examine correlations on variables such as educational experiences, college major(s), other work experiences, philosophical orientation of vocational and career development, theoretical orientation of careers, and professional activities;

3. Investigate by direct observation competencies required of school guidance counselors;
4. Determine perceptions of school guidance counselors of the importance of specific competencies;
5. Examine the effectiveness of competency-based counselor training programs;
6. Determine the perception of other school personnel, state educational agency personnel, and school guidance counselors whether common competencies do exist in the United States;
7. Study whether specialization within the area of school guidance is needed;
8. Examine the feasibility of school guidance counselors as change agents and facilitators of change;
9. Clarify the present roles and functions of school guidance counselors;
10. Develop a means of evaluating the level of competency possessed by school guidance counselors;
11. Study the use and training of guidance para-professionals in a school setting;
12. Examine the construction of competency statements in school guidance;
13. And investigate the desirability of other teaching professionals employing vocational and career development competencies in their specialty areas.

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APPENDICES

APPENDIX A

VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES
FOR GUIDANCE COUNSELORS

Instructions:

Please circle one response on the ten-point scale accompanying each competency statement. You are to consider the points identified as indicating degrees of differences between the extremes. The extremes are labeled "essential" and "non-essential." Determine the degree of agreement of each competency statement as to whether it is "non-essential" or "essential" for effective performance of guidance counselors in vocational guidance and career development.

Definitions:

Essential (N) — Indispensable, necessary, or basic set of appropriate behavior in suitable settings by guidance counselors delivering guidance service to students.

Non-Essential (N) — The appropriate behavior is not necessary nor needed in the delivery of guidance services to students.

Statement											
1. The counselor can list components which are necessary for the center.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
2. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
3. The counselor can demonstrate the use of hardware and software for providing career information to clients.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
4. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
5. The counselor can, with the instructor's assistance, identify job traits and requirements gained from on-site job observations.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
6. The counselor can hold a conference with a student during which job traits and requirements are analyzed.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
7. The counselor can prepare local job descriptions based on on-site job observation and analysis.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
8. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
9. The counselor can, with the instructors' assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
10. The counselor can demonstrate the use of the DICTIONARY OF OCCUPATIONAL TITLES, OCCUPATIONAL OUTLOOK HANDBOOK, and OCCUPATIONAL DICTIONARY in gathering information on career clusters and career ladders.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential
11. The counselor can plan and conduct on-site surveys of job opportunities in the community.*											
	Essential	9	8	7	6	5	4	3	2	1	0 Non-essential

Statement
12. The counselor can relate employment opportunities to individuals with special characteristics.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
13. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
14. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
15. The counselor can list the objectives of an apprenticeship program.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
16. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
17. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
18. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
19. The counselor can plan and implement a short program on job-acquisition skills.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
20. The counselor can demonstrate a knowledge of labor laws, work restrictions, and sources of legal information as they apply to specific clients.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
21. The counselor can demonstrate the process of job choice and selection working with actual clients.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
22. The counselor can list employers in business, industry, and community agencies who are associated with training referral and job placement.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
23. The counselor can demonstrate the utilization of representatives from business, industry, and community agencies.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
24. The counselor can identify basic definitions and characteristics of career guidance as they relate to the needs of youth and the community.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
25. The counselor can relate, orally or in writing, the basic goals and objectives of career education as they have been conceptualized and implemented in career education programs throughout the country.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
26. The counselor can prepare a comprehensive plan for a pre-vocational short term exploratory experience.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
27. The counselor can assist all members of the teaching staff with materials and methods that will help make any given subject area appear practical to students.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

Statement

28. The counselor can test for skill trades and technical career.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

29. The counselor can establish a follow-up program of students after they leave school.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

30. The counselor can maintain an active placement service for students during their school years and after their graduation.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

31. The counselor can conduct classes in job opportunities for all types of students.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

32. The counselor can, above all, relate to people.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

33. The counselor can remember that one of his/her main functions is to be available for counseling.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

34. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

35. The counselor can demonstrate a general knowledge of employee benefits.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

36. The counselor can demonstrate a general knowledge of how unions work.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

37. The middle school counselor can plan short courses identifying vocational programs offered in high schools.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

38. The counselor can develop interpersonal counseling skills one-to-one.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

39. The counselor can demonstrate group process skills with young people and adults.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

40. The counselor can demonstrate value and decision-making skill development.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

41. The counselor can demonstrate an awareness of the drop-out problem.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

42. The counselor can select tests to assist in developing career selection and potentials.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

43. The counselor can conduct follow-up studies of student placement.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

44. The counselor can assist the student in developing a realistic and flexible employability plan.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

45. The counselor can employ effective human relations skills.*

Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

Statement
46. The counselor can demonstrate an unqualified belief in each individual for positive personal growth.*
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
47. The counselor can recognize with appropriate behavior his/her personal, educational, vocational, and situational limitations.*
Essential 9 8 7 6 5 4 3 2 1 Non-essential
48. The counselor understands the importance of first-hand knowledge of the home environment of students.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
49. The counselor cognitively understands and effectively accepts inherent influences of of personal preferences due to race, religion, socio-economic, cultural and national origin.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
50. The counselor can demonstrate a capacity for stable behavior even under extremely stressful and anxiety-provoking conditions.
Essential 9 8 7 6 5 4 3 2 1 Non-essential
51. The counselor can list components which are necessary for a self-directed career guidance information center.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
52. The counselor can plan, design, maintain and utilize a career resources center.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
53. The counselor can help clients receive career and occupational information.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
54. The counselor can compile and disseminate information about employment opportunities, job requirements, training programs and apprenticeship opportunities.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
55. The counselor can administer and interpret tests of vocational interest and vocational aptitude.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
56. The counselor can plan and implement development career guidance programs including pre-vocational experiences.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
57. The counselor can help clients identify appropriate post-secondary education/training programs.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
58. The counselor can help clients with self-concept development.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
59. The counselor can help clients with career development skills, such as value clarification, decision making, goal setting, etc.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
60. The counselor can develop and utilize methods with new ways of low risk, tentative occupational choice try out.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential
61. The counselor is able to employ knowledge and skills in working with physically and and educationally handicapped individuals.
Essential 9 8 7 6 5 4 3 2 1 0 Non-essential

Statement												
62. The counselor is able to collect and disseminate information concerning school offers, opportunities for education, career and financial assistance.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
63. The counselor can provide consultation assistance to staff developers, curriculum specialists, pupil personnel service staff, teachers, administrators, parents and community personnel in vocational and career development planning.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
64. The counselor can develop and use career development and guidance models, techniques and materials for college students.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
65. The counselor can collect, interpret, and analyze information concerning the job market, labor market and occupational trend data.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
66. The counselor can apply knowledge and skills in research and evaluation of vocational guidance and career development theories, principles, and practices.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
67. The counselor can demonstrate knowledge of sex equity legislation relating to education and work; and apply this knowledge in the school setting.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
68. The counselor can perform his/her job functions without sex discrimination, bias, or stereotyping.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
69. The counselor can encourage students of either sex to consider non-traditional vocational education programs and occupations.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
70. The counselor can develop and implement programs in the sex equity area.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
71. The counselor can direct the activities of technicians, aides, and secretarial staff for the development and maintenance of career information centers, follow-up studies, etc.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential
72. The counselor can develop strategies that will incorporate all career development activities at appropriate levels by appropriate personnel.												
	Essential	9	8	7	6	5	4	3	2	1	0	Non-essential

*Graves, William Charles. "The Identification of Vocational and Career Development Competencies for Counselors in Grades 7-12 in Tennessee." (Unpublished dissertation, the University of Tennessee, 1974).

Dr. Harry N. Drier
Department of Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Drier:

Vocational guidance, career development, and career education are areas on which much attention has been focused during the past several years. In our educational preparatory programs for guidance counselors, vocational counselors, and career development specialists, many approaches have been taken to competency-based counselor training programs. For my dissertation at the University of Tennessee, I propose to investigate vocational and career development competencies needed by guidance counselors for effective counseling.

I am attempting to form a panel of jurors who have knowledge and expertise in guidance and career education, and who are members of the Guidance Division of the American Vocational Association and the National Vocational Guidance Association. In order to form the panel of jurors, I am requesting your assistance, as president of the Guidance Division of AVA, in identifying at least fifteen persons in your organization as potential panelists. To complete the organization of the panel of jurors, I will contact the National Vocational Guidance Association with a similar request. The panel of jurors will be composed of ten members from AVA and ten members from NVGA. As experts, the panel will be utilized in the development of the items to be on the questionnaire used in further parts of the study.

With your permission, I would like to reference my correspondence with the persons you identified with the use of your name. A copy of the initial correspondence to these persons will be sent to you.

Your input is very important and will be appreciated. Upon the completion and approval of this research, an abstract of the findings will be sent to you.

Very sincerely yours,

William R. Robertson, Doctoral Candidate
University of Tennessee, College of Education

Dr. Daniel Sinick
Rehabilitation Counseling Education
George Washington University
Washington, D.C. 20052

Dear Dr. Sinick:

Vocational guidance, career development, and career education are areas on which much attention has been focused during the past several years. In our educational preparatory programs for guidance counselors, vocational counselors, and career development specialists, many approaches have been taken to competency-based counselor training programs. For my dissertation at the University of Tennessee, I propose to investigate vocational and career development competencies needed by guidance counselors for effective counseling.

I am attempting to form a panel of jurors who have the knowledge and expertise in guidance and career education, and who are members of the Guidance Division of the American Vocational Association and the National Vocational Guidance Association. In order to form the panel of jurors, I am requesting your assistance, as president of the NVGA, in identifying at least fifteen persons in your organization as potential panelists. To complete the organization of the panel of jurors, I will contact the American Vocational Guidance Association with a similar request. The panel of jurors will be composed of ten members from AVA and ten members from NVGA. As experts, the panel will be utilized in the development of the items to be on the questionnaire used in further parts of the study.

With your permission, I would like to reference my correspondence with the persons you identified with the use of your name. A copy of the initial correspondence to these persons will be sent to you.

Your input is very important and will be appreciated. Upon the completion and approval of this research, an abstract of the findings will be sent to you.

Very sincerely yours,

William R. Robertson, Doctoral Candidate
University of Tennessee, College of Education

Dear

I wish to take this opportunity to thank you for consenting to be involved in my research project, "Identification of Vocational and Career Development Competencies for Guidance Counselors." I appreciate the promptness in which you responded.

The instrument for the first probe is enclosed. One purpose of this probe is to collect data from a panel of jurors to develop the survey instrument for the next phase of the research project. A second purpose is to obtain additional competencies from you, which I did not identify in my literature review.

After completion of the survey, please return it in the enclosed self-addressed, stamped envelope.

Again, thank you for your assistance.

Sincerely,

William R. Robertson, Doctoral Candidate
University of Tennessee, Knoxville
College of Education

APPENDIX B

NOMINEES FROM AMERICAN VOCATIONAL ASSOCIATION

Dr. Walter Adams

Mr. Dale Ake

Dr. Robert Campbell

Ms. Wanda Cooksey

Dr. Harry N. Drier

Mr. Charles Foster

Dr. Richard Gustafson

Dr. Norman Gysbers

Ms. Josephine Hayslip

Dr. Laurabeth Hicks

Dr. Brian Jones

Dr. Jerry Keiser

Mr. Richard Morrison

Dr. Marla Peterson

Ms. Linda Pfister

Dr. Linda Phillips

Dr. Eldon Ruff

Dr. Janet Treichel

Dr. Louise Vetter

Dr. Raymond Wasil

Dr. David Winefordner

NOMINEES FROM NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

Dr. Henry Borow

Dr. JoAnn Bowlsbey

Dr. Alfred Gallagher

Dr. Edwin Herr

Dr. Arthur Hitchcock

Dr. Joseph Hollis

Dr. Lee Isaacson

Dr. Lawrence Malnig

Dr. Carl McDaniels

Dr. Daniel Sinick

Dr. Martin Smith

Dr. Robert Smith

Dr. Nancy Pinson

Dr. Lawrence Stewart

Dr. Charles Weaver

My Fellow Educator:

In my attempt to conduct a nationwide survey to identify vocational and career guidance competencies needed by guidance counselors, expert opinions are needed to develop an opinion questionnaire. The approach which seemed to offer the most meaningful and authoritative alternative in the developmental stages of the opinion questionnaire was to contact the presidents of the two most prominent vocational and vocational guidance associations in education, Dr. Harry N. Drier and Dr. Daniel Sinick of AVA and NVGA, respectively. A request was made to them to nominate members in their respective organizations who had the knowledge and expertise in vocational guidance and career education to serve as potential professionals to draw upon.

It will be extremely helpful to me if you would consent to participate in the study as a panel member to identify the vocational and career guidance competencies needed by guidance counselors. The procedures proposed for the purposes of this study are as follows:

> Probe 1 will include competencies identified by this researcher's review of the literature.
>
> Probe 2 will consist of competencies suggested or identified by panel members.

Your task will be to respond whether you consider the competencies identified in each probe as being essential or nonessential to the guidance counselor in the performance of vocational and career guidance functions. By combining the results of the two probes, an opinion questionnaire will be constructed and submitted to all state directors of vocational education and a selected sample of one counselor-educator from a major university in each state.

Your assistance in this study is sorely needed and will be greatly appreciated. Prompt return of the self-addressed, postage-paid response card will be extremely helpful. Thank you for any consideration you render.

Sincerely,

William R. Robertson, Doctoral Candidate
University of Tennessee, Knoxville
College of Education

APPENDIX C

PANEL OF EXPERTS

American Vocational Association	National Vocational Guidance Assoc.
Mr. Dale Ake	Dr. Alfred Gallagher
Mr. Charles Foster	Dr. Edwin Herr
Dr. Norman Gysbers	Dr. Arthur Hitchcock
Mr. Peter Johnson	Dr. Joseph Hollis
Dr. Brian Jones	Dr. Lee Isaacson
Mr. Richard Morrison	Dr. Carl McDaniels
Dr. Marla Peterson	Dr. Nancy Pinson
Dr. Walter Stein	Dr. Daniel Sinick
Dr. Clair Van Zandt	Dr. Robert Smith
Dr. Louise Vetter	Dr. Lawrence Stewart

APPENDIX D

VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES FOR GUIDANCE COUNSELORS

Instruction:

Please mark each competency statement as to whether it is "essential" or "non-essential" for effective performance of guidance counselors in vocational guidance and career development of guidance counselors. If the competency statement is considered "essential" please mark 1 (one) in the space provided to the right of the statment. If the competency statement is considered "non-essential" please mark 0 (zero) in the space provided to the right of the statement.

You may suggest competency statements for inclusion in this survey.

Statement	1	0
1. The counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.*	3	17
2. The counselor can list components which are necessary for the center.*	17	3
3. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.*	18	2
4. The counselor can demonstrate the use of hardware and software for providing career information to clients.*	15	5
5. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.*	18	2
6. The counselor can demonstrate the use of a classification system through on-site job observations in business and industry.*	11	8
7. The counselor can, with the instructors' assistance, identify job traits and requirements gained from on-site job observations.*	17	3
8. The counselor can hold a conference with a student during which job traits and requirements are analyzed.*	20	0
9. The counselor can prepare local job descriptions based on on-site job observation and analysis.*	13	7
10. The counselor can list and describe the fifteen U.S.O.E. career clusters.*	9	11
11. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.*	12	8
12. The counselor can, with the instructors' assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.*	13	7
13. The counselor can demonstrate the use of the DICTIONARY OF OCCUPATIONAL TITLES, OCCUPATIONAL OUTLOOK HANDBOOK, and OCCUPATIONAL DICTIONARY in gathering information on career clusters and career ladders.*	18	2
14. The counselor can plan and conduct on-site surveys of job opportunities in the community.*	16	4
15. The counselor can relate employment opportunities to individuals with special characteristics.*	20	0
16. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.	19	1
17. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.*	19	1
18. The counselor can list the objectives of an apprenticeship program.*	13	6
19. The counselor can identify the basic qualifications or characteristics of an approved apprenticesnip program.*	15	5

Statement	1	0
20. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.*	18	2
21. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.*	20	0
22. The counselor can plan and implement a short course on job-acquisition skills.*	19	1
23. The counselor can demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.*	15	5
24. The counselor can demonstrate the process of job choice and selection working with actual clients.*	20	0
25. The counselor can list employees in business, industry, and community agencies who are associated with training referral and job placement.*	15	5
26. The counselor can demonstrate the ability to write brief job descriptions of employees in business, industry, and community agencies.*	10	10
27. The counselor can demonstrate the utilization of representatives from business, industry, and community agencies.*	18	2
28. The counselor can list the general functions of advisory committees in vocational-technical education.*	18	12
29. The counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.*	19	1
30. The counselor can relate, orally or in writing, the basic goals and objectives of career education as they have been conceptualized and implemented in career education programs throughout the country.*	13	7
31. The counselor can, given an occupational area, organize in writing a career education lesson plan complete with general goals, objectives, related activities, and evaluation.*	9	11
32. The counselor can prepare a comprehensive plan for a prevocational short-term exploratory experience.*	16	4
33. The counselor can assist all members of the teaching staff with materials and methods that will help make any given subject area appear practical.*	13	7
34. The counselor can devise means for continually confronting members of the total teaching staff with the true concept of career education to the end that instruction will become progressively more practical in content and method.*	9	11
35. The counselor can test for skill trades and technical careers.*	13	7
36. The counselor can establish a follow-up program of students after they leave school.*	18	2
37. The counselor can maintain an active placement service for students during their school years and after their graduation.*	15	5
38. The counselor can sell career training to educators, students, parents, employers, etc.*	11	8
39. The counselor can conduct classes in job opportunities for all types of students.*	17	3
40. The counselor can prepare information regarding the basic cost of essentials for living and attempt to make the client aware of the cost of these essentials.*	10	10
41. The counselor can prepare information on the capital investment that is needed to establish a business.*	4	16
42. The counselor can, above all, relate to people.*	20	0

Statement	1	0
43. The counselor can remember that his main function is to be available for counseling.*	14	6
44. The counselor can demonstrate an ability for public speaking.*	8	12
45. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.*	19	1
46. The counselor can demonstrate a general knowledge of employee benefits.*	15	5
47. The counselor can demonstrate a general knowledge of how unions work.*	15	5
48. The middle school counselor can plan short courses identifying vocational programs offered in high schools.*	16	4
49. The counselor can develop interpersonal counseling skills one-to-one.*	19	1
50. The counselor can demonstrate group process skills with young people and adults.*	19	1
51. The counselor can demonstrate value and decision-making skill development.*	19	1
52. The counselor can demonstrate an awareness of the drop-out problem.*	19	1
53. The counselor can select tests to assist in developing career selection and potentials.*	19	1
54. The counselor can conduct follow-up studies of student placement.*	20	0
55. The counselor can assist the student in developing a realistic and flexible employability plan.*	19	1
56. The counselor can employ effective human relations skills.	20	0
57. The counselor can demonstrate an unqualified belief in each individual for positive personal growth.	17	3
58. The counselor can recognize with appropriate behavior his personal, educational, vocational and situational limitations.	17	1
59. The counselor understands the importance of first hand knowledge of the home environment.	15	4
60. The counselor cognitively understands and affectively accepts inherent influences of personal preferences due to race, religion, socio-economic, cultural and national origin.	20	0
61. The counselor can demonstrate a capacity for stable behavior even under extremely stressful and anxiety provoking conditions.	19	1
62. The counselor can list components which are necessary for a self-directed career education information center.	16	4
63. The counselor can plan, design, maintain and utilize a career resources center.	14	6
64. The counselor can help clients receive career and occupational information.	20	0
65. The counselor can compile and disseminate information about employment opportunities, job requirements, training programs and apprenticeship opportunities.	18	2
66. The counselor can administer and interpret tests of vocational interest and vocational aptitude.	19	1
67. The counselor can plan and implement development career educational programs including pre-vocational experiences.	19	1
68. The counselor can help clients identify appropriate post-secondary education/training programs.	20	0

Statements	1	0
69. The counselor can help clients with self-concept development.	20	0
70. The counselor can help clients with career development skills, such as value clarification, decision-making, goal-setting, etc.	20	0
71. The counselor can develop and utilize methods with new ways of low risk, tentative occupational choice try out.	15	3
72. The counselor is able to employ knowledge and skills in working with physically and educationally handicapped individuals.	19	1
73. The counselor is able to collect and disseminate information concerning school offerings, opportunities for education, career and financial assistance.	19	1
74. The counselor can provide consultation assistance to staff developers, curriculum specialists, pupil personnel service staff, teachers, administrators, parents and community personnel in vocational and career development planning.	17	3
75. The guidance counselor can develop and use career development and guidance models, techniques and materials for college students.	18	1
76. The counselor can collect, interpret, and analyze information concerning the job market, labor market and occupational trend data.	18	2
77. The counselor can apply knowledge and skills in research and evaluation of vocational guidance and career development theories, principles, and practices.	19	1

*Graves, William Charles. "The Identification of Vocational and Career Development Competencies for Counselors in Grades 7-12 in Tennessee." (Unpublished dissertation, the University of Tennessee, 1974)

VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES
FOR GUIDANCE COUNSELORS

Second Probe
Additional Competencies

Instruction:

Please mark each competency statement as to whether it is "essential" or "non-essential" for effective performance of guidance counselors in vocational guidance and career development. If the competency statement is considered "essential" please mark 1 (one) in the space provided to the right of the statement. If the competency statement is considered "non-essential" please mark 0 (zero) in the space provided to the right of the statement.

Statement	1	0
78. The counselor can demonstrate knowledge of sex equity legislation relating to education and work; and apply this knowledge in the school setting.	15	5
79. The counselor can perform his/her job functions without sex discrimination, bias, or stereotyping.	20	0
80. The counselor can encourage students of either sex to consider non-traditional vocational education programs and occupations.	20	0
81. The counselor can develop and implement programs in the sex equity area.	15	5
82. The counselor can direct the activities of technicians, aides, and secretarial staff for the development and maintenance of career information centers, follow-up studies, etc.	4	6
83. The counselor can develop strategies that will incorporate all career development activities at appropriate levels by appropriate personnel.	13	6

APPENDIX E

A nationwide study is under way to identify vocational and career guidance competencies needed by guidance counselors. This study will involve two respondents from each state; one counselor-educator selected from a major university and the state director of vocational education. Your institution has been selected to represent your state in this study. You or a member of your faculty whom you feel has the knowledge, skill, and expertise in vocational guidance and career development, should complete the forms enclosed. Your cooperation is deemed important to the success of the research effort.

The opinion questionnaire will take approximately 30 minutes. There are no right or wrong answers. The competencies identified in the questionnaire have been agreed upon by a panel of expert jurors nominated by the presidents of the National Vocational Guidance Association, Dr. Daniel Sinick, and the Guidance Division of the American Vocational Association, Dr. Harry N. Drier. All individual responses will be held confidential and reported only as group data.

In keeping with the policies of the University of Tennessee, Knoxville, you are provided with the information related to steps which will be followed to protect the confidentiality of individual responses and the anonymity of the human subjects participating in the research project. This information is enclosed together with the opinion questionnaire.

You are asked to complete and return the enclosed informed consent information sheet and opinion questionnaire. The return of the informed consent information sheet will serve as the means of obtaining your informed consent and establish you as a participant in the research project.

Prompt return of the informed consent information sheet and the completed questionnaire will be extremely helpful. Your willingness to assist in the study is greatly appreciated. Thank you for your time and effort.

Sincerely,

William R. Robertson, Doctoral Candidate
University of Tennessee, Knoxville
College of Education

A nationwide survey in under way to identify vocational and career guidance competencies needed by guidance counselors. The study will involve two respondents from each state--the state directors of vocational education and one counselor-educator selected from a major university in each state. As State Director of Vocational Education, your opinions on this subject are deemed important.

The opinion questionnaire will take approximately 30 minutes. There are no right or wrong answers. The competencies identified in the questionnaire have been agreed upon by a panel of expert jurors nominated by the presidents of the Guidance Division of the American Vocational Association, Dr. Harry N. Drier, and the National Vocational Guidance Association of the American Personnel and Guidance Association, Dr. Daniel Sinick. All individual responses will be held confidential and reported only as group data.

In keeping with the policies of the University of Tennessee, Knoxville, you are provided with information related to steps which will be followed to protect the confidentiality of individual responses and anonymity of the human subjects in this research project. This information is enclosed together with the opinion questionnaire.

You are asked to complete and return the enclosed informed consent information sheet and opinion questionnaire. The return of the informed consent information sheet will serve as a means of obtaining your informed consent and establish you as a participant of the research project.

Prompt return of the informed consent information sheet and the completed questionnaire will be extremely helpful. Your willingness to assist in the study is greatly appreciated. Thank you for your time and effort.

Sincerely yours,

William R. Robertson, Doctoral Candidate
University of Tennessee, Knoxville
College of Education

INFORMED CONSENT INFORMATION

The opinion questionnaire was developed by the researcher to investigate the subject, "Identification of Vocational and Career Development Competencies for Guidance Counselors." A panel of expert jurors from the Guidance Division of the American Vocational Association and the National Vocational Guidance Association of the American Personnel and Guidance Association will be surveyed. Data collected will be reported as group data and individual responses will be held confidential. There is no foreseen risk to the respondent group because of the response format.

The results of this research project are intended to assist guidance counselors in the performance of their functions in vocational and career guidance as well as a guide to further training.

Any inquiry related to the procedures developed for the purposes of this research project may be sent to me. Your participation in this research project will be appreciated.

However, once you choose to participate, your right to withdraw at any time is available without prejudice.

Researcher: William R. Robertson

Department: Vocational-Technical Education
University of Tennessee

I, the undersigned, have read the information provided regarding the study "Identification of Vocational and Career Guidance Competencies for Guidance Counselors." I agree ( ) I do not agree ( ) to participate in the study to the extent of completing the opinion questionnaire.

_____
Signed

_____
Date

FOLLOW-UP LETTER

A form entitled "Identification of Vocational and Career Development Competencies for Guidance Counselors" was mailed to you on September 7, 1979. As of this date, we have received no reply from you.

This questionnaire is an important component of my doctoral research project, and because of the small population size of state directors of vocational education (50), and small sample of counselor educators (50) selected, I am anxious to have a 100 percent response.

If you could return the form in the envelope provided in the previous mailing by October 5, your action would be greatly appreciated.

Any questions concerning this research project should be directed to the above address.

Thank you very much for your attention and assistance in this project.

Sincerely,

William R. Robertson, Doctoral Candidate
University of Tennessee, Knoxville

APPENDIX F

VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES
FOR GUIDANCE COUNSELORS

FREQUENCY TABLE
ABSOLUTE FREQUENCIES

	Code										
	0	1	2	3	4	5	6	7	8	9	Missing
1	0	1	1	3	4	10	6	9	10	17	6
2	0	0	1	0	0	3	4	12	15	32	0
3	0	0	2	3	1	8	3	13	14	23	0
4	0	0	0	2	1	3	8	15	20	18	0
5	1	0	4	1	2	8	6	8	24	12	1
6	0	1	0	0	0	1	5	8	23	27	2
7	2	3	4	7	7	10	9	12	9	4	0
8	2	0	4	3	4	9	8	18	11	8	0
9	2	0	5	0	3	10	8	15	13	11	0
10	0	0	0	0	1	1	7	10	16	32	0
11	1	0	2	2	4	11	5	10	17	14	1
12	0	0	0	0	1	1	2	16	22	25	0
13	0	0	0	0	0	2	3	9	13	40	0
14	0	0	0	1	1	1	6	10	18	29	1
15	3	0	4	6	2	10	11	14	10	8	0
16	2	0	2	6	3	10	10	15	12	7	0
17	1	0	0	0	3	5	7	12	22	17	0
18	0	0	0	0	1	1	4	7	14	40	0
19	1	1	3	3	0	0	7	12	11	22	2
20	2	1	1	0	3	11	14	15	9	11	0
21	1	0	0	0	1	4	4	12	15	29	1
22	1	0	1	1	7	6	8	6	17	20	0
23	1	0	3	2	2	7	8	10	14	19	1
24	1	0	0	2	2	4	4	8	15	31	0
25	2	0	3	1	3	5	7	18	9	19	0
26	1	0	5	1	2	6	8	13	15	16	0
27	5	1	3	1	2	7	6	17	11	14	0
28	3	2	5	5	5	8	12	9	10	6	2
29	1	0	0	0	0	4	7	10	15	30	0
30	3	1	3	1	0	7	7	11	15	19	0
31	1	0	3	4	2	4	7	10	19	17	0
32	1	0	0	0	0	2	0	1	4	59	0
33	1	0	0	0	0	1	2	4	13	46	0
34	2	0	1	3	0	6	12	12	14	17	0
35	2	2	2	7	6	10	11	15	6	6	0

FREQUENCY TABLE (Continued)

	Code										
	0	1	2	3	4	5	6	7	8	9	Missing
36	1	2	3	2	3	12	13	17	6	8	0
37	0	0	1	1	1	4	9	7	16	28	0
38	0	0	1	0	0	2	2	3	7	50	2
39	0	0	0	0	1	0	3	8	9	46	0
40	1	0	0	0	0	1	3	6	19	36	1
41	1	0	0	2	0	1	6	13	14	30	0
42	1	0	0	0	0	4	6	8	15	33	0
43	0	0	0	0	2	3	10	14	10	28	0
44	0	0	0	0	0	3	4	17	14	29	0
45	0	0	0	0	0	1	5	2	6	53	0
46	1	0	0	0	0	1	3	8	12	40	3
47	1	0	0	1	1	3	4	7	13	36	1
48	2	0	0	4	3	4	4	15	16	19	0
49	1	1	0	0	0	3	4	8	15	34	1
50	0	0	0	0	2	2	3	12	12	38	0
51	1	0	0	0	1	8	11	11	15	20	0
52	0	0	0	0	1	5	7	12	17	25	0
53	1	0	0	0	0	0	3	7	17	37	2
54	0	0	0	0	0	2	7	13	18	27	0
55	0	0	0	0	0	2	1	8	15	41	0
56	1	0	0	0	1	7	9	10	19	20	0
57	0	0	0	0	0	3	0	11	20	33	0
58	1	0	0	0	0	3	3	7	15	38	0
59	0	0	0	0	0	1	3	5	19	39	0
60	1	0	0	0	2	9	2	21	22	9	1
61	0	0	0	0	1	0	9	10	24	23	0
62	0	0	0	2	0	2	3	17	16	27	0
63	0	0	0	0	2	0	4	11	17	33	0
64	3	0	0	1	1	7	7	8	22	17	0
65	1	0	0	0	3	8	8	17	13	17	0
66	1	0	1	1	1	6	8	17	18	14	0
67	1	0	1	0	1	1	4	16	11	32	0
68	1	0	0	0	0	1	0	7	12	48	0
69	1	1	0	0	0	1	4	10	14	36	0
70	2	0	2	2	3	6	11	9	13	19	0
71	0	0	0	0	0	5	10	10	13	29	0
72	1	0	0	0	1	7	6	13	20	19	0

APPENDIX G

STATE DIRECTORS OF VOCATIONAL EDUCATION AND SELECTED COUNSELOR EDUCATORS' COMBINED AVERAGES AND MEASURES OF VARIATION BY COMPETENCY AREAS

SELF-DIRECTED CAREER EDUCATION CENTER

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
1	6.7213	7.1111	9.0000	2.0987	4.4044	0.2687
2	7.9552	8.4000	9.0000	1.3644	1.8616	0.1669
3	7.2388	7.7500	9.0000	1.9235	3.7000	0.2350
51	7.2687	7.6000	9.0000	1.7019	2.8964	0.2079
52	7.7015	8.0000	9.0000	1.3486	1.8186	0.1648

DEVELOPING JOB DESCRIPTION FROM JOB ANALYSIS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
4	7.4627	7.7520	8.0000	1.4404	2.1009	.1771
5	6.8333	7.6250	8.0000	2.1164	4.4794	.2605
6	7.9846	8.2607	9.0000	1.3287	1.7654	.1648
7	5.3134	5.5556	7.0000	2.3498	5.5215	.2871

UTILIZATION OF CAREER CLUSTERS AND CAREER LADDERS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
8	6.1493	6.6944	7.0000	2.2037	4.8562	.2692
9	6.3881	6.8667	7.0000	2.2358	4.9886	.2731
10	8.0149	8.4063	9.0000	1.1997	1.4392	.1466
53	8.2462	8.6216	9.0000	1.3466	1.8135	.1670

COMPILING AND DISSEMINATING OCCUPATIONAL INFORMATION

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
11	6.7121	7.3000	8.0000	2.0885	4.3620	.2571
12	7.9701	8.1136	9.0000	1.0584	1.1203	.1293
13	8.2836	8.6625	9.0000	1.0561	1.1153	.1290
14	7.9242	8.2778	9.0000	1.3163	1.7326	.1626
15	5.8657	6.2727	7.0000	2.3606	5.5726	.2884
16	6.0896	6.5333	7.0000	2.1513	4.6282	.2628
17	7.3433	7.7500	8.0000	1.6747	2.8046	.2046
29	7.7910	8.2667	9.0000	1.5815	2.5011	.1932
34	6.8955	7.2917	9.0000	1.5815	2.5011	.1932
35	5.5821	5.9090	7.0000	2.2438	5.0349	.2741
36	6.0149	6.3077	7.0000	2.0925	4.3786	.2556
43	7.6567	7.9500	9.0000	1.4201	2.0167	.1735
54	7.9104	8.1389	9.0000	1.1379	1.2949	.1390
57	8.1940	8.4750	9.0000	1.0186	1.0375	.1244
62	7.8209	8.0937	9.0000	1.3588	1.8462	.1660
65	7.1045	7.2941	7.0000	1.7245	2.9738	.2107

DEVELOPING AND COORDINATING JOB PLACEMENT PROGRAM

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
18	8.3687	8.6625	9.0000	1.1225	1.2601	.1371
19	7.1538	7.9091	9.0000	2.3864	5.6947	.2960
20	6.4180	6.6000	7.0000	2.0386	4.1560	.2491
21	7.7727	8.2333	9.0000	1.6152	2.6091	.1988
30	6.7910	7.5333	9.0000	2.4528	6.0163	.2997
31	6.9104	7.6316	8.0000	2.1862	4.7797	.2671
60	7.1061	7.4048	8.0000	1.5800	2.4963	.1945

IDENTIFYING, UNDERSTANDING, AND RELATING TO OTHERS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
22	7.0000	7.7059	9.0000	2.0671	4.2727	.2525
23	6.9091	7.5000	9.0000	2.1464	4.6070	.2642
48	7.0448	7.5938	9.0000	2.1351	4.5586	.2608

PLANNING AND IMPLEMENTING DEVELOPMENTAL CAREER EDUCATION PROGRAMS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
24	7.6567	8.3333	9.0000	1.8631	3.4713	.2776
25	6.8209	7.1944	9.0000	2.2220	4.9371	.2715
26	6.7761	7.3077	9.0000	2.1869	4.7825	.2672
37	7.6418	8.1563	9.0000	1.6302	2.6576	.1992
56	7.3881	7.7895	9.0000	1.6693	2.7865	.2039
64	7.0000	7.7500	8.0000	2.2896	5.2424	.2797

PLANNING AND IMPLEMENTING OF VOCATIONAL PROGRAMS FOR ALL STUDENTS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
27	6.2985	7.0000	7.0000	2.6344	6.9398	.3218
61	7.8657	8.0625	8.0000	1.1267	1.2696	.1377
66	7.1045	7.4118	8.0000	1.7593	3.0950	.2149

VOCATIONAL ASSESSMENT TECHNIQUES

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
28	5.4769	5.8750	6.0000	2.4881	6.1908	.3086
42	7.8955	8.4667	9.0000	1.5776	2.4889	.1927
55	8.3731	8.6829	9.0000	.9665	0.9344	.1181

ASSISTING IN THE PERSONAL GROWTH AND DEVELOPMENT OF STUDENTS

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
32	8.6567	8.9322	9.0000	1.3091	1.7137	.1599
33	8.4030	8.7717	9.0000	1.3491	1.8200	.1648
38	8.4769	8.8500	9.0000	1.2513	1.5659	.1552
39	8.4179	8.7717	9.0000	1.0321	1.0651	.1261
40	8.1970	8.5833	9.0000	1.3836	1.9145	.1703
41	7.7612	8.2500	9.0000	1.6796	2.2809	.2052
44	7.9254	8.1786	9.0000	1.1588	1.3428	.1416
45	8.5672	8.8679	9.0000	0.9727	0.9462	.1184
46	8.2308	8.6875	9.0000	1.4227	2.0240	.1765
49	7.9090	8.5294	9.0000	1.7429	3.3078	.2145
50	8.0597	8.5694	9.0000	1.2896	1.6630	.1575
58	8.1194	8.6184	9.0000	1.4926	2.2280	.1824
59	8.3731	8.6410	9.0000	0.9184	0.8435	.1122

PROVIDING CONSULTATION TO OTHERS IN VOCATIONAL AND CAREER DEVELOPMENT PLANNING

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
47	7.9242	8.5833	9.0000	1.7145	2.9326	.2108
63	8.0896	8.4706	9.0000	1.1772	1.3858	.1438

DEMONSTRATING A KNOWLEDGE OF SEX EQUITY
AND SEX EQUITY LEGISLATION

No.	Mean	Median	Mode	Standard Deviation	Variance	Standard Error
67	7.8060	8.3636	9.0000	1.6809	2.8254	.2054
68	8.4179	8.7717	9.0000	1.3160	1.7318	.1608
69	8.0000	8.5694	9.0000	1.6697	2.7879	.2040
70	6.8060	7.3333	9.0000	2.2309	4.9769	.2725
71	7.7612	8.1538	9.0000	1.3494	1.8209	.1649
72	7.4179	7.7750	8.0000	1.6344	2.6712	.1947

APPENDIX H

VARIMAX ROTATION
FACTOR ANALYSIS OF COMPETENCY STATEMENTS OF ENTIRE SAMPLE

FACTOR 1

INTERPERSONAL COUNSELING SKILLS

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 1	1	.44	S 43	4	.46
S 15	4	.31	S 46	10	.90
S 18	5	.43	S 47	11	.86
S 22	6	.35	S 48	4	.70
S 23	6	.42	S 49	10	.67
S 24	7	.56	S 53	3	.84
S 27	8	.35	S 57	4	.42
S 29	4	.73	S 58	10	.79
S 30	5	.59	S 61	8	.43
S 31	5	.30	S 62	4	.63
S 32	10	.91	S 64	7	.59
S 33	10	.89	S 66	8	.49
S 34	4	.53	S 69	12	.58
S 38	10	.89	S 71	12	.41
S 41	10	.76	S 72	12	.41

FACTOR 2

PLANNING AND INSTRUCTION ASPECTS OF GUIDANCE PROGRAM

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 3	1	.35	S 31	5	.80
S 9	3	.83	S 35	4	.87
S 15	4	.89	S 36	4	.36
S 16	4	.79	S 44	10	.54
S 20	5	.74	S 54	4	.43
S 22	6	.37	S 55	9	.30
S 23	6	.31	S 61	8	.32
S 26	7	.43	S 65	4	.71
S 28	9	.60			

FACTOR 3

COMPREHENSIVE CAREER AND VOCATIONAL DEVELOPMENT

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 14	4	.40	S 45	10	.39
S 24	7	.44	S 50	10	.68
S 25	7	.77	S 51	1	.52
S 26	7	.31	S 52	1	.61
S 35	4	.32	S 56	7	.33
S 36	4	.32	S 63	9	.37
S 39	10	.43	S 66	8	.31
S 40	10	.72	S 67	12	.64
S 44	10	.38	S 70	12	.74

FACTOR 4

HUMAN RELATION SKILLS WITH SPECIAL NEED CATEGORIES

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 6	2	.43	S 45	10	.61
S 12	4	.61	S 50	10	.37
S 18	5	.47	S 57	4	.31
S 21	5	.38	S 63	11	.32
S 22	6	.34	S 68	12	.72
S 23	6	.36	S 69	12	.44

FACTOR 5

CONSULTATION AND PLANNING FOR CURRICULUM CHANGE

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 14	4	.38	S 56	7	.44
S 19	5	.80	S 60	5	.33
S 23	6	.37	S 63	9	.44
S 26	7	.56	S 70	12	.35
S 27	8	.63			

FACTOR 6

OCCUPATIONAL AND JOB ACQUISITION INFORMATION

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 10	3	.55	S 54	4	.60
S 14	4	.41	S 57	4	.38
S 31	5	.46	S 62	4	.38
S 52	1	.39	S 71	12	.52
S 53	3	.40			

FACTOR 7

UTILIZATION OF GUIDANCE METHODS AND MATERIALS
IN CAREER SELECTION

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 3	1	.41	S 39	10	.44
S 4	2	.34	S 42	9	.75
S 6	2	.43	S 43	4	.37
S 18	5	.32	S 55	9	.72
S 28	9	.40	S 62	4	.32

FACTOR 8

FACILITATING JOB ACQUISITION

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 11	4	.30	S 36	4	.49
S 13	4	.36	S 39	10	-.34
S 17	4	.71	S 43	4	.42
S 29	4	.40	S 61	8	.36
S 30	5	.48	S 63	11	-.34
S 34	4	.47			

FACTOR 9

SUPPORTIVE BEHAVIOR OF SCHOOL COUNSELORS

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 2	1	.78	S 67	12	.35
S 21	5	.50	S 72	12	.35
S 49	10	.30			

FACTOR 10

CAREER PLANNING ACTIVITIES

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 6	2	.31	S 56	7	.36
S 13	4	.47	S 59	10	.81
S 21	5	.59			

FACTOR 11

SELECTING AND IMPLEMENTING STRATEGIES AND ACTIVITIES OF CAREER GUIDANCE

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 39	10	.37	S 60	5	.64
S 56	7	.41	S 72	12	.46

FACTOR 12

COUNSELING FOR EMPLOYMENT

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 7	2	.39	S 45	10	-.31
S 22	6	.35			

FACTOR 13

ASSESSING ENVIRONMENTAL AND JOB NEEDS

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 5	2	.81	S 11	4	.34
S 6	2	.41	S 48	6	.41
S 7	2	.32			

FACTOR 14

USING OCCUPATIONAL BOOKS AND MATERIALS

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 1	1	.63	S 8	3	.80
S 3	1	.46	S 9	3	.32
S 7	2	.39	S 22	6	.36

FACTOR 15

SEX ROLE AWARENESS

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 4	2	.64	S 72	12	.38
S 67	12	.67			

FACTOR 16

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 23	6	.31	S 44	10	.31
S 37	7	.80			

FACTOR 17

Number	Competency Area	Factor Loading	Number	Competency Area	Factor Loading
S 35	4	.40	-	-	-

APPENDIX I

FACTORS BREAKDOWN BY COMPETENCY AREAS

Factor	Areas												Total Areas Covered	Total No. Items On Factor
	1	2	3	4	5	6	7	8	9	10	11	12		
1	x		x	x	x	x	x	x		x	x	x	10	30
2	x		x	x	x	x	x	x	x	x			9	17
3	x			x			x	x	x	x		x	7	18
4		x		x	x	x				x	x	x	7	12
5			x	x	x	x	x				x	x	7	9
6	x		x	x	x							x	5	9
7	x	x		x	x				x	x			6	10
8				x	x					x	x		5	11
9	x				x					x		x	4	5
10		x		x	x		x			x			5	5
11					x		x			x		x	4	4
12		x				x				x			3	3
13			x	x		x							3	5
14	x	x	x			x							4	6
15		x										x	2	3
16						x	x			x			2	3
17				x									1	1
Total Factors In Each Competency Area	7	5	5	11	10	8	7	4	3	11	3	8		

VITA

William Robin Robertson was born in Memphis, Tennessee on November 12, 1927, the son of Lillie Taylor Robertson and John Robertson. After graduating from Booker T. Washington High School, Memphis, Tennessee, in 1948, he entered AM&N College of Pine Bluff, Arkansas. He received his Bachelor of Science degree in 1952 with a major in Business Administration.

In November, 1955 he married Evelyn Marie Thomas of Memphis. On January 4, 1958 his daughter, Robin Elizabeth Robertson was born.

He taught in schools in the Hulbert-West Memphis, Arkansas School District from 1954 to 1958 and in the Memphis City Schools until 1972. He entered Memphis State University in 1965 where he received the Master of Education degree in Educational Administration and Supervision.

In 1972 he gained employment as a counselor at the Counseling Center at Memphis State University. From 1972 until 1977 he continued attending graduate school at Memphis State before transferring to the University of Tennessee to pursue the Doctor of Education degree.

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