To the Graduate Council:

I am submitting herewith a dissertation written by William Charles Graves, entitled "The Identification of Vocational and Career Development Competencies for Counselors in Grades 7 - 12 in Tennessee." 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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We have read this dissertation
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THE IDENTIFICATION OF VOCATIONAL AND CAREER DEVELOPMENT COMPETENCIES FOR COUNSELORS IN GRADES 7 - 12 IN TENNESSEE

A Dissertation

Presented for the

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Degree

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ABSTRACT

The primary objective of this study was to identify and determine the importance of specific competencies in seven areas under the category of vocational and career development as stated in the Tennessee State Board of Education document "Minimum Competency Requirements for Secondary Counselors in Grades 7 through 12." The study sought to determine what competencies are needed by the counselor to:

1. Develop and maintain a self-directed career education information center;

2. Develop job descriptions from job analyses;

3. Assist the student in utilizing career clusters and career ladder concepts;

4. Compile and disseminate information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs;

5. Develop and coordinate a job placement program;

6. Identify, understand, and relate to others with whom he will work in industry, business, and community agencies; and

7. Plan and implement a developmental career education program, including pre-vocational programs.

Thirty-two competency statements were identified with the aid of supervisors of instruction, local directors of vocational education, State Department of Education personnel, vocational education Advisory Council members, and counselor educators. Those competencies were

divided into seven areas and placed in a Delphi instrument for rating purposes. Forty professionals from business, industry, and education were chosen to rate the competencies and suggest additional ones in the process of three Delphi probes. In the final analysis consensus ratings were determined for the initial 32 competency statements and the 23 additional competency statements suggested by the participants on the first probe.

After analyzing the data, the following major conclusions were drawn.

1. Competencies in the area of compiling and disseminating information on public and private vocational-technical programs, apprenticeship programs, and academic training programs are the most important competencies identified in the category of vocational and career development.

2. Competencies needed by counselors in the area of "planning and implementing career and pre-vocational programs" are more important than the competencies needed by the counselor in the area of "identifying, understanding, and relating to others in business and industry."

3. Counseling and decision-making competencies suggested by the respondents are highly important although they were not originally identified in any of the areas of the vocational and career development category.

Based on the results of the study the following major recommendations were made.

1. It is recommended that counselor training programs provide the following: (a) learning activities which will enable counselors to plan and implement short courses to assist students in developing job acquisition skills; (b) learning activities that will enable the development

of the skills needed to establish and operate a job placement service utilizing representatives from business, industry, and community agencies in placing students; (c) an understanding of career education as it relates to pre-vocational education and the ability to establish pre-vocational exploratory programs; and (d) learning activities that will enable counselors to relate to and assist a wide range of students in the decision-making processes.

2. Counselor training institutions and local school systems should conduct inservice workshops for existing counselors, principals, and superintendents based on the vocational and career development competencies identified in the study.

3. Counselor training programs should provide the opportunity for counselors to complete prolonged internships in area vocational-technical schools, technical institutes, community colleges, and apprenticeship programs to enable them to identify the training opportunities offered by those agencies.

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CHAPTER I

INTRODUCTION

In 1970 and 1971 a state legislative subcommittee on education held four hearings in various locations in the State of Tennessee for the purpose of studying vocational education (50:1). At those hearings, representatives from business, industry, and education were asked to give their views relative to the needs and problems of education. Data were presented relative to the high dropout and failure rates in Tennessee public schools, and the need for well-trained manpower was proclaimed. Testimony indicated that one of the reasons for the high dropout rate and unskilled labor was that insufficient vocational courses were available for high school students to train them for gainful employment. Other testimony revealed that there were too few counselors in the public schools to provide the individual assistance that students need. In those hearings, Lawrence DeRidder, Head, Department of Educational Psychology and Guidance, University of Tennessee, revealed that counselors are trained only to the minimal level and that counselors might not be serving the non-college bound youth as they should (50:23).

As a result of those hearings, the 87th General Assembly of the State of Tennessee passed House Bill 1203 and Senate Bill 1091 (Appendix A). That legislation provided for the expansion of vocational offerings and counseling services in secondary schools. The bill stated, in part, that counselors should be provided at a ratio of one counselor per two hundred (200) students and that those counselors should possess a special competencie in vocational guidance (27:2). The implementation of

that legislation would require the employment of 1,250 new counselors in the State of Tennessee. A special task force was appointed to plan for and implement the legislation. Benjamin Carmichael, State Commissioner of Education, and Max Vann, Director of the Task Force for Comprehensive Vocational Education, were of the opinion that a separate and distinct position of "vocational counselor" should not be established even though the legislation called for counselors with special competence in vocational guidance. Vann believed that the existing secondary school counselors would be alienated and that the guidance profession would suffer if vocational guidance counselors were under separate state supervision. In order to assure a unified guidance program, Vann asked the Tennessee Teacher Preparation and Certification Board to develop new certification requirements for counselors in light of the vocational legislation. That Board appointed a subcommittee to study counselor certification. The subcommittee, chaired by Robert Saunders asked the Tennessee Personnel and Guidance Association (TPGA) to develop new certification standards for secondary counselors in grades 7 through 12.

The TPGA committee, composed of a cross section of professional educators and some members of the Comprehensive Vocational Education Task Force, met six times. The final product of the committee work was a document entitled "Minimum Competency Requirements for Secondary Counselors, Grades 7-12" (Appendix B). That document named ten broad categories in which counselors must be competent in order to be certified as secondary counselors for grades 7 through 12 in Tennessee. One of the 10 categories is listed as vocational and career

development, a category specifically developed to comply with the Comprehensive Vocational Education Legislation.

On February 8, 1974, The Tennessee State Board of Education officially accepted the Minimum Competency Requirements for Secondary Counselors in Grades 7-12 (Appendix B), requiring that all counselor training programs be developed around the 10 categories as stated. As a result of the mandate of the Tennessee State Legislature and the acceptance of the Minimum Competency Requirements, counselor training institutions became especially concerned with identifying the appropriate competencies in the vocational and career development category.

The Problem

The counseling profession gained impetus with the launching of Sputnik in 1957 and the subsequent National Defense Education Act which provided funds for counselor training. The emphasis in counseling through the decade of the sixties was on identifying the college-bound student. There is considerable evidence that would lead one to believe that counselor training programs have failed to provide counselors with competencies in the vocational and career development area. Typically, counselor training programs have provided only one course in occupational information for prospective counselors. With the large number of unemployed college graduates, the increasing need for skilled craftsmen, and the concern for accountability in the counseling profession, demands are being placed on counselor training programs to train counselors to be responsive to the broader areas of students' needs (29:18). According to a study completed for the Tennessee State Advisory Council on Vocational Education, adequate counseling and guidance services in

the area of vocational and career development generally had not been provided students in the secondary schools in the State of Tennessee (48:21). One way that was suggested to solve the problem was to develop a competency-based counselor education program to prepare an adequate number of counselors who possess the appropriate skills and abilities. In order to develop an adequate competency-based counselor education program, those skills and abilities which a counselor should possess had to be identified. Therefore, the problem was to identify those competencies of vocational and career development that should be incorporated into competency-based counselor education programs in the State of Tennessee.

Purpose and Objectives of the Study

The purpose of the study was to gather information about specific competencies that should be incorporated into a competency-based counselor education program in the broad category of vocational and career development as identified by the Tennessee Personnel and Guidance Association. Those categories (questions 1-7) came directly from the Minimum Competency Requirements for Secondary Counselors, Grades 7-12 (Appendix B).

The primary objective of the study was to identify needed competencies in the area of vocational and career development. The following questions were asked to give guidance and direction to the inquiry:

1. What specific competencies are needed by the counselor to develop and maintain a self-directed career education information center?

2. What specific competencies are needed by the counselor to develop job descriptions from job analyses?

3. What specific competencies are needed by the counselor to assist the student in utilizing career cluster and career ladder concepts?

4. What specific competencies are needed by the counselor in order that he may compile and disseminate information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs?

5. What specific competencies are needed by the counselor in developing and coordinating a job placement program?

6. What specific competencies are needed by the counselor to identify, understand, and relate to others with whom he will work in industry, business, and community agencies?

7. What specific competencies are needed by the counselor to plan and implement a developmental career education program, including prevocational programs?

8. What other competencies in the area of vocational and career development should guidance counselors possess?

9. What is the relative importance of all competencies?

Assumptions of the Study

There were three basic assumptions made in the study. Those assumptions were:

1. Basic competencies which the counselor should possess in vocational and career development could be identified through a review of the literature on competency-based counseling programs and by written comments from supervisors of instruction, local directors of vocational

education, State Department of Education personnel, vocational education Advisory Council members, and counselor educators.

2. The knowledge and experience of a jury of 40 professionals from business, industry, and education would enable them to determine the relative importance of the competencies identified and to identify additional competencies.

3. A modified Delphi Technique was an appropriate process to use in arriving at a consensus on the specific competencies counselors need in the areas of vocational and career development.

Importance of the Study

The counselor education institutions in Tennessee have been given a mandate by the State Legislature and the State Board of Education to develop competency-based training programs for guidance personnel. The programs are to be developed around 10 broad competency areas. Competencies in the area of vocational and career development must be well researched and based on sound principles, since that area was specifically identified by the State Legislature and State Board of Education as being of prime importance. The results of the study might serve as a guide to counselor training institutions for further program development and provide some uniformity to counselor preparation programs across the state. The competencies identified in the study should be helpful to the Task Force for Comprehensive Vocational Education as it implements the guidance portion of the Comprehensive Vocational Education Act. The study could also serve as a model for the development of other phases of counselor preparation programs.

Limitations of the Study

There were two limitations specified for the study:

1. The specific competency statements developed in the study were limited to the category of vocational and career development as defined in the "Minimum Competency Requirements for Secondary Counselors in Tennessee, Grades 7-12" (39:1,2).

2. The jury of 40 experienced professionals from business, industry, and education were from within the State of Tennessee.

Definition of Terms

Apprenticeship Training. Apprenticeship training is an organized system for providing young people with the manipulative skills and techniques or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among schools, labor, and management, since apprentices learn the skills of their craft through on-the-job work experiences and the related theoretical information through classroom instruction (40:664).

Career Clusters. A career cluster is an umbrella under which a number of occupations fall. The fifteen career clusters identified by the United States Office of Education are Agribusiness and Natural Resources, Health, Communication and Media, Business and Office, Public Service, Hospitality and Recreation, Marine Science, Environment, Manufacturing, Personal Services, Transportation, Marketing and Distribution, Construction, Consumer and Homemaking Education, and Fine Arts and Humanities (1:12).

Career Education. Career education is a comprehensive program which is focused on the factors essential to the career development of the individual. Its aims are: (1) to foster the development of a self concept; (2) to assist the student in acquiring attitudes and skills necessary for living in a rapidly changing technological society; (3) to expose him to a wide range of occupational information and experiences throughout the school years; (4) to help him become aware of the options open to him in choosing a career or careers; and (5) to assist him in preparing for the career of his choice or going on to further education or re-training (49:ii).

Career Ladders. A career ladder is a succession of jobs which are available to an individual worker with each job in succession offering increased responsibility and pay and more desirable working conditions (21:35).

Competency. For purposes of the study, a competency is defined as the broad and specific knowledge and performance skills the counselor will possess and apply to accomplish a task.

Competency-Based Counselor Education. A competency-based counselor education plan states what is to be accomplished by personnel capable of performing that which is set forth. An outcome-stated plan is one that incorporates counselor behaviors and activities focusing on pupil needs and generates explicitly stated, measurable, and observable behavior in pupils (51:iii).

Competency-Based Teacher Education. Competency-based teacher education is a system of teacher education specifically describing knowledge.

skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching (44:52).

Consensus Rating. For purposes of the study, consensus rating was the modal rating.

Hardware. For the purposes of the study, hardware included movie porjectors, computer terminals, microfiche readers, and other equipment to provide career information.

Modified Delphi Technique. For the purposes of the study, a modified Delphi Technique was one that started on the second step of a typical Delphi Technique (41:32).

Pre-vocational Education. For the purposes of the study, pre-vocational education is exploratory activities for seventh and eighth grade students to promote self-awareness, educational awareness, and career awareness; when possible pre-vocational education provides for "hands on" experiences in a variety of vocational classes or in the community.

Self-Directed Career Education Information Center. For purposes of the study a self-directed career education information center is a location in the school where the individual, on his own, can utilize materials and equipment to promote self-awareness, educational awareness, and career awareness. Among other things the center may include a computer terminal, microfilm reader, super eight film loops, and/or 35MM slides.

Soft Ware. For the purposes of the study, soft ware includes books, films, pamphlets, and other disposable materials that can be defined as used to provide career information.

Procedures

Developing the competencies needed to initiate the study involved the researcher's appearance before several groups of professionals and his requesting them to write on an index card what they believed secondary counselors should be able to do in the area of vocational and career development. A review of the literature on competency-based teacher education and competency-based counselor education was conducted to obtain the views of professional writers on the competencies needed in this area. An ERIC computer search was conducted to obtain related documents, 50 state departments of education were polled, and five state universities were asked to furnish models of competency-based counselor education programs. After reviewing the materials and comments, the researcher wrote a number of specific competencies to accommodate the vocational and career development area of the Minimum Competency Requirements for Counselors, Grades 7-12 (Appendix B). Those competencies were presented to three counselor educators at Memphis State University for revision, and additional competencies were generated after two brainstorming sessions with those people. Finally, 32 specific competencies were agreed upon and placed into the form of an instrument for rating purposes.

A jury of 40 experienced professionals from business, industry, and education were randomly selected from their respective professions and asked to rate each of the competency statements in terms of

relative importance. The instrument was sent to the jury for rating. Jury members added an additional 23 competency statements and many helpful comments.

The competency statements were analyzed statistically through a SPSS Delphi Computer Program with attention being given to the mean, mode, median, standard deviation, and variance of responses. The consensus opinion, based on the mode of responses, was determined for each competency statement. The competency statements receiving low ratings were carefully analyzed and rewritten taking itno account the comments from the jury. A second instrument was sent to the jury of experts with the 32 revised competency statements and the 23 new competency statements for rating. The second instrument was returned for statistical analysis. A third instrument identical to the second instrument, with the exception that the modal ratings were included for the 23 additional competency statements, was sent to the jury for final ratings.

Organization of the Study

The study was organized into five chapters. Chapter I includes the following: (1) the problem; (2) the purpose and objectives of the study; (3) the assumptions of the study; (4) the importance of the study; (5) the limitations of the study; (6) the definition of terms; and (7) procedures. Chapter II presents a review of the literature which is subdivided into two major areas. Those areas are competency-based teacher education and competency-based counselor education. The procedures and methods of the study are presented in Chapter III. Chapter IV is a presentation, analysis, and interpretation of the

findings of the study. Chapter V is a summary of the study. It also presents the conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE AND PREVIOUS RESEARCH

Through the decade of the sixties and up to 1974 there had been considerable writing about accountability in education, stating objectives in behavioral terms, performance-based teacher education, and competency-based teacher education. The social unrest of the sixties, the revolt of the taxpayers against increased expenditures in education, and the general knowledge explosion had influenced educators to be more concerned about accountability in education. The call for accountability in the counseling profession was voiced across the nation. A typical expression was "there is a growing feeling that guidance must touch the lives of many more youngsters, and touch them more deeply. All over the country, young people seem to be asking -- through their actions, if not through their words -- for help; many of them believe that they have somehow lost control of the direction and movement of their lives" (32:48).

In this study a review of the status of counseling was conducted to identify many of the problems of the profession. Competency-based teacher education and competency-based counselor education are presented as possible solutions to some of those problems of the counseling profession and education in general.

Status of the Counseling Profession

For several years there had been concern that counselors in the Nation's public schools were not doing their jobs properly. This was

true, especially, in the areas of vocational counseling, job placement, and counseling of the non-college-bound youth. That concern was expressed by the National Advisory Council on Vocational Education, when, in its Sixth Report it stated that:

1. Counselors are much more competent in guiding persons towards college attendance than towards vocational education....

2. Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs....

3. There is a need for the counselor-counselee ratio to be improved in the poverty pocket of the United States....

4. Most counselors know very little about the world of work outside of education (38:3).

In a study of career guidance conducted by the Maryland Advisory Council on Vocational Education, it was concluded that "counselors, for the most part, do little vocational counseling" (35:4). In that study it was recommended that certification requirements be changed, requiring counselors to take more than one course in the vocational areas (35:12).

In a study of guidance and counseling services in the Virginia public schools, one of the conclusions drawn was that "counselors spend less than one-fifth of their time in vocational counseling" (52:4). Another study, initiated and funded by the Tennessee State Advisory Council on Vocational Education, concluded that "counselors lack sufficient indepth work experience necessary to facilitate competent career education exploration, and counselors have extremely limited knowledge about career education and occupational possibilities available within the local community" (48:20).

According to Rhodes, the programs to prepare counselors at universities and colleges are conceptually limited. The terminology, vocational guidance, is often omitted from the counselor education program at the universities. Rhodes stated, "Emphasis is placed upon personal counseling, with many counselors identifying themselves as quasi-psychologists or psychotherapists" (42:17). Rhodes further stated that "guidance counselors have failed to accept a responsibility for placement and follow-up services for graduates" (42:144).

According to McCool, "too many counselors lack work experience in pursuits other than education" (31:45). She advocated that an internship of at least one year, plus an additional year's experience as a wage earner in some area outside of education, be a requirement of all those preparing for careers as counselors. That practical experience would enable the counselor to guide students in career planning (31:45).

"Career guidance is not currently structured to meet the diverse needs of an increasingly complex student population" according to Hunt (28:35). She expressed the belief that program goals must be broadened to provide vocational, technical and related career counseling. Career guidance concepts are not adequately reflected in existing curricula, and the supply of counselors is too limited to serve all of the counseling and career guidance personnel needs (28:35).

In discussing the status of counseling, Brammer stated, "We must recognize that much of counseling at this moment in time has an artful existential quality which defies precise description...to be effective, programs for counselors must be based upon behavioral criteria and objective performance standards" (7:803,804). Competency-based teacher

education and competency-based counselor education were reviewed to determine if they were viable solutions to the low status of counseling in the eyes of the public.

Competency-Based Teacher Education

In this review the terms performance-based and competency-based are used interchangeably even though there are technical differences between the terms. Andrews stated that "most people blur the two terms and that making a distinction would be more awkward than accepting the reality" (3:1). In a competency-based teacher education program the prospective teacher must be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable for attaining a given level of competency in performing the essential tasks of teaching. Emphasis is on the demonstrated product or output.

Schmieder defined competency-based teacher education as a system of teacher education. The system has a specific purpose for developing specifically described knowledges, skills, and behaviors that will enable a student teacher to meet performance criteria for classroom teaching. Thus, each competency can be assessed by "knowledge criteria, performance criteria, and product criteria" (44:52).

A teacher-training program, in order to be competency-based, must have certain essential elements. According to Elam, four of those elements are (1) competencies to be demonstrated by the student are stated so as to make assessment possible, (2) criteria to be employed in assessing competencies must be explicit in stating expected levels of mastery under specified conditions, (3) assessment of the student's

competency uses his performance as the primary source of evidence, and (4) the student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion (20:6,7).

Disadvantages of Competency-Based Teacher Education

Some educators look upon competency-based teacher education as a dehumanizing process which reduces the teacher to something like a computerized robot. They believe that teaching is isolated into small dissected modules without the teacher's getting a feel for the total spirit of what is being taught. Nash described the competency-based teacher education program as "the professional curriculum that emphasizes professional skills only and is oblivious to the feelings, values, and attitudes of the trainees and serves to underscore the larger society's devaluation of the person in favor of the functional expert" (37:150). The specification of performance objectives, in the writer's opinion, does not, by itself, produce a good teacher education program. It would seem that there are aspects of a good teacher education program which cannot be spelled out in behavioral terms. If that is true, teaching should not be restricted to those aspects that can be stated behaviorally.

Shepardson indicated that "behavioral goals are a straw man...that will restrict teaching to a series of extrinsic goals for the student. Intrinsic goals are what students today feel are relevant" (46:167,168).

One of the major problems of competency-based teacher education, according to Merwin, lies in the area of assessing teacher competency. Dividing teachers into two groups, competent and incompetent, is not so difficult; however, the difficulty arises when an attempt is made to determine levels of competency (36:14).

Merwin, in discussing the evaluation of teacher competency, stated that:

> If the competencies are written in terms of ability to bring about change in pupils, the process must involve separation of those changes attributable to the teacher's effort from those that cannot be so attributed. Children's learnings are affected by inter-actions with other children the extent to which their parents are interested and become involved in what they learn (36:14).

Many factors will affect different pupils in different ways. Some of those factors include whether or not a child is bright, whether he can communicate well with his teachers, what the nature of his home background is, etc. (36:14).

Advantages of Competency-Based Teacher Education

The opinion expressed by many writers is that a competency-based teacher education program offers advantages to participants in the program, to persons conducting the program, and to employers of persons who complete the program. To the student teacher, CBTE provides clarity of objectives and expectations. Specific objectives, which every student teacher must master, are made clear. Optional objectives are also made clear.

The competency-based teacher education program offers advantages to the employer in that he knows what kind of competencies to expect in the employee as they will have been spelled out previously (15:8,9). Elam stated that the promise of competency-based teacher education lies primarily in the following: (1) the fact that its focus is on objectives which are formulated in advance, made explicit, and used as a basis for evaluating performance; (2) the fact that a large share of the responsibility for learning is shifted from the teacher to the student; (3) the

fact that greater attention is given to variation among individual abilities, needs, and interests; (4) the fact that learning is tied more directly to the objectives to be achieved than to the learning resources utilized to attain them; (5) the fact that prospective teachers are taught in the way that they are expected to teach; and (6) the fact that competency-based teacher education is consistent with what we know about the psychology of learning (20:14,15).

In Weber and Cooper's work, a prospective teacher stated some of the advantages of a competency-based teacher education program as he saw them.

> One of the things I like is that the program models the approaches we are asked to use in our own teaching. We are learning to use data in making judgement about our teaching. We try to make our plans on the basis of data we have; the teaching strategies and the objectives we use are hypotheses we test during our teaching. Our evaluation procedures allow us to monitor our effectiveness and the growth of our pupils. That's exactly what this program does. That's why it changes as new data becomes available. That's why such great pains are taken to give us good feedback on how we are doing. That same information is used to improve the effectiveness and efficiency of the program (55:6).

In summary, the advantages of competency-based teacher education are found in its explicitness. Objectives are formulated in advance. Learning is based on the objectives and the activities needed to gain the objectives. The responsibility for learning is shifted from the teacher to the student. Evaluation is also based upon the objectives.

There are usually disadvantages and advantages to any new instructional technique. Competency-based teacher education is no exception; however, one would be hard pressed to try to discover any instructional process based on clearly stated goals, objectives for accomplishing them, and evaluation procedures to determine when the goals are attained.

Competency-based programs are, in a sense, an attempt to clarify and quantify reality as opposed to programs in which the goals are fuzzy and ambiguous.

The State Department of Education and Competency-Based Teacher Education

The movement of colleges and universities to competency-based teacher education programs leaves State Departments of Education in precarious positions. One reason for this is that competency-based programs are foreign to what states have been accustomed to in the past. Formerly, teacher training programs were approved and graduates presenting transcripts from the approved programs were certified. With the competency-based concept, someone or some agency must decide if the institution is indeed preparing competent teachers. The role that the state plays in competency-based certification is, according to Andrews, between two extremes where "on the zero end, we find a position that approaches total decentralization, with the state solely in a facilitating role. At the one hundred end we find the belief that the state has both the obligation and responsibility to set and enforce standards" (3:9,10).

Most states would have difficulty in finding a legal base or even a formal statement describing its philosophy about centralization of control. Five states are developing competency-based programs simply by approving programs, not by setting specific stated performance criteria. Bender completed a study to determine the steps that selected states were using in implementing competency-based teacher education. She found, in California, that the State Board of Education encouraged teacher education institutions to develop programs which include evaluation of competencies through performance-based criteria (9:89).

The state of Florida has followed the approved program approach where institutions are permitted to design, for approval, models of teacher education programs that are performance-based. In Florida, local school districts are encouraged to submit, for approval, inservice education programs that are performance-based. Forty-eight school districts in Florida have inservice programs that have some components that are performance-based (9:92).

In Maryland, a Continuing Education Task Force was established by the State Department to develop competencies for educational personnel. A number of colleges in the state have initiated programs based on performance standards (51:98). The Maryland State Board of Education and the Department of Education have expressed an openness to investigate the possibility of competency-based certification (9:108).

The New Jersey State Board of Examiners proposed that an extensive and intensive study be made of competency-based teacher education. The need was for formulation of a workable method for evaluating teaching competencies as a requirement for certification (9:112).

Utah certification guidelines, provided by the State Board of Education, provide a climate within which teacher education institutions, in cooperation with public school districts, can develop preparation programs based on performance criteria. Brigham Young University has had an individualized secondary teacher education program for four years, and Weber State College in Utah is now implementing such a program. The University of Utah is in the process of developing experimental training programs in performance-based teacher training (9:121).

The Tennessee Teacher Preparation and Certification Board plans to bring all areas of teacher certification under a

competency base using the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards as a guide. A competency-based counselor position and guidance associate position were approved by the Tennessee State Board of Education in February, 1974. It appears that Tennessee will follow the approved program approach with decentralization of power away from the State Department of Education, as it moves teacher education programs to a competency base.

Competency-Based Counselor Education

Competency-based counselor education has been defined by the Texas Education Agency as a "plan that states what is to be accomplished by personnel capable of performing that which is set forth. It is a plan that incorporates counselor behavior and activities focusing on pupil needs and generates explicably stated, measurable, and observable behaviors in pupils" (51:iii). The competency-based approach to counseling evaluates counselor effectiveness according to his ability to bring about changes in student behavior. The goals of guidance must be clearly stated objectives mutually agreed upon by the student and the counselor (25:419).

Importance

In discussing the importance of competency-based counseling, Joslin stated that "any new or radically modified program requires new or modified competencies in its personnel in order to succeed" (29:14). He indicated that teachers and administrators must adopt new concepts and methods, but counselors will be required to make the greatest changes in implementing a competency-based approach. The traditional

competencies which have been advocated will not be sufficient for vocational and career development programs (29:14).

John J. Horan, Assistant Professor of Counselor Education at Pennsylvania State University, stated the following about the importance of counselor competencies:

> The ultimate criterion of counselor competence is generally recognized as the ability to effect adaptive changes in the cognitive, affective, motor, and/or somatic behavior of clients. Counselor preparation programs, therefore, ought to be organized to facilitate and insure the acquisition of this capacity....Much of the difficulty arises because traditional models of counselor education seem to stress the accumulation rather than the application of knowledge even though 'performance...is the counselor's "raison d'être"'....Without specifically formulated behavioral goals, the accountability of a counseling curriculum is highly suspect. Hence, the most essential component of the systems approach to counselor education is the identification of training objectives stated in terms of what the counselor candidate will be doing as a result of instruction (26:162,163).

Selected State Programs of Competency-Based Counselor Education

Three states, Oregon, Florida, and Texas, have started experimenting with the development of competency-based counselor education programs. Those state programs are discussed below.

The Oregon Competency-Based Counseling Program

In Oregon the demand for highly competent counselors to assist students in manpower programs is paramount in light of the proliferation of training sites, job opportunities, and complexity of decisions facing trainees. The counselor is expected to be a "counselor of trainees, a consultant to staff, an advocate for minorities, a labor market specialist and, in short, a jack-of-all trades" (5:1). The traditionally

trained counselor, in most instances, does not possess the competencies needed. The Manpower Training Division set forces in motion to develop a competency-based training program for counselors. The program, developed by Aragon and Fuller, provided for trainees to be cycled through the counselor training program in the following manner (5:1):

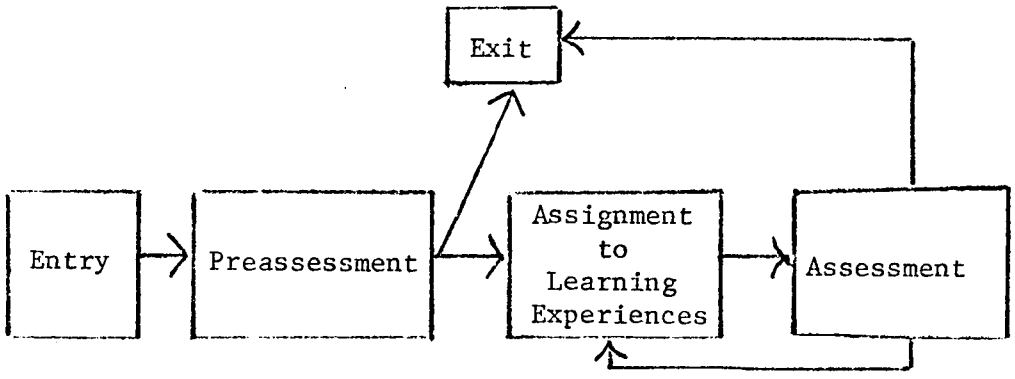

FIGURE I

Flow Chart For The Oregon Competency-Based Counselor Training Program

The above schema illustrates the progress of an individual through a competency-based training program. As is suggested by the illustration, the individual enters the program and his competencies in certain areas are assessed. If he is able to demonstrate all cometencies, he exits the program. If he is unable to demonstrate all competencies, he is assigned to learning experiences or activities that are designed to help him obtain the necessary competencies. He is then assessed to see if he has obtained the necessary competencies. At the point that all competencies have been successfully demonstrated, the individual exits the program (5:1). In this competency-based training program, learning objectives are designated by "LO". The learning activities are designated by "LA" with recommended reading resources included in this section. The evidence of learning is indicated by "EL" which would take place at

the assessment point on the flow chart. An example of the learning objectives, learning activities, and evidence of learning is indicated below:

LO: Have the ability to complete a job analysis.

LA: The counselor in training will do a job analysis of a job assigned to him by the project-instructor. The format to be followed should be as follows:

- Job Title
- DOT classification
- Nature of work in detail including specific performance and products, if any, which result
- Education, training and experiences required
- Proficiency levels within the job classification
- Related vocational pursuits
- Related places where work is performed
- Usual salary range
- Selection salary range
- Selection criteria (who can enter)
- Opportunity for advancement
- Opportunity for youth, women, minority placement
- Unionized

Reading resources are:

- The Information Service in Guidance by Norris, Zeran, and Hatch, Chapter II and Appendix C.

- Dictionary of Occupational Titles.

EL: Analyze in writing a minimum of one job using the above analysis format (5:37).

The Florida Competency-Based Counseling Program

The Florida State Department of Education has developed a competency-based training program made up of eleven modules (22:10). Within each module a number of competencies are covered relative to a specific subject. The key descriptors in the module are pre-assessment, enabling elements, terminal objectives, enabling objectives, enabling activities, and post assessment. In pre-assessment the person is asked if he can perform a certain task; the answer is yes or no. An example of a

possible question is "can you identify the basic concepts of apprenticeship programs?" The enabling element communicates to the person what he must do to pass the pre-assessment question. It might read as follows: "This element is designed to enable you to identify the basic concepts of apprenticeship programs." The terminal objective indicates what the person should be able to do when he has finished the training. In this case the terminal objective is "the student can identify or define basic concepts of apprenticeship programs." The enabling objectives are sub-objectives that enable the person to reach the terminal objective. The enabling activities are activities that must be carried out to satisfy the enabling objectives.

The last step in the program is post-assessment to determine if the terminal objective has been reached. Usually the terminal objective is broader than the enabling objectives. The terminal objective illustrated here has been abbreviated for easier presentation as have the pre-assessment, enabling elements, and enabling activities. The training package is divided into 11 separate modules which are self-contained booklets. Examples of names of the modules are Community Resources, Communication Skills, Using Tests in Vocational Counseling, and Identifying and Securing Job Placements. A more detailed flow chart on how the trainee is cycled through the program is included in Appendix C.

The Texas Competency-Based Counseling Program

The Andrews Independent School System in Texas has developed a behaviorally stated competency-based counseling program (1:16,17). Their program requires that four major steps be discharged. First, the counselor must develop specific guidance objectives stated in terms

of measurable outcomes to be attained by the students. Secondly, the counselor must present experiences and information designed to assist the students in attaining each desired outcome. Thirdly, the counselor must assess the performance of the student and identify students who did not attain one or more desired outcomes. The last step in the process is for the counselor to provide additional experiences for students who did not attain one or more outcomes. The essential elements of the Texas plan are the goal, objectives, process, and outcome. An example of each is stated:

> Goal: The goal is for the student to commit himself to his chosen vocation. Although the student must select an acceptable method of training, he still has some freedom to choose among various acceptable methods.
>
> Objective: The student will participate in a training program that is necessary for entrance into his chosen occupation.
>
> Process: The counselor will consult and/or counsel with students concerning applicability of training programs in meeting their individual needs.
>
> Outcome: Eighty-five percent of students consulted about training programs will enroll in the training program necessary for entrance into their chosen fields (1:16,17).

Summary

The status of the counseling profession has been reviewed with commentary from educational and political leaders. Competency-based teacher and counselor education programs were seen as possible solutions to the problems in teacher and counselor education.

The terms, competency-based and performance-based teacher education, have been used interchangeably. According to the literature, a teacher training program, to be competency-based, must have competencies that

are stated so as to make possible the assessment of a student's behavior. Assessment criteria must be explicit in stating expected levels of mastery, and rate of progress through the program is determined by demonstrated competencies.

There seemed to be disadvantages and advantages to competency-based teacher training. The major disadvantages were in the area of assessing teacher competency. The major advantages were that training objectives are made explicit and teachers in training can move at their own pace.

At no place in the literature did the writer discover an exhaustive validated list of competencies required of counselors working in grades 7 through 12 in a public school system. Competencies established for competency-based counselor training programs in Oregon, Florida, and Texas were obtained; however, those were all developmental. Only Florida's was being used in the public schools, and it was being used only on a limited basis. In addition, none listed competencies in the specific subarea under the vocational and career development category.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of the study was to identify specific competencies needed by secondary guidance counselors in the general category of vocational and career development. Vocational and career development is one of 10 categories which are included in certification criteria for secondary school counselors as approved by the Teacher Preparation and Certification Board of the State of Tennessee (Appendix B).

A "Query" computer search of the Educational Resource Information Center (ERIC) system was initiated to determine if any research had been conducted in the area of competency-based counselor education. In addition, 50 state educational agencies and five universities were contacted in efforts to obtain information on competency-based counselor education programs. Twenty of the 50 states and three universities provided information. The search led to the retrieval of a significant amount of research and writing relative to counselor education, but none to competency-based counselor education.

General Design of Study

A modified Delphi Technique was used to obtain data from eight groups of experienced professionals in solving the problem. Originally, the Delphi Technique was used in forecasting the occurrence of future events. It was extensively used in this way by the Defense Department of the United States Government throughout the fifties and sixties. In recent years the Delphi Technique has proven to be useful in the

field of education. It has been used in setting educational goals and priorities and in identifying problem areas of education.

One of the primary advantages of the Delphi Technique is the effectiveness in obtaining expert opinion without participants being influenced by the presence of other people in a room. The participants in a Delphi Probe demonstrate their best thinking in the process of two, three, or four interrogations in the form of questionnaires on which they give opinions about issues and get feedback as to what the consensus response of the group is (13:272).

Helmer defined the Delphi Technique as a "carefully designed program of sequential individual interrogations conducted by questionnaires interspersed with information and opinion feedback" (41:29,30). According to Weaver, "the Delphi operates on the principle that several heads are better than one in making subjective conjectures about the future and that experts will make conjectures based upon rational judgment" (54:268).

One of the earliest uses of Delphi in educational thinking was Helmer's study in which he elicited preference judgments from a panel of educational experts and other experts in various fields related to education. That study, a part of a Kettering project, was conducted to compile a list of preferred goals for possible federal funding (54:268).

Generally the educational researcher conducts at least three probes of the panel of experts to arrive at a consensus on important issues. However, according to Valiant (41:32), it is possible to arrive at a consensus with only two probes, especially when the starting point is equal to the usual second step of a Delphi Probe. Valiant

conducted a study which started on the second step of a typical Delphi (41:32). Instead of mailing out a questionnaire to generate suggested subject area goals, a community conference was held. Three hundred parents attended that conference and generated 150 goals which were later condensed to 45 by a smaller parent committee. The 45 goals were arranged in questionnaire form and mailed to a random sample of 500 community residents, who were asked to rate them on a one to six scale. The Delphi Probe resulted in the identification of 21 priority educational goals (41:32).

Cyphert and Gant (14:419) used the Delphi Technique to clarify goals for the University of Virginia's Curry School of Education. The study involved 421 respondents from six categories including (1) faculty and student leaders in the College of Education; (2) university administrative leadership; (3) officers of supporting organizations, including P.T.A.'s, School Board Associations, and State Boards of Education; (4) members of Education Committees of the Virginia Legislature; (5) selected teacher educators of national reputation from across the nation; and (6) other leaders including newspaper editors, labor union officials, chamber of commerce officials, and leaders of the N.A.A.C.P. Four Delphi Probes were conducted in that study with initial inputs from the respondents followed by feedback with each succeeding probe. As a result of their experience with the Delphi Technique, Cyphert and Gant concluded that:

1. The Delphi Technique can be used to mold opinion as well as collect it.

2. Prospective participants in a study must be made to feel that their response is valid so they will take part.

3. There is considerable administrative work and problems associated with the technique in keeping records on each respondent four different times.

4. Most of the change in opinion from the initial ratings occurred in Probe III which informed the participants of the 'consensus' reached by the total group.

5. The variation in agreement within groups was greater than the differences in agreement between the groups (14:419).

Development of Instrument: First Probe

For the initial development of the modified Delphi type survey instrument, the writer consulted with a group of 50 local directors of vocational education, 40 supervisors of instruction, 20 members of the Tennessee State Advisory Council on Vocational Education, 15 Tennessee State Department Vocational Education personnel who had expressed discontent with the counseling programs, and counselor education leaders from Memphis State University, Memphis, Tennessee. These consultations were held during the professional meetings of the directors of vocational education, supervisors of instruction, and State Advisory Council. Meetings with the four counselor educators were held on two different occasions in December, 1973. Each time the vocational and career development category from the State Board Minimum Certification Criteria (Appendix B) was used as a basis for generating specific competency statements. Specific competency statements were generated for each one of the following broad competency areas included under category VI, vocational and career development, in the minimum certification criteria. These, restated, became questions 1-7 which guided the study.

Developing and maintaining a self-directed career education information center.

Developing job descriptions from job analyses.

Assisting students in utilizing career clusters and career ladders.

Compiling and disseminating information on employment opportunities, job requirements, and on public and private vocational, technical, apprenticeship, and academic training programs.

Developing and coordinating a job placement program.

Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.

Assisting in planning and implementing a developmental career education program, including pre-vocational programs (39:1).

At the end of the meetings with the Memphis State Counselor educators, the writer again reviewed the literature on competency-based counselor training programs. From that review additional specific competency statements were added to the list for the first Delphi instrument. This first instrument consisted of a total of 32 competency statements (Appendix D).

Selection of Participants in the Study

The underlying principle in selecting the participants for the Delphi Probe was that experienced professionals should be selected from those who assist others in job training, counseling, job placement, and career decision-making, or who administer organizations that are involved with those processes. An experienced professional was defined as one who met the job qualification of his agency and had been employed at least two years in his present position.

The total population for each of the following groups from Tennessee were identified from the source listed with them:

Directors of Apprenticeship Programs - Names obtained from the Director of Apprenticeship Programs in Tennessee;

Superintendents of Education - Names obtained from the Directory of Public Schools for 1972-1973 and a Listing of Approved Private and Special Schools for 1971-1972 - State of Tennessee (18);

Counselor Educators - Names obtained from the University catalogues;

Personnel Directors in Business and Industry - Names obtained from the 1973 TIPC/Directory (30);

Secondary School counselors - Names obtained from the School Counselors and Attendance Teachers 1973-1974 (45);

Area Vocational-technical School Counselors - Names obtained from "Counselors at Area Vocational-Technical" (11), a list obtained from the State Supervisor of vocational counselors;

Employment Security Counselors - Names obtained from the Directory of Counselors - Employment Service Local Offices (16); and

Local Directors of Vocational Education - Names obtained from Directory-Local Directors - Vocational Education 1973-1974 (17).

All names in each of the directories or lists were numbered consecutively. The writer randomly selected 10 numbers for each of the groups named. Beginning at the name on the list numbered the same as the first number chosen, each population was processed until five from each group were identified who had had at least two years of experience in their respective jobs. Five people were selected from each of the eight areas. All 40 Delphi participants were contacted via telephone, and all consented to participate in the study. Those participants selected are identified in Appendix E.

Data Collection: First Probe

On January 1, 1974, packets containing the Delphi instrument, definition of terms, instructions, and a cover letter (Appendix D) describing the study were mailed to the 40 participants. After two weeks, 70 percent of the instruments had been returned. The writer placed telephone calls to those who had not returned the first Delphi Probe. One week after the follow-up telephone calls, all instruments had been returned except for those from two school superintendents and one apprenticeship director. One area vocational-technical school counselor returned his instrument unmarked with an accompanying letter expressing his feelings about the problem of the counseling profession. This yielded a 90 percent return or 36 usable instruments to be scored.

Treatment of the Data: First Probe

A folder was prepared for each of the eight categories of participants. The instruments received from the participants in each category were scored, yielding the results of how each category of participants rated the competencies. Next, an item analysis was conducted by numbering specific competency statements (1-32). The modal rating from the 36 usable responses was identified for each competency statement. This rating was used as the consensus. In addition to rating the 32 competencies, respondents could exercise the option of adding any other competencies which they considered to be important.

Development of Instrument: Second Probe

Comments (Appendix F) received on the first Delphi instrument were analyzed in order to develop the second instruemnt (Appendix G). The 23 new competency statements suggested as a result of the first probe were placed in the proper format and included in the second instrument. The second instrument included the original 32 competencies accompanied by the respondents' previous response and the consensus response plus the 23 new competencies. The participants were asked to give their new response; and, in cases where it varied from the consensus response, they were asked to state in writing why their response varied from the consensus. The second probe was sent to the 36 persons who returned the first instrument. A cover letter, instructions, and the second instrument were mailed on January 28, 1974.

The three poeple who had not returned their instrument by February 13 were called and asked to complete and return the instrument by February 20. Thirty-six persons (100 percent) returned the instrument by February 20, 1974.

Treatment of Data: Second Probe

When the second Delphi instruments were returned, the data were coded and prepared for electronic data processing. A SPSS Computer Program was written to determine the degree of movement toward consensus, the variation of responses within groups, variation of responses between groups, and the consensus ratings on the competency statements. The mean, median, mode, standard deviation, variance, and percentages of response were calculated for each competency statement

on Probe 2. The modal rating was designated as consensus. The mean, standard deviation, and percentages were used to determine amount of movement to consensus on each successive probe.

Development of Instrument: Third Probe

The third instrument contained 55 competency statements with the respondents' previous response and the consensus response recorded on the instrument (Appendix H). The participants were asked to give their new response; and, in cases where it varied from the consensus, they were asked to state in writing why their response still varied from the consensus opinion. A cover letter, instructions, and the third instrument (Appendix H) were mailed to the 36 participants on March 13, 1974. On March 24, 1974, a reminder letter (Appendix H) was mailed to the 14 participants who had not returned the third Delphi instrument. By March 30, 1974, 32, or 89 percent, of the respondents had returned the third instrument.

Treatment of Data: Third Probe

When the third set of instruments were returned, the data were coded and prepared for electronic data processing. To determine the degree of movement toward consensus, Probe 3 data were inserted into the computer program to compare them with data from Probe 2. The variation of responses within and between groups and the consensus ratings on the competency statements were also obtained.

The mean, median, mode, standard deviation, variance, and percentages of responses were calculated for each competency statement on Probes 1, 2, and 3. The modal rating was designated as

the consensus. The means, standard deviations, and percentage of responses were used to determine the amount of movement toward consensus. On Probe 3 a weighted score was computed for each competency, and all competencies were ranked from most important to least important according to the mean rating and weighted score. The weighted score was determined by assigning a value of 5 when a competency was rated "of extremely high importance," 4 when rated "of high importance," 3 when rated "of medium importance," 2 when rated "of low importance," 1 when rated "no opinion," and 0 when rated "not needed." The weighted score given any competency was computed by multiplying the value of rating as described above by the number of persons rating the competency at that value. The highest weighted score which respondents could give any competency on Probe 3 was 160 (32 x 5).

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The primary objective of the study was to identify competencies needed by counselors in grades seven through 12 in the area of vocational and career development. Using the Delphi Technique to obtain responses from eight groups of experienced professionals, the study sought answers to the following questions:

1. What specific competencies are needed by the counselor to develop and maintain a self-directed career education information center?

2. What specific competencies are needed by the counselor to develop job descriptions from job analyses?

3. What specific competencies are needed by the counselor to assist the student in utilizing career clusters and career ladder concepts?

4. What specific competencies are needed by the counselor in order that he may compile and disseminate information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs?

5. What specific competencies are needed by the counselor in developing and coordinating a job placement program?

6. What specific competencies are needed by the counselor in identifying, understanding, and relating to others with whom he will work in industry, business, and community agencies?

7. What specific competencies are needed by the counselor in planning and implementing a developmental career education program, including pre-vocational programs?

8. What other competencies in the area of vocational and career development should guidance counselors possess?

9. What is the relative importance of the 55 competencies?

The nine research questions were answered with the results of the consensus ratings received on the third and final Delphi Probe.

Findings

Self-Directed Career Information Center

In response to the first question, the number of responses and consensus for the four competency statements needed by the counselor to develop and maintain a self-directed career education information center are presented in Table I. Three of the four competencies were rated as being "of high importance." The other one was rated as being "of medium importance."

The ratings of the respondents on the first competency statement, "the counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center," ranged from "of low importance" to "of extremely high importance." The consensus rating for that competency was "of medium importance." Three respondents rated it higher than consensus, and two rated it lower than consensus.

Competency statement 2, "the counselor can list components which are necessary for the Center," had a higher consensus rating than the first statement. Twenty-seven of the 32 respondents rated it as being

TABLE I

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO DEVELOP AND MAINTAIN A SELF-DIRECTED CAREER INFORMATION CENTER

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
1. The counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.	0	0	2	(27)	2	1	32
2. The counselor can list components which are necessary for the Center.	0	0	0	2	(27)	3	32
3. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.	0	0	0	1	(23)	8	32
4. The counselor can demonstrate the use of hardware and software for providing career information to clients.	0	0	0	2	(26)	4	32

(○) = Consensus rating for each competency statement.

"of high importance." Of the respondents, three rated it higher than consensus, and two rated it lower than consensus.

The third competency statement, "the counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness," also received ratings ranging from "of medium importance" to "of extremely high importance." The consensus rating, which was "of high importance," was chosen by 23 of the 32 respondents. Eight respondents rated it as being "of extremely high importance." Only one respondent indicated that it was less than "of high importance."

The final competency statement in this area was "the counselor can demonstrate the use of hardware and software for providing career information to clients." The consensus rating selected for this competency was "of high importance" and was chosen by 26 respondents. The highest rating, "of extremely high importance," was selected by four of the respondents. The "of medium importance" rating was chosen by only two respondents.

Developing Job Descriptions From Job Analyses

In response to research question 2, five competencies were identified in the area of developing job descriptions from job analyses. Two of the competencies received ratings of "of extremely high importance," and three were rated as "of high importance" (Table II).

Competency statement 5, "the counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients," received the highest rating by 26 out of 32 respondents. One respondent indicated that he had "no opinion"

TABLE II

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO DEVELOP JOB DESCRIPTIONS FROM JOB ANALYSES

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
5. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.	0	1	1	1	3	(26)	32
6. The counselor can demonstrate the use of a classification system through on-site job observations in business and industry.	0	0	0	2	(25)	5	32
7. The counselor can, with the instructors' assistance, identify job traits and requirements gained from on-site job observations.	0	0	0	0	(27)	5	32
8. The counselor can hold a conference with a student during which job traits and requirements are analyzed.	0	0	0	1	3	(28)	32
9. The counselor can prepare local job descriptions based on on-site job observations and analysis.	0	0	1	3	(23)	5	32

(○) = Consensus rating for each competency statement.

about the statement; three chose the rating "of high importance;" and one chose the rating, "of medium importance." The remaining respondent rated the competency as being "of low importance." This competency statement could be considered a prerequisite statement for competency statement 8, which provides the application of the skills of developing job descriptions.

The rating, "of high importance," was chosen by 25 respondents for competency statement 6, "the counselor can demonstrate the use of a classification system through on-site job observations in business and industry." Five respondents rated the competency as being "of extremely high importance." Only two indicated it rated less than consensus.

Competency statement 7, "the counselor can, with the instructors' assistance, identify job traits and requirements gained from on-site job observations," also received a consensus rating "of high importance." Five respondents rated the competency as being "of extremely high importance." There were no responses below that of consensus.

Twenty-eight respondents rated competency statement 8, "the counselor can hold a conference with a student during which job traits and requirements are analyzed," as being "of extremely high importance." It was rated as being "of high importance" by three respondents. The lowest rating this statement received was "of medium importance," and only one respondent selected it.

Competency statement 9, "the counselor can prepare local job descriptions based on on-site job observations and analysis," relates to the importance of the counselor's ability to inform his students of the opportunities in the local community. Twenty-three respondents chose the consensus rating, "of high importance." The rating, "of

extremely high importance," was selected by five respondents. Four respondents rated this competency less than the consensus rating--three indicated that it was "of medium importance," and one indicated that it was "of low importance."

Utilizing Career Clusters and Career Ladders

In response to research question 3, four competencies needed by the counselor to assist students in utilizing career clusters and career ladders are presented in Table III. Two of the statements received the consensus rating, "of high importance," and two received the consensus rating, "of medium importance."

Competency statement 10, "the counselor can list and describe the fifteen U.S.O.E. career clusters," received the rating "of medium importance" by 24 out of the 32 respondents. Five respondents rated it above consensus. One of those rated it as being "of extremely high importance." Two respondents indicated the belief that it is "not needed."

The other competency statement that received a consensus of only "of medium importance" was statement 11, "the counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster." Twenty-five respondents agreed with this rating. Only one respondent rated it as being "of extremely high importance," and five rated it as being "of high importance." Two respondents rated it "of low importance." The remaining respondent had "no opinion" about the competency statement.

Competency statement 12, "demonstrating an instructional plan for career exploration based on one career cluster," was considered to be

TABLE III

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO ASSIST STUDENTS IN UTILIZING CAREER CLUSTERS AND CAREER LADDERS

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
10. The counselor can list and describe the fifteen U.S.O.E. career clusters.	2	0	1	(24)	4	1	32
11. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.	0	1	1	(25)	4	1	32
12. The counselor can, with the instructors' assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.	0	1	1	2	(25)	3	32
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.	0	0	0	5	(23)	4	32

( ) = Consensus rating for each competency statement.

"of high importance" by 25 of the respondents. Three respondents indicated that the comeptency was "of extremely high importance." Those rating it lower than consensus included two respondents who rated it "of medium importance" and one respondent who rated it "no opinion."

There was consensus of opinion for competency statement 13 at the "high importance" level. Twenty-five respondents chose that rating for the competency which stated that the counselor should be able to "demonstrate the use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, and Occupational Dictionary in gathering information on career clusters and career ladders." Four persons rated this competency as "of extremely high importance," and five indicated it was "of medium importance."

Compiling and Disseminating Information

Seven competencies needed by the counselor in compiling and disseminating information on employment opportunities and training opportunities comprised question 4 (Table IV). Four of the competency statements received a consensus rating of "of extremely high importance," while three of the competency statements received the consensus rating, "of high importance." None of the competencies in the section received ratings in the categories of "not needed" and "no opinion."

Competency statements 14 and 15 relate to the counselor's ability to plan and conduct on-site surveys of job opportunities in the community and the ability to relate employment opportunities to individuals with special characteristics. Both of those competencies received consensus ratings of "of extremely high importance." Competency 15 is important to the counselor in serving the disadvantaged and handicapped students.

TABLE IV

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO COMPILE AND DISSEMINATE INFORMATION ON EMPLOYMENT AND TRAINING OPPORTUNITIES

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
14. The counselor can plan and conduct on-site surveys of job opportunities in the community.	0	0	1	0	2	(29)	32
15. The counselor can relate employment opportunities to individuals with special characteristics.	0	0	0	2	3	(27)	32
16. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.	0	0	0	0	2	(30)	32
17. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.	0	0	0	2	4	(26)	32
18. The counselor can list the objectives of an apprenticeship program.	0	0	1	7	(24)	0	32
19. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.	0	0	0	6	(26)	0	32
20. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.	0	0	0	5	(23)	4	32

(○) = Consensus rating for each competency statement.

Competency statement 16, "the counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources," received the highest consensus rating, "of extremely high importance," by the largest number of respondents above all the other cometency statements in this section. Only two respondents considered the competency to be less than "of extremely high importance," and it was rated as being "of high importance," by them.

Competency statement 17, "the counselor can develop and demonstrate a plan to increase career information seeking behavior of students," received a consensus rating of "of extremely high importance" by 26 of the 32 respondents. Only six rated that competency lower than consensus opinion. Of the six, four rated it as being "of high importance," while two rated it as being "of medium importance."

The three competency statements relating to apprenticeship programs, numbers 18, 19, and 20, received consensus ratings of "of high importance." Two of those, numbers 18 and 19, were two of the four competency statements which did not receive a single rating of "of extremely high importance." Competency statement 18, which relates to the counselor's ability to list the objectives of an apprenticeship program, received eight ratings below the consensus rating. Seven of those were "of medium importance," and one was "of low importance." The six respondents not rating competency statement 19 at consensus rating indicated that it was "of medium importance." That competency relates to the counselor's ability to identify the basic qualifications of an approved apprenticeship program. Four respondents rated competency statement 20, "the counselor can list the procedures to follow for gaining entry into

apprenticeship programs," as being "of extremely high importance." The five respondents who did not choose the consensus rating, rated it as being "of medium importance."

Developing and Coordinating a Job Placement Program

In response to question 5, four competencies were identified in the area of job placement. Those are listed in Table V. Two of the competencies received consensus ratings of "of extremely high importance," while two received consensus ratings of "of high importance." None of the competency statements in the section received ratings of less than "of medium importance."

The two competency statements that received consensus ratings of "of extremely high importance," were numbers 21 and 22. Number 21 was a statement of the counselor's ability to identify Federal, State, and local agencies which provide employment information and placement services. Number 22 related to the counselor's ability to plan and implement a short course on job-acquisition skills. Of the 32 respondents, 27 and 28, respectively, chose the consensus ratings for competency statements 21 and 22.

Competency statement 23 related to the importance of the counselor's knowledge of labor laws and work restrictions as they apply to specific clients. That competency received a consensus rating of "of high importance" by 23 out of 32 respondents. It appears that the assistance of the State Employment Service will be required to develop that competency in counselors.

"The counselor can demonstrate the process of job choice and selection working with actual clients," competency statement 24, received

TABLE V

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO DEVELOP AND COORDINATE A JOB PLACEMENT PROGRAM

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
21. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.	0	0	0	3	1	(28)	32
22. The counselor can plan and implement a short course on job-acquisition skills.	0	0	0	1	4	(27)	32
23. The counselor can demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.	0	0	0	6	(23)	3	32
24. The counselor can demonstrate the process of job choice and selection working with actual clients.	0	0	0	1	(22)	9	32

( ) = Consensus rating for each competency statement.

a final consensus rating of "of high importance" by 22 of the respondents. Nine of the respondents not choosing the consensus rating indicated that the competency was more important than consensus. Those nine chose the rating, "of extremely high importance." The remaining respondent rated it as being "of medium importance."

Identifying, Understanding, and Relating to Others

Table VI lists four competencies that were identified in response to question 6. Competency statements 25 and 27 received consensus ratings of "of high importance." "Of medium importance" was the consensus rating chosen for competency statements 26 and 28. Competency statement 25, which relates to listing employees associated with training, referral, and job placement, received six ratings of "of extremely high importance," and did not receive a single rating below "of high importance."

Competency statement 26, "the counselor can demonstrate the ability to write brief job descriptions of employees in business, industry, and community agencies," was considered to be "of medium importance by 25 of the respondents. Competency 27, which was a practical application of competency 26, received a higher rating (of high importance) than competency statement 26 received. Competency statement 27 related to the utilization of outside agencies according to the needs of the client and was based on the premise that it is important for the counselor to have a broad spectrum of contacts in the community to which to refer students.

"The counselor can list the general functions of advisory comittees in vocational-technical education," competency statement 28, was

TABLE VI

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO IDENTIFY, UNDERSTAND, AND RELATE TO OTHERS

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
25. The counselor can list employees in business, industry, and community agencies who are associated with training, referral and job placement.	0	0	0	0	(26)	6	32
26. The counselor can demonstrate the ability to write brief job descriptions of employees in business, industry and community agencies.	1	0	2	(25)	1	3	32
27. The counselor can demonstrate the utilization of represnetatives from business, industry, and the community in situations involving a variety of clients.	0	0	0	2	(27)	3	32
28. The counselor can list the general functions of advisory committees in vocational-technical education.	0	2	3	(26)	1	0	32

(○) = Consensus rating for each competency statement.

considered to be "of medium importance" by 26 of the 32 respondents. It is possible that the statement was rated "of medium importance" because of its seeming remoteness to the respondents. It will need to be incorporated into counselor training programs because of the increase in vocational education offerings and the necessity of the counselor's working with advisory committees in the future.

Implementing Career Education and Pre-Vocational Programs

In recent years career education has received considerable interest from educators with the school-based model probably receiving the most interest. Pre-vocational education has been legislated into grades 7 and 8 of the career education scheme in Tennessee. Question 7 sought to determine which competencies are needed by the counselor to assist in planning and implementing career education and pre-vocational programs. Table VII presents four competency statements in the area of implementing career education and pre-vocational programs, all of which received consensus ratings of "of high importance."

Of the 32 respondents, 25 chose the consensus rating, "of high importance," on each of the competency statements, 29 and 30. Four additional respondents chose the rating "of extremely high importance" for competency statement 29, "the counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community." Three of the respondents chose the same rating for competency statement 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." Both of those competency statements

TABLE VII

FINAL RESPONSES AND CONSENSUS RATINGS OF COMPETENCIES NEEDED TO IMPLEMENT CAREER EDUCATION AND PRE-VOCATIONAL PROGRAMS

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
29. The counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.	0	0	1	2	(25)	4	32
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.	0	0	1	3	(25)	3	32
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.	0	0	0	2	(27)	3	32
32. The counselor can prepare a comprehensive plan for a pre-vocational short-term exploratory experience.	0	0	0	4	(28)	0	32

◯ = Consensus rating for each competency statement.

received one rating of "of low importance." The remainder of the respondents for both competencies chose the rating, "of medium importance."

"The counselor can, given an occupational area, organize in writing a career education lesson plan complete with general goals, objectives, related activities, and evaluation," competency statement 31, was rated at the consensus "of high importance," by 27 of the 32 respondents. Three respondents indicated their belief that the competency was "of extremely high importance." Only two respondents rated it lower than consensus, and they chose the rating, "of medium importance."

None of the 32 respondents rated competency statement 32, "the counselor can prepare a comprehensive plan for a pre-vocational short-term exploratory experience," as being "of extremely high importance." Twenty-eight respondents chose the consensus rating of "of high importance." Four respondents rated the competency as being "of medium importance."

Additional Competencies Identified by the Jury of Experts

Question 8 sought to determine the additional competencies needed by counselors in the area of vocational and career development. The first Delphi probe questionnaire instructed the respondents to list additional competencies that they believed had been omitted from the original list of 32 competency statements. As a result of those instructions, 22 additional competency statements were suggested by the respondents. Those statements were included on the instruments for probes 2 and 3. Table VIII lists the additional statements and their final consensus ratings as they were suggested by the respondents. In some instances the statements overlap the original 32 statements; however,

TABLE VIII

FINAL RESPONSES AND CONSENSUS RATINGS OF ADDITIONAL COMPETENCIES SUGGESTED BY PARTICIPANTS

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
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.	0	0	0	1	(27)	4	32
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.	0	0	0	4	(19)	9	32
35. The counselor can test for skill trades and technical careers.	0	0	1	3	(25)	3	32
36. The counselor can establish a follow-up program of students after they leave school.	0	0	1	1	(21)	9	32
37. The counselor can maintain an active placement service for students during their school years and after their graduation.	0	0	0	4	(19)	9	32
38. The counselor can sell career training to educators, students, parents, employers, etc.	0	0	1	0	8	(23)	32

TABLE VIII (Continued)

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
39. The counselor can conduct classes in job opportunities for all types of students.	0	0	1	2	(26)	3	32
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.	1	1	1	(27)	1	1	32
41. The counselor can prepare information on the capital investment that is needed to establish a business.	2	0	4	(24)	1	1	32
42. The counselor can, above all, relate to people.	0	0	0	0	2	(30)	32
43. The counselor can remember that his main function is to be available for counseling.	1	0	0	2	4	(25)	32
44. The counselor can demonstrate an ability for public speaking.	0	0	0	7	(24)	1	32
45. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.	0	0	0	1	(27)	4	32
46. The counselor can demonstrate a general knowledge of employee benefits.	0	0	1	7	(20)	4	32
47. The counselor can demonstrate a general knowledge of how unions work.	0	0	2	(22)	8	0	32

TABLE VIII (Continued)

Competency Statement	Ratings						
	0 - Not Needed	1 - No Opinion	2 - Of Low Importance	3 - Of Medium Importance	4 - Of High Importance	5 - Of Extremely High Importance	TOTAL
48. The middle school counselor can plan short courses indentifying vocational programs offered in high schools.	0	0	1	3	(25)	3	32
49. The counselor can develop interpersonal counseling skills one-to-one.	0	0	1	1	6	(24)	32
50. The counselor can demonstrate group process skills with young people and adults.	0	0	0	3	(22)	7	32
51. The counselor can demonstrate value and decision-making skills development.	0	1	1	2	(21)	7	32
52. The counselor can demonstrate an awareness of the drop-out problem.	1	0	0	2	(23)	6	32
53. The counselor can select tests to assist in developing career selection and potentials.	0	0	1	2	(23)	6	32
54. The counselor can conduct follow-up studies of student placement.	0	0	1	2	5	(24)	32
55. The counselor can assist the student in developing a realistic and flexible employability plan.	0	0	0	1	(22)	9	32

(○) = Consensus rating for each competency statement.

they are presented to honor the respondents' efforts. Some natural groupings were evident in those even though they are not grouped in Table VIII.

Competency statements 33 and 34, which received consensus ratings of "of high importance" were related to the counselor's ability to work closely with the teaching staff. The importance of the ability of the counselor to assist the teacher with materials and methods to help make subjects more practical is included in competency statement 33. Four rated it as "of extremely high importance;" only one respondent rated it as "of medium importance." Competency statement 34 related to the importance of the counselor's ability to confront continually members of the total teaching staff with the true concept of career education. Nine respondents rated it as "of extremely high importance," and four rated the competency as "of medium importance."

Competency statements 35, 48, 52, and 53, all of which received final consensus ratings of "of high importance," were concerned with testing and course selection. Competency statement 52 related to the importance of the counselor's awareness of the drop-out problem, since that is often thought to be the result of poor course selection. Six rated it as being "of extremely high importance," and two respondents rated it as "of medium importance." One respondent indicated that it was "not needed." The importance of the counselor's ability to offer group guidance short courses to identify vocational programs offered in the high schools is the prime focus of competency statement 48. That activity may be a part of the pre-vocational program in which the counselor assists. Three respondents rated it as "of extremely high importance;" three rated it as "of medium importance;" and one rated it as "of low

importance." Competency statements 35 and 53 related to the importance of the counselor's being able to test students to determine interests and aptitudes for various vocational courses and careers. Competency statement 35 was rated as being "of extremely high importance" by three respondents; three indicated it was "of medium importance;" and one rated it as "of low importance."

Additional competencies concerned with job placement and follow-up were statements 36, 37, 39, 54, and 55. All of those received a final consensus rating of either "of high importance" or "of extremely high importance." Competency statements 39 and 55 were concerned with counselor ability to conduct classes in job opportunities in which the student is assisted in developing a realistic and flexible employability plan. Competency statement 39 received three ratings of "of extremely high importance," two of "of medium importance," and one of "of low importance." Nine respondents rated competency statement 55 as "of extremely high importance," and one rated it as "of medium importance." Competency statement 37 was concerned with the ability of the counselor to maintain a placement service after students have developed employment and employability skills. It received nine ratings of "of extremely high importance" and four of "of medium importance." Competency statements 36 and 54 were concerned with counselor ability to conduct follow-up studies of job placement. One respondent rated this competency as "of high importance," one, as "of medium importance," and one, "of low importance."

The competency statements which could be classified as those the counselor should possess to promote good public relations were numbers 38, 44, and 45. "The counselor can sell career training to educators,

students, parents, employers, etc.," competency statement 38, received a consensus rating of "of extremely high importance" by 23 of the 32 respondents. That competency received nine ratings of "of high importance" and one of "of low importance." Competency statement 44 received one rating of "of extremely high importance" and seven of "of medium importance." It related to the counselor's ability to give speeches in public and was considered to "of high importance." Competency statement 45, relating to the counselor's ability to understand the attitudes and objectives of employers was considered to "of high importance," and would enable the counselor to establish rapport with employers. It received four ratings of "of extremely high importance" and one of "of medium importance."

Competency statements 42, 43, 49, 50, and 51 could be classified as counseling and decision-making skills. Statements 42, 43, and 49, all of which received a consensus rating "of extremely high importance," were related to the counselor's ability to work with people and to develop interpersonal counseling skills. Only two respondents rated competency 42 as "of high importance." The other 30 rated it at consensus. Five respondents indicated that competency statement 43 was "of high importance," two, "of medium importance," and one, that it was "not needed." Competency statements 50 and 51, both receiving a consensus rating of "of high importance," relate to the counselor's ability to lead clients through processes in developing their decision-making skills. The two competencies each received seven ratings of "of extremely high importance." Competency statement 50 received three ratings of "of medium importance." Competency statement 51 received two ratings of "of medium importance," one of "of low importance," and one of "no opinion."

Competency statements 40, 41, 46, and 47 could be categorized as miscellaneous. Those competencies relate to the counselor's knowledge of economics, employee benefits, and a general knowledge of how unions work. Three of the four competencies, numbers 40, 41, and 47, received a final consensus rating of "of medium importance." Competency statement 46 received a final consensus rating of "of high importance." However, eight of the 32 respondents rated it as being "of medium importance" or below.

Relative Importance of the 55 Competencies

Question 9 sought to determine the relative importance of competency statements 1 through 55 based on the mean, mode, and weighted score calculated from Probe 3. Table IX reveals that 13 competency statements received modal ratings of "of extremely high importance" while 34 received modal ratings of "of high importance." Eight competency statements received modal ratings of "of medium importance."

Four of the 13 highest ranking competency statements were from the area of compiling and disseminating information on employment opportunities, job requirements, and on public and private vocational, technical, apprenticeship, and academic training programs. The areas of job placement and job analyses each had two competency statements in the top 13. Five of the 13 highest ranking competencies were from those suggested by the participants. Competency statement 16, "the counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges and other

TABLE IX

RANKING OF COMPETENCY STATEMENTS BASED ON MEAN, MODE AND WEIGHTED SCORE FOR PROBE 3

Rank	Competency Statement	Mean	Mode Consensus Rating	Weighted Score
1	16	4.944	5	158
2	42	4.938	5	158
3	14	4.844	5	155
4	8	4.844	5	155
5	22	4.813	5	154
6	15	4.781	5	153
7	21	4.781	5	153
8	17	4.750	5	152
9	38	4.656	5	149
10	49	4.656	5	149
11	5	4.625	5	148
12	54	4.625	5	148
13	43	4.594	5	147
14	24	4.250	4	136
15	55	4.250	4	136
16	3	4.219	4	135
17	25	4.188	4	134
18	36	4.188	4	134
19	7	4.156	4	133
20	34	4.156	4	133
21	37	4.156	4	133
22	50	4.125	4	132
23	6	4.094	4	131
24	33	4.094	4	131
25	45	4.094	4	131
26	4	4.063	4	130
27	53	4.063	4	130
28	2	4.031	4	129

TABLE IX (Continued)

Rank	Competency Statement	Mean	Mode Consensus Rating*	Weighted Score
29	27	4.031	4	129
30	31	4.031	4	129
31	9	4.000	4	128
32	29	4.000	4	128
33	51	4.000	4	128
34	52	4.000	4	128
35	13	3.969	4	127
36	20	3.969	4	127
37	39	3.969	4	127
38	30	3.938	4	126
39	35	3.938	4	126
40	48	3.938	4	126
41	23	3.906	4	125
42	12	3.875	4	124
43	32	3.875	4	124
44	46	3.844	4	123
45	19	3.813	4	122
46	44	3.813	4	122
47	18	3.719	4	119
48	47	3.188	3	106
49	11	3.094	3	99
50	1	3.063	3	98
51	26	3.063	3	98
52	10	2.969	3	95
53	40	2.906	3	93
54	28	2.813	3	90
55	41	2.781	3	89

* 5 = of extremely high importance
  4 = of high importance
  3 = of medium importance

public and private sources," ranked first and received the highest mean, mode, and weighted score. Competency statement 43, "the counselor can remember that his main function is to be available for counseling," ranked 13th.

The eight lowest ranking competency statements were numbers 1, 10, 11, 26, 28, 40, 41, and 47. Three of those were from the additional competency statements suggested by the participants. Competency statement 28, "the counselor can list the general functions of the advisory committees in vocational-technical education," ranked next to the last in importance. Competency statement 41, "the counselor can prepare information on the capital investment that is needed to establish a business," ranked last out of the 55, which is least important of all according to the participants in the study.

Summary of Findings

Data were presented in this chapter to answer nine research questions. Specific findings of the study were:

1. In response to research question 1, competency statements 2, 3, and 4 are of high importance and competency statement 1 is of medium importance for the counselor to possess in developing and maintaining a self-directed career education information center.

2. In response to research question 2, competency statements 5 and 8 are of extremely high importance and numbers 6, 7, and 9 are of high importance for the counselor to possess in developing job descriptions from job analyses.

3. In response to research question 3, competency statements 12 and 13 are of high importance and numbers 10 and 11 are of medium importance for the counselor to possess in assisting the student in utilizing career clusters and career ladder concepts.

4. In response to research question 4, competency statements 14, 15, 16, and 17 are of extremely high importance and numbers 18, 19, and 20 are of high importance for the counselor to possess in compiling and disseminating information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs.

5. In response to research question 5, competency statements 21 and 22 are of extremely high importance and numbers 23 and 24 are of high importance for the counselor to possess in developing and coordinating a job placement program.

6. In response to research question 6, competency statements 25 and 27 are of high importance and numbers 26 and 28 are of medium importance for the counselor to possess in identifying, understanding, and relating to others with whom he will work in industry, business, and community agencies.

7. In response to research question 7, all competency statements, numbers 29 through 32, are of high importance for the counselor to possess in planning and implementing a developmental career education program which includes pre-vocational programs.

8. In response to research question 8, 22 additional competencies were identified and rated by the jury of experienced professionals.

9. In response to research question 9, the final probe revealed that 13 competency statements received consensus ratings of "of

extremely high importance," 34 competency statements received consensus ratings of "of high importance," and eight competency statements received consensus ratings of "of medium importance."

The following tables are included in Appendix I:

Table X - Number of Responses and Consensus for Each Rating by Competency Statement for Probe 1.

Table XI - Number of Responses and Consensus for Each Rating by Competency Statement for Probe 2.

Table XII - Percentage of Respondents Selecting Mode on Each Probe.

Table XIII - Mean Rating of Competencies on Each Probe.

Table XIV - Standard Deviation of Responses on Each Probe.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The primary objective of the study was to identify competencies in the area of vocational and career development needed by counselors in grades 7 through 12 according to the seven areas specified under category 6 of the "Minimum Competency Requirements for Secondary Counselors in Tennessee" (39:1,2). Nine research questions were identified to give guidance and direction to the inquiry. The first seven research questions sought to determine what competencies are needed by the counselor to:

1. Develop and maintain a self-directed career education information center;

2. Develop job descriptions from job analyses;

3. Assist the student in utilizing career clusters and career ladder concepts;

4. Compile and disseminate information on employment opportunities, private and public vocational-technical training programs, apprenticeship training programs, and academic training programs;

5. Develop and coordinate a job placement program;

6. Identify, understand, and relate to others with whom he will work in industry, business, and community agencies; and

7. Plan and implement a developmental career education program, including pre-vocational programs.

The remaining two research questions were as follows: (1) What other competencies in the area of vocational and career development should guidance counselors possess and (2) What is the relative importance of those competencies."

Assumptions of the Study

There were three basic assumptions made in the study. Those assumptions were:

1. Basic competencies which the counselor should possess in vocational and career development could be identified through a review of the literature on competency-based counseling programs and by written comments from supervisors of instruction, local directors of vocational education, State Department personnel, vocational education Advisory Council members, and counselor educators.

2. The knowledge and experience of a jury of 40 professionals from business, industry, and education would enable them to determine the relative importance of the competencies identified and to identify additional ones.

3. A modified Delphi Technique was an appropriate process to use in arriving at a consensus on the specific competencies counselors need in the areas of vocational and career development.

Limitations of the Study

There were two limitations specified for the study:

1. The specific competency statements developed in the study were limited to the category of vocational and career development as defined in the "Minimum Competency Requirements for Secondary Counselors in Tennessee, Grades 7-12" (39:1,2).

2. The jury of experienced professionals from business, industry, and education were from within the State of Tennessee.

Procedures

A review of competency-based counseling programs was conducted to determine what competencies are required of counselors in other competency-based programs. Local directors of vocational education, supervisors of instruction, State Department of Education personnel, counselor educators, and members of the Tennessee State Advisory Council for Vocational Education were asked to compile a list of competencies they believed counselors should possess in the area being studied. As a result, 32 competency statements were placed in the form of a Delphi instrument grouped according to the seven areas under the vocational and career development category as specified in the "Minimum Competency Requirements for Secondary Counselors in Tennessee, Grades 7-12" (39:1,2). The instrument was mailed to 40 experienced professionals from business, industry, and education to be rated for the purpose of achieving a consensus. The experienced professionals rated the 32 competency statements and suggested 22 additional ones. A second Delphi instrument, made up of the 55 competency statements, was mailed to the experienced professionals for a second rating. A third Delphi instrument containing all the competency statements was sent out to determine the final consensus ratings of the competency statements.

Major Findings of the Study

In response to research question 1, it was determined that four competencies are needed to develop and maintain a self-directed career education information center. Three competencies were considered to be of high importance. They were the competencies related to listing the components of the center, assisting the instructor in selecting materials, and demonstrating the use of hardware and software. The competency, "to develop a floor plan for the arrangement of equipment and materials," was considered to be of medium importance.

In response to research question 2, it was determined that five competencies are needed to develop job descriptions from job analyses. The ability to understand and apply knowledge of a classification system of jobs and the ability to hold a conference during which job traits and requirements are analyzed were considered to be of extremely high importance. Three competencies received consensus ratings of high importance. They were the ability to demonstrate the use of a classification system of jobs, to identify job traits gained from on-site observation, and to prepare local job descriptions based on on-site observations.

In response to research question 3, it was determined that four competencies are needed by the counselor to assist students in utilizing career clusters and career ladders; however, two of those were considered to be only of medium importance. Those were the competencies to list and describe the 15 U.S.O.E. career clusters and to develop a job ladder for one job in each cluster. The two competencies with a consensus rating of high importance were those in which the counselor should be able to demonstrate an instructional plan for career exploration based on one

U.S.O.E. cluster and to demonstrate the use of the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the Occupational Dictionary.

In response to research question 4, it was determined that seven competencies are needed by the counselor in compiling and disseminating information on employment and training opportunities, four of which received consensus ratings of extremely high importance while three received consensus ratings of high importance. The four receiving ratings of extremely high importance were the ability to plan and conduct community surveys of job opportunities, to relate employment opportunities to individuals with special characteristics, to identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and to demonstrate a plan to increase career information seeking behavior of students. The three competencies needed by the counselor that rated of high importance were those to list the objectives of an apprenticeship program, to identify the basic characteristics of an approved program, and to list the procedures to follow for gaining entry into apprenticeship programs.

In response to research question 5, it was determined that four competencies are needed by the counselor to develop and coordinate a job placement program. Those needed competencies receiving consensus ratings of extremely high importance were 1) to identify Federal, State, and local agencies which provide employment information and placement services and 2) to plan and implement a short course on job acquisition skills. Those needed competencies receiving consensus ratings of high importance were 1) to demonstrate a knowledge of labor laws and work

restrictions as they apply to specific clients and 2) to demonstrate the process of job choice and selection working with actual clients.

In response to research question 6, it was determined that four competencies are needed in identifying, understanding, and relating to others in industry, business, and community agencies. One of those which rated of high importance was the ability to list employees in business, industry, and community agencies who are associated with training, referral, and job placement. Another competency in this area receiving a rating of medium importance was the ability to write job descriptions of employees in business, industry, and community agencies. The ability to demonstrate the utilization of responsibilities from business, industry, and the community involving a variety of clients is needed and received a consensus rating of high importance. A needed competency receiving a consensus rating of medium importance was the ability to list the general functions of advisory committees in vocational-technical education.

In response to research question 7, it was determined that four competencies are needed by the counselor to assist in planning and implementing career education programs which include pre-vocational education. First of all, the counselor needs the ability to identify basic characteristics of career education as it relates to the needs of youth. Secondly, the counselor needs the ability to relate, orally or in writing, the basic goals and objectives of career education as they have been conceptualized and implemented in career education programs across the country. Thirdly, the counselor needs the ability to take an occupational area and organize, in writing, a career education lesson plan complete with general goals, objectives, related activities, and evaluation. The

fourth and last competency needed in this area is the ability to prepare a comprehensive plan for a pre-vocational short-term exploratory experience. All four of the competencies relative to career and pre-vocational education received consensus ratings of high importance.

In response to research question 8, it was determined that 22 additional competencies are needed by counselors at varying levels of importance (Competency statement numbers 33 through 55 in Table X in Appendix I). Those were found to follow six grouping patterns. The first grouping pattern included competency statements 33 and 34 and relates to the counselor's ability to assist teachers with materials and methods to make subjects more practical. Those competencies received consensus ratings of high importance.

Included in the second grouping pattern of additional competencies were numbers 35, 48, 52, and 53. All of those received a consensus rating of high importance. Those competencies are needed by the counselor in testing and counseling for course selection.

The third grouping pattern of additional competencies needed included competency statements 36, 37, 39, 54, and 55. None of those received a consensus rating of less than high importance. Those competencies were rated as needed by the counselor to promote job placement and follow-up.

Included in grouping pattern four were competency statements 38, 44, and 45. Those were the competencies needed by the counselor to promote good public relations. None of those received a consensus rating of less than high importance.

Competency statements 42, 43, 49, 50 and 51 were included in the fifth grouping pattern of additional competencies needed by counselors.

Those fall in the area of counseling and decision-making skills. All competencies in this group received a consensus rating of not less than high importance.

The last grouping pattern for additional competencies was in the miscellaneous area. Included there were competency statements 40, 41, 46, and 47. Number 46 received a consensus rating of high importance. The others received consensus ratings of medium importance.

Research question 9 sought to determine the relative importance of competency statements 1 through 55. Four of the 13 highest ranking competency statements were from the area of compiling and disseminating information, while job placement and job analyses each had two competencies in the top 13. Five of the 13 were from those suggested by the participants. The eight lowest ranking competencies were statement numbers 1, 10, 11, 26, 28, 40, 41, and 47; however, none of those received a consensus rating of less than medium importance. Three of the eight lowest were from the additional competencies suggested by the participants.

Conclusions

In this study the jury of 40 experienced professionals identified competencies needed in the category of vocational and career development. Based on the findings of the study, it can be concluded that:

1. Competencies needed by counselors in the area of "planning and implementing career and pre-vocational programs" are more important than the competencies needed by the counselor in the area of "identifying, understanding, and relating to others in business and industry."

2. Competencies in the area of compiling and disseminating information on public and private vocational-technical programs, apprenticeship programs, and academic training programs are the most important competencies identified in the category of vocational and career development.

3. Counseling and decision-making competencies are highly important although they were not originally identified in any of the areas of the vocational and career development category.

4. The least important competencies identified in the study were those relative to the economics associated with establishing a business and the ability to understand the functions of vocational education advisory committees.

5. In addition to the competencies identified in the review of literature, a group of experienced professionals from business, industry, and education in Tennessee were able to identify 23 additional competencies considered to be greatly needed by counselors working in grades 7 through 12.

6. The relative importance rating of the competencies indicated that all 55 competencies identified in the study are needed by counselors working in grades 7 through 12 in Tennessee, because no competency statement received a consensus rating of less than medium importance.

Recommendations

The following recommendations are based on the findings and conclusions of the study:

(1) It is recommended that counselor training programs provide the following: (a) learning activities which will enable counselors to plan and implement short courses to assist students in developing job acqui-

sition skills; (b) learning activities that will enable the development of the skills needed to establish and operate a job placement service utilizing representatives from business, industry, and community agencies in placing students; (c) an understanding of career education as it relates to pre-vocational education and the ability to establish pre-vocational exploratory programs; and (d) learning activities that will enable counselors to relate to and assist a wide range of students in the decision-making processes.

(2) Counselor training programs should provide learning activities which will enable counselors to become familiar with the latest materials and equipment for providing career information to students in grades 7 through 12. This should include the computerized vocational information system, INFOE, film loops, portable video tape recorders, and various career games.

(3) It is recommended that counselor training programs provide opportunities for counselors to develop techniques for assisting teachers in relating their courses to the U.S.O.E. career clusters.

(4) Counselor training programs should provide the opportunity for counselors to complete prolonged internships in area vocational-technical schools, technical institutes, community colleges, and apprenticeship programs to enable them to identify the training opportunities offered by those agencies.

(5) Research activities should be conducted to determine the appropriate behavioral objectives, learning activities, and assessment techniques for all 55 competency statements identified.

(6) Competency statements receiving a consensus rating of medium importance should be subjected to further study and refinement; however, efforts should be made to incorporate them into the training program wherever feasible and as soon as possible.

(7) Counselor training institutions and local school systems should conduct inservice workshops for existing counselors, principals, and superintendents based on the vocational and career development competencies identified in the study.

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APPENDICES

APPENDIX A

House Bill No. 1203 - Senate Bill 1091

HOUSE BILL No. 1203 SENATE BILL 1091

AN ACT to amend Chapter 27 of Title 49, of Tennessee Code Annotated, to provide for comprehensive vocational education opportunities.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION L. Chapter 27 of Title 49 of Tennessee Code Annotated is amended by adding thereto the following section:

It is further declared to be the intent of the general assembly of the state of Tennessee that comprehensive vocational and technical education be made available by the state and local education agencies in grades 9 through 12.

To this end, the state department of education shall during the 1973-1974 school year, survey each county, including the city and special school districts within, to determine the needed expansion of vocational and technical education programs for the student of high school and post high school ages and the most feasible method of meeting this need, taking into consideration the several alternatives available under this section. Such programs shall be made accessible to all high school students and planned to serve at least fifty percent (50%) of the students in grades nine (9) through twelve (12) by the school year beginning September 1973 and completed by the school year beginning September 1977.

All capital costs and operating costs of the program developed hereunder shall be borne by the state, to the extent that appropriations are made for the same. The operation of the facilities shall be by local

systems. Appropriate counseling and pre-vocational courses shall be made available by 1975 in grades seven (7) and eight (8). The acquisition of necessary land, the construction or acquisition of adequate facilities and equipment, and the training of an adequate number of vocational instructors and counselors shall proceed as rapidly as possible after needs are determined in order to carry out the intent herein expressed. Counseling shall be provided in grades 7 through 12 at the ratio of one counselor for two hundred (200) students, with special competence in vocational guidance including some practical experience. In the selection of vocational instructors, some practical experience shall be considered an essential qualification.

After each county, including city and special school districts, is surveyed, facilities shall be planned by the board of vocational education for comprehensive vocational training for high school and post high school students in accordance with one of the following alternatives:

(a) Comprehensive High Schools. Facilities will be utilized and/or expanded in school systems where schools have been consolidated sufficiently to provide comprehensive high schools for a minimum of about 1500 students.

(b) Area Vocational-Technical Schools. Facilities will be utilized and/or expanded in area vocational-technical schools, where properly located, to provide comprehensive high school vocational training.

(c) Vocational Training Centers. In counties, including city and special school districts, with two or more high schools, where students cannot be served under the provisions of item (a) and item (b) of this section, a vocational training center will be established separate from any existing school.

(d) Joint Facilities. Where practicable, and where school systems may not be served adequately by either of the above alternatives, joint facilities may be established and operated to serve two or more counties and/or school systems.

Vocational training for the post high school student shall be planned and implemented through utilization of facilities provided by this act. Such student shall have available to him the programs of any facility.

The board of vocational education shall, upon recommendation of the executive officer of the board, adopt the plan of vocational and technical education program for each county. Such plan shall incorporate previous decisions of the legislature for the establishment of vocational training facilities and programs.

SECTION 2. This act shall take effect on becoming a law, the public welfare requiring it.

APPENDIX B

Minimum Competency Requirements

Secondary School Counselors

Grades 7-12

As Approved By The Tennessee State Board of Education

MINIMUM COMPETENCY REQUIREMENTS
Secondary School Counselors
Grades 7-12
November 16, 1973

I. Foundations

The counselor can demonstrate competency to apply knowledge of educational philosophy, appropriate history and philosophy of vocational and technical education, human learning and development, curriculum, guidance principles, professional activities, and ethics to the practice of counseling and involvement with the total community.

II. Assessment

The counselor can demonstrate skill in selection and administration of instruments and observational procedures for assessing vocational interest and aptitude, achievement, personality, social and personal skills, individual and group behavior, study skills, attitudes and values, and interpretation of the results.

III. Counseling

The counselor can demonstrate skill in counseling individuals from diverse socioeconomic, ethnic, and racial groups with varied personal, educational, and vocational needs.

IV. Group Process

The counselor can demonstrate skill in facilitating group interaction and communication and in group counseling and guidance activities for goal-directed personal, interpersonal, educationla, and career development.

V. Personal, Social, and Educational Development

The counselor can demonstrate skill in assisting administrators and teachers to develop programs of personal and social growth and to utilize sources of personal, social, and educational information.

VI. Vocational and Career Development

The counselor can demonstrate skill in:

A. Developing and maintaining a self-directed career education information center.
B. Developing job descriptions from job analyses

C. Assisting students in utilizing career clusters and career ladders.
D. Compiling and disseminating information on employment opportunities, job requirements and on public and private vocational, technical, apprenticeship, and academic programs
E. Developing and coordinating a job placement program
F. Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies
G. Assisting in planning and implementing a developmental career education program, including pre-vocational programs

VII. Research

The counselor can demonstrate skill in conducting and using research

VIII. Administration

The counselor can demonstrate skill in:

A. Utilizing the results of research in developing a comprehensive guidance program
B. Communicating guidance needs, programs, and goals to the total community.
C. Implementing the program, involving the total community
D. Evaluating the extent to which the goals of the program have been met and for making appropriate changes

IX. Consultation

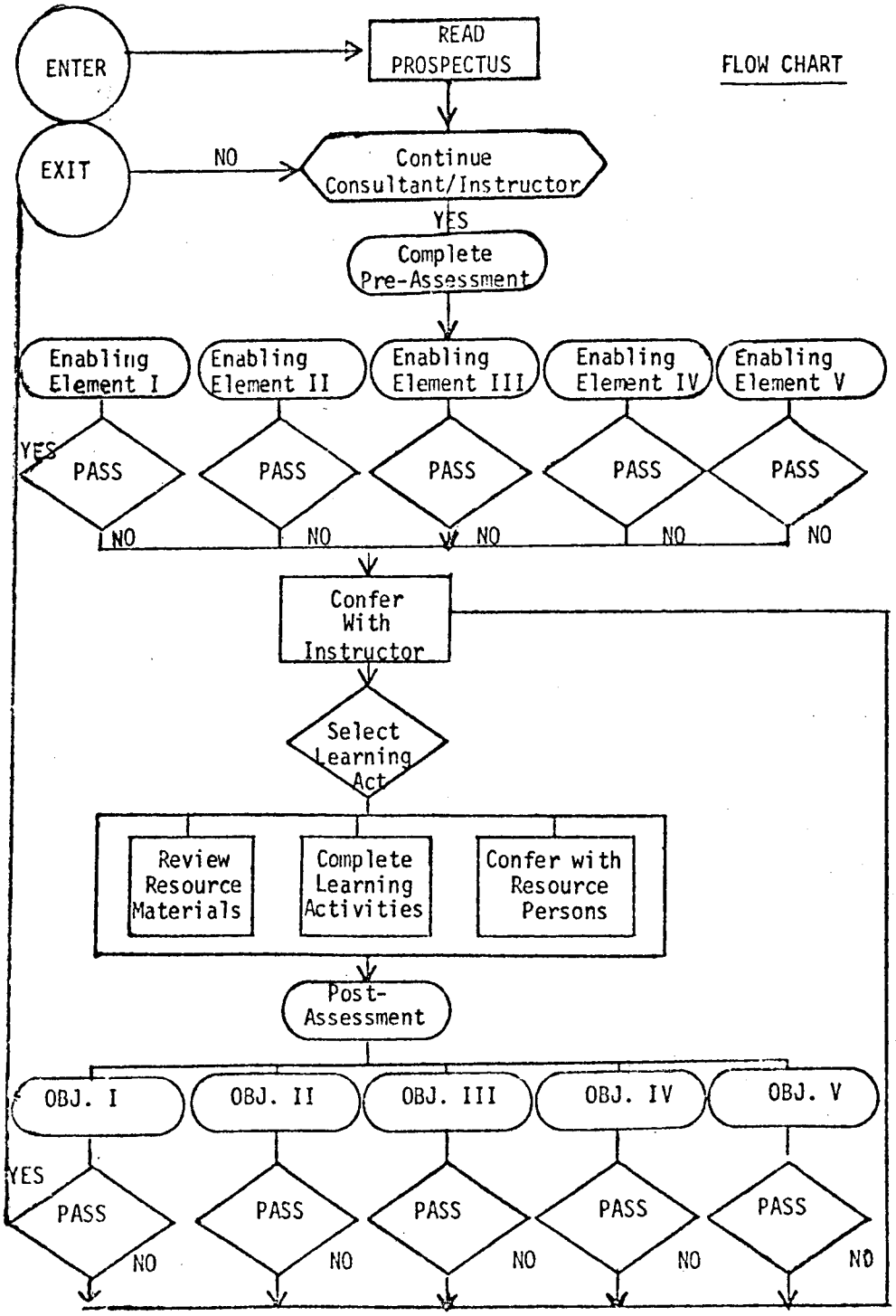
The counselor can demonstrate skill in consulting with members of the total community in developing plans to promote successful learning and adjustment.

X. Practicum

The counselor shall demonstrate the ability to apply skills through supervised experiences in school community, business, and industry as required to equip the counselor with the required competencies.

APPENDIX C

Flow Chart for Florida Competency-Based Training Program


ENTER
READ PROSPECTUS
FLOW CHART
EXIT
NO
Continue Consultant/Instructor
YES
Complete Pre-Assessment
Enabling Element I
Enabling Element II
Enabling Element III
Enabling Element IV
Enabling Element V
YES
PASS
PASS
PASS
PASS
PASS
NO
NO
NO
NO
NO
Confer With Instructor
Select Learning Act
Review Resource Materials
Complete Learning Activities
Confer with Resource Persons
Post-Assessment
OBJ. I
OBJ. II
OBJ. III
OBJ. IV
OBJ. V
YES
PASS
PASS
PASS
PASS
PASS
NO
NO
NO
NO
NO

APPENDIX D

Materials Included in Delphi Probe One

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Comprehensive Vocational Education
243 CORDELL HULL BUILDING
NASHVILLE 37219

January 1, 1974

Dear Participant:

We are pleased that you are willing to assist the Comprehensive Vocational Education Task Force in developing the specific competencies that secondary counselors should possess in vocational guidance and career development as mandated by the 1973 session of the State Legislature in House Bill 1203-Senate Bill 1091.

As discussed in our telephone conversation, a Delphi Probe drawing upon the expertise of individuals from education and business and industry is being used to determine the competencies. The enclosed Delphi instrument is the first of three probes to be conducted. Since there is a need for the probes to be completed and compiled immediately in order to plan for guidance workshops, it will be appreciated if you will return the completed instrument at the earliest possible date. We hope to have your continued cooperation as the study will be severely limited if each individual does not complete all three probes. If you have questions, please contact me at 741-1881 in Nashville.

Sincerely,

W. Charles Graves
Guidance Coordinator

WCG:bb

Enclosures

Survey Respondent Label

PURPOSE OF THIS DELPHI PROBE

This study is designed to collect and synthesize the perceptions and experiential insight of persons involved in business and industry, counseling, counselor education, educational administration, and apprenticeship programs. The major objective is to identify a set of specific competencies in vocational guidance and career development that counselors in grades seven through twelve should possess.

GENERAL INFORMATION

The 1973 State Legislature passed House Bill 1203 - Senate Bill 1091 which states that "...counseling shall be provided in grades 7 through 12 at the ratio of one counselor for two hundred (200) students, with special competence in vocational guidance including some practical experience."

A counselor certification committee made up of Tennessee Personnel and Guidance Association (TPGA) members has developed seven broad competency statements in the area of vocational guidance and career development. Efforts are being made in this study to determine the specific competencies which should accompany the TPGA statements. Once the specific competencies have been determined the Comprehensive Vocational Education Task Force and counselor training institutions can develop instructional activities and evaluation procedures that will help to assure the competencies in newly hired counselors.

TPGA COMPETENCY STATEMENTS FOR VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT

TPGA COMPETENCY STATEMENT I - The counselor will apply skill in developing and maintaining a self-directed career education information center.

TPGA COMPETENCY STATEMENT II - The counselor will apply skill in developing job descriptions from job analyses.

TPGA COMPETENCY STATEMENT III - The counselor will apply skill in assisting students in utilizing career clusters and career ladders.

TPGA COMPETENCY STATEMENT IV - The counselor will apply skill in compiling and disseminating information on employment opportunities, job requirements and on public and private vocational, technical, apprenticeship, and academic training programs.

TPGA COMPETENCY STATEMENT V - The counselor will apply skill in developing and coordinating a job placement program.

TPGA COMPETENCY STATEMENT VI - The counselor will apply skill in identifying, understanding, and relating to others with whom he will work in industry, business, and community agencies.

TPGA COMPETENCY STATEMENT VII - The counselor will apply skill in assisting in planning and implementing a developmental career education program, including pre-vocational programs.

INSTRUCTIONS FOR COMPLETING THE SURVEY

1. Please read the specific competency statement in the left-hand block.

2. Indicate on the right of the statement how important you feel it is for a secondary counselor in grades 7-12 to possess this competency. For example, circle "0" if you feel the competency is definitely not needed. Circle "1" if you have no opinion about the competency statement or do not feel strongly about it either way, etc.

3. To the right of the rating scale is a box labeled "COMMENTS". Please indicate in this box any changes that you wish to make in the competency statement.

4. Space has been provided at the end of the survey for additional competencies you might like to list and rate.

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

W. Charles Graves
Guidance Coordinator
State of Tennessee
Department of Education
Division of Comprehensive Vocational Education
243 Cordell Hull Building
Nashville, Tennessee 37219

FOLLOW-UP SEQUENCE

As soon as the responses are received and tabulated, the results will be returned to you for your further analysis.

DEFINITION OF TERMS

1. Apprenticeship Training - "An organized system for providing young people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among schools, labor, and management, since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction...."

2. Career Clusters - An umbrella under which a number of occupations fall. The fifteen career clusters as identified by the United States Office of Education are Agri-business and Natural Resources, Health, Communication and Media, Business and Office, Public Service, Hospitality and Recreation, Marine Science, Environment, Manufacturing, Personal Services, Transportation, Marketing and Distribution, Construction, Consumer and Homemaking Education, and Fine Arts and Humanities.

3. Career Education - "Career education is a comprehensive program which is focused on the factors essential to the career development of the individual. Its aims are: (1) to help the individual become aware of himself and his potential; (2) to foster the development of a self concept which will allow him to take the necessary risks to realize that potential to its fullest; (3) to assist the student in acquiring attitudes and skills necessary for living in a rapidly changing technological society; (4) to expose him to a wide range of occupational information and experiences throughout the school years; (5) to help him become aware of the options open to him in choosing a career or careers which will permit him to live his life as a fulfilled human being; and (6) to assist him in preparing for the career of his choice or going on to further education or retraining."

4. Career Ladders - "A career ladder is a succession of jobs which is available to an individual worker with each job in succession offering increased responsibility and pay and more desirable working conditions...."

5. Competencies - The broad and specific knowledge and performance skills the counselor will possess and apply to accomplish a task.

6. Pre-vocational Education - Exploratory activities for seventh and eighth graders to promote self-awareness, educational awareness, and career awareness; when possible pre-vocational education provides for"hands on" experiences in a variety of vocational classes.

7. Self-Directed Career Education Information Center - A location in the school where the individual on his own can utilize materials and equipment to promote self-awareness, educational awareness, and career awareness. The center may include a computer terminal, microfiche reader, Super 8 Film loops, and/or 35MM slides.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT
COMPETENCIES FOR SECONDARY SCHOOL COUNSELORS
Grades 7-12

CRITERION FOR EVALUATION	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
1. The counselor will develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.	0	1	2	3	4	5	
2. The counselor will list and justify components which are necessary for the center.	0	1	2	3	4	5	
3. The counselor will select materials to be used for self-awareness, educational awareness, and career awareness.	0	1	2	3	4	5	
4. The counselor will demonstrate the use of hardware and software for providing career information to clients.	0	1	2	3	4	5	
5. The counselor will select and justify a classification system of jobs which will enable him to discuss such with his clients.	0	1	2	3	4	5	
6. The counselor will demonstrate the use of the classification system through on-site job observations in business and industry.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
7. The counselor will identify job traits and requirements gained from on-site job observations.	0	1	2	3	4	5	
8. The counselor will hold a conference with a client during which job traits and requirements are analyzed.	0	1	2	3	4	5	
9. The counselor will prepare job descriptions based on on-site job observation and analysis.	0	1	2	3	4	5	
10. The counselor will list the fifteen U.S.O.E. career clusters.	0	1	2	3	4	5	
11. The counselor will develop a job ladder for a minimum of one job in each cluster.	0	1	2	3	4	5	
12. The counselor will develop and demonstrate an instructional plan for career awareness based on one U.S.O.E. career cluster.	0	1	2	3	4	5	
13. The counselor will demonstrate the use of the DICTIONARY OF OCCUPATIONAL TITLES, OCCUPATIONAL OUTLOOK HANDBOOK, and OCCUPATIONAL DICTIONARY in gathering information on career clusters and career ladders.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
14. The counselor will plan and conduct on-site surveys of job opportunities in the community.	0	1	2	3	4	5	
15. The counselor will relate employment opportunities to individuals with special characteristics.	0	1	2	3	4	5	
16. The counselor will identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.	0	1	2	3	4	5	
17. The counselor will develop and demonstrate a plan to increase career information seeking behavior of students.	0	1	2	3	4	5	
18. The counselor will list the objectives of five apprenticeship programs.	0	1	2	3	4	5	
19. The counselor will identify the basic qualifications or characteristics of five approved apprenticeship programs.	0	1	2	3	4	5	
20. The counselor will list the procedures to follow for gaining entry into five apprenticeship programs.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
21. The counselor will identify the agencies (Federal, State, Local) which provide employment informtion and placement services.	0	1	2	3	4	5	
22. The counselor will plan and implement a short course on job-acquisition skills.	0	1	2	3	4	5	
23. The counselor will demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.	0	1	2	3	4	5	
24. The counselor will demonstrate the process of job choice and selection working with actual clients.	0	1	2	3	4	5	
25. The counselor will list representatives from business, industry, and community agencies who are associated with training, referral and job placement.	0	1	2	3	4	5	
26. The counselor will write job descriptions of representatives from business, industry, and community agencies who are associated with training, referral and job placement.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
27. The counselor will demonstrate the utilization of representatives from business, industry, and the community in situations involving a variety of clients.	0	1	2	3	4	5	
28. The counselor will list three general functions of advisory committees in vocational-technical education.	0	1	2	3	4	5	
29. The counselor will identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.	0	1	2	3	4	5	
30. The counselor will 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.	0	1	2	3	4	5	
31. The counselor will, given an occupational area, organize in writing a career education lesson plan complete with general goals, objectives, related activitives, and evaluation.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
32. The counselor will prepare a comprehensive plan for a prevocational short-term job internship experience.	0	1	2	3	4	5	
ADDITIONAL COMPETENCIES 33.							
34.							
35.							
36.							
37.							

APPENDIX E

Participants in the Competency Study

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APPENDIX F

Respondents' Comments on Delphi Probes One and Two

Respondents' Comments

1. The counselor will develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.

   Comments:

   I assume that the supervisor of the media center is competent to do this.

   This would be a more or less one time operation or circumstance. After an acceptable system is organized future counselors would have little need for this function.

   This should come near the end of the program after the individual has had the opportunity to visit and spend some time in various physical settings.

   In consultation with others.

2. The counselor will list and justify components which are necessary for the center.

   Comments:

   I assume that the supervisor of the media center is competent to do this.

   The counselor should be the best judge of what equipment and materials he needs.

   If counselor is competent to do this.

   Definitely.

   Does the counselor learn to survey counselee needs first?

   I question the word justify. For what purpose and to what extent is the justification necessary? Does justification serve as a useful tool.

3. The counselor will select materials to be used for self-awareness, educational awareness, and career awareness.

   Comments:

   Will advise the media supervisor.

   The counselor should be the best judge of what equipment and materials he needs.

   This should be done in cooperation with all instructors in the school.

4. The counselor will demonstrate the use of hardware and software for providing career information to clients.

Comments:

All counselors must master this.

Demonstrations are required to enable students to use the facility. However, they should be held to a minimum and could be made by others than the counselor.

5. The counselor will select and justify a classification system of jobs which will enable him to discuss such with his clients.

Comments:

I do not know about the words select and justify. The counselor must understand and apply knowledge of classifications of jobs.

I feel he should select classification already in use by business and industry and be familiar with this.

There are already adequate job classifications to meet this need. The counselor should select the classification to use.

A good terminology of jobs and equipment used in performing jobs is very important.

Students need early identification of their salable skills.

What comprises a classification system? Here again is the word justify. Are there not already certain classifications available?

6. The counselor will demonstrate the use of the classification system through on-site job observations in business and industry.

Comments:

The counselor must be able to fully understand, relate, and appreciate job classifications as they function in industry.

On-site experience is valuable but not absolutely necessary. Talking with personnel can be equally helpful.

The activity that is required to perform a job needs to be explained to clients. Example, Drafting - a sitting job = Welding - energy burning job.

Where such field experiences are available.

Too much on-site observations can antagonize employers; however first hand knowledge is extremely useful to both the counselor and counselee. To whom is the counselor demonstrating the classification?

On-site job observations are excellent but must they be classified. Visits must be well planned and very disciplined. Therefore, counselor must work on pre-preparation with students.

7. The counselor will identify job traits and requirements gained from on-site job observations.

Comments:

The counselor will gain a deeper insight into the physical, mental and emotional requirements of the job by on-site observations.

Off-site interviews with workers and employers are more enlightening often. Many job requirements do not always appear in one observation.

8. The counselor will hold a conference with a client during which job traits and requirements are analyzed.

Comments:

Counselor must be completely at ease and skillful with client.

Only is the instructor fails to do this. I personally feel that this information is better coming from instructor.

I do not think that a single conference would be sufficient.

Are the analyses of job traits and requirements related to the clients needs?

9. The counselor will prepare job descriptions based on on-site job observation and analysis.

Comments:

Most employers have job descriptions.

Counselor should be made aware that local jobs may not conform completely with DOT job descriptions.

Job descriptions vary so much from industry to industry. A general idea of the jobs I feel would be sufficient.

This may be done through consultation with appropriate experts in the fields.

The counselor can obtain job descriptions prepared by specialists - The counselor should be concerned with client's potential.

Many job descriptions are already available. The unique characteristics of the community or industry should be noted.

10. The counselor will list the fifteen U.S.O.E. career clusters.

Comments:

I think he will do these when the result can be comprehended by the client.

Is not this prepared by the Department of Labor.

These are readily available. Counselor should know them.

Already been done - unless counselor needs a review of U.S.O.E. descriptions.

Why? The counselor should demonstrate working concepts in order to help counselees move from generalized cluster to specific employment development plan.

Are these not already listed somewhere?

11. The counselor will develop a job ladder for a minimum of one job in each cluster.

Comments:

I think he will do these when the results can be comprehended by the client.

These are readily available but counselor should be completely familiar with them.

In cooperation with teachers.

The counselor develops as many job ladders as needed. If he learns with one job in each cluster - all right. All steps in a ladder are not always in one cluster.

Good to demonstrate mobility and advancement by a specific example.

12. The counselor will develop and demonstrate an instructional plan for career awareness based on one U.S.O.E. career cluster.

Comments:

Classroom teachers should do this with supervisory staff assisting.

This will be of more importance in this counselors contact with the earlier grades.

Really don't understand this.

In cooperation with teachers.

Could this work be done by a teacher in a course for this purpose as a regular part of curriculum.

Is this for classroom training? On the job the counselor needs a working knowledge of more than one cluster.

Who is to use this instructional plan? other than students.

13. The counselor will demonstrate the use of the DICTIONARY OF OCCUPATIONAL TITLES, OCCUPATIONAL OUTLOOK HANDBOOK, AND OCCUPATIONAL DICTIONARY in gathering information on career clusters and career ladders.

Comments:

Very poor source, so general that it has very little meaning.

It would be difficult to overstress this.

Only to the extent that they know how to use these books.

They are very helpful.

Use of the occupational outlook handbook should be of greatest importance.

14. The counselor will plan and conduct on-site surveys of job opportunities in the community.

Comments:

Much work should be done in this area.

Can be on-site surveys on by mail. A counselor shouldn't make nuisance of himself to business personnel.

Why limit the counselor to one source of information.

15. The counselor will relate employment opportunities to individuals with special characteristics.

Comments:

Instructors should do this too.

"Special characteristics" interpreted to mean demonstrated competency in a specific job or several jobs in a cluster.

Special characteristics of the individual, I presume.

This should not be limited to just college bound students. However, make sure their special characteristics are in demand in the community they intend to reside.

16. The counselor will identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.

Comments:

The same stress should be applied in this area as is applied in the academic area toward college.

Very important - such a step will eliminate to some degree those traveling the "nowhere path."

Should include training opportunities in the military services.

17. The counselor will develop and demonstrate a plan to increase career information seeking behavior of students.

Comments:

Will probably continually work on a plan to achieve greater client acceptance of need for career information seeking.

Especially in the earlier grades. This may be identified as one of the basic needs.

Counselor should always make himself available to needs of students.

Too many youngsters are lost in not being able to find information pertaining to careers.

With the aid of teachers.

18. The counselor will list the objectives of five apprenticeship programs.

Comments:

He should be competent to do as many as client need and interest will make useful.

Counselor should be familiar with apprenticeship programs.

Two or three would seem to be sufficient.

Should be stressed to young people.

Why five?

The objectives may be obvious - would required proficiency levels to be a journeyman not be a better definition.

19. The counselor will identify the basic qualifications or characteristics of five approved apprenticeship programs.

Comments:

Same as #18. (Comment #1 above)

Counselor should be familiar with apprenticeship programs.

Two or three would seem to be sufficient.

Again, why five?

20. The counselor will list the procedures to follow for gaining entry into five apprenticeship programs.

Comments:

He should be competent to do as many as client need and interest will make useful.

Counselor should be familiar with apprenticeship programs.

But again, why five?

Entry into most apprenticeships is much the same - why the number 5?

21. The counselor will identify the agencies (Federal, State, Local) which provide employment information and placement services.

Comments:

The statement is true but do not believe it is necessary to stress.

With emphasis on Local, Federal, State, City offices.

Identify and develop a working relationship with them.

22. The counselor will plan and implement a short course on job acquisition skills.

Comments:

Should be done with instructors in Voc.-Ed. programs.

This should be exposed to the client at least twice during a school year.

In cooperation with teachers.

Coordination with other staff in this effort could lead to broader program and greater sampleing.

23. The counselor will demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.

Comments:

This is desirable as time permits and counselor uses caution in usage. At least one counselor on the staff should be strong in this area.

I feel this would be nice to know all of this information. However the knowledge of where to look for this information would be enough.

More workshops about Labor Laws (State and National) and unions is a <u>must</u> for counselors if a decent counseling session is to be conducted.

Consultants could be used here - generally ought to be done.

24. The counselor will demonstrate the process of job choice and selection working with actual clients.

Comments:

Is this practicum experience?

25. The counselor will list representatives from business, industry, and community agencies who are associated with training, referral and job placement.

Comments:

Counselor should sultivate a working relationship with all possible contacts.

Counselor needs such a list - but Chambers of Commerces and other agencies usually are glad to make such lists available.

Such people will be able to present the "straight facts" in their particular area.

This may be hard as these individuals will be constantly changing.

26. The counselor will write job descriptions of representatives from business, industry, and community agencies who are associated with training, referral and job placement.

Comments:

Agencies should furnish most of this.

This would depend on what is meant by job descriptions. Counselor should know personnel by name and those functions of their jobs as they relate to the counselors needs.

A good rapport with these people I think would be all the counselor would need for the job.

Why write this down.

Purpose of this statement rather confusing.

The student should be given released or laboratory time to talk with and observe workman and conditions in addition to talking with representatives.

Sounds redundant. If an industry, e.g. has spelled out it's job descriptions, why can't the counselor use them.

Job titles?

27. The counselor will demonstrate the utilization of representative from business, industry, and the community in situations involving a variety of clients.

Comments:

Very important.

28. The counselor will list three general functions of advisory committees in vocational-technical education.

Comments:

Should be involved but should not be the counselors sole responsibility.

Counselor should be aware of the function of advisory Committees. He should meet on occasions and monitor Advisory committee meetings.

29. The counselor will identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.

Comments:

This should be elementary.

To and with teachers.

30. The counselor will 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.

Comments:

Total staff should be involved.

Throughout the country might be a little broad in scope. Counselor should know those set by the State of Tennessee.

To and with teachers.

The counselor will understand the different schools of thought and be evaluated on his comprehension of goals and objectives as they fit a particular individual or community or group.

The counselor will formulate, after consulting working counselors and reviewing pertinent literature, the basic goals and objectives of career education in the secondary school.

What will this information be used? I know this may help in the formulation of counselor education objectives but does not directly effect the student they are presently working with.

31. The counselor will, given an occupational area, organize in writing a career education lesson plan, complete with general goals, objectives, related activities, and evaluation.

Comments:

Teachers should be involved also.

This should be done very carefully due to the Fast Changing Job Market in our economy.

With teachers.

I assume this is to be used as an evaluation of the counselors competency.

32. The counselor will prepare a comprehensive plan for a pre-vocational short-term job internship experience.

Comments:

Teachers of pre-vocational education students and counselors

One counselor of a counseling unit should concentrate in this area.

Implementing the plan for clients would be difficult to do due to number involved. However, it would be very worthwhile.

I do not understand how you are relating prevocational to job internship, by your enclosed definition.

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.

Comments:

One of the highest priorities in a school based career development program.

Perhaps this is a combination of 3 and 31, but broader.

Meaning questionable.

Where this is possible - in the various categories of Vocational Education - Due to so many varied curriculums.

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.

Comments:

I would say - "more meaningful" rather than "more practical".

However, man does not live by bread alone.

If possible - for same reason given in # 33

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

Comments:

Assessment in proper context - must be a skill.

Vague - does this mean test aptitude for?

This is an essential function.

Testing not enough to make adequate evaluation.

Already available through TDES.

This usually is done by state or federal agencies.

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

Comments:

A research function in order to evaluate properly. What "effect" one has had.

Help already available through other agencies, counselor could use time for present students.

Feel this is too much to handle - student needs to be passed on to other assistance agencies.

Provided the counselors office is set up for this purpose.

37. The counselor can maintain ac active placement service for students during their school years and after their graduation.

Comments:

During school years (summers, etc.) it should be done. After graduation services would be highly limited due to time element.

Continued placement of graduated students might require more time than present counselors have.

As time permits.

Although very important, services are available.

Where feasible, the counselor can work with the local employment security office to assist students in finding jobs before and after graduation. Otherwise, this seems a dubious function for a counselor.

Again too much to handle after their graduation, should be directed toward other sources of assistance.

If possible - due to same reasons given in #36.

38. The counselor can sell career training to educators, students, parents, employers, etc.

Comments:

An essential ingredient - for it to work.

Of extreme importance to youth - as to industry in order to get job open results and cooperation - this matter should be fully developed.

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

Comments:

It's a matter of learning which means facilitating learning.

This would be fine but all the counselors I know do not have time to conduct classes. Some group counseling would be of high importance.

Provided the counselors office is set up - to do - the proper job in all job categories.

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.

Comments:

This could probably be done more efficiently by someone else i.e. a Home Ec. Teacher.

This competency is of importance but I don't see this as a counselor role, I see this as a competency for a subject area teacher.

Believe this should be done in class courses such as consumer Economics, Home Economics, Counselors and teacher in this area.

41. The counselor can prepare information on the capital investment that is needed to establish a business.

Comments:

I think we're getting the counselor close to being all things to all men - not very realistic.

Probably be done better by a business teacher.

An important competency but should be done by some other person. A counselor can't be <u>all</u> things for <u>all</u> people.

Here again this information could be made available in classes as the counselor could have at her fingertips a place for such referrals.

Already available through SBA.

42. The counselor can, above all, relate to people.

Comments:

This is what it is all about.

Most important of all.

43. The counselor can remember that his main function is to be available for counseling.

Comments:

Vague - counseling in what form?

I believe most of the competencies involve some kind of counseling with students, teachers, administration, business etc. on a group or one to one basis.

He or she should be trained in all job categories in order to do this function properly.

44. The counselor can demonstrate an ability for public speaking.

Comments:

OK - but not the essential function of a counselor.
A great asset - but not essential.

I'm not sure it is needed more by a counselor than by any other school teacher.

Some excellent counselors may be terrible public speakers.

Really needed for community relations.

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

Comments:

In a broad sense so the client can prepare himself/herself to respond.

By all means - provided this information is furnished the counselor in its entirety.

46. The counselor can demonstrate a general knowledge of employee benefits.

Comments:

Some general knowledge is needed but benefits vary greatly.

Promotional opportunities should be given highest consideration.

This is usually given to the employee, upon being first employed.

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

Comments:

Unions (are service) organizations - to industry they will cooperate with the counselor on this basis.

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

Comments:

Should assist the basic responsibility for this competency rests in the administration. The counselor should not be an administrator.

There should be several identifying characteristics in comparing (7 & 8) Counselors with (9 & 10) and (11 & 12) counselors.

Pre- H.S. students - should be advised in 8th and 9th grade of these courses - that will benefit them in vocational programs.

49. The counselor can develop interpersonal counseling skills one-to-one.

Comments:

These sound like mine so "of course" I rate them highly.

Vague - which skills?

Provided his office is set up to do this job well - but in cooperation with parents.

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

Comments:

But needs further clarification.

54. The counselor can conduct followup studies of student placement.

Comments:

As time permits.

This can be helpful to prevent dropouts.

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

Comments:

Yes - but leave out the word (flexible). There is (no middle ground) in vocational education.

APPENDIX G

Materials Included in Delphi Probe Two

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Comprehensive Vocational Education
243 Cordell Hull Building
NASHVILLE 27219

January 28, 1974

Dear Participant:

I wish to take this opportunity to thank you for responding to the first Delphi Probe. I am greatly encouraged by your efforts at helping us in the State Department of Education to identify some of the vocational guidance and career development competencies for counselors in grades 7 - 12.

The responses received from the forty of you from business and industry and education have been carefully analyzed to determine the level of consensus (or agreement) on each competency statement. I have studied your comments and have found them to be extremely helpful. They are being compiled to be presented to Dr. Max Vann, Assistant Commissioner for Comprehensive Vocational Education, and other staff members even though they are not being listed in this instrument.

As a result of your comments, some modifications have been made in some of the statements. You are being asked on the Second Probe to study the competency statements anew and to rank each again. If you do not agree with the consensus response, space is provided for you to state the reason why. Also, on this second probe the competency statements some of you felt should be added are listed in the same manner as were the original competency statements. Please rank them according to the importance you would place on them.

It will be appreciated very much if you will return the completed instrument at the earliest possible date. Follow-up phone calls will be made in ten days on those that have not been received. We hope to have your continued cooperation as the study will be severely limited if each individual does not respond. If you have any questions, please contact me at 741-1881 in Nashville.

Sincerely,

W. Charles Graves

W. Charles Graves
Guidance Coordinator

WCG:jsg

Enclosures

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT
COMPETENCIES FOR SECONDARY SCHOOL COUNSELORS GRADES 7-12

DELPHI PROBE NUMBER TWO

Accompanying each of the statements (a) are your previous response (b), the consensus response (c), and spaces to record your new response (d) and the reason for the variation between your new response from the consensus response if indeed there is a variation. New statements suggested by respondents are included for your reactions, also.

The rating scale is the same as in the first questionnaire: 5 - of extremely high importance; 4 - of high importance; 3 - of medium importance; 2 - of low importance; 1 - no opinion; and 0 - not needed.

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
1. The counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.		3		
2. The counselor can list components which are necessary for the center.		4		
3. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.		4		
4. The counselor can demonstrate the use of hardware and software for providing career information to clients.		4		
5. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.		5		
6. The counselor can demonstrate the use of a classification system through on-site job observations in business and industry.		4		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
7. The counselor can, with the instructors' assistance, identify job traits and requirements gained from on-site job observations.		4		
8. The counselor can hold a conference with a student during which job traits and requirements are analyzed.		5		
9. The counselor can prepare local job descriptions based on on-site job observation and analysis.		4		
10. The counselor can list and describe the fifteen U.S.O.E. career clusters.		3		
11. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.		3		
12. The counselor can, with the instructors' assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.		4		
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.		4		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
14. The counselor can plan and conduct on-site surveys of job opportunities in the community.		5		
15. The counselor can relate employment opportunities to individuals with special characteristics.		5		
16. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.		5		
17. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.		5		
18. The counselor can list the objectives of an apprenticeship program.		4		
19. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.		4		
20. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.		4		
21. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.		5		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
22. The counselor can plan and implement a short course on job-acquisition skills.		5		
23. The counselor can demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.		4		
24. The counselor can demonstrate the process of job choice and selection working with actual clients.		4		
25. The counselor can list employees in business, industry, and community agencies who are associated with training, referral and job placement.		4		
26. The counselor can demonstrate the ability to write brief job descriptions of employees in business, industry, and community agencies.		3		
27. The counselor can demonstrate the utilization of representatives from business, industry, and the community in situations involving a variety of clients.		4		
28. The counselor can list the general functions of advisory committees in vocational-technical education.		3		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
29. The counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.		4		
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.		4		
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.		4		
32. The counselor can prepare a comprehensive plan for a prevocational short-term exploratory experience.		4		

On the following pages are the competency statements suggested by some of you on the first probe. They are in the same format as the previous probe. Please rank them according to the degree of importance you place on them.

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
33. The counselor can assist all members of the teaching staff with materials and methods that will help make any given given subject area appear practical.	0	1	2	3	4	5	
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.	0	1	2	3	4	5	
35. The counselor can test for skill trades and technical careers.	0	1	2	3	4	5	
36. The counselor can establish a follow-up program of students after they leave school.	0	1	2	3	4	5	
37. The counselor can maintain an active placement service for students during their school years and after their graduation.	0	1	2	3	4	5	
38. The counselor can sell career training to educators, students, parents, employers, etc.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
39. The counselor can conduct classes in job opportunities for all types of students.	0	1	2	3	4	5	
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.	0	1	2	3	4	5	
41. The counselor can prepare information on the capital investment that is needed to establish a business.	0	1	2	3	4	5	
42. The counselor can, above all, relate to people.	0	1	2	3	4	5	
43. The counselor can remember that his main function is to be available for counseling.	0	1	2	3	4	5	
44. The counselor can demonstrate an ability for public speaking.	0	1	2	3	4	5	
45. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.	0	1	2	3	4	5	
46. The counselor can demonstrate a general knowledge of employee benefits.	0	1	2	3	4	5	

	not needed	no opinion	of low importance	of medium importance	of high importance	of extremely high importance	COMMENTS
47. The counselor can demonstrate a general knowledge of how unions work.	0	1	2	3	4	5	
48. The middle school counselor can plan short courses identifying vocational programs offered in high schools.	0	1	2	3	4	5	
49. The counselor can develop interpersonal counseling skills one-to-one.	0	1	2	3	4	5	
50. The counselor can demonstrate group process skills with young people and adults.	0	1	2	3	4	5	
51. The counselor can demonstrate value and decision-making skill development.	0	1	2	3	4	5	
52. The counselor can demonstrate an awareness of the drop-out problem.	0	1	2	3	4	5	
53. The counselor can select tests to assist in developing career selection and potentials.	0	1	2	3	4	5	
54. The counselor can conduct follow-up studies of student placement.	0	1	2	3	4	5	
55. The counselor can assist the student in developing a realistic and flexible employability plan.	0	1	2	3	4	5	

APPENDIX H

Materials Included in Delphi Probe Three

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Comprehensive Vocational Education
243 CORDELL HULL BUILDING
NASHVILLE 37219

March 13, 1974

Dear Participant:

I want to thank you for taking the time ro respond to the first and second Delphi Probes. Your responses have been punched into IBM cards and analyzed by a SPSS computer program to determine the mode, percent marking the consensus and a number of additional statistics. Some of the data is being used in planning summer workshops for secondary counselors across the State of Tennessee.

We realize that by now your patience with this project must be growing thin; however, we would greatly appreciate it if you would, on this third and final probe, read the directions at the top of the instrument and rate the competencies according to the degree of importance you place on them. Please place a check mark to the left of the competencies you feel should be included in counselor training programs. Please return the completed instrument at the earliest possible date.

Enclosed for your information is a copy of the Minimum Competency Requirements as adopted by the Tennessee State Board of Education. The competencies you have identified are under area VI Vocational and Career Development. Thank you again for such splendid cooperation throughout this project.

Sincerely,

W. Charles Graves
Guidance Coordinator

WCG:in

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT
COMPETENCIES FOR SECONDARY SCHOOL COUNSELORS GRADES 7-12

DELPHI PROBE NUMBER THREE

Accompanying each of the statements (a) are your previous response (b), the consensus response (c), and spaces to record your new response (d) and the reason for the variation between your new response from the consensus response if indeed there is a variation. New statements suggested by respondents are included for your reactions, also.

The rating scale is the same as in the first questionnaire: 5 - of extremely high importance; 4 - of high importance; 3 - of medium importance; 2 - of low importance; 1 - no opinion; and 0 - not needed.

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
1. The counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.		3		
2. The counselor can list components which are necessary for the center.		4		
3. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.		4		
4. The counselor can demonstrate the use of hardware and software for providing career information to clients.		4		
5. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.		5		
6. The counselor can demonstrate the use of a classification system through on-site job observations in business and industry.		4		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
7. The counselor can, with the instructors' assistance, identify job traits and requirements gained from on-site job observations.		4		
8. The counselor can hold a conference with a student during which job traits and requirements are analyzed.		5		
9. The counselor can prepare local job descriptions based on on-site job observation and analysis.		4		
10. The counselor can list and describe the fifteen U.S.O.E. career clusters.		3		
11. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.		3		
12. The counselor can, with the instructors' assistance, demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.		4		
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.		4		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
14. The counselor can plan and conduct on-site surveys of job opportunities in the community.		5		
15. The counselor can relate employment opportunities to individuals with special characteristics.		5		
16. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.		5		
17. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.		5		
18. The counselor can list the objectives of an apprenticeship program.		4		
19. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.		4		
20. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.		4		
21. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.		5		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
22. The counselor can plan and implement a short course on job-acquisition skills.		5		
23. The counselor can demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.		4		
24. The counselor can demonstrate the process of job choice and selection working with actual clients.		4		
25. The counselor can list employees in business, industry, and community agencies who are associated with training, referral and job placement.		4		
26. The counselor can demonstrate the ability to write brief job descriptions of employees in business, industry, and community agencies.		3		
27. The counselor can demonstrate the utilization of representatives from business, industry, and the community in situations involving a variety of clients.		4		
28. The counselor can list the general functions of advisory committees in vocational-technical education.		3		

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
29. The counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.		4		
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.		4		
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.		4		
32. The counselor can prepare a comprehensive plan for a prevocational short-term exploratory experience.		4		

On the following pages are the competency statements suggested by some of you on the first probe. They are in the same format as the previous probe. Please rank them according to the degree of importance you place on them.

Statement (a)	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
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.		4		
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.		4		
35. The counselor can test for skill trades and technical careers.		4		
36. The counselor can establish a follow-up program of students after they leave school.		4		
37. The counselor can maintain an active placement service for students during their school years and after their graduation.		4		
38. The counselor can sell career training to educators, students, parents, employers, etc.		5		
39. The counselor can conduct classes in job opportunities for all types of students.		4		

	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
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.		3		
41. The counselor can prepare information on the capital investment that is needed to establish a business.		3		
42. The counselor can, above, all, relate to people.		5		
43. The counselor can remember that his main function is to be available for counseling.		5		
44. The counselor can demonstrate an ability for public speaking		4		
45. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.		4		
46. The counselor can demonstrate a general knowledge of employee benefits.		4		
47. The counselor can demonstrate a general knowledge of how unions work.		3		

	Your Previous Response (b)	Consensus Response (c)	Your New Response (d)	Reason for Variation Between (c) and (d)
48. The middle school counselor can plan short courses identifying vocational programs offered in high schools.		4		
49. The counselor can develop interpersonal counseling skills one-to-one.		5		
50. The counselor can demonstrate group process skills with young people and adults.		4		
51. The counselor can demonstrate value and decision-making skill development.		4		
52. The counselor can demonstrate an awareness of the drop-out problem.		4		
53. The counselor can select tests to assist in developing career selection and potentials.		4		
54. The counselor can conduct follow-up studies of student placement.		5		
55. The counselor can assist the student in developing a realistic and flexible employability plan.		4		

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Comprehensive Vocational Education
243 CORDELL HULL BUILDING
NASHVILLE 37219

March 25, 1974

Dear Participant:

On March 13, 1974, the third and final Delphi Probe was mailed to you. Perhaps you have been too busy to respond to it. I would appreciate it very much if you would take a few minutes to mark it now that it has been brought to your attention. A one hundred percent return was accomplished on the second Delphi Probe. It is hoped that there will be a one hundred percent return on this Delphi Probe without having to bother you with follow-up telephone calls.

Thank you again for your faithful participation in this project.

Sincerely,

W. Charles Graves
Guidance Coordinator

WCG:jsg

APPENDIX I

Tables X Through XIV

TABLE X

NUMBER OF RESPONSES AND CONSENSUS FOR EACH RATING BY COMPETENCY STATEMENT FOR PROBE 1

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Developing and maintaining a self-directed career education information center.[a]							
1. The counselor will develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.	1	0	5	(17)	9	4	36
2. The counselor will list and justify components which are necessary for the center.	1	0	1	9	(18)	7	36
3. The counselor will select materials to be used for self-awareness, educational awareness, and career awareness.	0	0	0	6	(15)	14	35
4. The counselor will demonstrate the use of hardware and software for providing career information to clients.	0	0	4	6	(18)	8	36
Developing job descriptions from job analyses.[a]							
5. The counselor will select and justify a classification system of jobs which will enable him to discuss such with his clients.	1	2	1	9	9	(13)	35

TABLE X (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
6. The counselor will demonstrate the use of the classification system through on-site job observation in business and industry.	0	2	3	5	(14)	12	36
7. The counselor will identify job traits and requirements gained from on-site job observation.	0	1	2	3	(16)	14	36
8. The counselor will hold a conference with a client during which job traits and requirements are analyzed.	0	0	0	4	11	(20)	35
9. The counselor will prepare job descriptions based on on-site job observation and analysis.	1	1	1	11	(13)	9	36
Assisting students in utilizing career clusters and career ladders.							
10. The counselor will list the fifteen U.S.O.E. career clusters	3	4	2	11	(12)	4	36
11. The counselor will develop a job ladder for a minimum of one job in each cluster.	1	3	2	(15)	13	2	36
12. The counselor will develop and demonstrate an instructional plan for career awareness based on one U.S.O.E. career cluster.	1	4	1	5	(17)	7	35

TABLE X (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
13. The counselor will demonstrate the use of the DICTIONARY OF OCCUPATIONAL TITLES, OCCUPATIONAL OUTLOOK HANDBOOK, and OCCUPATIONAL DICTIONARY in gathering information on career clusters and career ladders.	0	0	0	10	(16)	10	36
Compiling and disseminating information on employment opportunities, job requirements and on public and private vocational technical, apprenticeship, and academic training programs.							
14. The counselor will plan and conduct on-site surveys of job opportunities in the the community.	0	0	1	1	10	(24)	36
15. The counselor will relate employment opportunities to individuals with special characteristics.	0	0	0	2	8	(26)	36
16. The counselor will identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.	0	0	0	1	9	(26)	36
17. The counselor will develop and demonstrate plan to increase career information seeking behavior of students.	0	0	0	7	8	(20)	35

TABLE X (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
18. The counselor will list the objectives of five apprenticeship programs.	0	2	4	13	(15)	1	35
19. The counselor will identify the basic qualifications or characteristics of five approved apprenticeship programs.	0	2	2	9	(17)	5	35
Developing and coordinating a job placement program.							
20. The counselor will list the procedures to follow for gaining entry into five apprenticeship programs.	0	2	2	7	(12)	12	35
21. The counselor will identify the agencies (Federal, State, Local) which provide employment information and placement services.	0	0	0	6	10	(19)	35
22. The counselor will plan and implement a short course on job-acquisition skills.	0	0	2	5	11	(17)	35
23. The counselor will demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.	0	0	4	10	(11)	10	35
24. The counselor will demonstrate the process of job choice and selection working with actual clients.	0	1	0	3	(19)	12	35

TABLE X (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.							
25. The counselor will list representatives from business, industry and community agencies who are associated with training, referral and job placement.	0	1	0	6	(16)	12	35
26. The counselor will write job descriptions of representatives from business, industry, and community agencies who are associated with training, referral and job placement.	3	3	4	(14)	8	3	35
27. The counselor will demonstrate the utilization of representatives from business, industry and the community in situations involving a variety of clients.	0	1	0	8	(14)	13	36
28. The counselor will list three general functions of advisory committees in vocational-technical education.	2	3	5	(14)	9	3	36
Assisting in planning and implementing a developmental career education program, including pre-vocational programs.							
29. The counselor will identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.	1	1	2	9	(12)	11	36

TABLE X (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
30. The counselor will 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.	1	1	0	11	(12)	10	35
31. The counselor will, given an occupational area, organize in writing a career education lesson plan complete with general goals, objectives, related activities, and evaluations.	1	0	3	9	(12)	11	36
32. The counselor will prepare a comprehensive plan for a pre-vocational short-term job internship experience.	0	4	1	8	(16)	6	35

[a] Minimum Competency Requirement Statements Under Category VI. Vocational and Career Development (Appendix B)

O= Consensus rating for each competency statement.

TABLE XI

NUMBER OF RESPONSES AND CONSENSUS FOR EACH RATING BY COMPETENCY STATEMENT FOR PROBE 2

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Developing and maintaining a self-directed career education information center.							
1. The counselor can develop a floor plan for the arrangement of equipment and materials in a self-directed career education information center.	0	0	4	(24)	5	3	36
2. The counselor can list components which are necessary for the center.	0	0	2	2	(24)	8	36
3. The counselor can assist the instructor in selecting materials to be used for self-awareness, educational awareness, and career awareness.	0	0	0	1	(21)	13	35
4. The counselor can demonstrate the use of hardware and software for providing career information to clients.	0	0	2	4	(24)	6	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Developing job descriptions from job analyses							
5. The counselor can understand and apply knowledge of a classification system of jobs which will enable him to discuss such with his clients.	0	2	0	2	8	(24)	36
6. The counselor can demonstrate the use of a classification system through on-site job observations in business and industry.	0	1	0	3	(26)	6	36
7. The counselor can with the instructors' assistance, identify job traits and requirements gained from on-site job observations.	0	0	0	1	(24)	11	36
8. The counselor can hold a conference with a student during which job traits and requirements are analyzed.	0	0	0	0	4	(32)	36
9. The counselor can prepare local job descriptions based on on-site job observation and analysis.	0	1	1	5	(22)	7	36
Assisting students in utilizing career clusters and career ladders.							
10. The counselor can list and describe the fifteen U.S.O.E. career clusters.	2	0	2	(24)	6	2	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
11. The counselor can, with the instructors' assistance, develop a job ladder for a minimum of one job in each cluster.	0	1	0	(27)	6	2	36
12. The counselor can, with the instructors' assistance demonstrate an instructional plan for career exploration based on one U.S.O.E. career cluster.	0	1	0	3	(28)	4	36
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.	0	0	0	5	(24)	7	36
Compiling and disseminating information on employment opportunities, job requirements and on public and private vocational,technical, apprenticeship, and academic training programs.							
14. The counselor can plan and conduct on-site surveys of job opportunities in the community.	0	0	1	1	2	(32)	36
15. The counselor can relate employment opportunities to individuals with special characteristics.	0	0	0	1	2	(33)	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
16. The counselor can identify training opportunities in area vocational-technical schools, technical institutes, community colleges, and other public and private sources.	0	0	0	0	2	(34)	36
17. The counselor can develop and demonstrate a plan to increase career information seeking behavior of students.	0	0	0	1	6	(29)	36
18. The counselor can list the objectives of an apprenticeship program.	0	0	3	6	(26)	1	36
19. The counselor can identify the basic qualifications or characteristics of an approved apprenticeship program.	0	0	0	5	(27)	4	36
20. The counselor can list the procedures to follow for gaining entry into apprenticeship programs.	0	0	1	4	(20)	11	36
Developing and coordinating a job placement program.							
21. The counselor can identify agencies (Federal, State, Local) which provide employment information and placement services.	0	0	0	3	1	(32)	36
22. The counselor can plan and implement a short course on job-acquisition skills.	0	0	0	0	5	(31)	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
23. The counselor can demonstrate a knowledge of labor laws and work restrictions as they apply to specific clients and sources of legal information.	0	0	2	8	(21)	5	36
24. The counselor can demonstrate the process of job choice and selection working with actual clients.	0	1	0	2	(22)	11	36
Identifying, understanding, and relating to others with whom the counselor will work in industry, business, and community agencies.							
25. The counselor can list employees in business industry and community agencies who are associated with training, referral and job placement.	0	0	0	2	(26)	7	35
26. The counselor can demonstrate the ability to write brief job descriptions of employees in business, industry and community agencies.	1	0	2	(24)	6	2	35
27. The counselor can demonstrate the utilization of representatives from business, industry, and the community in situations involving a variety of clients.	0	0	0	3	(26)	6	35
28. The counselor can list the general functions of advisory committees in vocational-technical education.	0	2	4	(24)	4	2	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Assisting in planning and implementing a developmental career education program, including prevocational programs.							
29. The counselor can identify basic definitions and characteristics of career education as they relate to the needs of youth and the community.	0	0	1	2	(25)	8	36
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.	0	0	1	5	(25)	5	36
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.	0	0	0	2	(28)	6	36
32. The counselor can prepare a comprehensive plan for a prevocational short-term exploratory experience.	0	1	0	4	(29)	2	36

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
Additional competencies suggested by participants from first probe.							
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.	0	0	0	8	(17)	7	32
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.	0	0	0	5	(16)	12	33
35. The counselor can test for skill trades and technical careers.	0	1	2	8	(18)	4	33
36. The counselor can establish a follow-up program of students after they leave school.	0	0	1	1	(18)	12	32
37. The counselor can maintain an active placement service for students during their school years and after their graduation.	0	0	1	5	(15)	12	33
38. The counselor can sell career training to educators, students, parents, employers, etc.	0	0	1	2	11	(18)	32
39. The counselor can conduct classes in job opportunities for all types of students.	0	1	1	8	(17)	8	35

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
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.	1	0	3	(18)	9	4	35
41. The counselor can prepare information on the capital investment that is needed to establish a business.	3	0	5	(17)	6	4	35
42. The counselor can, above all, relate to people.	0	0	0	1	3	(31)	35
43. The counselor can remember that his main function is to be available for counseling.	1	0	1	0	9	(24)	35
44. The counselor can demonstrate an ability for public speaking.	0	0	0	10	(17)	8	35
45. The counselor can demonstrate first-hand knowledge of the attitudes and objectives of employers.	0	0	0	1	(21)	13	35
46. The counselor can demonstrate a general knowledge of employee benefits.	0	0	3	13	(13)	6	35
47. The counselor can demonstrate a general knowledge of how unions work.	0	0	2	(18)	14	1	35
48. The middle school counselor can plan short courses identifying vocational programs offered in high schools.	0	0	1	6	(16)	12	35

TABLE XI (Continued)

Competency Statement	0-Not Needed	1-No Opinion	2-Of Low Importance	3-Of Medium Importance	4-Of High Importance	5-Of Extremely High Importance	TOTAL
49. The counselor can develop interpersonal counseling skills one-to -one.	0	0	1	6	9	(19)	35
50. The counselor can demonstrate group process skills with young people and adults.	0	0	0	7	(15)	13	35
51. The counselor can demonstrate value and decision-making skill development.	0	1	1	4	(16)	13	35
52. The counselor can demonstrate an awareness of the drop-out problem.	1	0	0	5	(16)	13	35
53. The counselor can select tests to assist in developing career selection and potentials.	0	0	1	5	(18)	11	35
54. The counselor can conduct follow-up studies of student placement.	0	0	2	4	13	(16)	35
55. The counselor can assist the student in developing a realistic and flexible employ-ability plan.	0	0	0	1	(18)	15	34

0 = Consensus rating for each competency statement.

TABLE XII

PERCENTAGE OF RESPONDENTS SELECTING MODE ON EACH PROBE

Competency	Probe 1		Probe 2		Probe 3	
	Mode	%	Mode	%	Mode	%
1	3	47.2	3	66.7	3	84.4
2	4	50.0	4	66.7	4	84.4
3	4	42.9	4	60.0	4	71.9
4	4	50.0	4	66.7	4	81.3
5	5	37.1	5	66.7	5	81.3
6	4	38.9	4	72.2	4	78.1
7	4	44.4	4	66.7	4	84.4
8	5	57.1	5	88.9	5	87.5
9	4	36.1	4	61.1	4	71.9
10	4	33.3	3	66.7	3	75.0
11	3	41.7	3	75.0	3	78.1
12	4	48.6	4	77.8	4	78.1
13	4	44.4	4	66.7	4	71.9
14	5	66.7	5	88.9	5	90.6
15	5	72.2	5	91.7	5	84.4
16	5	72.2	5	94.4	5	93.8
17	5	57.1	5	80.6	5	81.3
18	4	42.9	4	72.2	4	75.0
19	4	48.6	4	75.0	4	81.3
20	4	57.1	4	55.6	4	71.9
21	5	54.3	5	88.9	5	87.5
22	5	48.6	5	86.1	5	84.4
23	4	31.4	4	58.3	4	71.9
24	4	54.3	4	61.1	4	68.8
25	4	45.7	4	74.3	4	81.3
26	3	40.0	3	68.6	3	78.1

TABLE XII (Continued)

Competency	Probe 1		Probe 2		Probe 3	
	Mode	%	Mode	%	Mode	%
27	4	38.9	4	72.2	4	84.4
28	3	38.9	3	66.7	3	81.3
29	4	33.3	4	69.4	4	78.1
30	4	34.3	4	69.4	4	78.1
31	4	33.3	4	77.8	4	84.4
32	4	45.7	4	80.6	4	87.5
33			4	53.1	4	84.4
34			4	48.5	4	59.4
35			4	54.5	4	78.1
36			4	56.3	4	65.6
37			4	45.5	4	59.4
38			5	56.3	5	71.9
39			4	48.6	4	81.3
40			3	51.4	3	84.4
41			3	48.6	3	75.0
42			5	88.6	5	93.8
43			5	68.6	5	78.1
44			4	48.6	4	75.0
45			4	60.0	4	84.4
46			4	37.1	4	62.5
47			3	51.4	3	68.8
48			4	45.7	4	78.1
49			5	54.3	5	75.0
50			4	42.9	4	68.8
51			4	45.7	4	65.6
52			4	45.7	4	71.9
53			4	51.4	4	71.9
54			5	45.7	5	75.0
55			4	52.9	4	68.9

TABLE XIII

MEAN RATING OF COMPETENCIES ON EACH PROBE

Competency #	Consensus	Probe 1	Probe 2	Probe 3
1	3	3.250	3.194	3.063
2	4	3.778	4.056	4.031
3	4	4.229	4.343	4.219
4	4	3.833	3.944	4.063
5	5	3.771	4.444	4.625
6	4	3.861	4.000	4.094
7	4	4.111	4.278	4.156
8	5	4.457	4.889	4.844
9	4	3.694	3.917	4.000
10	4	3.028	3.056	2.969
11	3	3.167	3.222	3.094
12	4	3.543	3.944	3.875
13	4	4.000	4.056	3.969
14	5	4.583	4.806	4.844
15	5	4.667	4.889	4.781
16	5	4.964	4.944	4.938
17	5	4.371	4.778	4.750
18	4	3.257	3.694	3.719
19	4	3.600	3.972	3.813
20	4	3.857	4.139	3.969
21	5	4.371	4.806	4.781
22	5	4.229	4.861	4.813
23	4	3.771	3.806	3.906
24	4	4.171	4.167	4.250
25	4	4.086	4.143	4.188
26	3	2.857	3.143	3.063
27	4	4.056	4.111	4.031
28	3	2.917	3.000	2.813
29	4	3.750	4.111	4.000
30	4	3.771	3.944	3.938

TABLE XIII (Continued)

Competency #	Consensus	Probe 1	Probe 2	Probe 3
31	4	3.778	4.111	4.031
32	4	3.543	3.861	3.875
33	4		3.969	4.094
34	4		4.212	4.156
35	4		3.667	3.938
36	4		4.281	4.188
37	4		4.152	4.156
38	5		4.438	4.656
39	4		3.857	3.969
40	3		3.314	2.906
41	3		3.000	2.781
42	5		4.857	4.938
43	5		4.514	4.594
44	4		3.943	3.813
45	4		4.343	4.094
46	4		3.629	3.844
47	3		3.400	3.188
48	4		4.114	3.938
49	5		4.314	4.656
50	4		4.171	4.125
51	4		4.114	4.000
52	4		4.114	4.000
53	4		4.114	4.063
54	5		4.229	4.625
55	4		4.412	4.250

TABLE XIV

STANDARD DEVIATION OF RESPONSES ON EACH PROBE

Competency #	Probe 1	Probe 2	Probe 3
1	1.025	0.749	0.504
2	0.989	0.715	0.400
3	0.731	0.539	0.491
4	0.910	0.715	0.435
5	1.308	1.027	0.942
6	1.150	0.717	0.466
7	0.979	0.513	0.369
8	0.701	0.319	0.448
9	1.142	0.841	0.622
10	1.444	0.984	0.933
11	1.108	0.681	0.641
12	1.336	0.674	0.751
13	0.756	0.583	0.538
14	0.692	0.624	0.574
15	0.586	0.398	0.553
16	0.525	0.232	0.246
17	0.808	0.485	0.568
18	0.919	0.668	0.523
19	1.006	0.506	0.397
20	1.141	0.723	0.538
21	0.770	0.577	0.608
22	0.910	0.351	0.471
23	1.003	0.749	0.530
24	0.822	0.775	0.508
25	0.887	0.494	0.397
26	1.353	0.845	0.878
27	0.924	0.523	0.400
28	1.317	0.828	0.592
29	1.204	0.622	0.568

TABLE XIV (Continued)

Competency #	Probe 1	Probe 2	Probe 3
30	1.140	0.630	0.564
31	1.149	0.465	0.400
32	1.172	0.639	0.336
33		0.695	0.390
34		0.696	0.628
35		0.890	0.564
36		0.683	0.644
37		0.795	0.628
38		0.759	0.653
39		0.912	0.538
40		0.993	0.777
41		1.260	0.906
42		0.430	0.246
43		1.011	1.012
44		0.725	0.471
45		0.539	0.390
46		0.877	0.677
47		0.651	0.535
48		0.796	0.564
49		0.867	0.701
50		0.747	0.554
51		0.932	0.842
52		0.993	0.880
53		0.758	0.619
54		0.877	0.751
55		0.557	0.508

VITA

William Charles Graves was born in Perry County, Alabama on October 20, 1940, to Mr. and Mrs. Howard Oran Graves. He was educated in the elementary schools of Mobile, Alabama and the secondary schools of Tuscaloosa, Alabama and was graduated from Tuscaloosa High School in 1959 with a major in auto mechanics obtained through the cooperative vocational education program.

He attended Central Wesleyan College from 1959 to 1964 at which time he received the Bachelor of Arts degree with a major in psychology and a minor in natural science. During his college years, he was chief mechanic in charge of the college's fleet of vehicles. Between 1962 and 1968, he served in the Medical Corps of the United States Army Reserves.

Between the years of 1964 and 1966 he worked as a junior high counselor and was in charge of adult testing for the Pickens County, South Carolina Schools, and obtained the Master of Arts degree in counseling and guidance from the University of Alabama in 1966.

Between 1966 and 1971 he worked in the Tuscaloosa City Schools as a junior high science teacher, junior high school counselor, and high school vocational counselor. During this time he was also a partner in an automobile sales and service business.

He entered the University of Tennessee Vocational-Technical Education graduate program in 1971 and received the Doctor of Education degree in August, 1974. In August of 1973 he was appointed to the position of Educational Specialist II on the Comprehensive Vocational Education Task Force.

He has served as president of the Tuscaloosa, Alabama Guidance Association, editor of the guidance section of the newsletter for the Alabama Vocational Association, legislative representative to the Alabama Education Association, and president of the 1500-member Alabama Vocational Association. He holds membership in the Tennessee Vocational Association, Tennessee Education Association, American Vocational Association, and Phi Delta Kappa.

He is married to the former Lydia Jeanette Stamey of High Point, North Carolina. They have two sons, Jeff and Rick, and one daughter, Gina.