To the Graduate Council:

I am submitting herewith a thesis written by Jeffery L. Buchanan entitled "Counselor Competence and the Sixteen Personality Factor Questionnaire." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Vocational Rehabilitation Counseling.

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COUNSELOR COMPETENCE AND THE SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

Jeffery L. Buchanan

June 1974

ACKNOWLEDGMENTS

I wish to thank the members of my committee, Dr. James Miller, Dr. John Ray, and Dr. Robert Kronick, for their advice, guidance, and support in the writing of this thesis. Special gratitude is extended to Dr. James Miller for his encouragement and recommendations and S. Wayne Mulkey for his time and energy.

I wish to also thank my typist, Ms. Jean Dyer, for her long hours of concerted and helpful suggestions.

Special appreciation is extended to my wife, Paula Buchanan, for her patience and understanding during the creation of this project.

1146907

ABSTRACT

The purpose of this study was to determine if personality differences existed between two groups of counselor trainees, one rated "competent" and the other "less competent" by their practicum supervisors. Twenty-five first quarter students in Rehabilitation Counselor Education at The University of Tennessee in Knoxville were administered the Sixteen Personality Factor Questionnaire (16 PF). After four quarters of counseling practicum and related course work, the subjects were rated by two counselor practicum supervisors with regard to competencies. The top eight subjects plus ties and the bottom eight subjects plus ties were singled out. A comparison between these two groups was then made on the basis of the 16 PF scores, GPA, and GRE scores. The statistical measure used was the *t*-test.

The results revealed on statistically (.05) significant difference on Factor I of the 16 PF. This factor measured the concept of "tough-mindedness" vs "tender-mindedness." The "competent" counselors tended to be more "tender-minded" or sensitive individuals. The importance of this concept was discussed and recommendations for further research were made.

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CHAPTER I

INTRODUCTION

Counselor educators have been continually confronted by the question of selection of potential candidates in their training programs. As the need for more counselors expands, this issue takes on added critical dimensions (Kazienko and Neidt, 1962). Stoughton (1957) stated that colleges and universities are morally obligated to society to utilize selection procedures which will increase the probability that only those candidates who have the greatest potential for success enter into training. Truax (1970) also feels there is a definite need to weed out those individuals who do not represent prime material for potential effective counselors. With this in mind, an examination of past and current selection procedures may help develop a clearer perspective into the problem of trainee selection.

The most recent survey of admission policies in counselor education was conducted by Gimmestad and Goldsmith (1973). It concluded, as did the majority of former studies, that selection into counselor training programs continues to be dominated by indicators of academic success, e.g., undergraduate grade point average, the Graduate Record Examination and/or the Miller Analogies Test. Other devices for profiling academic

success include interviews, letters of recommendation, and an undergraduate preferred major of psychology or education (American Psychological Association, 1954 Patterson, 1962; Wellman, 1955). Wellman (1955) goes on to comment that of the 126 surveys received, only four reported that their program for selection was adequate.

If academic achievement is not an adequate measure, then what added dimension would increase the relevancy of selection criteria? The personality of the potential candidate has completely escaped the grasp of most selection procedures (Keppers, 1961). There is indeed a distinct and very real possibility that the academic performance of counselor trainees is not immediately related to their competence as helpers (Joslin, 1965). With this being the case, it would seem that one possible avenue for further research would be a determination of personality traits related to effective counseling.

There seems to be unanimous agreement that the personality of the counselor is one of the most crucial components in determining effective counselors (Allen, 1967). Allen contends that further research in this area is warranted. Foulds (1971) reiterates this belief by suggesting that efforts should be continued to determine personality characteristics related to facilitative counselors. Perhaps, L. F. Asa (1967) best summarizes the need for further research in this area when he says:

> Selection of candidates for counselor education would be simplified if it were shown that individuals with a given personality profile tended to become good counselors while individuals with other kinds of personality profiles tended to become inferior counselors (p. 324).

Others who advocate the need for additional research in this area include: Arbuckle, 1958; Cottle, 1953; Donnan, Harlan and Thompson, 1969; Heikkinen, 1973; Hill and Green, 1960; Jansen, Robb and Bonk, 1970; O'Hearn and Arbuckle, 1964; Patterson, 1958 and 1967; and Wrenn, 1952.

I. STATEMENT OF THE PROBLEM

There is no appropriate and/or adequate personality instrument which can be utilized in the screening procedure for the Rehabilitation Counselor Education Program at The University of Tennessee.

II. STATEMENT OF THE PURPOSE

It was the primary purpose of this study to determine if there are significant differences between competent and incompetent counselor trainees, as rated by their supervisors, on any of the personality factors measured by the Sixteen Personality Factor Questionnaire (16PF) (Cattell, Eber, and Tatsuoka, 1970).

III. SIGNIFICANCE OF THE STUDY

Determining that personality differences do exist between competent and incompetent counselors has tremendous implications for counselor educators faced with the arduous task of selecting the candidates who have the best chances for being effective helpers. If fundamental differences do, in fact, exist, then, the 16 PF Questionnaire could be utilized in making decisions with regard to applicants to the counselor training program. This could prove to be an invaluable selection tool.

IV. DELIMITATIONS

This study was limited to 25 rehabilitation counselor trainees at The University of Tennessee in Knoxville who began their graduate work in September 1972 and graduated winter 1974 with a Master of Science Degree.

V. ASSUMPTIONS

1. It was assumed that the 16PF was a suitable instrument for personality assessment with the population under investigation.

2. It was assumed that the subjects all had an equal opportunity to benefit from the training experience.

3. It was assumed that the counselor supervisors could recognize competent counselors and assess the effectiveness of one trainee as compared to another.

VI. NULL HYPOTHESIS

There will be no significant differences in mean values for each of the 16 primary source traits at the .05 level of confidence as measured by the 16 PF between those counselor trainees rated competent and those rated less competent by their supervisors.

VII. DEFINITION OF TERMS

Counselor-trainee. A student enrolled in the Rehabilitation Counselor Education Program (RCE) at The University of Tennessee.

Supervisor. A practicum instructor in RCE at The University of Tennessee.

Counseling skills. Those dimensions which, when communicated by the counselor, contribute to constructive client outcome, i.e., the transmission of empathy, warmth, regard, respect, genuineness, concreteness of expression, self-disclosure, and openness (Carkhuff, 1969).

Case recording. The ability of the counselor to keep with dispatch accurate and detailed accounts of client contacts.

Creativity. The ability to invent and develop appropriate approaches to individual clients' problem areas.

Interest. Demonstration of attention, intellectual curiosity, and concern for self-improvement and the welfare of the client. Interest was evidenced in (1) punctuality in keeping appointments, (2) attendance and preparation for practicum supervision, (3) seeking additional supervisory assistance, (4) usage of practicum critique, and (5) follow-up in case work.

Persistence. Continual effort despite any opposition. Persistence was observed in (1) repeated attempts to contact a client, (2) not giving up when encountering an uncooperative client.

General efficacy. Demonstration of overall effectiveness in (1) the ability to develop and maintain counseling relationships, (2) client evaluation, (3) ability to use diagnostic information, both medical and psychological, and (4) job placement skills (Jones, Babcock and Dolecki, 1973).

Competence. A competent counselor functions at high levels in the following areas: counseling skills, case recording, creativity, interest, persistence, and general efficacy.

VIII. ORGANIZATION OF THE STUDY

Chapter I includes an introduction, statement of the problem, statement of the purpose, significance of the study, delimitations, assumptions, hypothesis, definition of terms, and organization of the study. Chapter II presents a review of the literature as it pertains to this investigation. Chapter III contains methods and procedures, subjects, instrumentation, and data analysis. Chapter IV presents the results of the study and discussion. Chapter V is a summary of the study with conclusions and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents a review of related research and literature. For the purposes of this study the research has been divided into four major categories. These are: research in counselor effectiveness, counselor characteristics, studies proposing selection devices other than standardized personality instruments, and surveys of current and past selection procedures.

I. COUNSELOR EFFECTIVENESS

The research in the area of counselor effectiveness deals with a wide variety of instruments and procedures. One obstacle that has persistently cropped up is the question: what is effectiveness? Walton and Sweeney (1969) reported that the majority of the studies have overcome this obstacle with a reliance upon ratings of effectiveness by supervisors, peers, and administrators. They go on to say, however, that effectiveness, being the slippery concept that it is, has not been defined sufficiently to allow for substantiation across similar studies. Consequently, researchers have had to be satisfied with limited generalization.

Brams (1961) investigated the idea that effective counseling is due to more than the techniques the counselor employs. Using the Minnesota Multiphasic Personality Inventory (MMPI), the Taylor Manifest Anxiety Scale, the Index of Adjectives and Values, and the Berkley Public Opinion Questionnaire, he set out to determine if, in fact, a relationship between effective communication and personality traits did exist. Although no significant relationship existed, certain characteristics became evident. In general, trainees could be seen as sociable, self-confident, poised, dependable, secure, relatively well-adjusted, sensitive and outgoing.

Gruberg (1969) chose to study one personality characteristic--the tolerance of ambiguity and its relationship to effective counseling. The measure employed, in this case, was the Complexity Scale of the Omnibus Personality Inventory. It was shown that a high tolerance for ambiguity was related to more client-centered leads and low tolerance to a more directive counseling approach. Effectiveness was defined by the client-centered method, thus, those counselors possessing a high tolerance were rated as more effective.

Tolerance of ambiguity was researched further by Jackson, Mozelle, and Thompson (1971). Cognitive flexibility and attitudes toward self, most people, most clients and counseling were also added as possible determiners of counseling effectiveness. Although no differences between effective and ineffective counselors on cognitive flexibility and tolerance of

ambiguity were noted, effective counselors were shown to exhibit more positive attitudes toward self, most clients and counseling in general.

Whiteley, Sprinthall, Mosler, and Donaghy (1967) used the Rorschach, the Thematic Apperception Test, the Personal Differentiation Test, case studies depicting critical counseling situations, and a simulated counseling case to measure cognitive flexibility. A high correlation (.78) was found between these measures and supervisors' ratings of competence. In comparison, correlations between the Miller Analogies Test or the Graduate Record Examination (GRE) and supervisors' ratings were low at .09. A case was made for taking a closer look at current selection procedures.

Research on dogmatism and its relationship to counselor effectiveness has been prevalent in the literature. Steffre, King, and Leafgren (1962) used peer judgment to differentiate effective from ineffective counselors. Those counselors who were more readily chosen were less dogmatic as measured by the Rokeach Dogmatism Scale than those least chosen. Cahoon (1963), using 25 graduate students in practicum at Ohio State, found that the higher the experiencing level and the lower the dogmatism score the better the counseling relationship. Counselor attitudes were not significantly related to the counseling relationship. The Dogmatism Scale was used again in a study by Russo, Kelz, and Hudson (1964). Using coached clients, expert judges rated counselors as to overall effectiveness. The results were in line with the preceding

investigations. Good counselors are more open-minded. Mezzano (1969) verifies the above findings. He contends that there is a need to select reasonably open-minded counselor candidates and supports the development of open-mindedness in counselor education programs. Milliken (1965, 1967) researched the idea of prejudice and dogmatism and its relationship to effectiveness. While no significant relationship was evident between effectiveness and prejudice as measured by the Bogardus Ethic Distance Scale, counselors rated as "good" by their supervisors were shown to be less dogmatic.

The Minnesota Multiphasic Personality Inventory (MMPI) has also been used in the research involving counselor effectiveness. Snyder (1955) was able to indicate certain characteristics which differentiated good from poor clinical psychology students. The better students were more aggressive, independent, unconventional, more intellectual, social, less religious, less neurotic, and less prone to have feelings of inferiority. In general, the poorer students had more elevated MMPI scales. Daane (1955) came up with somewhat different results. In this study the more effective counselors, those able to deliver higher levels of empathy, were found to score higher on the neurotic and psychotic scales of the MMPI. Arbuckle (1956) used students who were chosen by their peers as individuals whom they would like to have as counselors. Those chosen demonstrated more normal profiles on the MMPI. For instance,

they scored lower on the Hypochondriasis (Hs), Depression (D), Paranoia (Pa), Hysteria (Hy), Schizophrenia (Sc), Social Introversion (Si), and Psychasthenia (Pt) scales. The most recent study found was by Heikkinen (1973). He discovered that effective counselors demonstrated a lower tendency to day-dream or to be verbally angular (Sc) and appeared more calm and efficient (Ma) than ineffective counselors. However, Heikkinen does admit that the MMPI is not a proven discriminator at this point.

Jansen, Robb, and Bonk (1970, 1972, 1972) have done some notable research in this area. In one study (1970) 34 female counselors from North Texas State were assessed on four measures. High rated female counselors were significantly more sensitive and possessed more verbal scholastic aptitude as determined by the Ohio State University Psychological Test than low rated females. They scored higher on the Comprehension and Expression sections of the Cooperative English Test, evidenced more positive, permissive and cooperative attitudes on the Minnesota Teacher Attitude Survey and scored higher on the Sociability, Objectivity, Emotional Stability and Restraint dimensions on the Guilford Zimmerman Temperament Survey. Similar results were obtained when peer rankings were used with both male and female counselors (1972). In another study (1972) practicum grades were shown to effectively discriminate between counselors. "A" students were significantly more understanding of others, more tolerant of weaknesses, better human relations experts and had higher scholastic aptitudes than those counselors who received either "B's" or "C's."

To what degree is counseling competence related to the trainees' level of knowledge? Joslin (1965) attempts to answer this question. Using an instrument designed for this study and containing material "logically related" to counseling and judges' ratings of tape-recorded interviews, Joslin found low correlations between level of knowledge and counseling competence. From this he concluded that course work alone is not an adequate indication of counseling competence. O'Hearn and Arbuckle (1964) are in agreement with this finding. Acceptable grade point average (GPA) and high scores on qualifying examinations were not related directly to counseling effectiveness.

Demos and Zuwaylif (1966) investigated the use of three instruments in counselor selection: Allport-Vernon-Lindzey Study of Values, Kuder Preference Record (Personal) and the Edwards Personal Preference Record. Of these, the Edwards was the only test which differentiated between counselors judged by their supervisors as being most and least successful. The most effective counselors scored higher on Nurturance and Affiliation and the least effective scored higher on the Autonomy, Abasement and Aggression dimensions. From these findings it could be concluded that the more competent counselors were more sensitive and perhaps more accepting than their more independent counterparts. Being sensitive to one's surroundings is certainly an important aspect of the counselor's role and contributes to therapeutic change. The authors recommended that the counselor-educator exercise

caution when using present psychological instruments for screening potential trainees.

Research by Combs and Soper (1963) on the perceptual organization of effective counselors offers a unique slant to the problem of selection. Rankings by 14 instructors of 29 counseling students were correlated with rankings of 12 perceptual inferences based on descriptions of human relations instances by the students. Effective counselors were more likely to perceive from their internal rather than external frame of reference; were oriented more toward people rather than things; perceived others as able than unable, dependable rather than undependable, friendly rather than unfriendly, worthy rather than unworthy; perceived himself as identified with people rather than apart, revealing rather than concealing; perceived his purpose as freeing rather than controlling, altruistic rather than narcissistic, concerned with larger meanings rather than smaller ones.

The Bennett Polydiagnostic Index was administered to 239 male counselor trainees to determine the self-concept, the motive forces, the values and the feelings about other people that counselors have (Kazienko and Neidt, 1962). "Good" counselors were differentiated from "poor" counselors by professional staff ratings. A composite personality of the good counselor was offered. Some of these include a perception of himself as intellectually able, serious of purpose, reserved of judgment, emotionally stable, friendly and kind. He

values tolerance and believes in progressiveness. He perceives others as sincere and honest, nervous and anxious, and generally understanding. Differences between those rated "poor" and those rated "good" were mainly ones of intensity along the same dimension.

Wicas and Mahan (1966) used three instruments in an attempt to isolate certain characteristics of high-rated counselors. The measures employed were The Ways of Life, Self-Description and the Structured Objective Rorschach Test (S-O-R-T). Two different test score patterns were established, one for the high-rated group and one for the low-rated group. Essentially, high rated counselors were found to be anxious, sensitive to the expectations of others and society, patient and nonagressive in interpersonal relationships and concerned about social progress but always with appropriate self-control. Some potentially undesirable characteristics were also evident: the lack of high scores on measures of originality and venturousness and the highly conservative nature of their orientation to social problems. The success of this study lies in the consistently different patterns of responses between the two groups.

The 16 PF Questionnaire has been used frequently in the research literature on counselor effectiveness. Miller (1965) attempted to demonstrate that there are certain personality variables conducive to the helping process, irrespective of formalized counseling technique. The subjects were 33 male undergraduate students at the University of Florida with no

formal training in helping. The counselees were the determiners of effectiveness. Certain personality tendencies were noted. Individuals viewed as more helpful displayed a high degree of enthusiasm (F+) and appeared more "knowable" and "open" to others. They also tended to be more conscientious (G+), persevering, more responsible, more interested in people and emotionally mature. A surprising result was that males perceived as more helpful scored lower on emotional stability (C-) than those perceived as less helping. This would seem contrary to common sense. One would tend to expect the more effective helpers to score in the emotionally stable direction, and the less effective helpers in the unstable direction. However, this factor coupled with the others depicting more helpful individuals ("open," "enthusiastic") may only indicate a certain inner sensitivity.

Another study making use of counselee perceptions of counselors was done by Thompson (1968). The Relationship Inventory was completed by the counselees and compared with the results on the 16 PF. The data suggest: (1) that the counselor who is outgoing, warm-hearted, and easy-going is likely to be perceived as offering unconditional positive regard; (2) the counselor who is venturesome, socially bold and uninhibited is perceived as offering a high degree of trust; and (3) the counselor who is tender-minded, dependent, overprotected and sensitive is perceived as offering a high level of congruence. Unconditional positive regard, trust, and congruence were all conducive to positive change in the client.

McClain (1968) administered the 16 PF to 137 high school counselors attending 5 NDEA institutes. Supervisor ratings were employed to establish effectiveness. The results show striking differences between women and men. Successful men were shown to be more outgoing, assertive, happy-go-lucky, venturesome and liberal in comparison with those rated as unsuccessful. The successful females were more reserved, humble, sober, shy and conservative than those rated unsuccessful. McClain further points out that the high-rated males seem to fit the popular masculine stereotype and the high-rated females, likewise, fit the feminine stereotype. It was speculated that failure to separate the sexes in the counseling effectiveness research has produced ambiguous results.

Donnan, Harlan, and Thompson (1969) in a publication of earlier research, Thompson (1968), demonstrated that the 16 PF scores were effective in discriminating between those counselors rated high and low as determined by the Relationship Inventory. Contrary to these findings, Sievers (1970) reported that in his research the primary factors of the 16 PF were not able to differentiate between effective and ineffective counselors. However, the two groups were not significantly similar when second order factors were assessed.

Wittmer and Lister (1971) compared the utility of the GRE and the 16 PF in determining counselor performance. When correlated with

supervisor ratings on counselor effectiveness, the GRE-Verbal received a coefficient of -.08 and the GRE-Quantitative received .12. The 16 PF regression equation correlated .41. These results emphasize the importance of personality variables to counselor performance.

The last study that will be reported in this section was one done by Myrick, Kelly and Wittmer (1972). The 55 subjects were rated by their individual supervisors on the Counselor Evaluation Rating Scale (CERS). Of the 16 factors, 8 were able to differentiate effective and ineffective student counselors in a counseling practicum. Factors A (Reserved vs Outgoing) and H (Shy vs Venturesome) were significant at the .01 level. Factors E (Humble vs Assertive) and I (Tough-minded vs Tender-minded) were significant at the .05 level. Factors C (Affected by feelings vs Emotionally Stable), F (Sober vs Happy-go-lucky), G (Casual vs Conscientious) and L (Trusting vs Suspicious) were significant at the .01 level. Unlike the study by McClain (1968), this investigation found the mean scores of the two sexes on all factors except G and M to be quite similar. The main impact of this study lies in the implication that the 16 PF seems to have some value in differentiating counselor effectiveness from ineffectiveness and could be helpful as an instrument used in the selection of counselor candidates.

This section has concerned itself with presenting a general overview to the recent research on counselor effectiveness. Studies using the

concepts of tolerance of ambiguity, cognitive flexibility, dogmatism, knowledge and perceptual organization were covered. The MMPI, the Edwards Personal Preference Schedule, and the 16 PF Questionnaire were common instruments used.

II. COUNSELOR CHARACTERISTICS

Most of the early work done in the determination of counselor characteristics was done by Cottle (1953), Cottle and Lewis (1954), and Wrenn (1952). Wrenn (1952) administered the Allport-Vernon-Lindzey Study of Values, the Guilford Zimmerman Temperament Survey, and the MMPI to 30 M.A. and Ph.D. candidates in counseling at the University of Minnesota. His subjects scored high on the Theoretical (males) and Religious (females) dimensions of the Allport-Vernon-Lindzey Study of Values and on the Restraint, Emotional Stability, Friendliness, Objectivity, and Personal Relations of the Guilford-Zimmerman Temperament Survey. The MMPI results weren't analyzed. Wrenn concludes "...individuals must be found who are socially sensitive, emotionally mature, and intellectually able (p. 11)." In his review of the literature Cottle (1953) remarks on the sporadic and unrelated studies of the personal characteristics of counselors. He does conclude, however, that:

> Interest inventories and structured personality inventories seem to offer a promising area of investigation in the identification of characteristics of counselors in various areas and at various levels within each area (p. 449).

Cottle and Lewis (1954) compared 65 male counselors with 65 male college students on the MMPI and the Guilford Zimmerman Temperament Survey. The scores on the MMPI indicated that counselors could be described as more pessimistic, more interested in feminine types of activities and more extroverted than the general population norm group. The Guilford scores were interpreted to indicate that counselors feel they are more objective in their outlook, more emotionally stable and have above average success in personal relations when compared to students in general.

It has often been advocated that the counselor be as psychologically healthy as possible. Foreman (1966), in a study on psychological health, attempted to differentiate normal and optimally healthy subjects on 11 criteria. The findings suggested that the optimally healthy individuals carried on a more active involvement with their environment and were more open to an admission of their personal problems. Small group discussion ratings as well as paper and pencil instruments were used.

Investigations have also centered around what counselor characteristics are preferred by most clients. McQuary (1964) surveyed a group of students and came up with the following preferred traits: understanding, a good background in counseling, interested, friendly, neat, calm, accepting, a good listener, and one who is warm. Grater (1964) discovered that client preferences for counselor characteristics were dependent upon the type of problem the counselee wanted to discuss. If the counselor was

perceived as warm, kind, accepting, and friendly, the client was more likely to focus on personal and social problems than if the counselor was perceived as knowledgeable, poised, logical, and efficient. Here, the importance of selecting the appropriate individual for the particular counseling job is emphasized and again the idea of sensitivity is evident. To initiate action toward a problem's solution the counselor must first gain the confidence of his counselee. He does this by offering himself as a warm and accepting listener.

The Edwards Personal Preference Schedule (EPPS) was employed in a study by Asa (1967). The 15 counselor-students differed from the college population norm. They were lower on the Succorance and Aggression dimensions and higher on Affiliation, Intraception and Change.

The American Personnel and Guidance Association (1963) in a statement of policy listed certain qualities they felt a counselor should possess. Some of these were: a belief in each individual, a commitment to individual human values (respect), an alertness to the world, open-mindedness, understanding of self, and integrity and professional competence. The APGA in addition recommended that selection criteria be applied to personal qualities.

Investigations have also tried to spotlight particular counselor groups, for instance, rehabilitation counselors. Sussman and Haug (1968) described the typical rehabilitation counselor recruit in terms of demographic

variables. The rehabilitation counseling student was a white male under 30 from a middle or working class background who has had a previous close experience with a disability. No specific vocational or educational experiences were noted. Foley and Proff (1965) attempted to compare NDEA Institute trainees and vocational rehabilitation counselors on four instruments--the Miller Analogies Test, the MMPI, the Edwards Personal Preference Schedule, and the Strong Vocational Interest Blank. The only significant difference was found on the Strong Vocational Interest Blank. On this rehabilitation counselors tended to score higher on the Psychologist, V. A. Psychologist, Clinical Psychologist, and Experimental Psychologist dimensions.

Hubele (1970) using the 16 PF Questionnaire researched the personality characteristics of counselors, administrators, teachers, and non-helping professionals. Counselors tended to be more sensitive, unpretentious, self-confident, calm, group-oriented, and possessed a higher level of intelligence when compared with the non-counselors.

A number of other investigations have also employed the 16 PF in this area. Donnan and Harlan (1968) administered the 16 PF to 41 school counselors and 41 school administrators. The counselors scored higher on ego strength (C), were more sensitive (I), more trusting (L), and tended to be more forthright (G). A comparison between rehabilitation counselors and non-rehabilitation counselors was made in a study by

Wittmer and Lister (1971). The results are far from flattering. Rehabilitation counselors were characterized as practical minded, conservative, other-centered, and depending heavily upon group norms for direction and reinforcement. Wehr and Wittmer (1973) found significant differences in four scales of the 16 PF when comparing paraprofessional trainees and counselor education students. Counselor education students were significantly more emotionally stable (C), more conscientious (G), more tough-minded (I), and more trusting and adaptable (L). It was speculated that since the paraprofessionals scored in a more sensitive direction, with more training comes less sensitivity. Caution must then be taken to not drag out our training programs but to draw in those individuals who exhibit the most sensitive personalities at the outset and capitalize on their counselor-like attributes.

The femininity or masculinity of counselor characteristics has frequently been debated. Farson (1954) made an argument for the notion that the counselor is indeed a woman. In his words:

> The counselor is a woman, yes, because ideally he has all the wonderful attributes our culture endorses in women. But he is also a man for experiencing these 'feminine' qualities in all their depth he finds they demand courage, intelligence, resourcefulness and strength he never imagined (p. 223).

McClain (1968) researched this idea further by administering the 16 PF to 75 male and 43 female high school counselors. A significant difference was noted for males in the feminine direction on warmth, trust, and

tender-mindedness. They also differed significantly from male norms on brightness, ego strength, adequacy, and tranquility. The females differed significantly from female norms only on trust and evidenced more masculine scores on assertiveness, venturesomeness, and practicality. McClain concludes:

> ...both the men and the women appear to possess in acceptable degrees the fundamental femininity and the requisite ego strength that Farson points to as appropriate for the successful counselor (p. 448).

Carkhuff and Berenson (1969) stated that the counselor is both a man and a woman. They contend that the helper who offers high levels of facilitative conditions (feminine) also offers high levels of action (masculine).

This section has covered recent research on counselor characteristics. Studies ranged from differences among other occupational groups and counselors to a discussion of the femininity or masculinity of counselor traits.

III. SELECTION DEVICES OTHER THAN STANDARDIZED INSTRUMENTS

Throughout the years researchers have attempted to devise their own instruments for selecting counselor candidates. Wilson (1956) investigated the work sample approach as an alternative to selecting graduate students. Hurst and Fenner (1969) discussed the use of the

marathon group as a possible screening device for counselor trainees. The results demonstrated that both student peers and professional trainers were able to predict comparative effectiveness successfully. Payne (1968) developed a test composed of interview excerpts as a possible predictor of counselor practicum performance. The results indicated a need to exercise caution when equating response tendencies on this instrument with actual interview responses. The counselors found it easier to give the appropriate responses on the instrument than on the interview situation. Rank (1966) devised an instrument, the Film Test of Counselor Perceptions (FTCP), which consisted of excerpts from ten counseling interviews, each with 15 to 20 statements about the client, counselor, and their interaction to be rated on a Likert-type scale. A significant relationship was found between post practicum counselor competence, as ranked by staff members, and pre-practicum test scores. Rank concluded that the FTCP could prove to be useful in prediction of counselor competence. Chournos (1970) attempted the construction and implementation of a counseling aptitude test. The instrument consisted of a 17-minute tape recording followed by three open-ended questions. A panel of six judges, all holding Ph.D's in counseling psychology or counselor education, evaluated these answers. After seven months of training the counselors were evaluated by their supervisors and rated for effectiveness. This instrument proved to be no more successful than measures of scholastic aptitude when predicting success. It was

recommended that further research be done to devise a counselor aptitude instrument that adequately measures the potential a trainee has for achieving the end goal of a counseling program.

IV. SURVEYS OF SELECTION PROCEDURES

The American Psychological Association (1954) conducted a survey of 21 universities offering counselor training programs to determine selection devices. Grade Point Average was used by 86 percent of the schools, an interview by 57 percent, letters of recommendation by 62 percent, the Miller Analogies Test by 57 percent, and the GRE by 38 percent. More than half of the schools surveyed were dissatisfied with the selection procedures.

Similar results were found by Wellman (1955) in his survey of selection practices among training programs in college personnel work and Santavicca (1959). Personality measures were found to be used by 12 percent of the guidance and counseling programs surveyed by Keppers (1961). Also in this investigation interviews and the GRE were used by 81 percent of the programs.

Patterson (1962), in a study of selection practices by rehabilitation counseling programs, stated that there are no reliable or adequate instruments which tap the characteristics important to effective counseling. He went on to suggest that there may be a variety of personality profiles

which could prove to be successful in selecting counselors.

Gimmestad and Goldsmith (1973) report that the predictors in use in graduate programs in counselor education are still heavily dependent upon indicators of prior academic success. So it would appear that counselor training programs are still using much the same admission criteria that were employed 20 years ago.

V. SUMMARY

This chapter has briefly reviewed research in four major areas: counselor effectiveness, counselor characteristics, studies proposing selection devices other than standardized personality instruments and surveys of current and past selection procedures. The effective counselor demonstrated a high tolerance for ambiguity, was more cognitively flexible, possessed less dogmatism, and exhibited high levels of warmth, respect, and genuineness besides a multitude of other characteristics. The research showed attempts at developing new selection procedures such as the work sample or marathon group. Finally, the evidence suggests that selection with regard to graduate counseling programs is ineffective. There is a definite need for an instrument which will discriminate the competent from the incompetent counselor on certain personality variables.

CHAPTER III

DESIGN OF THE STUDY

I. DESCRIPTION OF THE SAMPLE

The subjects in this investigation consisted of counselor trainees in the Rehabilitation Counselor Education Program at The University of Tennessee-Knoxville. Of the 27 classified as first quarter students, fall quarter 1972, 25 were available to participate. Of the two that were not included, one refused to participate, and the other showed up several months too late.

The sample consisted of 12 males and 13 females ranging in age from 19 to 30 years old ($\bar{X}$ = 23.16). The majority of the subjects were from Tennessee (12); however, other states were represented (Pennsylvania, Illinois, New Mexico, Florida, Georgia, Alabama, and Mississippi). Racially, the sample was predominately white with five blacks participating. When undergraduate majors were examined, it was discovered that the majority of the sample concentrated their efforts in psychology (N=9). Sociology and education majors made up the second largest group with four each. Other undergraduate majors included home economics, zoology, religion, music, history and physical

education. The Graduate Record Examination (GRE) scores for the entire sample were below the national norm of 500 for the Verbal and 500 for Quantitative (Anastasi, 1968). The mean scores for the sample were 430.8 Verbal and 430.4 Quantitative. In regard to marital status 18 subjects were single, 5 were married, and 2 divorced.

II. PROCEDURE

During the first month of the fall quarter, 1972, the sample was administered the 16 PF Questionnaire, Form A. The subjects then progressed through the four quarters of required practicum and course work. Practicum consisted of working with one to ten clients each week as well as participating in a supervision session for a minimum of three hours each week. During the supervised counseling sessions client and counselor growth were assessed by means of audio tapes, video playback, and live interview critiques. In addition to instruction in the various counseling approaches, the subjects were exposed to appropriate and inappropriate case recording techniques. The subjects were given a good deal of latitude in working with their clients and were encouraged to create new counseling strategies when appropriate. Clients were referred to the Rehabilitation Counseling Center from basically two sources--the Knoxville City and County Courts, and the regional Vocational Rehabilitation Office. Of the four counseling practicum supervisors at the Rehabilitation

Center, only two had had all the 25 subjects in their practicum groups. Therefore, it was these two individuals, one holding an Ed.D. in rehabilitation counseling, and the other a M.S. in rehabilitation counseling, who were responsible for rating the 25 trainees on competence after the completion of the four-quarter counseling practicum. Figure 1 is a summarized example of this rating scale with a high rating of "10" depicting competence and a low rating of "1" depicting incompetence.

Six criteria were considered in the rating of competence: counseling skills, case recording, creativity, interest, persistence, and general efficacy. Each criterion was rated on a ten-point scale; a total of 60 points could be obtained by each subject from each supervisor. Rating scores for each subject, as awarded by the two supervisors, were added together and ranked from high to low. In order to accentuate the difference between these two groups, "competent counselors" included the top eight trainees plus ties, and the "less competent counselors" contained the bottom eight trainees plus ties. The two groups were then compared on the basis of their 16 PF scores, GRE scores, and their undergraduate GPA averages. The statistical technique used was the *t*-test.

Even though the use of ratings by supervisors has been criticized by many as being too subjective, the literature is replete with research using this technique. Linden (1965), in his investigation using the Counselor Evaluation Inventory, claimed that ratings by expert judges,

Please rate the following counselor-trainee on the six criteria given using a scale from one (low) to ten (high).

Student	Counseling Skills	Case Recording	Interest	Creativity	Persistence	General Efficacy	$\bar{X}$	Total
A	8	9	6	7	5	5	6.00	36
B	6	7	5	5	5	5	5.00	28
C	8	7	8	6	7	7	7.33	44
D	7	6	6	7	7	7	6.50	39
.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	.

FIGURE 1

SUPERVISOR RATING SCALE

supervisors and/or peers were useful determiners of effectiveness. Other investigations which utilized ratings to determine competence were: Jansen, Robb and Bonk (1970); Joslin (1965); Kazienko and Neidt (1962); McClain (1968); Milliken (1965); Milliken and Patterson (1967); O'Hearn and Arbuckle (1964); and Russo (1964).

III. INSTRUMENTATION

The Sixteen Personality Factor Questionnaire (Cattell, Eber, and Tatsuoka, 1970) was chosen as the instrument for this study. Its purpose was to provide, in a relatively short testing time, information with regard to an individual's position on 16 primary personality factors.

Form A was chosen from six possible test forms as most appropriate for the sample studied. It consists of 187 three-choice items. The approximate time for administration is 45 to 60 minutes.

Dependability coefficients (2-7 day interval) on Form A ranged from .58 to .83 while stability coefficients (2 1/2 month interval) ranged from .35 to .80 on the 16 factors. Direct concept validities varied from .35 to .92 (Cattell and Eber, 1972).

Table I presents a list of the 16 bipolar scales of the 16 PF. For a more indepth description of each factor, refer to the Handbook for the Sixteen Personality Factor Questionnaire (Cattell, Eber, and Tatsuoka, 1970).

TABLE I

LIST OF THE SIXTEEN BIPOLAR SCALES ON THE 16PF

Factor	Low Score		High Score
A	Reserved, Detached	vs	Outgoing, Warmhearted
B	Less Intelligent	vs	More Intelligent
C	Affected by Feelings	vs	Emotionally Stable
E	Humble, Mild	vs	Assertive, Independent
F	Sober, Prudent	vs	Happy-go-lucky
G	Expedient, Evades Rules	vs	Conscientious, Persevering
H	Shy, Restrained	vs	Venturesome, Socially-bold
I	Tough-minded	vs	Tender-minded
L	Trusting	vs	Suspicious
M	Practical	vs	Imaginative
N	Forthright, Natural	vs	Shrewd, Calculating
O	Placid, Self-Assured	vs	Apprehensive, Worrying
Q_1	Conservative	vs	Experimenting
Q_2	Group-dependent	vs	Self-sufficient
Q_3	Undisciplined self-conflict, careless of protocol	vs	Controlled, socially precise
Q_4	Relaxed, tranquil	vs	Tense, Frustrated

IV. DATA ANALYSIS

After the 16 PF tests were scored the data were taken to The University of Tennessee Computer Center for a statistical analysis. The two tailed t-test was chosen to determine if significant differences between the mean raw scores on the 16 PF of those counselor-trainees rated "competent" and those rated "less competent" did exist. A .05 confidence level was used to test for significant differences between the two groups. In order to be significant at the .05 level, the value of t had to be greater than 2.12 for 16 degrees of freedom (df=N-2).

CHAPTER IV

RESULTS AND DISCUSSION

I. RESULTS

The null hypothesis stated that for each of the 16 primary factors on the Sixteen Personality Factor Questionnaire, no significant differences would be found between those counselor trainees rated "competent" and those rated "less competent" by their supervisors. A .05 level of significance was selected in order to determine acceptance or rejection of these hypotheses. Significance was stated by a t-value greater than 2.12 at this level.

An examination of the data in Table II reveals that one null hypothesis was rejected. A significant difference was noted on Factor I, tough-minded vs tender-minded. On this dimension the mean score for the "competent group" was 15.33 and for the "less competent" group 11.89. The t-value obtained for this factor was 2.29, indicating a significant difference at the .05 level. It is also noted that Factor H, "shy vs venturesome," approached significance. The "competent" group's mean score on this dimension was 17.00, and the less competent group's mean score was 12.89. While these mean scores do not differ significantly at

the .05 level, the results indicate that the "competent" group evidenced tendencies toward venturesomeness. An examination of Table II reveals no other significant findings.

II. DISCUSSION

Because this study yielded few statistically significant results, this does not necessarily imply a lack of valuable information. On the contrary, much useful data has been gathered. This section will concern itself with four basic areas: trends in the personality correlates of the competent versus the less competent counselor; an indepth look at Factor I and Factor H; demographic differences between the two groups; and an analysis of the ratings between the two practicum supervisors.

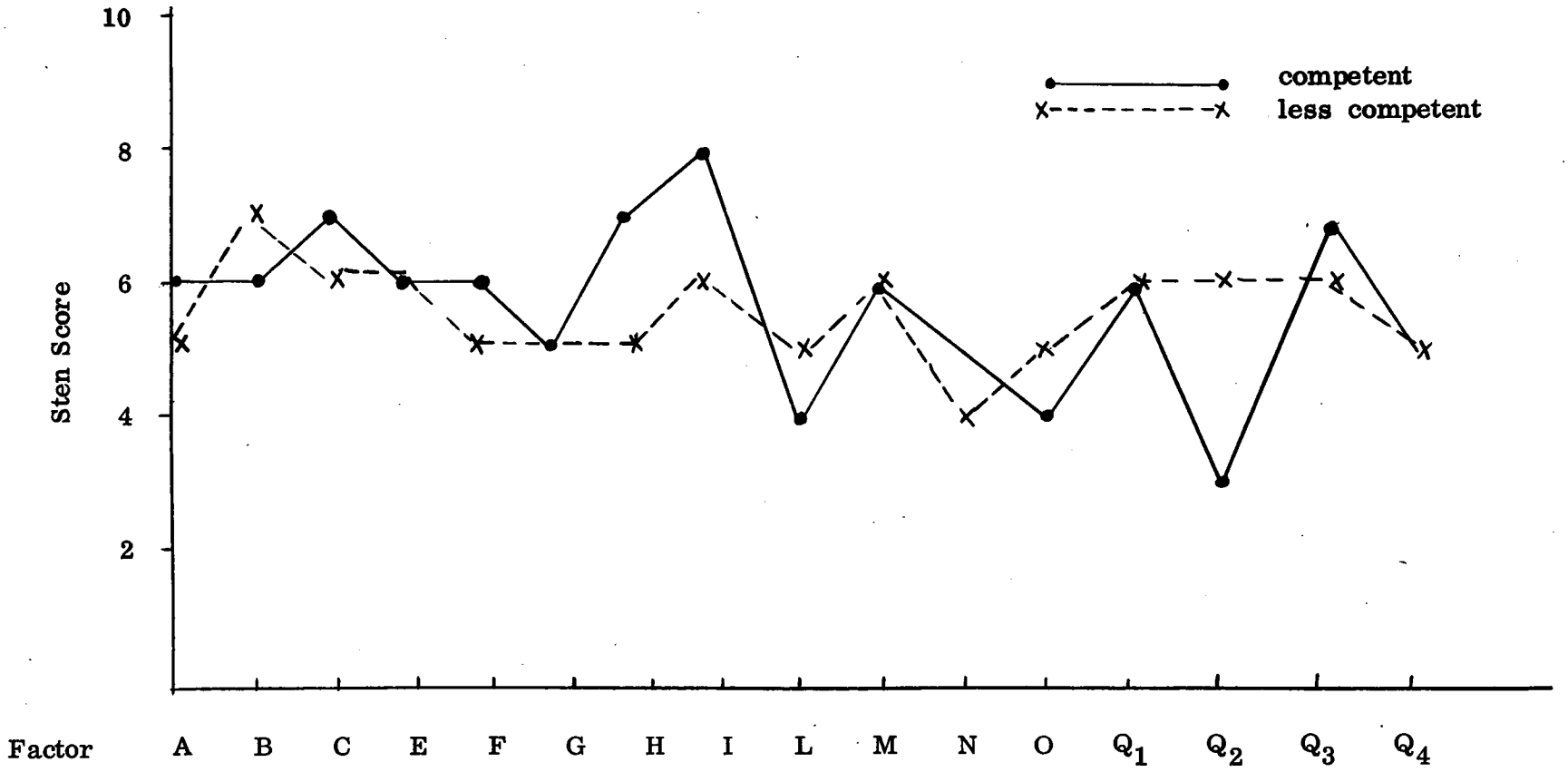
Upon reviewing Figure II, a clearer perspective of the 16 primary source traits and the sten scores for the two groups can be obtained. On Factor A both groups scored in the average range, but the competent counselors tended to score toward the "outgoing" pole, and the less competent toward the "reserved" pole. The stens on Factor B indicate that within the confines of this study, the less competent trainees were slightly more "intelligent" than those rated competent. This notion of "intelligence," or scholastic aptitude, will be discussed in relation to undergraduate GPA and GRE scores in another section. Like the first two dimensions, Factor C differentiated between the groups by one sten score. The competent trainees tended to score more towards the direction

TABLE II

COMPARISON OF 16 PF RAW SCORE MEANS OF COMPETENT AND INCOMPETENT COUNSELORS

Factors	Counselor Trainees	Mean	Standard Deviation	t
A	Competent	12.00	3.08	1.38
	Less Competent	9.78	3.70	
B	Competent	8.89	2.76	-0.81
	Less Competent	9.78	1.79	
C	Competent	18.67	3.12	1.57
	Less Competent	16.22	3.46	
E	Competent	14.00	2.24	0.08
	Less Competent	13.89	3.30	
F	Competent	17.44	1.51	1.45
	Less Competent	15.33	4.10	
G	Competent	11.44	2.07	0.56
	Less Competent	10.56	4.25	
H	Competent	17.00	4.15	2.05
	Less Competent	12.89	4.37	
I	Competent	15.33	1.32	2.29*
	Less Competent	11.89	4.31	
L	Competent	5.22	2.54	-1.19
	Less Competent	7.00	3.71	
M	Competent	14.44	2.07	0.24
	Less Competent	14.11	3.59	
N	Competent	7.67	2.45	0.77
	Less Competent	6.89	1.76	
O	Competent	7.56	4.28	-1.09
	Less Competent	9.67	3.97	
Q_1	Competent	9.33	2.60	-0.15
	Less Competent	9.56	3.58	
Q_2	Competent	9.22	3.15	-1.33
	Less Competent	9.56	3.58	
Q_3	Competent	13.78	2.20	1.07
	Less Competent	11.89	4.76	
Q_4	Competent	12.00	5.90	-0.21
	Less Competent	12.56	5.05	

*Significant at the .05 level.



Norms: College students (male + female)

FIGURE 2

A COMPARISON OF STEN SCORES BETWEEN COMPETENT AND LESS COMPETENT COUNSELOR TRAINEES

of "emotional stability" than did the less competent. Those rated less competent were also slightly more "serious" and "sober" (Factor F), while the the competent counselors tended to be more "enthusiastic" and "happy-go-lucky." Factors H and I differentiated these two groups by the widest margin. On the "shy vs adventurous" scale the competent group appeared to be more "adventurous," and "socially bold" while the less competent were more "shy," "timed" and "restrained." Factor I, "tough-minded" vs "tender-minded," was the only dimension that discriminated significantly between the two groups. This source trait (I) described those rated competent as being more sensitive, dependent and overprotected than the less competent trainees who obtained an average sten on this dimension. On the "trusting vs suspecting" scale the competent counselors came across as more accepting than those rated less competent. Similarly, small differences were noted on Factors N, O, Q_2, and Q_3. In summary, the competent trainees tended to demonstrate trends in the directions of being more outgoing, less intelligent, more emotionally stable, more enthusiastic, more trusting, more astute, more self-assured, less self-sufficient, and more controlled. It is important to keep in mind that these are only trends and should not be confused with statistically significant differences.

Of particular importance to this investigation are the traits represented by Factor I, "tough-minded" vs "tender-minded" and Factor H,

"shy" vs "adventurous." Factor I was the only scale which distinguished between those rated competent and those rated less competent at the .05 level of confidence. On this dimension competent counselor trainees scored a high sten of eight. Subjects scoring high on Factor I are described in the Handbook for the Sixteen Personality Factor Questionnaire as being dependent, fidgety, expecting affection and attention, clinging, insecure, seeking help and sympathy, kindly, gentle, indulgent to self and others, artistically fastidious, affected, theoretical, imaginative in inner life and in conversation, inclined toward acting upon sensitive intuition, attending seeking, flighty, hypochondrical, and anxious about one's self. Cattell, Eber, and Tutsuoka (1970) also report that in questionnaire studies:

> ...the I+ individual has shown a fastidious dislike of 'crude' people and rough occupations; a romantic liking for travel and new experiences; a labile, somewhat unrealistic, imaginative, aesthetic mind; a love of dramatics; and a certain impracticality in general affairs (p. 93).

Women tend to score higher than men on Factor I. This concurs with studies by Farsen (1954) and McClain (1968) in which characteristics commonly considered "feminine" were found to be attributed to counselors regardless of sex. In this study the trainees rated "competent" scored significantly more in the "feminine" direction than did those rated "less competent." The sten score for the "less competent" counselors was six, indicating an average or midway score. Individuals falling in this

group would be more inclined to be hard. That is, they would be more inclined to be cynical, more practical and perhaps less gentle and sensitive to themselves and others than the I+ subjects.

> Occupationally, the I+ pattern tends to run noticeably high for employment counselors, musicians, and artists. In particular it distinguishes the latter from chemical engineers and commercial airline pilots (and perhaps sensitive clinicians from psychometrists!). Psychiatric technicians, artists, and writers are high, while electricians, policemen, and mechanics are low on I (Cattell, Eber, and Tatsuoka, 1970, p. 94).

This finding suggests a major difference between these two groups of counselors' sensitivity. A vital aspect of effective counseling is empathic understanding, and in order to be empathic a counselor must exhibit certain pre-helping behaviors. These are attending, observing and listening. To be observant, attentive and a good listener, it is necessary to be sensitive. So we proceed from sensitivity to pre-helping conditions to empathy (Carkhuff, 1972). Factor H, "shy vs adventurous," while not found to be statistically significant, demonstrated differences of two sten points and merits a discussion. The "competent" trainees scored in the elevated direction on this dimension. Individuals with H+ are inclined to be active, responsive, genial, friendly, have emotional interests, and like meeting people. The "less competent" trainees scored in the middle range. While not outwardly shy and withdrawn, they evidenced tendencies toward being less carefree, less interested in people, and less likely to become leaders. In summary, the "competent" group of counselor trainees, at time of admission into the rehabilitation counselor

training program, could be characterized as possessing a higher degree of sensitivity, a kindly, more gentle demeanor and a deeper imaginative or creative capacity than those later rated "less competent."

Demography. On certain demographic variables (sex, age, race, marital status, home state, undergraduate major, GPA, and the GRE), no significant differences were evident. Both groups were equally represented as far as sex was concerned. Those rated competent (N=9) and those less competent (N=9) consisted of five females and four males each. A t-test analysis was made on age, GPA, and GRE scores (see Table III). No significant differences were found on any of these four variables. The only variable on which any noticeable difference could be seen was age. Here the "competent" trainees ($\bar{X}$ = 22.78) were on the average two years younger than the "less competent" counselors ($\bar{X}$ = 24.56). Minimal differences were noted in all three measures of scholastic achievement and/or aptitude. This result is meaningful in its own right. It suggests that traditional selection procedures are inappropriate when one is concerned with choosing the best prospects for a counselor training program. This is not to say, however, that a certain minimal level of scholastic ability should not be present. It does seem to imply that to use these types of selection devices as the sole criteria for entrance into a counselor education program would severely limit the quality of the product the program would turn out.

TABLE III

COMPARISON OF COMPETENT AND LESS COMPETENT COUNSELORS ON FOUR VARIABLES

Variables	Counselor Trainees	Mean	Standard Deviation	t
Age	Competent	22.78	1.92	-1.53
	Less Competent	24.56	2.92	
GPA	Competent	2.78	0.27	0.27
	Less Competent	2.74	0.36	
GRE-V	Competent	471.11	82.37	0.34
	Less Competent	455.56	108.99	
GRE-Q	Competent	471.11	105.88	0.56
	Less Competent	442.22	113.11	

*Denotes significance at .05.

The counselor-educator should exercise caution if his selection procedure only includes these measures. No distinct differences were evident when race or home state were considered. In both groups there were eight whites and one black, and the majority of trainees were from Tennessee. An interesting finding surfaced with regard to undergraduate majors. While a variety of departments were represented in each group, the competent counselors were more often psychology or sociology majors than were the less competent ones. The latter group consisted of one psychology and two sociology majors, and those rated "competent" included five psychology and two sociology majors. A case could probably be made for these two fields, especially psychology, being the most appropriate backgrounds for candidates to rehabilitation counselor programs, and the most likely to lead to competency in this field. Further research in this area is necessary. On the last variable, marital status, few differences were evident. Both groups were mostly single, with six in each. Two divorcees were present in the less competent group.

Ratings. As was mentioned in Chapter III, the two supervisors who rated the original 25 trainees differed somewhat as to their professional background. One (supervisor A), as the reader will recall, held an Ed.D. in rehabilitation counseling, and the other (supervisor B) held a M.S. in rehabilitation counseling. Because there were only two raters in this study and their experiences differ, an analysis of how their ratings compared was undertaken. Supervisor A's top counselor trainees were

compared with Supervisor B's top trainees to determine agreement. Of the final nine trainees chosen as "competent," the raters agreed on eight. As far as the other group was concerned, much less agreement was obtained. Of the final nine rated "less competent" four trainees were chosen by both Supervisor A and B. These differences, of course, can be attributed to the amount of contact between each trainee and each supervisor, the particular time of year this contact was most predominant, and the moods of the supervisors when the ratings were made.

In summary, it seems necessary to emphasize the importance of Factor I on the 16 PF and its relationship to competent counselors. The major dimension being measured is sensitivity. Without the ability to "tune in" and feel another's emotional perspective, a counselor tends to be less effective. He must act on this sensitive intuition as well as the practical, logical evidence available. A counselor deals more with attitudes and feelings than facts and figures. Factor I was also of importance in a study by Thompson (1968). In this investigation he concluded that the counselor, who is tender-minded, dependent, over-protected and sensitive, is perceived by counselees as offering a high level of congruence, a vital aspect of a counseling relationship. Myrick, Kelly, and Whittmer (1972) also found this dimension to differentiate between effective and ineffective counselors. Investigations by Donnan and Harlan (1968)

and Hubele (1970) were concerned with counselor characteristics and the 16 PF. Factor I was again shown useful in describing counselors as more sensitive individuals.

How, then, does all of this relate back to selection? The 16 PF Questionnaire may or may not be useful for making the decision as to who should be admitted into a counselor training program. Indeed, more evidence would be necessary before implementation into a selection battery. One thing is for certain from this study--that those rated competent by their supervisors are more sensitive individuals. A movement towards a one-instrument selection procedure is not being advocated here, however. Under no circumstances could one be fairly selected or screened on the basis of one device. This investigation was concerned with improving selection by including an often forgotten area, personality. And, of course, it is even more crucial to a profession of helping where competence deeply effects another's life. More research is needed before the 16 PF could be rationally included in the admission procedure for a rehabilitation counselor education program.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine if personality differences existed between two groups of rehabilitation counselor trainees, one rated "competent" and the other "less competent" by their supervisors. The 16 PF was administered to 25 trainees in the fall of 1972, and approximately one year or four quarters later they were rated. After a rank order had been obtained, the top eight trainees plus ties (N=9), and the bottom eight plus ties (N=9) were systematically singled out. A t-test was selected to determine if significant personality differences were evident. A .05 level of confidence was used.

Those rated competent and less competent differed on one factor of the 16 PF, Factor I. This dimension measured the concept of "tough-mindedness" vs "tender-mindedness" or sensitivity. The "competent" trainees were found to be much more sensitive and indulgent to others than those rated "less competent." Factor H measures the bipolar dimension of "shy" vs "adventurous." While significant differences (.05) between these two groups were not evident, tendencies

toward significance were noted. Competent trainees were inclined to be more "friendly" and "active" than the less competent counselors whose scores indicated a more "shy," less "carefree" individual. No other statistically significant results were obtained.

II. CONCLUSIONS

The results of this study suggest that rehabilitation counselor trainees rated by their supervisors with regard to competency evidenced personality differences as measured by the 16 PF Questionnaire. The most significant finding was on Factor I, "tender-mindedness" as opposed to "tough-mindedness." A statistically significant difference was found between the "competent" group and the "less competent" group on this dimension. This factor is concerned with sensitivity or perhaps even receptivity. Those rated competent were found to be more sensitive than their counterparts. This has tremendous implications for counseling and counselor selection. Counseling is concerned with listening, being responsive to what is heard and developing creative approaches to remedy or alleviate the situation or problem. Factor I can be used to select individuals who may be more likely to exhibit these counseling behaviors. For instance, individuals who score high on Factor I (I+) are more likely to be sensitive, indulgent to others and are more inclined to be a

responsive listener. Also the I+ individual is inclined to possess a more imaginative mind with a tendency towards acting upon sensitive intuition. An individual with these qualities may be more likely to develop creative counseling strategies. Because this dimension differentiates between the two study groups, an inclusion of the 16 PF in a total selection procedure would probably increase the likelihood that more competent counselors would be chosen into graduate training programs and, consequently, more effective helpers would be placed into the agencies and facilities concerned with helping.

Factor H on the 16 PF also demonstrated a possible usefulness in counselor selection as those rated as 'competent" counselors obtained an elevated score on this factor. The H+ individual is more "active," more "interested in people," more "friendly" and less "withdrawn" than the H- person. While this dimension did not significantly differentiate between the two groups, its merit as a valuable scale with similar samples should not be overlooked. Characteristics such as interest in people, geniality, responsiveness, and friendliness are particularly important to the counselor-educator interested in selecting the best possible candidates to his program.

III. RECOMMENDATIONS

Because the results of this investigation may have been limited by the use of one personality measure, by the sample size, by the small number of raters, and by one administration of the personality instrument, it is recommended that:

1. Other personality measures be employed in addition to the 16 PF to tap personality traits not included in this instrument.

2. Other forms of the 16 PF be incorporated with Form A at various intervals through the training program to determine any personality change.

3. More practicum supervisors be utilized as raters or judges.

4. Clients be included as raters to obtain the total competency picture.

5. Other counselor trainee populations be sampled to determine if rehabilitation counselors differ from other counselor groups (e.g., school counselors).

6. Rehabilitation counselor trainees at other universities be included in the study to increase the sample size and broaden the study base.

7. An indepth analysis of demographic variables be undertaken to focus on those characteristics which may lead to counselor competence.

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