AN ANALYSIS OF COUNSELOR CHARACTERISTICS THAT CONTRIBUTE TO SUCCESSFUL RESULTS-BASED SCHOOL GUIDANCE PROGRAMS

BY

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(ABSTRACT)

The field of guidance is changing from one of providing services for students needing help to results-based guidance programs which provide knowledge, attitudes, and skills for all students. This shift in focus has resulted in different expectations of counselors who are responsible for implementing guidance programs in the schools. Some counselors who were successful in providing counseling services have been less successful in guidance programs. This study looked at selected counselor characteristics that contribute to successful results-based guidance programs. The question is

asked, "Are counselor characteristics related to the success of a results-based guidance program?"

Data on student results were collected from high school seniors and eighth-graders at eighteen secondary schools. The counselors implementing the results-based guidance programs at these schools were assessed on selected personality characteristics using the Myers-Briggs Type Indicator. In addition, data were collected on demographic factors including sex, race, age, and length of service for each counselor. Additional qualitative data were collected from administrators, teachers, counselors, and students from a successful and less-successful school using an interview format.

Quantitatative and qualitative methods were used to answer the research questions. Analysis of data included ranking schools based upon student mean scores in four guidance competency areas to differentiate successful from less-successful programs, a t-test was applied to four MBTI scores to determine significant differences between counselors implementing successful programs and those implementing less-successful programs, application of Kruskal-Wallis one-way anova test was used to analyze demographic factors and a stepwise, multiple regression was applied to personality factors to account for the amount of variance ascribed to each. Qualitative data were analyzed through the use of a cross-site, two variable descriptive matrix.

Findings indicated that the Thinking-Feeling preference on
the MBTI differentiates at the $p < .01$ level between counsel-
ors implementing successful results-based programs and those
implementing less-successful programs at the high school
level. Using a student self-report format, it was possible
to differentiate between successful and less-successful re-
sults-based guidance programs at the high school level. In
an interview situation, administrators, teachers, students,
and counselors articulated personality characteristics that
contribute to a successful results-based guidance program in
terms that related closely to the findings of the MBTI.

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Introduction

Chapter one includes an introduction to the trend toward
the development of results based guidance programs, a de-
scription of the characteristics of results-based programs as
they differ from traditional guidance and counseling programs
and the changing roles and contributions of the public school
counselor related to a results-based guidance program design.
The statement of the problem, the purpose of the study and
research questions, the significance of the study, a defini-
tion of terms, a listing of the limitations and the organiza-
tion of the study are also presented.

Trend Toward Development of Results-Based Guidance Programs

In the United States there is currently a move from tra-
ditional guidance and counseling services to results-based
guidance programs (Hotchkiss & Vetter, 1987; Keirsey & Bates,
1973; Whitfield, 1986).   The mandate of the Carl D. Perkins
Vocational Education Act of 1984 for program accountability
along with provisions for more extensive guidance involve-
ment, reflects this movement and has increased the interest
in the outcomes of guidance and counseling programs
(Hotchkiss & Vetter, 1987). Results-based guidance programs

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provide a framework for organizing guidance around immediate, exit from school, and long-term results which are consistent with expected developmental stages of learning (Johnson & Johnson, 1982). This change in perspective from services to results redirects the focus of guidance from what counselors do, to how students are different as a result of the program activities. Although guidance services may have produced results, there has been little effort by those with a process orientation to verify how students benefit and therefore, no evidence to demonstrate results. Guidance services have traditionally validated their existence through verification of how many students received the service and/or were happy with the service. "The service concept has so dominated guidance and counseling that more basic and significant questions are not even acknowledged, let alone answered" (Sprinthall, 1971). It can be said that results-based guidance programs have grown out of the failure of process-oriented guidance services to address student results.

The move toward results-based guidance is congruent with the current emphasis in education on outcome-based programs (Eisele & Halverson, 1987; Huff, 1985). Both trends incorporate what Naisbitt (1982) refers to as the move from short-term to long-term planning. Both outcome-based education and results-based guidance programs focus on the knowledge, attitudes and skills necessary to prepare students for the fu-

ture. Futurists indicate that there is less emphasis today on learning facts than on assisting students to learn how-to-learn (Barnes, 1980). The changing complexity of our world necessitates that education consider the level of student competence when students complete the schooling process rather than focusing primarily on the completion of a required number of classes or units of study as the major requirement for graduation. This goal can be better addressed and evaluated if the educational program and the guidance program coordinate efforts to focus on results (outcomes) for students rather than processes (activities).

Characteristics of Results-Based Guidance Programs as They Differ From Traditional Guidance Services

In order to clarify the characteristics of results-based programs contrasted with traditional guidance services it is helpful to review the background of the guidance movement in the public school system. Originally guidance was provided by parents and headmasters who made decisions for students about their future. The guidance movement began essentially as vocational guidance when Frank Parsons founded the Vocations Bureau of Boston in 1908 (Brewer, 1942). The school guidance movement began when a trained guidance counselor was hired to assist students in matching their competencies with appropriate career choices. Guidance was part of the pupil

personnel department and stressed occupational selection and placement until the 1920's when the mental health movement brought a further dimension to guidance and a more personal, diagnostic, clinical orientation to individuals (Gysbers, 1978).

The change from a vocational guidance approach to a counseling approach focussed attention on personal adjustment. The interest in mental health gave rise to the use of therapeutic models as the primary mode of service delivery. In addition, counselors began to spend much of their time on crises and problems. Many of the counselors now in the field were trained in the late 1950's and early 60's in guidance institutes funded through the National Defense Education Act (NDEA). A major focus of the training programs at that time was therapeutic techniques, frequently encouraging the use of Carl Roger's process of "person-centered counseling" applied to individuals and small groups (Boy & Pine, 1982).

As the guidance movement progressed, emerging concerns about developmental and accountability issues in addition to the crisis-oriented counseling issues, resulted in a technique-oriented concept of guidance. A "services" approach which defined guidance as providing orientation, counseling, placement, information, assessment and follow-up was developed (Johnson, Stefflre, & Edefelt, 1961; Miller, 1968; Roeber, Smith, & Erickson, 1955). Traditionally, organizers

of a guidance program included processes associated with
counseling, consulting and coordinating (Shertzer & Stone,
1981). School administrators now define guidance in terms of
counselor duties, such as, counseling students, interpreting
test results, consulting with parents and staff, participat-
ing in administrative meetings and updating student files
(Gysbers, 1987). In the typical public school of the 1980's
the guidance program is defined by a counselor role-and-func-
tion statement that has been defined, debated, studied, nego-
tiated and changed numerous times in response to administra-
tive and counselor input reflecting the needs and trends of
the times.

Results-based guidance has evolved from the idea of stu-
dents' need for a comprehensive, developmental guidance pro-
gram. The difference between guidance programs and guidance
services is a basic philosophic difference between offering
students an opportunity to experience and benefit from guid-
ance at their own request or providing a planned, sequential
program in which counselors take responsibility for assuring
that all students gain specific guidance-related competen-
cies. This difference is articulated further through noting
the differences in the management systems. Figure 1 shows
the major management differences between guidance services
and guidance programs.

The two disparate perspectives of management hold that

MANAGEMENT SYSTEMS

Guidance Programs (Results-based)	Guidance Services (Traditional)
1. Product is held constant, processes vary.	1. Process is held constant, products vary.
2. Many different activities are provided in order for all students to learn a specific	2. One process may be offered, resulting in only a percentage of students learning a specific competency.
3. Equity guarantee. All students will learn.	3. Equal opportunity guarantee. All students given an opportunity to learn.
4. Inductive planning methods. Start with result to be achieved.	4. Deductive planning methods. Start with needs assessment.
5. Evaluated on number of students who demonstrate competencies learned.	5. Evaluated on number of students receiving service.
6. Counselors success based on ability to create/select/ implement processes to reach student results.	6. Counselor success based on completing processes listed as role-and-function.
7. Counselors encouraged to work as a team to use individual skills and interests. Counselor assignments based on ability to deliver results in specific areas.	7. Counselors work individually with an assigned caseload (alpha or grade assignment). Each counselor expected to do similar tasks in all areas.

Figure 1. Differences in management concepts and practices for results-based guidance programs and traditional guidance services.

either the desired result or the process must be held constant in a program (Keirsey & Bates, 1973). In a results-based program, in order to achieve the desired program results, the result is held constant and the processes vary. Conversely, in a service-based program, the process is held constant, consequently, the results will vary. For example, if the desired result is for all students to demonstrate test taking skills, some students will learn through a basic classroom presentation. Those who cannot demonstrate the skills as the result of the first presentation may then be scheduled for a variety of other experiences which could include working with a peer tutor, going through a computer simulation exercise, small group counseling, individual counseling, parent conference or other processes until the result is accomplished. On the other hand, if the defined process is for the counselor to make classroom presentations on test taking skills, then some students will learn the skill and others will not (only the process is held constant). Guidance and counseling services organized around role-and-function statements hold the processes constant. In contrast, a results-based guidance program ensures that students gain specific guidance competencies, i.e. the results are held constant. Since we know that students learn in different ways (Dunn, 1982), it follows that a variety of processes will be necessary if all students are to gain the desired

competencies.

Recent professional publications have begun to address student results as a focus in the development of future guidance programs (Campbell, Basinger, Dauner & Parks, 1986; Herr, 1982; National Career Development Association, 1985). National attention was focused on this issue as the result of a recent College Board study, Keeping the Options Open: An Overview (1986), which identified the need for students to gain specific skills early in their educational careers.

Research and evaluation efforts are also beginning to focus on student results of guidance programs. A comprehensive study (Hotchkiss & Vetter, 1987) completed through The National Center For Research in Vocational Education used the data base from the High School and Beyond Study (Jones, et al, 1982) for secondary analysis of the outcomes of career guidance and counseling.

In addition to High School and Beyond statistics, data were collected on 30,000 students in connection with the Consortium for the Study of Schooling Effectiveness for further analysis to determine whether schools with strong career guidance programs produce students who experience improved in-school and post-high school outcomes. These data will be used to estimate effects of career guidance and counseling on intermediate outcomes measured while respondents remain in high school and also on employment and educational outcomes

measured after respondents leave high school (Hotchkiss &
Vetter, 1987). The presence of such studies indicate an in-
creased interest in shifting from studying what counselors do
to studying how students benefit from guidance programs.

Program evaluation and counselor performance evalu-
ations have been important elements in the change from guid-
ance services to guidance programs. An evaluation of guid-
ance services usually measures the number or percent of stu-
dents who received a service. Statements of role-and-func-
tion assume that all counselors have similar skills and
should perform all indicated functions of the job. Thus, in
traditional programs counselors' evaluations are based on how
the counselor's individual performance compares with a stan-
dard list of processes which are assigned to all counselors.
Counseling services are generally evaluated in terms of pro-
gram objectives, students needs, counselor-teacher-adminis-
trator cooperation and relationships with the parents and
community (Mamarchev, 1979b). The role of the counselor is
examined in terms of perceptions of students, of other school
personnel, and of the counselors themselves, as well as the
satisfaction or dissatisfaction of all concerned with the
counseling services (Mamarchev, 1979b).

The effectiveness of a results-based guidance program is
evaluated on the number of students who demonstrate the spe-
cific, pre-determined guidance-related competencies. School

board members, parents and the community want to know what results they can expect from the guidance program and are, for the most part, less concerned with the processes used to get the results (Ficklen, 1979). In a results-based program, counselors are encouraged to apply their unique strengths and abilities to reach the desired results and, if the program goals are met, counselors' evaluations reflect this success-ful achievement. The results-based approach to guidance does not address the issue of how a counselor functions within the guidance program but rather what student results the coun-selor produces. This emphasis on results focuses the evalu-ation of the program on student competencies (the knowledge, attitudes and skills students have acquired).

Changing Role of the Guidance Counselor

Within the context of a results-based guidance program, there is no established role-and-function statement for the counselor to follow. The purpose of the guidance program is to assure that all students gain pre-determined student com-petencies in guidance-related areas, i.e., educational plan-ning (learning-to-learn), career development (learning-to-work) and personal/social growth (learning how to relate to others). The attainment of these competencies becomes a di-rect outcome of counselor initiative and creativity. Al-though the counselor may coordinate the efforts of other

staff members, parents and community members who all contrib-
ute to the student's competency-attainment, it is the coun-
selor who is responsible to ensure that the student has
reached the goal. The labor-intensive nature of guidance
makes the effectiveness of the individual counselor critical
to the success of the program.

Counselor characteristics which are critical to effec-
tiveness in terms of the counseling help (one-on-one and
small group) provided to clients have been the subject of
extensive research (Berenson & Carkhuff, 1967; Carkhuff,1969;
Egan, 1975; Gazda, 1972; Rogers, Gendlin, Kiesler & Truax,
1967; Truax and Carkhuff, 1967). Gazda (1972) found that the
effective counselor offers high levels of the "core" condi-
tions of empathy, warmth and respect as well as the more ac-
tion-oriented conditions of concreteness, genuineness, self-
disclosure, confrontation and immediacy. Other counselor
characteristics which have been shown to be important in tra-
ditional programs include high achievement, flexibility, in-
novativeness and enthusiasm (Levell, 1965). It is believed
that these skills are important in effective counseling rela-
tionships within any guidance program that utilizes counsel-
ing strategies, whether it is a results-based guidance pro-
gram or traditional guidance services.

However, according to literature and personal observa-
tion, there are other counselor skills that may prove to be

equally important within a results-based program approach.
These include program development and implementation, program
evaluation, planning, teamwork, persuasiveness and leader-
ship. The additional competencies that are used in the de-
velopment and implementation of a results-based program may
be preferred by persons who have different personality char-
acteristics, temperament and preferred work environments than
typical counselors. Research indicates that temperament re-
mains stable throughout an individual's life (Chess & Thomas,
1986), as do personality characteristics and work preference
(Jung, 1976), therefore, changes within the guidance field
may have important ramifications for counselor career plan-
ning and subsequent placement and inservice training needs.

Statement of the Problem

The trend toward results-based guidance programs needs
to be studied to better understand which aspects of such a
program are responsible for the results achieved. As an
initial effort, this study looks at one aspect of the program
— the counselor implementing the program. There is a need to
determine personality characteristics and demographic factors
of counselors who are successful in implementing results-
based guidance programs. Another problem to be addressed is
the selection and training of counselor teams to better util-
ize their characteristics for maximum success within a re-

sults based guidance program.

Although many studies have addressed the characteristics
of successful counselors within a counseling relationship,
very few studies have addressed the characteristics of coun-
selors in a results based guidance program. Studies identi-
fied in the related literature define "successful counselor"
as one who receives positive evaluations from the school ad-
ministrator and/or supervisor (Wiggins & Weslander, 1986).
This study links the success of the counselor to the attain-
ment of student results and analyzes the characteristics of
the counselors involved. Furthermore, it seeks to determine
selected personality characteristics which distinguished be-
tween those counselors implementing successful programs and
those implementing less successful programs.

Purpose of the Study and Research Questions

This study investigates the relationship of counselor
personality characteristics to the success of a results-based
guidance program. The research questions were formulated to
explore whether counselors implementing successful results-
based guidance programs differ from counselors implementing
less successful programs on selected personality characteris-
tics and other demographic factors, e.g. age, sex, race,
length of service.

1. What are the success levels of results based guid-

ance programs? How was the level of success of re-
sults based guidance programs determined?

2. Do the personality characteristics of counselors
    implementing successful results based guidance pro-
    grams differ from the personality characteristics
    of counselors implementing less successful pro-
    grams?

3. Do selected demographic factors of counselors im-
    plementing successful results based guidance pro-
    grams differ from demographic factors of counselors
    implementing less successful programs?

4. Do counselor personality characteristics, demo-
    graphic factors and other qualitative data differ
    in successful results based guidance programs and
    less successful programs?

Significance of the Study

In a study of a results based guidance program in eight-
een secondary schools in a county school system in Maryland
(Appendix A), differences were found between schools on the
level of program success as measured by students' self-report
on attainment of guidance goals (Lichtman, 1986). Over a
three-year period, there have been continuing efforts to re-
vise the evaluation questionnaires (Appendix B) to accurately
reflect the specific knowledge, attitudes and skills that are

most indicative of student success, provided by the guidance program. Using the existing data base on program evaluation and new data collected on counselor personality characteristics (Appendix C), this study investigates the personality characteristics and demographic factors which relate to the success or lack of success of a results-based guidance program. Although other variables may have impact on the success of the programs which were evaluated, the counselor personality characteristics and demographic factors were of particular interest because they are measureable and may have influence on subsequent placement decisions and inservice training which is of concern to the researcher. Thus, information on relevant counselor characteristics might provide long-term, positive program results with little additional cost to a school district. Potentially, this information could be important in career planning for sounselor candidates, in counselor preparation programs and even as one aspect of hiring information.

More specifically, in the schools used in this study, the guidance supervisor and the school principal observe and rate counselor performance. There are observed differences in a counselor's job performance as reported on a standardized observation form (Appendix D). Staff development programs have been provided in the areas of counselor needs determined through the observation and evaluation process.

However, inservice activities over the last five years have
not resulted in observable differences in the success of the
guidance programs implemented by these counselors. There-
fore, it is suggested that the effectiveness of individual
counselors within the results-based guidance program may have
less relationship to acquired professional skills than to
their basic personality styles and work style preferences
which remain relatively stable over time.

Counselor characteristics are many and varied. Person-
ality type, as determined by the Myers-Briggs Type Indicator
(MBTI), can be analyzed from a variety of perspectives which
potentially influence counselor work performance and job ef-
fectiveness. Guidance is essentially a people-oriented ca-
reer. Characteristics such as temperament, work preferences,
leadership style, attitude and perception effect the counsel-
ors relationships with others and, therefore, their effec-
tiveness. Demographic factors such as age, sex, ethnic group
and length of service might also relate to success and will
be analyzed as a part of this study.

Some of the counselors who have been less successful
implementing the results-based guidance program were evalu-
ated positively in the former guidance services program (pre-
1980). One can speculate that the traditional orientation of
completing assigned tasks was a preferred work style for
counselors who were subsequently judged less effective when a

results-based program required them to apply self-generated strategies and initiatives to assure the achievement of specific student outcomes. On the other hand, perhaps these counselors have become less effective as their age and length of service increased.

This study explores the relationship between counselor characteristics and guidance program success. It has not yet been determined that counselor characteristics are important in the implementation of guidance programs. However, if there are differences in counselor characteristics within successful vs. less successful programs, then there may be implications for further study of linkages between counselors and program effectiveness which could have an impact on the effective management of counseling resources within a results-based guidance program.
Long-range impact of such findings could affect:

1. hiring and placement practices

2. differential assignments and/or career ladders

3. counselor preparation and inservice training

There is research (Myers & McCaulley, 1986) to indicate that persons who are able to use their preferred work styles, experience more job satisfaction and less burn-out. The matching of counselors to a preferred work environment could

benefit both the individual and the school district. Results might include improved staff morale, increased individual productivity and more positive interactions with all populations that benefit from the guidance program, including administrators, staff, students, parents and community members.

Definition of Terms

Attitude: A term used to describe a feeling, conviction or position that influences an individual's behavior. In counselor evaluations, a positive attitude is seen as a commitment to the school and to the guidance program as reflected in participation, accountability, relationships with other professionals and positive work values. On the MBTI, the Extraversion-Introversion scale is used to indicate attitude preference also described as one's "orientations toward life" (Myers & McCaulley, 1986, p.13). One's orientation is described as attention to the outside world of people and objects in the environment or energy drawn inward to an inner world of concepts and ideas.

Activities/Processes: Terms used to refer to how results are achieved. They are the methods used to reach a preestablished criterion or result.

Competency: A term used to indicate a developed knowledge, attitude or skill that is observable and can be trans-

ferred from a learning situation to a real-life situation and
that involves the production of a measurable result.

Counseling: A term used to refer to both group and one-
to-one relationships between students or clients and a pro-
fessional counselor. The counselor assists the client or
student to integrate and apply self-understanding and insight
into the situations so that they may make the most appropri-
ate choices, decisions, and adjustments. The counseling
process is used in both guidance services and results based
guidance programs.

Counselor characteristics: A set of traits or quali-
ties which determine overall personality. Examples would
include attitude, judgment, temperament, leadership.

Counselor performance. A term used to describe the
level of effectiveness of an individual member of a counsel-
ing staff in terms of the attainment of guidance results.

Guidance Programs: Guidance programs consist of a de-
fined guidance curriculum inclusive of results, management
system and evaluation in the areas of educational, career and
personal/social development.

Guidance Services: A set of resources and processes
available to students who need assistance in addressing edu-
cational, career or personal/social concerns.Services are
generally delivered using one-to-one or small group counsel-
ing with a certified school counselor.

Less Successful Guidance Programs: A phrase used to describe a guidance program in which students and parents report less student mastery of predetermined guidance-related competencies than was reported in successful programs.

Myers-Briggs Type Indicator (MBTI): A measure of personality preferences. The MBTI identifies, from self-report of easily recognized reactions, the basic preferences of people in regard to perception and judgment. Four separate indices reflect preferences for Extroversion or Introversion (EI), Sensing or Intuitive (SN), Thinking or Feeling (TF), Judgment or Perception (JP) choices. Using the MBTI indicators, attitudes refer to EI, processes of perception are SN, processes of judgment are TF and the style of dealing with the outside world is shown by JP.

Outcome: A term used interchangeably with result to mean the product of an activity or process.

Successful Results-based Guidance Program: A term used to describe a guidance program in which students and parents reported student mastery of predetermined guidance-related competencies. A guidance evaluation questionnaire was used to assess the level of competence and confidence of students on guidance competencies.

Temperament: A term that refers to the theme or motivation that determines the behavior of a person based on his/ her individual needs, values and goals. It is the individual

style of emotional response that characterizes each person
and remains relatively stable over time (Chess & Thomas,
1986). On the MBTI, temperament is identified by an
individual's preference as an NT, NF, ST or SP (Keirsey &
Bates, 1984).

Traditional guidance program: A program defined by a
role and function statement, or by services/processes per-
formed by a counselor including counseling, consulting and
coordinating.

Work style: A term which refers to the individual's
preferences in work environment, functions and attitudes. It
is an approach to specific work that generates interest and
satisfaction for a given individual. On the MBTI, work
styles are characterized by NT, NF, SF and ST preferences.

Limitations of the Study

1. This study was an ex post facto research design
and, as such, has the limitations inherent in this type of
research, i.e. "(1) the inability to manipulate independent
variables, (2) the lack of power to randomize, and (3) the
risk of improper interpretation" (Kerlinger, 1973).

2. All of the participating counselors in this study
are employees of a specific County Public School System in
Maryland. Thus, generalizations of the findings to other
populations or settings may not be appropriate.

3. This study only addresses the characteristics of counselors in results-based guidance programs. It is assumed that these may be different from characteristics of counselors in a traditional guidance system.

4. The population of this study is primarily students and counselors. Other individuals, such as principals, teachers, parents who were not surveyed may have differing perceptions of the success of the guidance programs and/or the characteristics of the counselors at a given school.

Organization of the Study

In the first chapter, the introductory information relevant to the study is presented. Chapter Two includes a review of literature delineating changes in guidance program focus and the changing roles and contributions of counselors within a results-based program. In addition, personality characteristics of counselors and other mental health professionals, background information on the MBTI and career theory is reviewed. Chapter Three provides information on the sample, the measuring instruments, data collection procedures, the design of the study and describes how the resultant data will be analyzed. Chapter Four includes analysis of the data obtained to answer the research questions. Chapter Five includes a discussion and interpretation of the findings, conclusions and recommendations based on this study.

CHAPTER TWO

Review of Related Research

This chapter contains a review of professional litera-
ture and research studies related to the change in focus of
guidance and counseling programs, counselor personality char-
acteristics, related research using the Myers-Briggs Type
Indicator and career development theories related to occupa-
tional choice and success.

Changes in Guidance Program Focus

The concern for changing the focus of public school
guidance programs is not a recent phenomenon (Gysbers &
Moore, 1981). Efforts to implant a psychological model of
school counseling (Bramer, 1968) were countered by insistence
on an educational model (Aubrey, 1969). The education model
was supported by many studies and specifically developmental
guidance studies (Drier, 1976; Gysbers & Moore, 1974; Mat-
thewson, 1962; O'Hare & Lasser, 1971; Wellman, 1968) in the
1960s and 1970s. Matthewson (1962) suggested that even
though adjustive guidance was popular, developmental forms of
guidance would prevail over time. Wellman (1968) developed a
systems model for the evaluation of guidance based on the
belief that an appropriate measure of the value of a guidance
program was its impact on students. Wellman's model served
as a basis for many evaluation models. Sullivan and O'Hare

(1971) developed a similar evaluation model for the state of California based on a taxonomy of objectives. Drier (1976) developed a systematic approach to vocational guidance programming that was based on developmental levels of students.

Accompanying the trend were efforts to cause guidance programs to be accountable for results instead of processes (Herr, 1979; Jones, Dayton & Gelatt, 1977; Keirsey & Bates, 1973; Mease & Benson, 1973; O'Hare & Lasser, 1971; Peterson & Tierchel, 1978; Wellman & Moore, 1975). Comprehensive program development models and training models were implemented in the early 1970s in California, Arizona and Georgia (Gysbers & Moore, 1981). Even though there were national trends indicating a change in programs from process or service orientation to accountability for results, few changes were made in course requirements for a masters degree in guidance and counseling or for required state certification.

The changing guidance programs have taken different titles related to the differences in the conceptual approaches used by each. There was an earlier movement referred to as guidance-by-objectives (Hays, 1972) which was related to the concurrent management-by-objectives approach used within the field of business. A program planning and budgeting system, developed within the California State Department of Education in 1968, was an early approach to similar "by-objective" program directions. Another conceptual

approach was developed using a deductive planning model
(Jones, Hamilton, Ganschow, Helliwell and Wolff, 1972) in
which goals and objectives were developed through use of a
needs assessment as the basis for establishing goals and ob-
jectives prior to determining strategies and then evaluating
before starting the process again. Keirsey (1970) introduced
an approach which looked at desired results of pupil person-
nel programs. He contended that by specifying the desired
results, first, individual pupil personnel staff members
could then use whatever means they chose to cause students to
acquire the defined skills. Currently there are three dif-
ferent conceptual approaches being pursued in the development
of guidance programs within the public schools. One approach
is being called "Guaranteed Services" (Sheldon, 1986; White,
1981), a second approach includes student outcomes plus ac-
countability for time spent by counselors in guidance-related
vs. non-guidance related activities (Gysbers & Moore, 1981)
and the third is "results-based guidance," which is the focus
of this study.

The guidance program of the future will be different
yet will build upon and expand present directions. A shift
from guidance services to programs focussed on providing re-
sults, will necessitate changes in the allocation of re-
sources to achieve desired results. This change may include
a redefinition of what the public school counselor will be

expected to contribute. A continuing trend is identified
(Aubrey 1985) in which society expects schools to address
numerous social concerns. It is obvious that changes must be
made if guidance is to find ways to meet the demands of a
complex, changing technological society. The counseling pro-
fession is well aware of the increasing demands placed on
public school counselors. A number of books and journals ad-
dress the needs of the profession now and in the future
(Aubrey, 1985; Daniel & Weikel, 1983; Gelatt, 1983; Gysbers,
1978; Herr, Thompson & Walz, 1983).

The Association for Counselor Education and Supervision
produced a model (1985) in which the knowledge bases and
skills for counselors within a variety of specialty areas
were defined. Secondary school counseling was defined as
being in a state of transition in which there will be more
emphasis on integrating the subject matter of counseling into
the school curriculum, necessitating that counselors become
more engaged in teaching and group counseling in class size
groups with their subject matter including life skills, life
themes and life transitions (Nejedlo, Arredondo & Benjamin,
1985).

A 1983 study by Daniel and Weikel surveyed 334 full-
time doctoral level faculty members on 48 possible trends in
the areas of preparation, licensing, funding, professional-
ism, organizational bases and counseling procedures. The

second most probable trend identified by participants was
"more emphasis on counselor accountability" (Daniel & Weikel,
1983).

As guidance programs change in response to the popula-
tion demands, e.g., social problems of the 80's, plans for
educational reform, reduced budgets and fiscal accountabil-
ity; the effectiveness of any guidance program is still de-
pendent upon the counselors and other guidance staff who are
charged with implementing the program. The skills needed by
counselors are in some cases similar to the skills of teach-
ers and to the skills of administrators, but in other ways
are more diverse and specialized. Aubrey (1986) states that
critics of education have swamped the American public with
proposals calling for change in education. The suggested
changes will impact the lives of counselors and their stu-
dents. He also suggests that "counselors develop strategies
so their own needs and those of their students will not be
ignored as change occurs in schools" (Aubrey, 1986, p.10).

Counselor Personality Characteristics

Another area of interest within this study is the lit-
erature on individual personality characteristics as they
relate to career satisfaction, productivity and success.
Literature related to attitudes, temperament, leadership
qualities, judgment and perception are of particular interest

because of the possible relationship of these characteristics to an individual's success in the field of guidance.

The identification and description of the many aspects of personality can be examined from different points of view. Psychologists, philosophers and mental health practitioners have defined personality in a variety of ways. One of the most thoroughly researched and carefully developed model of human relations training was based on identification of the core dimensions present in helpful therapist-client relationships (Carkhuff, 1972). The first characteristics defined were called accurate empathy, non-possessive warmth and genuineness. Further investigation by Rogers, Carkhuff, Truax and many others led to the discovery that certain counselor dimensions led to growth on the part of the client. These dimensions were refined, renamed and standardized for measurement purposes (Carkhuff, 1969). Eight dimension were finally defined as necessary within a helping relationship. The first three dimensions were seen as the foundation for helping. These three include (1) empathy which was defined as depth of understanding, (2) respect which is a belief in the individual and (3) warmth which was seen as caring and love. The other five dimensions included concreteness (the ability to be specific), genuineness (honesty-realness), self-disclosure (ability to convey appropriately "I've been there too."), confrontation (pointing out discrepancies) and

immediacy (telling it like it is). All of these dimensions are taught through the human relations training model. Most counselors have received this type of training in their counselor education programs.

Another framework for examining counselor characteristics is through the theories of Carl Jung. Jung's work (1976) defined psychological types in an effort to define an individual's relationship to the world, to people and to things. Jung's work on psychological types addresses a psychology of consciousness from what he calls "a clinical angle" (p. v). In 1923 Carl Jung postulated that an individual's behavior has a pattern to it and that the pattern reflects the person's preferences for taking in information and for making decisions. It also reflected the world in which a person feels most comfortable-the outer world of action or the inner world of ideas. Using this idea of patterns of behavior, it follows that a person's behavior is fairly orderly and consistent over time. The Myers-Briggs Type Indicator (Briggs & Myers, 1977) uses Jung's psychological types as the basis of the instrument. The MBTI was selected for use in this study because it is based on a philosophy of mankind, a theory of personality and a personality construct used as the basis for assessment.

The MBTI

In the 1920s Katharine Briggs became interested in human behavior and through her observations and reading of biographies, she developed a description of four personality types. Her schema was published in the New Republic magazine on December 26, 1926 and included four types: sociable, thoughtful, executive, and spontaneous (Myers, 1980).

At about the same time the Swiss psychoanalyst Carl Jung developed a theory of personality types which was similar to the research done by Katharine Briggs. Jung's theory was published in his book Psychological Types (1923/1976). When Katharine Briggs read Jung's work, she became interested in integrating her own work with that of Jung. Together with her daughter, Isabel Myers, she began to work on a paper-and-pencil inventory to help people discover more about themselves and their personality types. It took them over thirty years to develop the inventory, which was called the Myers-Briggs Type Indicator, or MBTI.

From their initial work in the 1940s to 1962, Katharine Briggs and Isabel Myers gathered enough data to present their instrument to the Educational Testing Service in Princeton, New Jersey. Because of the MBTI's unorthodox development, ETS formed the Office of Special Testing to carry on further research on the MBTI. Until 1975, when the rights to the MBTI were acquired by Consulting Psychologists Press, Inc.,

the MBTI was available for research purposes only. Today it is one of the largest-selling tools for self-awareness. It has been translated into several other languages, including Spanish and Japanese, and is used to help people in career choices, in marriage and family counseling and in research projects (Myers & McCaulley, 1986).

The patterns defined through the work of Katharine Briggs and Isabel Myers (Myers, 1980), are based on an individual's preference for taking in information (perception) and preference for coming to conclusions (judgment). When individuals perceive information, they choose to rely on the five senses (sight, smell, taste, touch and hearing) or they use a sixth sense, intuition. Everyone uses both the senses and intuition to take in information about the world, but most will rely on one and tend to prefer it over the other. There is also a preference for how one comes to conclusions. Some will prefer a thinking function, deciding impersonally based on analysis and principle, others will prefer to decide based on values, impact of the decision on people and liking or disliking. The final concepts concern introversion or extraversion. Introverts find energy in their inner world of ideas, concepts and abstractions. Extraverts find energy in things and people in the world outside of themselves.

The most comprehensive data base on personality vari-

ables related to specific career fields has been collected by the Center for Application of Psychological Type (CAPT) in Florida. All of the samples included in the CAPT data base use the Myers-Briggs Type Indicator (MBTI) as the assessment instrument. Data sources include 250,000 records generated from the MBTI scoring service which began in 1971, contributors to specific projects funded by CAPT and published literature used with the authors' permission (Macdaid, McCaulley & Kainz, 1986). The use of the CAPT data base as comparison information for this study affords a large population, from similar fields, measured with the same instrument.

Using four indices, the MBTI has sixteen different combinations possible indicators of individual preferences effecting career choices and career maintenance. However, the initials indicate only the direction of the preference, not the strength of preference. Even when individuals have the same profile, there may be a wide variation in the strength of the preference. The four letters refer to a "type." Each type has a characteristic style of behavior. It is the style of behavior that is important for understanding the relationship between counselor characteristics and program success.

In a recent publication (1986) the CAPT released composite results of studies done since 1950 when initial research began with the Myers Longitudinal Medical Sample and other

data which was extracted from published research up to that time. Included in the data base are a number of career fields related to counseling. These allied career fields may not be seen as directly related to guidance and yet many of the skills and characteristics found in people who succeed in these non-counseling fields are similar to the characteristics of successful counselors. It is important to keep in mind that all 16 MBTI types are found in most occupations. For each occupation, some types are more frequent and others are less frequent. In theory, the frequent types are those who would like the work of that occupation. The differences in type influence the ways people like to work, what motivates them, and what satisfies them.

Over four thousand individuals from 12 studies within counseling and mental health careers are reported in the CAPT data base. The most prevalent individual indicator found in the counselor samples, is the F scale, with 65% of the counselors indicating a preference for F over T. The scale which most differences between counselors and other mental health professionals is the I-E, with 63% of the counselors indicating an E preference and psychologists and social workers choosing I almost as frequently as they choose E (Macdaid, McCaulley, Kainz, 1986). In the composite scores of the counselors studied, frequent preferences also occurred on the S-N scale, with more than 60% of the counselors preferring an

N style.

The preference most expected in counseling samples is intuition, since this is the function that enables counselors to see patterns, meanings and relationships of ideas and behavior. In the general population, only 25% report a preference for intuition as contrasted with 75% reporting a preference for sensing, the polar opposite of intuition. It is expected that in positions where counseling itself is the major function within the job, there would be more intuitives than in positions where considerable paper-work is required to provide services (such as in vocational rehabilitation or social work). The field of school counseling seems to be a combination of functions involving counseling of students and considerable paperwork such as maintaining student records and organizing testing programs. Of 1803 counselors reported in a composite sample in the CAPT data bank, 62% indicated a preference for intuition (N). Of 402 psychologists studied, 85% preferred intuition and 82% of 490 social scientists preferred intuition. From these reported scores, psychologists and social scientists have a higher percentage of individuals who prefer intuition than counselors. However, counseling attracts a higher percentage of intuitives than are found in the general population.

Another expectation would be for counseling to attract more Feeling (F) types with a larger proportion of the coun-

selor samples having an NF profile. CAPT studies indicate
that 66% of counselors studied had an F preference, with 46%
having an NF profile. A study at Ohio University of 111
graduate students in counselor education (Yura, 1972) indicated that 80% of the students preferred Feeling responses.

Most health professionals have a majority of judging (J)
types (Macdaid, McCaulley, Kainz, 1986). Although counseling
is often considered an allied field to health, i.e. mental
health, counseling samples typically have fewer J's than
other health fields; they often have a majority of P's. A
counselor needs to be able to suspend judgement and to listen
and understand which would make the presence of a P or perceptive score important.

In composite scores for counselors (omitting psychologists and social scientists), the CAPT data indicates the
most preferred types are Extrovert (57%), Intuitive (63%),
Feeling (66%) and Perceptive (52%). These indications are
consistent with the expected counselor profile whereby, the
NF is the most preferred mode of behavior.

In related mental health careers, such as social scientists and psychologists there are only slight differences
between counselors and the other mental health professionals
on any given scale. Although there are differences in
strength of preference, all of the related mental health
fields have a majority preferring the ENFP profile. However,

closely allied health professionals such as psychiatrists
(sample n=68) preferred an INFP profile, health care thera-
pists (sample n=765) preferred ENFJ and health service work-
ers (sample n=900) preferred ESFJ. These findings tend to
indicate that even within a field, individuals will seek the
work setting within that field most in tune with their per-
sonality preferences. Although there are gradations within
each group in the percent choosing each style, all of the
counseling and mental health professional samples showed a
preference for the ENFP style.

Myers considered the combinations of perception (S and
N) with judgment (T and F) to be most important when career
choices are concerned (Myers & McCaulley, 1986). Four "work
types" are identified as ST, SF, NT and NF. Sensing-Thinking
preferences are found in the practical, matter-of-fact types.
Type theory predicts that their best chances for success and
satisfaction lie in fields that demand impersonal analysis of
concrete facts, such as economics, law, surgery, business,
accounting, production and the handling of machines and mate-
rials. SFs are sympathetic, friendly types who are valuable
in fields such as teaching in the early grades, nursing, pe-
diatrics and other health fields involving direct patient
care. NFs are enthusiastic and insightful types who are
typically interested in fields that involve unfolding possi-
bilities, especially possibilities for people, such as in

teaching in the upper grades and college, selling intan-
gibles, counseling, writing and research. NTs are logical
and ingenious types who are best in problem-solving fields
such as scientific research, mathematics, finance or any sort
of development or pioneering in technical or administrative
areas (Myers & McCaulley, 1986).

Another approach which uses MBTI scales, identifies tem-
perament as a variable associated with each of the character-
istics. Comprehensive longitudinal studies on temperament
indicate that a child's temperament can be accurately de-
scribed in infancy and remains relatively stable into adult-
hood (Chess & Thomas, 1986). Although the theory of tempera-
ment used by Keirsey & Bates (1984) is based on Jungian ty-
pologies, it replaces the principles of integration in which
personality types are assumed to occur because of combina-
tions of characteristics, with the principle of differentia-
tion which assumes that growth occurs through a process of
separation or splitting of functions. The four primary tem-
peraments (Keirsey, 1987) are defined as Sensing-Perception
(SP), a temperament which values action and freedom; Sensing-
Judging (SJ), a temperament valuing duty and social useful-
ness; Intuitive-Thinking (NT), a temperament which values
power and competence; Intuitive-Feeling (NF), a temperament
which strives toward becoming or knowing self.

Research has been also been done relating temperament

types to leadership style (Giovanni, Berens & Cooper, 1987).

With the role of counselors redefined to include responsibil-

ity for results, they can no longer wait for someone else to

define what they should do on a daily basis. This change

necessitates that counselors assume leadership in defining

their goals and activities and include the contributions of

others in their plans. The manner in which they approach the

task of including others, may closely relate to the leader-

ship styles defined by temperament. According to Keirsey &

Bates (1984) "The degree to which we get what we want is the

measure of our leadership" (p.129).

According to Keirsey (1987), the leadership style of an

SP temperament is one of "troubleshooting". This type is

good at problem-solving, especially in crisis situations.

The SP leader makes decisive decisions quickly with a strong

sense of reality and confidence in self. In addition, this

temperament uses negotiation skills to get people to cooper-

ate with each other and to reduce disagreements. In general

this person works well in short-term crisis situations, has

good observation skills, knows what is happening within an

organization and effectively solves problem situations. This

type of leadership would be especially helpful for a coun-

selor who is trying to get teachers from different depart-

ments to cooperate with guidance program goals. This tem-

perament is generally flexible, open-minded, willing to take

risks and is highly productive.

The SJ temperament is more of a stable, traditional leadership type. This person encourages a sense of belonging, security and social responsibility within an organization. Hard work, consistency in traditions and a sense of duty permeate the leadership of the SJ temperament. The strength of this temperament type on a counseling team is the willingness and commitment to follow-through on plans, make practical arrangements for processes to be implemented, evaluate efforts and complete all projects. Other temperaments may enjoy problem-solving, thinking of new ideas or planning ahead but the SJ temperament is the person who will be there to see that everything gets completed and that the details are not neglected.

The NT temperament is one that has a visionary focus. This is the person on a team who enjoys long-range planning, avoids redundancy and seeks complexity. This person anticipates change, understands the implications and possibilities of networking within the system and displays intellectual ingeniousness in planning for the future. On a counseling team this individual is invaluable to motivate the team to look ahead, change those processes which are ineffective and plan for new resources/processes and results. The NT is generally very responsive to new ideas of others and generates enthusiasm for new solutions to problems.

The last temperament type is the NF, which for counselors is the most prevalent type as indicated by the CAPT reported studies (1986). The NF temperament is a catalyst for involvement. This person focuses on getting other persons involved, drawing them out and appreciating their contributions. This type values growth in self and others, is committed to other team members and is positive and enthusiastic. On a counseling team this person generates enthuasiasm for the program, creates a positive climate where everyone feels appreciated and is able to motivate the accomplishment of results through working with others. This temperament type contributes a people-centered point of view which seems essential in a field that aims to help students, parents and staff in a variety of ways.

The research and data bases using the MBTI "types" was related to individuals choosing counseling as a career field and using MBTI results to assist clients in career counseling. Little was found relating MBTI types to success in the field of counseling, and no studies were identified which address success of counselors in specific kinds of programs, i.e. traditional guidance services nor in results-based guidance programs. Most of the researchers operated upon the assumption that individuals who choose and remain in a career field are relatively successful or they would change careers. No mention was made in the literature reviewed of the effect

on individuals when there were major changes within the chosen career field.

Career Theory

Germane to the subject of this study, are the studies related to theories of career development, i.e., why do individuals choose a career in counseling. Career behaviors and interventions have been formulated and studied for more than eighty years. Herr and Cramer (1972) classified career theories as (1) trait-and-factor, (2) decisions, (3) sociological, (4) psychological and (5)developmental. Tolbert (1974) classifies career theories according to their major themes; developmental, needs, psychoanalytical, sociological, decision-making and existential. Jepsen (1984) proposed that career theories can be separated into two classifications, structural and developmental.

Looking at career theories chronologically, one must first address the trait and factor theories which were developed in the 1920's and 1930's, Parsons (1909) and Williamson (1965) are names associated with early development of trait and factor theories. Holland, Roe and Bardin are also associated with structural theories which center on personality characteristics as influencers of career decisions. The rather simple and straightforward belief that people are different and that different jobs require different traits is

the basis for these theories. Structural theories are information-centered and, therefore, rely on tests and inventories.

Structural theories of career development provide support for the concept of matching individual traits with job traits (NOICC, 1986). John Holland's research (1985) indicates that job satisfaction and stability, is determined by the interaction between personality characteristics and the characteristics of the work environment. Gysbers (1986) includes trait and factor, Holland's theory of vocational personalities and work environments, and socioeconomic systems as three structural theory approaches.

In particular, Holland's theory of vocational personalities and work environments is important because it defines the concept of personality being related to the work a person chooses (Healey, 1982). Holland (1985) defines six personality types and six work environments which resemble the persons choosing those environments. According to Brown (1987) differential psychology is the basis for all trait and factor theories, in that the adherents "try to measure empirically individual differences in personality variables, capacities, aptitudes and other traits" (p. 13). All structural theories are based on the belief that individuals select their occupations, as well as their career paths, based on personal preferences and the environmental factors influencing their lives

(Gysbers, 1986). The early vocational guidance theories focused on matching an individual's self-characteristics with the characteristics of specific opportunities within the world-of-work to provide the closest fit, thereby increasing the chances of success. Later theories expanded the concept of self-characteristics to include more than just work characteristics and expanded knowledge of the world-of-work, to knowledge about many other aspects of the world. The current position regarding traits is that "they have validity only in regard to specific situations such as the performance of an occupational task" (Brown, 1987, p. 14).

Studying counselor characteristics as they relate to successful guidance programs, uses concepts integral to the trait-factor theories. However, Holland's theory goes a step further by not only defining specific types of personalities, but also the work environments that match those personalities.

In a study of 1760 guidance counselors taking the Strong-Campbell Interest Inventory (an assessment instrument used to measure Holland's types) there was a p<.001 correlation on three of the four MBTI scales (Myers & McCaulley, 1986). Holland's theory of career development as it relates to work environment is relevant to this study and his description of personality types is positively correlated with the MBTI personality measure used in this study. However, it

is important to understand when discussing career theories that "career theory has a weak predictive ability" (Borow, 1982, p. 30). The thrust of career theory has been more descriptive than predictive. Therefore, the career theory literature which has been reviewed is important in order to understand the similarities and differences of the individuals who have chosen counseling as a career, rather than to serve as information to predict who might choose counseling as a career or who might be successful.

It is further recognized that a common assumption of career development theories is that realistic and appropriate career choices will be followed by better adjustment to work including better job performance, job satisfaction and career advancement. Rahim (1981) found some evidence for support of job satisfaction as a function of personality-job congruence when using Jungian psychological types. Some research has been done to integrate career development data from both pre-work and work-site settings but few studies have defined this assumption as a testable hypothesis (Borow, 1982). Structural theories use the concept of differential classification of characteristics of individuals which has a basis in differential psychology (Crites, 1981).

A second category of career theories is developmental. These theories focus on the life span of how a person grows and develops. Career development literature related to

adults incorporates recent research on life stages, life span and transitions (NOICC, 1986). Ginzberg, Super, Tiedeman & O'Hare and Krumboltz are identified with developmental theories. It is important to consider developmental career theories because they are helpful in dynamic diagnosis, helping us to understand differences based on age and experience. Super (1980) expands upon the idea of individual characteristics as a match for specific occupational areas to incorporate the concept that people change with time and experience and therefore, vocational preferences change over time. Interests, values and needs change, as well as abilities.

Ginzberg's theory of occupational choice was a first approach to a general developmental theory (Ginzberg, 1971). He stated that "occupational choice is a process, generally irreversible, and that compromise is an important part of every choice" (p. 103). He identified three periods of decision-making; fantasy, tentative choice and realistic choices. Super (1984) believes that individuals are capable of moving through these stages at various speeds and that one may return to an early stage without venturing outside of normalcy, e.g., women who work, stop and have families, go back to work; and mid-life career changes. Super also states, "The processes of growth, exploration, establishment, maintenance and decline are not simply vocational, but involve all aspects of life and living" (p. 72). Tiedeman &

O'Hara (1963) defined career development as choice and adjustment, wherein one's vocational identity is formed by the decision-making processes which are subject to the individual's comprehension and will. In later work (Miller & Tiedeman, 1972), Tiedeman united three conditions into a cubistic model of decision-making processes, involving psychological states, the problem-condition and self-comprehension.

The social learning and behavioral theories are associated with Krumboltz (1974), and Krumboltz, Jones & Mitchell (1979). Social learning theorists believe that decision-making is influenced by genetic factors, environmental conditions and events, and learning experiences. Three main categories include reinforcement, modeling and contiguous pairing (classical conditioning).

Adult career development theories explain career development through chronological age, life stages, the life span, individual idiosyncracies and transition. Erikson, Havighurst, Levenson, Neugarten and Schlossberg have been important researchers in the adult development area. Erikson (1950) posited that individuals move through an invariable sequence of developmental stages. Havighurst (1952) identified specific tasks related to the social roles adults take on. Levenson et al.(1978) further explored age-related developmental periods and Neugarten (1968) countered with a view-

point of individual idiosyncracy in which she stated that transitions are not related to chronological age nor do they follow an invariable sequence. Schlossberg (1984) expanded on Neugarten's work to study the continuous adaptation to transitions which occur in adult's lives.

Jung (1976) referred to a major change during the middle stage of an individual's life as a shift in the secondary personality function. Whether it is referred to as a mid-life crisis, maturity or developmental concerns, the result is that the meaning and value people place in their work changes over time. In a recent 15-year study of 197 counselors employed in Illinois (Bradley, 1986), school counselors seemed to be a remarkably stable career group with only five individuals leaving the field of education. This implies that persons in counseling positions seem to remain in the profession. However, 40% of the individuals in the study moved into an administrative position (half of those into guidance director positions) during the 15 year period in which they were followed-up. In terms of career theory, Bradley's study (1986) seems to support many of the developmental tenets present in the literature, e.g. Super's (1957) stages of establishment, maintenance and decline.

Using a developmental perspective, this study investigates job success (as measured by student results) related to the individual's age and length of service as a counselor.

"The nature of the job pattern - that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs - is determined by the individual's ... personality characteristics, and by the opportunities to which he or she is exposed" (Super, 1984, p. 24).

In studying counselor's success in competency-based guidance programs, one must take into account not only personality, age and length of service but also the opportunities available at the time the career choice was made. Education has traditionally been a career field that was open to women, long before other fields were considered appropriate. Many of the women who chose counseling before the women's liberation movement of the 1960's did so because of perceived lack of opportunity in other areas (Kahn-Hut & Kaplan-Daniels & Colvard, 1982). For many years women were perceived as having more interest in social, conventional or artistic fields. Counseling is considered primarily a social field. Therefore, some of the females within the counseling field may not have chosen counseling because of their personal characteristics and may be less successful than if they had chosen a different work environment (Holland,1980). In studying an adult population, it is important to make note of the change in perspectives toward work, homemaking, and leisure during the life of today's adult workforce.

Summary

There is a rebirth of attention given to public school guidance programs across the United States. In the western section of the country there is a movement to build guidance programs back to the level they had attained prior to the tax initiative, Proposition 13. This effort is being generated by the Santa Clara County Office of Education (White, 1981) and is being called "Guaranteed Services for Counseling and Guidance." It is a traditional approach in that students are provided specific services. Another approach to guidance is being generated from the central part of the United States and it focuses on both student outcome and time-on-task (processes) (Gysbers & Moore, 1981). The third approach is coming from the east coast and is results-based. The effective implementation of the three guidance approaches may call for counselors with different skills and different personality characteristics.

Effective counselors have been identified in the guaranteed services approach. The research centers on the characteristics of counselors within a counseling relationship. Traditional guidance and counseling services, as well as the guaranteed services utilize primarily individual and small group counseling processes. To date, there has been no re-

search on the characteristics of counselors implementing ei-
ther of the other two types of guidance programs. This re-
search study is a beginning attempt to identify the charac-
teristics of counselors that successfully implement a re-
sults-based guidance program.

CHAPTER THREE

Methods and Procedures

This chapter includes a description of the sample, including a description of the demographics of the county and the specific schools within the study, the sample of students and the population of counselors participating in the study. Also included are descriptions of the measurement instruments used to assess success of the guidance programs, the instrument used to assess counselor characteristics and the form used to collect information on other counselor variables being studied, including age, sex, race and length of service. The data collection procedures, including administration of assessment instruments and interview procedures are discussed. The last section provides a description of how the data from the assessment instruments and the interviews were analyzed.

Description of the Sample

County Setting:

The county school district used in this study is a small county in Maryland, occupying 250 square miles. The county

lies approximately in the center of Maryland, between the two large metropolitan centers of Baltimore and Washington. The proximity of the two large metropolitan centers has created a unique demographic situation which is favorable to the county as a whole and specifically to the educational system. There are only two cities in the county, the largest of which has an approximate population of 85,000 people.(Basic Facts, 1986-87).

The county's unique location has fostered a growth of almost 90 percent between 1970 and 1980, making it the fourth fastest growing county in the nation. By 1990, it is esti-mated that the population will be 200,00 with 95,000 living in the largest city. The county ranks as the second wealthi-est jurisdiction in the state on the basis of per capita tax-able income. The county has a median household income of $43,900, according to state planning statistics (Basic Facts, 1986-87).

School Setting:

Total school population within the county topped 26,000 in 1987 with 60 percent of the students enrolled in neighbor-hood schools where they can walk to school. A wide-range of support and auxiliary programs and services are available to county students beyond the classroom instruction. Specially trained professionals provide support programs in the areas

of guidance, special education, vocational education, gifted
and talented programs, computer instruction and alternative
education programs, including a program for pregnant teens
and teen parents.

The system currently operates 46 instructional facili-
ties, including 25 elementary schools (grades K-5), ten
middle schools (grades 6-8) and eight comprehensive high
schools (grades 9-12). The ten middle schools have a student
enrollment ranging from 464 to 627 and the eight comprehen-
sive high schools range in student population from 889 to
1173. There are two special secondary programs within the
district, a vocational school and an alternative school.

According to the Personnel Office, the school system has
2,545 full-time equivalent employees, 1,430 of these are
teachers. Fifty-seven percent of the teachers have earned at
least a master's degree. Minorities comprise 14.4 percent of
the professional staff. Follow-up studies indicate that
nearly 83 percent of the graduates continue their education
beyond high school, with 61 percent attending four-year col-
leges or universities (High School Follow-up, 1987).

Subjects:

This study used a random sample of students from the
middle and high schools to provide data for use in determin-
ing the success level of the school guidance program. The

guidance program evaluation included a stratified random sample of 454 high school seniors (Table 1) who comprise twenty-five percent of each graduating class and 447 eighth graders (Table 2) who comprise twenty-five percent of the students graduating from each middle school. A small sample of ten seniors from each high school were also interviewed to confirm data obtained from the written questionnaires. The information from student questionnaires was used to provide data on the success rate of each guidance program.

The total population of forty-four counselors at the eighteen secondary schools in the county were invited to participate in the study by providing data on their personality characteristics and selected demographic factors. All twenty-four counselors at the eight high schools participated in the study. Of the twenty counselors at ten middle schools, sixteen participated in the study.

The sample size using data collected from all of the schools and all participating counselors was reduced to those counselors from schools which were identified as providing successful guidance programs and those providing less successful guidance programs based on ranking schools using data from the student questionnaires. At the high school level this reduced sample size included six of the eight high schools and eighteen of the twenty-four high school counselors. In middle schools, the reduced sample included seven of

Table 1

Descriptive Data on High School Seniors Completing the

Program Evaluation Questionnaire.

	Percent	Frequency
SEX		
Male	48.9	222
Female	48.0	218
Missing	3.1	14
RACIAL-ETHNIC BACKGROUND		
White	76.4	347
Black	14.8	67
Spanish	.7	3
Asian	4.1	18
Other	1.3	6
Missing	2.9	13
LENGTH IN HOWARD COUNTY		
New this year	4.0	18
1-3 years	9.3	42
4-6 years	14.8	67
7+ years	69.8	317
Missing	2.2	10
HIGH SCHOOL COURSES		
General	29.7	135
Vo-Tech	7.5	34
Spec. Educ.	1.1	5
Academic	53.5	243
Missing	8.1	37
SELF-REPORT OF GRADES		
Mostly A	23.8	108
Mostly B	35.9	163
Mostly C	29.7	135
Mostly D and E	4.2	19
Missing	6.4	29

Table 2

Descriptive Data on 8th Graders Completing the Program

Evaluation Questionnaire.

	Percent	Frequency
SEX		
Male	48.3	216
Female	48.5	217
Missing	3.1	14
RACIAL-ETHNIC BACKGROUND		
White	77.0	344
Black	10.1	45
Spanish	2.0	9
Asian	5.6	25
Other	2.0	9
Missing	3.4	15
LENGTH IN HOWARD COUNTY		
New this year	8.5	38
1-3 years	16.1	72
4-6 years	17.7	79
7+ years	55.9	250
Missing	1.8	8
SELF-REPORT OF GRADES		
Mostly A	26.4	118
Mostly B	39.4	176
Mostly C	16.3	73
Mostly D and E	4.3	19
Missing	13.6	61

the ten middle schools and fourteen of the sixteen partici-
pating middle school counselors. Figure 2 shows the se-
quence followed in the identification of subjects from data
collection to data analysis.

Further data were collected using an interview format
with administrators, teachers, counselors and students from a
high school with a successful guidance program and a high
school with a less successful guidance program. One adminis-
trator, three teachers, three counselors and ten students
from each of the two identified schools were interviewed.

Measurement Instruments

Program Success:

Guidance program success was determined by a school's
rank order within the district on four measures of guidance-
related competencies. Rank order scores were established
through administration of an evaluation questionnaire devel-
oped within the district. The program evaluation efforts
have been designed and piloted over a three-year period (Ap-
pendix A). Preliminary questionnaires were developed in 1984-
85 with input from counselors, a research consultant, the
guidance supervisor, school administrators and guidance advi-
sory council members (parents, students, teachers and coun-
selors) at each school. Eighteen secondary schools in a
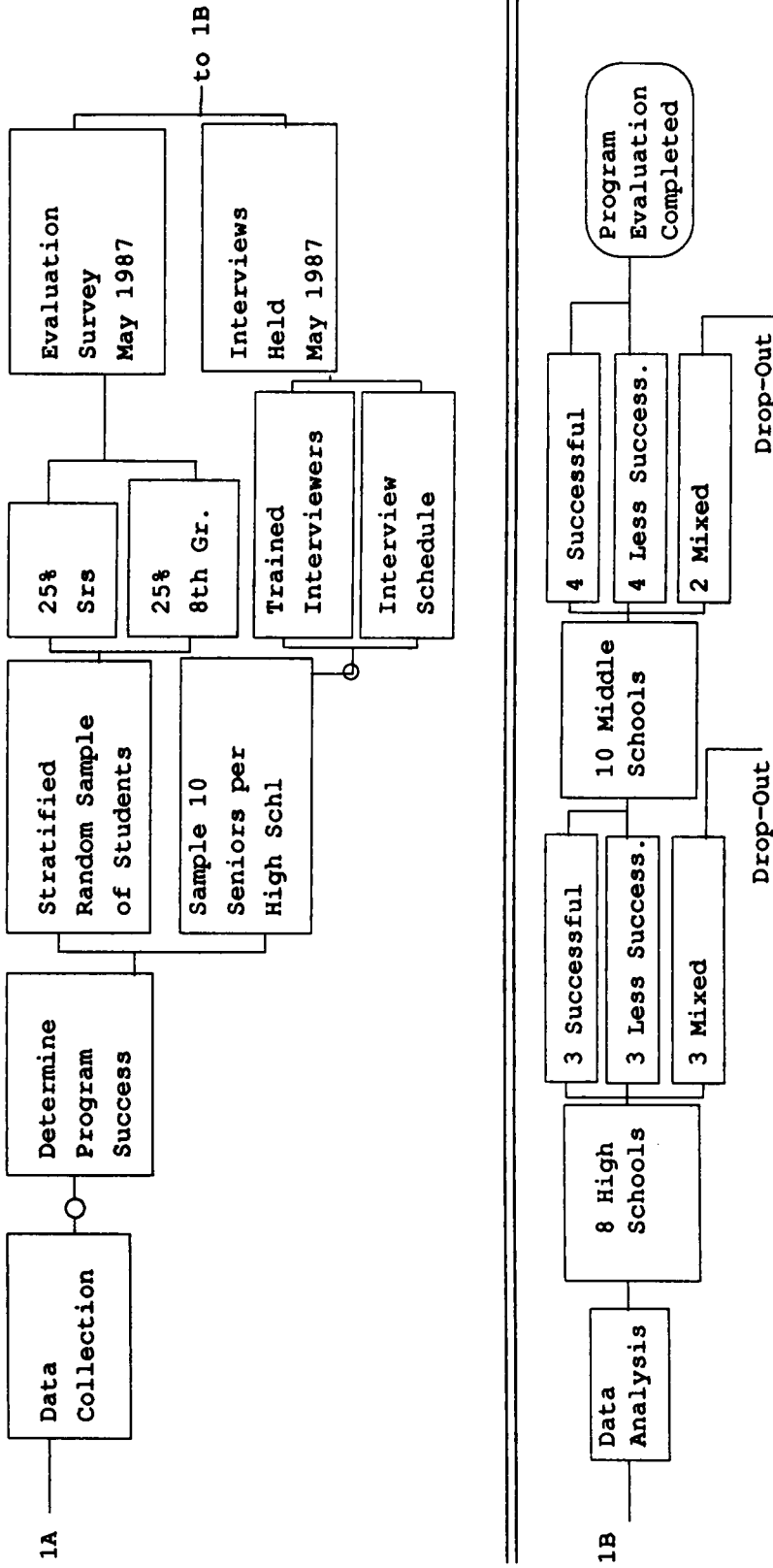
Figure 2. Sequence used in identification of subjects, from data collection to data analysis.
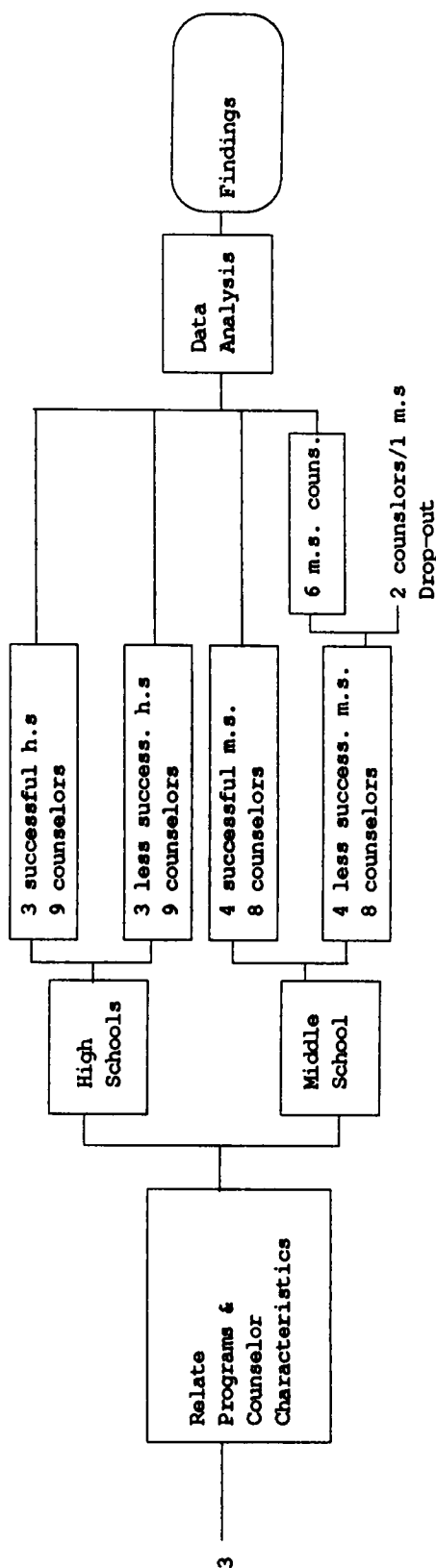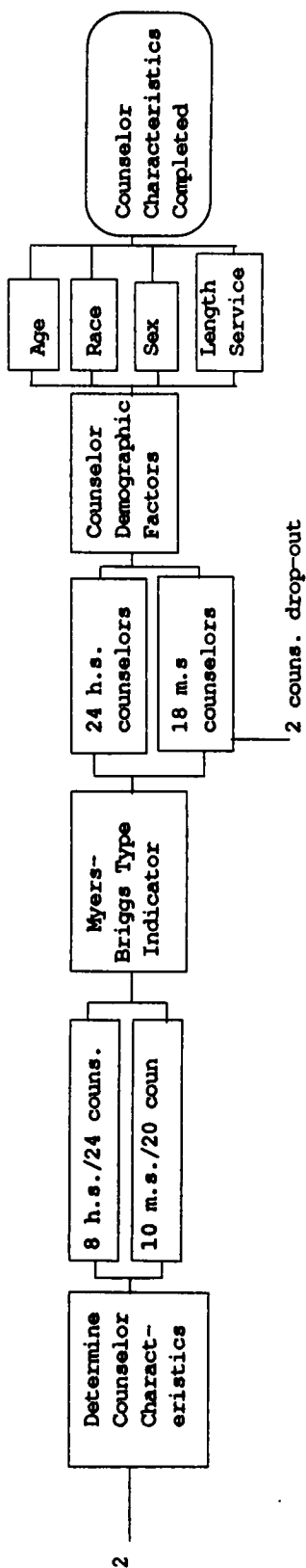
Figure 2 (continued). Sequence used in identification of subjects, from data collection to data analysis.

school district in Maryland participated in a three-year
evaluation project, part of which was to develop, field test
and revise the evaluation questionnaire. Over the three-year
period, changes were made to the evaluation questionnaire
used to assess the results-based guidance programs. Three
different forms (Appendix B) were developed for evaluation
purposes; written questionnaires for 8th and 12th graders,
and an interview form for 12th graders. The evaluation ques-
tionnaires were designed to gain information from students
and their parents on the perceived level of competence
achieved by the students in specific guidance-related compe-
tencies in the areas of educational planning (learning how to
learn), career planning (learning how to work) and personal/
social development (learning how to relate to others). In
addition, the questionnaire gathered information on the use-
fulness of guidance resources available to students, the
student's confidence in facing future situations and limita-
tions which the student indicates may cause difficulty after
graduation (senior questionnaire only).

During the three-year evaluation project, findings indi-
cated that the questions on the high school questionnaire
relating to personal/social development did not discriminate
(all students responded with the most correct response).
Therefore, the questions relating to the personal/social do-
main were removed from the written questionnaire, but re-

tained on the interview form where further discussion could be used to discern differences between students' awareness and achievement.

For the purpose of this study only the items on educational planning and career planning competencies from the evaluation questionnaire completed by students were used for determining success of the high school guidance program. Educational planning items were sorted into two measures, educational skills and educational confidence. Skills included studying, test-taking, computer search skills to identify college information and other post-high school educational options, course selection and financial aid information. Educational confidence included items on attitudes toward attending college, independence, getting along with a roommate, exams, and establishing schedules. Career measures included career skills using items on having a career plan, appropriateness of the plan, having a resume, interview skills and job application skills. The fourth area was career confidence which included items on attitudes toward taking a new job, competing for a job, following work rules, dealing with authority figures and cooperating at work. Since only a small sample of students (n=10 per school) were interviewed on personal/social competencies, data was too limited for inclusion in this study. The mean scores of student responses on a four-point Likert scale were used to rank

schools according to the level of success (competency-attainment).

In addition, as part of the evaluation project students were asked to provide evidence of specific results (which were kept on file in their planning portfolios) during the interview process. All seniors provided evidence of a career plan, resume and written feedback from a real or simulated interview which was reviewed and reported by counselors (validated by the signature of the school principal) as a graduation requirement of the Maryland State Department of Education. Review of these documents and the personal interview data were used to validate, from another perspective, the students' perception of their achievements. Although this review process was completed, the documentation was too lengthy and school-specific for inclusion in this study.

For middle school program evaluation, two major focus areas were assessed; educational/career skills, and personal/ social confidence. The combining of educational and career skills was done to parallel the guidance program design in which units of study combine the two areas. Items in educational/career skills included studying, keeping a notebook, preparing for a test, knowing career interests and academic strengths. The middle school guidance programs also include curriculum specific to the middle school student's developmental level in personal/social areas including items on

dealing with bullies, name calling, peer pressure, gossiping and group conflicts. This approach is different from the high school programs which currently provide personal/social competencies on an individual and as needed basis. Thus, there were differences between how middle school and high school guidance programs were assessed.

Personality Measures:

The counselor characteristics, including personality type, work type and temperament type, were determined based on their scores on the Myers-Briggs Type Indicator, Form G (Appendix C). The Myers-Briggs Type Indicator (MBTI) is a self-report, forced choice inventory derived from the theory of C. G. Jung, in his book, Psychological Types (1976). Since its initial publication by the Educational Testing Service in 1962, the MBTI has been used extensively in studies related to education and to career preferences. Reliability estimates of the MBTI, based on both internal consistency (Striker & Ross, 1963) and test-retest methodologies (Levy, Murphy, & Carlson, 1972; Striker & Ross, 1963), indicate that this instrument meets standards for psychometric rigor. Validity studies indicate that the instrument distinguishes between groups of individuals in a fashion predicted by type theory (Goldschmid, 1967; Rovezzi-Carroll & Fitz, 1984; Wyse, 1975).

Reliability studies using split-half measures for internal consistency show correlations in the .70 and .80 range for continuous scores (Sandburg, 1965). Isabelle Myers reports that using tetrachoric r's and applying the Spearman-Brown prophecy formula, median r's of .83 are reported. (Sandburg, 1965).

In addition, research has been done relating the MBTI preference scores to temperament and leadership (Giovanni, Berens & Cooper, 1987; Keirsey & Bates, 1984; Keirsey, 1987). For this purpose, the MBTI scores were sorted into four groups; the Intuitive-Feeling (NF), the Intuitive-Thinking (NT), the Sensing-Perceptive (SP) and the Sensing-Judging (SJ). This grouping relates positively with Spranger's type descriptions, (1928) and builds upon "theoretical contributions of Jung, Kretschmer, Freud, Adler, Sullivan and Maslow (Keirsey & Bates, 1984).

Few instruments appear to provide as much information as can be derived efficiently from the MBTI (Mendelsohn, 1965). Extensive correlational studies have been collected and published by the Center for Application of Psychological Types, University of Florida, Gainesville, that show statistical significance between other instruments and specific preferences identified on the MBTI (Macdaid, McCaulley & Kainz, 1986). Findings indicate that type scores relate meaningfully to a wide range of variables including personality,

ability, interest, values, aptitude and performance measures, academic choice and behavior ratings (Mendelsohn, 1965). Of interest to this study are correlations at the p<.001 on specific characteristics measured by the following instruments: The Adjective Check List, a frequently used instrument for investigating personality variables based on self-report; the California Psychological Inventory, Edwards Personality Preference Survey, Eysenck Personality Questionnaires, FIRO-B, Jungian Type Survey, Minnesota Multiphasic Personality Inventory, Sixteen Personality Factor Questionnaire and Study of Values (Myers & McCaulley, 1986). In searching the literature for an instrument that would meet the needs of this study, the extensive correlational study done on MBTI and other personality measures, as well as, correlational studies on career inventories (including Kuder Occupational Interest Survey and Strong-Campbell Interest Inventory), learning style inventories and conflict management gave credence to the selection of the MBTI as an instrument with broad applicability in the dimensions identified for investigation in this study (Carskadon, 1979).

The use of the Myers-Briggs as an indicator of temperament type has been researched and related to a variety of theorists who used different terms to describe a "consistency of actions from a very early age" (Keirsey & Bates, 1984). Twenty-five centuries ago Hippocrates spoke of four tempera-

ments he termed, choleric, phlegmatic, melancholic and san-
guine. Adickes in 1907 said man had four world views: dog-
matic, agnostic, traditional and innovative. Kretschmer used
the terms hyperesthetic, anesthetic, melancholic and hypo-
manic to describe temperament; Adler spoke of recognition,
power, service and revenge; and Spranger identified four hu-
man values as religious, theoretic, economic and artistic.
The MBTI has been used by Keirsey (1987) to identify four
temperaments which parallel those of Hippocrates, Adickes,
Kretschmer, Adler and Spranger.

Demographic Factors:

Other factors were investigated that might have an im-
pact on counselors implementing results-based guidance pro-
grams. These include sex, race, age and length of service of
each counselor. (Demographic data on students was accounted
for in the sampling process). Demographic information on the
counselors at each school was gathered from district records.
A computer print-out of each counselor's age, sex, race and
length of service was provided for this study by the Person-
nel Department. The records are updated yearly.

Qualitative Data:

Qualitative factors were identified through interviewing
teachers, counselors and administrators from a school with a

'ful guidance program and one with a less successful

 program. A Site Visit Guide (Appendix E) was developed using

a format developed by the U.S. Department of Education as

part of a project to analyze excellent schools. Composite

data from the interviews was coded (Miles & Huberman, 1986)

to compare data on counselor characteristics and program ef-

fectiveness using a cross-site matrix (Miles & Huberman,

1986).

A semi-structured interview form (Appendix B) was devel-

oped for use with ten students at each high school. The

interview included questions that paralleled the written

evaluation questionnaire answered by 25% of the graduating

seniors. A semi-structured interview begins with general

questions and then utilizes specific questions to support the

information given in response to the general questions. In a

structured interview all interviewers ask the same questions

in the same sequence. The student responses to the interview

were compared with the results of the written questionnaire

answered by 25% of the seniors from each high school. Simi-

larities or difference in the content and/or frequency of re-

sponses from each high school were noted. In addition, stu-

dent data from the two identified schools where staff and

administrators were interviewed was incorporated into a

cross-site, two variable matrix.

Data Collection and Data Analysis Procedures

Question 1: Program Success

Data Collection. Eighteen secondary schools partici-
pated in the administration of a guidance evaluation ques-
tionniare to 25% of their graduating class. 1986-87 is the
third year of data collection for guidance program evaluation
purposes. The Research and Planning Department generated a
25% stratified, random sample of graduating students from
each middle and high school from the comprehensive district
data base. The sample was stratified by sex and race to re-
semble the total population of the individual school. Stu-
dent questionnaires (Appendix B), scan-tron answer sheets,
directions for administration and the names of the specific
students to be sampled were sent out to all schools in April,
with all returns completed by mid-May, 1987.

In April, a training session was held for sixteen inter-
viewers who conducted personal interviews with a small sample
of seniors from each high school during the first week of
May. Role play and practice interviews were held and feed-
back given during the training session. Ten seniors from
each high school were interviewed. Each interviewer met with
five students individually for a 45 minute interview accord-
ing to an interview schedule. Interviewers were adult volun-
teers, many of whom serve on the Guidance Advisory Council

for a specific school. Interviewers were sent to schools where they have had no previous connection. Interviewers submitted written comments on their perception of the interviews including the willingness and openness of students interviewed, appropriateness of the interview schedule and place the interviews were held. Since this was the third year for many of the interviewers, most of the concerns voiced in previous years had been corrected.

Data Analysis. Data from the previous two years of the evaluation study indicated that schools had a difference in scores which could be used to differentiate between the programs that were successful in providing guidance-related competencies and those schools which were less successful. There have been no major changes in the program or in the process of evaluating guidance competencies and, therefore, it was reasonable to believe that the 1986-87 data would not differ significantly from 1984-85 and 1985-86 data. Based on this assumption, it was anticipated that some of the schools would consistently have more of the students rating themselves as somewhat or very competent, and somewhat or very confident on indicated educational and career competencies gained, and some schools would have consistently lower ratings using the same measurements. The assumption held true, although each year of the evaluation, the students' mean scores have increased.

For purposes of this study, the success level of a school was rated by determining a rank order of schools within the district. Thus, success is in relationship to other district schools which all have similar programs and resources rather than being based on an absolute score that is held constant for each competency area assessed or constant over years. Program success was determined by means of a secondary analysis of an existing data base. Initially the evaluation data were collected to provide data comparing results with guidance program purposes. Therefore, it was only possible to identify levels of success in relationship to the specific purposes and goals of the county guidance program for the year 1986-87.

Program success for high schools was determined by using the average student score on five items in each of four different areas to assign a rank order to each school. The four areas included educational skills, educational confidence, career skills and career confidence. Students were asked to use a 4-point Likert scale to indicate whether they were very competent/confident, somewhat competent/confident, not very competent/confident or not sure on each of five items.

Within the area of educational skills, students rated their competence in studying, test-taking skills, using a computer search to find college and career information, course selection and acquiring financial aid information.

These ratings were used to rank order the eight high schools in the area of educational skills. Likewise, in the area of educational confidence, students rated their confidence on attending college for the first time, coping with new independence, getting along with a roommate, preparing for college mid-terms and final exams, and making and keeping a study schedule. The career skills area included developing a career plan, having a career plan appropriate to ones interests, abilities and goals, developing a resume, interview skills and job application skills. Career confidence was assessed using students' self-rating on taking a full time or part time job, competing for a job, following workplace rules and regulations, getting along with authority figures and cooperating with other workers.

Each high school was ranked according to the mean score in each of the four areas. The overall level of success was determined by comparing the rank order of each high school in relationship with the other high schools. High schools that ranked in the top half of the county schools in three or more of the four areas, were determined to be "successful." (Three of the eight high schools met this criteria). Those that ranked in the bottom half of county schools on three or more of the four areas, were determined to be "less successful." (Three schools met this criteria). Those that did not rank in the top half nor the bottom half on more than three

scores were identified as "mixed success." (Two schools met
this criteria).

High School Criteria

Category	Rank scores
Successful	Top half of rankings in 3 of 4 areas studied
Mixed success	Mixed pattern of rank scores
Less successful	Bottom half of rankings in 3 of 4 areas studied

Program success for middle schools was determined by
using the average student score on five items in two differ-
ent areas to assign a rank order to each school. The two
areas used to determine program success included educational
and career skills, and personal/social development. In the
area of educational and career skills, students' rating of
competence in studying, how to maintain a notebook, how to
prepare for a test, how to identify your career interests and
knowing your academic strengths was used to determine one
ranking. The other area, personal/social confidence included
ability to handle bullying, gossiping, group conflicts, name
calling and peer pressure.

To determine the level of success of a given school's
guidance program, the middle schools ranked in the top half
of county schools in both areas were identified as "success-
ful." (Four schools met this criteria). Those ranking in the

bottom half of county middle schools were identified as "less successful" (four schools) and those with no consistent ranking in the top or bottom half were identified as having "mixed success" (two schools).

Middle School Criteria

Successful   Top half of school rankings
                             in both areas studied

Mixed success   Mixed pattern in rank scores

Less Successful   Bottom half of school rankings
                             in both areas studied

Individual school characteristics including socio-economic levels, percent of students attending college, standardized test scores, SAT scores and ethnic populations were analyzed to determine possible influences on student self-perceptions.

Question Two: Personality Measures

Data Collection. The total population of forty-four counselors assigned to the eighteen secondary schools participating in the evaluation process were requested to participate in this study by completing the Myers-Briggs Type Indicator. All twenty-four high school counselors from the eight high schools and sixteen counselors from eight of the ten middle schools completed the MBTI.

A memo explaining this study and asking for counselor cooperation was sent to each counselor in an individually addressed envelope. A copy of the MBTI, the memo, a return envelope and a small reinforcer were included. The counselor mailing was sent through the intra-district mail system. Counselors who did not respond in a timely manner were contacted by telephone or in person before the end of the year. All responses were submitted before the counselors left for summer vacation, June 1987. Two middle school counselors indicated that they preferred not to participate and two other middle school counselors had occurrences at the end of the school year which prevented them from submitting their MBTIs.

Data Analysis. The Myers-Briggs Type Indicator was used to measure the personality characteristics of counselors. The MBTI has four scales which were tallied to indicate the frequency and percentage of counselors with a particular preference in schools with successful and less successful guidance programs. In addition, the MBTI was scored in a continuous, bipolar manner (Extraversion-Introversion; Thinking-Feeling; Sensing-Intuition; and Judgment-Perception) and the scores used to indicate differences in the strength of preferences of counselors in successful and less successful programs.

The scores indicate "preference types." A type describes how a person chooses to function. The 'strength of

preference" was considered for each type in order to compare similarities and differences in characteristics. Strength of preference does not imply excellence, but rather indicates that when the respondent is forced to choose, he/she is more clear about what mode is preferred. The strength of preference is determined by continuous scores which are a linear transformation of preference scores, using a formula of 100 minus the numerical portion of the preference score for E,S,T, or J and 100 plus the numerical portion of the preference score for I,N,F, or P. The possible range of scores using a continuous score range is 33 to 167.

The following ranges are considered guidelines for looking at strength of preference:

Category	Range for E,S,T or J	Range for I,N,F or P
Slight Preference	91-99	101-109
Moderate Preference	81-89	111-119
Clear Preference	61-79	121-139
Very Clear Preference	33-59	141-167

Isabelle Myers (1980) considers the combinations of perception (Sensing and Intuition) and judgment (Thinking and Feeling) to be the most important when career choices are concerned. This combination was used to investigate the work

preferences (ST, SF, NF and NT) of counselors as they relate
to the counselors' success levels within a results-based
guidance program.

Results were also analyzed according to temperament
style (NF, NT, SJ, SP). Keirsey (1987) indicates that using
the MBTI scores, temperament types can be used to identify
intellectual, motivational, emotional and social traits.
The four temperament types relate to an individual's rela-
tionships and role definitions.

Only the MBTI results of counselors implementing suc-
cessful results-based guidance programs and less successful
guidance programs were analyzed. Quantitative methods in-
cluded a comparison of frequencies of MBTI preferences of
counselors implementing successful programs and those imple-
menting less successful programs. The continuous, bipolar
score for each of the four preference scales (EI, SN, TF, JP)
was figured and the mean scores used as an indication of the
combined strength of preference within each type. A t-test
was applied to the continuous scores on each scale to deter-
mine significant differences between the groups, i.e. coun-
selors implementing a successful guidance program and coun-
selors implementing less successful programs at the middle
school and high school levels.

Question Three: Demographic Factors

Data Collection. Demographic information on the coun-

selors and on each school was gathered from district records.
A computer print-out of each counselor's age, sex, race and
length of service was requested from the Personnel Depart-
ment. The school demographics are updated yearly and kept on
file for use with colleges, accreditation visits, district
public relations and other purposes as needed.

Data Analysis. Demographic factors- age, sex, length of
service and age were analyzed by applying the non-parametric,
Kruskal-Wallis one-way anova test.

Question Four: Combined Quantitative and Qualitative Methods

Data Collection. Interviews were conducted at two
schools, one with a successful guidance program and one with
a less successful guidance program (as determined on the
guidance evaluation questionnaire). Interviews were sched-
uled at both schools with the principal, three teachers and
two counselors. The school staff interviews were conducted
during the last week of school. One school psychologist and
one guidance supervisor conducted the interviews. Student
interview data was extracted for the two identified schools
from the ten student interviews held at each high school dur-
ing the evaluation process. In addition, the quantitative
data collected on counselor personality types and demographic
factors were utilized to provide a combined data base for a
more complete and integrated examination of factors.

Data Analysis. The analysis of the data used both quantitative and qualitative methods to answer the research questions. A stepwise, multiple regression was applied to personality factors and selected demographic factors to account for the amount of variance ascribed to each. Qualitative methods included a description of the preferred personality types, the work preference types and the temperament types of counselors implementing successful guidance programs and less successful programs. A cross-site, two variable, descriptive matrix (Miles & Huberman, 1986) was developed using the variables of program success and counselor characteristics. The matrix was constructed using data collected in the site interviews to identify similarities and differences as they are perceived by school staff including counselors, administrators and teachers. Using pattern coding (Miles & Huberman, 1986), the patterns and recurrences identified on the matrix were used to sort and compare interview data. An inductive method of coding was used in which none of the data was precoded until all the information had been collected and then a determination of how it "nested" within the context of this study was determined. This empirically "grounded" approach is advocated by Schatzman & Strauss (1973). Data was sorted using descriptive codes and explanatory codes to define linkages and sets related to the guidance program and to the individual counselors and counselors as a team. Unex-

pected linkages were identified in the information observed related to the guidance facility and the guidance area climate. These data were included in the descriptive analysis.

This study incorporates the quantitative and qualitative data in answering the research questions. Cook and Reichardt (1979) argue that there are at least three reasons why combining qualitative and quantitative methods can be beneficial:

First, evaluation research usually has multiple purposes which must be carried out under the most demanding of conditions. This variety of needs often requires a variety of methods. Second, when used together for the same purpose, the two method-types can build upon each other to offer insights that neither one alone could provide. And third, because all methods have biases, only by using multiple techniques can the researcher triangulate on the underlying truth. Since quantitative and qualitative methods often have different biases, each can be used to check on and learn from the other (Cook & Reichardt, 1979, p. 21).

CHAPTER 4

Findings

This chapter includes information related to the four
research questions. The first section addresses data on
level of success of school guidance programs. Included is
how guidance program success was determined and how success-
ful and less successful programs were identified from the
original sample of all schools. The next section compares
counselors in successful programs with those in less success-
ful programs in terms of personality characteristics as meas-
ured on the Myers Briggs Type Indicator. The third section
addresses demographic factors of counselors in successful and
less successful guidance programs. The chapter concludes
with data combining information from the MBTI, demographic
factors and several qualitative indices. Data are reported
separately for high schools and middle schools.

Program Success:

The first research question considers the establishment
of the basis for evaluation of a results-based school guid-
ance program.

1. What are the success levels of results-based guidance programs? How was the level of success of results-based guidance programs determined?

High School Data:

A stratified, random sample of twenty-five percent of seniors at each of eight comprehensive high schools was surveyed to provide data on their perceived level of achievement of guidance-related competencies. See Table 1 for descriptive information on the sample of seniors.

Tables 3, 4, 5 and 6 provide the mean ratings on a 4-point Likert scale for the four areas of educational skills, educational confidence, career skills and career confidence. Ratings ranged from 2.64 to 3.14 on five areas measuring educational skills, from 2.83 to 3.21 on educational confidence, from 3.14 to 3.43 on career skills and from 3.31 to 3.52 on career confidence competencies. The difference in scores range from .5 to .21.

Educational skills show the widest range of mean scores with a .5 difference between the highest and lowest scores at different schools. The widest range of scores within a school was .92 with skills in course selection rated highest at 3.29 and finding information on financial aid, lowest at 2.57. The most consistent selections had students at 6 of 8 schools indicating their highest level of competence was in

Table 3

Mean Ratings of High School Seniors' Perception of Self-competence in

Selected Educational Skills

Educational Skills	School							
	A	B	C	D	E	F	G	H
Studying	2.75	3.00	2.77	2.97	2.58	3.09	3.03	2.66
Test-taking	2.92	3.17	2.93	3.00	2.82	3.00	3.32	2.92
Computer search	2.53	2.26	2.43	2.60	2.63	2.87	2.85	2.67
Course selection	2.29	3.35	3.29	3.52	3.24	3.21	3.65	3.21
Financial Aid	2.70	2.83	2.57	2.91	2.58	2.91	2.95	2.72
$\bar{x}$	2.64	2.92	2.80	3.00	2.77	3.02	3.14	2.84
Rank	8	4	6	3	7	2	1	5
n=	75	54	57	54	49	47	60	38

Note: 4 = very competent
       3 = somewhat competent
       2 = not very competent
       1 = not sure

Table 4

Mean Ratings of High School Seniors' Perception of Self-confidence in Educational Endeavors

Educational Confidence	School							
	A	B	C	D	E	F	G	H
Attend College	3.04	3.30	3.12	3.36	2.73	3.22	3.24	3.13
Independence	3.30	3.60	3.47	3.54	3.27	3.42	3.44	3.56
Roommate	3.18	3.27	3.09	3.42	3.02	3.33	3.30	3.34
Exams	2.64	2.79	2.59	2.82	2.51	2.80	2.86	2.65
Schedules	2.81	3.10	2.79	2.91	2.63	2.98	3.16	2.82
$\bar{x}$	2.99	3.21	3.01	3.21	2.83	3.15	3.20	3.10
Rank	7	1	6	1	8	4	3	5
n=	74	52	56	53	49	47	58	39

Note: 4 = very competent
       3 = somewhat competent
       2 = not very competent
       1 = not sure

Table 5

Mean Ratings of High School Seniors' Perception of Self-competence in

Selected Career-related Skills

| Career | | | | School | | | | |
Skills	A	B	C	D	E	F	G	H
Career Plan	3.18	2.96	2.98	3.28	3.36	3.12	3.23	3.02
Appropriate plan	3.31	3.11	3.29	3.35	3.50	3.22	3.38	3.27
Resume	2.74	2.83	2.61	2.96	3.16	2.98	3.08	2.82
Interview	3.21	3.35	3.60	3.37	3.58	3.38	3.48	3.36
Job Application	3.40	3.46	3.53	3.54	3.53	3.57	3.56	3.39
$\bar{x}$	3.17	3.14	3.20	3.30	3.43	3.25	3.35	3.17
Rank	6	8	5	3	1	4	2	6
n=	75	54	57	54	49	47	59	38

Note: 4 = very competent
         3 = somewhat competent
         2 = not very competent
         1 = not sure

Table 6

Mean Ratings of High School Seniors' Perception of Self-confidence in

Selected Career-related Endeavors

Confidence	Career				School			
	A	B	C	D	E	F	G	H
Taking a Job	3.15	3.23	3.04	3.13	3.41	3.13	3.22	3.31
Competing for Job	3.18	3.24	3.18	3.17	3.41	3.29	3.32	3.31
Following Work Rules	3.67	3.63	3.47	3.60	3.63	3.62	3.80	3.79
Authority	3.49	3.38	3.30	3.52	3.39	3.38	3.57	3.49
Cooperating at Work	3.64	3.52	3.58	3.59	3.59	3.57	3.70	3.69
$\bar{x}$	3.43	3.40	3.31	3.40	3.49	3.40	3.52	3.52
Rank	4	5	8	5	3	5	1	1
n=	74	52	56	53	49	46	59	39

Note: 4 = very competent
       3 = somewhat competent
       2 = not very competent
       1 = not sure

course selection and at 5 of the 8 schools,

students indicated their lowest level of competence was in

using a computer search to locate college and career informa-

tion. Since seniors have had at least four years of practice

in high school course selection it was predictable that most

students would feel competent in that area. However, every

high school in the district had a computer search system

which was used by each student in the development of a post-

high school plan. Thus, it was not predicted that so many

students would rank computer search as their lowest level of

competence.

In the area of confidence in facing educational situ-

ations, students at every school rated their confidence low-

est in preparing for college mid-term and final exams and

highest in coping with new independence. There was a .38

difference in ratings between schools and the largest range

within a school was .91 with the highest rating of 3.56 in

coping with independence and 2.65 in preparing for college

exams.

The two areas of career skills and career confidence had

fewer differences reflected in the range of scores between

schools and within a school. Career skills had a .29 differ-

ence between schools while career confidence had a .21 dif-

ference between schools. All schools had the lowest compe-

tence level reflected on developing a resume and 6 of the 8

schools indicated that job application skills was the highest level of competence. In career confidence, all schools reflect the lowest level of confidence in taking a part-time or full time job, and the highest level of confidence in following workplace rules.

In order to differentiate the schools which were more successful and ones which were less successful, a ranking of schools within the district was devised. Rank orders were assigned to the average ratings in each of the four areas. A summary of these ranks is provided in Table 7. Determination of successful, mixed success and less successful was made by examining the frequency of a school's rank order in the top half or bottom half of the schools in the study. Ranking in the top half in three of the four areas was identified as successful, ranking in the bottom half in three of the four areas was identified as less successful. Other schools were identified as having mixed success.

From these rankings, six schools were selected for additional analysis, three categorized as successful (Schools D, F and G) and three categorized as less successful (A,C and H). Each school had three counselors resulting in nine counselors at the successful schools and nine counselors in the less successful schools being included in the additional analysis.

Additional information about demographic factors of

Table 7

Levels of Success of High School Guidance Programs

School	Rank Order				Rating
	Ed. Skills	Ed. Confidence	Career Sk.	Career Conf.	
A	8	7	6	4	Less Success
B	4	1	8	5	Mixed
C	6	6	5	8	Less Success
D	3	1	3	5	Successful
E	7	8	1	3	Mixed
F	2	4	4	5	Successful
G	1	3	2	1	Successful
H	5	5	6	1	Less Success

Note: Successful = rank in top half of schools in 3 of the areas
Less success = rank in bottom half in 3 of the 4 areas
Mixed = no majority rank order in top or bottom half of the schools
evaluated

schools with successful and less successful guidance programs
is provided in Table 8. Examination of these factors reveal
that there was no pattern of socio-economic indicators,
achievement indicators, ability indicators or ethnic enroll-
ment that differentiated between schools with successful and
less successful guidance programs. Schools with successful
guidance programs included ones with the greatest percent of
students receiving reduced-cost lunches, the lowest average
SAT verbal and math scores and the lowest ability index.
Schools with less successful programs included ones with the
lowest percent of students receiving reduced-cost lunches,
the lowest percent minority enrollment, the largest percent
of students attending 4-year colleges, the highest SAT verbal
and math scores and one of the highest ability index levels.
These data are highlighted to point out that in each case,
the data might be expected to be just the opposite if suc-
cessful guidance programs were linked with high socio-eco-
nomic levels, high achievement, and large percent of students
attending college.

Middle School Data

A random sample of 25 per cent of students in grade 8 at
each of the ten middle schools were given the evaluation
questionnaire. See Table 2 for descriptive information on
the sample of students in grade 8. Students rated percep-

tions of competence in two key guidance areas. Tables 9 and 10 provide the mean ratings on a 4-point Likert scale for the areas of education and career skills, and personal/social confidence.

Middle school ratings indicated fewer differences between schools or within each school than the high school ratings. The middle school guidance program provided classroom instruction in both areas addressed in the evaluation. However, middle school students seemed less able to differentiate between what they had heard (but perhaps not learned) and their individual level of competence in a given area. Developmentally, middle school students are primarily concerned with defining who they are, which is determined largely through their relationships with others rather than being interested in what they are going to do (Elkind, 1967). This difference in focus makes measurement of guidance results in middle school much less definitive than for high school students who are preparing to enter the world and are therefore, keenly interested in determining how prepared they are for their next step.

Ratings on educational and career skills ranged from 3.48 to 3.09, a difference of .39. The largest range within a school was .60 and the lowest was .11. There was no pattern between schools to identify areas in which the students felt the most competent, nor the least. Ratings on confi-

Table 8

Demographic Factors of High Schools

School	n	Counselor Caseload	% Reduced Lunches (SES)	Ethnic* %	% Attend 4/2yr College	$\bar{x}$ SAT	$\bar{x}$ Ability Index
				With Successful Guidance Programs			
D	1084	361	2.6%	70/24/4	72/16	460/488	113
F	983	328	5.7%	73/22/4	50/30	456/493	104
G	1101	367	2%	91/4/4	65/19	434/498	110
				With Less Successful Guidance Programs			
A	1174	391	.94%	88/9/4	45/15	473/515	108
C	1074	358	1.02%	94/4/2	47/19	461/505	107
H	882	294	3.5%	70/25/5	81/10	474/521	113
District $\bar{x}$	1074	358	2.6%	80/15/5	61/17	462/508	109

Note: Ethnic % reported for white/black/Asian
SAT scores reported for verbal/math
District $\bar{x}$ is for all high schools

Table 9

Mean Ratings of 8th Graders' Perception of Self-competence in

Selected Educational and Career Skills

Educ/Career Skills	School									
	A	B	C	D	E	F	G	H	I	J
Studying	3.28	3.25	2.98	3.08	3.14	2.94	3.23	3.33	2.77	2.98
Notebook	3.16	3.34	3.31	3.22	3.19	3.15	3.28	3.43	3.37	3.35
Test prep.	3.35	3.35	3.02	2.94	3.29	3.00	3.21	3.33	3.13	3.06
Career Interest	3.28	3.40	3.30	3.22	2.81	3.12	3.34	3.68	3.33	3.18
Acad. Strength	3.31	3.27	2.91	3.08	3.35	3.26	3.42	3.61	3.03	3.47
$\bar{x}$	3.28	3.32	3.10	3.11	3.16	3.09	3.30	3.48	3.13	3.21
Rank	4	2	9	8	6	10	3	1	7	5
n=	42	44	53	52	43	34	48	38	30	49

Note: 4 = very competent
3 = somewhat competent
2 = not very competent
1 = not sure

Table 10

Mean Ratings of 8th Graders' Perception of Self-confidence in

Personal/Social Situations

Personal/ Social	School									
	A	B	C	D	E	F	G	H	I	J
Bullying	3.16	3.28	3.23	3.06	3.03	3.12	3.13	3.18	3.34	3.50
Gossiping	3.35	3.30	3.06	3.19	2.91	3.30	3.25	3.43	2.97	3.43
Group Conflict	3.16	3.02	3.42	3.19	3.16	3.18	3.06	3.36	3.33	3.40
Name Calling	3.47	3.50	3.42	3.13	3.36	3.38	3.17	3.36	3.17	3.67
Peer Pressure	3.56	3.51	3.23	3.16	3.24	3.39	3.02	3.43	3.13	3.46
$\bar{x}$	3.34	3.32	3.25	3.15	3.14	3.27	3.13	3.35	3.19	3.49
Rank	3	4	6	8	9	5	10	2	7	1
n=	43	43	53	51	42	33	48	40	30	48

Note: 4 = very competent
         3 = somewhat competent
         2 = not very competent
         1 = not sure

dence in personal/social areas ranged from 3.49 to 3.13, a difference of .36 between schools. Within a school, the largest range was from 3.51 to 3.02, a difference of .49. As with the educational and career skills, there was no pattern of response to indicate that one area was generally stronger, nor weaker than the others.

In order to identify successful and less successful guidance programs, rank orders were assigned to the average ratings in each of the two areas. A summary of these ranks is provided in Table 11. Successful programs were determined by identifying schools that ranked in the top half of the middle schools in both of the areas studied. Less successful programs ranked in the bottom half of the middle schools in both areas studied and mixed success were programs that were in the top half in one area and the bottom half in the other.

From these rankings, eight schools were selected for additional analysis, four categorized as successful (Schools A, B. H and J) and four categorized as less successful (Schools C. D. E. and I). Each school had two counselors, resulting in eight counselors from the successful programs and eight counselors from the less successful programs being identified for inclusion in the additional analysis. (Six counselors from less successful programs were actually included in the additional analysis because two of the identified counselors failed to submit personality data).

Table 11

Levels of Success of Middle School Guidance Programs

School	Rank Order		Rating
	Educ/Career Skills	Personal/Social	
A	4	3	Successful
B	2	4	Successful
C	9	6	Less Success
D	8	8	Less Success
E	6	9	Less Success
F	10	5	Mixed
G	3	10	Mixed
H	1	2	Successful
I	7	7	Less Success
J	5	1	Successful

Note: Successful determined by ranking in top half of county schools in both
     areas reported

    Less Success = ranking in bottom half of county schools in both areas
     reported

    Mixed = no majority of top half ranking or bottom half

Additional information about demographic factors of middle schools with successful and less successful guidance programs is provided in Table 12. Schools were compared on socio-economic levels as indicated by the percent of students on reduced-cost lunches, the ethnic enrollment and ability index levels. The demographic factors do not demonstrate clear differences between schools with successful guidance programs and those with less successful programs. However, there were slight indications that the middle schools with successful guidance programs were linked with slightly higher socio-economic levels, slightly higher ability levels and a lower percent of minority enrollment.

Personality Characteristics:

The second research question addressed personality characteristics of counselors as measured by the MBTI.

2. Do the personality characteristics of counselors implementing successful results-based guidance programs differ from the personality characteristics of counselors implementing less successful programs?

High School Data:

Data in this section are based on nine counselors from three schools with successful guidance programs and nine

Table 12

Demographic Factors of Middle Schools

School	n	Counselor Caseload	% Reduced Lunches (SES)	Ethnic %	$\bar{x}$ Ability Index
With Successful Guidance Programs					
A	641	321	.7%	87/8/5	115
B	639	320	2%	83/6/9	118
H	525	263	5.9%	88/8/3	112
J	587	294	10.4%	64/30/5	114
With Less Successful Guidance Programs					
C	586	293	3.4%	94/3/2	115
D	467	234	7.9%	72/23/4	111
E	563	282	6.4%	71/21/7	118
I	478	239	12.3%	83/12/2	106
District $\bar{x}$	559	279	6.1%	81/14/4	114

Note: Ethnic % reported for white/black/Asian
District mean is for all middle schools

counselors in three schools with less successful guidance programs. Information on personality characteristics of counselors implementing successful and less successful programs is provided in Figure 3.

Counselors' personality characteristics were determined by administering the Myers-Briggs Type Indicator. Scores on four indices were obtained for each counselor. Each index reflects one of four basic personality preferences (EI, SN, TF, JP). Counselors in the two types of programs appeared to be similar on three of the four dimensions: EI, SN and JP. On the TF dimension there appeared to be differences between counselors working in successful programs compared with counselors in less successful programs.

In order to test whether these differences are statistically significant t-tests were performed using respondent's actual scores. Data are provided in Table 13. These data support the findings suggested by the graphic representation in Figure 3. The only statistically significant difference between counselors in successful and less successful programs was on the dimension of TF, where a t value of -2.93 is significant at the p<.01. An examination of the means reveals that counselors in the successful programs had a mean rating of 77.22, suggesting a clear preference for Thinking while counselors in the less successful programs had a mean rating of 114.77, suggesting moderate preference for Feeling.
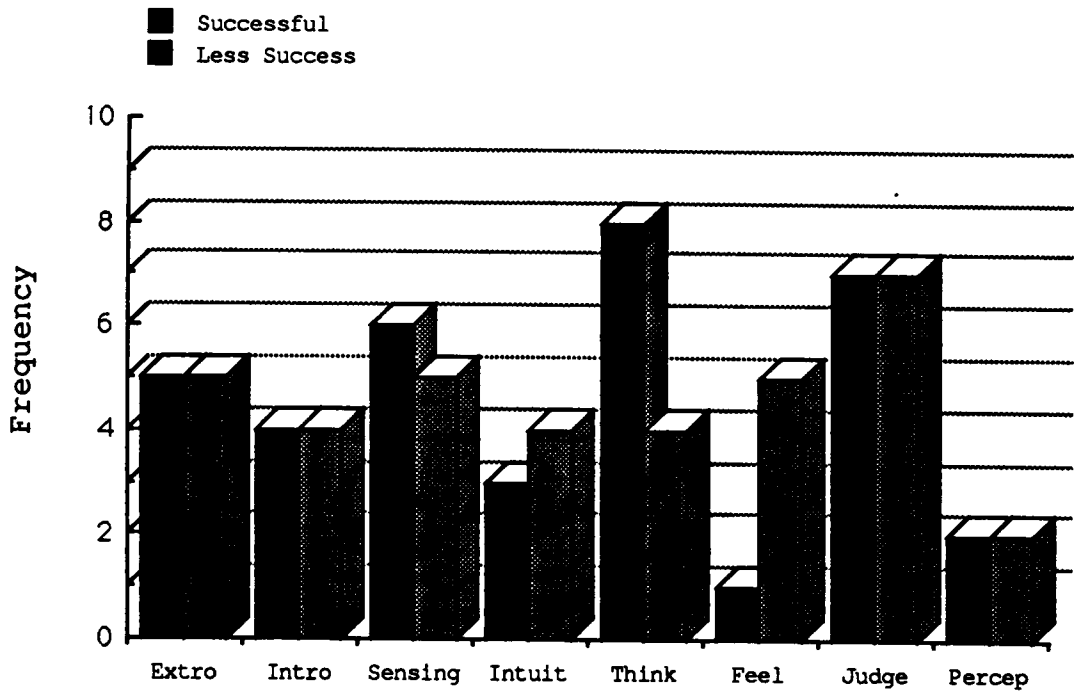
Figure 3. Personality characteristics of counselors in suc-
cessful (3 schools, 9 counselors) and less successful (3
schools and 9 counselors) high school guidance programs based
on MBTI scores.

Table 13

Comparison of High School Counselors in Successful Results-Based Guidance

Programs and Counselors in Less Successful Programs on Four Scales of the

MBTI

High School Data

Scale	Group	Mean	df	SD	t	p
E-I	Counselors (S)	104.50	8	39.859	.97	n.s.
	Counselors (LS)	86.55	8	38.753		
S-N	Counselors (S)	92.77	8	22.593	.31	n.s.
	Counselors (LS)	87.44	8	46.816		
T-F	Counselors (S)	77.22	8	27.94	-2.93	p<.01
	Counselors (LS)	114.77	8	26.39		
J-P	Counselors (S)	73.22	8	39.00	.25	n.s.
	Counselors (LS)	69.00	8	33.82		

In addition to classifying respondents by their preference (e.g., E or I, S or N), MBTI scores were converted to continuous scores to indicate strength of preference. As was discussed in Chapter 3, the MBTI is scored on four dimensions with values ranging from 33 to 167. For example, a value of 100 or less on the dimension E-I would indicate a preference for E. A value of 100 or more on the S-N would indicate a preference for N. Scores close to the 100 midpoint (whether above or below) would indicate a very weak preference for that personality characteristic. As the values move further away from that midpoint (whether above or below), the strength of preference becomes even greater. Thus, using the E-I scale as an example, it is possible that an individual with a weak preference for "I" and one with a weak preference for "E" have more similarities than two individuals, one with a weak preference for "I" and one with a strong preference for "I".

In order to examine the strength of preference, a graphic representation of the average scores was developed. Examining Figure 4, we can see that counselors in successful programs had a moderate preference for E while counselors in less successful programs had a slight preference for I. We can also see that counselors in both successful and less successful programs preferred S over N, although in both cases the preference was only slight or moderate. In contrast,

Strength of Preference
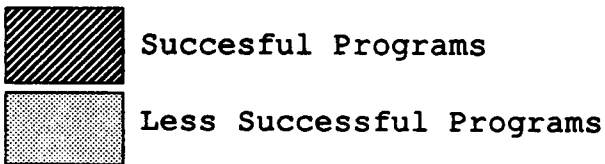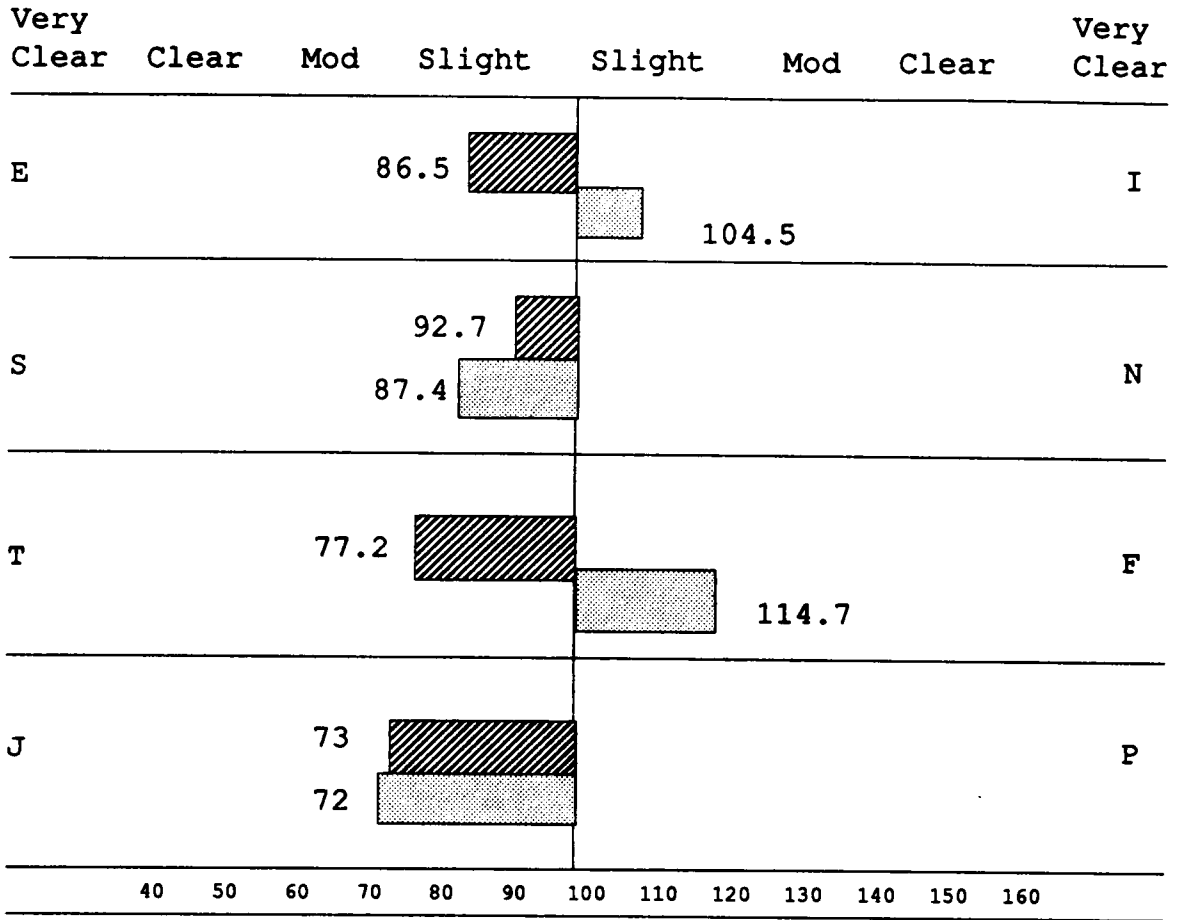
Figure 4. High school counselors strength of preference using mean scores on 4 indices of MBTI

however, counselors in successful programs had a clear preference for T while counselors in less successful programs had a moderate preference for F. Counselors in both successful and less successful programs had a clear preference for J over P.

"Work-type" characteristics stem from grouping combinations based on the mental functions (S-N and T-F). These characteristics are most important "when career choices are concerned" (Myers & McCaulley, 1986, p. 33). A comparison of counselors implementing successful guidance programs and those with less successful programs, showed the greatest difference in the ST work type with 6 of the 9 counselors from successful programs and only 1 of the 9 from less successful programs preferring an ST work type. The ST types rely on sensing for purposes of perception and thinking for purposes of judgment. They tend to be practical and matter-of-fact.

Fewer differences are seen in the other three types: SF, NF, NT. More counselors from less successful programs preferred an NT work type than any other type. NTs are described as logical and ingenious types. They are best in solving problems within specialized fields such as scientific research, mathematics, finance or technical areas. NTs also tend to be impersonal in their endeavors and interests. Figure 5 provides comparisons between the high school counselors in successful and less successful programs in the work type

Figure 5. Work types of high school counselors in successful (3 schools, 9 counselors) and less successful (3 schools and 9 counselors) guidance programs based on MBTI scores.

dimensions.

In groupings identified as important to temperament, the largest number of counselors in successful guidance programs preferred the SJ mode of response. Figure 6 shows the comparisons of high school counselors in successful and less successful programs on the temperament types. SJ types are described as industrious and dutiful, with the need for a sense of belonging. They frequently seek work in institutions in order to establish, nurture and maintain continuity and perpetuity (Keirsey & Bates, 1978). The most preferred temperament mode of counselors in less successful guidance programs is the NT. The NT is described as one who values competence and takes pride in doing things well even in adverse circumstances. The NT temperament tends to be very self-critical, needing to be competent and to be seen as competent by others. This temperament tends toward being perfectionistic and can become tense and compulsive when under stress (Giovannoni, Berens & Cooper, 1987).

A review of all the data presented indicates that counselors in successful programs differed from counselors in less successful programs in the TF dimension primarily. The counselors implementing successful guidance programs pre-ferred the thinking function which seeks rational order and plan according to impersonal logic over the feeling function which seeks rational order according to harmony among subjec-

Figure 6. Temperament types of high school counselors in successful (3 schools, 9 counselors) and less successful (3 schools and 9 counselors) guidance programs based on MBTI scores.

tive values (Myers & McCaulley, 1986).

Middle School Data:

Data in this section are based on responses from eight
middle school counselors from four schools with successful
guidance programs and six counselors at three middle schools
with less successful guidance programs. Although four middle
schools were identified as "less successful," counselors at
one of the schools did not submit the requested information,
thereby, reducing the data base for the study.

Information on personality characteristics of middle
school counselors in successful and less successful programs
is provided in Figure 7. These data do not suggest any clear
distinctions between counselors in the two types of programs.
Middle school counselors from successful programs and less
successful programs tended to prefer an SFJ profile, with an
even split between those preferring Extrovert and those pre-
ferring an Introvert response mode. The individual with an
SFJ preference profile has been labeled a "Conservator"
(Keirsey, 1987). They are cooperative, concrete and have a
need for security. They also tend to be dependable, respon-
sible and trust authority. They also tend to be the most
prevalent of all types, with twenty-five percent of the Cau-
casian population preferring this type (Keirsey, 1987).
In order to test whether there were any statistically sig-
nificant differences between middle school counselors, t-

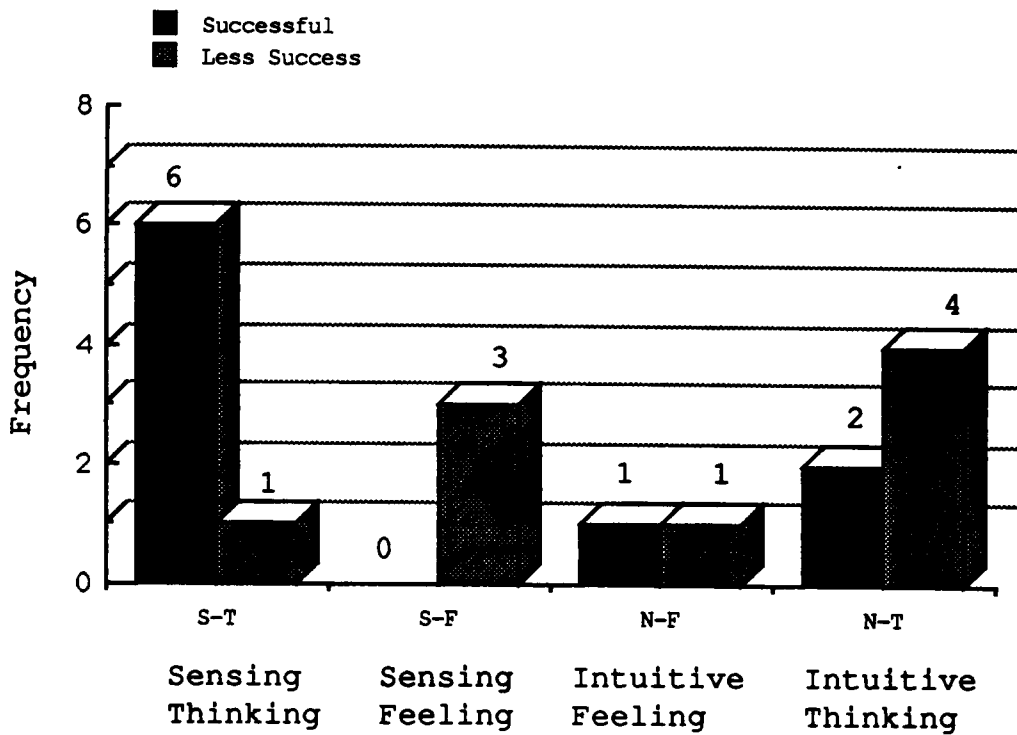Figure 7. Personality characteristics of middle school counselors in successful (4 schools, 8 counselors) and less successful (3 schools and 6 counselors) guidance programs based on MBTI scores.

tests were performed using respondents' actual scores on the MBTI. Data are provided in Table 14. No significant differences were found in any of the comparisons.

In order to examine the strength of preference, a graphic representation of the average scores was developed. Examining Figure 8, we can see that middle school counselors in both successful and less successful programs had similar preferences on each of the four dimensions. The only difference of preference was found on the JP scale with a clear preference for Judging by middle school counselors in less successful programs and a slight preference for Perception by those in successful guidance programs.

Figures 9 and 10 provide comparisons between middle school counselors in successful programs compared with those in less successful programs in the dimensions identified as "work types" and "temperament types." More counselors from both successful and less successful guidance programs preferred the SJ temperament type. Those individuals personifying an SJ temperament are seen as the foundation or cornerstone of society and often select careers such as teaching, preaching, managing, selling. SJs excel at vigilance, detail, monitoring, and other regulatory activities within society (Giovannoni, Berens & Cooper, 1987).

The "work type" and "temperament type" comparisons were defined using the percent of counselors in successful and

Table 14

Comparison of Middle School Counselors Implementing Successful Results-

Based Guidance Programs and Those Implementing Less Successful Programs

on Four Scales of the MBTI.

Middle School Data

Scale	Group	Mean	df	SD	t	p
E-I	Counselors (S)	94.00	7	42.10	-.14	n.s
	Counselors (LS)	97.33	5	44.33		
S-N	Counselors (S)	93.50	7	40.47	.31	n.s.
	Counselors (LS)	85.66	5	53.36		
T-F	Counselors (S)	110.25	7	42.09	.03	n.s.
	Counselors (LS)	109.66	5	26.46		
J-P	Counselors (S)	102.00	7	45.71	1.07	n.s.
	Counselors (LS)	75.33	5	47.20		

Strength of Preference

Very Clear	Clear	Mod	Slight	Slight	Mod	Clear	Very Clear

E   97   I
                           94

S   83   N
                     86

T   110.2   F
                                109.6

J   102   P
              75

40 50 60 70 80 90 100 110 120 130 140 150 160

Succesful Programs

Less Successful Programs
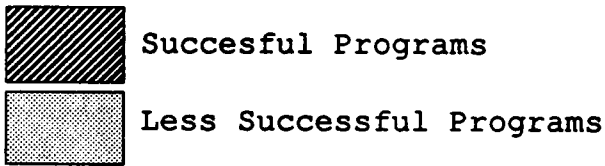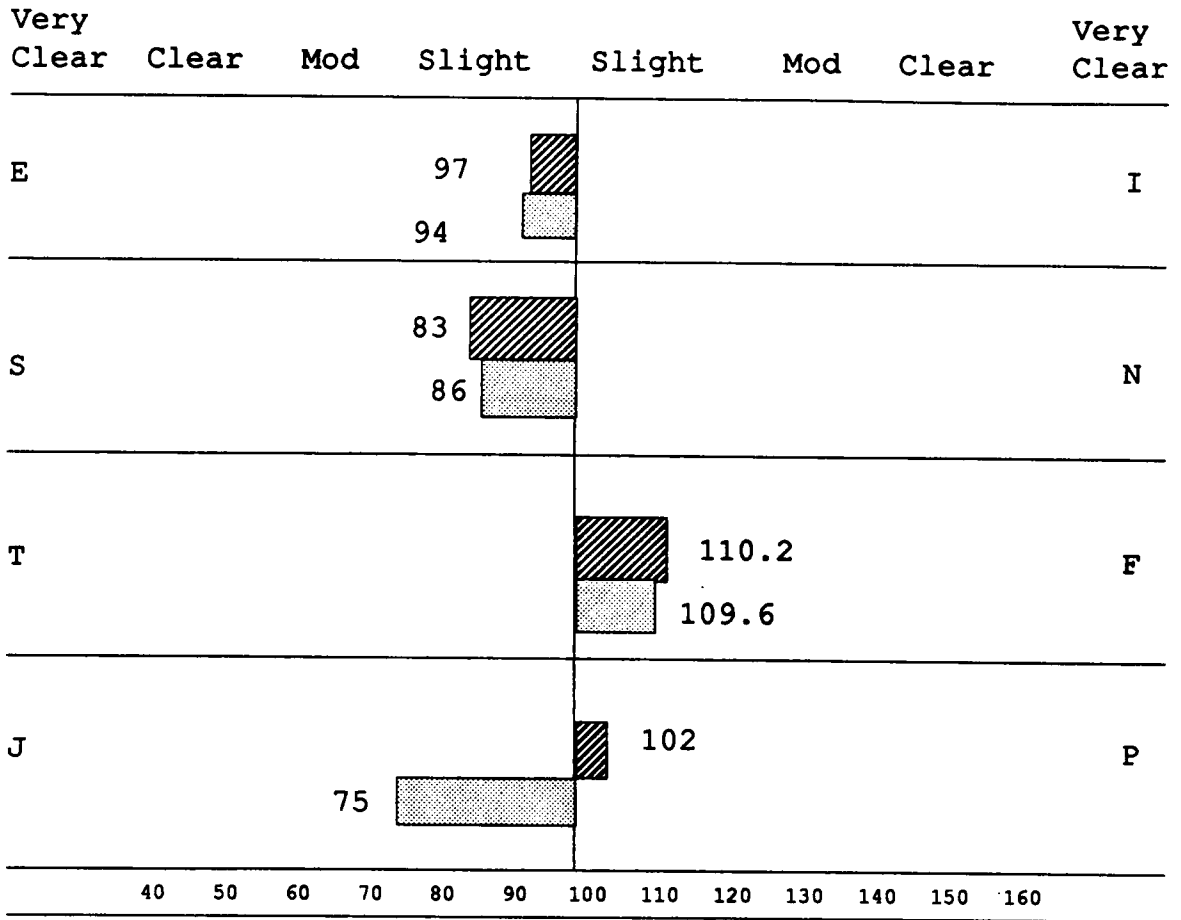
Figure 8. Middle school counselors strength of preference
using mean scores on 4 indices of MBTI
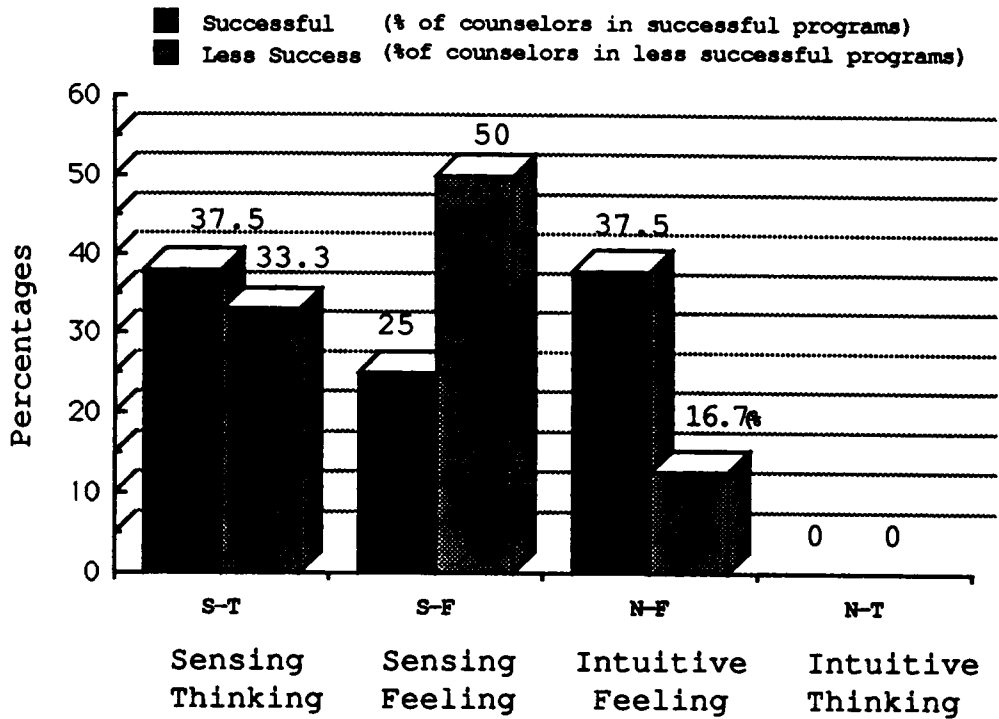
Figure 9. Work types of middle school counselors in successful (4 schools, 8 counselors) and less successful (3 schools and 6 counselors) guidance programs based on MBTI scores.
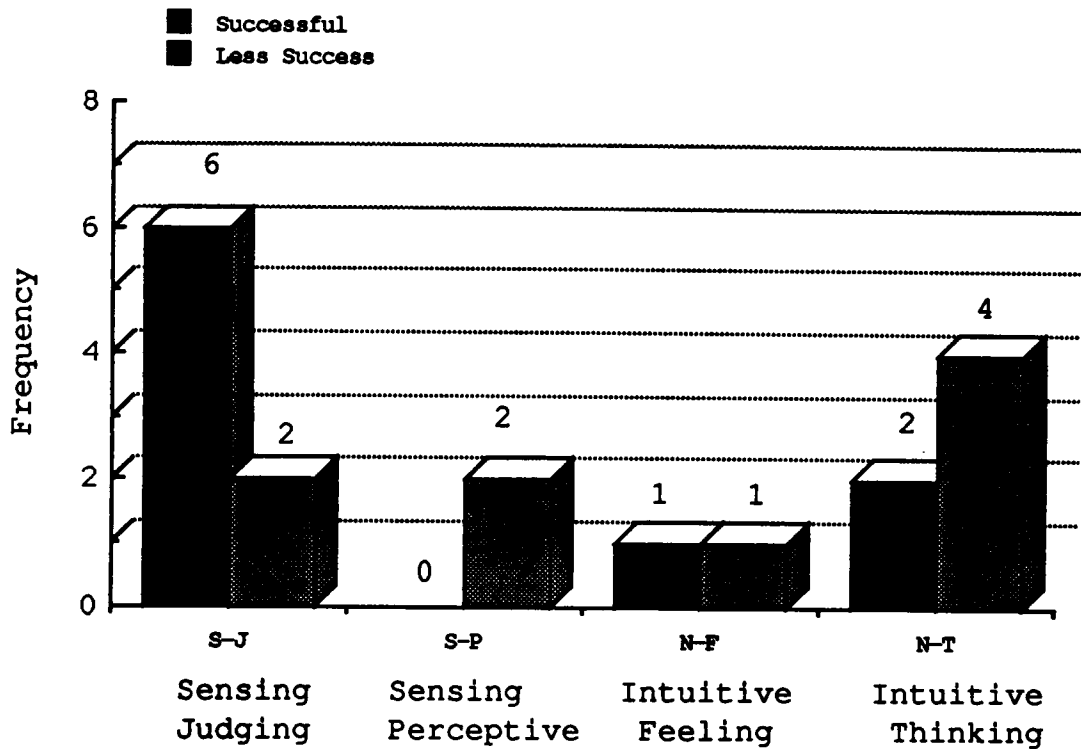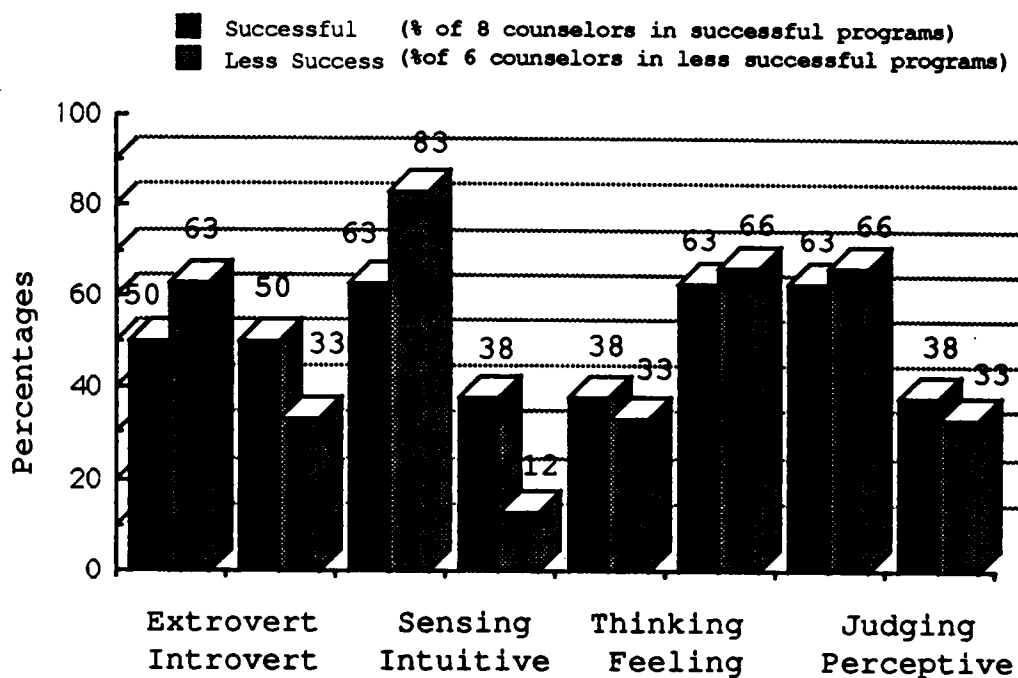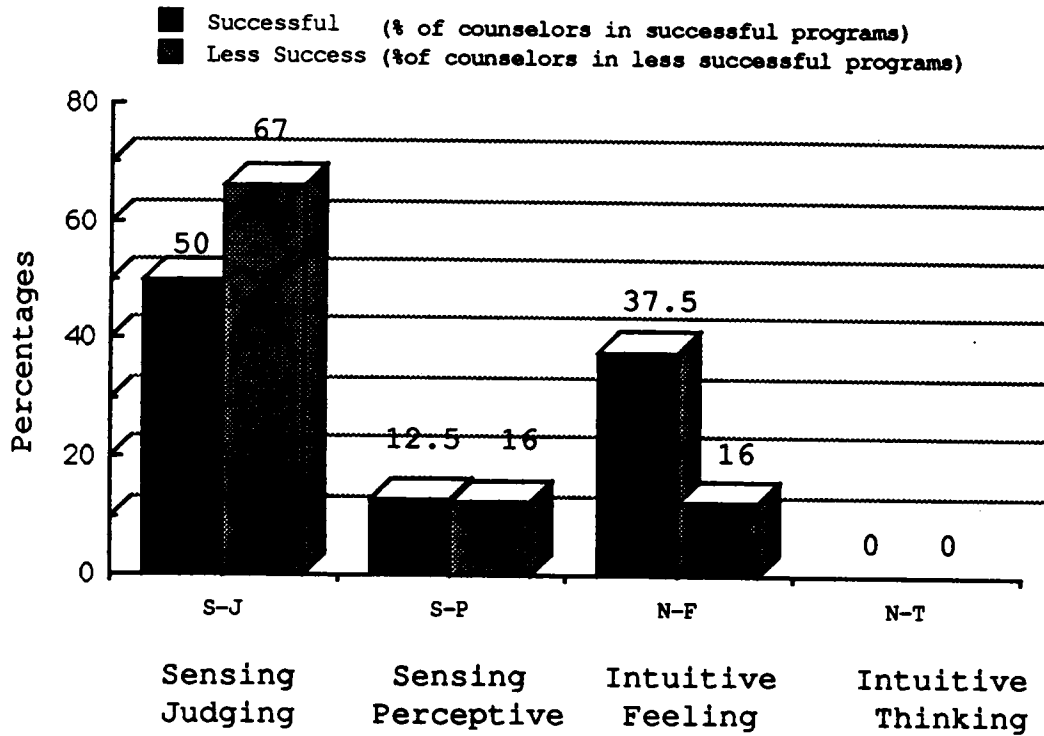
Figure 10. Temperament types of middle school counselors in successful (4 schools, 8 counselors) and less successful (3 schools and 6 counselors) guidance programs based on MBTI scores.

less successful programs preferring specific types because the sample sizes were unequal and, therefore, comparison by frequency was not viable. In any case, there were few differences for middle school counselor's characteristics on either work types or temperament types.

A review of all the data presented here suggests there were no clear differences in personality characteristics between counselors implementing successful middle school, results-based guidance programs compared with counselors in the less successful programs.

Demographic Factors:

The third research question addresses several demographic factors that might be associated with counselors in successful and less successful results-based guidance programs.

3. Do selected demographic factors of counselors implementing successful results-based guidance programs differ from demographic factors of counselors implementing less successful programs?

High School:

Four demographic factors were selected for inclusion in

this study: age, length of service, sex and race. Looking at demographic factors for all counselors in the district showed the range of time for length of service from 1 to 32 years (mean=13 years). There were 25 women and 19 men. All seven of the counselors who had been in the field for 18 or more years were men. Of the nine counselors who had been in counseling for less than ten years, only two were men. There were 25 women and 19 men. Thirty-three (75%) of the counselors were white, 8 (18%) black, 1 (2.2%) Asian and 2(4.5%) Hispanic.

Table 15 provides descriptive data on these demographic factors for high school counselors implementing successful and less successful guidance programs. There were no apparent patterns in age, sex, race or length of service related to the counselor's implementation of successful or less successful guidance programs.

In order to test whether there were significant differences in these factors for counselors implementing successful and less successful programs non-parametric Kruskal-Wallis Analyses of Variance (Appendix F) were calculated. No significant differences between counselors in each of the two types of programs were found.

Middle School:

Table 16 provides descriptive data on the identified

Table 15

<u>Demographic Factors of High School Counselors Implementing Successful and</u>

<u>Less Successful Results-Based Guidance Programs</u>

School	Counselor	Sex	Race	Age	Length of Service
<u>Successful Programs</u>					
D	1	F	B	55	9 years
	2	F	B	47	15 years
	3	M	W	62	22 years
F	1	M	H	39	2 years
	2	F	W	52	1 year
	3	F	B	46	11 years
G	1	M	W	39	15 years
	2	M	W	44	14 years
	3	F	W	39	12 years
<u>Less Successful Programs</u>					
A	1	M	W	33	11 years
	2	F	W	39	1 year
	3	F	W	47	12 years
C	1	M	W	55	32 years
	2	F	W	48	5 years
	3	M	W	52	16 years
H	1	F	B	44	1 year
	2	M	W	51	16 years
	3	F	W	46	15 years
District (all schools) $\bar{x}$				46	13 years

Table 16

Demographic Factors of Middle School Counselors Implementing Successful and

Less Successful Results-Based Guidance Programs

School	Counselor	Sex	Race	Age	Length of Service
			Successful Programs		
A	1	M	B	55	12 years
	2	F	W	37	8 years
B	1	M	W	55	19 years
	2	F	W	43	16 years
H	1	F	W	39	17 years
	2	M	W	51	19 years
J	1	F	W	36	12 years
	2	F	W	59	17 years
			Less Successful Programs		
C	1	M	W	45	20 years
	2	F	W	52	16 years
D	1	M	W	38	11 years
	2	F	W	37	6 years
E	1	F	W	53	17 years
	2	F	B	31	4 years
I	1	F	B	34	7 years
	2	M	H	44	14 years

demographic factors as they appeared for middle school coun-
selors in successful and less successful guidance programs.
In order to test whether there were significant differences
in these factors for counselors in successful and less suc-
cessful middle school guidance programs, non-parametric
Kruskal-Wallis Analyses of Variance were calculated. No sig-
nificant differences between counselors in each of the two
types of programs were found.

Personality Characteristics, Demographic Factors and Other Qualitative Data

The final research question examines the interrelation-
ship of personality characteristics, demographic factors and
qualitative data as it relates to successful and less suc-
cessful results-based guidance programs. The research ques-
tion is:

4. Do counselor personality characteristics, demographic
factors and other qualitative data differ in successful re-
sults-based guidance programs and less successful programs?

High School:

In order to examine the relationship between selected
counselor characteristics and guidance program success, a

stepwise multiple regression was run regressing success on

four MBTI scores (EI, TF, SN, JP), sex, race, age and length

of service. Data are provided on Table 17. Success was

first calculated as the summated scores of four measures of

success derived from the evaluation of the high schools.

Initially race was measured along four categories: white,

black, Asian-American, Hispanic. However, due to the very

small cell sizes in the minority categories, race was col-

lapsed into two categories: white and minority.

The only variable that significantly predicted success

was the T-F scores, explaining 32 percent of the variance in

success. According to the MBTI Guide (Myers & McCaulley,

1986), the lower the score on this dimension, the more the

individual prefers the Thinking domain; conversely, the

higher the score, the more the individual prefers the Feeling

domain. A b value of -.606 (t=2.77, p= .01) indicated that

lower scores on the T-F dimension indicating a preference for

T were associated with the more successful programs.

In order to examine the relationship between personality

characteristics, demographic factors and other qualitative

data, a cross-site, two variable matrix was developed follow-

ing a Miles and Huberman (1986) model. Data were gathered

from one high school with a successful guidance program and

one with a less successful program. One administrator, two

teachers, two counselors and five students were interviewed

Table 17

Regression Table for MBTI and Selected Demographic Factors for High School

Counselors

Variable	b	t	Significance of t
T-F	-.606	-2.77	.014
E-I	-.024	-.11	N.S
S-N	.128	.61	N.S
J-P	.053	.24	N.S
Sex	.107	.51	N.S
Race	.068	.27	N.S

PROGRAM: SUCCESSFUL	LESS SUCCESSFUL

Effective program, positive results-P
Staff aware/value guidance goals-P,T
Staff aware of couns.responsibility-T
Students have easy access to couns.-P,T
Provides help for students in course
   selection, sched., group counseling,
   classrm guid.,placement in courses-P,T
Guid.Center/College Fair-helpful-S
Couns.helped with personal problems-S
Stud.all had career/college plan-S
Saw couns.mostly in classroom-S
Saw couns. for college plan/rec.-S
	Implementing program w/in the
	  established goals set by district-P
	Not sure what counselors do-T
	Couns.deal with test scores,records,
	  transcripts, no time to counsel-T
	Guid.prog. belongs to entire staff,
	  need steps to involve staff-P
	Used Guid.Center only when counselors
	  did units, College Fair helpful-S
	Srs. helped with financial aide info-S
	Counselors don't help unless asked-S
	Couns. helped with personal problems-S
	Couns. don't know stud.well-work w/
	  mostly low achievers-T

COUNSELORS: SUCCESSFUL PROGRAM	LESS SUCCESSFUL PROGRAM

Friendly, cooperative, efficient- P,T
Resolve conflicts effectively- P
Warm, caring, approachable- P,T
Hard-working- P
Work effectively in spite of poor
  facility, overwhelming responsibil.-T
Cooperative in mtg. teacher needs-T
Teachers feel can work w/ counselors-T
Thorough, creative, hard-working-T
Satisfied w/ resolutions of conflicts/
  misconceptions of guid. responsibility-T
Knowledgeable-T,P
Relate well to one another-T,C
Plan individ. and as a group-C
Respect expertise of indiv. couns.-C
Counselors integral part of staff-C,T
Feel respected/valued-C
Feel personally respons.for growth
  and success of students-C
Helpful and friendly-S
Came into classes every year-S
	Experienced- P
	Committed to making guidance work-P
	Have done well sticking to goals- P
	Problem getting them to do group activ- P
	Good people, concerned about kids- T
	Ineffec. with kids because of constraints
	  and work demands-T
	Respected & apprec. as professional-T
	Effective in doing paperwork-T
	Get bad press for placement decision-T
	Don't know course sequences for aver.
	  students-T
	Old school of individual counseling.-P
	Commun. between couns.varies in time-C
	Feel pushed/pulled by others expect.-C
	Overloaded, not enough staff-C
	Students don't pay attn to what
	  counselors have to offer-S
	Counselors helpful in selecting course,
	  problem-solving,decisions-S
	Couns. not helpful in college plans-S

Legend for sources of data:	P-Principal T-Teacher C-Counselor S-Student

Figure 11. Cross-site, two variable matrix of guidance program success and counselor characteristics. Also called a "Site-ordered Descriptive Meta-Matrix" (Miles & Huberman, 1984, p.162).

at each of the two high schools (Appendix E). These data are provided in Figure 11.

In both schools, the administrators saw the program as successful. In the successful program, the principal and teachers indicated they were aware of the guidance program goals and that student results contributed by the guidance program were valued by the staff. In contrast, the Principal and teachers from the school with a less successful program indicated that the goals of the program were set by the district and that the guidance program focussed attention on student results with low achievers.

Interview data from the high school ranked at the top of the "successful" category yielded the following comments related to counselor characteristics. Counselors were described by two teachers and the Principal as warm, caring, effective, cooperative, thorough, hard-working, over-worked, creative, friendly, approachable and knowledgeable. Teachers indicated that the counselors were able to work successfully with teachers to accomplish guidance-related instruction and were able to accommodate the needs of teachers while not compromising the needs of students. The counselors described themselves as planners, having respect for the expertise of individual department members and as integral, essential members of the school staff and the total school program. Counselors indicated that caring and support were outstanding

characteristics of the program and of the counselors. Students were aware of the resources and skills they had gained from the guidance program but indicated less personal involvement with individual counselors for help with specific problems.

Interview data obtained from principal, teachers and counselors at one of the high schools whose program was designated "less successful" yielded the following comments related to the counselor characteristics. The teachers expressed a lack of awareness of how counselors work and seemed to feel that little was done with students. A concentration on paperwork, too busy to work with staff members, students or parents, and little counseling help for students was expressed by both teachers interviewed. Counselors were seen as somewhat unapproachable and were seldom seen in areas where students gather. The main strength of the counselors was seen in scheduling students into classes and helping students who have special problems. One teacher indicated the counselors were courteous, pleasant and easy to talk to. Another teacher indicated the counselors were remote and somewhat disconnected from the realities of curriculum sequences, prerequisites and other educational planning information which is basic to student's educational programming.

The Principal saw the program as having established goals and counselors as being able to stick to goals of the

program. The strengths of counselors were seen as being ex-
perienced, well versed in school programs and being available
to students who seek their help. The Principal indicated a
need to involve more staff members in the guidance program in
order to integrate the program into the total school. He
also indicated a need for more planning for small group coun-
seling for students with similar problems. He indicated that
interactions between counselors and students are "non-exis-
tent."

The counselors saw themselves as being pushed and pulled
by their many different publics. Their advisory council
wanted more individual counseling, the district program
called for group involvement, the Principal wanted scheduling
and counselor participation in informal interactions with
students at times and places where students gather and they
had little time to communicate with teachers and families.
Counselors felt there was too little time to do the job and
too few counselors to be able to plan effectively to get all
aspects of the job done. The students either felt they knew
the individual counselor well and had received help with
problems or they indicated that the counselors provided them
with no help at all.

The overall characteristics of counselors perceived at
the school level seem to imply counselors trying to do every-
thing to please everyone with little planning or priority

setting. There was little perception of competence and much criticism of counselors and the guidance program. A tendency to get overwhelmed by paperwork to the exclusion of human concerns was implied in the comments by teachers, Principal and counselors themselves.

Similarities in the feedback related to the view of counselors being hardworking professionals who care about kids. Differences between programs related to the ability of counselors to clearly articulate and work with other adults to implement guidance program goals. Setting priorities, time management and a feeling of being valued within the school were clear differences described by adults in the schools. The counselors in the less successful program were more individual counseling-oriented but had less communication with adults or students who had not been seen individually.

Additional data gained through observations and interviews at the two schools, concerned the guidance facilities and the office climate within the guidance area. Although this information is not directly related to the variables examined within this study, it is related to the demographic factors of two specific schools reviewed in Table 8.

In the successful program the guidance office was described as small, clean, well-lit with bright and inviting decor. The reception area was filled with information for

students and had a bulletin board posted with items of recognition of individual students. However, the office was located out of the mainstream of student traffic and one needed directions to locate it. The registrar's office was inadequate in size and there was no conference room to meet with small groups of students.

The climate within the office of the successful program and the interactions between counselors and students was described by observers as being warm and helpful. Students were acknowledged immediately upon entering the office, often with familiarity by first name. The office was relatively quiet and conversations between counselors and students were characterized as cooperative and respectful.

In the less successful program, counselors kept the office closed during much of the day (even when they were in their offices during the lunch period). There was a new office/career center complex which had been in use for nine months which was large, conveniently located and well arranged. However, walls were bare, bulletin boards had few notices and the conference room looked like a storeroom. No counselor-student interactions occurred in the office area during the time of the interview.

From the qualitative data collected, it appeared that the organization of the office areas, the access to counselors and the informal interactions between counselors and students were reflective of the success level of the programs.

CHAPTER 5

Summary, Conclusions and Recommendations

The research was concerned with the identification of
successful results-based guidance programs using student's
perceptions of their achievement in guidance-related areas.
In addition, it was further intended to determine counselor
personality characteristics and demographic factors related
to the success level of the guidance program.

The study was undertaken because of an identified gap in
the research on evaluation of results-based guidance programs
and the lack of research relating guidance program success to
characteristics of the individuals responsible for program
implementation.   Many authors have identified the lack of
useful evaluation being done in school guidance programs
(Burck & Peterson, 1975; Humes, 1972; Katz, 1973; Krumboltz,
1974).   Current research provided little information on
strategies to determine guidance program success when success
was based on student results.   Most assessments of guidance
outcomes consist of highly focused interventions, use an ex-
perimental design as a model, and rely on specialized samples
(Hotchkiss & Vetter, 1987).   In contrast the intent of this
study is to assess the impact of an entire guidance program

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in a school rather than one specific intervention. Also, no studies were found that related counselor characteristics to guidance program success, although many studies identified counselor characteristics related to individual counselee growth and some studies examined counselor effectiveness - as rated by guidance supervisors - to related personality and demographic characteristics (Wiggins & Weslander, 1986). A large data base was available on characteristics of counselors unrelated to success or effectiveness.

Methods

The methods used in completing the research began with a secondary analysis of an existing guidance evaluation data base. The data reported student responses on an evaluation questionnaire related to achievement of guidance-related competencies. The initial program evaluation was a process designed to provide data comparing results with purposes. Selected items were identified as indicators of program success based on the stated goals of guidance. Student mean scores for the selected items were computed by school. Using mean scores to rank order schools, six high schools and eight middle schools were identified as having either successful guidance programs or less successful guidance programs. Schools ranked in the mid-range were identified as having mixed success and were not included in the subsequent analy-

sis.

Counselors from the identified high schools and middle schools were asked to complete a Myers-Briggs Type Indicator from which personality characteristics were identified. Using MBTI preferences, counselor personality characteristics were categorized as MBTI types, work types, and temperament types. Temperament types was further related to leadership characteristics.

Data on demographic factors for counselors at the identified schools were collected. Age, sex, race and length of service were the selected demographic factors analyzed.

Qualitative data was collected through interviews at two high schools, one with a successful guidance program and one with a less successful program. The Principal, two teachers, two counselors and ten students were interviewed to gather their perceptions of the guidance program and of the counselors implementing the program. A combination of quantitative and qualitative methods were used to determine findings.

Summary

This study looks at the counselor characteristics that contribute to the success of results-based guidance programs. The findings of the research offered evidence of the following:

1. It is possible to differentiate between successful results-based guidance programs and less successful programs at the high school level, using student self-perception of competency-attainment.

2. There are counselor personality characteristics that relate to success in a results-based guidance program. The characteristics that are most clearly related to the success of a results-based guidance program are different than those related to effective counseling relationships.

3. Combining the quantitative data on counselor characteristics and the qualitative interview data, clarified and strengthened the findings on the relationship between guidance program success and counselor characteristics. The identified counselor characteristics were important in how the students viewed their own achievement but also effected how staff and administrators viewed guidance.

Although the positive findings of the study were encouraging at the high school level, the middle school level was less conclusive. The inability to clearly establish successful and less successful guidance programs at the middle school level, greatly reduced the strength of the findings

related to counselor characteristics. Also, the scope of the guidance program evaluation was limited to only those specific guidance-related competencies specified in the county program. The number of potential outcomes extends beyond those studied. The results measured were intermediate-term outcomes rather than short-term (results of specific interventions) or long-term (how the student succeeds in the world). A number of in-school variables such as grades, test scores, leisure activities, successful part-time job experiences may be influenced by the guidance program but were not included in this study. In addition, the findings must be cautiously interpreted because of the small number of schools and counselors involved in the study.

1. What are the success levels of results-based guidance programs? How was the level of success of results-based guidance programs determined?

Using the student self-report format it was possible to differentiate between successful and less successful results-based guidance programs at the high school level. The range of scores on individual response sheets as well as the range of responses between schools at the high school level demonstrated that the students differentiated between responses on items when answering. Student responses to interview ques-

tions were similar to those given on the questionnaire. Interviewers indicated that student responses were thoughtfully given and followed the same trend by school as the questionnaire responses.

The high school senior developmentally is able to differentiate self from others and to objectify self in the world. In addition, most high school seniors have formed a concept of the post high school world of work and education. They are anxious to graduate from high school but there is a realistic anxiety about whether they will be ready for what lies ahead. Therefore, a high school senior's measures of achievement are viewed from a more realistic framework than that of the middle school student preparing to go to high school.

There was not a clear differentiation of success levels at the middle school level. There were fewer differences between student scores, individually, by school or between schools. In many cases, the students circled entire sections of the questionnaire with a "very competent" response. The scores were considerably higher than high school seniors and were uniformly high in most areas. Therefore, it was not possible to clearly differentiate between schools with a successful program and those with a less successful program.

Middle school students are dependent on society to provide a coherent set of expectations with which and against

which they can define themselves. Therefore, the young ado-
lescent is seldom able to objectively evaluate self, but
rather attempts to project what he feels others want him to
be (Lipsitz, 1980).

Using similar guidelines to those used with the high
schools, middle schools were ranked and similar analyses of
counselor characteristics were attempted. However, it became
clear that the inability to separate the two kinds of pro-
grams, made the subsequent analyses of counselor characteris-
tics less valid. It is possible that the lack of signifi-
cance in the middle school findings on subsequent questions
relates directly to the weakness of the data from research
question 1.

2. Do the personality characteristics of counselors
   implementing successful results-based guidance pro-
   grams differ from the personality characteristics
   of counselors implementing less successful pro-
   grams?

Yes, the personality characteristics of counselors im-
plementing successful results-based guidance programs differ
from those implementing less successful programs on the TF
(Thinking-Feeling) variable at the high school level. The
strength of preference for Thinking related positively to the
successful guidance programs. This finding is in contrast

with the expected. Literature on counselors identifies the
Feeling responses on the MBTI are preferred by 65% of coun-
selors (Macdaid, McCaulley & Kainz, 1986). However, the
transition of guidance programs from being heavily counseling
oriented to a stronger program development focus suggests the
need for more counselors with a preference for Thinking over
Feeling responses.

The Thinking preference relates to an individual's
judgement. Thinking is the function that seeks rational or-
der and develops plans according to logical input. This
preference becomes clear when the qualitative interview data
is examined. Counselors implementing the successful programs
were seen as having clear priorities, setting specific goals
and working toward their goals in an organized, systematic
manner. In contrast a Feeling preference indicates the need
for harmony in decision-making judgments weighed according to
relative values and what matters to others. In the interview
information, the counselors implementing the less successful
program were seen as being disorganized, others did not know
what they were doing and the counselors felt pushed and
pulled by other's expectations.

The examination of counselor characteristics using work
types and temperament types did not demonstrate a clear dif-
ferentiation between counselors implementing successful or
less successful guidance programs. There were more ST work
types in successful high school guidance programs and more SJ

temperament types in successful high school programs. However, in the scoring process there is no "strength of preference" score and thus, there was no way to identify variations in the scores apart from frequency counts.

The SJ temperament is characterized by a need to belong and a need for structure in work. They focus on people and on serving others. They are organized, secure and stable. The ST work type is characterized as being practical and matter-of-fact. They tend to be concrete, logical and enjoy jobs where they can do impersonal analyses. The interesting finding here is that these two types are generally the antithesis of the kind of person attracted to counseling or the kind of person that counselor education programs seek. Both types have little preference for Feeling responses. There was no pattern in work type or temperament type of counselors in the identified middle school programs.

3.   Do selected demographic factors of counselors implementing successful results-based guidance programs differ from demographic factors of counselors implementing less successful programs?

The demographic factors of sex, race, age and length of service were analyzed for counselors implementing successful guidance programs and those implementing less successful pro-

grams. There were no significant patterns when factors were subjected to a one-way analysis of variance using Kruskal-Wallis anova.

The participating schools have had little turnover in guidance positions, therefore, age and length of service could be important factors when considering variables that remain stable over time. The average age of counselors in the county schools was 46 and the average length of service was 13 years. Efforts have been made by school officials to balance guidance staffs in terms of gender and race. All of the schools in the identified groups had both male and female staff members.

Other demographic factors, while not subjected to quantitative analysis were examined for relationship to the success level of the guidance program within a specific school. Factors such as size of school, counselor caseload, socio-economic levels, ethnic background of students, ability test scores and college entrance test scores were reviewed to discern if there were any specific trends. None were found.

4. Do counselor personality characteristics, demo-
    graphic factors and other qualitative data differ
    in successful results-based guidance programs and
    less successful programs?

Combining the counselor personality characteristics and selected demographic factors in a stepwise, multiple regression indicates that the TF preference is responsible for 32% of the variance. None of the other characteristics nor demographic factors were significant variables in determining the amount of variance between successful and less successful programs.

Qualitative data combined with quantitative findings indicated that counselors implementing successful programs were organized, communicated a clear purpose for the program and established clear priorities. In addition, they were accessible to students and worked closely with teachers in the classroom. Less successful programs were less organized, with no clear priorities or purpose. The counselors were too busy and were pulled in too many directions to be accessible to students and teachers.

The students who were interviewed in the less successful school either felt that they received a lot of individual help from a counselor who cared, or said they received no help at all. In the successful schools, students reported less individual or personal help but were clear about what guidance-related competencies were expected and how guidance counselors could help them achieve the competencies.

Conclusions

As school guidance programs continue to evolve and change in response to the needs of their clients and in response to changes in the field of education, the characteristics of counselors implementing the programs will become even more important than in the past. Career theories have expanded to include consideration of the entire lifespan, the environmental impacts and a variety of other variables that impact an individual's career. However, the world changes are occurring at such a rapid rate that individuals frequently find themselves holding jobs that no longer have the same requirements or functions that were initially expected.

In many fields, accommodating workers who are less than successful can be arranged until the individual retires. However, in guidance the student is the primary client and anything less than the best the educational system can provide, may have lifelong negative effects on a young person's career. Therefore, evaluation of guidance programs and evaluation of individuals implementing those programs is a critical element in planning for students' success.

Conclusion 1: The Thinking-Feeling preference on the Myers-Briggs Type Indicator differentiates at the $p < .01$ level between counselors implementing successful re-

sults-based guidance programs and those implementing less successful programs at the high school level.

There are some counselor personality characteristics that relate to the success level of a high school results-based guidance program. Using the Myers-Briggs Type Indicator as the measurement instrument, the Thinking response was the preferred mode of counselors in successful programs. The Feeling response is the one most commonly preferred by school counselors (Macdaid, McCaulley & Kainz,1986; Yura, 1972). Therefore, many counselors prepare to enter the field of school counseling with expectations that may differ from what is needed to provide a successful guidance program. Counselors who entered the field before the advent of accountability and results-based programs, may not be prepared to fulfill the expected responsibilities in the new paradigm of guidance.

Conclusion 2: None of the other three indices measured by the MBTI (EI, SN or JP) differentiates between counselors implementing successful or less successful results-based guidance programs.

The other three indices measure an individual's attitudes or orientation toward people or toward ideas (EI); the

preference of an individual toward taking in information (P)
or making decisions in order to come to closure (J); or the
SN preference of how a person prefers to take in information,
through the senses or through intuition. None of these indi-
ces differentiated between counselors in successful or in
less successful guidance programs. Results-based programs
are organized to encourage counselors to use their strengths
to accomplish the guidance goals, therefore, it is expected
that a counselor would be able to create their own strategies
to best utilize their preferred types.

> Conclusion 3: Using a student self-report format it was
> possible to differentiate between successful and less
> successful results-based guidance programs at the high
> school level only.

High school students could clearly identify the compe-
tencies they had attained and those for which they were less
sure. Middle school students tended to have uniformly high
ratings in all competency areas. Therefore, it was not pos-
sible to clearly identify the successful programs and the
less successful programs at the middle school level. It was
believed that there were differences in the success levels of
the middle school guidance programs participating in the
study. It may be that the student self-report format is not

the best strategy for collecting the evaluation data. It is further believed that the difference in the developmental levels of high school seniors and middle school students effected the thought and the quality of the answers given on the evaluation questionnaire.

Conclusion 4: Combining data on counselor personality characteristics, demographic factors and other qualitative data shows clear differences between successful results-based guidance programs and less successful programs.

A review of the comments made during interviews at two of the high schools and the stepwise, multiple regression data taken together, provided clearer definition of the dynamics between the counselors personality characteristics and the success level of the guidance programs. It is apparent that quantitative data provided by the MBTI and demographic factors alone, did not capture the full impact of the findings. Likewise, the qualitative data is far from conclusive even though linkages and patterns were identified. However, by looking at the study from a variety of perspectives, the findings became more understandable.

The counselors with a preference for the Thinking responses provided the guidance program with a logical, clear

and articulated set of goals and objectives. Staff, parents
and students were aware of what the student was to achieve
through the guidance program activities and each could play a
part in the program. In addition, at the school with a suc-
cessful results-based guidance program, the guidance office
and career center was well organized, resources were easily
accessible to students and guidance staff members were not
feeling overwhelmed or too busy to see students.

Recommendations

1. Guidance program evaluation should be expanded, es-
pecially at the middle school level, to include impact
data such as test scores, deportment, student participa-
tion in school activities, grades, etc. as validation of
the students' self-perception of competency-attainment.
Methods other than self-report should be included for
middle school students. In addition, further research
should be done on the evlauation questionnaires to ex-
pand the range of options available to students.

Although the student's self-perception of goal-attain-
ment is an important part of guidance program evaluation, the
guidance program effects much more than just the limited
items which were used to determine program success for this

study. It is important to ensure that evaluation data will be directly linked to the guidance program goals and purposes. However, a variety of methods could be utilized to validate results. Of particular concern is the middle school student who may be able to demonstrate knowledge, attitudes and skills in guidance-related areas, but still be unable to articulate or fully understand the use or value of the competencies learned. Use of qualitative data, in addition to impact data, would further differentiate the successful vs. less successful programs.

Recommendation 2: The study of counselor characteristics should be expanded to include counselors from traditional guidance programs and should provide for comparison between the different kinds of programs.

Given the constraints of this study, it is not possible to know whether the findings are true only for counselors in results-based programs or if they also hold true for counselors in traditional guidance services. It may not be logical to assume that the characteristics identified by the TF index on the MBTI, are positively related only to implementation of a successful results-based guidance program when those same characteristics may also be related to the successful organization and implementation of other kinds of guidance programs.

Recommendation 3: Further investigation should be done
on the relationship between personal characteristics and
job performance using additional measures and larger
populations.

The situation counselors face in adapting to new demands
of a changing career field are not unique to guidance. There
is a need for more research to clarify how personality char-
acteristics relate to job performance within a chosen field
and within a chosen field that changes during an individual's
tenure in that field. Given the apparent and dramatic
changes in the field of guidance, it is timely for such stud-
ies to be undertaken soon.

Recommendation 4: The study just completed should be
replicated to confirm the findings in a different set-
ting, using a similar results-based guidance program
philosophy and a larger or multiple-district population.

Given the constraints of the size of the population
studied, results must be used in a tentative manner unless
further research is done which replicates and confirms the
findings. If the findings are replicated in further research
studies then the results could be used heuristically, along
with other data, to effect allocation of guidance resources,

add another dimension to career planning and decision-making programs for potential counselors and modify counselor preparation and inservice training programs.

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APPENDIX A

GUIDANCE EVALUATION PROJECT

1984-1987

1. **Project Title**: Comprehensive Evaluation of Guidance

2. **Project Coordinator**: Sharon Johnson/Sheila Stewart

3. **Non-Public School Involvement**: A letter inviting private schools of Howard County has been sent requesting participation in the planning and implementation of the evaluation of guidance.

4. **Purpose of Project**: The purpose of the project is to design and implement strategies which will result in a comprehensive evaluation of guidance at the school level and district level. The evaluation will include student competencies, goal attainment at the time of graduation, and long-term (impact) evaluation to validate the effectiveness of guidance competencies in later life. It is recognized that the one-year project will only give one year of data. The program evaluation strategies will be used annually three-years in order to produce longitudinal data for trend analysis.

5. **Statement of Need/Rationale**: Since the 1980-81 school year, Howard County Public School System has been in the process of developing and implementing a competency-based guidance program. Full implementation was scheduled by June 1984. It is now time to evaluate the level of implementation, program effectiveness, and begin collection of data to determine the impact resulting from students having specific competencies in learning, working and relating to others. Only a comprehensive evaluation plan can answer the many questions necessary to revise, continue or eliminate the current program.

Questions include:

1. Is the program delivering the delineated guidance competencies to all students?

2. Do the competencies acquired by students enhance/facilitate achievement in high school and post high school endeavors?

3. Are the goals defined and met by the program important in long-range impact?

4. What changes in students' decisions occur (over a three year period) as the program impacts all students 6-12?

5. What is the level of awareness of parents and staff of the guidance program goals and competencies?

The answers to these and other related questions will serve to validate or to discount the guidance efforts to assure that all students gain specific guidance-related competencies. There has been no effort to-date in the literature that attempts to validate defined guidance competencies in terms of the importance to students now and in the future.

6. **Project Objectives:**

    STUDENT RESULTS:

    o To validate usefulness of guidance competencies to
       students' high school and post-high school endeavors.

    o Determine that students have attained appropriate
       grade level guidance competencies.

    o Determine the level of goal-attainment at the time of
       graduation.

    o Determine if guidance competencies have an effect on
       students' post-high school lives.

    PARENT/STAFF RESULTS:

    o Determine parent and school staff awareness of guidance
       goals and competencies.

    o Determine parents' awareness of progress of their student
       in attainment of guidance competencies.

7. **Procedures:**

    a. A task-force of counselors with the assistance of a
        consultant will develop a data-flow plan to provide
        information needed to measure competency-attainment
        by all students.

    b. A paper-and-pen survey will be developed for students
        and parents to validate usefulness of competencies and
        to self-report student's progress on competency-attainment.

    c. A set of questions will be developed that will collect
        goal and impact data to use with a random sample of current
        graduating seniors and a 1-3-5 year follow-up.

    d. A set of questions will be developed for use with a
        random sample of graduating seniors and their parents.

    e. Counselors, advisory council members, and outside evaluators
        will administer all parts of evaluation in the spring for
        compilation, analysis and summary report in June 1985.

    f. Training sessions for counselors and other data collection
        personnel will be held to standardize procedures and
        explain processes to be used.

8. **Evaluation:** Each of the elements of the evaluation program listed below will be judged by a panel of experts to:

   (1) **Assess what is intended**

   (2) **Have adequate criteria to be validated as successful, and**

   (3) Approve of the data collection processes

   The elements are: Competency assessment at the grade 6-12 levels

   Goal assessment at grade 12 by written and oral data collection

   Impact determination by a personal interview

   The panel of experts will include:

   o Consultant - Dr. Roger Kaufman
   o Guidance Supervisor - Dr. E. Whitfield
   o Research/Evaluation - Mr. J. Schuchman
   o University Specialist in Evaluation - Dr. M. Lichtman

9. **Impact on Students:**

   All students are affected by the guidance program. Collection of evaluation data will determine effectiveness of current delivery strategies and will be used for program revision to guarantee student results.

   The result will be more efficient and effective delivery strategies. All students will attain guidance competencies in educational planning, career planning and personal/social development.

10. **Impact on Professional Staff:**

    Staff awareness wil be increased by their participation in the evaluation process. Results of survey will identify which staff members are totally or partially unaware of guidance program goals, as well as, identify staff members aware of the program goals. This data will be used for future planning at the school level to increase staff awareness and, thereby, increase staff cooperation and collaboration.

OBJECTIVE	INSTRUMENTATION	TIME
Usefulness of Guidance Competencies	Written Survey	Develop-December 1984 Administer-March 1985
Attainment of Grade Level Competencies	Data Flow System	Develop-September 1984 Administer-Ongoing 9/84-6/85
Goal Attainment at Graduation	Interview Seniors	Interview Training-November 1984 Interviews-April, May 1985
	Written Survey	Develop-December 1984 Administer-April 1985
Post High School Impact	Written Survey	Develop-December 1984 Administer-April 1985 + 1986, 1988, 1990
Parent/Staff Awareness of Program	Written Survey or Phone Survey	Develop-December 1984 Administer-Spring 1985
Parent Awareness of Student Progress	Written Survey	Develop-December 1984 Administer-Spring 1985

BUDGET

1. **Consultants**

   a) Evaluation Design and Instrumentation
      (includes travel, accommodations + fees) $2,000.00

   b) Delphi process (evaluation of
      instrumentation and design)   400.00

   c) Training for interviewing process   500.00

2. **Workshop**

   a) All day workshop with all county
      counselors to develop data flow system

      50 persons @ $10.00 each
      (covers lunch and meeting site)   500.00

   b) Two day workshop for eight counselors
      and two supervisors with consultant
      to develop evaluation design and begin
      instrumentation

      10 persons @ $10.00 each for 2 days   200.00

   c) Three after school meetings for eight
      counselors to develop items for
      evaluation surveys

      8 counselors x 6 hours x $10.40/hour
                            (workshop pay)   __499.20

                                                      $4,099.20

APPENDIX B

EVALUATION SURVEY FORMS

HIGH SCHOOL SENIORS

MIDDLE SCHOOL STUDENTS

HIGH SCHOOL SENIOR INTERVIEW

To The High School Senior:

The Pupil Services Department of Howard County is conducting an evaluation of the Guidance Program. The Guidance Program at your school should help you to develop knowledge, skills and attitudes in the areas of educational and career planning and in personal or social development. You have been selected at random to give us your views on the usefulness and effectiveness of the Guidance Program. Measures of the effectiveness of the Program are determined by the degree of competence and confidence you have as a result of the guidance program. Your views are very important. Thank you for your cooperation.

For each item on the survey form, circle the letter corresponding to your response __and__ bubble in the appropriate letter on the SCAN-TRON sheet. Be sure to use a #2 pencil.

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1. **THE GUIDANCE PROGRAM IN MY SCHOOL HELPED IN THE FOLLOWING AREAS:**
    (You may choose more than one answer)

    A. Educational Planning
    (High school course selection, college choice, study skills)

    B. Career Planning
    (Career information, jobs, resume, interview)

    C. Personal/Social Development
    (Solving conflicts, communication skills, student rights and responsibilities)

2. **DO YOU HAVE A CAREER PLAN?**

    A. Yes

    B. No

3. **IF YOU DO HAVE A CAREER PLAN, HOW CONFIDENT ARE YOU THAT IT IS APPROPRIATE FOR YOUR INTERESTS, ABILITIES, AND GOALS?**
    (Choose only one)

    A. Very confident

    B. Somewhat confident

    C. Not very confident

    D. Not sure

4. **DO YOU HAVE A CURRENT RESUME?**

   A. Yes

   B. No

5. **HAVE YOU HAD A REAL OR SIMULATED (PRACTICE) INTERVIEW?**

   A. Yes

   B. No

RATE HOW COMPETENT YOU ARE IN THE SKILLS LISTED BELOW:

	VERY COMPETENT	SOMEWHAT COMPETENT	NOT VERY COMPETENT	NOT SURE
6. Applying for a job	A	B	C	D
7. Conducting a computer search for colleges or careers	A	B	C	D
8. Interviewing for a job	A	B	C	D
9. Making decisions	A	B	C	D
10. Managing time	A	B	C	D
11. Selecting appropriate courses	A	B	C	D
12. Solving problems	A	B	C	D
13. Studying	A	B	C	D
14. Taking a test	A	B	C	D
15. Developing a personal resume	A	B	C	D
16. Developing a career plan	A	B	C	D
17. Acquiring financial aid information for college or technical school	A	B	C	D

18. **RIGHT NOW MY PLAN IS:**
(Selections may be made from item #18 and/or #19)

   A. Full time employment

   B. Part time employment

   C. Apprenticeship Program

   D. Two year college or technical school

   E. Four year college/university

19.

    A. Marriage

    B. Travel

    C. Military

    D. Undecided

20. I HAVE DIFFICULTY PLANNING FOR THE YEAR AFTER GRADUATION BECAUSE:
     (Selections may be made from item #20 and/or #21)

    A. I took inappropriate courses

    B. I had poor test scores

    C. My goals were unrealistic

    D. I missed deadlines for tests, applications and opportunities

    E. My attendance and lateness was a problem

21.

    A. My grade point average is low

    B. Sufficient money is not available

    C. I am interested in a nontraditional career

    D. My parents and I disagree about my goals

    E. No difficulties

RATE THE USEFULNESS OF THE FOLLOWING RESOURCES THAT ARE AVAILABLE TO HELP YOU IN
YOUR POST-HIGH SCHOOL PLANNING:

		VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	I DID NOT USE
22.	Career Resource Center	A	B	C	D
23.	Career Speakers	A	B	C	D
24.	College Fair	A	B	C	D
25.	College Handbooks/Catalogs	A	B	C	D
26.	College Representatives	A	B	C	D
27.	Counseling Sessions	A	B	C	D

		VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	I DID NOT USE
28.	Financial Aid Information	A	B	C	D
29.	Interest Inventories	A	B	C	D
30.	The GIS System	A	B	C	D
31.	Military Recruiters	A	B	C	D
32.	Planning Portfolio	A	B	C	D

HOW CONFIDENT ARE YOU IN FACING THE FOLLOWING SITUATIONS?

		VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT	NOT SURE
33.	Attending college for the first time	A	B	C	D
34.	Making new friends at college	A	B	C	D
35.	Getting along with a college roommate	A	B	C	D
36.	Coping with new independence	A	B	C	D
37.	Managing your budget	A	B	C	D
38.	Joining clubs or college organizations	A	B	C	D
39.	Making and keeping a study schedule at college	A	B	C	D
40.	Preparing for college mid-terms and final exams	A	B	C	D
41.	Taking a full time or part time job	A	B	C	D
42.	Competing for a job	A	B	C	D
43.	Getting along with authority figures	A	B	C	D
44.	Cooperating with other workers	A	B	C	D
45.	Following workplace rules and regulations	A	B	C	D
46.	Getting along with workers who are different from you	A	B	C	D

	VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT	NOT SURE
47. Finding positive solutions to conflict situations	A	B	C	D
48. Using leisure time	A	B	C	D
49. Selecting new leisure activities	A	B	C	D
50. Financing leisure activities	A	B	C	D
51. Establishing new significant relationships	A	B	C	D
52. Maintaining significant relationships	A	B	C	D
53. Making appropriate post high school plans	A	B	C	D

54. **WHICH OF THE FOLLOWING FACTORS <u>KEEP YOU FROM</u> BEING SUCCESSFUL IN YOUR PERSONAL OR SOCIAL LIFE?** *(You may select as many or as few items from #54 and #55 as you feel are applicable to you)*

   A. Shyness

   B. Uncertainty about jobs

   C. Dependence on parents

   D. Reluctance to leave home

   E. Lack of self-confidence

55.

   A. Peer pressure

   B. Difficulty with authority figures

   C. Conflicts with others

   D. Difficulty controlling your temper

   E. Lack of knowledge about life skills (buying a car, keeping a checking account, voting, etc.)

HOW CONFIDENT DO YOU FEEL IN FACING THE FOLLOWING DIFFICULTIES?

		VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT	NOT SURE
56.	Not succeeding in college	A	B	C	D
57.	Losing a job	A	B	C	D
58.	Death of a friend or family member	A	B	C	D
59.	Handling a crisis	A	B	C	D
60.	Ending a relationship	A	B	C	D
61.	Resisting pressures to use drugs and alcohol	A	B	C	D
62.	Difficulty in reaching your life goals	A	B	C	D
63.	Coping with personal health problems	A	B	C	D

64. **SEX**

   A. Male

   B. Female

65. **RACIAL-ETHNIC BACKGROUND**

   A. White

   B. Black

   C. Spanish Surname

   D. Asian

   E. Other

66. **HOW LONG HAVE YOU ATTENDED SCHOOL IN HOWARD COUNTY?**

   A. New this year

   B. 1 to 3 years

   C. 4 to 6 years

   D. 7 or more years

67. WHAT KINDS OF COURSES DID YOU TAKE IN HIGH SCHOOL?

   A. General

   B. Vocational-Technical

   C. Special Education

   D. Academic (College Prep)

68. WHAT ARE YOUR GRADES THIS YEAR?

   A. Mostly A's

   B. Mostly B's

   C. Mostly C's

   D. Mostly D's and E's

69. WHAT IS THE NAME OF THE HIGH SCHOOL YOU ATTEND?
   (Selections may be made from item #69 and/or #70)

   A. Atholton
   B. Centennial
   C. Glenelg
   D. Hammond
   E. Howard

70.

   A. Mt. Hebron
   B. Oakland Mills
   C. Wilde Lake

To The Middle School Student:

The Pupil Services Department of Howard County is conducting an evaluation of the Guidance Program. The Guidance Program should help you to develop competencies in the areas of educational and career planning, and social or personal growth. As a part of guidance, you should have been exposed to a number of materials and activities, including a Student Planning Folder.

You have been selected at random to give us your views on the usefulness and effectiveness of the Guidance Program. Please take a few minutes now to complete this questionnaire and return it to your counselor. Your views are very important! All information will be treated confidentially. Thank you for your cooperation.

For each item on the survey form, circle the letter corresponding to your response and bubble in the appropriate letter(s) on the SCAN-TRON sheet. Be sure to use a #2 pencil.

---

1. THE GUIDANCE PROGRAM IN MY SCHOOL HELPED ME IN THE FOLLOWING AREAS:
   (Select as many as appropriate)

   A. Educational Planning
       (Basic skills, study skills, graduation requirements)

   B. Career Planning
       (Information on career interests, interests and aptitudes, identifying careers)

   C. Personal/Social Development
       (Solving conflicts, dealing with personal problems)

HOW COMPETENT ARE YOU IN THE SKILLS LISTED BELOW?
(Circle the letter and bubble in on your SCAN-TRON sheet)

		VERY COMPETENT	SOMEWHAT COMPETENT	NOT VERY COMPETENT	NOT SURE
2.	How to study	A	B	C	D
3.	How to maintain a notebook	A	B	C	D
4.	How to prepare for a test	A	B	C	D
5.	How to identify your career interests	A	B	C	D

	VERY COMPETENT	SOMEWHAT COMPETENT	NOT VERY COMPETENT	NOT SURE
6. Knowing your academic strengths	A	B	C	D
7. Knowing your academic weaknesses	A	B	C	D

8. DO YOU HAVE A TENTATIVE FOUR-YEAR HIGH SCHOOL PLAN?

  A. Yes

  B. No

9. WHAT ARE YOUR EDUCATIONAL GOALS?
   (Select as many as appropriate)

  A. College

  B. Vocational Training

  C. Other

10. DO YOU KNOW THE REQUIREMENTS FOR A CERTIFICATE OF MERIT?

  A. Yes

  B. No

11. DO YOU KNOW THE HIGH SCHOOL GRADUATION REQUIREMENTS?

  A. Yes

  B. No

12. WHAT FUNCTIONAL TESTS ARE NEEDED FOR HIGH SCHOOL GRADUATION?
    (You may select as many as appropriate)

  A. Reading

  B. Writing

  C. Math

  D. Citizenship

IT MAY BE DIFFICULT FOR ME TO SUCCEED IN HIGH SCHOOL BECAUSE OF:

13. Poor study skills

  A. Yes

  B. No

14. Boring classes

    A. Yes

    B. No

15. No friends in my classes

    A. Yes

    B. No

16. Illness

    A. Yes

    B. No

17. Not doing well on tests

    A. Yes

    B. No

18. Family problems

    A. Yes

    B. No

19. Difficult classes

    A. Yes

    B. No

20. Poor attendance, tardiness

    A. Yes

    B. No

RATE THE USEFULNESS OF THE FOLLOWING GUIDANCE ACTIVITIES THAT ARE AVAILABLE TO YOU?

	VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	WAS NOT INVOLVED
21. Filmstrips	A	B	C	D
22. Classroom guidance activity	A	B	C	D

	VERY USEFUL	SOMEWHAT USEFUL	NOT VERY USEFUL	WAS NOT INVOLVED
23. Career planning	A	B	C	D
24. High school course selection	A	B	C	D
25. Disability awareness programs	A	B	C	D
26. Problem-solving, decision-making activity	A	B	C	D
27. Discussions with counselor	A	B	C	D
28. Dittos, worksheets	A	B	C	D
29. Speakers, career day	A	B	C	D
30. Interest Inventory	A	B	C	D
31. Coping with stress instruction	A	B	C	D
32. Peer relationships	A	B	C	D
33. Test-taking skills training	A	B	C	D
34. Student Planning Folder	A	B	C	D
35. Shadow day, day-in-industry	A	B	C	D

36. WHAT THINGS DO YOU PLAN TO DO TO MAKE HIGH SCHOOL EXCITING?

    A. Become active in clubs, activities, athletics

    B. Study hard and get good grades

    C. Get a job

    D. Date

    E. Run for elected office

HOW CONFIDENT ARE YOU IN HANDLING THE FOLLOWING PROBLEMS?

	VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT	NOT SURE
37. Bullying	A	B	C	D
38. Drugs, alcohol	A	B	C	D
39. Fighting	A	B	C	D
40. Gossiping	A	B	C	D

	VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT	NOT SUR
41. Group conflicts	A	B	C	D
42. Name-calling	A	B	C	D
43. Peer pressure	A	B	C	D

44. SEX

    A. Male

    B. Female

45. RACIAL-ETHNIC BACKGROUND

    A. White

    B. Black

    C. Spanish Surname

    D. Asian

    E. Other

46. HOW LONG HAVE YOU ATTENDED SCHOOL IN HOWARD COUNTY?

    A. New this year

    B. 1 to 3 years

    C. 4 to 6 years

    D. 7 or more years

47. WHAT ARE YOUR GRADES THIS YEAR?

    A. Mostly A's

    B. Mostly B's

    C. Mostly C's

    D. Mostly D's and E's

48. WHAT IS THE NAME OF YOUR MIDDLE SCHOOL?
    (Selections may be made from item #48 and/or #49)

    A. Clarksville
    B. Dunloggin
    C. Glenwood
    D. Hammond
    E. Harper's Choice

49.

    A. Oakland Mills
    B. Owen Brown
    C. Patapsco
    D. Waterloo
    E. Wilde Lake

HIGH SCHOOL SENIORS

INTERVIEWER FORM

(Read these introductory remarks to the student. Try to avoid sounding stilted.)

THE PUPIL PERSONNEL SERVICES OF HOWARD COUNTY IS CONDUCTING AN EVALUATION OF THE GUIDANCE PROGRAM. GUIDANCE SERVICES SHOULD HELP YOU TO DEVELOP COMPETENCIES IN THE AREAS OF EDUCATION, CAREER PLANNING, AND SOCIAL AND PERSONAL GROWTH. AS PART OF THE GUIDANCE PROGRAM, YOU HAVE BEEN EXPOSED TO A NUMBER OF MATERIALS AND ACTIVITIES, INCLUDING A PLANNING PORTFOLIO.

YOU HAVE BEEN SELECTED TO GIVE US YOUR VIEWS AS TO HOW USEFUL AND EFFECTIVE THE GUIDANCE PROGRAM HAS BEEN BY RESPONDING TO QUESTIONS IN THIS INTERVIEW. OTHER SENIORS IN YOUR HIGH SCHOOL AND IN ALL THE OTHER HIGH SCHOOLS IN HOWARD COUNTY HAVE ALSO BEEN CHOSEN TO BE INTERVIEWED.

SOME SENIORS HAVE BEEN ASKED TO GIVE THEIR VIEWS ABOUT THE GUIDANCE PROGRAM THROUGH MEANS OF A WRITTEN SURVEY. THE QUESTIONS IN THIS INTERVIEW ARE SIMILAR TO THOSE THAT WERE GIVEN IN THE WRITTEN SURVEY. BY ASKING YOU QUESTIONS FACE-TO-FACE WE HOPE TO GET A MORE THOROUGH UNDERSTANDING OF THE GUIDANCE PROGRAM. WE HOPE YOU'LL PROVIDE AS MUCH INFORMATION AS YOU HAVE. WE CAN THEN USE THAT INFORMATION TO PLAN THE GUIDANCE PROGRAM IN THE FUTURE.

WE REALLY APPRECIATE YOUR WILLINGNESS TO TAKE THE TIME RIGHT NOW TO WORK ON THIS. LET ME ASSURE YOU THAT ALL RESPONSES WILL BE KEPT CONFIDENTIAL.

ALL RIGHT. LET'S GET STARTED.

(Record the following information. Ask only if you are not sure.)

1. NAME _____

2. SEX

           MALE _____   FEMALE _____

3. RACIAL-ETHNIC BACKGROUND

           WHITE _____   BLACK _____   SPANISH SURNAME _____

           ASIAN _____   OTHER _____

4. HIGH SCHOOL ATTENDED

           ATHOLTON _____   CENTENNIAL _____   GLENELG _____

           HAMMOND _____   HOWARD _____   MT. HEBRON _____

           OAKLAND MILLS _____   WILDE LAKE _____

(Begin asking questions here.)

5. WHAT KINDS OF COURSES AND PROGRAM HAVE YOU TAKEN IN HIGH SCHOOL? FOR EXAMPLE, GENERAL COURSES, VOCATIONAL/TECHNICAL, SPECIAL EDUCATION, OR ACADEMIC/COLLEGE PREP?

_____

6. WHAT HAVE YOUR GRADES BEEN THIS YEAR? FOR EXAMPLE, MOSTLY A'S, MOSTLY B'S, MOSTLY C'S, OR MOSTLY D'S AND E'S.

_____

FIRST I'M GOING TO ASK YOU SOME QUESTIONS ABOUT YOUR PLANS AFTER GRADUATION FROM HIGH SCHOOL. I WANT TO FIND OUT HOW WELL PREPARED YOU FEEL YOU ARE TO CARRY OUT THESE PLANS. ALSO, WHAT KIND OF PREPARATION YOU FEEL YOU STILL NEED.

7. IN GENERAL, HOW HAS THE GUIDANCE PROGRAM HELPED YOU?

(DEPENDING ON RESPONSE, YOU MIGHT WANT TO ASK THE SPECIFIC AREAS THAT FOLLOW. IF THEY HAVE ALREADY MENTIONED THEM, DON'T BOTHER TO ASK AGAIN.)

* IN EDUCATIONAL PLANNING, SUCH AS CHOOSING COURSES, SELECTING COLLEGES OR STUDYING.

* IN CAREER PLANNING, SUCH AS GETTING CAREER INFORMATION, FINDING OUT ABOUT CAREER INTERESTS, OR IN WRITING JOB RESUMES.

* IN SOCIAL OR PERSONAL PLANNING, SUCH AS RESOLVING CONFLICTS, STUDENT RIGHTS AND RESPONSIBILITIES, AND COMMUNICATION.

8. WHAT KINDS OF PLANS DO YOU HAVE AFTER HIGH SCHOOL? DO YOU PLAN TO WORK,
   GO TO SCHOOL? Be sure to find out:

        If going to school, what kind - 2 year, 4 year, technical, career
        If going to work, full time/part time, what sort
        If undecided, what direction they think they will go
        If some combination

9. HOW DOES YOUR CAREER PLAN MATCH YOUR INTERESTS, ABILITIES, AND GOALS?

10. DO YOU HAVE A CURRENT RESUME? DO YOU KNOW HOW TO WRITE A RESUME?

11. HAVE YOU HAD A JOB OR COLLEGE INTERVIEW? DID YOU HAVE A PRACTICE INTERVIEW
    DURING YOUR HIGH SCHOOL YEARS? HOW WAS THE INTERVIEW HELPFUL TO YOU?

12. ON THIS SHEET ARE SOME OF THE SKILLS YOU MIGHT HAVE LEARNED IN HIGH SCHOOL. (Show student the sheet labeled skills.) LOOK AT EACH AND TELL ME HOW COMPETENT YOU FEEL IN THESE AREAS. (Try to capture the essence of what student says. Don't need exact responses. Also not necessary to address each skill unless they do. While student looks at sheet _you_ write responses directly on this form.)

APPLYING FOR A JOB

CONDUCTING A COMPUTER SEARCH FOR COLLEGES OR JOBS

INTERVIEWING FOR A JOB

MAKING DECISIONS

MANAGING TIME

SELECTING COURSES

SOLVING PROBLEMS

STUDYING

TAKING A TEST

WRITING A RESUME

DEVELOPING A CAREER PLAN

ACQUIRING FINANCIAL AID INFORMATION

13. HAVE YOU HAD ANY TROUBLE DECIDING ON A PLAN? WHAT KINDS OF THINGS HAVE INTERFERED WITH YOUR ABILITY TO MAKE A PLAN? (If they need help, you might mention such things as the following:

Inappropriate course selection
Poor test scores
Unrealistic goals
Missed deadlines
Attendance record

Grade point average
Lack of money
Career stereotypes
Conflicting goals with parents

Only mention these areas if they seem unable to respond. Not necessary
to name all areas if you are able to get them to start talking.)

14. ON THIS SHEET ARE A NUMBER OF RESOURCES AND ACTIVITIES THAT THE GUIDANCE
PROGRAM HAS SPONSORED IN YOUR SCHOOL. (Show student the sheet.) WHICH
ONES HAVE BEEN USEFUL TO YOU? IN WHAT WAYS? WHAT DID YOU LIKE ABOUT THE
ACTIVITIES? WHICH ONES DID YOU ACTUALLY PARTICIPATE IN? DO YOU HAVE ANY
RECOMMENDATIONS THAT THE GUIDANCE PROGRAM MIGHT USE IN PLANNING FOR FUTURE
ACTIVITIES? (While showing student sheet, write responses on this page.)

CAREER/GUIDANCE/RESOURCE CENTER

CAREER SPEAKERS

COLLEGE FAIR

COLLEGE HANDBOOKS/CATALOGS

COLLEGE REPRESENTATIVES

COUNSELING SESSIONS

FINANCIAL AID INFORMATION

INTEREST INVENTORIES

THE GIS SYSTEM

MILITARY RECRUITERS

PLANNING PORTFOLIO

35. THIS SHEET HAS A NUMBER OF SITUATIONS WHICH YOU MAY FACE IN THE NEXT YEAR.
HOW CONFIDENT DO YOU FEEL IN YOUR ABILITY TO FACE EACH SITUATION? ARE
THERE SITUATIONS ON THIS LIST YOU WISH YOU WERE MORE PREPARED TO FACE?
HOW COULD THE GUIDANCE PROGRAM BE HELPFUL IN PREPARING YOU TO FACE NEW
SITUATIONS?

<u>COLLEGE-RELATED SITUATIONS</u>:

Attending college for the first time

Making new friends at college

Getting along with a college roommate

Coping with new independence

Managing your budget

Joining clubs or college organizations

Making and keeping a study schedule at college

Preparing for college mid-terms and final exams

<u>WORK-RELATED SITUATIONS</u>:

Taking a full time or part time job

Competing for a job

Getting along with authority figures

Cooperating with other workers

Following workplace rules and regulations

Getting along with workers who are different from you

Finding positive solutions to conflict situations

PERSONAL, SOCIAL, LEISURE SITUATIONS:

Using leisure time

Selecting new leisure activities

Financing leisure activities

Establishing new significant relationships

Maintaining significant relationships

Making appropriate post high school plans

16. **WILL ANY OF THE FOLLOWING FACTORS MAKE IT DIFFICULT FOR YOU TO BE SUCCESSFUL IN YOUR PERSONAL OR SOCIAL LIFE?**

Shyness

Uncertainty about jobs

Dependence on parents

Reluctance to leave home

Lack of self-confidence

Peer pressure

Difficulty with authority figures

Conflicts with others

Difficulty controlling your temper

Lack of knowledge about life skills (buying a car, keeping a checking account, voting, etc.)

17. **HOW CONFIDENT DO YOU FEEL IN FACING THE FOLLOWING DIFFICULTIES?**

Not succeeding in college

Losing a job

Death of a friend or family member

Handling a crisis

Ending a relationship

Resisting pressures to use drugs and alcohol

Difficulty in reaching your life goals

Coping with personal health problems

THANKS FOR YOUR HELP!

APPENDIX C

MYERS-BRIGGS TYPE INDICATOR
FORM G

MYERS-BRIGGS TYPE INDICATOR

FORM G

by Katharine C. Briggs and Isabel Briggs Myers

DIRECTIONS:

There are no "right" or "wrong" answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy and be successful doing, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer sheet. *Make no marks on the question booklet.* Do not think too long about any question. If you cannot decide on a question, skip it but be careful that the *next* space you mark on the answer sheet has the same number as the question you are then answering.

Read the directions on your answer sheet, fill in your name and any other facts asked for and, unless you are told to stop at some point, work through until you have answered all the questions you can.

APPENDIX D

COUNSELOR OBSERVATION FORM

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HOWARD COUNTY DEPARTMENT OF EDUCATION   ELLICOTT CITY, MARYLAND

C O U N S E L O R   O B S E R V A T I O N   F O R M

Counselor's Name _____   Announced _____   Unannounced _____

Observer's Name _____   Tenured _____   Nontenured _____

School _____   Date _____   Time of Observation: From _____ To _____

1.0 Program Elements

1.1 The results agreement should include student results, personal results, parent results, staff development results, and other assigned tasks.

Results Agreement Negotiated and Approved by Administrator on (date) _____

Results Agreement Approved by Guidance Supervisor on (date) _____ (when applicable)

1.2 The program plans should include competencies, content, activities, time, person responsible, materials and evaluation strategies (criteria of success and means of evaluation).

1.21 Program plan, submitted and audited by Principal/Supervisor on (date) _____

1.22 Progress report(s) submitted on (date) _____

Progress report(s) audited on (date) _____

1.23 Assessable evidence of attainment provided to _____ on (date) _____

2.0 Observation

2.1 List results to be achieved during this observation

_____
_____
_____

2.2 Description of Activity (Individual or Group Counseling, Classroom Activity, Other)

_____
_____
_____

Date _____   Observer _____   Counselor _____
                              Initial   Initial

SA&C 140
Distribution: White-Observer, Canary-Counselor, Pink-Principal/Supervisor, Goldenrod-Director

	Operational	Needs Improvement	Not Operational	EVIDENCE Pg.2

2.3 Program Development Competencies

Competency

Indicators

2.31 Accurately completes:

Results Agreement
Program Plans
Progress Reports

- Results defined for all students (or caseload)
- Defines plans for management of a domain (educational, career, personal/social)
- Collaborates with others in plans for delivery of results
- Includes results for staff, parents and personal development
- Utilizes IGA needs data in plans for student groups & individuals

2.32 Implements plans

- Develops a variety of strategies to insure competency attainment by all students
- Utilizes planning portfolio to monitor individual student progress
- Collaborates with other staff members to deliver and reinforce guidance competencies
- Provides opportunities for individual students to request assistance
- Budgets time for efficient and effective management of the guidance program

2.33 Evaluates guidance program

- Produces assessable evidence of results attainment
- Maintains data for accountability and program monitoring
- Adjusts program strategies in response to evaluation data
- Periodically reviews program outcomes for all students

Pg. 3

EVIDENCE

	Not Operational	Needs Improvement	Operational

2.34 Acquires new competencies

- Develops a personal plan for professional development
- Attends courses, workshops, seminars and inservice meetings to increase competence
- Maintains awareness of current trends in guidance field
- Actively participates in the profession through reading/subscribing to professional journals, joining local, regional, national organizations, publishing articles, attending conventions, etc.

2.4 School Staff Competencies

2.41 Staff Relationships

- Collaborates with others to accomplish program goals
- Participates in regularly scheduled staff meetings, department meetings, school staff events
- Establishes rapport with staff
- Consults with psychologists, PPW's, teachers, administrators in regard to individual students

2.42 Staff Responsibilities

- Assumes an active role as a staff member
- Participates on school instructional and supplemental services teams (screening, ARD).
- Utilizes established channels for positive change
- Communicates guidance goals to administrators and staff members
- Punctuality in paperwork, appointments and time commitments

3.0 Evaluation

3.1 Evidence of Satisfactory/Marginal*/Unsatisfactory Progress (Indicate evidence that documents success or failure in attaining outcomes outlined for this observation):

_____

_____

_____

3.2 Evidence of attainment of outcomes as delineated in results agreement.

_____

_____

_____

3.3 Commendations/Recommendations/Comments: _____

_____

_____

_____

_____

_____

3.4 Assessment of Progress:

_____ Satisfactory   Signed _____ Date _____

_____ Marginal Performance*   Observer

_____ Unsatisfactory   Signed _____ Date _____

                           Counselor

*To be used only for   Signature indicates only that the observation has
non-tenured employees.   been made and shared.

Copies: Counselor
       Principal (If observed by Supervisor)
       Supervisor (If observed by Principal)

Attachments _____ (Check if any are attached)

Counselor Comments (Optional): _____

APPENDIX E

SITE VISIT FORM

School _____

Date of Visit_____

SITE VISIT GUIDE

1. THE TEACHERS

Subject(s) taught:

Length of tenure at the school:

a) Please describe the teachers' perceptions of the current state of the guidance program. Do they think it is a good program? What do they think are the important strengths of the program? How does the guidance program feel to them? (i.e. friendly, warm, exciting, boring, etc.)

b). Do teachers think that the students' guidance needs are being met? What evidence do they offer to support their assessments?

c). Do teachers think the guidance counselors have a meaningful role in planning and decision-making within the school? Please cite examples.

d). Do teachers feel that counselors understand their curriculum area and are responsive to their guidance-related needs?

e). Do teachers feel there are aspects of the guidance program that could be improved? If so, what are they? Do the teachers believe that the improvements will occur?

f). What are five things teachers would tell a student or parent who is new to their school about the guidance program?

2. COUNSELORS:

a). Do the counselors perceive that their contributions are adequately integrated into the regular school program? How?

b). Do the counselors feel that they have ample opportunity for communication with subject area teachers, building administrators, support staff, and parents? With whom do they actually work? How much time is available for collaboration with other counselors?

c). How do counselors see their programs and projects contributing to the overall success of the school?

d). What five things would the counselors tell a stranger who asked about the guidance program? What do they identify as the most outstanding characteristic of the guidance program?

3. THE PRINCIPAL

a). Please describe the principal's assessment of the current state of the guidance program. What is she/he really excited about? What does she/he identify as the most outstanding characteristic of the guidance program?

b). What is the principal doing to sustain improvements and what is she/he doing to solve problems in the area of guidance? What specific plans and programs are in place to carry out improvements?

c). Describe the principal's vision of the future of the guidance program. How does she/he plan on realizing it?

d) What five things would the principal tell a new student/parent about the guidance program?

INFORMAL SETTING

a). Please describe the general nature of the interactions among students and counselors in the corridors, in the cafeteria, and in other gathering places inside and outside the building.

b). Please describe the atmosphere of the guidance office. (i.e. noise level, interruptions, orderly, tense, quiet? Are the students and counselors interested, enthusiastic, tense, etc?)

PHYSICAL FACILITIES

Please describe the physical environment of the guidance office. Is it clean, neat, well-maintained? Is the organization of the office apparent (i.e. who makes appointments, answers questions, gives out materials, etc.).

Is the location of the guidance office convenient and accessible to students, staff, parents? Is the guidance/career center convenient and accessible?

ADDITIONAL INFORMATION

Please use this space to note anything that you believe is important in understanding the guidance program in this school, and that is not mentioned elsewhere in your report.

APPENDIX F

KRUSKAL-WALLIS 1-WAY ANOVA

SPSS/PC+

- - - - - Kruskal-Wallis 1-way ANOVA

    I3   Age
by I2   Success

   Mean Rank   Cases

      13.22   9   I2 = 1
       9.67   6   I2 = 2
      13.67   9   I2 = 3
                --
             24   Total

			Corrected for Ties	
CASES	Chi-Square	Significance	Chi-Square	Significance
24	1.3022	.5215	1.4938	.4738

- - - - - Kruskal-Wallis 1-way ANOVA

    I4   Service
by I2   Success

   Mean Rank   Cases

      11.50   9   I2 = 1
      12.42   6   I2 = 2
      13.56   9   I2 = 3
                --
             24   Total

			Corrected for Ties	
CASES	Chi-Square	Significance	Chi-Square	Significance
24	.3814	.8264	.4171	.8118

- - - - - Kruskal-Wallis 1-way ANOVA

    I5   Sex
by I2   Success

   Mean Rank   Cases

      12.33   9   I2 = 1
      11.00   6   I2 = 2
      13.67   9   I2 = 3
                --
             24   Total

			Corrected for Ties	
CASES	Chi-Square	Significance	Chi-Square	Significance
24	.5200	.7711	.6970	.7058

SPSS/PC+

- - - - - Kruskal-Wallis 1-way ANOVA

    I6   Ethnic
by I2   Success

Mean Rank   Cases

    14.33   9   I2 = 1
    11.33   6   I2 = 2
    11.44   9   I2 = 3
              --
            24   Total

			Corrected for Ties	
CASES	Chi-Square	Significance	Chi-Square	Significance
24	.9689	.6160	1.5222	.4672

SPSS/PC+

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Variable I3   Age
By Variable I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	.8889	.4444	.6462	.5342
Within Groups	21	14.4444	.6878		
Total	23	15.3333			

SPSS/PC+

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| Variable | I4 | Service |
| By Variable | I2 | Success |

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	.5000	.2500	.1425	.8680
Within Groups	21	36.8333	1.7540		
Total	23	37.3333			

SPSS/PC+

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Variable I5   Sex
By Variable I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	.1806	.0903	.3281	.7239
Within Groups	21	5.7778	.2751		
Total	23	5.9583			

SPSS/PC+

- - - - - - - - - - O N E W A Y - - - - - - - - - - -

Variable I6   Ethnic
By Variable I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	.9444	.4722	.7694	.4759
Within Groups	21	12.8889	.6138		
Total	23	13.8333			

SPSS/PC+

- - - - - Kruskal-Wallis 1-way ANOVA

```
     I3        Age
by   I2        Success
```

```
   Mean Rank    Cases

        12.44        8   I2 = 1
        10.75        4   I2 = 2
         8.44        8   I2 = 3
                    --
                    20   Total
```

| | | | Corrected for Ties | |
CASES	Chi-Square	Significance	Chi-Square	Significance
20	1.8375	.3990	2.0888	.3519

- - - - - Kruskal-Wallis 1-way ANOVA

```
     I4        Service
by   I2        Success
```

```
   Mean Rank    Cases

        11.69        8   I2 = 1
        12.13        4   I2 = 2
         8.50        8   I2 = 3
                    --
                    20   Total
```

| | | | Corrected for Ties | |
CASES	Chi-Square	Significance	Chi-Square	Significance
20	1.5384	.4634	1.8771	.3912

- - - - - Kruskal-Wallis 1-way ANOVA

```
     I5        Sex
by   I2        Success
```

```
   Mean Rank    Cases

         9.75        8   I2 = 1
        13.50        4   I2 = 2
         9.75        8   I2 = 3
                    --
                    20   Total
```

| | | | Corrected for Ties | |
CASES	Chi-Square	Significance	Chi-Square	Significance
20	1.2857	.5258	1.7273	.4216

SPSS/PC+

- - - - - Kruskal-Wallis 1-way ANOVA

      I6   Ethnic
   by I2   Success

      Mean Rank   Cases
          9.69   8   I2 = 1
          8.50   4   I2 = 2
         12.31   8   I2 = 3
                       --
                       20   Total

                                                    Corrected for Ties
          CASES   Chi-Square   Significance   Chi-Square   Significance
           20   1.3589   .5069   2.7978   .2469

SPSS/PC+

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Variable I3   Age
By Variable I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	2.2500	1.1250	1.5000	.2512
Within Groups	17	12.7500	.7500		
Total	19	15.0000			

SPSS/PC+

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Variable I4   Service
By Variable I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	1.8750	.9375	1.0039	.3872
Within Groups	17	15.8750	.9338		
Total	19	17.7500			

SPSS/PC+

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Variable   I5   Sex
By Variable   I2   Success

Analysis of Variance

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	.4500	.2250	.8500	.4448
Within Groups	17	4.5000	.2647		
Total	19	4.9500			

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