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APPROACHES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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1967

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## CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction and Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>Sub-questions</td>
<td>6</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>8</td>
</tr>
<tr>
<td>Importance</td>
<td>9</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>10</td>
</tr>
<tr>
<td>Limitations</td>
<td>12</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>13</td>
</tr>
<tr>
<td>II. Review of the Literature</td>
<td>15</td>
</tr>
<tr>
<td>Classification of Vocational Choice and Vocational Development Theory</td>
<td>16</td>
</tr>
<tr>
<td>Selected Theoretical Statements</td>
<td>37</td>
</tr>
<tr>
<td>Instrument Construction</td>
<td>55</td>
</tr>
<tr>
<td>III. Procedures</td>
<td>60</td>
</tr>
<tr>
<td>The Pilot Study</td>
<td>60</td>
</tr>
<tr>
<td>Clarification of Theory</td>
<td>63</td>
</tr>
<tr>
<td>The Development of the Items for the Scale</td>
<td>64</td>
</tr>
<tr>
<td>Judges Categorize the Items</td>
<td>69</td>
</tr>
<tr>
<td>The Development of Operational Criteria</td>
<td>71</td>
</tr>
<tr>
<td>The Selection of Subjects to Respond to the Scale</td>
<td>72</td>
</tr>
<tr>
<td>The Nonidentified Sample</td>
<td>74</td>
</tr>
<tr>
<td>The Statistical Procedures Employed to Select the Discriminatory Items</td>
<td>76</td>
</tr>
<tr>
<td>Criteria for Selection of Items for the Scale</td>
<td>77</td>
</tr>
<tr>
<td>Reliability of the Scale</td>
<td>77</td>
</tr>
<tr>
<td>IV. Results and Discussion</td>
<td>79</td>
</tr>
<tr>
<td>Sub-questions</td>
<td>79</td>
</tr>
<tr>
<td>Sample data</td>
<td>92</td>
</tr>
<tr>
<td>Frequency Distribution for the Criterion Sample</td>
<td>92</td>
</tr>
<tr>
<td>Frequency Distribution for the Unidentified Sample</td>
<td>96</td>
</tr>
<tr>
<td>General Comment</td>
<td>98</td>
</tr>
<tr>
<td>V. Summary, Conclusions, Recommendations</td>
<td>99</td>
</tr>
<tr>
<td>Conclusions</td>
<td>103</td>
</tr>
<tr>
<td>Recommendations</td>
<td>105</td>
</tr>
<tr>
<td>Appendixes</td>
<td>107</td>
</tr>
<tr>
<td>Bibliography</td>
<td>187</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Items Developed or Selected, Items Meeting the Criterion, and Items Used in the Tryout Instrument</td>
</tr>
<tr>
<td>II</td>
<td>Criteria to Identify Stereotypic Methodological and Developmental Counselors</td>
</tr>
<tr>
<td>III</td>
<td>Discriminating Items from both the Empirical Validation and Theoretical Validation Steps</td>
</tr>
<tr>
<td>IV</td>
<td>Descriptive Data on the Criterion Sample Methodological Group</td>
</tr>
<tr>
<td>V</td>
<td>Descriptive Data on the Criterion Sample Developmental Group</td>
</tr>
<tr>
<td>VI</td>
<td>Descriptive Data on Theoretical Validation Sample</td>
</tr>
</tbody>
</table>
List of Charts

<table>
<thead>
<tr>
<th>Chart</th>
<th>Chart Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Occupational Entry Theoretical Conceptualization</td>
<td>24</td>
</tr>
<tr>
<td>II</td>
<td>Summary Chart of Occupational Choice and Vocational Development Theoretical Categorization</td>
<td>38</td>
</tr>
<tr>
<td>III</td>
<td>The Difference Between the Methodological and the Developmental Orientations</td>
<td>54</td>
</tr>
<tr>
<td>IV</td>
<td>A Diagram of the Study Procedures</td>
<td>61</td>
</tr>
<tr>
<td>V</td>
<td>Item Development Chart</td>
<td>65</td>
</tr>
</tbody>
</table>
### List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identified Groups--Composite, Frequency Polygon</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>Identified Groups--Separated, Frequency Polygons</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>Unidentified Groups--Frequency Polygon</td>
<td>97</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Unparalleled technological progress has created tremendous challenges in the vocational aspect of counseling, making especially crucial the need to relate new research on vocational development to emerging problems in occupational prediction and planning (58: 1).

Stoughton (58: 1) goes on to point out that guidance and counseling have been called upon to play a very important role of service to our nation during a time of threat and uncertainty. Counselors are experiencing a very great challenge to provide help by contributing to the development of human potential both in a way that will meet national needs and will also preserve the freedom of the individual to establish goals in harmony with his individual interests and abilities.

Today, the vocational aspect of guidance and counseling is regarded as extremely important, as unskilled jobs continue to decrease and the school dropout rate of those without occupational skills remains high. The question which has come to the forefront is--will the vocational problems of today yield to the theories and practices which have been disseminated up to the present time?

If one were to trace the development of guidance back to its beginnings in the early 1900's (5) (10), it would be discovered that guidance started with the vocational guidance movement. Since the days of Parsons and his book, Choosing a Vocation (43), guidance has
broadened in scope, but vocational guidance has never ceased to be important within this enlarged framework (38) (47) (29).

The assumption which had gone unquestioned during all of these years was that vocational guidance had adequate theory to undergird practice. In 1951, Ginzberg (23) was the first to challenge this assumption when he asserted that vocational counselors and vocational psychologists, in effect, were without explicit theory in the realm of occupational choice and development. Since the time of Ginzberg's assertion, Crites (17) has noted that at least ten "theories" related to how and why individuals choose occupations have appeared in print, and a number of others have been expressed in less formal ways.

Recent articles also continue to emphasize the need to disseminate theory, apply existing research and do additional research to support theory, and put the resultant findings into practice (13) (44) (53) (69). Another activity demonstrative of the interest in this field is the NVGA Project Reconceptualization (71: 4), headed by Harold Reed. The focus of the project is to reshape the goals of vocational guidance and reappraise the concept of work in the life of man. The project is far from complete; nevertheless, Donald Super, Martin Katz, and Frank Field have prepared papers proposing new ways of viewing vocational guidance. The result has been renewed study and dialogue in the profession.

The question which remains to be explored is--to what extent have these activities of theoretical formulation, research, and
dialogue influenced the practitioner in vocational guidance and vocational counseling?

In 1962, Barry and Wolf, in their book, *An Epitaph: For Vocational Guidance*, stated:

Vocational Guidance suffers from an absence of discussions of possible theoretical constructs. All textbooks on vocational guidance and occupational information contain similar theoretical statements, as though there were only one basic theory. This focus upon a single theory forces its acceptance, for it offers no alternatives and no starting point for constructive criticism (4: 3).

They continued:

The repetition of the same theoretical position creates the myth that a single, universally accepted theory exists and the corollary myth that vocational guidance practices have a sound theoretical basis (4: 3).

This statement shook the foundations of vocational guidance and produced a number of sharp exchanges which appeared in the literature between those wishing to modify guidance practice basing such practice on a broader base of theoretical formulations and emphasizing the need for improved dissemination of such formulations and those who continue to support the present theory in the field. Still others reacted to such condemnation of vocational guidance by saying that it would not benefit the profession and would result in defensiveness instead of modification, broadening, and upgrading.

Calia (12), in a book review of *An Epitaph: For Vocational Guidance*, regards the book as fun to read but not providing anything new. He goes on to say that the authors' collection of antiquated
practices and beliefs that many guidance workers persist in perpetuating, and the idea that many counselors and authorities continue to subscribe to the fifty-year-old Parsonian approach to guidance of matching job and person is probably discussed quite accurately (12: 435). Calia agrees also that guidance workers have been slow to employ dynamic approaches to vocational guidance.

Tiedeman (64) began his review of An Epitaph: For Vocational Guidance by asking—"Who killed Vocational Guidance?" (64: 331) He pointed out that "they who provide an epitaph must be certain that (1) vocational guidance is dead; or (2) vocational guidance ought to be dead and is slain in the reading of the epitaph (64: 331). Tiedeman agrees with Barry and Wolf's critical statements: "Vocational guidance methodology is predicated upon the outmoded assumption that information teaches, that advice and information giving are functions of the counselor, and that vocational guidance can exist apart from 'personal' guidance . . . (4: 9)." Tiedeman does, however, have questions on the semantics. He indicates that he does not regard the book as a contribution, since it does not develop an idea. Tiedeman notes that Barry and Wolf recognize the need for developmental theory in guidance but that they provide no structure to initiate the theory development. Finally, Tiedeman asserts that the authors have failed to distinguish theory from steps of practice; have destroyed technique without due regard for its indispensability even in developmental guidance; and have aroused counselors' guilt by their critical reference to the view of counselors that realism is an imperative in guidance, whereas to Tiedeman this view is not inappropriate, as realism is the anchor of existence.
To sum up, Barry and Wolf (4) have called for increased theoretical formulation, theory dissemination, and, also, are critical of the practice based on present theory. Calia agrees with their view of the need for new theories, their statements on outmoded practice, and the view that many practitioners still subscribe to the Parsonian view; however, he regards all of this as nothing new. Tiedeman agrees that the allegations about vocational guidance practice are probably true, but he questions the semantics and considers the book as too critical and likely to arouse guilt. There is, however, based on these references and the dialogue in the profession, the consistent view that the approach to vocational guidance which has been based on Parsons' ideas is still in practice today. There is also the view that newer theoretical formulations should be disseminated and come to undergird practice. The nature of the agreement is such, however, that it does not advocate the end of vocational guidance, but rather, its improvement. Borow summarizes this view. The present trends

must persuade the most hardened skeptic that vocational guidance services now occupy a critical role in the nation's concerted attack upon its educational, economic and social problems. It has been a matter of a very few years since it was stylish to characterize the allegedly moribund state of vocational guidance by such vivid catch phrases as 'epitaph,' 'demise,' and 'whatever became of . . .?" Now, seen in the perspective of the current broad-gauged emphasis upon vocational training and counseling, such near-past judgments of doom and decadence indeed seem bizarre. Yet while the nation's renewed avowal of the significance of man's occupational role buttresses and validates the convictions of those of us in vocational guidance service, it likewise dramatizes the unfinished business of the profession (70: 3).
Part of this unfinished business may well lie in the purview of the following question which has not been answered—it is, to what extent is the methodological approach outlined by Barry and Wolf still practiced? The corollary question is—to what extent is the individual (developmental) approach (advocated by Barry and Wolf) practiced? To begin to answer such a question, there is obviously the need for the development of an instrument which can discern between counselors with the methodological orientation and those with the developmental orientation.

**Statement of the Problem**

The purpose of this study was to construct and validate an instrument designed to discern between two groups of school counselors who were characterized by their different beliefs and practices in relation to vocational guidance and/or vocational counseling. The two groups which were involved were those who held beliefs and were found to practice in accordance with the methodological (4: 4) approach and those who held beliefs and were found to practice in accordance with the developmental approach (4: 22, 27: 120).

**Sub-questions**

1. Drawing on three sources—theory, counselors' statements about theory, and counselors' statements made in actual counseling sessions—is it possible to construct statements which are characteristic of the methodological and developmental approaches, and
are classifiable into these categories by expert judges (criterion, 80 per cent agreement)?

2. Will a second group of expert judges agree (criterion, 80 per cent agreement) on operational criteria which are descriptive of methodological and developmental counselors in the practicum setting and which can be employed in the identification of a criterion validation sample (thirty Methodological and thirty Developmental)?

3. Will the statements which have met the classification criterion when classified by the experts (question 1) discriminate at a statistically significant level between the criterion validation sample groups composed of thirty counselors identified as methodological and thirty counselors identified as developmental?

4. Will the statements which have met the classification criterion when categorized by the judges and have been placed in an attitude scale (using the Likert system response) discriminate at a statistically significant level between the upper 27 per cent and the lower 27 per cent (also upper 50 per cent and lower 50 per cent) of a selected unidentified sample when the instruments are scored on a logical basis (in effect, internal consistency being used as the criterion)?

5. Will the items which discriminate statistically between the identified criterion validation samples and between the upper 27 per cent and lower 27 per cent of the selected unidentified
sample perform in a statistically reliable fashion when placed in a scale using the Likert system of response?

Hypotheses

Each of the theoretical, discussion, and counseling session statements which met the selection criterion after categorization by the judges was handled as a null hypothesis, using first the criterion validation samples, and next the upper 27 per cent and lower 27 per cent of the unidentified selected sample, as criterion groups to determine if the difference between the means was statistically significant. The following statements are example hypotheses.

A. There will be no statistically significant difference between the mean rating response of the identified methodological counselors and the mean rating response of the identified developmental counselors to the following statement: "Testing results should not be used as objective facts for vocational planning." Each statement which was placed in the scale taken by the identified sample was stated as a null hypothesis in the form above.

B. There will be no statistically significant difference between the mean rating of the upper 27 per cent and the mean rating of the lower 27 per cent of the unidentified selected sample in response to the following statement: "Test results in vocational counseling can best be used to prepare the counselee to focus on those occupations from which he should choose." Each statement which was placed in the scale taken by the unidentified selected sample was stated as a null hypothesis in the form above.
Importance

An instrument of the proposed type, once developed and validated, has a number of valuable uses in counselor education and research. For example, the instrument could be used to collect normative data on the theoretical and practical orientations of school counselors in relation to vocational choice or career development. The instrument could serve also to gather normative data on many other groups, such as teachers, employment counselors, and school administrators. It could be used to determine counselor's beliefs in relation to career choice or development theory in order to correlate them with other characteristics which they possess, or with changes in their beliefs and practice as a result of having been exposed to curricula with varying emphases. Examples of characteristics which could be correlated are personality attributes, values, dogmatism, authoritarianism, and social distance.

Counselor's beliefs and practices in the realm of vocational choice or development could also be correlated with other aspects of their practice, such as assisting students with personal concerns, working with students who have self discipline needs, and helping students with educational scheduling. The instrument also could be employed as an instructional and an in-service aid in counselor education; for example, "before and after," "testing," and testing to foster counselor self understanding.
The instrument may have value for use in follow up studies in guidance and counseling to determine if different vocational guidance approaches provide more benefits to the counselee. The device might also provide a means to identify counselor approaches which may more often manifest themselves in different specific situations. The hypothesis that situational press may influence counselor practice is one that this instrument could be utilized to test.

Definition of Terms

Vocational Guidance (Methodological) - "Vocational guidance is the selection of, the preparation for, and the placement in a life work." (65: 48)

Vocational Guidance (Developmental) - "Vocational guidance is the process of helping a person to develop and accept an integrated picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society." (59: 196-97)

Vocational - of, pertaining to, or concerned with regular or appropriate employment; a calling; an occupation; a profession

Career - a course of continued progress in the life of a person, a field or pursuit of consecutive progressive achievement, especially in public, professional, or business life
Methodological - of, pertaining to, or concerned with a systematic plan or approach to accomplish a defined objective. In relation to the present study, methodological refers to a systematic approach of assisting students choose vocations or careers.

Developmental - pertaining to, or characteristic of a gradual, often regular or uniform, unfolding, or growth, often in the nature of a process; frequently it suggests a somewhat definitely marked advance, often by successive stages, from a lower to a higher form. In this study, these developmental concepts relate particularly to careers and vocations as they pertain to adolescents.

(Developmental does not refer to developmental guidance as it is used in the broad sense.)

Intellectual - belonging to or relating to, or performed by, the intellect or understanding, apprehensible by the intellect alone, pertaining to cognitive, the process of knowing, any mental process by which we become aware of objects of thought or perception

Emotional - pertaining to the state of the organism as includes feelings, sentiment, sensibility

Event - the fact of taking place or occurring; occurrence, that which comes, arrives, or happens, any incident, especially a noteworthy one
Process - act of proceeding; continued forward movement; procedure; progress; advance; of time, course; lapse. A course or procedure; something that occurs in a series of actions or events.
Responsibility - that for which anyone is responsible or accountable; state or quality of being responsible (answerable as the primary cause, motive, or agent)

Limitations
1. No instrument of the type developed in this study was known to be available. Thus, no standardized instrument was available for concurrent validation of the instrument under development.
2. The items to be employed in the instrument were classified into two categories - methodological and developmental. There are other theoretical categories (pattern, structure); however, it was deemed more advantageous to use the methodological and developmental categories since the greatest difference was found between them.
3. The terminology of the instrument has been related to methodological and developmental theory and practice, and other categories have been either represented to some extent under these categories, or they were excluded.
4. The terminology of the instrument was tied to vocational counseling or the counseling aspect of vocational guidance; it did not attempt to study counseling in the broader sense.
5. The instrument has been constructed or phrased so as to
describe theory and practice of counselors who work with adolescents;
it was not phrased for practitioners in elementary school and adult
situations.

6. This instrument has been validated involving only coun-
selors who work with adolescents.

7. The subjects who served in the theoretical and criterion
validation samples included secondary school counselors; U.S. Employ­
ment Service counselors; and guidance and counseling, personnel
counseling, and school psychology students. Over 95 per cent of the
two samples totaling 260 were practicing or studying within the bound­
aries of the State of Ohio.

8. The study was limited to the development and validation of
the instrument, and did not include the collection of data with the
instrument.

Organization of the Study

The first chapter has included an introduction, a statement of
the problem, the sub-questions, an explanation of the hypotheses
generated, the importance of the study, the definition of terms,
and the limitations of the study. Chapter Two includes a review of
the literature pertinent to this study under the following categories—
theory categorization, selected theory statements, and selected refer­
ences pertaining to instrument construction. Chapter Three presents
a description of the procedures, including the rationale underlying
the item generation and selection, the item classification procedures, the operational criteria development and use, the empirical validation step, the theoretical validation approach, and the reliability study. Chapter Four presents the results of the study and the appropriate elaborations. Chapter Five provides the conclusions and the recommendations growing out of the study.
CHAPTER II

REVIEW OF THE LITERATURE

This study (an effort to discern between methodological counselors and developmental counselors in relation to their theoretical beliefs and practices in vocational guidance and vocational counseling) was based on a classification of vocational choice and vocational development theory. Therefore, the first section of the review of the literature appropriately includes references on this subject. The second consideration in the study was to develop items (both theoretical and practical) which relate to the theoretical classifications included in the study. It thus was regarded as appropriate to include in the review sources which report the outlines of the several vocational choice and vocational development theories as foundational for item building. The third aspect of the study was that of the instrument construction and validation; thus, the third section of the review has reported in some detail references which relate to this aspect.

In summary, the review of literature has been prepared in three sections: (1) classification of vocational choice and vocational development theory; (2) vocational choice and vocational development theories in accordance with the classification; and (3) instrument construction and validation.
Classification of Vocational Choice and Vocational Development Theory

A review of the literature disclosed many sources which consider to some degree classification of vocational choice and vocational development theory. This author chose five sources which are both comprehensive and representative. These sources have been treated in two ways—the categories covered by the authors were listed and defined; and also, selected portions of the comment provided by the authors were included for purposes of illumination and to make provision for the varied views under the categories.

The first classification source included was authored by Barry and Wolf (4). Barry and Wolf have based their classification approach on a historical study of practices in guidance and personnel work and a survey of theories in vocational guidance. They divide the theories into four major groups. These are methodological theory, pattern theory, motivational theory, and individual theory.

Their discussion includes each category. To more fully illuminate the four classification categories, this author has summarized the main ideas presented by Barry and Wolf under each category. They regard the methodological approach as the most traditional and familiar theory and indicate that it focuses mainly on methods. From the practitioner's point of view, this approach is considered to relate directly to the techniques he employs. The theory underlying this view was formulated by Frank Parsons, an educator and social worker in Boston. Barry and Wolf believe
that Parsons died before his theory was tried, but that his assistants publicized the view, and that it became the "sine qua non" of vocational guidance. The view, it is reported by Barry and Wolf, was based on Parsons' work over a three and one half month period with less than one hundred immigrants of all ages. The approach encompasses three broad factors—the individual having a clear understanding of himself, the individual having knowledge of work opportunities and their various dimensions, and the vocational decision being based on true reasoning in relation to the first two aspects.

Barry and Wolf emphasize that this view has had great impact on vocational guidance. They cite the book *Occupational Information* by Baer and Roeber as reflecting the Parsonian influence in the following statement, "Many educators of counselors follow the practice of outlining three steps in career planning: first, the study of the counselee (or self study); second, the study of occupations; the third, the relating of the two areas of understanding (3: 5)."

They also refer to the 1918 Commission of the Reorganization of Secondary Education (66: 16) and the National Manpower Council (41) policy statement as other examples of the influence of the methodological approach in vocational guidance. Another reference showing this influence is Hoppock's (30) book, *Occupational Information*. These references all include mention of the Parsonian three step approach.

The second classification category discussed by Barry and Wolf is the pattern view. Barry and Wolf believe that, fundamentally,
pattern theories are the preliminary steps to new views of the occupational choice process which explain that people make a sequence of choices instead of one choice (4: 9). The types of pattern theories are life-stage, career, and productivity patterns. The pattern theories best known are those dealing with the life stages. These theories relate developmental psychology and sociology to work patterns. Charlotte Buehler's work of the 1930's in Germany and Austria provided the groundwork for the modern theories. Buehler studied biographical data of people both living and dead and developed a statement on chronological developmental stages (Growth, Exploration, Establishment, Maintenance, and Decline). In this country, Havighurst's work (26) on developmental tasks parallels Buehler's earlier work. Other pattern researchers and theorists include Ginzberg et al. (23), and Miller and Form (39). Ginzberg suggests the career choice stages of fantasy, tentative, and realistic, which Super (59) has combined with Buehler's stages. Miller and Form presented their theory in work periods—Preparatory, Initial, Transition, Trial, Stable, and Retired. It can be noted that these stages bear strong resemblance to the Buehler classifications.

The third category set forth by Barry and Wolf is the motivational view. This view began to develop as researchers asked—why do men work? The usual answers seemed rather shallow in terms of actually explaining the phenomenon. Reynolds and Shister (48), after interviewing over 800 manual workers, found that work satisfaction was more related to subjective factors than objective ones. Over
the years, various lists of reasons for men working have been prepared. Super (59: 3-14), in attempting to synthesize the lists, offered three major needs for which satisfaction is sought in work. They are (1) human relations, (2) interesting work activity, and (3) livelihood.

Another contribution in the realm of the motivational view has been made by Ann Roe (49). Roe has pointed out that any full-fledged theory of personality can be used to clarify work motivation, job satisfaction, and occupational choice. She chose Maslow's theoretical statement because it includes the dimension of what the human can be, and also regards the individual as an integrated, organized whole. This view is a starting point to bring the dynamic dimension to vocational guidance, thus negating the static view of motivation and recognizing the changing needs undergirding career development. It also asks, --can vocational guidance and, more specifically, vocational counseling be regarded as a separate entity when man is viewed holistically?

The last category suggested by Barry and Wolf is the individual view. This category is justified on the basis of the great emphasis on self throughout guidance literature. They point out that theories are not fully developed for the category; however, they state that individual theory is closely related to both pattern and motivational concepts. The author and researcher who is regarded as having contributed the clearest statement of individual theory is Super (59) (60) (61) (62). Super (59) (60) attempts to relate pattern theory to
the individual by considering both life stages and motivations as they contribute to the growth of the person's self-concept. He also voices the question of whether vocational choice can be viewed as a separate entity. He points out that, in effect, when one chooses a vocation, it is a means for the person to implement a self-concept.

The second source of theory classification was authored by Hewer (27: 118-125). She suggests examining the contributions to vocational choice theory made by sociologists and by psychologists. This author will now summarize Hewer's statements under the main breakdowns and under each category, and also mention authors associated with each.

Hewer points out that sociologists have contributed to the understanding of work and occupational choice. She believes that the sociologists' effort has been to uncover the causes of occupational differentiation or the selection of different jobs by members of society, and to illuminate the job of the worker in his own group. Miller and Form (39) are mentioned as providing a discussion of occupational choice in which they emphasize accident as playing an important part. In this context, it is emphasized that the range of occupational choice open to an individual is determined largely by the status expectations of his social class. Miller and Form also believe that the process of trial and error is an important determinant of vocational goals for the individual,--more than vocational counseling. Caplow's (14) writings are also considered; his view also points to error and accident as playing a large part in
vocational choice. Formal education is regarded by Caplow as the important determiner of vocational choice.

Hewer goes on to discuss the contributions of psychologists to understanding vocational choice and vocational development. Three approaches or categories are included--trait theory, structural theory, and developmental theory. Trait theory assumes the idea that a person can be understood in terms of his traits which manifest themselves in his behavior. The approach in applying the theory would be to identify the traits of people and the requirements of the jobs and to match people with the job. Hewer regards this view of the "modus operandi" as deceptively simple; it is, however, a correct statement of the position. Hewer mentions Brayfield (9: 45) as an author in the field who has stressed the need to create a comprehensive and occupationally meaningful taxonomy of the individual in order to make possible better implementation of the theory. She also points out that trait and factor theory does not make a definite statement taking motivation into consideration in relation to vocational choice. At this time, interests and values are heavily relied upon to detect inclination toward vocational goals. Consequently, approaches related to a better understanding and measurement of interests are discussed as being important to the implementation of the approach.

Structural Theories. Under this category, Hewer considers psychoanalytic theory, need theory, and self-concept theory. Super and Bachrach (62) are included as authors who have drawn on psychoanalytic theory to better understand vocational choice. Segal (55)
is mentioned as having shown how such psychoanalytic concepts as iden-
tification, the development of defense mechanism, and theory of sub-
limation can be used to better understand vocational choice. Need
theory is considered as a way to approach the motivations underlying
vocational choice. Roe's (49) work is the main example provided.
Self-concept theory holds that the self is a differentiated part of
the total phenomenal field, and thus one's self-concept results in
strivings which manifest themselves in a person's choice of vocations.
Super (60) is associated with this view. O'Hara and Tiedeman (63) are
reported as having done research in the field of self-concept theory.

Developmental theory is emphasized by Hewer as a dimension in
vocational choice not previously placed in relief. The concept here
is that vocational choice is not an event, but that it is the result
of a developmental process. Super (59), who has contributed much in
this realm, draws on self theory to explain motivation and the work of
Buehler (11) to explain the developmental stages related to vocational
life. Because of this orientation on the part of Super, he would
rather speak of vocational development instead of vocational choice.
O'Hara and Tiedeman (61) have also done research included in this
theoretical category, and they have been able to demonstrate evidences
of a developing self concept in individuals under study.

Hewer proceeds to discuss how, in her personal view and prac-
tice, she draws from the different theory categories. She also delin-
eates her views on the contribution of each theoretical view.
A third source of theory classification included, was authored by Blau, et al. (6). The authors of this article start by asking the question—why do people enter different occupations? They point out that one is likely to get different answers depending on the perspective from which the question is approached. To provide a well-rounded approach in the study, they decided to involve representatives from three disciplines—psychology, economics, and sociology. The objective of the paper is to provide a more inclusive conceptual framework for occupational choice than had been previously prepared. They stress that their effort will provide a conceptual framework, not a theory. Such a conceptual framework is deemed to be of value at this stage in the development of vocational choice and vocational development theory, for it would provide a basis for organizing present research findings in the field, and would also to draw attention to areas of needed research.

Blau et al. have chosen to relate their conceptual framework to occupational choice, not career development; however, the dimensions of their framework could also be applied to career development theory. In addition, they regard the social structure as having a dual system of aspects which interact when a person chooses an occupation and is selected to enter the occupation. In the dual system there are three aspects which relate to the individual, and opposite them are three aspects which relate to the occupation or the selection agency practices. The three aspects which relate to the
Chart I

OCCUPATIONAL ENTRY THEORETICAL CONCEPTUALIZATION

OCCUPATIONAL ENTRY

PERCEIVING INDIVIDUAL

1. IMMEDIATE DETERMINANTS
   a. occupational information
   b. technical qualifications
   c. social role characteristics
   d. values

2. SOCIOPSYCHOLOGICAL ATTRIBUTES
   a. knowledge
   b. abilities and education
   c. social position and relations

3. PERSONALITY DEVELOPMENT
   a. educational development
   b. socialization
   c. effects of finances

SELECTIONAL AGENCY PRACTICES

1. IMMEDIATE DETERMINANTS
   a. opportunities
   b. functional and non-functional requirements
   c. rewards

2. SOCIOECONOMIC ORGANIZATION
   a. occupational distribution
   b. division of labor
   c. policies of relevant organizations

3. HISTORICAL CHANGE
   a. trends in social mobility
   b. shifts in industrial composition
   c. historical development of social organization
   d. changes in level and structure of consumer demand

BIOLOGICAL CONDITIONS

Social Structure
   -
Stratification
Values and norms
Demography
Economy
Technology

PHYSICAL CONDITIONS

adapted from (6: 534)
individual are Immediate determinants, Sociopsychological attributes, and Personality Development. The three aspects which relate to the occupation are Immediate Determinants, Socioeconomic organization, and Historical Change. When a person chooses an occupation (as conceptualized by the occupational choice model, or is involved in career development employing the choice model to illuminate the sequence of choices), the three dimensions on the left of the chart related to the individual contribute to the understanding of his choice, and the three dimensions on the right related to the occupation contribute to the understanding of selection process of the individual. This framework provides an outline on the basis of which chance, accident, or uncontrollable factors can be more fully considered as operating to influence the occupation in which a person locates or the career in which a person develops. The framework focuses on compromise as a necessary factor in the individual's choice process, as well as the variables of the selection agencies' practice.

The authors elaborate on choice considerations by pointing out that, even though the individual may not have made an explicit choice to enter an occupation, there would always have been some sort of decision made, either explicitly or implicitly, consciously or unconsciously. In other words, even if an individual is not aware of the factors that influenced his direction, these factors are subject to inquiry. In turning to problems of research, the authors note, "It is evident that the significance of such a conceptual
scheme depends entirely on whether the empty categories it supplies can be 'filled' through empirical research and, if so, whether theoretical propositions that explain occupational choice and selection can be derived from the data (6: 539)." The conceptualization merely suggests the variables to be taken into account in research, or provides a basis of organizing research findings; in either case or both, such an approach could provide the basis for theoretical formulation.

The fourth Source of theory classification was authored by Katz (33). He points out that if the effective practice of guidance is to be regarded as a science, it must derive support from basic theory of occupational choice. The theories are discussed under four headings--Trait theory, Psychometrics, Actuarial data and actuarial method, and Other theories of occupational choice. The first are tied together under the discussion of Trait Theory as one category, and Other Theories constitutes the second category.

Trait theory, says Katz, is the most venerable theory of occupational choice, and it dates back to the birth of vocational guidance. It is one of the most widely recognized theories in guidance practice and has been called trait-and-factor- theory by Super (59), Pepinsky and Pepinsky (45), and Hahn and Maclean (25). Katz maintains that this practice of guidance is related to the famous Parsons triad (1909). Its logic is directly related to the following surface premises--individual differences are observable and classifiable in terms of certain variables; occupational requirements and
characteristics are classifiable in an analogous way; the individual can thus be matched with the "right occupation." In its simplest form, this reflects the folklore of "the square peg for the square hole (33: 5)."

Katz continues, expressing that trait theory places considerable emphasis on the "avoidance of waste", and at the same time, theorists of this persuasion insist that no person should decide for another what occupation he should choose. He goes on to emphasize that "Underlying these protestations on behalf of the pupil's freedom to choose, however, is the unmistakable conviction that the wise choice, the right choice, can be known—that it is in fact known to the expert, the guidance counselor—but can be properly accepted and implemented only if 'freely' and 'independently' reached by the pupil (33: 5).

To summarize this section on freedom of choice in relation to trait theory, it is emphasized that the counselor is presumed to know what is the "proper decision," but should exercise no "arbitrary compulsion" beyond "surround(ing) an individual with forces (33: 5)" such as the "coercion of judgment by pertinent facts (33: 6)." These practical and philosophical concessions to individual freedom of decision and action do not seem, according to Katz, to depart from the basic premise that individual traits and characteristics are, and should be, matched to analogous occupational requirements.

Katz continues, saying that psychometrics provided a strong boost for trait theory by providing practitioners with a neat way of quantifying traits. Katz outlines the development of testing as it
relates to trait theory including mention of early intelligence measures (Army Alpha, Otis, and Pinter tests), the Army General Classification Test, the plan proposed by Hull including thirty or forty tests, the General Aptitude Test Battery, and other later tests—the Differential Aptitude Tests, Multiple Aptitude Tests, Holzinger Crowder Unifactor Tests, Flanagan Aptitude Classification Tests, Guilford-Zimmerman Aptitude Survey. Katz then points out that Super has found that Validity data for these batteries has demonstrated that their predictive value does not seem to be commensurately different from that of single-score or two-score intelligence tests. He also cites Horst's work on differential prediction of grades in college courses. The results indicate no substantial improvement in prediction over what can be achieved using more generalized variables. He cites work by Eells in which college part marks could be predicted as well by general high school averages. Tiedeman's work employing the multiple-discriminant function technique is cited as not providing additional support for trait theory. Work by Thorndike and Hagen is reported, and additional research by Tiedeman indicates that interest and personality measures may improve prediction. Katz discusses other researchers, and reports the following generalization drawn from Dressel, "No study has yet demonstrated that the really undecided student has been aided or that mortality rates as a whole have been reduced by uses of differential prediction (33: 10)." Other work in this realm, however, is reported as still having possibilities (Flanagan and Project Talent.)
The foregoing ideas were next discussed under the heading of actuarial data and actuarial method. Katz then reports his view that research probably indicates a law of diminishing returns when attempting to employ test batteries for occupational choice prediction. This he regards as a limitation in implementing trait and factor theory; however, he regards a greater limitation as being caught up in the static nature of the approach, for actuarial prediction involves measurement at a single point in time, thus prediction formulas must necessarily presume the stability of measured traits. Katz points out that this measurement is often done at too early a stage for the stability of traits or commitment to a field to have come about for the individual. In addition, considerable error in the process greatly limits the likelihood of accurate prediction of the individual's success in the field. Katz regards actuarial data as having the greatest value in enabling individuals to estimate their chances of success at a given educational level, or their chance of success in entering a given occupational level. He thinks the decision should rest with the individual.

In summary on trait-and-factor theory, Katz says,

Insofar as trait-and-factor methodology is merely descriptive, it has proven very useful. It has contributed to the development and use of techniques for classifying and differentiating among educational and occupational alternatives and among people. It has supplied actuarial data that have improved predictions of success or of membership. On the other hand, the implications and practice of trait-and-factor theory often exceed the descriptive and tend toward the imperative. There is a big step from the observation that certain differentiations do exist to
the conviction that they should exist—that, in fact, they should be sharpened, refined, and actively encouraged (33: 12).

Under the topic of other theories of occupational choice, Katz mentions what may be called neo-trait-and-factor theory, which is explicated by Super and Bachrach (62). They emphasize comprehensive, coordinated longitudinal studies; refinement of instruments, sampling criteria, and statistical techniques; attention to cultural forces and so-called deeper motives; and the acceptance of developmental concepts with the recognition that different factors are important at different stages.

Katz includes other rubrics which are useful in categorizing theory. These will be discussed under the next source for theory categorization by Super and Bachrach. Under this source, however, additional statements will be made on the implications of the "integrated approach" (which Katz refers to as having come out of an effort made to draw on all theories) for guidance.

Katz refers to the "integrated approach" as self theory and offers the following comparisons between it and trait theory.

1. Both trait theory and self theory may involve trait measurement and self appraisal; however, self theory "emphasizes not merely matching an array of discrete unitary traits to each alternative choice, but being aware of the conceptual whole in which traits are ordered and interwoven (33: 14-15)."

2. "In trait theory, actuarial data tend to determine the individual's course of action, save for recognition of possible inaccuracies in the data or in interpreting them (33: 15)." The individual is regarded as ill-prepared to make choice, and guidance consists
of getting the data to the individual and persuading action in accordance with the content. Self theory, however, views the individual as having multipotentiality which indicates

a. early specification of content is relatively unimportant

b. actuarial data can be used to interact with existing concepts to shape new hypotheses about self to be tested

c. this reality testing often can take place within the context of educational decisions made immediately and thus confirmed, modified, or revised in terms of long-range goals or plans

d. experience can affect a series of reintegrations of self-concept. This results in inconstancy of verbalized occupational preferences. Inconstancy, however, does not indicate instability, but is an interim step in fostering "mobile equilibrium" which is more descriptive of the individual involved in vocational development (Super's preference instead of occupational choice (33: 16).

3. Self-concept theory compared with trait theory takes social and economic forces into account in a different way. It is taken into consideration in self theory that socioeconomic factors have variable effects which seem to depend on individual perceptions and self-concepts (33: 16).

At this point, Katz shifts to a discussion of the role of values in occupational choice theory. He regards values as the trait most directly related to needs, and thus places heavy emphasis on values as playing a major role in occupational choice.

The fifth source of theory categorization was authored by Super and Bachrach (62). It was mentioned briefly under the discussion of the previous categories and will now be discussed in more detail. This reference discusses three major types of theoretical
approaches and suggests a new direction,—that of moving toward an integrated approach. The types discussed include: new trait-and-factor theory, social-systems theory, and personality theory. Each approach will be discussed, with the inclusion of the main descriptive points which are necessary to illuminate them.

The new look in trait-and-factor theory. The authors report that contemporary trait-and-factor theory accepts the emphasis of the classical trait-and-factor approach which has based much of its research on the theory of individual differences. Super and Bachrach believe that much meaningful information with respect to occupational choice and success has been provided by investigation of intelligence, aptitudes, interests, achievement, personality, and socioeconomic status. They suggest that refinement of instruments, sampling, choice and success criteria, and statistical techniques will likely continue to furnish increased understanding of occupational choice and success. They also call for more precise data on aptitude requirements for specific fields and levels, a better understanding of interests, and better measures of personality, motivations, and attitudes. A functional approach to occupational classification is also recommended.

The new look in trait-and-factor theory stresses the need of a view of occupational choice with a comprehensive coordinated, longitudinal basis. Cultural forces are acknowledged and deeper motives and the need to understand the entire individual are recognized as important. The new focus of research under this view is to study individual traits and factors of the occupation, not as
determinants for a single decision, but rather as determinants of a series of decisions at the various stages of a career (62).

This new view of trait-and-factor is not really very different in overview from the developmental or individual theory categories explained earlier. The focus of the research related to this category does, however, continue in the same vein as before. The new overview or broadened outlook of the theory, nevertheless, may tend to reduce the oversimplification of the theory application in vocational guidance or vocational counseling.

The Social Systems Approach. This approach to vocational development places the focus on the dynamic interaction, over time, of the individual with the social systems which come to bear on him, and the interaction of these systems one on the other. The theory employs the concept of developmental tasks which face the individual with the need to make decisions and to become involved in various roles. When the individual who is confronted by these tasks is studied as a member of a number of the social institutions or systems, it is possible to identify the systems which are instrumental in the making of choices and decisions. By this view, vocational choice is seen as a compromising process of interaction between the social systems in which he functions and the individual. The systems confront the individual at various age levels with tasks and opportunities. The interaction process between individual and social systems is the aspect of this view most stressed in understanding the process of vocational development.
**Personality Theory.** Proponents of personality theories emphasize the personality makeup of the individual and its dynamic development as the determinants of vocational development. This personality structure is usually considered the end product of heredity, environment, and experience.

Psychoanalytic theory can be used as a framework for the study of vocational development, dealing with processes that occur in the normal individual. With this theory as a base, occupations are viewed as offering varying opportunity for need gratification. Job analyses are made to reveal personality demands which indicate the differences in needs which might be satisfied in the occupation. Stereotypes with respect to personality traits associated with specific occupations provide hypotheses which can be tested.

Early experience within the family and especially in relation to parental handling of the child with regard to need satisfaction is of major importance in this view. Such variables as overprotection or pressure, rejection and neglect, and types of acceptance as associated with the parent and child relationship are also regarded as factors which influence vocational direction in terms of preference for working with people or things. These early experiences are believed to be associated with the development of basic attitudes, interests, and capacities which manifest themselves in a pattern of life and later in vocational choice.

"The cultural-psychoanalytic approach to vocational development emphasizes the interaction of subcultural factors with personality
variables (62: 10)." It is regarded as a combination of the social systems and personality approaches. Cultural patterns are believed to be mediated by the family; the individual is taught from birth. A value system is passed from parents and peers to the developing individual by both verbal and behavioral means. These values are internalized by the individual and they help to determine choice of a career. The role in the family, identifications with adults, and parent relationships are seen as the bases for vocational decisions made later in life.

The self-concept and identity theory. This view of vocational development focuses on the individual in the process of the development and implementation of a self-concept. The problems of note are: (1) How are the individual's perceptions of himself organized? (2) What is his level of awareness of these perceptions? (3) What does he imagine about the future? (4) How does he organize and restructure these self-percepts to enhance the likelihood of their self-realization? Stated another way, the questions are, "Who am I? and "Where do I belong? In this search for identity in relation to vocational development, the exclusion process of various occupations is considered important, for it is through this exclusion process that the individual either knowingly or unknowingly limits future possibilities. Identification, social status, and judgment of one's capacities are factors which are stressed.

An Integrated Approach. The authors regard the aforementioned orientations as emphases, rather than full-blown theories; therefore,
they believe that they can be synthesized into an overarching theory of vocational development which would be an integrated approach. This theory does not treat vocational choice as an event which is explainable by determinants identified and studied at the same point. Rather, occupational choice is handled as a process taking place over a period of time, and is better explained by a combination of determinants which interact, are modified, and develop with time. The following twelve propositions are employed to summarize the theory.

1. vocational development is a process
2. vocational development is orderly, patterned, and predictable
3. vocational development is a dynamic process
4. self-concepts are forming prior to adolescence and are later translated into occupational terms
5. reality factors are more important in occupational choice with increasing age
6. identification with parents or other adults fosters role capacities and is related to vocational plans and eventualities
7. occupational direction and rate of movement is related to intelligence, socioeconomic level, status needs, values, interests, skill in interpersonal relationships, and supply and demand
8. a person's entry into an occupational field is related to his interests, values, needs, identifications, community resources used, the level and quality of his education, and occupational structure, trends, and attitudes of his community
9. each occupation requires a characteristic pattern of abilities, interests, and personality traits, but there are wide enough tolerances to allow a wide variety of individuals in each occupation
10. work satisfactions and life satisfactions depend on the individual finding outlets for his abilities, interests, values, and personality traits

11. the satisfaction an individual derives from his work is proportionate to the degree to which he has been able to implement his self-concept

12. work and occupation provide a focus for personality organization for many, while for others, this focus is peripheral, incidental, or nonexistent

Under this view, vocational development is thus viewed as only one phase of the general developmental process. It is, however, considered subject to the same forces as those which influence the overall development of the individual (62).

This brings to a close the discussion of occupational choice and vocational development theory theoretical categories. The five sources and the categories which they set forth will now be presented in chart form in an effort to provide an overview of the theoretical categories and point up relationships between the categories suggested by the different authors. It must be emphasized, however, that there are areas of overlap and difference throughout the categorizations, and the chart attempts to reflect these by positioning the categories so as to demonstrate relationships. See Chart II.

Selected Theoretical Statements

The next section will present selected theoretical statements relating to the methodological and trait-and-factor category, the motivational and structural category, the pattern category, and the individual and developmental category. These categories have been chosen as
**Chart II**

Summary of Occupational Choice and Vocational Development Theoretical Categorization

**Historical Dimension**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Categories</th>
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<tbody>
<tr>
<td>Barry &amp; Wolf</td>
<td><strong>Methodological</strong>^a^</td>
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<tr>
<td>theorist</td>
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<td>Parsons</td>
<td><strong>Motivational Pattern</strong></td>
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<tr>
<td>Trait-and-Factor</td>
<td><strong>Individual</strong></td>
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<tr>
<td>Brayfield</td>
<td><strong>Structural</strong></td>
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<td>Roe</td>
<td><strong>Developmental</strong></td>
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<td>Holland</td>
<td><strong>Super</strong></td>
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<tr>
<td>Blau, et al.</td>
<td><strong>Immediate Determinants</strong></td>
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<td><strong>Psychosociological Attributes</strong></td>
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<td><strong>Personality Development</strong></td>
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<td>Katz</td>
<td><strong>Trait-and-Factor</strong></td>
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<td>theorist</td>
<td><strong>Psychometrics</strong></td>
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<td>Williamson</td>
<td><strong>Actuarial data and</strong></td>
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<td><strong>Actuarial method</strong></td>
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<td><strong>Systems</strong></td>
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<td><strong>Personality Theory Integrated</strong></td>
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<td><strong>Cultural-Psychodynamic</strong></td>
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<td><strong>Super</strong></td>
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<td><strong>Major Division in Stereotypic Views</strong></td>
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<td></td>
<td>Tiedeman</td>
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</tbody>
</table>

^aMethodological approach placed farther left than Trait-and-Factor, although there is similarity, Methodological includes aspects of practice not included in Trait-and-Factor theory formulations.
most representative of the theoretical categories. Authors associated with each of the categories will be included.

Methodological and Trait and Factor. This view is more commonly referred to throughout the literature as Trait and Factor Theory. Barry and Wolf refer to this category as the Methodological approach. Methodological, therefore, refers to trait and factor theory, and it also has a broader meaning, including certain dimensions of practice regarded by Barry and Wolf as following from the Parsonian ideas. For the elaboration and discussion of this category, Parsons and Williamson will be the main authors drawn upon.

Parsons stated,

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts (43: 5).

Every young person needs help on all three of these points. He needs all the information and assistance he can get. He needs counsel. He needs a vocational counselor. He needs careful and systematic help by experienced minds in making this greatest decision of his life (43: 5).

Williamson (67) draws heavily on the Parsonian point of view, but he traces many other developments before and since Parsons which are involved in the broader view of vocational counseling today. Williamson considers freedom of choice as the foundation of counseling. He traces the expansion of freedom of choice from the time of
the Greeks to the present, points up the limitations imposed by class structure and education; the limited need for trained manpower in a rural and nontechnical economy, early restrictions within the feudal manors, guilds, and apprenticeships; industrial expansions, inventions, and work opportunities; and restrictions in ethnic, religious, and racial groups. He also points out that in the 1930's, Koos and Kefauver based the case for guidance, as they called it, upon the bewildering variety of jobs open to youth of that day (67: 19). He notes, however, that the variety of jobs is even greater now, which means that in order to meet the counseling needs of youth today, we have reformulated the method.

Instead of matching the individual with twenty thousand and more occupations to find the 'right' one, today we help him narrow the range of choice by first diagnosing his capabilities and interests, to further expand the choices for the individual. He states,

We counselors also bear a heavy responsibility to continue Parsons' societal reforms and thus to work diligently for the restructuring of society local and national, so that the human potentialities of all members may be more fully utilized both in the interest of each and in the interest of all (67: 43).

Williamson (67) places emphasis on the necessity of understanding individuality. He traces the developing technology of analysis starting by referring to Harper's 1859 speech on "The Scientific Study of the Student," and musing on a possible connection between it and Frank Parsons' 1909 publication, Choosing a Vocation.
In his discussion of the focus on individuality, Williamson also discussed the beginnings of vocational psychology (in the 1920's), and he credits Munsterberg as the father of the specialty. The others which he discusses as having contributed to the focus on individuality include Dewey, associated with the individualization of education; and Rousseau and Pestalozzi, Herbart, and Froebel, showing how their ideas relate to the emerging psychology of children's development through school instruction. He considers the child study movement as an extension of the aforementioned work, and he adds the work of Freud and refers again to Munsterberg as contributors to advancement in child study. Williamson also discusses scientific measurement of individuality, referring to work by Cattell, Binet, and Terman as very important, and including Thorndike's work as a great contribution to the standardized measurement of learning. He summarizes saying,

At any rate, the individual student, in much of his magnificent individuality, was 'discovered' and delineated by means of the psychological techniques and tests forged by rigorous experimental design in the last quarter of the nineteenth century and the early decades of the twentieth century (67: 71).

Williamson (67) turns next to a discussion of the originators of systems of counseling. He includes Parsons, Harper, and Witmer. Parsons (about 1896) has been credited with the development of techniques for helping adolescents to choose a vocation for which their "diagnosed" capabilities qualified them with reasonable chances of success. Harper (1899) contributed by formulating a plan for
scientific study of individual students prior to instruction, and by organizing a program of personal services for college students, including faculty advising and personal relationships.

Williamson returns again to the discussion of the Parsonian three-part vocational guidance formulation. He points out that Parsons developed techniques for each of the steps. The techniques can be classified under the following areas:

I. Personal Data
II. Self Analysis (on paper . . . in private)
III. The person's own choice and decision
IV. Counselor's Analysis
V. Outlook on the Vocational Field
VI. Induction and Advice
VII. General Helpfulness in Fitting into the Chosen Work

Williamson believes that Parsons (43: 45-46) employed techniques similar to those used in the psychological clinics of his day, and also that Parsons seemed to be using the model of the case study, which he may have adapted from social work practices of his day. It is also mentioned that Parsons used an approach called "character analysis," which we call phrenology today.

It is also shown by Williamson (67: 80) that Parsons' three-part formulation had continued, with some modifications, to undergird modern practice until the close of the 1950's. At that time, Williamson states, modern techniques of psychotherapy and the concepts of personality dynamics had made major inroads on certain emphases in counseling. Barry and Wolf, however, believe that the three-step approach is still in wide use. They are disturbed by the idea of three steps, believing that vocational choice and development
should be viewed as an integrated process. They regard the methodological approach (as they refer to the Parsonian view) as the single approach which still undergirds much practice at the present time, calling this the single theory myth. In their estimation, the Parsonian view is lacking in the inclusion of newer learning theory, counseling theory, and ideas from developmental psychology. They further note that this approach often includes advice giving, information giving, and over-interpretation of tests. They also dislike the emphasis on rational or intellectual functioning under the view, to the exclusion of the affective (emotional) dimension of the human being. In other words, they emphasize the whole person idea when working with an individual.

Super refers to the Parsonian approach as the occupation choice model. He regards this approach as a crisis oriented model, and also refers to it as a "fact" centered approach.

**Neo-Trait-Factor-Theory.** Trait-factor theory as applied to vocational counseling has gone beyond the ideas of earlier views, which are more associated with the methodological approach. Williamson (68: 194) has summarized some of the ideas, in their latest phraseology, which are now being set forth in relation to trait-factor theory as applied to vocational counseling. These ideas seem to manifest the great influence of developmental thinking.

1. Each person is an organized, unique pattern of capabilities and potentialities
a. These capabilities and capacities are identifiable by objective "tests"

b. These objective tests should be developed so as to include sophisticated statistical design, reproducibility, and validation which excludes the designer's biases

c. For most individuals, their capacities are stable after late adolescence

2. These capacities are differently correlated with different work tasks, thus different capacities are significantly involved in different tasks or behavior

a. The correlations between success in work tasks and personality characteristics should be verified by research

b. Psychological interests are correlated with work tasks and are characteristic of identified criterion groups of workers

c. Research-established characteristics of successful workers in different work tasks constitute information for use in counseling

3. The task of succeeding in school curricula may be studied by research designs comparable to those used for studying differentiating occupations

a. Different training curricula may require different capacities or interests which are identifiable. Those work and school tasks which are learned most easily are most congruent with the student's potentialities and aptitudes

4. The diagnosis (by student and counselor) of potential should precede choice of, or assignment to, or placement in curricula or work tasks

5. Diagnoses of capabilities and interests before instruction facilitates learning, since it is assumed that the instructional program will be adjusted to be in accord with the student's needs

6. There is some degree of homogeneity or commonality within each occupational criterion group; diagnostic tests should take this into account and include items predominately characteristic of one occupational criterion group
7. The highest prediction of success in work tasks in school is obtained by a battery of unique trait tests, which correlate low with one another, but cumulatively high with the criterion.

8. Each individual is capable of and seeks to identify cognitively his own capabilities and to organize and maintain his daily life in order to make use of these capabilities in satisfying ways of living at home and at work.

These statements by Williamson (68) on trait-factor theory greatly reduce the gap between trait-factor and developmental theory. Trait-factor may still, however, foster practical approaches which differ widely from the developmental view.

**Pattern Theory.** A theorist immediately associated with this theory is Ginzberg, who published *Occupational Choice: An Approach to a General Theory* (23). The basic elements developed through this study are as follows: (1) occupational choice is a process; (2) the process is largely irreversible; and (3) compromise is an essential aspect of every choice.

The occupational decision-making process was analyzed in terms of three periods—fantasy choices (before age 11), tentative choices (between 11 and 17), and realistic choices (between 17 and young adulthood when a person finally determines his choice). "The irreversibility of the choice process grows out of the reality pressures which introduce major obstacles to alternatives in plans (22: 494)." The third contention that occupational choice is, of necessity, compromise, implies that when the individual tries to choose a career, he will attempt to find a career in which he can make maximum use of his interests and capacities in a way which will satisfy the largest
number of his values and goals as possible. This seeking will require weighing his opportunities and limitations in order to assess the extent to which the choices open will contribute to or detract from his securing maximum satisfaction (22: 494).

There are many implications from this theory for vocational guidance: (1) the period and stage analysis provide counselors with better understanding of whether the counselee made his choice in a manner commensurate with his maturity; (2) the theory may help identify individuals who encounter abnormal difficulties; (3) the theory suggests the type of help to offer individuals at different stages in their development; and (4) the theory suggests that the individual needs a high degree of freedom, but also needs assistance in delimiting the unknown (22: 493-494).

This has been an example of pattern theory as set forth by Ginzberg, et al. Other pattern theorists are Super (59) and Miller and Form (39).

**Motivational or Structural Theory.** Under this section, three theorists who have provided theories to explain the motivation underlying career choice and career development will be discussed. Bordin and Holland, who are psychoanalytic in their orientation, will be considered first and second. Roe, who has drawn on need theory and related it to career choice or career development, will be discussed last.

Bordin, et al. (8), offer the following preliminary assumptions: (1) There is a continuity in development which links the
earliest work of the organism in food-getting and mastery of the body and coping with the stimulations of the environment, to the most highly abstract and complex adult activities and physical activities; (2) the complex adult activities retain the same instinctual sources of gratification as the simple infantile ones; and (3) even though the relative strengths and configurations of needs are subject to continual modification throughout the life span, their essential pattern is determined in the first six years of life. The seeking of occupational outlets of increasingly precise appropriateness is, therefore, the work of the school years; however, the needs which will be the driving forces are largely set before that time.

This theory is concerned with the entire life span, all levels of skill and status, and all areas of occupation. This view is looking at work as sublimation. The theory does not deal with those people who are motivated or constrained mainly by external forces. Thus, certain economic, cultural, geographical, and other external factors which may greatly limit freedom of choice are outside of this theory.

The research has been confined to a few professions. The effort has been to demonstrate relationships between basic need-gratifying activities and defining opportunities for such gratification within various occupations. The research has provided some measure of verification of the tenability of the approach. The authors propose to offer a rough map of the areas of investigation which can support this frame of reference. The next step will be
to use the concepts in the task of understanding and aiding vocational development.

Holland is also psychoanalytically oriented, but much less directly when compared with Bordin. Holland says that his theory is primarily concerned with explaining how people make vocational choices, what leads them to change jobs or vocations, and what personal and environmental factors are conducive to vocational achievement (28: 1).

Holland's background concepts are as follows:

1. The choice of a vocation is an expression of personality (26: 2)

2. Interest inventories are personality inventories or instruments (28: 3)

3. Vocational stereotypes have reliable and important psychological and sociological meanings (28: 5)

4. The members of a vocation have similar personalities and similar histories of personal development (28: 5)

5. Because people in a vocational group have similar personalities, they will respond to many situations and problems in similar ways (28: 6)

6. Vocational satisfaction, stability, and achievement depend on the congruency between one's personality and the environment in which one works (28: 6)

7. Our knowledge of vocational life is disorganized and often isolated from the main body of psychological and sociological knowledge (28: 6)

The assumptions are that (1) it is possible to characterize people by their resemblance to one or more personality types; (2) the environments in which people live can be characterized by their resemblance to one or more model environments; and (3) we can predict and understand from our knowledge of the personality types
and the environmental models such outcomes as vocational choice, vocational stability and achievement, personal stability, creative performance, and susceptibility to influence. It is also theorized that, in the American culture, most persons can be categorized as one of six types—Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic (28: 15). The six kinds of environments are also referred to by the preceding six terms. Finally, people search for environments and vocations that will permit them to exercise their skills and abilities, to express their values and attitudes, to take on problems and roles which are agreeable, and to avoid undesirable ones. Thus, realistic people seek realistic environments.

Holland (28: 16-35) spends considerable time explaining the characteristics of Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic people and the types of vocations they seek. He bases these findings on considerable empirical research involving college students. His theory has implications for practice, offering a framework for the counselor and counselee to understand choice and evaluate choice.

Roe (49: 24) has drawn on Maslow's need hierarchal concept to undergird her theory of the psychology of occupations. Maslow (36) looks upon the individual as an integrated, organized whole. He considers it important to use a human-centered approach when trying to understand and classify man's motives, rather than primarily animal
studies. Classification of motives should be based upon goals (needs, not a specific goal object) rather than upon instigating drives. He points out that, although behavior is almost always motivated, it is also almost always biologically, culturally, and situationally determined as well.

Roe (49: 25) believes Maslow's need hierarchy concept to be of importance in understanding the psychology of occupations. The basic needs from lower order to higher order are as follows:

1. the physiological needs
2. the safety needs
3. the need for belongingness and love
4. the need for importance, respect, self-esteem, independence
5. the need for information
6. the need for understanding
7. the need for beauty
8. the need for self-actualization (36: 80-91)

The man who has satisfied his lower order needs will be able to seek gratification of his higher order needs. Roe (49: 26) believes that it is possible to build a case for individual differences in terms of the strength of the basic needs. She believes that the strength of the needs manifest themselves when a person is involved in occupational choice (49: 26). The person will generally tend to seek occupational opportunities which will allow more of his needs to be gratified (49: 31).

Roe (50: 113) has theorized further that early parental-childhood relationships tend to influence the development of need patterns. The result is that early childhood experience with parents may likely influence the development of need patterns which will
manifest themselves in the occupational choice or development of the person as an adult.

**Individual and/or Developmental Theory.** Super (59) has presented the most complete theoretical framework for vocational development by synthesizing the ideas of Buehler and Ginzberg. He has suggested five stages: (1) growth period which includes fantasy, interest, and capacity subdivisions; (2) an exploration period including tentative, transition, and trial subdivisions; (3) an establishment period which includes trial and stabilization periods; (4) a maintenance period; and (5) a period of decline including deceleration and retirement. This framework was designed to provide a research basis for two concepts: (1) that vocational development is "an ongoing, continuous, generally irreversible process (23)," and (2) that it is an orderly, patterned process (39).

Another basic element in a theory of vocational development, says Super (61: 105), is that development through the life stages can be guided. The basic theory in this area states that the development of the individual can be aided and guided by the provision of adequate opportunities for the utilization of aptitudes and for the development of interests and personality. The development is the result of the interaction of the individual with his environment.

Super (61: 107-108) organized the diverse elements of his theory of vocational development into a series of ten propositions which have been paraphrased as follows:

1. People have different abilities, interests, and personalities
2. Their different characteristics qualify each of them for a number of occupations.

3. Each occupation requires a characteristic pattern of abilities, interests, and personality traits with tolerances such that each individual will qualify for several occupations and each occupation will include some variety of individuals.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience. Thus, choice and adjustment is a continuous process (self-concepts are generally fairly stable after late adolescence until late maturity).

5. The process of change may be summed up into a series of life stages which can be further divided into phases.

6. The nature of the career pattern is determined by the subject's parental socioeconomic level, mental ability, and personality characteristics, and the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating maturation of abilities and interests and by aiding reality testing and in the development of the self concept (60).

8. The process of vocational development is essentially that of developing and implementing a self concept; it is also a compromise process.

9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing which may take place in fantasy, in the counseling interview, or in a real life situation.

10. Work satisfactions and life satisfactions are dependent on the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values. Thus, these satisfactions are tied to the individual's establishment in a type of work, a work situation, and a way of life in which he can be the kind of person which his growth and exploratory experiences have led him to consider congenial and appropriate.

Super (59: 302 points out that orientation to this developmental process begins early and continues throughout most of a
person's life. The orientation must have meaning—the practice of broadcasting information at students on the assumption they will store and assimilate it is erroneous. The program which is flexible enough to respond to the individual's felt needs and provide the satisfaction of some of these will have the greatest value.

Super (59: 307) emphasizes that appraisal leads to counseling, and that counseling includes helping the individual assimilate and use information insofar as he needs such help. In reality, in counseling situations such as vocational choice and adjustment, it is pertinent for the counselor to help the counselee ascertain the adequacy of his self-concept.

Super (61: 308) believes that vocational counseling should be cyclical. At times, vocational counseling should, therefore, be handled nondirectively, often for several interviews, shifting occasionally to directive techniques when the counselor must help with reality testing. The shift should be back to nondirective methods again when reactions to reality are being explored (59: 308).

Super (59: 308) points out that client-centered counseling focuses on the self concept and attempts to help the client clarify and restructure it solely by means of the client's percepts or notions or reality. Vocational counseling attempts to help the client more expeditiously by facilitating his encounters with and his interpretations of reality. This cyclical use of client-centered and directive methods can be expressed schematically, as in the following listing.
1. Client-centered problem exploration and self-concept portrayal

2. Directive topic setting, for further exploration

3. Client-centered reflection and clarification of feeling for self acceptance and insight

4. Directive exploration of factual data from tests, occupational pamphlets, extracurricular experiences, grades, etc., for reality testing

5. Client-centered exploration and working through of attitudes and feeling aroused by reality testing

6. Client-centered consideration of possible lines of action, for help in decision making (59: 308)

This concludes this section of the review. A study of the two extreme theoretical approaches—methodological and developmental—provides the following chart representing the differences between the views.

Chart III

The Difference Between the Methodological and the Developmental Orientations

<table>
<thead>
<tr>
<th></th>
<th>Methodological Orientation</th>
<th>Developmental Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational or Career Choice</td>
<td>is an event (8: 107)</td>
<td>is a process (31: 399-400)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(22) (59)</td>
</tr>
<tr>
<td>Responsibility for the Choice(s)</td>
<td>is shared (68: 194)</td>
<td>is the individual's (33: 5-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(81: 399-400)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(59)</td>
</tr>
<tr>
<td>Involvement in the choice(s) activity</td>
<td>is primarily (43: 9)</td>
<td>is the whole rational (59: 168) person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(cognitive and affective (59)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(31: 399-400)</td>
</tr>
</tbody>
</table>
Instrument Construction

Adorno, et al. (1) authored the classic study, *The Authoritarian Personality*, which involved the development of three scales to directly measure attitudes related to Ethnocentrism, Anti-Semitism, and Politic-economic conservatism, and a fourth scale designed to measure antidemocratic tendencies (particularly as it relates to Fascism) without appearing to have that aim. This study involved the development of theoretical statements related to the nature of personality as it functions in relation to opinions, attitudes, and values. The following are the major theoretical statements:

1. Opinions, attitudes, and values, as we conceive of them, are expressed more or less openly in words. Affect-laden questions may cause an individual to have a discrepancy between what he says and what he really thinks. Psychological climate affects what a person does or says. It is recognized that the individual may have secret thoughts which he will reveal to no one. An individual's opinions, attitudes, and values are congruent with his action (1: 3).

2. Personality is a more or less enduring organization of forces within the individual. Forces refers to needs (drives, wishes, emotional impulses). Personality evolves under the impact of the social environment. The major influences upon personality development arise in the course of child training as carried forward in a setting of family life (1: 5).

3. Once the personality has developed, the individual person has a structure which is capable of self-initiated action and selection of impinging stimuli. This structure is resistant to fundamental change (1: 5).

The techniques utilized in the study included the use of:

1. questionnaires with different designs
   a. factual questions
   b. opinion-attitude scales (Likert system response)
   c. Projective questions
2. clinical procedures
   a. interview
   b. Thematic Apperception Test

The several questionnaires were given to 2099 subjects. The high and low scoring groups were ascertained in each case based on a theoretical scoring of the instruments. The means for each item for the high and low groups were calculated. The items selected for the scales for further use were those with the largest difference in the means between the high and low scorers. The Ethnocentrism scale was given to another group and the 25 per cent obtaining the highest and the 25 per cent obtaining the lowest scores were given the TAT to study their personality makeups in depth.

The findings of the study explain the ideological trends disclosed by the instruments (1: 150, 207, 221, 279), the personality makeups of individuals based on clinical procedures (1: 473, 543, 595, 753, 771), and an application of the findings to individuals and groups (1: 771).

Rokeach (51) has drawn on the work of Fromm (1941), Maslow (1943), and Adorno (1950) in the development of the Dogmatism scale. Rokeach has prepared a detailed description of the general properties of belief systems (51: 31-53) and, in so doing, set the stage for the study of individual differences in belief systems in terms of degree of openness and closedness (51: 54-70). Rokeach has provided an elaborate theoretical statement to clarify the difference between open and closed belief-disbelief systems (51: 55-56). Rokeach (51: 71-97) next considers the measurement of open and
closed systems. (He also constructed and revised The Opinionation Scale). The Dogmatism Scale was taken through several revisions by administering it to selected groups. The Likert system of response (+3, +2, +1, 0, -1, -2, -3) was employed so that subjects could indicate their degree of disagreement and agreement for each statement. Zero was not used; thus, it forced the subjects to disagree or agree. For scoring purposes, the scale was converted to a 1 to 7 scale by adding a constant of four to the response of each item. The total score for each subject was obtained by adding the converted scores. Due to the nature of the statements selected in accordance with the theory, low scorers were considered to be relatively more open and high scorers were relatively more closed. The reliabilities for the various revisions and administrations using test-retest and split-half procedures yielded satisfactory coefficients ranging from .68-.93 (51: 90). The item analyses involved using the upper and lower quarters of the frequency distribution and determining the items which resulted in the largest mean differences. Another method used to select discriminatory items was the calculation of t values (52).

Further validation studies for the Dogmatism Scale (51: 101-8) involved college professors (they were given a brief description of defining characteristics for persons with open and closed belief systems) selecting from among their graduate students those with relatively open and those with relatively closed belief systems.
Similar selections were also made by graduate students in psychology from among their friends and acquaintances.

The results did not yield statistically significant different means between the criterion groups selected by the professors (they were given the D scale, the Opinionation Scale, the F scale, and the Ethnocentrism Scale—none yielded statistically significant different means between the groups). The results from the selection of subjects made by the psychology students were all statistically significant when the total scales were employed (the Left opinionation sub-scale was not significant).

Ames (2: 3) in an unpublished doctoral dissertation, developed an instrument which is designed to quantitatively describe school counselors' philosophical positions. The instrument was designed to help counselors develop a better understanding of the philosophical suppositions underlying their practice.

Ames (2: 7-8) first, drawing on Beck's *Philosophical Foundations of Guidance*, began by clarifying the schools of philosophical thought which he planned to include in the instrument. There were five—Existentialism, Idealism, Phenomenology, Pragmatism, and Realism. Ames next accumulated statements to represent the different philosophical schools; one hundred fifty statements were collected. Six expert judges were chosen to examine and categorize the statements. This procedure reduced the statements to fifty. The criterion for selection was identification with one of the philosophical schools by four or more of the judges. The final selection of the
statements to be included in the inventory was based on Edwards' (20)
approach. The statements were also rated for social desirability
using the Edwards' guidelines. The result was twenty-five acceptable
statements—five for each philosophical school.

The inventory format was next considered. The Likert-type
scale form was investigated and used; however, a forced-choice paired-
comparison format was finally selected. The items were paired resulting
in 250 pairs of statements (2: 52).

The discrimination of the items was studied using the chi-
square test and the high 27 per cent and low 27 per cent as criterion
groups. The subsequent instrument was sent to one thousand ASCA members.
Two hundred of the returns were processed and the philosophical orienta-
tions of the groups reported in groups of fifty (2: 65). These data
were extensively processed to provide support for the validity of the
instrument. Satisfactory measures of reliability were obtained. The
personal data obtained for the two hundred sample were also reported
in summary form.

This concludes the presentation of references, including
techniques and procedures similar to aspects of the present study.
The next chapter will discuss the procedures of the study.
CHAPTER III

PROCEDURES

Chapter III includes a description of the procedures which were employed in this study and briefly considers the findings of an associated pilot study. The purpose of this study was to construct and validate an instrument designed to discern between methodological and developmental counselors, particularly in relation to their beliefs and practices under the rubric of vocational counseling and the counseling aspect of vocational guidance. The discussion which follows will consider the clarification of theory, the development of the items, the categorization of the items, the development of operational criteria for the selection of the criterion validation sample, the refining of the operational criteria by the judges, the selection of subjects to respond to the scale (two groups--those identified in terms of their theoretical persuasion and practice, and those not identified in terms of their theoretical persuasion and practice), the statistical procedures employed to select discriminatory items, the sample and statistical procedures used to determine the reliability of the scale.

The Pilot Study

The question which stimulated this effort was--do counselors hold different theoretical and practice orientations in the realm of
Chart IV
A Diagram of The Study Procedures

Clarification of the Theory

- Construct Instrument Using 3 Forms
  - Forced Choice Paragraph 200 Respondents
  - Likert Response 50 Respondents
  - Forced Choice Sentence 150 Respondents

Similar Results

- Extreme Methodologicals & Developmentals Identified

Institute Group

- All Developmental

Devise Item Development Chart

- Develop 328 Items
- Select 5 Judges to categorize the items
  - 175 items met criterion, 79 unanimous categorization
  - 150 items chosen as try out scale

Identify

- 200 students in Counselor Education courses took the Instrument
- Identify Upper 27%
- Identify Lower 27%

Use t test to find discriminating item

- Best items selected to become a 60 item scale

Develop Operational Criteria

- 5 Judges Refine the criteria
  - All Criteria Acceptable

Criteria used by Practicum Supervisors to identify:

- 30 "Methodologicals" & 30 "Developmentals"

Use t test to find discriminating items

- 30 Methodological Counselors
- 30 Developmental Counselors

Scale given to 40 Counselors to check reliability

- 60 Item Scale Ready to Use
vocational guidance and/or vocational counseling? The theoretical and practice orientations were drawn from Barry and Wolf's (4) discussion of approaches to vocational guidance. Four characteristic statements were selected from each of the four approaches (methodological, pattern, motivational, and individual). These statements were used to construct attitude-type instruments using three different matrices. They are:

1. The statements were randomized and the Likert system of response was used.

2. The statements were placed individually opposite one another in a forced choice matrix.

3. The statements were also placed in paragraph form (four statements per paragraph) and the paragraphs were placed in a forced choice matrix.

The instrument in its various forms was taken by over three hundred counselors and teachers. The instruments were scored in each case by calculating the number of statements from each category with which the respondent agreed. It was assumed that a person who selected most statements from one category was of that orientation. The findings are as follows: all groups taking the instruments except one had individuals who scored high or consistently agreed with statements from each of the four categories. The group which was the exception was an academic year U.D.E.A. Guidance Institute near the end of its counselor preparation period. This group had no one selecting statements from the methodological category; rather, the students most consistently selected the Individual approach statements. Such findings, of course, do not indicate that the Institute
was wholly of the Individual (Developmental) orientation (4). An explanation could be that they were intellectually able to select from the statements presented to them the ones they deemed more professionally appropriate or popular (16). In any event, this shred of data stimulated this author to look further into the construction of an instrument in this realm, and the author was cautioned by the pilot study results that the instrument developed in this study attempted to measure the theoretical orientations on both a direct and an indirect basis, including both theoretical and empirical validation steps to build into the instrument dimensions reducing its fakeability.

Clarification of Theory (See Review of the Literature: page 15-59)

Five references were found and reported which present ways of developing an overview of vocational guidance and/or vocational counseling approaches, conceptual formulation, and theoretical formulation. The main ideas of these five references are included in Chart II on page 38. The next selection of the review of the literature included references selected to representatively report in greater detail the theoretical concepts and practices associated with the approaches and theory categories touched upon by the five overview references. Careful reading and analysis of all of these theoretical views, and also the extreme theoretical positions, disclosed that there are many overlapping ideas and practices related to the various theoretical categories. It therefore became obvious that it would be extremely difficult to construct an instrument to discern between counselors
holding views which were different only by shades. Ames (2) in a study attempting to develop an instrument to assess counselor’s philosophical orientations has reported a similar view. He found it extremely difficult to discern between phenomenology and existentialism.

This author, therefore, decided to select the extreme theoretical views in an effort to find differences of sufficient magnitude to be measurable. The chart on page 54 summarized the differences in theory between the views regarded as being the most extreme—the methodological orientation and the developmental orientation. There are three main differences between the views which are expressed at the extreme left and right of the chart on page 54.

The Development of the Items for the Scale

The next consideration was to systematically select and develop statements which would be representative of the two views, and also which sample adequately the theoretical and practice dimensions of the two views. This approach is similar to the work done by Adorno, et al. (1) in the development of the F scale, and by Rokeach (51) in the development of the D scale. A logical approach was employed, which was added to the ideas offered by Adorno and Rokeach, in addition to the findings of the pilot study and the theory clarification step.

The following chart (page 65) was developed to serve as a guide for the development and selection of items. It was arbitrarily decided to write or select six items for each cell. This resulted in 324 potential items to be categorized by the judges. The chart has the theoretical consideration dimension (divided into three aspects—
Chart V  
Item Development  
Methodological Portion - Sources of Items

<table>
<thead>
<tr>
<th>Vocational Choice Considerations</th>
<th>Vocational Choice Theory and Practice</th>
<th>Counselors' Theoretical and Practice Discussions</th>
<th>Practicum Tape Recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Choice Timing (Event)</td>
<td>M1  M2  M3</td>
<td>M4  M5  M6</td>
<td>M7  M8  M9</td>
</tr>
<tr>
<td>Career Choice Responsibility (Shared)</td>
<td>M10  M11  M12</td>
<td>M13  M14  M15</td>
<td>M16  M17  M18</td>
</tr>
</tbody>
</table>

Developmental Portion - Sources of Items

<table>
<thead>
<tr>
<th>Vocational Development Considerations</th>
<th>Vocational Development Theory and Practice</th>
<th>Counselors' Theoretical and Practice Discussions</th>
<th>Practicum Tape Recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Timing (Process)</td>
<td>D1  D2  D3</td>
<td>D4  D5  D6</td>
<td>D7  D8  D9</td>
</tr>
<tr>
<td>Career Development Responsibility (Individual's)</td>
<td>D10  D11  D12</td>
<td>D13  D14  D15</td>
<td>D16  D17  D18</td>
</tr>
<tr>
<td>Career Development Involvement (Whole person - intellectual and emotional)</td>
<td>D19  D20  D21</td>
<td>D22  D23  D24</td>
<td>D25  D26  D27</td>
</tr>
</tbody>
</table>
timing, responsibility, and involvement—each of these are different for the two theoretical views involved), and sources of item dimension (this dimension has three divisions and each division has the three categories).

The source dimension includes theoretical statements (the only source used in the pilot instruments), counselors' theoretical discussion statements, and counselors' statements taken from counseling practicum tape recordings. It was hoped that the addition of the latter two sources would add a less direct dimension to the instrument and thus reduce its fakeability.

The main references used for the theoretical items are as follows:

Parsons (43)  
Myers (40)  
Sanderson (54)

Williamson (67 (68)  
Super (59) (60) (61)  
Katz (33)

Kitson (34)  
Isaacson (31)  
Cronbach (19)

The references were drawn upon to find theoretical statements which, with a minimum of revision, would fit the various cells of the chart. Half of the items for each theoretical cell were written positively and half were written negatively, to deter respondents with positive sets from agreeing with all of the items.

The counselor theoretical discussion items were taken from tape recordings made by the author when he participated in vocational guidance seminars at The Ohio State University, Kent State University, and Bowling Green State University. In these seminars, the author discussed vocational guidance theory, using the five references reported in this study (p. 38) as an overview guide. When discussion
was then opened to the counselors (all certificated and experienced school counselors), they reported and interacted in terms of their views pertaining to the theories. They also suggested modes of practice which they found helpful. These discussions were recorded to provide a source of items to fit the cells in the chart, and thereby supply items in counselors' own words.

Practicum session tape recordings and professional demonstration tape recordings served as the third source of statements to fit the cells of the chart. Statements made by counselors during these actual vocational counseling and vocational guidance (counseling aspect) sessions were selected to become items characteristic of the two points of view to be measured by the scale under development. The tape recordings used for this purpose were practicum tapes selected at the University of Toledo, Miami University, and from General Aptitude Test Battery Training Practicums. These tapes were selected by practicum supervisors when the sessions included vocational considerations and the counselors involved tended to approach the session in a methodological or developmental manner.

Each of the three sources of items were also broken down into three aspects which relate to vocational guidance. These aspects follow: (1) the interview in general, which would include such dimensions as building rapport, structuring, and planning; (2) the testing aspect, which would include modes of test selection, types of tests used, and test interpretation, and; (3) the information aspect, which would include the modes of presenting information, sources of information, and purpose for using information.
The author, after having prepared the structure previously described, proceeded by writing and selecting statements to fit each cell of the chart. The criteria for the development and selection of items are as follows:

The statements were developed or selected so that

1. approximately half of them are of the type that methodologically-oriented counselors will agree with them and developmentally-oriented counselors will agree with them to a lesser extent or disagree

2. approximately half of them are of the type that developmentally-oriented counselors will agree with them and methodologically-oriented counselors will agree with them to a lesser extent or disagree

3. they tend to emphasize the extreme differences in theory and practice between the methodological and developmental views

4. they vary from direct to indirect; thus, it is more difficult for some to immediately relate them to one view or the other

5. they are as short as possible while still including the dimensions which relate them to the several cells of the chart

6. they are representative of the views under study without additional explanation and reflect beliefs or practices which are associated with the views

7. they are indicative of beliefs and views associated with the counseling aspect of vocational guidance and vocational counseling

8. they are indicative of beliefs and practice associated with assisting adolescents

It was possible to prepare three positive and three negative statements for nearly each cell in both charts using theory as a source. This resulted in one hundred thirteen statements, since extra statements were prepared for some cells. As a result of the
fact that tape recordings were providing the material for the counselors' discussion section of the charts, it was not possible to locate six statements for each cell. Eighty-two statements were selected; there was a shortage of twenty-six. Under the third source (practicum tape recordings), sufficient tapes were available, and six statements were found for nearly all of the cells, with extra statements for some cells resulting in a total of one hundred thirty-three statements (with twenty-five extra statements available). In total, three hundred twenty-eight items were developed and selected. These statements were put in random order under the heading of their source, and were prepared to be submitted to the judges for categorization.

Judges Categorize the Items

Five judges were selected to categorize the items. All of the judges held M.A. degrees in guidance and counseling. Three of the judges held the Ph.D. degree in guidance and counseling, and the other two were completing their Ph.D. degrees in the field. Three of the judges have had over five years experience in guidance and counseling at the secondary school level, and have served as counselor educators. One of these was a counselor educator; another was employed in a university counseling center; and the third was in private counseling practice. The other two judges have had over three years experience in guidance and counseling at the secondary school level, and one of these was a counselor in the MDTA program,
while the other was working as a research specialist. All of the judges have had at least two courses in guidance and counseling practicum, and they all have supervised practicum students (three have supervised practicum students for over five years, and the other two have supervised practicum students at least two years).

The five judges described were presented the statements found in Appendix A and the instructions for categorization found in Appendix B. The instructions for the categorization involved seven steps:

1. providing personal data
2. studying the theoretical rationale
3. checking the criteria for statement selection
4. acquainting oneself with the coding system for categorizing
5. categorizing the statements
6. providing comment
7. returning the materials

The criterion for the inclusion of an item in the scale was 80 per cent or higher agreement \((35)(2)\) in categorization of an item. The five judges agreed 100 per cent on seventy-nine of the items, and agreed 80 per cent on ninety-six additional items, with a total of 175 meeting the criterion. One hundred fifty items were selected to become the tryout scale to find discriminatory items. The seventy-nine items agreed upon 100 per cent by the judges were used and the remainder of the items were chosen from the group on which 80 per cent of the judges concurred.
The Development of Operational Criteria

In order to select a validation criterion sample, it was necessary to develop a set of operational criteria to be used in the selection of an identified sample. In keeping with the theoretical clarification of the study, the author prepared a brief statement (Appendix C) related to methodological counselors and developmental counselors. The author also prepared operational criteria for the two stereotypic positions (Appendix C). The criteria were placed under three categories—the general interview, testing, and information.

The theoretical statements accompanied by the operational criteria were given to five judges (a different group from those who classified the items). A description of the judges' qualifications follows: three of the judges on the panel held Ph.D. degrees in guidance and counseling, and the other two members were in the process of completing their Ph.D. degrees in the field. All of the judges were experienced school counselors, and, as well, had served as practicum supervisors. Four of the judges were counselor educators, and the other judge was a director of guidance, and had served as a counselor educator for three summers.

The criterion for acceptance of each operational criterion was 80 per cent or higher agreement \((35)(2)\) on the part of the five judges. Using this criterion, all of the twenty-two criteria were acceptable; moreover, sixteen were unanimously accepted by the judges. The criteria were then prepared on rating sheets (two
forms: Appendix D) to be used by practicum supervisors in selection of the validation criterion sample.

The Selection of Subjects to Respond to the Scale

Seven practicum supervisors from four counselor preparation institutions and one Youth Opportunity Center participated in the selection of the sample. Five of the practicum supervisors participating held Ph.D. degrees, one was an advanced doctoral student, another was a counseling supervisor at a Youth Opportunity Center, and the last was the author. The participating institutions included the University of Toledo, Kent State University, The Ohio State University, Miami University, and the U.S. Employment Service, YOC, in Cincinnati. All of the supervisors have had over five years' experience in practicum or counseling supervision. Three have had over ten years' experience in the field.

The supervisors were given the rating sheets in Appendix D along with the theoretical rationale statement, the instructions, and the reporting forms in Appendix E. The author explained the nominating procedure, the use of the operational criteria, and the use of the forms, individually to each of the participating supervisors. These supervisors then identified, provided names and addresses, and obtained agreement to participate from forty-eight methodological and forty-six developmental counselors. These groups were sent the survey instrument (the format of which is provided in Appendix F; the remainder of the items can be found in Appendix A, and the letter found in Appendix F.)
The instrument sent to the two groups (N=94) was coded as to
group (methodological or developmental) but nothing more. An enclosed
letter enlisted the support and participation of the individuals. The
instrument included one hundred fifty items to which the respondents
were to react using the Likert system (marking +1, +2, +3 for degrees
of agreement; -1, -2, -3 for degrees of disagreement; and 0 for unde-
cided). The first thirty instruments from each group to be returned
were processed to determine the items which were discriminatory
between the criterion groups. The means for each item (within the
methodological and developmental groups) were calculated, and a t
test taken from Edwards' (20:153) test on attitude scale construc-
tion was employed to determine if the item discriminated at a
statistically significant level, or, in effect, if the null hypothesis
stated for each statement could be rejected. The formula is as
follows:

\[
t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{(\bar{X}_H - \bar{X}_H)^2 + (\bar{X}_L - \bar{X}_L)^2}{n(n - 1)}}}
\]

Edwards (20:153)

With the sample size of sixty, a t value of 2.39 (.01 level) (56:546)
or higher was considered to be indicative of satisfactorily discrimi-
nating items, or sufficient difference in the means to reject the
null hypothesis. The number of items discriminating satisfactorily
and the characteristics of the sample are reported in the next chapter.
The Nonidentified Sample

This step involved administering the 150 item instrument to a large sample of students who were studying in the field of guidance and counseling. The assumption underlying this procedure was that theoretical scoring of the instrument would produce high and low scorers in accordance with the capacity built into the instrument as a result of the classification of the items by expert judges. The extreme groups could thus be used as a criterion (criterion internal consistency) to locate items which were discriminatory, or to provide a basis for testing a null hypothesis for each item. It was recognized that this approach was a theoretical or logical step (Cronbach (18) and is insufficient by itself).

The unidentified sample was composed of two hundred respondents. Each respondent's total score was calculated by adding +4 to each rating which the respondent had provided. Before adding these numbers, the developmental statements, as classified by the judges, were reversed by subtracting the ratings for those items from eight. Items undergoing this process were:

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>

The result was that methodological respondents would tend to receive high scores, and developmental respondents would receive low scores.
Only positive t values of sufficient magnitude are indicative of discriminating items. This also means that negative t values indicate items which discriminate in the opposite direction from that predicted. The upper 27 per cent and lower 27 per cent of the respondents were next identified. The mean scores were calculated for each item for the upper-scoring group, and likewise for the lower scoring group. The significance of difference between the means for each item between the upper and lower group was calculated using the t formula provided by Edwards (20: 153). This same procedure was also carried out for the upper and lower 50 per cent of the distribution of the two hundred sample. The resultant t values were again used to test the null hypotheses for each item a value of 2.33 or higher was considered significant (56: 546).

The two hundred involved in this sample were from three counselor preparation institutions—Kent State University (N=58), The Ohio State University (N=28), and Miami University (N=114). The students included were selected from different courses to provide the widest possible sampling of students in the counselor education program. The list of courses follows: Occupational Information, Organization of Pupil Personnel Services, Organization and Administration of Guidance Services, Principles of Guidance, Statistics, Testing Techniques, Counseling Techniques, and Practicum. Two hundred forty survey instruments were distributed in the several classes at the three institutions. It was explained that this was a survey on views pertaining to vocational guidance and counseling. The students were asked to read the directions
carefully, respond to each item, and return the instrument to their instructor. The characteristics of the sample are reported in greater detail in the next chapter. Two hundred six survey instruments were returned; the first two hundred returned were included in the processing.

The Statistical Procedures Employed to Select the Discriminatory Items

For the known groups, the mean ratings for each item were calculated using the responses of the thirty identified methodological counselors and the responses of the thirty identified developmental counselors. The null hypothesis was advanced for each item—the differences between the means for the identified groups will not be statistically significant. The t test, taken from Edwards (20: 153) was used to determine which items discriminated between the groups at a statistically significant level. With this sample size, the degrees of freedom would be fifty-eight, which has a t value of 2.39 at the .01 level (Senders (56: 546). For purposes of this type of item analysis, t values above 2.39 would be large enough to reject the null hypothesis. The fourth chapter reports the items for which the null hypothesis was rejected.

For the nonidentified sample (N=200), the total score for each respondent was calculated. The upper 27 per cent and the lower 27 per cent (using internal consistency as a criterion Edwards (20) and Sletto (57) became the criterion groups). The means for each item for the upper and lower groups were calculated again. A null hypotheses was again advanced for each item—the difference between the mean for
a given item from the upper 27 per cent will not be statistically
significant from the mean for that same item from the lower 27 per
cent. The t test (Edwards 20: 153) was again utilized to test the
hypothesis. The items for which the hypothesis was rejected are
reported in the next chapter.

The last step was repeated using the upper and lower 50 per
cent of the distribution as well. The items for which the null hypothe-
sis was rejected are reported in the next chapter.

Criteria for Selection of Items for the Scale

Edwards (19: 155) indicates that in scales of this type, twenty-
five items with the largest t values will serve to form a satisfactory
scale. The author decided, using the Dogmatism Scale as a guide
(Form E-66 items, forty scored), to include sixty items in the scale,
fifty-six to be scored. The inclusion of more items in the scale
allowed for a better item content in accordance with the charts for
which the items were originally designed.

The items with the highest significant t values from the known
group analysis were selected first. The second group of items was
those with the highest t values from the nonidentified group study. An
attempt was made to have a balance of methodological and developmental
items in the instrument. Four items which were included were not
scored; they were selected to help balance the content. The items
meeting the above criteria became the scale.

Reliability of the Scale

The resultant scale was administered to a sample of forty
graduate students in counselor preparation. The ratings obtained thereby were employed to estimate the reliability of the scale. The reliability was determined through the use of the Rulon formula

\[ r_{tt} = 1 - \frac{\sigma_d^2}{\sigma_t^2} \]

Guilford (24: 379)

This approach stated that the reliability is equal to unity minus the proportion of error variance. This was a split-half reliability check, which involved adding all of the scores obtained on the odd-numbered items as one test score, and all the scores obtained on the even-numbered items as one test score. These two separate scores were then compared as though they were two separate test scores.

The split-half method was decided upon because equivalent forms of the scale are not available. Insufficient time was available to employ the test-retest procedure. The reliability is reported in the next chapter. (A Pearson r was also calculated and corrected using the Spearman-Brown formula (24: 378).

This concludes the discussion of the procedures of the study. The next chapter provides the findings which resulted when the procedures were carried out.
CHAPTER IV

RESULTS AND DISCUSSION

This chapter will provide a presentation and discussion of the data collected in the present instrument validation study. Therefore, it will include the data which were gathered to answer the sub-questions and test the hypotheses of the study. In addition, the data which are descriptive of the respondent samples and the reliability investigation sample will be reported.

Sub-Questions

1. Drawing on three sources—theory, counselors' statements about theory, and counselors' statements made in actual counseling sessions—is it possible to construct statements which are characteristic of the methodological and developmental approaches, and are classifiable into these categories by expert judges (criterion, 80 per cent agreement)?

The following table, which is based on the charts used to provide the framework for the generation and selection of items, will be used to report data in relation to the first sub-question. Each cell of the table includes three numbers. The first number indicates the number of items developed or selected for the cell. The second number reports the number of items meeting the judging criterion (80 per cent or higher agreement). The third number discloses the number of items from each cell which were used in the one hundred fifty item tryout instrument.
### TABLE I

ITEMS DEVELOPED OR SELECTED, ITEMS MEETING THE CRITERION, AND ITEMS USED IN THE TRYOUT INSTRUMENT

#### METHODOLOGICAL SECTION

<table>
<thead>
<tr>
<th>Theory</th>
<th>Discussion</th>
<th>Practicum</th>
<th>Totals</th>
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<tr>
<td>Timing:</td>
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<td></td>
</tr>
<tr>
<td>Event</td>
<td>7</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2(2) 7(4) 0 2</td>
<td>2(2) 5(3) 1</td>
<td>7(5) 4(3) 5(1)</td>
<td>7</td>
</tr>
<tr>
<td>Responsibility:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>4(3) 6(6) 4(3)</td>
<td>3(2) 4(3) 6(2)</td>
<td>4</td>
<td>9(5) 3</td>
</tr>
<tr>
<td>4 6 3</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Involvement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td>4</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>3(1) 4(1) 1(1)</td>
<td>4(4) 5(1) 3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1 2 1</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total-Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judging Criteria</td>
<td>9(6) 17(11) 5(4)</td>
<td>9(8) 14(7) 10(2)</td>
<td>13(5) 15(8) 9(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
1st No.=Items developed or selected for the cell (Total N=165, Total D=163, Total=328)
2nd No.=Items meeting the Judging Criterion for the cell (Total N=101, Total D=74, Total=175)
2nd No.( )=100 per cent agreement by the judges (Total N=52, Total D=27, Total=79)
3rd No.=Items used in the tryout instrument (Total N=85, Total D=65, Total=150)

Int.=Interview, Test.=Testing, Info.=Information
<table>
<thead>
<tr>
<th></th>
<th>Timing:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
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<td>4</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>5</td>
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<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>3(2)</td>
<td>2(1)</td>
<td>2(1)</td>
<td>2</td>
<td>3(1)</td>
<td>0</td>
</tr>
<tr>
<td>Responsibility</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Individual's</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4(1)</td>
<td>1</td>
<td>4(1)</td>
<td>2(1)</td>
<td>1</td>
<td>0</td>
<td>4(3)</td>
<td>4(1)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Involvement</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Whole Person</td>
<td>6(3)</td>
<td>0</td>
<td>0</td>
<td>5(1)</td>
<td>3(1)</td>
<td>3</td>
<td>8(3)</td>
<td>8(3)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Total-Meeting</td>
<td>12(4)</td>
<td>4(0)</td>
<td>7(3)</td>
<td>10(3)</td>
<td>6(2)</td>
<td>5(0)</td>
<td>15(10)</td>
<td>12(4)</td>
</tr>
</tbody>
</table>

Judging Criteria
It is interesting to note that while the author started with what had been developed and selected as 165 methodological and 163 developmental statements, only 101 and 74, respectively, met the judging criterion, and only 52 and 27, respectively, were agreed upon unanimously by the judges. It may further be observed that although less information statements were made available to the judges than the other two source aspects, the judges agreed less on categorization of these statements both at the 80 per cent agreement level and at the 100 per cent level. Even though the judges, using theory clarification statements and instructions provided by the author, found only 175 statements which met the judging criterion, it is clear that sub-question one can be answered in the affirmative. There were certainly sufficient statements available to proceed to the next step for these statements—the tryout.

2. Will a second group of expert judges agree (criterion, 80 per cent agreement) on operational criteria which are descriptive of methodological and developmental counselors in the practicum setting, and which can be employed in the identification of a criterion validation sample (thirty Methodological and thirty Developmental)?

The following table based on the rating instrument (Appendix C) provided to the judges, discloses their agreement and disagreement for each of the criteria. The criteria have been grouped under three headings—general interview, testing, and information. See Table II.

All of the criteria were acceptable, meeting the 80 per cent agreement criterion. Sixteen were agreed upon by 100 per cent of the
<table>
<thead>
<tr>
<th>Judges' Ratings</th>
<th>General Interview</th>
<th>Judges' Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>Methodological Stereotypic Counselor is:</td>
<td>Developmental Stereotypic Counselor is:</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1. Task oriented, tries to keep the focus primarily on vocational choice.</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2. Prone to be in charge of selecting interview content.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3. Likely to be responsible for determining direction in the interview.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4. Prone to be responsible for suggesting alternatives or reinforcing.</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>5. More likely to question mainly to get out the facts, also often reacts directly, advises and recommends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Testing</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodological Stereotypic Counselor</td>
<td>1. Selects tests.</td>
<td>Developmental Stereotypic Counselor</td>
<td>1. Encourages counselee to participate in test selection.</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE II—Continued

<table>
<thead>
<tr>
<th>Judges' Ratings</th>
<th>Testing—Continued</th>
<th>Judges' Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>2. Relates test results for vocational choice task.</td>
<td></td>
<td>2. Interprets test results for understanding now and the awareness of possible growth or changes.</td>
</tr>
<tr>
<td>3. Emphasizes an intellectual consideration of test results as opposed to the climate in which the counselee discusses his feelings about the results.</td>
<td></td>
<td>3. Employs tests and/or instruments, the results are supplemented by a climate in which the counselee feels free to explore his feelings.</td>
</tr>
<tr>
<td>Methodological Stereotypic Counselor</td>
<td></td>
<td>Developmental Stereotypic Counselor</td>
</tr>
<tr>
<td>1. Gives information which the counselee seems to need in view of his understanding of the counselee and the labor market.</td>
<td></td>
<td>1. Stimulates counselee to interact with the information provided.</td>
</tr>
<tr>
<td>2. Selects information to be given to the counselee (often to solve a problem.)</td>
<td></td>
<td>2. Stimulates the counselee to seek out and explore other information</td>
</tr>
<tr>
<td>3. Provides information primarily for vocational choice task.</td>
<td></td>
<td>3. Relates pertaining to information, to provide understanding of the information now, and the awareness of its continual change.</td>
</tr>
</tbody>
</table>
judges. The judges provided editorial comments which have been used to improve the criteria. The revised criteria are found in Appendix D.

3. Will the statements which have met the classification criterion when classified by the experts discriminate at a statistically significant level between the criterion validation sample groups composed of thirty counselors identified as methodological and thirty counselors identified as developmental?

Using the criteria developed for the identification of the criterion sample groups, 48 methodological and 46 developmental counselors were identified. They were mailed the 150 item survey instrument. The first thirty instruments returned from each group were processed. The mean scores for each statement for the thirty methodologicals and the thirty developmentals were calculated. For each item, a null hypothesis was stated and a t test (21) was employed to determine if the means were sufficiently statistically different to warrant the rejection of the hypothesis. Example hypothesis for a developmental statement:

There will be no statistically significant difference between the mean rating of the identified methodological counselors and mean rating of the identified developmental counselors in response to the following statements: "Test results should not be used as objective facts for vocational planning."

Example Data:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Methodological's</th>
<th>Mean</th>
<th>Developmental's</th>
<th>Mean</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ratings</td>
<td></td>
<td>Ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-3 -2 -1 0 +1 +2 +3</td>
<td></td>
<td>-3 -2 -1 0 +1 +2 +3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>7 6 5 4 3 2 1</td>
<td>4.10</td>
<td>7 6 5 4 3 2 1</td>
<td>4.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 1 0 5 1 4 6 3</td>
<td>9.20</td>
<td>0 2 1 0 4 14 9 2.20</td>
<td>4.41</td>
<td></td>
</tr>
</tbody>
</table>
The t value is of sufficient magnitude to warrant the rejection of the null hypothesis (criterion, 2.39 to be significant at the .01 level) or the item is discriminating satisfactorily. The t value in this case is of sufficient magnitude to warrant the rejection of the hypothesis at a level of significance beyond .005.

By following this procedure for each of the statements, the null hypothesis was rejected for sixteen developmental statements and thirty-eight methodological statements. By going to the .05 level of significance, an additional five developmental hypotheses and ten methodological hypotheses would be rejected. These findings refer to the statements as classified by the judges.

The next table (Table III) reports the discriminatory items by cell, based on the judges' categorization of the item. The numbers used to denote the items are their item numbers from the 150 item survey instrument.

4. Will the statements which have met the classification criterion when categorized by the judges and have been placed in an attitude scale, discriminate at a statistically significant level between the upper 27 per cent and the lower 27 per cent (also the upper 50 per cent and the lower 50 per cent) of a selected unidentified sample when the instruments are scored on a theoretical basis (internal consistency as the criterion)?

A selected unidentified sample (in terms of operational criteria) (N=200) was involved for this part of the study. The sample was composed of students in counselor preparation programs from three institutions. The instruments were scored on a theoretical basis and the
upper 27 per cent and lower 27 per cent determined (the upper 50 per cent and lower 50 per cent were also determined.) A null hypothesis was stated for each item in the scale and a t test (20) was employed to determine the significance of the difference between the means for upper and lower groups. Example hypothesis:

There will be no statistically significant difference between the mean rating of the upper 27 per cent and the mean rating of the lower 27 per cent of the unidentified sample in response to the following statement: "Test results in vocational counseling can best be used to prepare the counselee to focus on those occupations from which he should choose."

Example data:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Methodologicals' Mean Ratings</th>
<th>Developmental's Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-3 -2 -1 0 +1 +2 +3</td>
<td>-3 -2 -1 0 +1 +2 +3</td>
</tr>
<tr>
<td>Upper</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>27%</td>
<td>1 1 4 0 8 34 6</td>
<td>27% 5 17 4 9 14 1</td>
</tr>
<tr>
<td>Lower</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>2 7 5 2 69 9</td>
<td>50% 12 36 6 5 21 18 2</td>
</tr>
</tbody>
</table>

The t values for both the 27 per cent and 50 per cent groups are of sufficient magnitude to warrant the rejection of the null hypothesis in both cases. These t values actually warrant the rejection at a level of significance beyond .0005.

Following this procedure for each of the statements resulted in 21 developmental statements (three additional by going to the .05 level) and fifty-five methodological statements (six additional by going to the .05 level) for which the null hypothesis was rejected for the 27 per cent groups, and 21 developmental statements (none additional by going to the .05 level) and fifty-eight methodological statements (five additional by going to the .05 level) for which the null hypothesis
was rejected for the 50 per cent groups. Table III reports the discriminating items by cell. These findings refer to the statements as classified by the judges.

It may be noted in Table III that more methodological statements were satisfactory discriminators than developmental statements. Sixty-two methodological statements discriminated at the .01 level or above on at least one of the three comparisons (between criterion groups, between unidentified sample groups, upper and lower 27 per cent or 50 per cent). Twenty-six developmental statements discriminated at the .01 level or above on at least one of the three comparisons. Thirty-nine methodological statements discriminated satisfactorily between all three criterion groups at the .01 level, while only sixteen developmental statements discriminated between the three groups at the .01 level.

By applying the selection criterion (1) first priority items—those items with acceptable t values from the empirical step; (2) second priority—those items with acceptable t values from the theoretical steps; (3) third priority—to maintain a balance of methodological and developmental statements), the following fifty-six items were chosen as the scale:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>METHODOLOGICAL ITEMS</th>
<th>DEVELOPMENTAL ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=29</td>
<td>12=37</td>
<td>25=25</td>
<td>72=34</td>
</tr>
<tr>
<td>2=8</td>
<td>16=30</td>
<td>26=25</td>
<td>76=24</td>
</tr>
<tr>
<td>3=20</td>
<td>18=2</td>
<td>61=33</td>
<td>78=19</td>
</tr>
<tr>
<td>8=36</td>
<td>21=3</td>
<td>68=25</td>
<td>83=25</td>
</tr>
<tr>
<td>11=4</td>
<td>24=7</td>
<td>69=9</td>
<td>90=58</td>
</tr>
<tr>
<td>38=16</td>
<td>95=51</td>
<td>104=48</td>
<td>34=6</td>
</tr>
<tr>
<td>131=57</td>
<td>106=41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>138=42</td>
<td>109=52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A=left number is the 150 item scale number. B=right number is the 60 item scale number.
<table>
<thead>
<tr>
<th>Timing: Event</th>
<th>Theory</th>
<th>Discussion</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview Testing Information</td>
<td>Interview Testing Information</td>
<td>Interview Testing Information</td>
</tr>
<tr>
<td></td>
<td>M1</td>
<td>M2</td>
<td>M3</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>1,65,</td>
<td>(0)</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>78(5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility: Shared</th>
<th>M10</th>
<th>M11</th>
<th>M12</th>
</tr>
</thead>
<tbody>
<tr>
<td>M10</td>
<td>75, 64</td>
<td>27*-</td>
<td>13*-</td>
</tr>
<tr>
<td>M11</td>
<td>68</td>
<td>38, 69</td>
<td></td>
</tr>
<tr>
<td>M12</td>
<td>(4)</td>
<td>(6)</td>
<td>11 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement: Intellectual</th>
<th>M19</th>
<th>M20</th>
<th>M21</th>
</tr>
</thead>
<tbody>
<tr>
<td>M19</td>
<td>25</td>
<td></td>
<td>9-</td>
</tr>
<tr>
<td>M20</td>
<td></td>
<td>16,70*</td>
<td>42*-</td>
</tr>
<tr>
<td>M21</td>
<td>(1)</td>
<td>(4)</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>M22</th>
<th>M23</th>
<th>M24</th>
</tr>
</thead>
<tbody>
<tr>
<td>M22</td>
<td>104</td>
<td></td>
<td>136*-</td>
</tr>
<tr>
<td>M23</td>
<td></td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>M24</td>
<td></td>
<td>(2)</td>
<td>(1)</td>
</tr>
<tr>
<td>M25</td>
<td>(2)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
</tbody>
</table>
TABLE III--Continued

<table>
<thead>
<tr>
<th>DEVELOPMENTAL</th>
<th>Theory</th>
<th>Discussion</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1 30*-</td>
<td>D2 32</td>
<td>D3 (2)</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D10 34*-</td>
<td>D11 56,57-</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Involvement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D19</td>
<td>D20</td>
<td>D21 (0)</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td>(0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **KEY:** No. alone indicates significant .01 level between criterion groups, 27 per cent groups, and 50 per cent groups |
| No. underlined indicates significant .01 level between criterion groups, and 27 percent groups |
| No. with asterisk indicates significant .01 level between 27 per cent groups |
| No. with hyphen indicates significant .01 level between 50 per cent groups |
| () indicates tryout items from the cell in the 150 item instrument - the No. of items in any cell will not exceed the total of the qualifying items from M and D cells of that No. |
| a Items significant at the .01 level only |
Four additional items were chosen to help achieve balance in the scale content (15=28, 30=12, 50=12, 57=19). The instrument scoring procedure involved dropping items 15, 30, 50, 57 and converting the developmental item ratings using the following conversion table:

\[
\begin{array}{cccccccc}
7 & 6 & 5 & 4 & 3 & 2 & 1 & 0 \\
-3 & -2 & -1 & 0 & +1 & +2 & +3 & 4
\end{array}
\]

and by converting the methodological items using the following reversed conversion table:

\[
\begin{array}{cccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
-3 & -2 & -1 & 0 & +1 & +2 & +3 & 4
\end{array}
\]

The converted ratings were next added to get a total score.

5. Will the items which discriminate at a statistically significant level between the identified criterion samples and the upper and lower 27 per cent (upper and lower 50 per cent) of the unidentified sample perform in a statistically reliable fashion when placed in a scale (using the Likert system of response?)

The scale above was administered to forty graduate students in guidance and counseling. The split half reliability technique was employed. The Rulon (24: 379) reliability coefficient was \( r = .964 \). The uncorrected reliability coefficient (Pearson formula (24: 378) was \( r = .929 \). The Spearman Brown formula (24: 378) was used to correct for length, resulting in a coefficient of \( r = .963 \). The confidence belt for this correlation is .94 to .96 at the .05 level (56: 547).

The range derived from this administration of the scale was 114 to 285 (possible 56 to 392). The standard deviation was 38.5. The mean was 210.38 and the median was 211.5.
Sample Data

The following section includes the data collected on the criterion sample and the sample involved in the theoretical validation step.

Frequency Distribution for the Criterion Sample

The 150 item survey instrument was scored on a theoretical basis (described in the Procedures Chapter). The two groups of thirty were taken together resulting in the following frequency distribution.

(Possible range of scores on the instrument 150-1050)

Table:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>590 - 619</td>
<td>2</td>
</tr>
<tr>
<td>580 - 599</td>
<td>3</td>
</tr>
<tr>
<td>570 - 589</td>
<td>4</td>
</tr>
<tr>
<td>560 - 579</td>
<td>7</td>
</tr>
<tr>
<td>550 - 569</td>
<td>9</td>
</tr>
<tr>
<td>540 - 559</td>
<td>12</td>
</tr>
<tr>
<td>530 - 549</td>
<td>8</td>
</tr>
<tr>
<td>520 - 539</td>
<td>7</td>
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<tr>
<td>510 - 529</td>
<td>7</td>
</tr>
<tr>
<td>500 - 519</td>
<td>3</td>
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<tr>
<td>490 - 509</td>
<td>1</td>
</tr>
<tr>
<td>480 - 499</td>
<td>3</td>
</tr>
<tr>
<td>470 - 489</td>
<td>1</td>
</tr>
<tr>
<td>460 - 479</td>
<td>3</td>
</tr>
<tr>
<td>450 - 469</td>
<td>1</td>
</tr>
<tr>
<td>440 - 459</td>
<td>3</td>
</tr>
<tr>
<td>430 - 449</td>
<td>1</td>
</tr>
<tr>
<td>420 - 439</td>
<td>3</td>
</tr>
<tr>
<td>410 - 429</td>
<td>3</td>
</tr>
<tr>
<td>400 - 419</td>
<td>1</td>
</tr>
<tr>
<td>390 - 409</td>
<td>3</td>
</tr>
<tr>
<td>380 - 399</td>
<td>1</td>
</tr>
<tr>
<td>370 - 389</td>
<td>3</td>
</tr>
<tr>
<td>360 - 379</td>
<td>1</td>
</tr>
<tr>
<td>350 - 369</td>
<td>3</td>
</tr>
<tr>
<td>340 - 359</td>
<td>3</td>
</tr>
<tr>
<td>330 - 349</td>
<td>1</td>
</tr>
<tr>
<td>320 - 339</td>
<td>3</td>
</tr>
<tr>
<td>310 - 329</td>
<td>1</td>
</tr>
<tr>
<td>300 - 319</td>
<td>3</td>
</tr>
<tr>
<td>290 - 309</td>
<td>3</td>
</tr>
<tr>
<td>280 - 299</td>
<td>3</td>
</tr>
<tr>
<td>270 - 289</td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 1. Identified Groups - Composite Frequency Polygon

Standard Deviation=78.96 Mean=450.33 Median=455 Range=264-599

Frequency distributions for the two identified criterion samples were also prepared (See page 90). The frequency distributions appear at the left and the frequency polygons for each are plotted at the right.

A t test (7: 349) was employed to determine if the difference between the means was statistically significant. A value of 2.51 was obtained, a t value of 2.41 (7: 516) was indicative of mean differences significant at the .01 level. The intent of the administration of the
TABLE IV
DESCRIPTIVE DATA ON THE CRITERION SAMPLE

Methodological Group
N=30 Males N=20 Females N=10

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time student</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Associate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>School Administrator</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Not employed</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Years in Present Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>2 years</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>3 years</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>4 years</td>
</tr>
<tr>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field in Which Bachelor Degree was Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Elementary Education</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Math/Science</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Classroom Teaching Field</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field in Which Master's degree was Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Classroom Teaching Field</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Hours in Counseling Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>2 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>3 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>4 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Hours in Vocational Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>2 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>3 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>4 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>2 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>3 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>4 year</td>
</tr>
<tr>
<td>.</td>
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<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>6-10 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>21-25 year</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>.</td>
</tr>
<tr>
<td>26-30 year</td>
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<td>.</td>
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</table>
TABLE V
DESCRIPTIVE DATA ON THE CRITERION SAMPLE

<table>
<thead>
<tr>
<th>Developmental Group</th>
<th>N=30 (M=16  F=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupation</strong></td>
<td></td>
</tr>
<tr>
<td>Full time student</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Assistant/Associate</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Counselor</td>
<td>20</td>
</tr>
<tr>
<td>School Administrator</td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td></td>
</tr>
<tr>
<td>Not Employed</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
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### TABLE VI

**DESCRIPTION DATA ON THEORETICAL VALIDATION SAMPLE**

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<tr>
<td>26-30</td>
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Figure 2. Identified Groups - Separated Frequency Polygons

150 item survey instrument to the known groups was not to provide validity support for the instrument. The intention was, of course, to locate items which discriminated between the criterion groups. It is interesting to note, however, based on this data, that the theoretical-scoring of the instrument, including many low discriminating items (55 discriminating negatively) did provide measures for the two known groups, which were in fact different at a statistically significant level. Such findings may indicate that, once the low discriminating items have been dropped, the resultant instrument may achieve measures, with similar known groups, which are sufficiently different to be statistically significant at a level beyond the present findings.

Frequency Distribution for the Unidentified Selected Sample

The sample of 200 taking the 150 item survey was also scored theoretically to obtain a frequency distribution. This made possible
the identification of the upper and lower percentages in order to locate discriminatory items. The frequency distribution has been provided at the left, and the frequency polygon plotted at the right.

<table>
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<td>700-744</td>
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<td>295-339</td>
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<tr>
<td>250-294</td>
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</tbody>
</table>

Standard Deviation 74.50
Mean 498.07
Median 500
Range 298-790

Figure 3. Unidentified Group - Frequency Polygon

It is interesting to observe that the range of this sample was greater than the range for the combined criterion sample groups. One might expect the range of the identified sample to be greater since an effort was made to select individuals operating at the extremes. It is possible to explain the difference in range by considering that the unidentified sample was drawn from a more diverse group, many of them having less preparation and experience in guidance and counseling. It may be further noted that a few more high scorers (N-15) resulted in the unidentified group as compared with the identified group, while a very few more low scores (N-3) resulted in the identified group when compared with the unidentified group. This may relate to the greater
preparation and experience of the identified group or may be particularly related to the professional emphasis on the developmental approach which the more advanced counselors had tested and accepted.

**General Comment**

It may be worth noting, in referring to the fact that many more methodological statements were discriminatory than developmental statements, that "developmental counselors" know what they disagree with in terms of theory and practice, but do not know their areas of agreement. This resulted in many discriminatory methodological statements. The "developmental counselors", however, were not consistently extreme enough in their agreement ratings on statements categorized as developmental items to bring about discriminatory t values. In other words, the "methodological counselors" tended to agree to the same extent as the "developmental counselors" on many of the items meant to be descriptive of the developmental approach.

An examination of the table on pages 89 and 90 indicates that the statements throughout the methodological section were discriminatory. This was also true of the developmental section; however, less items were discriminatory. The consideration of Timing had ten satisfactory items, Involvement had nine, and Responsibility also had nine discriminatory items.

This concludes the presentation of the data and the related discussion. The next chapter will provide the summary, conclusions, and recommendations.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was the development of an instrument which could be used in the assessment of vocational guidance and vocational counseling approaches of school counselors and persons engaged in courses in guidance and counseling. Starting in the early 1950's and continuing in the 1960's, there has been considerable discussion and debate focusing on the theory and approaches undergirding vocational counseling and vocational guidance practice. In 1967 the National Vocational Guidance Association is conducting a study in order to reconceptualize vocational guidance. These continued discussions and activities led this author to research the development of an instrument which would assess vocational guidance approaches of school counselors. The author believes such an instrument would provide a basis for counselors to better understand themselves and their growth. The instrument would also be valuable to research the nature of vocational guidance approaches presently employed and the relationships between these approaches and counselor preparation as well as counselor characteristics.

Summary of Findings
The first step in this study involved the clarification of the theories related to vocational guidance (counseling aspect) and
vocational counseling. A number of theory classification references were studied, and the particular theories associated with the categories. It was determined that a great deal of overlap exists between the theories. It therefore seemed appropriate to select the extreme theoretical categories and to build the instrument to assess counselors' approaches in relation to them. The categories selected were methodological and developmental. The differences between these views were stated as parsimoniously as possible. Charts were developed using these differences and sources of possible statements (theory, counselor discussion of theory, and practicum tapes) characteristic of the views. Three hundred twenty-eight items were developed and selected to meet the specifications of the charts. These items were presented to five expert judges for categorization into two categories methodological and developmental. One hundred seventy-five items met the criterion (80 per cent agreement), while 79 items were categorized unanimously by the judges. One hundred fifty of these items were organized into a tryout instrument.

Concurrently with the development and classification of the items, the theoretical clarification information was employed as a basis for the development of two sets of operational criteria descriptive of methodological and developmental counselors in practice. These criteria were submitted to a second group of expert judges, and they accepted all of the criteria (sixteen unanimously and four at the 80 per cent level—the criterion was 80 per cent agreement), offering a few editorial comments which were incorporated in the revised list ready for use.
The operational criteria, along with special instructions, were prepared to be used by practicum and counseling supervisors in the selection of the criterion validation groups (30 methodologicals and 30 developmental), The author met personally with each judge and explained the identification procedures to them; they included practicum supervisors at four state universities in Ohio and co-operating officials from the United States Employment Service (the Columbus, Ohio office). The supervisors selected 48 methodological and 46 developmental counselors. The author sent these counselors the 150 item survey instrument. The first 30 instruments returned from each group became the criterion validation sample. Mean ratings for each item were calculated for the identified groups and attest was used to determine the significance of the differences. Sixteen developmental statements and 38 methodological statements had statistically significant means at the .01 level, additional items were significant by going to the .05 level.

Descriptive data were gathered and reported in table form for the criterion groups. The instruments taken by the criterion groups were also scored on a logical basis, resulting in a total distribution with a range of 264-599 (150-1050 possible), S.D. of 78.96, a mean of 450.33, and a median of 455. The logically derived scores for the known groups were also processed and plotted on the same frequency polygon. The result was a pictograph showing the means for the two groups separated in the expected directions. The difference in the means was found to be significant at the .01 level. This was not the intention of this portion of the study; however, it provided support for the validity of the 150 item scale before being divested of low discriminating items.
A validation sample was also selected to take the 150 item scale. This sample was composed of 200 graduate students in counselor preparation programs at four counselor preparation institutions in Ohio. The students were selected from all of the counselor preparation courses in the curriculum to achieve the widest possible sampling. The 200 survey instruments were scored on a theoretical basis and a frequency distribution was derived. This distribution was used to identify the upper and lower 27 percent groups (and 50 percent groups). A t test was again used to locate discriminatory items using the 27 percent groups or internal consistency as the criterion. Twenty-one developmental statements and fifty-five methodological statements were found to discriminate at the .01 level of significance. Nine additional items discriminated by going to the .05 level. For the 50 percent groups, 21 developmental and 58 methodological statement discriminated, five additional by going to the .05 level. It should be noted that thirty-nine methodological items and sixteen developmental items were discriminatory at the .01 level between the criterion groups, the 27 percent groups, and the 50 percent groups.

The descriptive data for the unidentified selected sample were also reported in table form. The frequency distribution was plotted in a frequency polygon and the range, S.D., mean, and median were reported. It was interesting that the range was much greater than that of the identified group, especially on the high end (Methodological).

The selection criteria were next applied to the satisfactorily discriminating items and a fifty-six item scale was assembled. Four
additional statements were selected to round out the content, but were indicated as items not to be scored.

The sixty items were organized, based on t values and type, into a scale which was administered to forty graduate students in guidance and counseling. The following split half reliability coefficients were obtained: Rulon r = .964, Pearson r = .929, Pearson r corrected by the Spearman Brown formula p = .963. The frequency distribution data were plotted in a frequency polygon. The other descriptive data for the distribution were as follows: range, 114–285, SD, 38.3, Mean, 210.38, Median, 211.5.

Conclusions

In accordance with the findings of this study based on the data collected and the analyses of the data, this writer regards the following conclusions as warranted.

1. The conclusion was reached that it was possible to select and develop statements characteristic of the methodological and developmental approaches to vocational guidance which judges could categorize and reach agreement upon.

2. It was concluded that a sufficient number of the statements agreed upon by the judges were discriminatory between criterion groups and upper and lower groups of an unidentified sample to provide items for the proposed scale under development.

3. Limited reliability findings were indicative of the conclusion that respondents to the scale may be expected to perform in a rather consistent manner.
4. The limited data collected in this study related to the question seems to support the conclusion that there are school counselors who believe and practice in accordance with the methodological approach and in accordance with the developmental approach. There is the question, however, due to the low number of discriminatory developmental statements, whether the developmental approach is, in effect, basically that of being opposed to the methodological approach, while at the same time not characterized by agreement as to the nature of the developmental approach.

5. Findings were supportive of the conclusion that counselor supervisory personnel may employ operational criteria to categorize counselors in the clinical setting in a manner such that their subsequent performance on the survey instrument was frequently congruent with their categorization.

6. Because of the low number of theoretical developmental statements stated positively which were discriminatory (assuming that they accurately reflected concepts of developmental vocational counseling), it may be tentatively concluded, or at least questioned - is theory in developmental vocational counseling being disseminated?

7. Due to the low number of statements pertaining to the use of information (assuming that they reflected such use consistently with theory) that met the agreement criterion by the judges and discriminated in validation procedures, it may be concluded that there is limited agreement on how information should be used in vocational counseling.
Recommendations

The following recommendations have been based on the results of the study herein described.

1. Further study to support the validity of the instrument should be conducted.

2. The author recommends that the instrument be used with selected counselor groups and norms developed for the groups.

3. The instrument should undergo further reliability investigation.

4. Exploration of different forms for the present items is recommended, i.e., forced choice.

5. The items should be studied to determine if they are generally descriptive of professionally acceptable behaviors in counseling.

6. The instrument requires investigation for use in counselor preparation programs to determine its feasibility to foster counselor self-understanding.

7. The instrument should be used to gather estimates of the numbers of methodological and developmental counselors.

8. The instrument should be used to gather information on the numbers of methodological and developmental counselors practicing in different settings.

9. The author suggests the use of the instrument in research to study the characteristics of methodological and developmental counselors.
10. The researcher regards the instrument as having potential, and recommends its use in helping to select counselors for preparation programs and employment settings.

11. It is recommended that the instrument be used in counselor preparation programs and in-service programs as an instructional device to stimulate discussion, self analysis, and to evaluate growth.

12. The author recommends the use of the instrument to gather data which could be processed using the multiple discriminant analysis statistic to aid in determining the position of these professional groups relative to one another.

The Presentation of the Instrument

The instrument in its present form is provided in Appendix G.
APPENDIX A

THEORETICAL STATEMENTS, COUNSELORS’ DISCUSSION STATEMENTS, COUNSELING SESSION STATEMENTS
CODE: 1. DM, MD, BA, BD, U are the categorization symbols used by the judges (See Appendix B for details), X indicates unanimous classification.

2. M-No. or D-No. relates the item to the development chart.

3. No.* indicates the item met the judging criterion and was used in the 150 item instrument.

4. -* indicates the item met the judging criterion but was not used in the 150 item instrument.

5. 2.87, 3.24, 5.15, are t-values, their order is as follows: left to right, between the criterion groups, between the upper and lower 27 per cent of the unidentified sample, and between the upper and lower 50 per cent of the unidentified sample.

6. I indicates the item was included in the final instrument.

These are the selected theoretical statements (1 - 113). Please categorize them and mark them according to the code provided in the instructions.

1. The counselor should suggest that the counselee decide upon his goal in life, for, by doing so, he will provide himself with a foundation for career choice.
   MD MD DM BA MD M-1

2. It is within the functions of the vocational counselor to help an adolescent with high professional ambitions to understand why and learn to accept it when he is not considered to be college material.
   MD MD MD MD BA D-10 *

3. When the counselee is resistant to the counselor's suggestions and alternatives which come as a result of the counseling, it is often his inability to accept what is realistic for him.
   MD MD MD MD BA M-10 75* 2.87 3.24 5.15

4. Self-help for the counselee in vocational counseling comes about as a result of psychological (affective) interaction between the counselee and the counselor.
   DM U DM DM DM D-19 *

5. The interview climate in vocational counseling should not be such that the counselee often talks about things not related to vocational planning.
   MD ED DM MD MD D-19, Neg.

6. Test results in vocational counseling have the special advantage of providing the counselor and counselee with data which can be used in matching the counselee with a career.
   MD MD MD MD MD X M-11 27* 2.35 6.04 6.80
7. Test results in vocational counseling can best be used to prepare the counselee to focus on those occupations from which he should choose.

8. "Testing" used in counseling is especially limited in measuring the important vocational planning determinants of interest, attitude, and commitment.

9. It is not true that common aptitude tests used in counseling have much greater value to describe the counselee's strengths and weaknesses than to help select a career field directly.

10. The counselor must draw on his own knowledge of occupational information to help the counselee become involved in exploration, but not provide an answer.

11. The counselor must not draw on his own occupational experiences to give direction to the counselee.

12. Counselors cannot be very effective unless they have great expertise in the realm of occupational information.

13. When the counselor suggests that the counselee look over certain occupational information, this is usually sufficient for the counselee to grasp the relevance of the material for himself.

14. As a general guideline, the counselor should not provide a lengthy statement of occupational information.

15. For occupational information to make a difference to the counselee, it is best if the counselee has a chance to interact with the ideas in the counseling session and relate the ideas to himself.

16. If the counselee disregards appropriate information the counselor should try to return to the topic periodically until the counselee sees the wisdom in the information.

17. The counselee should not always be expected to recognize the relevance of certain occupational information to his situation, and therefore, the counselor will have to point out which has more relevance for him.
18. The counselor cannot fulfill his responsibility to all students by planning the counseling sessions to handle only information which is needed by students for self understanding.
DM MD BA MD DM M-3, Neg.

19. When the counselee comes into counseling to make an occupational choice, the counselor should not structure the session (including occupational information) which would result in the counselee putting off the decision.
U U MD U DM D-3, Neg.

20. The use of tests does not really provide the advantage of making data available which will expedite the counselee's decision making.
U DM DM DM DM M-20, Neg. --*

21. Understanding of the counselee by the counselor must precede assistance.
DM BA BA MD BA D-19

22. Test results should be used to help the individual focus on his assets and limitations in relation to his aspirations.
MD MD MD MD BA D-2 78* 12.39 13.69 15.86 I

23. The test results should not be reported to the counselee in great detail so as to indirectly influence his planning.
BD U DM DM U M-11, Neg.

24. The counselor should ask the counselee to state his problem at the beginning of the first interview and then question the counselee to get all of the pertinent details.
MD MD BM MD MD M-19 --*

25. The counselor should not always attempt immediately to eliminate conflicts and indecision which the counselee has in relation to vocational choice.
DM DM BA BA DM M-10, Neg.

26. The vocational counselor should avoid advising people to get them into a position so that they can help themselves.
MD DM BA BD BD M-10, Neg.

27. The counselor should plan the counseling session so that the counselee can achieve a clear understanding of himself, a knowledge of the requirements of different lines of work, and an approach of true reasoning about the two groups of facts so that he might make a career choice.
MD MD MD MD X M-1 21* 5.92 6.89 11.88 I
28. In the counseling interview, the counselor should relate to the counselee so as to help him understand the many choices and experiences which contribute to his career planning.

29. The counselor should not give the counselee the impression that the counselee can, as a result of the counseling sessions, come up with a career choice.

30. The most inefficient and impractical aspect of vocational counseling is that the counselor often knows what is best for the counselee and must wait until the counselee gradually discovers for himself.

31. In vocational counseling, the counselor does not help the counselee most by structuring so that the interview focuses mainly on the counselee's reasoning through a vocational plan.

32. The counselee should know why he is taking the tests and have an idea of how the results may benefit him.

33. Test results should be used as cues to better understanding instead of facts.

34. To select a career a person should (and through the help of others) study himself, study the world of work, and match himself with the career for which he is best suited.

35. Test results should be reported to the counselee to help him think through and adjust his self concept.

36. The occupational information presented by the counselor is often crucial in improving the counselee's position so he can make an appropriate occupational choice within the time limits he has.

37. When the counselee is at an "either-or" point and the counselor has information which the counselor deems as relevant to the choice, the counselor should not present the information so as to cause the decision to go one way or the other.
Since occupational information is a body of factual information, it would not be of benefit to the counselee for him to take issue with the information to meet his own need.

The counselor should not suggest certain occupational or educational information for a counselee and expect the counselee to fully understand its implications for him.

The counselor should not try to insure that the counselee master the occupational information at other than the intellectual level.

When the counselee asks a question which can be answered by known occupational information, it is a good idea for the counselor to go into detail and answer the counselee's question.

A student's satisfaction in a vocation is not likely to be related to the information that the counselor selects to make available.

Interest inventories used in vocational counseling cannot provide a counselee with information which he can think about to determine his ultimate vocational goal.

Test results should not be used as the major means of assessing one's potential to perform in a career field.

When testing is used in vocational counseling, it is important for the counselor to interpret the results so that the counselee understands that his results may change as he changes and develops.

The counselee should have an opportunity to participate in the selection of the tests he will take.

Once the counselor is aware of the counselee's strengths and weaknesses, he would do the counselee a service if he directed the counselee to those occupations which seem appropriate.

It is not realistic for vocational counseling to have the function of helping counselees attain an occupational adjustment that is only satisfactory from their own standpoint.
49. The philosophy which purports that the counselee is in the best position to help himself in relation to vocational choice and difficulties is well suited for vocational counseling these days. DM DM DM DM X D-10 19* 2.18 1.34 3.55 I

50. The counselor should not systematically assist the counselee in making his career choice. MD U BD DM BB M-1, Neg.

51. When the counselor discovers the counselee has made an unrealistic career choice, the counselor should not just hint at the inconsistency but rather should be more direct if necessary. MD MD MD MD BA D-1, Neg. 76* 5.36 10.10 10.69 I

52. In relation to a career possibility, the counselee need not be assisted to find a way of looking at himself now, and also to develop a way of updating that view as different work opportunities appear. MD BD MD BD U D-1, Neg.

53. Vocational counseling should have more counselors who uphold the counselee's right to self-direction and refrain from offering their recommendations, advice, and suggestions. DM DM DM DM DM X M-10, Neg. 34* 2.24 5.98 5.60 I

54. The counselor's contribution is that of helping the counselee to verbalize his ideas, feelings, and attitudes about occupations and thus arrive at a plan which is truly his own. DM DM DM DM DM X D-19 49* -3.87 -5.48 -5.81

55. Tests selected only by the counselor can scarcely be expected to foster the counselee's own planning and choice. DM DM DM DM DM X M-11, Neg. 56* 3.38 7.48 7.79 I

56. When the counselor is not sure how to proceed with the counselee, the standard operating procedure should not be to give a battery of tests to provide information for planning. DM DM DM DM DM X M-11, Neg. 57* 1.32 1.33 3.71 I not scored

57. Career choice is an effort on the part of the person to live up to the idea he has of himself. DM DM BA DM DM D-12 -*

58. Test results should be discussed so that the counselee will be free to disagree with them and state what he feels to be more valid. DM BA DM DM BA D-20
59. It is probably best to spend the first time in counseling to help the counselee think about himself, to work toward self-understanding, and then to provide the counselee with information he needs for his decision.
DM MD BD DM DM M-3

60. It is not appropriate in counseling for the counselor to bring in occupational information which the counselee has not inquired about.
DM DM DM BD BD M-3, Neg.

61. When a counselee has been exposed to certain occupational or educational information and he misses its relevance for him, he should be told more directly what he has failed to see.
MD MD MD MD BA M-12 *

62. Once information has been provided and the counselee understands its relation to his situation, the counselor should not interfere if the choice seems inappropriate.
DM DM MD DM BD M-12, Neg.

63. The feelings which the counselee expresses toward statements and viewpoints which he finds in occupational information will help him to grow in his own understanding.
DM U DM DM BA D-21

64. The counselor will not be of the greatest help to the counselee if he does not provide an atmosphere in which the counselee will feel free to express views which conflict with factual career information.
DM DM MD BA DM M-21, Neg.

65. Career materials used in the counseling interview should be accompanied by the opportunity for the counselee to express his feelings and attitudes about the materials.
DM DM DM BA BA D-21

66. After the counselee has been provided with some occupational information, it is important for him to explore and discuss his feelings pertaining to the information.
DM DM DM DM BA D-12 *

67. For the counselee to make the most of career information, the counselor should be sensitive to the counselee's psychodynamics and should be open for the inclusion of self-exploration.
DM DM DM DM X D-3 29* -3.44 -5.16 -5.24

68. When it comes to vocational choice, it is not true that truth for the counselee penetrates the consciousness through his sense organs and consequently can only influence him through his emotional life.
MD U DM BD BA D-19, Neg.
69. A person must wait until he is sufficiently mature before becoming involved in career choice.
   MD DM MD BD MD   M-1

70. Once the counselor has all of the data on an individual and his plans, he then analyzes and interprets the information and subtly or more directly suggests the appropriate plan of action, as well as the most feasible objective for the student to pursue.
   MD MD MD MD MD X   M-10  17*   1.69   1.81   3.15

71. The counselor should be willing to help the counselee clarify and understand his attitudes and values related to his vocational planning.
   DM DM DM BA BA   D-1

72. When the counselee feels a need to make a choice, the counselor should help him understand from whence his feeling comes.
   DM U DM DM DM   D-1   77*   -4.40   -2.81   -2.00

73. The counselor should attempt to help the counselee understand that this career choice is likely to be extended over quite some time and not place emphasis on getting the facts and making the choice.
   (not scored)
   DM DM DM DM DM X   M-1, Neg.  30*   .62   4.88   3.97   I

74. The counselor plays an important and active part in assisting the client to express his doubts and negative feelings about his career; and to arrive at a plan for which he can assume responsibility.
   DM DM DM MD DM   D-19   58*   -.11   -.30   -2.39

75. In vocational counseling, the greatest gains are usually not made by discussing the feelings of the counselee.
   MD MD MD MD MD X   D-19, Neg.  66*   -1.08   1.92   -.23

76. Counselees should not be given the opportunity to voice strong feelings against the test results and then brush them aside in planning.
   MD BD MD MD MD   D-11, Neg.

77. Careful planning of a testing program and utilization of the results provides the student with factual information about himself, providing a basis for a more realistic career choice resulting in more efficient manpower utilization.
   MD MD MD MD DM   M-2   -*

78. The greatest contribution in vocational planning is not from test results, but rather the counselee's feelings.
   DM DM DM DM DM X   M-20, Neg.  23*   -1.20   -.93   -.80
Students do not need to interact with information at the feeling level to become committed to a choice.

The counselee should be stimulated to accept the responsibility for searching out and studying occupational information, but the counselor should always be ready to help the counselee explore the meaning and relevance of the information.

When the counselor is providing the counselee with occupational information in detail, he should stop from time to time to ask questions to be sure the counselee has grasped the ideas.

The counselor should help the counselee fully understand occupational information which is presented in the counseling session, and relate the understanding to planning.

The counselor should be sensitive to counselee readiness to interact with occupational information.

Tests used in vocational counseling should not be selected to help the individual focus primarily on his intellectual functions, but should also be selected to help him get insight into his feelings.

Test results should not be used as objective facts for vocational planning.

Test results are hardly good predictors of vocational adjustment; therefore, they cannot be used directly for making vocational decisions.

Tests given at the tenth grade level for vocational guidance purposes should not be used by the counselee to make his final career plans.

Since each person has a unique psychological makeup, it follows that he has characteristics which make him best fitted for a particular type of work.
89. The counselor can be of greatest help to the counselee in satisfactorily reasoning out his vocational choice if he selects important areas for the counselee to discuss.

90. It is true that the wise and right vocational choice is usually known to the counselor, but it can only be properly accepted and carried out if the counselee reaches it independently.

91. The counselor should inquire of the counselee's goal; if it is clear, decisions concerning the achievement of that goal should be considered.

92. In vocational guidance, it is best if the counselor does not permit the counselee to continually shift his focus from vocational decisions.

93. When the counselor learns things about the counselee which have implications for career choice, it is not the counselor's responsibility to tell the counselee what he has learned.

94. The counselor should not select the tests without the participation of the counselee.

95. The greatest strength of a testing program in vocational counseling is not the matching of people and occupations, but rather a means of enhancing self understanding.

96. When interpreting test results, it is not best to restrict discussion to those results of primary interest to the counselee.

97. Even the most refined instruments used in vocational counseling fall short when it comes to providing adequate information in relation to the counselee's emotions.

98. When the counselee comes in need of information to make his vocational choice, the counselor can be of most help by answering his questions and referring to other sources of information.
99. The counselee should not expect the counselor to discuss the dimensions of choice, and neglect providing the information the counselee asked about.

MD BA BA BA BD D-12, Neg.

100. It is not in the best interests of the counselee for the counselor to accept it when a counselee agrees with occupational information which is established fact.

MD MD MD MD MD X M-21, Neg. 9* .80 1.69 3.97

101. When the counselor notes that the counselee lacks certain information, the counselor should give the information needed.

MD MD MD BA BA M-12

102. Interest inventories used in vocational counseling can provide a counselee with information which he can think about to get a clear idea of his interests.

MD BA MD MD BA M-20

103. To most adequately assist a counselee with his vocational choice, he should complete a battery of aptitude tests given earlier in the high school years (often at the tenth grade) so he can make his career decision early enough to follow through on it in his educational pursuits.

MD MD MD BD MD M-2 65* 2.92 2.59 4.54

104. Test results should not be used by counselors to select several occupations best fitted for the counselee.

DM DM DM DM DM X M-2, Neg. 67* 5.27 4.97 8.36 I

105. Testing in vocational counseling is especially helpful in uncovering traits the counselee was unaware of before testing.

MD MD MD BA BA M-11

106. The counselee can best think through a vocational goal if he systematically considers his thoughts on vocational choice.

MD U MD MD MD M-19 -*

107. Vocational help is essentially a process intended to enable the counselee to use his own inner resources rather than depending on the counselor's judgment as to what is best.

DM DM DM BA DM D-10 43* -2.47 -3.89 -4.45

108. Tests are useful in counseling only insofar as they have been selected for use in helping to answer specific questions of particular counselees.

DM BA DM DM BD D-11
109. Once the counselor has ascertained the realistic alternatives for the counselee, he should not surround the individual with forces and facts which would cause the individual to see his best option.
DM U DM DM BD D-10, Neg.

110. The counselor can often provide just the appropriate occupational information that he believes will put the counselee in a position to make a decision or to take action.
MD MD MD MD MD X M-12 69* 4.00 4.82 7.64 1

111. Depth examination of motivations involved in career choice often discloses status and recognition to be potent forces in influencing decisions.
DM BA DM BA DM M-20

112. Since aptitude test results are more reliable and valid than interest "test" results, aptitude test results may be used directly in career choice.
MD MD MD MD BA M-20, Neg. *

113. The use of tests in vocational counseling should not include instruments to assist the individual to deal only with vocational choice, but should relate to all areas of his life.
DM DM DM BA BD M-2, Neg.
These are the selected statements (1-82) drawn from counselors' discussions of vocational guidance and vocational counseling theory.

1. The approach of matching a person with an occupation is especially sound in that it is consistent with the scientific method.

   MD MD MD MD X  M=4  31.3  -.66  -.43  .76

2. Once the counselor has made a case study and he sees a person making a wrong choice in light of this information, he should not stand by and let this happen.

   MD MD MD MD MD X  M=13  18.9  2.64  10.69  9.00  I

3. I don't know, I guess I'm of the view that all of this talk nowadays about feelings in vocational counseling is out of line.

   MD MD U BD MD  M=-22

4. I can't go along with the myth that tests and measurement are highly developed enough to be used in selection of a person for an occupation.

   DM DM DM DM DM X  D=5  46.1  2.55  5.45  4.04  I

5. Certain tests have great advantages in that occupations can easily be tied in with their results. (For example: the GATB.)

   MD MD MD MD MD X  M=14  12.9  7.32  11.94  11.83  I

6. We should go more toward using computers to line up students with jobs.

   MD BD MD MD MD  M=-23  I

7. Vocational information provided to adolescents in groups usually prepares them sufficiently to make the best choice.

   MD MD BD BD BD  M=-6

8. The need for scientists and technologists should remind the counselor to guide those individuals who are qualified toward these fields.

   MD MD MD MD MD X  M=15  28.9  2.12  7.79  5.83

9. When a student can put the information in his own words, it begins to make a difference.

   DM DM BA DM DM  D=24  80.1  -.61  -.73  -.216

10. This is over simplified but a person doesn't fit himself into a rectangular hole because he is a rectangular person.

    DM U DM BA DM  D=-4

11. The counselor should always think of helping the individual first, and not just serving the institution in which he is employed.

    DM BA DM BA DM  D=-13
12. Getting out one's subjective feelings is necessary to help person understand himself and thus provide a basis for vocational choices.

\[ \text{MD MD MD MD BA X D-22 5* -2.08 -3.86 -4.19} \]

13. Parents are usually right to refer their child to a counselor to take a battery of tests, so he can make his career choice. More computers will now make it possible to practically match the individual with a career.

\[ \text{MD MD MD MD MD M-5} \]

14. Counselors need to be acquainted with job opportunities available and to guide applicants toward appropriate openings.

\[ \text{MD MD MD MD BA M-14} \]

15. The counselors should say, "Based on your test results, these are the areas in which you are likely to be more successful.

\[ \text{MD MD MD MD BA M-23} \]

16. The average student has an inherent distaste for work and will try to avoid as much of it as possible.

\[ \text{UB UB UB UB X D-24} \]

17. Vocational guidance, in my book, makes the greatest contribution when it helps the counselee develop the desire to be involved in purposeful activities.

\[ \text{DM DM BA MM DM D-14 79* -8.32 -3.11 -2.46} \]

18. Certain occupational opportunities seem to offer less chance for future growth than others, and the counselor must help the counselee see this.

\[ \text{MD MD MD MD BA D-4 63* 5.27 6.11 10.91} \]

19. Occupational information courses which are open enough for the individual to explore his own interests and go into his feelings about them are the most appropriate.

\[ \text{DM DM DM DM X D-24 81* -2.45 -3.61 -3.33} \]

20. The career choice should be of the counselee's own volition, not subject to outside pressures.

\[ \text{DM DM DM DM X D-13 7* -2.05 -3.97 -4.96} \]

21. I think the inclusion (in vocational counseling) of exploration of feelings along with the counselee's thinking about his plans is the only way vocational counseling can really help.

\[ \text{DM DM DM DM D-22 50* -0.31 2.93 1.08} \]
22. Doesn't the counselor have an obligation when time is short to draw on his experience and provide the counselee with a plan.

23. Test results are interpreted to help the individual understand himself and this requires him to be aware of how he feels about the results.

24. Vocational guidance or counseling is the oldest branch of guidance and from my way of thinking has techniques which have been proven through use.

25. In most of modern industry, the intellectual potential of the average worker is only partly used.

26. The way I do it ... After the student takes a test, the jobs which relate to the results are pointed out.

27. No information at any particular grade level can help the counselee make a career choice for life.

28. What you have to do in counseling is what the situation in which you are working demands.

29. Counselors should help the individual with job choice instead of career choice.

30. The idea of having a vocational counselor who specializes only in the vocational aspects of the person's life is the best way to help a person choose a vocation and foster vocational adjustment.

31. I don't like this wording, but I go along with the idea that people should be selected for their vocations on the basis of their traits.

32. The idea of taking a battery of tests and then carefully analyzing the results and deciding on a job is a proven approach.
33. When the counselor doesn't have a chance to see a counselee very often, the counselor may find it necessary to spend more of the contact time to cover occupational information that the counselee needs.

34. The clear need for more technicians gives the counselor the mandate to make it clear to all students that they must prepare themselves.

35. Occupational information courses which systematically cover the various job fields have the greatest likelihood of providing the individual with information he needs to make his own choice.

36. Scheduling of classes for students going into high school should be conducted in the spring of the year.

37. The counselor really can't ever cause the counselee to make a particular career choice.

38. For most people, the will to achieve is more important to success than extremely high ability.

39. Students who test high should be guided toward the professions, and those who test lower, toward the trades and skilled fields and other fields.

40. A counselor usually feels pretty comfortable with his methods of helping kids choose careers, and it is rather hard to change his pattern.

41. The counselor actually influences a person to go into a particular career.

42. You either relate to the counselee so the decision is his or you don't.
43. In my view client centered counseling techniques are not applicable to vocational counseling because vocational counseling involves objective information much more than subjective feelings.

44. You can't separate your vocational and career choice considerations from the rest of your life (recreation, social and cultural activities).

45. My experience shows that often there is a relationship between the counselee's aptitude pattern and an occupation in which he is likely to be successful, so that I can suggest an occupation or occupations.

46. The counselee's well rounded exposure to and the understanding of career information often requires several months which means he must hold off on a decision.

47. Counselors really don't help students choose their careers.

48. I think my role is to place the information before the student then he can use it as he sees fit.

49. Most people have the aptitude to succeed in a number of different jobs.

50. When many students plan for college while technical jobs are going begging, I consider this unrealistic on the student's part.

51. Get a person's attributes, convert to some numbers, put them in the computer, and come out with what he should do in terms of a career.

52. When a student involved in vocational counseling demonstrates that he cannot accept the responsibility for developing his own goals, the counselor should not provide him with the most likely alternatives.

53. Don't you think computers are going to make it possible for us (in Vocational Guidance) to implement the matching (people with occupations) idea?
54. The latest advances in tests make it possible to adequately assess a person's capacity to perform in a particular career.

55. The counselor shouldn't expect to point out new trends and thus change the counselee's view of the labor market.

56. Once students decide on a particular curriculum, they should really be expected to follow through on it.

57. I don't think the counselor can match a student with a job nor should he try.

58. The counseling session really belongs to the counselee and he should have the opportunity to give it some direction.

59. Existing aptitude tests fail to measure the most important aspect for job success - attitudes.

60. Tests can't be used directly to help a student find his proper niche in the world of work.

61. The average individual can't really make his own decision without more direct advice.

62. Personnel people in many large companies are really showing the way to vocational guidance people by using testing procedures to get the right person for the job.

63. I've discovered an approach which I recommend for almost all students; first, we determine their interests; then I suggest materials to read; next I suggest planning.

64. When you give some people occupational information, they go right ahead; with others, you have to direct them on how to use it.

65. When the counselor is aware that certain training programs have openings and he finds a qualified student, he should recommend the opening to the student.
66. Really, what seems to indicate a person's satisfaction on the job are subjective factors rather than objective factors.

67. We should wait until a person is more mature (age 14 or 15) and then we give him a battery of tests to be used in making his choice.

68. People really never make one choice which determines their life's career.

69. The occupational information course is really the most helpful when offered first to students at the eleventh grade level.

70. Students often have to make decisions to decide on a career or vocation at an earlier age nowadays than was true in the past.

71. For most people, the aptitudes which we can measure today are of little importance in occupational success.

72. The interview climate at the time the test results are related to the counselee makes a great difference as to how he takes it and responds to it.

73. Counselors cannot be effective unless they are really experts on occupational information.

74. The counselor really needs to change to practice according to the demands of the situation in which he works.

75. Success in a vocational guidance testing program can be judged in terms of those who stay in the field which they originally chose.

76. When a student can put the test results in his own words, great progress is made.

77. Rational interpretation of test results falls short of bringing about the best understanding.
78. The counselor's perception of many jobs is often so distorted that he cannot provide an adequate picture for the counselee.

79. A person's unfolding career involves a number of choices and compromises over a period of years.

80. The counselee's acceptance that his plan was out of the question may take weeks to soak in after he gets the information.

81. Industry usually has selection criteria for the various jobs which can be clearly related to the worker's success on the job.

82. I give the counselee the information needed and he makes the choice.
These are the selected statements (1 - 133) drawn from counseling sessions. Ideally one would require segments of counseling sessions or entire counseling sessions to determine the orientation of the counselor. These counselor statements have been selected to stand alone and reflect counselor attitudes or practices which will permit their classification. The assumption necessary is of course that a given statement is representative of a given counselor's performance.

1. Well, there are some tests you can take if you are interested - what do you say?
   D1 DM DM MD DM D-17 84* 4.70 4.49 4.82

2. Now then, do you have any idea how much school after high school that field takes? Your record doesn't seem quite in line.
   MD MD MD MD MD X M-7 85* .24 1.17 2.06

3. You seem to be saying you want to talk about your Dad's job; wouldn't it be better to talk about your vocational choice and switch to that another time?
   MD MD MD MD MD X M-7 86* 1.54 4.16 2.62

4. Now, Tom, do you feel there is anything else you've been thinking about that you would like to talk about next week - it's your decision.
   DM DM DM DK DM X M16 87* -.65 -2.00 -1.86

5. Your feelings can make a difference when you're choosing.
   DM DM BA DM D-25 88* -.09 .99 -1.39

6. Wouldn't it be worth it for your peace of mind to take the other tests? Then you will know you have done everything that you can do.
   MD MD MD MD MD X M-8 89* 1.09 4.11 5.54

7. Yes, particularly in an employer's situation. That's generally what you have to do. That's generally the attitude. You'll also come up against this on your own in a job. It's a cruel world.
   MD MD DM U MD M-25

8. You say your former counselor told you, you were best suited for technical school, I would agree too.
   MD MD MD U MD M-16 90* 2.61 9.22 7.46 I

9. You feel like somebody is behind you pushing you to make up your mind about a vocation?
   DM DK DM DM DM X D-7 91* -1.37 -2.59 -1.88

10. What you seem to be saying is, "The test may have indicated I have aptitude here, but I don't think I want to study in that field."
    DM DM MD DM DM D-17 92* -.09 .77 -1.03
11. You say, "Will these results help me in the future?" Well, they might; you will have to answer that.

12. It seems just like one big confusion on what vocation you're going to choose; well then, I would read this pamphlet and get started deciding.

13. What do you think would be the best way of overcoming this lack of interest?

14. Do you feel that if no one would stick up for you, you wouldn't do some of the things you do?

15. A person who scores at this level, if he receives the appropriate training, will tend to achieve successfully.

16. You'd like to take some tests to narrow down possibilities so you can decide; that's a good idea.

17. That's all right; go ahead; take your time; you don't have to decide now.

18. Well, I can't help you too well if you won't fill me in on that.

19. What brings you in...you say to choose a profession; well, let's talk about it to see what you mean by that.

20. They didn't like it when you decided to change, but you still think and feel like your plan fits better with your idea of yourself.

21. Do you understand the difference between an interest inventory and an aptitude test?

22. You seem to have given quite a lot of thought to the possible fields and your capabilities - what else do you have in mind?
23. Is there something else you want to tell me before I suggest some possibilities?
   DM U DM MD BA M-7

24. What did you get out of our talk today—anything at all?
   DM U U U IM D-16

25. You would just like to live with it and not let it bother you, but you don't think you can.
   DM DM DM DM X D-25 99* -1.87 -2.39 -.54

26. You'd like to keep things open—O.K.—the present results point in that direction.
   IM IM IM IM IM M-8

27. It often takes a couple of years to get a clearer idea of your interests.
   IM IM BA IM D-8

28. I agree with you when you say you are the only one who can figure out what you want to work towards.
   IM IM IM IM IM X D-16 100* 2.60 3.24 .46 I

29. When is the best time to come up with alternative goals?
   IM IM IM IM M-7 101* -.07 -1.18 .50

30. What do you think your chances of making it in business school are, based on your past record and these test results?
   IM IM IM IM IM IM M-17

31. What did you think of the test yesterday? Is there anything you want to ask about it before we go ahead and I explain all of the details?
   IM IM IM IM M-17

32. It seems like you're saying, "I'd better pin it down," but it might be too early to pin it down too soon.
   IM IM IM IM IM M-7 102* 3.48 3.35 2.63 I

33. Now, what are we going to do about it? I would suggest that you try to think about another field, maybe auto mechanic.
   IM IM IM IM IM IM M-16 103* .29 1.46 1.64

34. Narrowing it down will help you to prevent a lot of wasted effort.
   IM IM IM IM IM M-25 104* 4.79 8.66 9.17 I

35. We'll go through these test results and then we will refer to the booklet which describes the jobs you are fitted for based on your results.
   IM IM IM IM IM IM X M-8 105* 1.71 4.03 5.11
36. It's probably better for you to follow these test results than to go off on some other plan where you have no factual information.

37. At times when I'm aware of a better alternative for a student, I will point it out; would you like that?

38. Do you feel that you meet those requirements now? Does that rule you out?

39. Are you interested in taking an interest inventory to help you think more about your interests?

40. Now then, you say you've been thinking about law and engineering; then you're in a position to keep it open for quite a while, but you have to consider a college.

41. There seems to be some discrepancy between these results and the way you are performing - how to you feel about this?

42. Did you like any part better than any other?

43. Although we will be talking about tentative plans, which you can change, which would you like to do now?

44. Based on the information I've just provided, do you now see why your plan should be changed?

45. Aren't you striving to be someone on your own? Well, then you should try to realize that you are made up of all these little fragments.

46. You say you don't want someone to use the test results to sell you a particular field.

47. I wanted to give you an idea of the type of tests we have - which ones you might take.
48. You think and feel like you have to change that attitude - in what way do you think you will approach it differently?

49. Well, with all the information that we have on smoking in connection with health particular - I don't know - for someone to start, it just doesn't make good sense.

50. I get the idea you have this really strong feeling that you want to work outdoors with animals - is that right?

51. You want to take a look at what kind of job you might be fitted for? O.K., these tests can help us.

52. Have you thought about different jobs you might point toward after high school?

53. By your not giving me all the information, it makes it difficult to help.

54. Would you rather wait to decide about taking the tests?

55. I want to encourage you to check into...; when you have time, I'll be glad to discuss with you any information you uncover.

56. Well, I think you have a point there, but certainly you ought not overlook technical school before you leap, so to speak.

57. Notice, your score here (Counselor points) indicates a high interest. This fits with... Does this sound like you?

58. You say you want to decide on a career - why don't you tell me what you have in mind; possibly I can help you decide.

59. How about your recapping what we talked about last time to sort of check on how you felt about it.

60. Well, let's try to pull some of these ideas (test results) together - will you try?
61. You're not sure why you're talking about your feelings on this, but it is something that concerns you.

62. You say, "How can they narrow this down to one choice with a test?" I don't think they can, I think you will have to...

63. Well, we have talked about a number of occupational possibilities this period; what have you decided?

64. Based on what you've said, I would suggest the following vocations... which one interests you most?

65. I've circled some of the occupations on this list you have qualified for on the basis of your test scores - do you want to look it over so you can select?

66. Do you think it is too late to go back and prepare in that field which the test indicates you have aptitude for?

67. In other words, you feel they might not understand and would take something away from you or might punish you.

68. You hope to change your attitude; how do you think you can go about it?

69. You can always keep an alternative(s) in mind in case you aren't satisfied with your progress.

70. Well, you don't go back and relive all of those things, but you can learn from thinking about what you did.

71. I would like to understand your feelings on it because putting it in words might help.

72. The other thing was your attitude - what do you feel about that?
73. These are just rather broad fields which will give you something to think about for the future.

74. This is the best information you can get; it won't change that much, so you won't have to worry.

75. You feel you have to be rather social minded to work as a lawyer, a minister, or a salesman?

76. You see, you wouldn't expect that you would be high in all of these aptitudes because some fields you are probably not qualified for.

77. How do you feel about your results in that category?

78. You fall within these general limits on the test, that's why I've steered you away from science related fields.

79. You understand that the information we have touched on is just the beginning of what you will become involved in.

80. Yes, I'll be glad to provide you with that information and help you choose.

81. You feel that you could overcome your desire to be a lone wolf?

82. Now, on that one, you didn't do too well - you were below average.

83. Are there any interest categories there that you disagree with now?

84. If you can, tell me exactly why you don't think that result is descriptive of you? Then I can probably show you how it is.

85. These are the jobs the experts say you are fitted for based on your aptitude pattern.

86. It is mainly a matter of going over the occupation materials and then narrowing it down.
87. What kind of job would you like ten, fifteen, twenty years from now?

88. You don't think this is your real ability? Well, this test has been used widely and with good results.

89. Shall we go over the test titles and discuss a little about what they measure, so you can decide? (which to take)

90. If this first field doesn't interest you, you can likely prepare yourself for a skilled trade.

91. You thought there was going to be a lot of probing and you were pleased it wasn't.

92. You recall that the test was an aptitude test. Now I am going to discuss each part of the test and inform you of what the test measures and how you performed on each.

93. Based on that pamphlet I gave you, were you able to get the answers so you could make up your mind?

94. A high interest isn't better than a low interest; there are ten areas of interest; this is designed to tell you some things you might not know about yourself.

95. Yes, I would like to do that too, but I feel it would not be practical with my ability; how do you feel about it for yourself?

96. These test results are for you to use as you would like.

97. Your test results seem to indicate these jobs - butter wrapper, candy wrapper, and then several other menial jobs.

98. Yes, you would qualify for that job if you were only higher in mathematics.

99. When choosing a college or technical school, it is best to think it through to locate the one best for you.
100. On yes, you're asking about computer operator; just so we understand one another, one is an operator and the other is a programmer. You are asking about an operator.

101. This test result pattern is excellent for a science major; you needn't worry any more.

102. Why do you say that you blew that one on the test?

103. You're asking about fork life operator; yes, your test scores indicate you can handle that.

104. You are right on your discovery; there is a certain system which you can follow in choosing a career.

105. From those results, we worked out the occupations which would fit you best.

106. If you would visit those mills, you might not want that.

107. Why do you suppose you feel this way, that you would rather work with animals than people?

108. If that doesn't happen to work out what else could you try?

109. You are the best expert on yourself how do you feel about it?

110. Do you agree with the way your interest summed up on that category?

111. This says that you wouldn't be happy in a job where you have to move fast.

112. Have you worked out a plan so you can systematically get that information and use it to think through your choice?

113. If you get all of the information on colleges before you decide, you won't have to change once you do make up your mind.
114. You say you feel like the tests are designed to show your weaknesses.
   \( \text{DM DM DM BD DM} \quad \text{D-26} \quad 143^* \quad -0.46 \quad -1.58 \quad -0.21 \)

115. Take the ones (tests) you really want to take; it's for you, not anyone else, so do what you want.
   \( \text{DM DM DM DM BD} \quad \text{D-26} \quad 144^* \quad 5.73 \quad 8.56 \quad 10.07 \quad \text{I} \)

116. You can hold off for awhile, but you should note you have a great opportunity for courses in... right now.
   \( \text{BA MD MD MD BA} \quad \text{K-9} \)

117. Yes, my goodness, we should have marked that job possibility since you have scores high enough to qualify for it.
   \( \text{MD MD MD MD MD X} \quad \text{K-17} \quad 145^* \quad 1.54 \quad 3.35 \quad 5.08 \)

118. You want someone to talk over this with you who might get more involved in understanding you and your vocational directions.
   \( \text{DM U DM BA DM} \quad \text{D-27} \)

119. Yes, it is important to take that into consideration; that's why your reaction is important.
   \( \text{DM DM BA DM} \quad \text{D-18} \)

120. You wouldn't like to be a dishwasher the rest of your days? Don't you aspire to something else higher?
   \( \text{MD U MD BD MD} \quad \text{K-9} \)

121. Yes, you are right; there are differences among colleges.
   \( \text{DM U BA MD BA} \quad \text{D-18} \)

122. It seems to me that you are saying you want information to decide on your vocation; yes, I can provide that information.
   \( \text{DM MD MD MD MD} \quad \text{M-9} \quad 146^* \quad 3.39 \quad 12.15 \quad 11.3c \quad \text{I} \)

123. Well, I'll tell you what I know about that, so you can decide ... Is that what you wanted to know?
   \( \text{U MD MD MD MD} \quad \text{M-9} \quad 147^* \quad 0.38 \quad 2.90 \quad 4.55 \)

124. The tests can be used to help you know yourself better by talking, thinking, feeling about the results.
   \( \text{DM DM DM DM X} \quad \text{D-26} \quad 148^* \quad 0.32 \quad 0.96 \quad -0.76 \)

125. Would you like to talk right now about some of the ways to find occupational information which might interest you and thus help get you started becoming more aware of possibilities which you will feel good about?
   \( \text{DM MD MD MD DM} \quad \text{D-27} \)

126. What are you looking for in a college?
   \( \text{DM U DM BA BA} \quad \text{D-18} \)
127. That is the best estimate that the (occupational) handbook has now, but these opportunities change; you may want to plan accordingly.

128. Yes, this profile means a good deal more to me than it ever could to you; that is why I've offered you suggestions, in these two fields.

129. Have you ever thought of looking through several college catalogues of those that interest you?

130. Did you want to share some of your thoughts and feelings about your results?

131. What do you think a physical therapist is? (After student scored high in related interests)

132. You feel you wouldn't meet the requirements at that institution.

133. What do you think your chances are to perform in that field?
APPENDIX B

INSTRUCTIONS TO THE JUDGES FOR ITEM CATEGORIZATION
**Instructions**

The following instructions are to be used in classification of the accompanying statements. Please use only the theoretical rationale which has been provided when completing the classification.

The total task includes the following steps:

1. Complete the personal data page.
2. Read and study the rationale which has been provided.
3. Note the criteria for statement selection.
4. Become acquainted with the classification coding system.
5. Proceed to the statements to be classified. There are three groups: those drawn from theory, those drawn from counselor's discussions, and those drawn from counseling sessions. It is suggested that the theory statements be classified during the first sitting; the discussion statements during the second sitting; and the counseling session statements during the third sitting. It has been estimated that it will take from half an hour to an hour to complete a group of statements.
6. Any thoughts you might have on this part of the study will be appreciated.
7. Return all of the materials in the envelope provided. Please try to find time to complete the whole thing in a week. If your schedule doesn't permit that, of course, the investigator will be glad to receive it as soon as possible thereafter.

**First Step: Personal Data**

Please provide this information to be used to demonstrate your qualifications to serve as a judge.

**Judge's Personal Data**

**Name**

Teaching Experience (Subjects, Number of Years)

Counseling Experience (Levels, Number of Years)

Present Position
Degrees -- B.S. or B.A. Institution Field Yr.
M.A. Institution Field Yr.
Ph.D. Institution Field Yr.
Degrees in process Institution Field Yr.

Courses in counseling theory

Courses in Vocational or Career Development (or choice) Theory

Second Step: Rationale to be used to guide Classification

The theory clarification step of the study which resulted in this rationale included collecting references in which vocational guidance and/or vocational counseling theories were classified. It also involved the study of references which related to each of the various categories suggested in the classification references. The following chart shows the theory categories suggested by two of the references:


References:

Chart: Classification Categories for Vocational Guidance and/or Vocational Counseling Theory

<table>
<thead>
<tr>
<th>Reference:</th>
<th>Barry &amp; Wolf's Categories Methodological Motivation Pattern Indi-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theorists:</td>
<td>Frank Parsons Ann Roe Miller Super Form Ginzberg</td>
</tr>
</tbody>
</table>

Reference:
Hewer's Categories Trait-and-Factor Struc- Develop- tural mental

| Theorists: | Williamson Bordin Super Holland Tiedeman |

The categories are positioned in the chart on the basis of their similarity.

*Tiedeman's view places heavy emphasis on cognition in vocational guidance, therefore, this study relies more on Super when affective functioning as a difference in the orientations is emphasized. (See Chart next page)
It has been decided to study counselors with orientations which placed them in the extreme groupings, as depicted by the chart above, with the hope that sufficient difference can be found between these two groups to make possible the construction of the proposed instrument. It has been decided to designate the left category above "Methodological," and the right category above "Developmental."

A study of the two extreme categories resulted in a statement of the major theoretical differences between the two categories. These differences are expressed in the following chart:

<table>
<thead>
<tr>
<th>Chart:</th>
<th>Methodological Orientation</th>
<th>Developmental Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Choice</td>
<td>is an event</td>
<td>is a process</td>
</tr>
<tr>
<td>Responsibility</td>
<td>is shared</td>
<td>is the individual's</td>
</tr>
<tr>
<td>Involvement in the choice(s)</td>
<td>is primarily rational</td>
<td>is the whole person (Cognitive and affective)</td>
</tr>
</tbody>
</table>

With this background in mind, a few of the theoretical statements and selected concepts related to the two orientations will be presented to illuminate the categories.

**METHODOLOGICAL - Selected Theory Statements**

This view is primarily associated with Parsons and his three-step approach which has occurred in the literature in various forms.

Parsons: "... three broad factors ... (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts."

b The various terminology has been used as it appears in the literature or in popular usage; of course, in reality such functioning may be a myth. (Snygg and Combs, and Beck).
Baer and Roeber: "First, the study of the counselee (or self-study); second, the study of occupations, and third, the relating of the two areas of understanding."

Williamson is also known for his strong support of the Parsonian view. He regards it as not so limited in potential for vocational counseling as others do. In his book, *Vocational Counseling*, he includes Parson's techniques for implementing the three-step approach (listed below), considering these to be elaborations which are often rather neglected.

I. Personal Data
II. Self Analysis (On paper ... in private)
III. The Person's Own Choice and Decision
IV. Counselor's Analysis
V. Outlook on the Vocational Field
VI. Induction and Advice
VII. General Helpfulness in Fitting into the Chosen Work

Others disagree with the Parsonian views because of the manner in which the counselors employ the techniques.

Other Ideas:

1. In layman's terminology, the steps are often referred to as matching a person with the occupation for which he is best suited.

2. Barry and Wolf are disturbed by Parsons' suggestion of three steps. They believe it should be viewed as an integrated process. They call the Methodological approach the single theory myth. They point out the lack of inclusion of learning theory, counseling theory and developmental psychology. They note that this approach includes advice giving, information giving, and over-interpretation of tests. They also dislike the rational or intellectual emphasis, while the affective dimension is neglected.

3. Super calls this the occupational choice model. He regards this approach as crisis oriented, and also calls it a "fact" centered approach.

DEVELOPMENTAL - Selected Theory Statements

Donald Super has presented the most complete theoretical framework in vocational development by synthesizing the ideas of Buehler and Ginzberg. He suggested five periods: (1) Growth period which included fantasy, interest, and capacity subdivisions; (2) an exploration period including tentative, transition,
and trial subdivisions; (3) an establishment period which included trial and stabilization periods; (4) a maintenance period and (5) a period of decline including deceleration and retirement. This outline provided by Super was designed to provide a research basis for the two concepts: (1) That vocational development is "an ongoing continuous generally irreversible process" (Ginzberg's finding), and (2) that it is "an orderly, patterned process."

Barry and Wolf point out that the developmental theoretical view focuses on the individual's self concept, values, attitudes, development, frame of references and perceptions or the totality of the person and the relationship to vocational choice and development. They regard Super as a prominent Individual or Developmental theorist; they say, that in effect, he has combined pattern and motivational theoretical statements. His view includes the idea that "In choosing an occupation, one is, in effect, choosing a means of implementing a self-concept."

Selected statements from Super

1. Orientation begins early. Orientation not only begins early, it continues throughout most of life.

2. Orientation must have meaning. In many occupational orientation programs information has been broadcast at students on the assumption that they would assimilate it, store it away, and use it as needed. Such practices violate all that we know about learning, since learning takes place in response to a felt need and to the satisfying of that need. This is why studies evaluating vocational orientation programs have generally demonstrated the relative ineffectiveness of purely information-giving programs.

3. Counseling includes also helping the counselee in his assimila-

4. Appraisal leads to counseling.

5. When counseling deals with reality situations, as it does in vocational choice and adjustment, it is pertinent to help the client ascertain the adequacy of his self-concept.

6. The Vocational Counseling Technique is cyclical. Thus vocational counseling often proceeds best if it is handled non-directively at first, often for several interviews, shifting occasionally to directive handling when the counselor must help with reality testing, and back to non-directive methods again when reactions to reality are being explored.
Whereas nondirective or client-centered counseling focuses on the self-concept and attempts to help the client clarify and restructure it solely by means of the client's percepts or notions of reality, vocational counseling attempts to help the client more expeditiously by facilitating his encounters with and his interpretations of reality. This calls for the cyclical use of nondirective and directive methods. Schematically, vocational counseling can be described as involving the following cycle:

2. Directive topic setting, for further exploration.
4. Directive exploration of factual data from tests, occupational pamphlets, extracurricular experiences, grades, etc., for reality testing.
5. Nondirective exploration and working through of attitudes and feeling aroused by reality testing.
6. Nondirective consideration of possible lines of action, for help in decision making.

In Summary on the Methodological and Developmental Approaches

Methodological (Similar to Trait and Factor) emphasizes fact finding, systematic approach, prescriptive approach and also employs what is called the actuarial approach. Developmental includes some of the trait and factor ideas but there is a great difference on the part of the counselor as to how to implement the idea. Developmental, of course, emphasizes the process instead of event choice, the whole person involvement, and the counselor is sensitive to the individual and practices so as to shift responsibility to the counselee when readiness is perceived.

Now with these theory statements in mind you are aware of the differences between the approaches. You should use this rationale to categorize the statements which have been provided.

Step Three. Criteria for item selection

The statements provided have been selected from three sources - theory, counselors' discussion of theory, and counselors' statements in counseling sessions. The statements have been selected on the following bases.
1. Some of the items were selected or constructed to be of the type that Methodologically oriented counselors would agree with to some extent and for the same item the Developmentally oriented counselors would be expected to agree to a lesser extent or disagree. The converse is also true; some of the items were selected or constructed to be of the type that Developmentally oriented counselors would agree with to some extent and for the same item Methodologically oriented counselors would agree to a lesser extent or disagree.

2. Many of the statements emphasize the extreme differences between the orientations. There are also other items which are very indirect and it may only be possible to classify them by thinking of actual counselors you have supervised and by recalling attitudes expressed by these individuals.

3. An effort was made to select short statements, but it was, of course, necessary to include dimensions in the items which cause them to relate to one category or the other. Thus some items especially the theory items are longer. Some items have aspects which cause them to fit in both categories; the items, however, must be treated as wholes. Thus, when classifying the items and taking each item as a whole, the question one must ask is, would a counselor of the Developmental (or Methodological) orientation tend to agree (or disagree) with the statement when it is taken as a whole?

4. Some statements have been stated in a negative form which makes them more difficult to judge. It is hoped that some of these may prevent the respondent from faking the instrument so easily.

5. Each item was selected to stand alone and reflect attitudes or practices which would be associated with the methodological orientation or the developmental orientation.

6. Each item was selected as manifesting views or practices associated with the adolescent age group.

**Step Four. Coding**

When you are ready to categorize a group of items, it is recommended that you maintain a psychological set consistent with one orientation or the other. Next, go through the items marking them as follows:

1. Mark - DM - all items the Developmental person will agree with and the Methodological person will agree with to a lesser extent or will disagree with.
2. Mark MD all items which the Methodological person will agree with and the Developmental person will agree with to a lesser extent or disagree with.

For those items which are left

1. If they can be revised slightly so that they will fit the above marking system, do so, and mark appropriately.

2. If they are such that both a Developmental and a Methodological person will agree with the item with no discernible difference, mark BA (Both Agree)

3. If they are such that both a Developmental and a Methodological person will disagree with the item with no discernible difference, mark BD (Both Disagree)

4. Items which cannot be classified should be marked U (Unable to Classify)

**Step Five** - Proceed to classification of items.

**Step Six** - Provide any comments you might have about this part of the study.

**Step Seven** - Return everything in the envelope provided.
APPENDIX C

DEVELOPMENT OF THE OPERATIONAL CRITERIA
You have been asked to serve as an expert judge in the further development and improvement of a set of operational criteria. These criteria are to be used in the identification of counselors who are methodological and those who are developmental in their orientation when they participate with counselees on considerations related to vocational or career choice or vocational or career development.

The rationale upon which your judging activity should be based is as follows: 1) Counselors vary in the way they relate to counselees who have vocational (or career) choice (or development) concerns. 2) It is possible, using vocational (or career) choice (or development) theory as a basis, to categorize the orientations which various counselors may demonstrate or manifest, this being based on their theoretical
positions or beliefs and practices. (References of Vocational or Career Choice or Development Categorization = Barry, Ruth and Wolf, Beverly. An Epitaph: For Vocational Guidance. Bureau of Publications, Teachers College, Columbia University, 1962; Blau, F.M., Gustad, J.W., Jessor, R., Parnes, H.S., and Wilcock, R.C., "Occupational Choice: A Conceptional Framework." Indust. Tab. Bel. Rev., 1956, 9, 531-543; Hewer, Vivian H. What Do Theories of Vocational Choice Mean to the Counselor?" Journal of Counseling Psychology, 1963, 10, 118-125; et al. 3) Two of these orientations which, when stereotyped, are diametrically opposed are the Methodological orientation and the Developmental orientation. 4)

Counselors in the Methodological Stereotypic Camp seem to believe and/or practice as if vocational or career choice. (a) is an event which is accomplished when an individual reaches a certain level of maturity and, once decided, is a matter of follow-through, (b) involves shared responsibility for the choice (although they would deny sharing in the responsibility, they advise, select alternatives, interpret test results without proper qualification, so as to very strongly influence the counselee's decision), (c) is an intellectual activity primarily (instead of being aware of and helping the counselee bring in his many feelings related to the choice.)

5) Counselors in the Developmental Stereotypic Camp seem to believe and/or practice as if vocational or career development (a) is a process which starts early in a person's life and continues all of his life, (b) is entirely the individual's responsibility, and the counselor really only assists or helps the counselee at different stages to foster increased awareness of opportunity and self to provide a better backdrop
for the counselee's decisions, (c) is an activity involving the whole
person, both his intellectual functioning and also his affective
functioning.

Summary Chart of Methodological and Developmental Stereotypic Differences

<table>
<thead>
<tr>
<th>Vocational Choice or Development Considerations</th>
<th>Orientation</th>
<th>Methodological</th>
<th>Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Choice</strong></td>
<td>Continuum: a. is an event</td>
<td>a. is a process</td>
<td></td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
<td>Continuum: b. involves shared b. is the individual's responsibility</td>
<td>Continuum: c. is an intellectual activity</td>
<td></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Continuum: c. is a whole person activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Continuum: c. is an intellectual activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Involvement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With this rationale in mind, will you now respond to the following
two groups of operational criteria in the following ways?

1. If you agree with it as a criteria to be used successfully in identifying stereotypic Methodological or Developmental Counselors in the realm of Vocational or Career Counseling, mark it with an A. If you disagree with it as being useful, mark it with a D.

2. If, of the criteria agreed with, you wish to change the emphasis by changing the wording, make these changes.

3. If you have ideas for other operational criteria which can be used in identifying stereotypic Methodological or Developmental Counselors, write them in under the appropriate headings.
1. Mark A in front of the statements you Agree with.
2. Mark D in front of the statements you Disagree with.
3. Make wording changes on this page.
4. Please provide any additions you may have on this page.

### GENERAL INTERVIEW AND INTERVIEW CLIMATE

<table>
<thead>
<tr>
<th>Methodological Stereotype</th>
<th>Developmental Stereotype</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor is</td>
<td>Counselor is</td>
</tr>
<tr>
<td>1. Task oriented</td>
<td>1. Person oriented</td>
</tr>
<tr>
<td></td>
<td>2. Prone to provide climate in which counselee shares in selecting content in the interview</td>
</tr>
<tr>
<td>2. In charge of selecting interview content</td>
<td>3. Likely to provide climate in which the counselee shares in directing the interview</td>
</tr>
<tr>
<td></td>
<td>4. Prone to stimulate the counselee to think through and suggest alternatives</td>
</tr>
<tr>
<td>3. Responsible for direction in the interview</td>
<td>5. More likely to give general leads, restate, and clarify</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Responsible for suggesting alternatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. More likely to question, react, advise and recommend</td>
<td></td>
</tr>
</tbody>
</table>

Additions

Additions
## TESTING

<table>
<thead>
<tr>
<th>Methodological Stereotype</th>
<th>Developmental Stereotype</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor</strong></td>
<td><strong>Counselor</strong></td>
</tr>
<tr>
<td>1. Selects tests</td>
<td>1. Encourages counselee to participate in test selection</td>
</tr>
<tr>
<td>2. Interprets test results for vocational choice task</td>
<td>2. Interprets test results for understanding now and the awareness of possible growth to changes</td>
</tr>
<tr>
<td>3. Emphasizes Intellectual testing, (intelligence, aptitude)</td>
<td>3. Employs tests and/or instruments, the results are supplemented by a climate in which the counselee feels free to explore his deeper feelings</td>
</tr>
</tbody>
</table>

**Additions**

## INFORMATION

<table>
<thead>
<tr>
<th>Methodological Stereotype</th>
<th>Developmental Stereotype</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor</strong></td>
<td><strong>Counselor</strong></td>
</tr>
<tr>
<td>1. Gives information</td>
<td>1. Stimulates counselee to interact with the information provided</td>
</tr>
<tr>
<td>2. Selects information to provide</td>
<td>2. Stimulates the counselee to seek out and explore other information</td>
</tr>
</tbody>
</table>
3. Provides information for vocational choice task

3. Relates pertaining to information, to provide understanding of the information now, and the awareness of its continual change.

Additions

Additions
APPENDIX D

MATERIALS USED IN THE IDENTIFICATION OF THE CRITERION VALIDATION SAMPLE
Counselor's Name ___________________________ Address ___________________________ Median Rating ____________
Agree to Participate in Study Yes ________ Unable to contact ________

RATING SHEET - Potential Methodological Counselors

GENERAL INTERVIEW

INTERVIEW CLIMATE

<table>
<thead>
<tr>
<th>Methodological Stereotype</th>
<th>Very Seldom (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Almost Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Task oriented - tries to keep the focus primarily on vocational choice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Prone to be in charge of selecting interview content</td>
<td></td>
<td></td>
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<tr>
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<td>4. Prone to be responsible for suggesting alternatives or reinforcing</td>
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<tr>
<td>5. More likely to question mainly to get out the facts, also often reacts directly, advises and recommends</td>
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TESTING

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<thead>
<tr>
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<th>Very Seldom (1)</th>
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<tbody>
<tr>
<td>1. Selects tests</td>
<td></td>
<td></td>
<td></td>
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<td>3. Emphasizes an intellectual consideration of test results as opposed to the climate in which the counselee discusses his feelings about the results</td>
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<tr>
<td>1. Gives information which the counselee seems to need in view of his understanding of the counselee and the labor market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Selects information to be given to the counselee (often to solve a problem)</td>
<td></td>
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<tr>
<td>3. Provides information primarily for vocational choice task</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Stereotype</td>
<td>Counselor is</td>
<td>Very Seldom</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Usually</td>
</tr>
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<td>--------------------------</td>
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<tr>
<td>1. Person oriented not prone to keep the vocational choice task at the forefront</td>
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<tr>
<td>2. Prone to provide climate in which counselee shares in selecting content in the interview</td>
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<td>4. Prone to stimulate the counselee to think through and suggest alternatives</td>
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<td>5. Uses questions to help the counselee focus on his concerns and relationships, also often uses general leads, restatements and clarification</td>
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**TESTING**

<table>
<thead>
<tr>
<th>Developmental stereotype</th>
<th>Counselor</th>
<th>Very Seldom</th>
<th>Seldom</th>
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<td>3. Relates pertaining to information, to provide understanding of the information now, and the awareness of its continual change</td>
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INFORMATION
Methodological Stereotype Counselor
1. Gives information which the counselee seems to need in view of his understanding of the counselee and the labor market.
2. Selects information to be given to the counselee (often to solve a problem).
3. Provides information primarily for vocational choice task.

INFORMATION
Developmental Stereotype Counselor
1. Stimulates counselee to interact with the information provided.
2. Stimulates the counselee to seek out and explore other information.
3. Relates pertaining to information, to provide understanding of the information now, and the awareness of its continual change.

Those counselors receiving the majority of their ratings in the Usually or Almost Always categories qualify to be included in the study.
APPENDIX E

THEORETICAL RATIONALE FOR USR IN THE SELECTION OF THE CRITERION SAMPLE
THEORETICAL RATIONALE

The theory clarification step of the study, which resulted in this rationale, included collecting references in which vocational guidance and/or vocational counseling theories were classified. It also involved the study of references which related to each of the various categories suggested in the classification references. The following chart shows the theory categories suggested in two of the main classification references.

Classification Categories for Vocational Guidance and/or Vocational Counseling Theory

Chart:

<table>
<thead>
<tr>
<th>Reference: Barry and Wolf's Categories</th>
<th>Methodological</th>
<th>Motivation</th>
<th>Pattern</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theorists: Frank Parsons</td>
<td>Ann Roe</td>
<td>Miller</td>
<td>Super</td>
<td>Ginzberg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference: Hewer's Categories</th>
<th>Trait and Factor Structural</th>
<th>Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theorists: Williamson</td>
<td>Bordin</td>
<td>Super</td>
</tr>
<tr>
<td>Holland</td>
<td></td>
<td>Tiedemana</td>
</tr>
</tbody>
</table>

The categories are positioned in the chart on the basis of their similarity.

References:


For the purpose of this study it is necessary to identify counselors with orientations which place them in the extreme groupings, as depicted by the chart above. The left category above has been designated "Methodological," and the right category above has been designated "Developmental."

\(^a\)Tiedeman's view places heavy emphasis on cognition in vocational guidance. Super has been relied upon since affective functioning has been emphasized.
of the person and the relationship to vocational choice and development. They regard Super as a prominent Individual or Developmental theorist; they say that, in effect, he has combined pattern and motivational theoretical statements. His view includes the idea that "In choosing an occupation, one is, in effect, choosing a means of implementing a self-concept."

Selected statements from Super

1. Orientation begins early. Orientation not only begins early, it continues throughout most of life.

2. Orientation must have meaning. In many occupational orientation programs, information has been broadcast at students on the assumption that they would assimilate it, store it away, and use it as needed. Such practices violate all that we know about learning, which takes place in response to a felt need and to the satisfying of that need. This is why studies evaluating vocational orientation programs have generally demonstrated the relative ineffectiveness of purely information-giving programs.

3. Counseling includes also helping the counselee in his assimilation and using process, insofar as he needs such help.

4. Appraisal leads to counseling.

5. When counseling deals with reality situations, as it does in vocational choice and adjustment, it is pertinent to help the client ascertain the adequacy of his self-concept.

6. The Vocational Counseling Technique is cyclical. Thus vocational counseling often proceeds best if it is handled nondirectively at first, often for several interviews, shifting occasionally to directive handling when the counselor must help with reality testing, and back to nondirective methods again when reactions to reality are being explored.

Whereas nondirective or client-centered counseling focuses on the self-concept and attempts to help the client clarify and restructure it solely by means of the client's percepts or notions of reality, vocational counseling attempts to help the client more expeditiously by facilitating his encounters with and his interpretations of reality. This calls for the cyclical use of nondirective and directive methods. Schematically, vocational counseling can be described as involving the following cycle:

A study of the two extreme categories resulted in a statement of the major theoretical differences between the two categories. These differences are expressed in the following chart:

<table>
<thead>
<tr>
<th>Methodological Orientation</th>
<th>Developmental Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational or Career Choice</td>
<td>is an event</td>
</tr>
<tr>
<td>&quot;Responsibility for the Choice(s)&quot;</td>
<td>is shared</td>
</tr>
<tr>
<td>Involvement in the choice(s) activity</td>
<td>is primarily rational</td>
</tr>
</tbody>
</table>

Various terminology is used as it appears in the literature or in popular usage. Certain authors believe that in reality, such functioning may be a myth. (Snygg and Combs, and Beck)

With this background in mind, a few of the theoretical statements and selected concepts related to the two orientations will be provided.

**METHODOLOGICAL - Selected Theory Statements.**

This view is primarily associated with Parsons and his three-step approach which as occurred in the literature in various forms.

Parsons: "...three broad factors... (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts."

Baer and Roeber: "First, the study of the counselee (or self-study); second, the study of occupations, and third, the relating of the two areas of understanding."

Williamson is also known for his strong support of The Parsonian view, he regards it as not so limited in potential for vocational counseling as others do. In his book *Vocational*
Counseling, he includes Parson's techniques for implementing the three-step approach (listed below), considering these to be elaborations which are often rather neglected.

I. Personal Data
II. Self Analysis (On paper... in private)
III. The Person's Own Choice and Decision
IV. Counselor's Analysis
V. Outlook on the Vocational Field
VI. Indiction and Advice
VII. General Helpfulness in Fitting into the Chosen Work

Other Ideas:

1. In layman's terminology, the steps are often referred to as matching a person with the occupation for which he is best suited.

2. Barry and Wolf recommend that the Parsons' three-step approach be thought of as an integrated process. They note that the methodological approach includes, often because of time limits, advice giving, information giving, and interpretation of tests specifically for the choice purposes. They also point out the emphasis on rational or intellectual functioning under the view, while they advocate the whole person view.

3. Super calls this the occupation choice model. He regards this approach as more crisis oriented, and also calls it a "fact" centered approach.

DEVELOPMENTAL - Selected Theory Statements.

Donald Super has presented the most complete theoretical framework in vocational development by synthesizing the ideas of Buehler and Ginzberg. He suggested five periods: (1) Growth period which includes fantasy, interest, and capacity subdivisions; (2) an exploration period including tentative, transition, and trial subdivisions; (3) an establishment period which includes trial and stabilization periods; (4) a maintenance period and (5) a period of decline including deceleration and retirement. This outline provided by Super was designed to provide a research basis for two concepts: (1) That vocational development is "an ongoing continuous generally irreversible process" (Ginzberg's finding), and (2) that it is "an orderly, patterned process."

Barry and Wolf point out that the developmental theoretical view focuses on the individual's self-concept, values, attitudes, development, frame of references and perceptions or the totality
2. Directive topic setting, for further exploration.


4. Directive exploration of factual data from tests, occupational pamphlets, extracurricular experiences, grades, etc., for reality testing.

5. Nondirective exploration and working through of attitudes and feeling aroused by reality testing.

6. Nondirective consideration of possible lines of action, for help in decision making.
To: Practicum Supervisors and Other Counselor Supervisors

Note: Will you please assist in this study by identifying two types of counselors? An overview of the steps involved include: 1. Becoming familiar with the theoretical framework. 2. Listing names of possible people. 3. Reorganizing the first list into a second list using the theoretical framework as a backdrop. 4. Completing a rating sheet on each counselor from the extremes of your second list. 5. Finding the median rating for each. 6. Reporting the name, address, category, and participation status of each counselor with a median rating meeting the participation criterion.

The purpose of this study is to develop and validate an instrument to discern between counselors who have different orientations to vocational guidance or vocational counseling. These two orientations are called "Methodological" and "Developmental".

Your assistance in the identification of counselors who practice in accordance with the definition of the "Methodological" and "Developmental" orientation will be greatly appreciated. The following are the steps you should follow in the identification process.

Step I. Become familiar with the theoretical rationale for "Methodologically" oriented counselors and "Developmentally" oriented counselors.

Step II. While you are thinking of the Methodological and Developmental Orientations, make a selected list of counselors who might fit the stereotype of one orientation or the other. Select the counselors from those you have supervised within the last year in practicum (that includes presently) or other situations. Try to select counselors who had counseling sessions with adolescents and when vocational (career) concerns were at the forefront in the session.

Step III. Using the general description of "Methodologically" and "Developmentally" oriented counselors, make a new list of the counselors
placing the most Methodological counselor at the top (No. 1) and the
most Developmental counselor at the bottom (last number from your
previous list). Next, select the second most Methodological (place
No. 2) and then the second most Developmental (No. next to last).
Follow through until the first list has been entirely reordered.

Step IV. Next, study the rating sheet provided for potential
Methodological counselors.

Step V. With the Methodological rating categories in mind, return
to your ordered counselor list. Start at the top; come down the list
thinking of each counselor. Ask yourself, would this counselor tend
to get a rating sometimes or above on most of the categories? If
yes, proceed down the list to the next counselor asking the same
question about him. When you must answer No, draw a line below
that counselor’s name.

Step VI. Now complete the rating sheet labeled "Potential Methodological
Counselor" for each of the names above the line. (Determine the median
rating for each. Set aside.)

Step VII. (Similar to 5 above. Now the reverse, involving counselors
at the Developmental end of the list.) With the Developmental Rating
Categories in mind, return to your ordered counselor list. Start at
the bottom of the list and go up the list thinking of each counselor.
Ask yourself, would this counselor tend to get a rating of sometimes
or above on most of the categories? If yes, proceed up the list to
the next counselor asking the same question about him. When you must
answer No, draw a line above that counselor’s name.
Step VIII. (Similar to Step 6, except for Developmentals). Now complete a Rating Sheet labeled "Potential Developmental Counselor" for each of the names below the line. (Determine the median rating for each).

Step IX. Sort out all of the rating sheets where a median rating of 3.5 or higher was given to the counselor.

Step X. Report to the investigator—the name and address of each of the qualifying counselors and, of course, the category in which you placed him. Also, if you are presently in contact with the counselor or can get in touch with him (or her) to enlist his support to participate in the study (by taking an instrument which would take about an hour); this would be greatly appreciated. Please report if you have been in touch with the counselor pertaining to his participation in the study.
Work Sheet - Identifying Study Participants

1st Listing

List of Counselors supervised within the last year, potentials for the study.

1. Inez Navarre
2. Ester Riedeman
3. Paul Novotny
4. Gayle Norwalk
5. Tom Sansen
6. Barbara Pinkerton
7. Bill Reeder
8. Stanley Johnson
9. Irene Lorensen
10. Lois Lowe
11. Ray Ross
12. Dale Smith
13. Pete Tillitson
14. Tom Bower
15. Russ Henry
16. Rita Vargo

2nd Listing

List of Counselors grouped Methodologicals at the top, Developmentals at the bottom.

Most Methodological

1. Russ Henry
2. Inez Navarre
3. Dale Smith
4. Paul Novotny
5. Gayle Norwalk

Cutoff line

6. Bill Reeder
7. Pete Tillitson
8. Tom Bower
9. Barbara Pinkerton
10. Tom Sansen
11. Stanley Johnson
12. Ray Ross
13. Lois Lowe

NEXT STEPS

1. Complete the Methodological Rating Sheet for those above the upper line.

2. Complete the Developmental Rating Sheet for those below the lower line.

3. Determine the Median Rating for each.

4. Report the name, address, category, and participation status of all those qualifying for the study.

*Median Rating - Rank the ratings high to low, count to the middle rating (6th down from the top or 6th up from the bottom).
Alternate Form

To: Practicum Supervisors and other Counselor Supervisors

You can assist in this study by selecting two groups of counselors—those who are called **methodological** and those who are called **developmental**. A statement has been provided (labeled - Theoretical Rationale) clarifying the terms—**methodological** and **developmental**. Will you select counselors from those you have worked with in the last year who fit the developmental category and others who fit the methodological category? Once the two groups have been selected, please use the operational criteria (provided on a separate sheet) to rate each counselor. Those counselors who receive the majority of their ratings in the **Usually** and **Almost Always** categories on the methodological operational criteria or the developmental operational criteria are the counselors who qualify to participate in the study. The investigator would like a report including the name, address, and category for each counselor who qualifies for the study. Reporting sheets labeled **Selected Methodological Counselors** and **Selected Developmental Counselors** have been provided to be used for the listing of the two groups.
From:

To:

Selected "Methodological" Counselors

1.

2.

3.

4.

5.

6.

7.

8.
From:

To:

Selected "Developmental" Counselors

1.

2.

3.

4.

5.

6.

7.

8.
APPENDIX F

LETTER TO THE CRITERION RESPONDENTS AND SAMPLE PAGES FROM THE 150 ITEM INSTRUMENT
March __, 1967
409A McGuffey Hall
Miami University
Oxford, Ohio

Dear ________________:

I am doing a survey pertaining to Vocational Guidance and/or Vocational Counseling. Your name was given to me as a likely participant by ________________. I hope you will see fit to take the time to complete the enclosed survey instrument and return it to me in the enclosed envelope as soon as possible.

If you are interested in a summary of the results include your name and address in the return envelope.

Thank you so very much.

Sincerely yours,

Sam Angus
Survey of Views on Vocational Guidance and/or Vocational Counseling

Your name is not necessary

Date ________________________

The following statements pertain to Vocational Guidance and/or Vocational Counseling. Of course different people will have varying views on the ideas presented. You are asked to respond to each of the statements in terms of your personal beliefs. You are to respond to each statement taking it as a whole.

You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, agreeing or disagreeing to a lesser degree on others, and on occasion you will be undecided.

Please use the marking code below for all of the statements on the instrument. Place your mark in the blank provided at the left of each statement.

+3: I AGREE VERY MUCH
+2: I AGREE
+1: I AGREE A LITTLE
0: UNDECIDED
-1: I DISAGREE A LITTLE
-2: I DISAGREE
-3: I DISAGREE VERY MUCH

Please note This Information Before Responding:

A. The first group of statements, Number 1 through to Number 83 include (a) statements made by counselors and (b) theoretical statements both pertaining to vocational guidance and counseling.

B. The group of statements starting with Number 84 and going through to the end have an additional explanatory statement on Page 8. You should read this before marking those statements.

1. Test results in vocational counseling can best be used to prepare the counselee to focus on those occupations from which he should choose.

2. When the counselor doesn't have a chance to see a counselee very often, the counselor may find it necessary to spend more of the contact time to cover occupational information that the counselee needs.
3. Once the counselor is aware of the counselee's strength and weaknesses, he would do the counselee a service if he directed the counselee to those occupations which seem appropriate.

4. Really, what seems to indicate a person's satisfaction on the job are subjective factors rather than objective factors.

5. Getting out one's subjective feelings is necessary to help a person understand himself and thus provide a basis for vocational choices.

For your information:

This next group of statements Number 84 through to the end of the instrument are actual counselor statements made in vocational guidance and counseling sessions. These statements reflect different counselor viewpoints. Your agreement, disagreement, or undecideness on these statements should be on the basis of the extent to which the viewpoint you believe to be reflected in the statement coincides with your personal viewpoint.

+3: I AGREE VERY MUCH
+2: I AGREE
+1: I AGREE A LITTLE
0: UNDECIDED
-1: I DISAGREE A LITTLE
-2: I DISAGREE
-3: I DISAGREE VERY MUCH

84. Well, there are some tests you can take if you are interested - What do you say?

85. Now then, do you have any idea about how much school after high school that field takes? Your record doesn't seem quite in line.

86. You seem to be saying you want to talk about your Dad's job; wouldn't it be better to talk about your vocational choice and switch to that another time?

87. Now, Tom, do you feel there is anything else you've been thinking about that you would like to talk about next week = it's your decision.

88. Your feelings can make a difference when you're choosing.

89. Wouldn't it be worth it for your peace of mind to take the other tests? Then you will know you have done everything that you can do.
90. You say your former counselor told you, you were best suited for technical school, well, I would agree too.

91. You feel like somebody is behind you pushing you to make up your mind about a vocation?

92. What you seem to be saying is, "The test may have indicated I have aptitude here, but I don't think I want to study in that field."

93. It seems just like one big confusion on what vocation you're going to choose; well then, I would read this pamphlet and get started deciding.

94. Do you feel that if no one would stick up for you, you wouldn't do some of the things you do?

   +3: I AGREE VERY MUCH   -3: I DISAGREE VERY MUCH
   +2: I AGREE   -2: I DISAGREE
   +1: I AGREE A LITTLE   -1: I DISAGREE A LITTLE
   0: UNDECIDED

143. You say you feel like the tests are designed to show your weaknesses.

144. Take the ones (tests) you really want to take; it's for you, not anyone else, so do what you want.

145. Yes, my goodness, we should have marked that job possibility since you have scored high enough to qualify for it.

146. It seems to me that you are saying you want information to decide on your vocation; yes, I can provide that information.

147. Well, I'll tell you what I know about that, so you can decide... Is that what you wanted to know?

148. The tests can be used to help you know yourself better by talking, thinking, feeling about the results.

149. Yes, this profile means a good deal more to me than it ever could to you; that is why I've offered you suggestions, in these two fields.

150. Did you want to share some of your thoughts and feelings about your results?
Background Data:

Your name is not necessary       Your Age____ (Circle) M  F  Date____

Your present position_____________ Years in that position_____________

Degrees (Circle) B.S., B.A., Major field______________________________

                        M.A., M.Ed., Major field______________________________

Other degrees__________________________ major_____________________

Number of courses in counseling theory______________________________

Number of courses in vocational information_________________________

Hours in counseling practicum___________________________

Other work experience:       Position       No. of Years

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
APPENDIX G

COPY OF THE FINAL INSTRUMENT
The sixty statements included in this instrument pertain to Vocational Guidance and/or Vocational Counseling. Of course different people will have varying views on the ideas presented. You are asked to respond to each of the statements in terms of your personal beliefs. You are to respond to each statement taking it as a whole.

You may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, agreeing or disagreeing to a lesser degree on others, and on occasion you will be undecided.

Please use the marking code below for all of the statements in the instrument. Place your mark in the blank provided at the left of each statement:

+3: I AGREE VERY MUCH
+2: I AGREE
+1: I AGREE A LITTLE
0: UNDECIDED
-1: I DISAGREE A LITTLE
-2: I DISAGREE
-3: I DISAGREE VERY MUCH

Please Note This Information Before Responding:
A. The first group of statements, Number 1 through Number 38 include theoretical statements and counselors' discussion statements both pertaining to vocational guidance and vocational counseling.
B. The group of statements starting with Number 39 and continuing to the end have an additional explanatory statement on Page 183. Please read this explanation before marking those statements.

1. Test results are hardly good predictors of vocational adjustment; therefore, they cannot be used directly for making vocational decisions.

2. Once the counselor has made a case study and he sees a person making a wrong choice in light of this information, he should not stand by and let this happen.

3. The counselor should plan the counseling session so that the counselee can achieve a clear understanding of himself, a knowledge of the requirements of different lines of work, and an approach of true reasoning about the two groups of facts so that he might make a career choice.
4. The counselee should not always be expected to recognize the relevance of certain occupational information to his situation, and therefore, the counselor will have to point out which has more relevance for him.

5. Really, what seems to indicate a person’s satisfaction on the job are subjective factors rather than objective factors.

6. Vocational counseling should have more counselors who uphold the counselee’s right to self-direction and refrain from offering their recommendations, advice, and suggestions.

7. My experience shows that often there is a relationship between the counselee’s aptitude pattern and an occupation in which he is likely to be successful, so that I can suggest an occupation or occupations.

8. When the counselor doesn’t have a chance to see a counselee very often, the counselor may find it necessary to spend more of the contact time to cover occupational information that the counselee needs.

9. The counselor can often provide just the appropriate occupational information that he believes will put the counselee in a position to make a decision or to take action.

10. Test results should not be used as objective facts for vocational planning.

11. I think the inclusion (in vocational counseling) of exploration of feelings along with the counselee’s thinking about his plans is the only way vocational counseling can really help.

12. The counselor should attempt to help the counselee understand that his career choice is likely to be extended over quite some time and not place emphasis on getting the facts and making the choice.

13. People really never make one choice which determines their life’s career.

14. The counselor should not select the tests without the participation of the counselee.

15. No information at any particular grade level can help the counselee make a career choice for life.
16. If the counselee disregards appropriate information the counselor should try to return to the topic periodically until the counselee sees the wisdom in the information.

17. The philosophy which purports that the counselee is in the best position to help himself in relation to vocational choice and vocational difficulties is well suited for vocational counseling these day.

18. Test results should be used to help the individual focus on his assets and limitations in relation to his aspirations.

19. When the counselor is not sure how to proceed with the counselee, the standard operating procedure should not be to give a battery of tests to provide information for planning.

20. Once the counselor is aware of the counselee's strengths and weaknesses, he would do the counselee a service if he directed the counselee to those occupations which seem appropriate.

21. Since each person has a unique psychological makeup, it follows that he has characteristics which make him best fitted for a particular type of work.

22. The counselor's perception of many jobs is often so distorted that he cannot provide an adequate picture for the counselee.

23. The counselor can be of greatest help to the counselee in satisfactorily reasoning out his vocational choice if he selects important areas for the counselee to discuss.

24. When the counselor discovers the counselee has made an unrealistic career choice, the counselor should not just hint at the inconsistency but rather should be more direct if necessary.

25. Certain occupational opportunities seem to offer less chance for future growth than others, and the counselor must help the counselee see this.

26. Tests can't be used directly to help a student find his proper niche in the world of work.

27. The way I do it...
   After the student takes a test, the jobs which relate to the results are pointed out.
28. The counselee should have an opportunity to participate in the selection of the tests he will take.

29. Test results in vocational counseling can best be used to prepare the counselee to focus on those occupations from which he should choose.

30. Vocational guidance or counseling is the oldest branch of guidance and from my way of thinking has techniques which have been proven through use.

31. Tests selected only by the counselor can scarcely be expected to foster the counselee's own planning and choice.

32. I can't go along with the myth that tests and measurement are highly developed enough to be used in selection of a person for an occupation.

33. To select a career a person should (and through the help of others) study himself, study the world of work, and match himself with the career for which he is best suited.

34. When you give some people occupational information, they go right ahead, with others, you have to direct them on how to use it.

35. Test results should not be used by counselors to select several occupations best fitted for the counselee.

36. Industry usually has selection criteria for the various jobs which can be clearly related to the worker's success on the job.

37. Certain tests have great advantages in that occupations can easily be tied in with their results. (For example: The G.A.T.B.)

38. I don't think the counselor can match a student with a job nor should he try.

Please Read Before Responding to the Remaining Statements;

The next group of statements Number 39 continuing to the end of the instrument are actual counselor statements made in vocational guidance and vocational counseling sessions. These statements reflect different counselor viewpoints. Your agreement, disagreement, or undecidiness on these statements should be on the basis of the extent to which the viewpoint you believe to be reflected in the statement coincides with your personal viewpoint.
39. Do you feel that if no one would stick up for you, you wouldn't do some of the things you do?

40. Well, there are some tests you can take if you are interested - What do you say?

41. It's probably better for you to follow these test results than to go off on some other plan where you have no factual information.

42. You're asking about fork lift operator; yes, your test scores indicate you can handle that.

43. It seems like you're saying, "I'd better pin it down," but it might be too early to pin it down too soon.

44. Yes, I would like to do that too, but I feel it would not be practical with my ability; how do you feel about it for yourself?

45. Yes, I'll be glad to provide you with that information and help you choose.

46. It seems to me that you are saying you want information to decide on your vocation; yes, I can provide that information.

47. By your not giving me all the information, it makes it difficult to help.

48. Narrowing it down will help you to prevent a lot of wasted effort.

49. Well, I think you have a point there, but certainly you ought not overlook technical school before you leap, so to speak.

50. I agree with you when you say you are the only one who can figure out what you want to work towards.

51. You'd like to take some tests to narrow down possibilities so you can decide; that's a good idea.

52. You want to take a look at what kind of job you might be fitted for. O.K., these tests can help us.

53. Take the ones (tests) you really want to take; it's for you, not anyone else, so do what you want.
54. These test results are for you to use as you would like.
55. You hope to change your attitude; how do you think you can go about it.
56. This says that you wouldn't be happy in a job where you have to move fast.
57. You recall that the test was an aptitude test. Now I am going to discuss each part of the test and inform you of what the test measures and how you performed on each.
58. You say your former counselor told you, you were best suited for technical school, well, I would agree too.
59. Are there any interest categories there that you disagree with now?
60. You think and feel like you have to change that attitude - in what way do you think you will approach it differently?
Please Complete the Section Below

Personal Data:

Circle
Your name is not necessary Your Age M F

What is your present position No. of years in that position?

Degrees (Circle) B.S., B.A. Major Field

M.A., M.Ed., Major Field

Other degrees Major

How many courses have you had in counseling theory? (Circle) 1 2 3 4 Other

How many courses have you had in occupational information? (Circle) 1 2 3 4 Other

Have you taken counseling practicum? (Circle) Yes No

What has been your experience? Position No. of Years

(Starting with your position previous to your present position, work backwards)
Bibliography


27. Hewer, Vivian H. "What Do Theories of Vocational Choice Mean to the Counselor?" Journal of Counseling Psychology, 10 (1963), 118-125.


44. Patterson, C. E. "Counseling: Vocational or Therapeutic?" *The Vocational Guidance Quarterly*, 15, No. 1 (September, 1966).


70. _________. NVGA Newsletter, V, No. 1 (September, 1965).

71. _________. NVGA Newsletter, VI, No. 2 (October, 1966).