SARGO : Simulated Administration of Regular Guidance Operations, a training program for directors of guidance services.

Charles Frederick Popken

University of Massachusetts Amherst

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SARGO

SIMULATED ADMINISTRATION OF REGULAR GUIDANCE OPERATIONS

A TRAINING PROGRAM FOR DIRECTORS OF GUIDANCE SERVICES

A Dissertation Presented

By

Charles Frederick Popken

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

July, 1970

Major Subject: Counseling in Higher Education
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SARGO
SIMULATED ADMINISTRATION OF REGULAR GUIDANCE OPERATIONS
A TRAINING PROGRAM FOR DIRECTORS OF GUIDANCE SERVICES

A Dissertation
By
Charles Frederick Popken

Approved as to style and content by:

[Signatures]

July 1970
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Statement Of The Problem.

In the education enterprise there appears to be an inverse relationship between the impact of a supervisory position and the specific training received for that position. The superintendent, principal, and guidance director often can determine singly the success or failure of their units, yet it is ironic that they frequently receive so little specific training for their leadership positions. This appears to be particularly true for the director of guidance. References in the literature to the term director of guidance indicate a concern with the training for and functions of that position (Feldman, 1951; MacDonnell, 1956).

In general, responsibility for leadership of guidance services has been described as an administrative position. Various descriptions of this position have been enumerated. (Johnson, Stefflre, Edelfelt, 1961, Hatch, Stefflre, 1965). All authorities, however, are not unanimous as to whether a director of guidance is an administrator or a guidance specialist. Hatch and Stefflre (1965) stated, "To
expect the administrator...to be a guidance specialist is highly unrealistic." (p.90). Hatch and Stefflre (1965) also stated that improvement of guidance programs is dependent upon leadership with special training in the guidance services. Writers in the guidance field appear to consider both administration and leadership to be functions of the director (or supervisor) of guidance (Peters, Shertzzer, 1969). It is also generally accepted in the literature that qualification for a director's position presumes a degree of expertise in guidance and counseling.

Titles and scopes of the guidance director's services may vary according to local setting. In some cases the guidance director is also director of pupil personnel services. Equally, responsibilities, functions, and required training of directors of guidance services vary. There appears to be, however, a trend toward specificity in requirements for school counseling personnel, as indicated by the ten (10) states and two (2) territories reported to have established mandatory certification standards for directors of guidance, (Houghton, 1967). In general, certification standards demand education in the theory, principles, and philosophical issues of guidance. These standards apply to all personnel generically described as guidance and counseling personnel. These standards would appear to be
inadequate for the skills required of guidance administrators. In their function as specialized administrators in education, directors of guidance must be capable of "(1) planning, (2) organizing, (3) staffing, and (4) directing" (Hatch, Stefflre, 1965). To acquire these capabilities necessitates specialized training.

If needs of schools are to be met, graduate schools must train personnel to perform the functions of directors of guidance. Additional responsibilities exist for the training of school administrators. It would appear that training in administrative decision-making provides an integration of the two types of training. It is assumed that the product of such an integrated program would be a qualified administrator, specializing in guidance services.

Studies on instructional procedures in the training of directors of guidance are almost non-existent in the literature. The purpose of this study is to develop, implement, and evaluate a one semester simulation program for the training of guidance directors. This program may facilitate both pre-service and in-service training of directors or supervisors of guidance. Although not new to counselor training, nor to administrator training (Delaney, 1969; Hemphill, Griffiths, Frederiksen, 1962), there is apparently no evidence of the application of simulation techniques to
the preparation of guidance directors. This study proposes a means of meeting the cited training deficit.

Need for Innovation.

Anthony C. Riccio, Association for Counseling Education and Supervision (ACES) President remarks, "What the innovations of a profession are and how they are accepted and implemented are important barometers of the vitality of any profession" (1969). Echoing Riccio's urging of innovation in counselor education, Garry R. Walz, Chairman, ACES Committee on Innovation (1969) stated, "ACES has for some time been vitally interested in the process of change and has worked to stimulate change in counselor education...." However, despite calls for the necessity for innovation, the training of guidance directors seems to remain within the province of traditional techniques of lecture and discussion.

The traditional didactic method of instruction appears to leave much to be desired, and generally fits Wynn's (1960) description of the preparation of school administrators:

The mediocrity of preparation comes from the sterility of methods reported. Instruction is classroom bound; administration is talked about rather than observed, felt, and in these and other ways actually experienced. Where the student should be "scared" by exposure to the facts of administrative life, he is instead bored by the tame farce of second-hand success stories. Where the student should be fattened
by a rich diet of multi-disciplinary fare, he is starved by the lean offerings of provincial chow.

A like position, less bombastically stated, has been assumed by Rice (1964) in his statement that "...professors in school administration expounded armchair philosophies and theories, and then sought to be helpful by recalling their own experiences. This kind of preparation for the school administrator is definitely outdated..."

In reference to improvement of guidance programs, Hatch and Stefflre (1965) write, "Without trained leadership, the school climate will be one with little possibility of improvement in the guidance services." In the face of a need for both improvement and innovation, counselor educators basically tend to maintain the status quo; the rarity of innovation has been confessed to (Mayering, 1964), and the need still exists (Riccio, 1969; Walz, 1969).

**Need for Realism in Training.**

A complaint of new guidance personnel is that they were not prepared for what they are expected to do on the job. It seems that theory and practice must be realistically joined so that potential directors of guidance may be prepared properly for the real experiences they will be required to undergo in actuality (Dunlop, 1968).

It is believed that development of a simulation pro-
gram may enable potential directors of guidance to gain an appreciation of the real problems they may be required to confront in a real directorial situation. Simulations, or representations of actual experience, have been reported as valuable in business education (Dill and Doppelt, 1963) and also in military training (Osterhaus, 1963). The effectiveness of educational simulations has been reported by Cherryholmes (1966) and has been proposed as a viable tool for training counselors (Delaney, 1969). As usage of the technique and reports of its effectiveness in other areas of training amass, it seems logical to attempt its use in training directors. Such an attempt would alter the methodology status quo and would supply vital and relevant innovation for the educational process in guidance director training.

Simulation as An Instructional Method.

Simulation, by definition, is an act of assuming the appearance of, or feigning, an object or experience. Wynn, (1960) says, "Simulation can be regarded as an accurate representation of reality." It is not new; Dawson (1962) notes that "man has been simulating objects ever since he began to draw and carve representations of objects on tree trunks and on the stone walls of cliffs and caves." Whenever man has created a model, he has created a simulation. Verbal
description is simulation; a painting is a simulation; model airplanes are simulations; plays are simulations. It would appear, logically, that any representation of reality, whether symbolic or physical, constitutes a model or simulation. Stated in another way; simulation is the technique, a model is the product.

Specific applications of simulation as an instructional technique may be found in a multiplicity of sources: driver training (Hayes, 1965), vocational counseling of adolescents (Boocock, 1967), military training (Osterhaus, 1963), counselor education (Dunlop, 1968), farm management (Fisher and Lord, 1965), elementary education (Wing, 1964), secondary education (Gearon, 1966; Sleeper, 1968), and business (Jaffee, 1968). The above represent only a minute fraction of the literature extant. A useful annotated bibliography, Instructional Uses of Simulation has been published by the Northwest Regional Training Laboratory (1967).

Psychologically speaking, simulation appears to be a sound means of instruction according to the theory that training (learning) may be transferred (Hilgard, 1956). He wrote, "Once something has been learned, it can be used, provided it has not been forgotten and provided new situations recur in which the previously learned behavior is called forth."
Those students who were trained with the simulation program proposed in this study were assumed to possess much of the basic counseling knowledge necessary to training as directors of guidance. Such knowledge was deemed necessary to making the decisions required to solve the problems they confronted in the simulation series, and may confront in ultimate professional occupation. The primary skill exercised in the simulation program then was one of decision-making. Essentially, it may be assumed that a simulation program involves practice in the skills of assessing a problem; considering the possible solutions to it; selecting the most appropriate-appearing solution; testing and evaluating it; and applying it to the specific problem. Application of a similar process to solution of a real problem would constitute a transfer of training from the game to the real. Hilgard (1956) says of transfer that it "...depends upon degree of likeness between the new situation and the old."

There is apparent general agreement between scientists, with some relatively minor variations, that exposures to situations and problems similar to ones encountered in prior learning are more easily solved because of the association factor. (Hilgard, 1956). Relating to simulation, Cronbach (1963) said, "A discovered response is readily discriminated from alternative responses and hence better applied."
It is the intention of a simulation program to invite the examination of the several solutions appropriate to a problem, and the ultimate choice of the most valid response. Practice in the process of recall, evaluation, and applications of solutions to a specific problem is assumed to be the training necessary to maximizing transfer in a real situation.

Ryan (1968) found that simulation did increase transfer and pointed out that "the challenge to...instructors at all levels is to develop strategies by which students acquire and use knowledge to implement the problem-solving process, rather than acquiring knowledge as an end product."

There are several valuable reasons for using a simulation technique. Osterhaus (1963) cited five advantages of simulation as an instructional technique: (1) it forces clear definition of teaching objectives, (2) it gives variety in presentation, (3) it allows active student participation, (4) it gives instructors immediate feedback on how well teaching objectives have been presented and learned, and (5) it tends to make the learning situation more dynamic. Other assets of simulation may be seen in the fact that it "permits the learner to profit from mistakes that might be disastrous on the job..." and also permits experimentation "not possible or to be dared in real situations" (Wynn, 1960).
Several studies indicate that the major values found in simulation are the generation of student motivation and the retention of their interest, because of their direct involvement in solving a problem. (Boocock, 1963; Cherryholmes, 1966).

It would appear that there are sound psychological and educational factors supporting the use of simulation as an instructional method. There are several studies indicating the value of simulation techniques in establishing motivation, interest, and active participation of students. There have been applications of simulation in a significant number of educational areas, and it seems entirely plausible that it can be an effective means of training potential directors of guidance.

Limitations of The Study.

This study was devoted exclusively to the development, utilization, and evaluation of a simulation program for the purpose of training potential directors. Since general communication skills and knowledge of guidance service, to a degree, were assumed to be within the repertoires of trainees, their major need was assumed to be training and practice in decision-making functions appropriate to the occupational demands of guidance directors.

The method developed will not be tested against any
other; it was developed only as an alternative to traditional, didactic methodology as heretofore used to train directors. Student evaluations will be used to obtain preliminary evaluation results. Comparison studies of the simulation program with other methodologies may be completed after this preliminary study has been completed, consistent with implications obtained.

Objectives for the simulation program were determined by a survey of guidance directors in Massachusetts. Those specific performance objectives indicated by a majority of the active guidance directors were included in the simulation program.

It was intended to develop a methodology that: (1) was appropriate to the specific occupation and its requirements, (2) that was consistent with the reported needs of in-the-field directors, (3) that was inexpensive to produce, (4) that was consistent with the requirements for successful transfer of training, and (5) that was consistent with the need for productive innovation within the profession.

Definition of Terms Used.

Case study. A record of an individual's physical, psychological, environmental, educational, occupational, and testing experience, and all available information pertinent to the specific problems in-
involved in a counseling case.

**Decision-making.** This is used to refer to the process of choosing a course of action necessary to effect the solution of a problem coming within the scope of the guidance services. It is the ultimate act in the process of assembling facts, isolating alternatives, and choosing an alternative as the solution to a problem.

**Director of guidance.** That staff person who has the responsibility for: (1) development and supervision of the budget for guidance services; (2) recruitment, supervision, assignment, in-service training, and evaluation of guidance personnel; (3) curriculum planning and evaluation with respect to guidance functions; (4) coordination of functions of specialists in the various guidance services; (5) interaction with the public and with various public services and agencies with respect to guidance functions and public relations; (6) maintaining contact and coordination with other professionals and with professional groups; (7) long range planning for the guidance services; and (8) conducting appropriate research (Hill, 1965).

**Games, (gaming, educational games).** Play experience
used as a medium of educating, often simulates real experience, generally competitive in that there is a winner and a loser, as indicated by an accumulated score. Used as a process for learning the skill of decision-making.

In-basket/out-basket. A technique whereby a trainee is provided with memoranda, directives, and a variety of correspondence pertinent to a simulated administrative occupation, and requiring decision-making and the forwarding of written responses to appropriate persons via the out-basket.

Micro-counseling. The technique of video-taping a segment of a counseling interview and then playing it back for purposes of supervision, analysis, critique, and feedback of information to a trainee, providing him the opportunity of seeing his actual behaviors in a counseling session.

Role-playing. A technique whereby a trainee performs, in a dramatic sense, the role of a hypothetical person, usually a director of guidance, within the frame of reference of SARGO.

SARGO (Simulated Administration of Regular Guidance Operation).

Title of the simulation series described herein, frequently indicated by the acronym SARGO.
Simulation. Any activity representative of, yet not actually, a real problem typically encountered in the pupil personnel functions. It may include the sub-activities of in-basket/out-basket; role-playing; micro-techniques and others.

TED (Typical Encounter of the Day). Usually a generalized critical or problem area, setting the broad theme for a particular SARGO, and usually requiring a written reaction from the trainee. Derived from the reports of employed directors of guidance.

TPE (Typical Personal Encounter). A critical incident or problem confronted in face-to-face encounter, through telephone conversations, or other direct media. Involves such activities as role-playing, speeches, telephone calls, films and tapes.

Transfer of training. This is the concept of utilizing skills in the solution of a problem that were acquired in solving an earlier but similar problem. This is the essence of the simulation technique, which assumes that practice in the solution of hypothetical problems will tend to lead to the development of those skills necessary to solve similar problems encountered in a real situation.
Summary.

Accompanying the need for specific training in relevant expertise, there appears to be a growing need for innovation in training of directors of guidance. It has been shown that counselor educators tend to rest with the didactic status quo in training such personnel. A need and a demand for change from the typical training methodologies is professionally acknowledged. This author proposes that a simulation program satisfies the needs for both innovation and relevance.

It has been established that simulation is not a new concept, neither in a broad sense nor within the specific context of education. It is new only in its application to the training of potential directors of guidance. It has been shown that simulation takes advantage of an accepted learning concept, transfer of training. Practice in learning solutions to problems tends to lead to reproduction of similarly successful solutions when a person is confronted with approximating problems. It is suggested that requiring potential directors of guidance to produce solutions to problems typical of those actual problems reportedly encountered by employed directors of guidance will lead to a transfer of training. The potential directors of guidance will then have been prepared for the actual problems
they may encounter in the future in their real professional situations. A number of advantages of this type of training, such as economy, exposure without risk, approximation of reality, etc., have been cited.

It was the purpose of this study to develop, describe, and present a simulation series designed for use as a one semester course for the purpose of training potential directors of guidance. Emphasis was to be on the development and exercise of administrative decision-making skills. It is believed that acquisition of these skills and coupling them with previously acquired guidance expertise may lead to improvement of guidance service in the school.
CHAPTER II

SELECTED REVIEW OF THE LITERATURE

Introduction.

A basic assumption of this study has been that practice on realistically-inspired laboratory problems will, through exposure to vicarious experience, generate maximum interest and motivation which will lead to increased learning. A basic premise of the SARGO series was that the problem and its solution became the learning experience. There was relatively little concern for a "correct answer". Stressed was the idea that development of sets of skills and attitudes that would enable the trainee to successfully confront comparable problems in ultimate professional experience was the primary course objective. Thus, in the SARGO series, individual trainee activity was of the greatest importance; a specific solution to a problem (TED or TPE) was not. There were, in fact, a number of "correct answers" to each problem: there were also more than one set of appropriate activities that might lead to a specific solution.

Essentially the author utilized the following basic concept of education:

...where dramatizations, plays, and games are freely used, opportunities exist for reproducing situations of life, and for ap-
plying information and ideas in the
 carrying forward of progressive experi-

The above philosophy is supported by Schild's (1968) state-
 ment that a simulation can reflect real life contingencies
 and by Dill's (1962) "...games can be used to persuade stud-
 ents what the 'real world' is like and to get them to prefer
certain methods for tackling particular real-world problems."
Experience would appear to be a key word in the philosophy of
simulation. Dewey (1938) described it as a "moving force".
Butler (1957) wrote that the "truly educative acts are those
which go on within the private experience of the learner and
are comprised of the student's own self-activity...." We
might summarize the philosophy of SARGO's, referring to Kil-
patrick (1951), "We learn any particular item in the degree
that we live it." It is the essence of this simulation ser-
ies that the trainee live the several experiences that are
typical of their future professional status and so learn
therefrom that what they learn may return appropriately in
future experience.

Concern has also been shown for the utilization of
methodologies atypical of the usual course in Administration
of Guidance. There was a conscious and conscientious depart-
ure from didacticism and discussion. Not emphasized was
trainee involvement in listening, note-taking, and regurgi-
tation; emphasized was trainee involvement in problem analysis, self-directed research for relevant information, and solutions consistent with the trainee-selected school environments. Such emphasis appears consistent with Coleman's (1968) statement, "...a simulation game appears to allow a way to translate a set of ideas into a system of action rather than a system of abstract concepts." Fattu (1965) wrote of understanding as a product of simulation which may help a human decision-maker synthesize and infer a good solution. The SARGO goal is not the completion of a drill, or rote learning; it is as Boocock and Coleman (1966) said of the academic task, "...not to carry out assignments, but to survive in this complex environment."

Human motivation seems to adjust agreeably to the concept of gaming; if we accept a goal, we pursue it. It absorbs us. Boocock (1968) noted, "The reason why people play a game as if it were a matter of life and death is that it is in fact a model or simulation of real life." Factors held in common by games, role-playing and case studies are that they (1) generate student explicitness, (2) provide evidence of results of their decisions, and (3) motivate and interest more. Learning from them is (1) general and structural (broad in scope), and (2) processes in decision-making and substantive issues leading to them may be seen (Dill,
Simulation would appear a thoroughly viable learning strategy, and one which coincides with Dewey's statement of the essentials of method:

They are first that the pupil have a genuine situation of experience - that there be a continuous activity in which he is interested for its own sake...that a genuine problem develop within this situation as a stimulus to thought...that he possess the information and make the observations needed to deal with it...that suggested solutions occur to him which he shall be responsible for developing in an orderly way...that he have opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity.

For this study there were a number of possible experiences typical of those of actual guidance directors; there was continuous activity in the in-basket/out-basket response requirement; and in the classroom response to Typical Personal Encounters; each SARGO contained at least one major problem as indicated in the TED and several manifestations of the major problem in the TPEs; the students either possessed sufficient knowledge or were furnished with ample basic reference material to obtain knowledge for dealing with the problem; each student was required to define a solution within the frame of reference he had established at the outset of the series; and each student was enabled to test his solutions via the written response or role-playing the typical personal encounter.
Both the philosophy upon which the SARGO series was based and the methodology by which it was implemented would appear to be defined by established literature in the field.

Brief History.

Simulation by various techniques has been an educational methodology for untold years in that symbolic communication; words, spoken or written, graphic representations, and models properly may be labelled simulations. Their use, however, has been justified as a means of communication, rather than stressed as a particular strategy. Specific application of simulation as a technique has been attributed to German manpower selection techniques during the first world war, and also to the O.S.S. of the second war (Jaffee, 1968). It would appear that practical application of the technique of simulation has been generated largely in the past two decades for a variety of purposes; war games, in industry and business for purposes of personnel selection and for researching complex situations, and more recently in the development of simulations or teaching games within several areas (Fattu, 1965; Boocock and Schild, 1968). Relatively recent uses of the technique have been reported for management development (McKenney, 1967), for development of research and teaching in international relations (Guetz-
kow et al., 1963), and for business usage (Bonini, 1963). Guetzkow (1962) reports simulation to be a function of several social sciences; psychology, sociology, political science, economics, education, industrial engineering, and military operations. Hoggatt and Balderston (1963) contributed additional information on computerized simulation as applied to the behavioral sciences. Considerable information on simulation games and learning has been reported by Coleman, Boocock and Schild (1966). There is apparently only one counseling adaptation of simulation reported on, (Dunlop and Hintergardt, 1968), in their "The Counselor's Week" which constitutes an "in-basket/out-basket" program for training potential counselors. The above represent a description of the uses of simulation in a general sense.

**Specific Contemporary Applications of Simulation.**

**Military training.** Formal predecessor of most educational simulations would appear to be military maneuvers, or war games, which have been recorded since the sixteenth century. Since inception, they have involved two teams, generally, engaging in simulated combat. Originally designed as a technique for teaching tactics, they were amplified to the point of becoming complex exercises involving logistics and geo-political factors as bases for the tactical problems presented for solution. Play of the games
has ranged from chessboard type formats using symbols for participating units, through textbook exercises wherein all the data pertinent to the problem were presented and appropriate plans and strategies were sought as solutions, to the highly sophisticated war games of the pre-World War II years wherein armies were employed in maneuvers involving extreme verisimilitude. The latter were used as a means of training all ranks in the decision-making processes necessary to waging successful war. Argument fluctuated between the proponents of a theoretical model and a pragmatic one. Ultimately the pragmatists prevailed on the basis that the theoretical model tended to diminish enthusiasm and comprehension of the participants. So-called free kriegspiel became the order of the day, wherein participant decisions determined the structure of the model (McKenney 1967; Young, 1960).

The Link-trainer has been a vital tool in the training of potential pilots since the early 1940's and one that permitted training in the basic flight maneuvers, and also in simulated emergencies. The trainee was required to make quick decisions that would solve disasters programmed into the trainer by its operator. Failure could not result in any damage to persons or property, other than possibly to the pride of the trainee. From the relatively simple Link-trainer have evolved the highly sophisticated flight simula-
tors of today, including those utilized in the training of astronauts.

A less esoteric but equally as effective contemporary use of simulation has been reported by Osterhaus (1963) for the training of military medical officers. Intuitive problem-solving abilities are assumed; situations or problems are introduced by an in-basket/out-basket technique or by using other trainees as role players. The person playing the role of the commanding officer is required to make decisions calculated to solve the problem. The technique has been refined to the point that a simulated field hospital has been devised wherein trainees take various roles, playing "command and staff roles, coordinate and solve problems, appraise policies, and plan for the future." The values in such training rest in the possibility of trainees developing "the three essential skills, technical, human, and conceptual...all risk free." (Osterhaus, 1963).

It may be seen that simulation constitutes a military heritage that has been adaptable to other areas of education and training. Parallels to developmental history may also be found within other areas, as in business education, principally in the acceptance of the technique by generals or by top-level administrators. (McKenney, 1963).

Business education. McKenney (1963) attributes a
business game developed at UCLA in 1957 as being the first to be used in business education. He suggests that most business games evolved as a result of the marriage between the outcomes of RAND and similar corporations in their investigations of games for testing military strategies, and the development of the electronic computer. These efforts took place in the decade 1946 to 1956. UCLA has developed three games; the first as a means of teaching basic economic concepts and to familiarize students with business dynamics. The second and third were extensions of the pioneer model and achieved greater sophistication in their objectives. Students were now required to involve themselves in planning; role-playing decision-makers in a variety of corporation roles and in situations wherein elements of uncertainty were introduced and the data were variable. Research capabilities were tested by requiring detailed analysis and planning. The essential differences between UCLA Model #2 and #3 were in the size of the computer used and in the amount of faculty supervision imposed on the students, (Jackson, 1959, McKenney, 1967).

The Harvard Business School adapted the UCLA Model #2 to an experimental program in 1961, with the following teaching objectives:

1. Demonstrate inter-decision relationships.
2. Generate awareness of decision-making as a behavior.

3. Demonstrate interrelationship of production policies and plans.

4. Generate practice of decision-making within limitations decreed by time, organizational size, and rules of the game.

The experimental year indicated that simulation: (1) was a valuable adjunct to business education, (2) required greater student analysis and comment on the simulated firm, and (3) needed further investigation of its functional value in business education. Faculty analysis of the 1962 experiment led to the conclusion that a simulation game was a better educational method than the traditional case study. Integrating first-year courses in Control, Finance, Marketing, Production, and Organizational Behavior into the game method, the school adapted the UCLA Model #3 to its needs. The resultant experience was a success in the opinion of both faculty and students. Sufficient information has been obtained from the Harvard trials to enable the school to commence development of its own game. (McKenney, 1967).

The Carnegie Tech Management Game, a third major simulation, has been reported on by Cohen and Miller (1961). The game has provided training in the following areas: (1)
techniques of analytical management, (2) oral and written reporting, (3) human relations via the role-playing interactions, (4) organizational behavior, (5) auditing of both finances and management controls, (6) designing information and control systems, and (7) developing research techniques. Additionally, the value of the game as a laboratory for simulation studies was noted. This value has been appropriated on at least one occasion by students who designed and created a computer model that relieved management of some decisions (Haines, 1961).

The three games reported on above are not the only simulation games used in business education but are those included in a significant body of literature. Hancock and Golding (1961) reported inconclusive findings, which, nonetheless, appeared to indicate greater learning through use of a business game. Dill and Doppelt (1963) in a study of the Carnegie Tech game, reported significant increases in problem recognition, although they obtained disappointingly lower levels of learning of specific problem solutions. Significantly more team-derived (interactionally-derived) learning was observed than would normally be expected. It was also noted that players most interested in the game were those who encountered the greatest challenges in fulfilling their simulated corporate roles. McKenney (1967) reports
inconclusive findings as a result of investigations of the Harvard Business School Games of 1965 and 1966, which findings tended to parallel those of Dill and Doppelt. The literature tends to a proliferation of descriptive studies of existing business games, citing only subjective evaluations of their effectiveness. A need for hard data is frequently stated, yet the literature reveals very little of it. There appears to be acceptance of the value of operational games but the acceptance is generally based on subjective observations as opposed to scientific validation.

Other specific simulations are extant both in educational environments, and in actual businesses where they are used to train management. Churchill and Cyert (1965) describe adaptation of the Carnegie Tech Management Game to a simulation of a management auditing exercise. Using the same computerized game that is a management training device, the auditors were able to evaluate the processes of managerial decision-making rather than the results of the game. It was found that unsophisticated beginning students obtained greater insight into auditing, accounting, and accounting theory.

In support of games, Churchill and Cyert (1965) stated that they

...provide a dynamic and intense situation
where problems are faced in the context in which they naturally arise... call upon skills different from those that are generally brought out in a class or case discussion... give the student the chance to try his newly acquired skills in a relatively cost-free environment... and provide... a situation where the lessons are not only learned but "felt".

Yet another simulation was reported under development by Cohen and Heames (1967) for specific training for bank management, with an added value as a means of training bank auditors. As in previously cited simulations, decision-making is named as the most important objective of the game. This simulation represented extension and improvement of the IBM-McKinsey "Bank Management Simulation" and the "Stanford Bank Management Simulator." The latter two were non-competitive simulations, whereas Cohen's and Heames' "FDIC Bank Management Simulation" was a game, played by competing teams, each representing rival banks. "FDIC" is seen as being more realistic than other like simulations, more flexible, and more relevant. No hard data are reported for this simulation as it is only in developmental stages. Other games suitable for bank training programs have been described by Abt and Scott (1966).

Publishers have also entered the simulation area, generally with the publication of in-basket/out-basket devices, or their equivalents. For example there are extant the "Accounting Information and Business Decisions" (Gray,
et al, 1964) and "Accounting in Action" (Willingham, Malcom, 1965), both published by McGraw-Hill. The latter is an introductory instrument with an overall objective of familiarizing the beginning student with accounting principles and practices. Decision-making is not a considerable function of this exercise. The former is a competitive game wherein several companies compete for the largest accumulation of profits. It has four objectives:

1. Demonstrate usage of accounting in the decision process.
2. Interrelate financial statements and data collection for the statements.
3. Ascertain how business decisions affect financial statements.
4. Ascertain how particular accounting methods affect decisions.

Again we are confronted with a game not scientifically validated; it is in fact an adaptation of a parlor game, "Management". By the designers' admission, it is still in an experimental stage.

Another accounting game published by MacMillan in 1966 is entitled "Accounting for Decisions". (Bruns, 1966). Its objectives were to develop accounting skills in the student; to stimulate student interest in both the game and
in accounting and in decisions required for successful activity of a fictitious firm; and to achieve administration so simple that one instructor could conduct it. Essentially, it is a case study approach to a fictitious firm.

Generally speaking, the number of business simulations or games, and the variety of their techniques are considerable. The Carnegie Tech Management Game appears to be the only one upon which relatively significant scientific validation studies have been conducted; all others are apparently validated subjectively. It appears that the constructors are satisfied with assuming face validity and rendering further evaluations on the basis of observations of increased student interest, motivation, and problem observation.

Aside from the several actual games described herein, which were primarily designed for use within an educational milieu, Herron, (1960) names many firms: "American Telegraph & Telephone Company, Boeing Airplane Company, General Electric Company, Proctor & Gamble Company," and a number of others as users of simulations for selection and training of management personnel. In "Executive Action Simulation" (Herron, 1960) two types of simulation are described: "models" which are based on actual firms and data from them, and "designed" simulations which are based on fictitious data. The simulations are described in the following ways (Herron, 1960):
"Model" simulations can be used for research on company operations and for the education of personnel, while "designed" simulations are intended for educational purposes only. Both...may be (1) either computer or hand-computed; (2) for top, middle, or lower management levels; (3) covering either general or functional subject matter; (4) containing random elements (probabilistic) or not (deterministic); (5) be competitive (interacting) or non-competitive...; (6) for use by teams or by individuals...: and (7) involving one product or several products.

The above description apparently defines the major simulation characteristics in dichotomous terms. It appears comprehensive, albeit generalized. Further indication of the use of simulation as a training device by industry may be found in a list of games developed and published by Abt Associates:

"Bankloan" is used to train bank management in loan-making;
"Capital Budgeting" is a device for training in investment evaluation techniques;
"Super A" is a case study game to teach supermarket buyers appropriate buying techniques;
"Bristol" is a game for familiarizing management with marketing strategy and operations; "Settle or Strike" teaches collective bargaining processes; these are five among many (Abt Associates, 1969).

It would appear from the literature that simulation games are a vital part of business training processes. They are becoming ever more vital, too, as a part of the curriculum in more formal areas of education.

*Education.* Simulation has been adapted to a variety
of educational needs on several levels of instruction ranging from elementary grades to undergraduate courses. Abt (1966) points out that in languages, mathematics, physics and chemistry, there are frequent opportunities for learning by doing. These opportunities are not available to the student of the social sciences "because there are no opportunities...to make history, write history, solve problems of global geography and economics, or experiment with forms of civic organization." For these reasons most simulations are concerned with learning the content of the various social studies. The content and sophistication of the simulations vary according to the grade level of the students. Let us examine some representative samples of contemporary educational games.

**Elementary.** Wing (1964) described an economics game for grade 4. It was essentially the utilization of a computer as a teaching machine. Again, Wing (1966) described two games, "Sumer" and "Sierra Leone" which were designed to teach the economics of 3500 B.C. and the contemporary economic development problems of an emerging African nation, respectively. Each a one person game, the student receives information via typescript printout. Upon this information, the student bases decisions relevant to solution of the economic problems presented. The decisions are fed into the computer which returns a progress report, followed
by information concerning a more complicated problem. Problem sequence and difficulty are variable according to the level of difficulty the student has successfully surmounted.

Students reported high and sustained interest levels, although possible Hawthorne effect was suspected because of the youth of the students involved in a novel situation. Learning effectiveness results were inconclusive so that no superiority differentiation may be made either for the computerized program or for conventional methodology (Wing, 1966).

Abt (1966) describes elementary level games of "Seal Hunting" and "Hunting" but cited no improvement in educational efficiency. He reports judgments of qualified observers to be favorable.

Abt Associates (1968) list a number of classroom games, some available and some not, that have been developed for educational use at the elementary level. They range from quite simple to relatively sophisticated, and include simple visual games for reading instruction, board and card games, role-play, and computer-student interaction games.

Secondary. It has been suggested that competitive games may be used as both a means of learning and a means of reconstruction of the system of adolescent values.
within the schools (Coleman, 1961). More recently, it has been stated that development of simulation games may be necessary to approximate in the schools learning processes that occur more naturally outside the schools (Coleman, 1967). The "vicarious living" advantage of simulation as an educational technique has also been cited (Brodbelt, 1969).

Early experiments in computerized simulation in art, biology, music, and French have been reported by Ingham (1964). The instructional method was held to be feasible but too expensive; costs approximated $500 per hour.

An apparently successful simulation of international relations has been reported by Cherryholmes (1965). It was operated over a two year period and significant data were obtained. Typical international exchanges are engaged in and diplomatic processes may be observed through participating in them. Students reported much interest and a greater appreciation of the complexities of international affairs. Attitudinal change was observed and a cautious favorable evaluation was made.

Driver education is another area in which simulation has had apparently good results. A program integrating didactic instruction, simulator, and actual dual-drive practice proved more efficaceous than did a more traditional instruction with dual-drive practice. The principal value of the
simulator appeared to be the aspect of instant feedback to the learner (Hayes, 1965).

"Labor versus Management" has been reported as an effective method of training students in negotiation and decision-making. The game assumes a strike in a hypothetical town and the students role-play as negotiators for management, labor, and interested town officials (Gearon, 1966).

Another international relations game, a simple one, has been developed for ninth grade history courses. "War or Peace" has been reported valuable in generating an appreciation of world politics and diplomacy. The concept of balance of power has been learned in the play of this game. The players separate into "national" teams, elect a "ruler" and decide their foreign policy among themselves. The "rulers" meet in "international" assembly to settle a hypothetical crisis involving two nations at war. If the five additional non-warring nations opt for war, totaling opposing "war powers" indicates the loser. Negotiations then recommence. Should all seven nations opt for peace, the game may come to an abrupt end. Never, in the experience of the reporter, has this occurred (Gearon, 1966).

Kaplan (1965) reports on a game, "Adventuring" developed by Abt Associates to teach junior high school students the structure of 17th-century English society.
Three teams, yeomen, merchants, and gentry participate, seeking to improve their statuses in life. Change may be either upward or downward as a player invests land or money, or a chance card may indicate a regression in status. Designed primarily to educate in social structure, the game also includes lesser training in economics. Success in the game is indicated by the amount of land or money acquired during the play, however the winning team is determined to be the one that has advanced most in a social sense.

Other games have been developed for the junior high school level: "Empire" provides insight into the mercantile structure of the 18th-century British Empire; "Revolution" allows students to experience vicariously the issues pertinent to the English Civil War through the assumption of roles appropriate to the time and to the enactment of specific events that occurred in the 17th century (Abt, 1966).

Considerably more, and more sophisticated, games are available for high school students. "Manchester" is a role-playing game that enables students to learn of the Industrial Revolution in England circa 1780-1800. Approximating the game "Monopoly", a squire, two farmers, two millowners, and two laborer families participate in buying, selling, leasing, producing of materials and services with the principal objective being the acquisition of wealth beyond that with
which they started the game. The game is intended to be an experience in 18th-century English economics (Abt, 1966).

Attig (1967) describes an international relations game developed for high school students, wherein they participate as members of the two major power blocs, Soviet and American. Players assume roles as diplomats and national leaders. Also included are players representing neutral blocs and allies. The game commences with a crisis situation and daily military, economic, and diplomatic moves are made in writing. Students are required to learn the powers and responsibilities of their roles, and also the characteristics and interests of the involved major powers. Attig reports enthusiastic student reception of the game and their indicated desire that the game technique be used in other courses.

Training in merchandising techniques and human relations are reported to be major aspects of a simulation of a department store used in a high school. The simulation enabled teachers to combine classroom with on-the-job training (Antrim, 1967).

For many years simulation has been a tool for the teaching of social science; the writer, as do many youths today, participated in a mock legislature at the state capitol when he was in high school. It has proved to be a valuable technique for teaching political governance. Other
contemporary techniques include role-playing games in most high school curricula. Gearon (1968) reports "A Mayor For Mount Vernon" to be an excellent example of such a game, wherein students experience the fiction of public involvement. Utilizing a mythical city, they serve on its grand juries, in its city council, as its mayor, conduct its elections, and solve community problems. The fiction prepares them in a realistic way for the real world they will enter upon achieving adulthood. A similar game has also been reported upon by Gunn (1969).

Learning is extended beyond the local level through the medium of "Inter-Nation Simulation Kit" (Science Research Associates, Chicago, Ill., 1966). In this simulation students play roles as leaders of nations and participate in national and international decision-making. The point is made that educational benefits are not yet certain (Majak, 1968). An additional reference to an international diplomacy simulation game made by Sleeper (1968). Students are required to choose various national goals and then decide the proper action to be taken to insure their achievement. Background knowledge must be acquired before inter-nation negotiations can commence. Concepts of international law and diplomacy, foreign policy, diplomatic language, and economics are among the things to be learned. The game is umpired by the in-
structor and he makes decisions as to the acceptability of proposed actions. It is he, also, who evaluates the extent to which goals are achieved. Post-game student evaluations have been favorable.

It may be seen that simulation has assumed a relatively large part in educational methodology as applied to secondary education. As its use has been variously described, it appears to be consistent with three main purposes of simulation cited by Gearon (1968) after Scott (1966): "(1) As an instrument for arriving at, and testing policy decisions; (2) As a research tool in the social sciences; and (3) As a method of teaching." Unfortunately, there appears to be not enough research on the exact value and validity of simulation. A major implication seems to be that efforts should be engendered to offset this apparent deficit.

Undergraduate. The literature on simulation, as applied specifically to training of undergraduates, appears to be limited. This may indicate a professorial preference for the didactic tradition or, perhaps, a disdain for the "game" aspect of simulation. It could also indicate a somewhat more enthusiastic acceptance for the innovative techniques at lower educational levels versus a college level caution for the lack of sufficient hard data to support the methodology. In general, use of simulation at an undergrad-
uate level tends to be of an experimental nature, as exemplified by its use to change education majors' attitudes toward educational psychology topics. A trend toward positive change was noted, however. (Bond, 1965).

Haines (1961) and Haines, Heider and Remington, (1961) reported on the adaptation of a computer as a decision-maker for a small group business game. In effect, the computer was utilized as a participant in the game, after it was programmed to do so.

A foreign policy game has been described wherein undergraduates role-play international negotiators for hypothetical nations. Decision-making practice is the primary objective. (Cohen, 1962).

Training in accounting procedures and decision-making was the resultant of a business game adapted from a parlor game "Management" (Gray, et al, 1964).

Guetzkow (1963) discussed the use of a simulation game to facilitate the learning of international relations. Role-playing national leaders and international negotiators was the general technique involved and decision-making was the principal task learned. Students reported the use of theories learned in earlier courses to be valuable. Graduate students involved made similar reports and also were intrigued by the research potential for theory building.
An International Harvester game, similar to "Monopoly" was developed and increased student awareness, interest, and understanding of the complexity and totality of the modern farm business were reported. The game enables the introduction of farming methods used in areas other than where they are taught. It was assumed that conceptualization and decision-making were facilitated (Fisher, Lord, 1965).

"The Community Land Use Game" was developed in 1966 and revised in 1968 at Cornell University. This game was used to train potential urban planners in (1) highway location and uses, (2) municipal utility plant location and use, (3) location of points of access to outside terminals, (4) real estate taxation proposals, and (5) the range and types of permissable land uses. No findings of the value of the teaching technique were reported (Feldt, 1966).

Counselor Education. Simulation has apparently been used sparingly in counselor education, at least as a deliberate technique. Most counselor trainees are exposed to, and are familiar with role-playing, which is obviously a simulation of reality. There is no literature available that indicates such usage to be other than a spontaneous application of the technique. There would appear to be no indications of many formalized simulation series or programs.

Delaney (1969) suggests the micro-counseling technique
as a specific training application. With the advent of videotape equipment, this technique has been applied but has generally been used as a sophistication of role-playing. Its advantage lies in the availability of feedback to the supervisor and to the trainee. Specific use of micro-counseling as a training medium has been reported by Ivey, et al, (1968) who used it as a means of teaching attending behaviors, reflection, and other counseling techniques.

Dunlop (1968) reported on a pre-practicum simulation program for use with counselor trainees. Published in "The Counselor's Week," it provides a series of workbooks, each of which contains five tasks which might appropriately be ascribed to counselor responsibility. Labelled by Dunlop as "a miserable working environment," he found that students responded at first in "teacher-like and judgmental character," but they ultimately unlearn such behaviors and become more counselor-like. Enthusiastic student reception of the simulation experience is asserted.

A computerized simulation is reported as being used to train probation officers to facilitate decision-making (MacEachern, 1968).

Minor, Myers, and Super (1969) report on a teaching machine utilized to free counselors from routine educational and vocational investigation for students. They suggest that
the simulation may be adapted to counselor training by supplying normative solutions to routine problems, thus freeing instructors to teach the solutions to more esoteric problems.

Houghton (1970) reports the use of simulation in a course concerned with organization and administration of guidance. His program requires written reaction to inner-city, suburban, and rural schools simulations. Students are also required to hypothesize a school situation in which they envisage themselves as incoming directors of guidance. Based on this hypothesis, students prepare term papers indicating their recommendations for the services they will direct. Via the medium of role-playing, several presentations are made to other class members, posing as Board of Education members. He cites time as a severe limitation to the number of possible role-playing situations. Additionally, class members are required to react to the reports of pupil personnel representatives of a class-developed hypothetical school system. Student-reported interest and enthusiasm for the simulations are the only evaluation data available.

It may easily be seen that there is a paucity of formalized simulation programs for the education of counselors-to-be. The afore-mentioned are apparently the only ones
reported on, if not extant.

**Counseling.** It would appear appropriate to include the limited material available on the use of simulation as a counseling tool. Previously mentioned was the educational and vocational simulation used to assist students in reaching decisions in those areas (Miner, Myers, Super, 1969). Loughary, Friesen, Hurst, (1966) reported on "Autocoun", a computerized simulation system, also developed and utilized to aid students to plan their high school education programs. More properly, it would seem to be a teaching machine into which data on individual students is fed and their capabilities are computed and are compared to the programs they suggest for themselves. Essentially course selections made by the students in confrontation with the computer were compared with those made in consultation with a live counselor. General student reaction was that the machines were adequate if used in conjunction with a counselor. It was not suggested that the computer would replace the counselor; "Autocoun" was demonstrated, however, as a possible vital tool for counselors, in that it could relieve them of many routine and onerous tasks. Validation was of two kinds; measures of similarity between system and human appraisal of student capabilities and needs, and measures of output similarity
between machine and counselor.

Boocock (1967) reported on "The Life Career Game," which is intended to give high school students an understanding of vocations, education, and marriage, and some experience in making the decisions those institutions require. Role-playing a fictitious person, each player must make a number of educational, vocational, and personal decisions as required of the part. Chance is introduced, even as it affects actual lives. Decisions are scored and the highest score after 10 or 12 rounds is the winner. The game has been used with children as young as sixth graders, and has been played by teachers and other adults in attempts to refine the game. Data collected indicates that it is well-received by the players, and has powerful motivational effect. Students are enabled to practice decision-making vicariously. In the process of playing, students also derive much factual information, which attests to the educational value of the game.

Johnson and Chatowsky (1968) report an interesting adaptation of transactional analysis, after Berne, to counseling of Naval Brig prisoners. The rules of the game are described to the inmates and numerous types of games people play are cited. The concept is then thrown open for discussion. The principal advantage of the game appears to be the development of insight as the inmates unmask one another and their
respective games. It has been found suitable for short term therapy because it is relatively easy, fun, interesting, and understandable.

Hamilton and Krumboltz (1969) report the use of simulated work experience as valuable in vocational counseling. They utilized two learning kits, one of which contained an actual tool of the vocation under investigation, while the other kit contained only a drawing of the same tool. Greater enjoyment and interest were reported by those students encountering the actual tool in their kits. Of ten criterion measures used, nine favored the kits with the actual tool. Five of the differences were significant at or beyond the .05 level. Indications would appear to be that the introduction of a small amount of realism in a simulation tends to increase interest and kindle motivation.

Again, as in the purely educational uses of simulation previously cited, the principal products of simulation appear to be interest and motivation. The learning outcome is reportedly increased, as subjectively assessed by the involved educators and counselors. Student reports indicate that the students feel that they learned more through the use of simulation than through traditional methodologies.

*Administrator education.* A major simulation used in the training of school administrators has been "The
Jefferson Township School District" (Hemphill, Griffiths, Frederiksen, 1962). The authors created a hypothetical locale, complete with economic, sociological, educational data. Utilizing the in-basket/out-basket technique, the potential school administrators analyze the needs of the school district; plan for the operation of the schools in the district; and meet the day-to-day operational problems of it. It approximates the several business games and executive training programs, with specific emphasis on educational execution. Findings after use of the simulation are that (1) face validity stimulates motivation to learning; (2) normative data may be accumulated for later on-the-job comparison; (3) mistakes are profitable in a simulation exercise as they contribute to learning, whereas they could prove disastrous in reality; (4) instructor intervention is always possible in a simulation; (5) each problem may be viewed in broader context than would be possible within the more provincial boundaries of a real school system; (6) complete introspection is possible in a simulation exercise, but not always so on the job; (7) very definitely may a relationship to reality be incorporated into a simulation; and (8) simulation may be utilized as an excellent research tool (Hemphill, Griffiths, Frederiksen, 1962, and Wynn, 1964).
Rice (1964) also cites the practicality of simulation as a tool of research for educational administration. This idea received concreteness with the development of a computerized Arts and Sciences college, utilized to implement and expedite planning for efficient operation of the college (Judy, Levine, 1965). It was seen as an aid to executive decision-making; this would appear to be an adaptation from obviously similar use in business.

Ohm (1966) suggested a rationale for using simulation as a means of training education administrators. He asserted that the individual may test his reality against a consensual reality or other externally developed criterion, and, if his view differs significantly, he may confront the problem of defending his decisions and their geneses without penalty. Ohm noted that "simulation can be a more complex instructional technique than any yet tried...it can also produce more precise, viable data for subsequent discussion and analysis."

Abt (1965) described "An Education System Planning Game" which involved team competition in the production of a "net educational product." It was developed and used successfully as a stimulant to discussion and debate at the Conference on Educational Innovations at Lake Arrowhead, California, on December 19, 1965. It provided decision-making
and problem-solving experience to participants. It was reported to have served its basic purpose; there is no literature to indicate extended use.

The use of simulated materials in administrator education is relatively widespread, as reported by Wynn (1964). Literature in the field, however, does not indicate any considerable use of simulation programs or series, per se. There would appear to be a continued need for more extensive involvement by educators of administrators.

**Psychological Basis.**

It seems a reasonable assumption to accept that the subject-trainees of this study are able to learn. They have demonstrated their learning ability in at least sixteen years of school, and have been admitted to graduate study at the University of Massachusetts.

Accepting their capabilities, the objective then, of the simulation program, is to generate additional learning of attitudes, behaviors, and skills that may be used to solve problems common to professional directors of guidance. It is further postulated that if the above attitudes, behaviors, and skills are acquired in practice (unit completion), they may be called upon in future professional employment by the subject-trainees as aids in the recognition and solution of problems similar to those they solved in training. Essen-
ially the author proposes that a transfer of training will be effected.

McGeoch and Irion (1952) write:

Transfer of training occurs whenever the existence of a previously established habit has an influence upon the acquisition, performance, or relearning of a second habit. It is one of the most general phenomena of learning and, by means of its influence, almost all learned behavior is interrelated in various complex ways. Transfer serves to determine, in part, the ease of learning of a particular habit, and indeed, every new learning takes place in the context of all previously established habits.

There appears to be a tendency for those psychologists whose work was reviewed by this author to agree generally with Thorndike's (1903) identical elements theory of transfer. Of it Guthrie and Powers (1950) stated:

The problem of transfer or the application of past learning in new situations is considered by Thorndike to be a function of identical elements in the old and new situations. Our position is similar to that of Thorndike.

Thorndike proposed assimilation, or response by analogy, as a principle whereby man reacts to a new situation as to a similar one, or to similar elements. Guthrie stressed the commonality of evoked responses as revealing the identical elements.

Skinner (1953) prefers to call transfer "induction." He refines Thorndike's principle by saying that "the elements are strengthened wherever they occur." He also refers to in-
duction as generalization and describes stimuli as sharing control with other "stimuli with common properties".

Hull broadens the concept of transfer to include both stimuli and responses, and their respective equivalence. In lieu of elements or properties, he describes response "habit-family hierarchies". He also equates equivalence of stimuli with generalization.

The gestaltists refer to transposition as relating a perception to another situation in which it is applicable. A relationship or generalization is transferred (Hilgard, 1956). This concept would appear more appropriate as a definition of what is estimated will result from SARGO-obtained learning. The intent of SARGO is not that the trainees learn rigid, factual responses, but that they learn broad, flexible means of solving problems. In future perceptions of problems, they would primarily be aware of similarity of relationships between pre-considered and immediate problems. It is supposed that awareness of problem relationships will serve as a stimulus to related solutions.

The item of relationships also appears in connection with the cognitive theories. Hilgard (1956) writes, "All cognitive theories expect a large measure of transfer, provided the essential relationships of the situation are open to the observation of the learner."
The generalization theory is ascribed to Charles Judd, who developed it as a result of an experiment with two matched groups of boys throwing darts at an underwater target. The principle of refraction was the identical element - it was taught to the experimental group and not to the control group. When depth of the water was varied, the experimental group adjusted and scored significantly better; the control group did not. The application of the learned principle on their second trial with the darts constitutes the transfer (Loree, 1959).

Hilgard, Irvine, and Whipple (1953) verified earlier experiments by Katona with card tricks. They found that in tasks involving problem-solving, Ss who had learned by rote memory performed significantly poorer than did Ss who had learned by understanding a formula for card order.

It would appear that there is a sufficient psychological basis for the assumption that transfer of training does occur. It seems that for such occurrence, there must be meaningful instruction or learning, and that clear relationships between problems encountered and methodology of solution to them be established. Upon recurrence of a problem, previously established relationships may then be brought to bear in order to achieve a solution. It would seem probable that transfer will be effected.
Specific Research in Simulation.

There are several theories pertinent to simulation; Abt (1966) holds that it is more fruitful to create games emphasizing strategy and structure than games emphasizing personal rules. This may be opposed by Schild's (1966) speculation, "Games are to some extent a paradigm of interaction in general; therefore the players not only learn by interacting - they also may learn to interact." Schild based his inference in part on a study by Inbar (1966), involving 220 4-H club members, which determined that response to simulation games is a group effect. Boocock and Schild (1968) believe that the score is the criterion upon which players focus. These variable viewpoints tend to emphasize an openness of simulation to empirical investigation of its value as a learning methodology.

In a study on inquiry, Shulman, Loupe, and Piper, (1968) suggested that the following are pertinent: (1) problem sensing, (2) problem formulation, (3) search, and (4) resolution. This is generally supported by DeKock (1969) who proposed five levels of learning in a simulation to change racial attitudes. The levels are: (1) receiving, (2) responding, (3) valuing, (4) organizing, and (5) committing. SARGOs accept and implement the findings above.

Also implicit in SARGO is the concept of transfer of
training, of which Kincade and Kidd (1962) stated:

The operational game, the overall environmental context and even the detailed terminal characteristics of the response need not be perfectly similar in order for substantial positive transfer effects to occur...(p5)

Ryan (1968) found, in a study involving a sample of 192 undergraduates, that combined instruction-simulation problem solving proved to be a better means of effecting transfer of training than other methods used. She also found that practice in realistic problem solving apparently results in more effective learning. Her findings appear to support those of Kincade and Kidd. Boocock, Schild, (1968) stated that "the major function of games is to increase interest and motivation...and perhaps thereby facilitate subsequent learning..." (pl6). This is essentially the philosophy behind SARGO.

As early as 1959 Guetzkow quoted Golden:

The game puts a premium on the mobilization and reordering of pre-existing knowledge in relation to a special focus...and the analytic assessment of the consequences of alternative courses of action...(p19C)

The above states the concept of decision-making, as it is applied to simulation. Cherryholmes (1965), studying attitude change in a student sample (N-110) found highly significant changes effected as a result of a simulation game on international relations. Garvey and Seiler (1966) investigated the effects of simulation on decision, but
achieved no significant results. Coleman (1968), however, reports that simulation "...appears to allow a way to translate a set of ideas into a system of action rather than a system of abstract concepts." (p50). Again, Evans (1965), in a study of simulation training of radar operators, inferred that such training may enhance decision-making ability. In general, available evidence tends to indicate the efficacy of simulation as a methodology for increasing and improving decision-making skills.

The subjective evaluations of greater interest and motivation in simulation training have been better supported by direct investigation than have other evaluations. In a study of approximately 1200 Ss, Boocock (1966) found that role empathy increases as well as learning of factual information. Ss also displayed greater feelings of efficacy. Adding a note of caution concerning her inferences, she stated: "The overall impression...is that a good deal of learning - and several different kinds of learning - can occur in simulation games...and the experiment supports a basic tenet of the philosophy of educational gaming - that students can have fun and learn at the same time." In describing the outcomes of a number of simulation games studied, Boocock and Coleman (1966) held that students react positively (some 20% or 256 Ss reacted enthusiastically) to games and evidence extreme involvement.
They also reported increased awareness of the planning necessary to real life decision-making and increased confidence in their ability to act effectively in situations of that nature. The investigators indicated their feelings that introduction to simulation learning would best be on a step-by-step basis, proceeding from simple structures to the very complex replications of real situations. They specifically recommended the use of simulation games in secondary education. Cherryholmes' (1966) summary and evaluation of six studies indicated that students, high school and undergraduate, reported more interest in simulation training than in traditional classroom exercises. His study also indicated, however, that Ss do not learn significantly more facts; that Ss do not retain more information; and that Ss do not gain more critical-thinking and problem-solving skills in simulation training than they would in more conventional training.

In general, limited evidence tends to indicate a possible greater value of simulation training relative to traditional methodologies. There are, however, some contradictions in the data available.

Summary.

A theoretical base has been indicated for simulation training, citing several authorities in various educational areas.
Numerous specific applications of simulation to specific educational settings have been cited. That it has widespread use cannot be denied, as indicated by the several actual applications of the technique described. It has received considerable attention and use, largely of a computerized nature, in both business education and in real business. There are many educational games and other types of simulation to be found in the schools, from elementary through graduate levels. It has also been used as a technique for educational and vocational counseling.

A limited review of writers in psychology indicates a general agreement that the concept of transfer of training is a valid one. There appear to be only nomenclatural differences. It seems to occur in many cases, and has been proved experimentally. How it is effected is not yet understood.

Despite relatively widespread usage, there is limited hard data supporting the value of simulation as a motivant of participation. The one thing apparently all investigators subscribe to is that there is a vast need for greater study and for validation. Admitting the difficulty of evaluation, it is hoped that this study will shed at least a little more light on the technique. It at least constitutes the application of simulation in a new area.
CHAPTER III

DESIGN FOR THE STUDY

To reiterate the problem and its nature, there are numerous training courses and methodologies to ensure the development of counselors and counselor educators, but there appears to be relatively low interest in, and even less formal training for, the development of potential guidance directors. This seems to constitute a true incongruity: to recognize a specific occupation, and yet to leave the preparation of persons to perform the functions of the position more or less to chance. Admittedly there are courses in administration of guidance, but it would appear they have been relegated to a relatively ignominious position in any hierarchy of required courses.

It has been shown earlier that there exists a need for extensive training of potential administrators. It has also been shown that there exists a need for innovation in all aspects of guidance training, not the least of which seems to be in the area of guidance administration.

The traditional, or didactic, method of presenting material relevant to guidance administration apparently lacks the ability to motivate or to interest students. It has been stated that educators pass along accounts of per-
sonal experiences and extractions from somewhat limited texts to director trainees. The methodology has been less than satisfactory in many cases.

It is the contention of this author that experience is important, but that the experience must be the trainee's. To tell him that a given solution or set of solutions will solve a problem does not appear adequate; for true learning the trainee must experience the problem, the consideration of alternatives, and the selection of a solution that the trainee deems most appropriate. Put another way, this method provides (1) familiarization with the reality of a guidance director's work through vicarious exposure to the types of problems encountered in such work; (2) training in research necessary to delimitation of the problem and to the arraying and evaluation of alternative possible solutions, and (3) practice in actual decision-making and planning of prognoses.

It has been shown that simulation has proven to be a viable means of offering training that corresponds to the criteria cited above. There is ample evidence in the literature of the many uses to which simulation has been put. There has also been shown a broad spectrum of areas in which it has been applied as a successful methodology. Offerings from the literature have been cited to
illustrate the benefits of simulation training. Principal among the benefits have been the increase of student interest in the learning process and a concomitant motivation to acquire that knowledge necessary to solve problems as presented. Some limited evidence also has been shown to indicate that transfer is successfully effected via a simulation methodology.

There is no evidence in the literature of extensive use of simulation as a means of training potential directors of guidance. It is the primary aim of this study to develop a simulation series for directors of guidance, and to conduct relatively limited evaluation of the series.

**Objectives of The Study.**

It was estimated that the following results would be obtained from a simulation series designed and utilized for training potential directors of guidance:

1. Student ranking of thirteen (13) SARGOs for ten (10) characteristics would indicate the relative value of the SARGOs and would also provide some indication of what aspects of the several units were worthy of retention for future use, and what aspects should be discarded.

2. Students participating in the simulation series would report preferences for this method of learning over lecture, discussion, and independent reading methods. Rank
orders for the six (6) methodologies would also be obtained.

3. Aspects of leadership deemed important to a coordinator of a simulation program would be obtained from students. Characteristics they perceived to be appropriate to such a leader would be elicited and explained. Trainees would also indicate a preference for five (5) types of persons as preferable as coordinators of a program.

4. An overall evaluation of the simulation series would be obtained from a forced-choice adjective list.

5. Suggestions for ways to improve the simulation series would be obtained from general and/or specific comments elicited from the trainees.

6. The School of Education evaluation form requests student comments as part of its content. These comments were deemed appropriate to elicit student opinion of the series. It had the additional value of administration at the midpoint of the semester. This, it was thought, would provide an indication of attitude change, if any occurred.

7. It was assumed that students participating in the series would obtain significantly increased test scores on a pre and post administration of an examination, as extracted from a NDEA comprehensive examination (Proff, et al, 1965).

8. Student estimates of the percentage of time involved for eight areas of guidance directorial activity would
change in pre and post administration of an expectancy scale as a result of simulation series experience. Their estimates would more nearly approximate the percentage of time involved in the eight areas, as reported by employed guidance directors.

**Origin.**

Simulated Administration of Regular Guidance Operations (SARGO) is the title for a series of hypothetical guidance directorial activities which represent activities frequently encountered in the real experiential world of employed directors of guidance. SARGOs are also based on a recent appreciation of the need for innovation in training future administrators of guidance, and on early experiments at the School of Education, University of Massachusetts (Fredrickson, 1968, 1969). They were developed as the result of a survey questionnaire submitted to employed directors of guidance in nineteen school systems in the Connecticut River Valley of Massachusetts, twelve of whom responded.

**The Survey.**

Major areas of directorial activity and specific tasks subsumed within the area were extracted from standard texts. Seven broad areas of interactions were determined to be those most generally described by authorities
in the field (Peters, Shertzer, 1969; Hatch, Stefflre, 1965; Hill, 1965; Hummel, Bonham, 1968; Humphreys, Traxler, 1960; Ferguson, 1963; Johnson, Stefflre, 1961; Koeppel, Hays, 1965; Kovitz, Kovitz, 1968; Roeber, et al, 1955). It was determined that major activity areas involved interactions with (1) administrators, (2) counselors, (3) teachers, (4) parents, (5) students, (6) community resource agencies, and (7) others, to include public relations interactions and professional affiliations. An eighth area was included for director's optional entries, for activities unique to a particular system.

The employed directors were queried on the percentage of their time spent in involvement in each of the major areas. They were also requested to add to or delete from the lists of subsumed specific tasks or activities, as appropriate.

The number of respondents was twelve. Median percentages were computed to preclude overweighted percentages, which tended to vary according to the size of the student population served by the individual directors. Resultant median values were ranked in order as follows: interactions with (1) administrators, (2) counselors, (3) students, (4) teachers, (5) parents, (6) community resource agencies, and (7) others. These rankings served as the primary basis for
content and numbers of simulations. It was intended that SARGOs would be designed to include several of the specific sub-activities in each SARGO. Which sub-activities to be included were determined by totalling the number of them as they were accepted as suggested, or as they were added to or deleted from the questionnaire. Each trainee would be exposed to simulations of reported activities within the seven areas of general interactions.

A summary of mean reported percentages and computed median values may be seen in Table I.

<table>
<thead>
<tr>
<th>General Activity Area</th>
<th>Reported Percentages of Involvement (Mean)</th>
<th>Median Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrators</td>
<td>24.16</td>
<td>20</td>
</tr>
<tr>
<td>2. Counselors</td>
<td>25.83</td>
<td>20</td>
</tr>
<tr>
<td>3. Students</td>
<td>21.66</td>
<td>15</td>
</tr>
<tr>
<td>4. Teachers</td>
<td>6.16</td>
<td>5</td>
</tr>
<tr>
<td>5. Parents</td>
<td>5.83</td>
<td>5</td>
</tr>
<tr>
<td>6. Resource Agencies</td>
<td>7.50</td>
<td>5</td>
</tr>
<tr>
<td>7. Other</td>
<td>7.58</td>
<td>1.5</td>
</tr>
<tr>
<td>8. Unspecified</td>
<td>1.28</td>
<td></td>
</tr>
</tbody>
</table>

As a result of the responses to the questionnaires, it was decided that trainees would be exposed to the first seven areas of interaction, with their included specific sub-activities, or tasks, as follows:
1. Administrators. Trainees would be exposed to problems dealing with administrators in the areas of guidance staffing, budgeting, philosophy and policy. They would also be required to respond to simulations involving learning difficulties, curriculum (both regular and guidance oriented), systemic testing programs, and special programs dealing with drug education.

2. Counselors. Trainees would be involved in simulated interactions with counselors in the areas of staffing, training, supervision, and evaluation. They would be required to develop testing programs, orientation programs, departmental philosophy and policy, data collection programs (including storage and dissemination criteria), and special programming as appropriate to the guidance function.

3. Students. Trainees would be required to formulate orientation programs; drug education criteria; and educational, vocational, and personal problem philosophy and criteria. They would be required to interact with persons role-playing students in the dealing with some of the above problems.

4. Teachers. Trainees would be required to develop orientation programs to acquaint teachers with guidance philosophy, policy, organization, and emphasis. They would have to deal with teacher role-players in the solution. Other
types of director-teacher interactions would also be re-
quired.

5. Parents. Trainees would be involved in inter-
actions with parents dyadically and/or through the vehicle
of simulated Parent-Teacher Association meetings. The inter-
actions would deal with presentation of the philosophy and
theory of a hypothetical guidance structure in a school sys-
tem, and would also involve director-parent consultations
for specific matters referring to specific students. The in-
cidents dealt with might include reporting of test results,
seeking parental cooperation to solve educational, vocational,
or personal problems, or other appropriate involvement.

6. Community Resource Agencies. Trainees would be
required to broadly familiarize themselves with those re-
sources within a community that might readily lend themselves
to cooperative endeavor with the systemic counseling function.
These agencies might include churches, service clubs, police,
mental health agencies, and any of the several other groups
dealing with youth and their activities.

7. Others (Public relations, professional societ-
ies, etc.). There would be a requirement to prepare a
press release, brief speeches for delivery to professional
groups, familiarization with some federal functions relevant
to guidance, and preparation of personal vitae.
Simulated Administration of a Regular Guidance Operation (SARGO).

The SARGO series consists of thirteen (13) simulation units. Each of the units was designed to present typical activities of directors of guidance, as reported by employed directors of guidance. Additional information concerning directorial activities was obtained from professional literature. The ultimate objective of the use of the 13 units was to provide realistic training in the kinds of tasks actually performed by directors of guidance in the field.

It was decided to develop 13 units in order that one unit per week might be utilized. This number is included within the number of weeks, sixteen (16), in a typical academic semester. Each unit was designed for a two and one-half hour period to match the expectancies of time normally calculated for a three semester hour course. One unit, SARGO #9, required two class meetings to fulfill required training.

Format. Each SARGO unit was designed and organized according to the following format:

Title. The title was a brief, general statement of the content to follow.

Objectives. This section of each unit constituted a statement of the unit objectives in terms of desired
learning.

**Introduction.** Where appropriate, introductory information was included.

**Typical Encounter of The Day (TED).** This section contained a succinct statement of the overall problem, its nature and locality, to be considered in the SARGO. A written response to each TED was required. Generally, the statement represented an in-basket item; the response, an out-basket item.

**Typical Personal Encounter (TPE).** This set the scene for a specific interaction, dyadic or group. It characterized the person or group dealt with by a director of guidance, and the interaction to be role-played. Essentially it constituted a scenario.

**Suggested Bibliography.** Recommended reading (texts, journal articles, etc.) was listed in usual alphabetical order as source material for information necessary to a rational solution to the problem or problems under consideration.

**Attachments.** Topically appropriate reproduced articles were appended to the SARGO units.

**Preparation schedule.** Units were completed by the author and faculty advisor at any time from several days to several weeks prior to actual use in class, contingent upon
extent of background research the coordinator had to do. This tended to insure reproduction and inclusion of collateral material of the most recent date.

Preparation methods. SARGO units were prepared in two ways; typewritten and xeroxed from the original, or typewritten on a mimeograph master copy and mimeographed. The only apparent advantage appeared to rest with the mimeograph method for its relatively lower expense.

Simulated interactions included with the SARGO units were divided into the categories shown in Table II. These

<table>
<thead>
<tr>
<th>Personnel for Interaction</th>
<th>Number of SARGOs Assigned to Particular Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>3</td>
</tr>
<tr>
<td>Counselors</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Parents</td>
<td>1</td>
</tr>
<tr>
<td>Community resource agencies</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
</tr>
</tbody>
</table>

interactions were based on the survey of employed guidance directors and the time involvement percentages they reported. The number of interactions cited are minimum for each category, as some overlap occurred. Sixteen class periods were
used, with the first and last sessions devoted to test administrations, orientations, and evaluation.

Essentially each SARGO presented a problem, a cast of characters participating in its generation or solution, and bibliographic sources to facilitate selection of alternatives. It remained for the director trainee to collect and analyze appropriate information, make a decision, and enact his role in the Typical Personal Encounters of the Day (TPE) and prepare a written response to a Typical Encounter of the Day (TED).

Specific SARGOs and descriptions of their basic contents are listed below:

SARGO 1. Introduction to Simulation Concept, Statement of Course Objectives, and Definition of Student-selected Hypothetical Community and School Situation.


SARGO 3. Interaction With Parents.

SARGO 4. Development of A Test Program.

SARGO 5. Consultation With Teachers.


SARGO 7. Drug Use and Abuse.

SARGO 8. The Use of Case Studies.


SARGO 11. Preparation of a Program or Research Prospectus for Outside Funding.


SARGO 1. A brief introduction to the concept of simulation as it was used in the Course, Education 913, Administration of Guidance Services. Students were required to define a hypothetical community and school situation in which they would function as director of guidance. They were required to formulate a philosophy of the role and function of a guidance service for presentation to the school superintendent who had just hired them. They were additionally required to prepare a news release announcing their background and appointment for release to a local news media.

SARGO 2. The objectives of the fictitious guidance service had to be prepared in consonance with the following criteria: they had to be specific; related to the institution in which the service was to function; limited to that which could reasonably be accomplished in one year; and stated in measurable terms. These were to be evaluated by
instructional personnel.

A further requirement was the written reaction to two letters published in the local newspaper in response to the announcement of the new director's appointment. In-class interaction consisted of a dyadic confrontation with either of the two letter-writers.

**SARGO 3.** Students were required to prepare, for presentation at a PTA meeting, a brief address illustrating what the guidance services are and what they are trying to do for children in the school. Students were randomly assigned to responsibility for preparing their addresses by one of three methods: demonstration, using audio-visual media; case study, wherein guidance services were to be illustrated through presentation of an actual case; and lecture, which was to consist of a ten minute speech.

**SARGO 4.** This SARGO required the development of a test program for the hypothetical school envisaged by each student in SARGO 1. To be considered were: purpose of the program, selection of tests, administration of tests, dissemination of results, and evaluation of program. Encounters engaged the students in small groups wherein one program was decided upon for each group, and in a presentation of the proposed test program to a faculty-administrative group for approval.
SARGO 5. This consisted of two interactions with teacher groups: in a mediational role over faculty concern about an inflammatory article in an underground publication; and in an educational role in discussing what is known about learning, from research.

SARGO 6. This SARGO dealt with racial issues in the public school system and the extension downward from the colleges, of black demands for recognition. The simulation set the type of school and community for the interaction, in a departure from the student-established environments. Students had to be prepared for dyadic or small group interactions with students, black and/or white, and one dyadic teacher interaction.

SARGO 7. Students were expected to draft a drug abuse presentation; supported by appropriate documentation. Three small group encounters required randomly selected directors to present their program to simulated students.

SARGO 8. A case study was presented for analysis. Determination was made as to what prognosis might prove most viable for the student in consideration. Need for community resource agency assistance was determined and proposals for enlisting their aid were drafted. Small group case conferences represented the encounters.

SARGO 9. Students role-played dyadic interactions
with students in a variety of problem situations, educational, vocational, and/or personal. Class analysis followed each interaction. Following first use of SARGO 9, a second class meeting in the succeeding week involved a repetition of SARGO 9 to insure that all class members played both roles, that of counselor and that of student with a problem.

Critical incidents, requiring decisions, were shown in a film *It's Your Move* (New Dimensions in Education, Long Island House, 131 Jericho Turnpike, Jericho, New York, 11753). Trainees were required to react to the incidents shown, and had to indicate how they might counsel youth involved in similar crises.

Students were required to tape-record an actual counseling session; prepare typescripts from their tapes; and exchange them for practice in supervision of counselors.

**SARGO 10.** Trainees were required to prepare a brief talk for presentation to a ministerial group. The talk dealt with a youth problem area and with how the guidance function and the community churches may cooperate in the correction of the problem. Also required was a dyadic role-playing situation wherein a director of guidance interacted with a community official in seeking support and cooperation in dealing with problems of youth. The trainees had to "sell" themselves and their guidance services, and the need for cooper-
ation with them, to the official.

**SARGO 11.** Preparation of a research prospectus was required, appropriate to the trainees' hypothetical school system. Each trainee had to present his prospectus orally in committee. The committee analysed and evaluated all prospectuses, and selected the one deemed most worthy of funding.

**SARGO 12.** Students were required to develop a rationale for a program evaluation, and were also expected to develop appropriate procedures for such an evaluation.

**SARGO 13.** Several problems in counseling ethics and confidentiality were presented for solution. An additional requirement was the preparation of a professional individual vita.

**SARGOS: Presentation.**

**Time and place.** The course, Education 913, Administration of Guidance, was presented weekly for sixteen (16) weeks during the 1970 spring semester at the University of Massachusetts, Amherst, Massachusetts.

The class met every Wednesday evening from 7:00 to 9:30 p.m. in room 102 of the School of Business Administration Building.

**Physical facilities.** The class met in a standard university classroom with a divider wall separating it from
an unused adjacent room. The wall was usually opened as this allowed for small group meetings, sufficiently separated from one another, that they might not be mutually disturbing.

The room was furnished with an ample number of writing-arm chairs for student use, and a table for the coordinator. Blackboards were available on two walls. Furniture was moveable so that semi-private groups, large or small, could form in circles to facilitate interaction.

Presentation techniques. Upon assembly of the class at the scheduled time, the interactions required by the SARGO of the week were begun.

Role-playing groups. If the interactions were to be in groups, the trainees divided into groups with the type of hypothetical school background the primary criterion, i.e., those trainees who had postulated elementary school guidance organizations grouped with trainees who had elected similar backgrounds. In this way approximate similarity of all aspects of the problem to be considered was effected.

Groups and one (1) role-player. In those TPEs involving an individual interacting with a group, the trainees met in one area of the room and the individual assumed an appropriate position for a simulated speech, demonstration, or whatever was called for in the TPE. This was similar to usual instructor-class placement.
In dyads. Participants in dyads confronted one another in position before small groups, the total class, or by themselves.

Participation selection. Selection of individuals for single roles, either with a group or for dyadic interaction, was determined in the following random manner. The coordinator assigned each trainee a number from 1 to N each class meeting. The numbering order varied; numbering could be from left to right, or vice versa; it could range in both directions from a trainee central in the trainee grouping. No set pattern was utilized, and variability was maintained from week to week. Occasionally the coordinator plotted the numbering pattern to insure no error. Examples of possibilities used may be seen in Table III.

TABLE III

<table>
<thead>
<tr>
<th>TRAINEE NUMBERING POSSIBILITIES USED, ACCORDING TO APPROXIMATE USUAL SEATING ARRANGEMENT. NUMERALS = SEATED TRAINEES. N = 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18</td>
</tr>
<tr>
<td>17 16 13 12 9 8 5 4 1 2 3 6 7 10 11 14 15 18</td>
</tr>
<tr>
<td>1 3 5 7 9 11 13 15 17</td>
</tr>
<tr>
<td>2 4 6 8 10 12 14 16 18</td>
</tr>
</tbody>
</table>
The coordinator requested a visitor, if there were one, or a trainee if he had already role-played, to choose a number from 1 to N. On subsequent TPE enactments during the same class meeting, previously utilized numbers were discarded. Randomization was utilized to insure the readiness of all trainees for participation, and to insure more equal distribution of participation.

**Feedback.** Following any role-playing experience there was a critique according to unit objectives during which the specific TPE and the enactment of the role(s) were verbally analyzed by role-player(s), observers, and coordinator; generally in that order to preclude possible coordinator bias that could have tended to contaminate trainee opinion.

In addition to the oral critique, all observers of a role-played interaction were required to evaluate the behaviors of the role-player(s), using a Typical Personal Encounter Rating Scale (Appendix C). This was developed specifically for the SARGO simulation series. It obtained observer evaluation on a five point scale ranging between antonymous adjectives, and between a low point value of 1 (poor) to 5 (good). Seven (7) pairs of adjectives were used. Three (3) pairs referred to the role-player's appearance and four (4) pairs referred to the quality of the interaction. Blank spaces were provided for a mean score, and additional blank
spaces were available for individual comments on ways in which the role-player might improve himself in interaction. Following a role-play, each trainee was given his written evaluations for his personal study.

No reliability or validity studies of the scale have been conducted. The scale was a product of evolution; several earlier having been abandoned after trial as being too lengthy, cumbersome, or complicated.

In-basket/out-basket. A requirement of the course was that the trainees respond in writing to each TED presented in the SARGO series. This was done to replicate actual field conditions and to insure comprehensive consideration of the problems presented. Library research was usually necessary to prepare responses to the TEDs. Not every trainee could engage in every TPE because of the limiting factors of N and of time allotted to the course. The TEDs provided opportunity for the trainees to develop skills based on more formal written expectancies.

The students were required to present their responses weekly for coordinator reading, analysis, evaluation, and comment. They were further required to create cumulative folders of their TED responses for turn-in on completion of the course. This was necessary so that an overall evaluation could be made of the quality of the written outcome for each
student. It had the additional advantage of providing a permanent reference file for the individual director-to-be. The content of the folders was of excellent quality and was a clear indication of the tremendous effort engaged in by every student in the simulation series.

Films. Films were used as a training device, both by initiation of the author and by trainees' contribution. Of particular value was the film "It's Your Move." It presented several critical incidents with undecided outcomes. Upon completion of the projection, the trainees reacted to the several incidents, suggesting counselor behaviors that would be appropriate for specific incidents. Another useful film resource was the Critical Moments in Teaching Film Series, distributed by Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N. Y.

Case studies. The use of a case study in guidance was a useful methodology as it served as a vehicle for indicating the depth of information necessary to aiding students with their varied problems. It also proved illuminating with respect to the study of the many aspects of inter-staff coordination in a school system, and with community resources, agencies or individuals.

The case study was an in-basket item; the response to it was an out-basket item. It further served as a role-playing
medium for case conference familiarization and experience.

Visiting contributors. Five (5) visitors were utilized during the series; two (2) as role-players and three (3) as background resources and as critics of programs that trainees had developed. They were included to add verisimilitude to the role-playing and/or to provide relevant specific expertise.

Program development. Trainees were required to develop a variety of programs; in guidance, testing, evaluation, and drug education. The developed programs had to be pertinent to the hypothetical school systems devised by the students. They had also to include program objectives, plans for implementation, and evaluation. The opportunity to personalize the simulated programs to their own school situations, appears to be unique to this simulation series.

Student Grades.

Under the elective policy of the School of Education, students could opt for a letter grade or for a pass/fail evaluation. All eighteen (18) trainees indicated preference for a letter grade. The grades were based on the apparent effort involved in and the appropriate extensiveness of their TED responses. Their relative demonstrated expertise in role-playing and in arriving at suitable solutions to TPE problems were also considered in grading. Generally, the greater the
degree of behavior they manifested appropriate to their constant roles as directors of guidance, the higher they were rated.

**Subject Trainees.**

Graduate students enrolled in Education 913, Administration of Guidance Seminar, spring semester 1970 at the University of Massachusetts were the subject-trainees. Students normally elect this course near the end of a masters degree program in counseling in the School of Education. This specific course is required for certification as a director of guidance in the Commonwealth of Massachusetts. The course met in the evening one night a week from 7:00 to 9:30 p.m.

Eighteen students elected the course and were working toward a masters degree (M.Ed.) or a Certificate of Advanced Graduate Study (C.A.G.S.), a two year program in a specific area, following the baccalaureate degree. Students are described in Table IV by degree program, sex, and semester hours of completed course work in guidance and counseling.

Fifteen (15) Ss were from Massachusetts, one (1) each from New Hampshire, Vermont, and India. One (1) was an employed counselor and one (1) was an employed director of guidance. Thirteen (13) were (or had been if they were currently full-time students) employed teachers. Three (3) had neither teaching nor counseling experience, other than in
<table>
<thead>
<tr>
<th>Student Number</th>
<th>Sex</th>
<th>Degree Program</th>
<th>Part or Full-time</th>
<th>Number of Graduate Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Full-time</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>9</td>
</tr>
<tr>
<td>7.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>9</td>
</tr>
<tr>
<td>9.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Full-time</td>
<td>9</td>
</tr>
<tr>
<td>10.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>9</td>
</tr>
<tr>
<td>11.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>12</td>
</tr>
<tr>
<td>12.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Full-time</td>
<td>12</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Full-time</td>
<td>14</td>
</tr>
<tr>
<td>14.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Full-time</td>
<td>14</td>
</tr>
<tr>
<td>15.</td>
<td>M</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>18</td>
</tr>
<tr>
<td>16.</td>
<td>F</td>
<td>M.Ed.</td>
<td>Part-time</td>
<td>24</td>
</tr>
<tr>
<td>17.</td>
<td>F</td>
<td>C.A.G.S.</td>
<td>Part-time</td>
<td>34</td>
</tr>
<tr>
<td>18.</td>
<td>M</td>
<td>C.A.G.S.</td>
<td>Part-time</td>
<td>60</td>
</tr>
</tbody>
</table>

training. Two (2) were affiliated with elementary schools, twelve (12) with secondary schools, and one (1) with a junior college. For the most part their background in counseling was in a student capacity only, except for the employed counselor and director of guidance.

Sixteen (16) were enrolled in a masters program and two (2) were engaged in a C.A.G.S. program. The trainees re-
ported a total of 251 graduate credit semester hours. The
mean number of semester hours in guidance and counseling was
14, rounded to the nearest whole number; the median and mode
were both 9. Their graduate credits ranged from 0 to 60
semester hours. Ages of the students ranged from 24 to 42,
with a median of 32. The group consisted of ten (10) males
and eight (8) females.

Evaluation.

Evaluation of the simulation program and its accept-
ance and utility to the involved students was measured in
everal ways.

Empirical.

1. Rating scales were developed for the course,
requiring students to rank SARGOs in estimated order of ex-
cellence for the following qualities: interest, utility,
realism, difficulty, amount of outside research needed for
problem solution, amount of time needed for completion, en-
joyment, adaptability, self-growth of involved students, and
overall quality. Inverse numerical values applied, i.e., a
#1 rank was worth one (1) point, a #2 rank, two (2), etc.
The SARGO accruing the fewest points for a specific charac-
teristic was assumed to have been accepted generally as "best"
in that particular category.

Averaging of total accrued points should also indi-
cate the overall rank of the units in the series, and will serve as a cross-reference to the specific characteristic, "quality".

2. The class was required to rank methodologies (role-playing, case studies, etc.) in order of value, with #1 representing the highest rank order and #6 the lowest. Brief explanations for ranks were solicited.

Additionally, a comparative evaluation of simulation to lecture and discussion techniques was elicited from a five point scale, ranging from "much better than other methods" to "much worse than other methods".

3. Characteristics deemed important to a simulation series coordinator were elicited, and explanations were obtained.

A forced-choice ranking of type of coordinator preferred (graduate student, Professor, etc.) with explanatory comment was obtained.

4. A five point course evaluation ranging from "Excellent" to "Poor" was obtained.

5. Essay type comments, either general or specific, were invited and obtained as another means of determining the value of the simulation series to the class members.

6. Course evaluation reports, as developed and required by the School of Education, University of Massachusetts
(1969, 1970) were obtained as yet another means of measuring student interest and evaluation.

7. A one hundred (100) item examination was extracted from an NDEA comprehensive examination in counseling (Proff, et al., 1965), and was used as an instrument to measure accretion of general counseling knowledge. This instrument was administered on the first and last meetings of the course. It was anticipated that scores would increase as a result of broad exposure to guidance information in the process of doing research necessary to completion of the SARGO units.

8. Expectancy scales, developed from the original survey of employed directors of guidance, were administered to the students. It was assumed that this scale would indicate a student-understanding of the realities of the activities and percentages of time involved in them, of actual guidance director functions. Both pre and post series administrations of the scale were included. It was assumed that, upon completion of the series, the student estimates of percentages of directorial time in the eight areas of involvement would more nearly approximate those percentages reported by employed directors. Both direction and degree of change in student understanding of time and area involvement of the profession were obtained.

In addition to the evaluation instruments discussed
above, a weekly attendance check was maintained, assuming that a percentage of 85% would indicate a relatively high and a continued interest in course participation.

**Significance.**

Data was plotted and tested for significance, using nonparametric statistical procedures appropriate to related small samples. It has been ascertained that the one sample chi-square, and the Wilcoxon matched pair signed-ranks tests are both appropriate to the needs of this study (Bruning, Kintz, 1968; Kerlinger, 1964; Siegel, 1956).
CHAPTER IV

RESULTS

Data were collected by several means: by attendance counts; written reports of trainees as extracted from SARGO Evaluation Forms and from School of Education Evaluation Forms; quantifiable data from SARGO Evaluation Forms; from results of a comprehensive examination in guidance; and from results obtained from an expectation scale. The data were plotted and, where possible, their significance was tested by appropriate statistical means.

The Sargo Evaluation Form (Appendix D) was developed as a means of evaluating the simulation series. It was intended as an instrument to obtain ranks, descriptions, and evaluations that were included within the first five objectives of the study. It was designed specifically to (1) elicit trainee ranking of the series units in terms of ten (10) characteristics, (2) to obtain trainee ranks of methodologies used in the series, and also to elicit an evaluation of simulation in comparison to traditional methodologies, (3) to ascertain those characteristics of course coordinators that the trainees perceived to be necessary and valuable, and to obtain a rank order of five (5) types of possible program coordinators, (4) to obtain an overall evaluation of the
course, using descriptive adjectives, and (5) to elicit general and/or specific comments indicating ways by which a simulation program might be improved.

The evaluation instrument was administered on the last meeting of the class. It required a mean time of forty (40) minutes for completion. No identification of responders was required.

Objective 1, Rank order for ten characteristics. Following criterion definitions for trainee reference, they were requested to rank order the SARGO units from 1 to 13 for the following ten characteristics: interest, utility, realism, difficulty, research needed for unit completion, time needed for unit completion, enjoyment, adaptability, self-growth, and overall quality.

Each rank became a point value; point values were summed, and the lowest number of points accrued represented the highest possible ranking.

For quantification purposes, inverse numerical values applied, i.e., a #1 rank (highest) is worth one point, a #2 rank, two, etc., to a #13 rank (lowest). The SARGO accruing the fewest points for a specific characteristic is assumed to have received general trainee acceptance as "best" in that particular category. The SARGO accruing the fewest total points, is assumed to have been perceived as "best" overall
by participating trainees. Ranks determined by the mean accrued points may be seen in Table V.

TABLE V

TRAINEE RANKING OF SARGO UNITS

<table>
<thead>
<tr>
<th>SARGO numbers</th>
<th>Ranks By Mean Accrued Points</th>
<th>Mean Accrued Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>129.2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>114.1</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>142.0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>109.6</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>131.1</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>127.0</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>122.2</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>134.1</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>124.4</td>
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<td>10</td>
<td>12</td>
<td>138.1</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>129.5</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>126.5</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>109.7</td>
</tr>
</tbody>
</table>

Objective 2, Methodology. Six (6) learning methods were listed in the evaluation form, and the trainees were requested to rank order the methodologies in order of preference. Additionally, they were asked to comment on their reasons for rank preferences. Ranks may be seen in Table VI.

A simple chi-square test was used to test the significance of the observed ranks from what might be expected to occur by pure chance. (Siegel, 1956; Bruning, Kintz, 1968). The null hypothesis was assumed that there is no difference
TABLE VI

TRAINEE RANKS FOR EACH OF SIX METHODOLOGIES, N = 18

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Case Studies</th>
<th>Critical Incidents</th>
<th>In-basket/Program Films</th>
<th>Role Development</th>
<th>Visiting Contributors</th>
<th>Chi Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
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<td>4</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<td>3</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

* - sig. beyond .001

in the expected number of choices for each methodology. A chi-square of 23.667, d = 5, was obtained. The null hypothesis was rejected for Rank 1; it was accepted for all other ranks. Ranks, methodologies and chi-square values may be see in Table VI above.

It would appear from the tests of significance that role-playing seems to be preferred by a majority of the trainees. The other ranks are not significant from what might be expected by pure chance. It may be inferred that role-playing was a highly preferred methodology for the trainees in this simulation series.

Trainees were asked to rank the SARGO series in comparison with other methods of instruction (lecture, discussion, etc.), on a five point descriptive scale ranging from "A. Much better than other methods" to "E. Much worse than other
methods". Rating frequencies may be seen in Table VII.

**TABLE VII**

| TRAINEE RESPONSES TO THE QUESTION "IN COMPARISON WITH OTHER METHODS OF INSTRUCTION, HOW WOULD YOU EVALUATE THE SARGO SERIES?" N = 18 |
|---|---|---|---|---|---|---|---|
| Possible Ratings | Much Better Than Other Methods | Somewhat Better Than Other Methods | About The Same Other Methods | Somewhat Worse Than Other Methods | Worse Than Other Methods | Much Worse Than Other Methods |
| Rating Frequencies | 11 | 6 | 1 |  |  |  |

Again, the use of the one sample chi-square test to test the significance of the ratings was deemed appropriate. Assuming the null hypothesis; there is no difference in the expected number of ratings for each rating position, a chi-square value of 18.70 was obtained which is significant beyond the .001 level. The null hypothesis is rejected; it would appear from the evidence that a significant preference for the methods used in the simulation series, as opposed to those typically used in other courses, has been indicated by the trainees.

**Objective 3, Leadership.** It was deemed important to examine the aspect of leadership as it applies to this
simulation series. The term coordinator was chosen as it seemed to describe the role, as it was carried on, better than might any other term. The coordinator did not lecture as would a typical instructor; he did not conduct lengthy discussions, although he did function as a moderator during the limited total-group discussions following role-playing. Primarily, he facilitated the progress of the series.

In order to ascertain trainee perceptions of a leader for a simulation series, they were asked to list in rank order those characteristics they thought necessary to a coordinator. Five characteristics were requested, to be accompanied by brief explanations of their choices.

No significant pattern of characteristics or ranking seemed to be established. The noun expertise, as something a coordinator must possess, appeared in the number 1 rank five (5) times; experience was ranked number 1 four (4) times. The remaining six (6) adjectives ranked number 1 appeared only once each.

Disregarding rank order which varied considerably and which was not controllable, a quantitative indication was apparent in that a number of words were repeated for varying frequencies. In Table VIII the words, their frequencies, and their approximate general definitions, as inferred from brief trainee explanatory remarks may be seen.
**TABLE VIII**

PERCENTAGES OF TRAINEES INDICATING PREFERRED CHARACTERISTICS FOR A SARGO SERIES COORDINATOR. N = 18

<table>
<thead>
<tr>
<th>Preferred Characteristics</th>
<th>Number</th>
<th>Percentages</th>
<th>Explanation of Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expertise</td>
<td>12</td>
<td>67</td>
<td>Trainees indicated this to mean a reasonably extensive academic background in counseling.</td>
</tr>
<tr>
<td>Experience</td>
<td>9</td>
<td>50</td>
<td>General meaning implied actual practice of guidance and administration of guidance.</td>
</tr>
<tr>
<td>Flexible</td>
<td>7</td>
<td>38.8</td>
<td>Coordinator must be able to adjust to different situations.</td>
</tr>
<tr>
<td>Humor</td>
<td>7</td>
<td>38.8</td>
<td>Coordinator must possess a good sense of humor to make SARGO efforts appear enjoyable.</td>
</tr>
<tr>
<td>Interested</td>
<td>7</td>
<td>38.8</td>
<td>Coordinator must be interested in the SARGOs, the trainees, and in guidance.</td>
</tr>
<tr>
<td>Dynamic</td>
<td>4</td>
<td>22.2</td>
<td>This means to be reasonably forceful to retain control of group and to avoid group digression.</td>
</tr>
<tr>
<td>Imaginative</td>
<td>4</td>
<td>22.2</td>
<td>This means to insure compilation of interesting SARGO material.</td>
</tr>
<tr>
<td>Compassionate</td>
<td>3</td>
<td>16.6</td>
<td>Coordinator must be able to witness amateurs week after week, yet criticize in a positive and kindly manner.</td>
</tr>
</tbody>
</table>
Only words with a frequency of three (3) or greater are included.

No attempt was made to test the naming frequencies for significance, as there exists too great a possibility for interpretation error because the trainees' definitions do not appear to be free from ambiguity. The value of the response to the leadership characteristic list would appear to rest in the implications deriveable from it, in a consideration of future coordinator selection.

It was interesting to note that the term a good teacher was cited only one time. It would seem to include all the tabulated characteristics.

As a further indication of the type of leadership preferred for a SARGO series, the trainees were requested to rank the following types of persons in order of their degree of suitability as SARGO leaders: (A) advanced graduate student, (B) college professor of counseling, (C) experienced guidance director, (D) member of the class, and (E) other. Trainees were also asked to explain their rankings. There were clear preferences indicated here for the following as coordinators, by rank order of preference and by number of trainees choosing the indicated ranks: (1) college professor of counseling (10), (2) experienced guidance director (9), (3) advanced graduate student (13), (4) member of the class (14), and (5) other (14).
Disposition of frequencies of rank order choices may be seen in Table IX.

**TABLE IX**

RANKS AND FREQUENCIES OF RANK CHOICES FOR FIVE TYPES OF PERSONS SUITABLE AS SARGO COORDINATORS, AND CHI-SQUARES FOR RANK CHOICES

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Advanced Graduate Student</th>
<th>College Professor of Counseling</th>
<th>Experienced Guidance Director</th>
<th>Member of the Class</th>
<th>Other</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>20.33*</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>19.22*</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>32.00*</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>14</td>
<td>38.67*</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>4</td>
<td>14</td>
<td>2</td>
<td></td>
<td>40.89*</td>
</tr>
</tbody>
</table>

* - sig. beyond .001

As in the test for significance of methodology rankings, it was determined to test the significance of the individual rank choices for type of coordinator by the one sample chi-square test. The null hypothesis was assumed that there is no difference between expected number of choices for each coordinator type and obtained frequencies. All ranks were significant beyond .001, therefore the null hypothesis was not accepted. It would appear from the evidence that significant choices for each of the ranks were indicated; it seems reasonable to infer that the order of preference, as indicated by
the trainees' responses, is worthy of serious consideration in appointment of coordinators of any future simulation series.

A college professor of counselor education is viewed as "best," an experienced director of guidance is viewed as second "best," an advanced graduate student as third, a member of the class as fourth, and any other as fifth. In explaining their fifth choice, the trainees offered only doubts as to what type of person might reasonably qualify to any degree.

Objective 4, Course evaluation. A final forced-choice evaluation was included in the SARGO Evaluation Form. The trainees were asked to rate the series on a five point adjectival scale ranging from Excellent through Fairly Good, Good, Not Too Good, to Poor. There were frequencies of fourteen (14) Excellent ratings, three (3) Fairly Good, and one (1) Good. The remaining two categories were not used by any trainee.

A one-sample chi-square test was used to test the significance of the ratings above. It was assumed that there was no difference in expected number of choices for each ranking position as opposed to obtained frequencies.

A chi-square value of 32.022 was obtained which is significant beyond the .001 level. Therefore the null hypoth-
thesis was rejected. The observed choices are significantly different than might be expected in a random sample. This phase of the SARGO Evaluation Form indicated a clear rating of **Excellent** for the series. It may be inferred that the trainees considered it a valuable educational experience.

**Objective 5, Additional comments.** Trainees were asked to write any general and/or specific comments they cared to make that might indicate ways of improving the simulation program. Although reports by trainees may have a tendency to bias, they have been accepted in the field as a means of evaluation.

Only two (2) students (11.1% of N) failed to enter comments in this section of the evaluation form. Seven (7, 33.9% of N) made constructive comments concerned with their recommended alterations of the series. Nine (9, 50% of N) included both commendations and recommendations in their responses to this final section of the evaluation form. A total of sixteen (16, 88.9% of N) responded.

A comment typically made by all trainees concerned an excessive work demand. Several specific recommendations supported the general observation above, i.e., "Have each student responsible for fewer SARGOs," "A few less SARGOs," "Earlier assignment of SARGO units," and "Not enough time for in-depth study."
Particularly constructive were the following comments:

"Get evaluation from men in the field."
"More feedback!"
"Too much time on theoretical issues of objectives and setting."
"More role-playing in small groups rather than before entire class."
"SARGO 10 too long with 2 situations and 2 written pieces."
"A new method of random selection."

Largely complimentary were the following comments:

"Enjoyable, informative, interesting."
"The course was stimulating and helpful."
"I enjoyed gaining from the experiences of others."
"I was very happy with the course. I was somewhat frightened by all the work at the beginning however it all worked out well. I can't see much more to be done."
"...I feel that I may have gained some strength from this experience in spite of myself."
"SARGOs are worth saving and could be adjusted for use in an actual situation for upgrading a guidance dept. or eval. etc...."
"I believe I have worked hard in this course, but I have really enjoyed the work, the simulation, and the role-playing..."
"The course brought to light many facts of the guidance job which so many times are lost in formal studies."
"Enjoyed the interaction of the class as a whole... wouldn't have had the interaction in lecture type class."
"Overall very useful, interesting and organized class."

In summary, the trainees responded favorably and constructively, or both to a request for evaluative commentary. Despite the acknowledged possibility of bias, it may be seen that even the criticism tended to be constructive, which appears to indicate concern and interest in the series.
From the tenor of the quoted comments by trainees, it may be inferred that there was a considerable interest in and liking for the simulation series as an educational experience. One might also infer considerable motivation to complete the SARGO units, and to achieve solutions to the problems they presented. It was also indicated that the compiled units could serve as a reference set in future on-the-job situations.

Objective 6, School of Education Evaluation Form. This evaluation is part of the Teacher Evaluation Questionnaire of the School of Education which is submitted to the students in every course offered by the school as a means of evaluating student perceptions of the type of instruction they receive. Deemed of possible value to the simulation series was the second half of the instrument wherein students are requested to describe frankly the strengths and weaknesses of the course and its teacher. The instrument, in this as in all other Education courses, was administered on the eighth week of the semester. The written reports represent an evaluation similar to the section of the SARGO Evaluation Form that solicits student comment on what may be done to improve the simulation series. Results are from an N of 12 Ss who completed the form.

For purposes of this study, this form has been used
to extract descriptive terminology as used by trainees in their evaluation of the program. In describing the course the adjectives best and excellent are used in six (6) of the reports; interesting was used in three (3) reports, as was informative.

Selected phrases and clauses appearing in a number of the reports are as follows:

"The major strength of the course lies in its relevancy to the counseling function."
"The real teaching was done before the class, in organizing the course."
"Students benefit according to time and effort invested."
"The subjects covered have been realistic and current."
"There is no boring lecture, text memorizing in this class. I find myself in the periodical section of the library weekly, and am really enjoying it."
"Subjects are realistic and current."
"The course offers a variety of experiences, practical, useful, and relevant."

There was an apparent emphasis on the aspects of the realism of the SARGO experiences and the practicality of them. Several reports stressed the fact that the reporter found the course to be well-organized. This might indicate an unexpressed desire for structure in the educational experience, which was provided by the simulation series via its media of Typical Encounters of the Day, and its Typical Personal Encounters.

The responses did not contain more than three (3) references to the excess of work requirements, as did the reports
of the SARGO Evaluation Form. It would appear that the burden did not become apparent until after the midpoint of the semester.

Because of the possibility of interpretation error and because of the impossibility of quantification of data, this open-ended part of the evaluation form did not lend itself to detailed analysis.

**Objective 7, Comprehensive Examination in Guidance.** One hundred (100) items were extracted from an NDEA Comprehensive Examination in Guidance as described in Chapter III. They were chosen for their appropriateness to administration of guidance and represented philosophy, theory, and practice of counseling, testing for guidance, curriculum requirements, legal and ethical considerations, professional affiliations, and historical aspects of guidance. All aspects of guidance were included in the examination.

The examination was administered on the first and sixteenth meetings of the course. Students were supplied with mimeographed copies of the examination booklet and standard answer sheets (Optical Scanning Corporation DS 1120-C). The tests were hand-scored. The examination was conducted in the regular classroom and the test period was for one hour.

The pre-test resulted in a score range from 24 to 63, with a mean of 48.4 and a standard deviation of 11.21.
The post-test resulted in a score range from 38 to 68, with a mean of 53.5 and a standard deviation of 8.57. Scores have been presented in Table X.

**TABLE X**

PRE-TEST AND POST-TEST RAW SCORES FOR 100 ITEM COMPREHENSIVE EXAMINATION IN GUIDANCE, N = 18

<table>
<thead>
<tr>
<th>Trainee Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Score</td>
<td>24</td>
<td>41</td>
<td>52</td>
<td>42</td>
<td>29</td>
<td>31</td>
<td>63</td>
<td>53</td>
<td>59</td>
<td>43</td>
<td>59</td>
<td>60</td>
<td>55</td>
<td>52</td>
<td>60</td>
<td>52</td>
<td>53</td>
<td>42</td>
</tr>
<tr>
<td>Post-test Score</td>
<td>38</td>
<td>47</td>
<td>54</td>
<td>45</td>
<td>40</td>
<td>41</td>
<td>56</td>
<td>63</td>
<td>49</td>
<td>64</td>
<td>64</td>
<td>61</td>
<td>58</td>
<td>68</td>
<td>51</td>
<td>54</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Assuming the null hypothesis that there is no difference between the pre-test and post-test raw scores and that they were merely due to chance, the significance of the difference between means was tested using a t-test for related measures. (Bruning, Kintz, 1968). A t-value of 4.55 was obtained (df = 17, p = <.001) indicating a significant overall increase in knowledge as a possible function of the program.

**Objective 8, Expectancy Scale.** As a final and more direct measure of the effects of the simulation program, the trainees were required to estimate the percentages of time actual guidance directors invested in major areas of involvement. The trainees were required to complete the survey
questionnaire, upon which the program was based. Using the directors' mean reported percentages as a base line, the trainees underwent pre-program and post-program administrations of the survey. It was postulated that exposure of the trainees to the simulation series would result in a greater awareness and understanding of the actualities of directorial activities. Measurement was predicated on the change achieved between pre-program and post-program trainee percentage estimates and the base line percentages of the guidance directors. Change was rated positive (+) when it occurred in the direction of the director-reported percentages, and negative (-) when it occurred in a direction away from director-reported percentages. Signs were assigned according to direction of change and not according to gain or decrease in trainee estimates. Changes were ranked according to total percentage differences between pre and post-program administrations. The observed differences would then lend themselves to test by the Wilcoxon Matched-Pair/Signed-Ranks Test, appropriate with related samples (Bruning, Kintz, 1968).

The survey questionnaire was administered on the first and last meetings of the class. The trainees underestimated the amounts of time invested in interaction of directors with administrators and with counselors. They tended to overestimate interaction time with teachers, parents, stu-
ents, community resource agencies, in public relations activities, and in non-specific activities. In seven of the eight areas, changes were positive, that is, in the direction of the base line values. In one area only, interaction with community resource agencies, was change of estimate away from the base line, therefore negative. Specific values; base line, pre-SARGO and post-SARGO estimates, total change (in percentage points), and ranks may be seen in Table XI below.

**TABLE XI**

**BASE LINE, TRAINEE PRE-SARGO AND POST-SARGO PERCENTAGE ESTIMATES OF DIRECTORIAL TIME INVOLVEMENT, TOTAL CHANGE IN TRAINEE ESTIMATES AND RANKS**

<table>
<thead>
<tr>
<th>Base Line Interactions</th>
<th>Base Line Percentages, Mean</th>
<th>Pre-SARGO Percentages, Mean</th>
<th>Post-SARGO Percentages, Mean</th>
<th>Total Change in Percentages</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>24.2</td>
<td>14.8</td>
<td>17.5</td>
<td>+ 2.7</td>
<td>7</td>
</tr>
<tr>
<td>Counselors</td>
<td>25.8</td>
<td>19.7</td>
<td>20.0</td>
<td>+ .3</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>6.2</td>
<td>11.9</td>
<td>10.9</td>
<td>+ 1.0</td>
<td>3</td>
</tr>
<tr>
<td>Parents</td>
<td>5.8</td>
<td>9.4</td>
<td>6.9</td>
<td>+ 1.7</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>21.7</td>
<td>25.9</td>
<td>23.1</td>
<td>+ 2.8</td>
<td>8</td>
</tr>
<tr>
<td>Community Resource Agencies</td>
<td>7.5</td>
<td>9.2</td>
<td>19.7</td>
<td>- 1.5</td>
<td>1</td>
</tr>
<tr>
<td>Other (Incl. public relations)</td>
<td>7.6</td>
<td>5.6</td>
<td>7.8</td>
<td>+ 1.8**</td>
<td>6</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1.2</td>
<td>3.1</td>
<td>1.9</td>
<td>+ 1.2</td>
<td>4</td>
</tr>
</tbody>
</table>

**This value indicates a 2.0 change toward the base line, but also a .2 change away from the base line.**
The null hypothesis was that there was no significant change in trainee estimates of director time involvement in eight areas of activity. Assigning a plus (⋅) sign to the positive (To) changes and a minus (-) sign to the negative (Away) changes, the difference values were ranked according to their absolute values. The rank of the negative value was 1; the sum of the ranks of the positive values was 35; the number of pairs of means was 8. Reference to a table of Wilcoxon's signed-rank probabilities reveals that, with the numbers of pairs 8, a value of 2 or less is significant at the .02 level using a two-tailed test. Since 1 is less than 2, there is a significant difference. It would seem that it may be concluded that the post-SARGO estimates of percentages of directors' time investment are significantly more accurate than before simulation experience.

**Attendance count.** A count and summary of weekly and cumulative course attendance was maintained on the assumption that a weekly and cumulative mean value of 85% attendance might indicate consistent, continuous, and high interest in course participation.

Consistent, continuous, and high attendance was maintained. Attendance figures and percentages range from a high of 18 (100%) to a low of 13 (72.2%). Rounded mean and median counts were 16. Total attendance for the sixteen week semester
achieved a percentage of 90.6%. The low count (13) occurred during the week in which local public schools were closed for Easter Vacation; five (5) course participants, in-service teachers, did not attend during that week. Attendance values for the duration of the SARGO series may be seen in Table XII.

**TABLE XII**

**WEEKLY AND TOTAL ATTENDANCE COUNT AND PERCENTAGES FOR SIXTEEN CLASS MEETINGS, SPRING, 1970 SEMESTER**

<table>
<thead>
<tr>
<th>Class Meeting Number</th>
<th>Weekly Attendance Count</th>
<th>Weekly Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>85.5</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>85.5</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>88.8</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>261</strong></td>
</tr>
</tbody>
</table>

These data were tested for significance using the one-sample chi-square test, to test observed attendance against
optimal attendance. Assuming the null hypothesis: there is no difference between observed attendance and attendance that might occur by pure chance. A chi-square value of 3.78 was obtained which is significant beyond the .99 level (df = 15). The null hypothesis was not rejected; the probability is that the observed attendance could be better than 99% due to chance alone.
CHAPTER V

DISCUSSION AND IMPLICATIONS

The SARGO simulation series was developed as a response to a professional need for innovation in the area of counselor education. It was developed specifically for the training of potential directors of guidance services. Areas of training were obtained from persons actually performing as employed guidance administrators. In this way the appropriateness and relevance of the educational experiences presented to the trainees was met. The behaviors and skills learned by the trainees in the course were similar to those they would probably encounter as professional guidance directors.

The initial outcome of the study was the creation of a simulation series, in effect thirteen (13) scenarios, that included problems typical of the professional work requirements reported by employed directors. Experiences were presented to 18 trainees in a one semester period. Training experiences were in proportion to the percentages of time involvement reported by the employed directors. The author attempted to infuse the units with experiences as realistic as possible. Response to the simulated events varied
tions are that this unit was interesting and relatively enjoyable for its varied role-playing TPEs. Also appreciated apparently was the limited research necessary for TED responses. There were indications that because this SARGO was relatively rigidly structured, the trainees could relax a bit in their weekly research requirements.

It seems important to note that despite relative rankings, there was a range of only 32.4 points between the highest ranked and the lowest ranked SARGOs. With a possible range of 156 points, assuming total agreement on all ranks by all evaluators, the units are relatively close to one another. It would appear that there is some basis for elimination or major modification of SARGOs 8 and 10, which ranked 11 and 12, respectively in both mean accrued points and overall "Quality".

Objective 2, Methodologies.

The six methodologies rated were role-playing, critical incident films, in-basket-out-basket, program development, case studies, and visiting contributors. In rating the methodologies used in the simulation series, significant results were observed in the number 1 ranking of role-playing. This trainee choice was significant beyond the .001 level. It appeared quite clear that this method of training was highly preferred by the trainees. Other methodologies
did not fare as well; trainee preferences for them were not by majority choice, rather they were by plurality, and were not significant.

It seems possible that role-playing received a significant number of choices as "best" method because it allowed for greater variety in training inasmuch as there was little about it that was didactic. The trainees reacted to stimuli presented without real preparation for response. True, a background of knowledge may have been acquired in outside research, but immediacy was the principal facet of the interaction. The response had to be made with relatively little time for research and reflection. In this way the trainees were investing themselves spontaneously in a threat-free situation; no adverse results could be expected because the situation was simulated. There was freedom to experiment with response in this way. This aspect of the program appeared to be a play situation for most of the trainees, in the sense that it wasn't "for real" and therefore couldn't harm anyone.

The five other methods obtained no significant preferences; students ranked them variously. They seemed to be accepted as valuable primarily for their relative novelty, as compared with traditional methods.

There was an indication that the SARGO methods were
perceived as valuable because they allowed the trainees relatively broad freedom in solving problems. They were permitted to establish the situation in which the problem occurred and to select the solution that appeared most appropriate to their particular simulated school situation. Essentially, the trainees selected their own way of learning, and expressed their learning via the SARGO methods. The students appeared to have a deep sense of personal involvement in simulation in that they were giving rather than reflecting knowledge, as would be the case in a more traditional medium. It is suggested that the above is a very positive value of simulation. It permits the student to have major responsibility for what and how he learns; he expresses himself rather than absorbing and regurgitating facts.

Trainees assigned a global rating as "much better than other methods of instruction" to the simulation series. Their ratings were significant beyond the .001 level. A summary of their explanations of their ratings indicates their interest was magnified because they were "doing" rather than merely "listening". Trainees indicated also that, when exchanging opinions in class discussion, they were basing their opinions on "experience" that they would not have had through the lecture medium. The findings above tend to agree with the student reports of greater motivation and interest,
as obtained by other investigators (Boocock, 1966; Boocock, Coleman, 1966).

Another point emphasized was the comment that too much outside-of-class work was required by the series. Their explanation indicated their displeasure was because they felt they could not do ample justice to every unit. The latter seems to indicate the trainees were motivated to do better, but they felt limited because the series required a work load that tended to disperse their efforts.

Objective 3, Leadership.

The attempt to ascertain the nature and type of leadership the trainees perceived to be vital to a simulation series coordinator appears to be unique to this study. The author could find no evidence of investigation by others of this aspect of simulation.

Descriptive terminology elicited from trainees indicated "expertise" or knowledge of guidance and its administration, and actual guidance "experience" as particularly valuable attributes for a coordinator. In addition to these two terms, "flexibility," "humor," and "interest" are seen by trainees as characteristics necessary to a coordinator. It is not known whether these characteristics would have also been selected for the teacher of a traditionally taught class, however the combination of theory and practice in simulation
seems to necessitate teacher strength in expertise and flexibility.

In a forced-choice ranking of type of coordinator preferred, the following types of persons were ranked as indicated: (1) college professor of counseling, (2) experienced guidance director, (3) advanced graduate student, (4) member of the class, and (5) unspecified other. Because all rankings were significant beyond the .001 level, it appears to indicate a strong preference.

The leadership preferences seem to indicate clearly that a coordinator who has experience in guidance practice, and not only in teaching, is perceived by students as being highly desirable. Humor is apparently seen as an attribute for its ability to release the tensions possibly induced by the approximation of reality inherent in the simulation. Flexibility may be perceived as necessary because only the type of learning experience is planned in the series, not the outcome. The coordinator must be able to cope with unforeseen interaction outcomes. The trainees indicated that they viewed interest as important to a coordinator; interest in his work, in the students, in teaching, in many ways. There was an indication that the word, interest, was equated with the word, enthusiasm, in the trainee comments.

Objective 4, Course Evaluation.
The overall course evaluation as "excellent" must be accepted cautiously as an evaluation as no controls for personality of the coordinator, or for composition of the group were available. A possibility of "halo effect" was also quite possible. No comparison group, studying Administration of Guidance by a traditional, or any other, methodology was used; and no comparisons between coordinators were available. Despite the significance (beyond the .001 level) further evaluation is necessary. It would seem appropriate to assemble at least two matched groups, with one coordinator using the SARGO methodology with one and traditional methodology with the other. In this way a direct comparison could be effected between methodologies, and the possible personality contaminant could be controlled.

Objective 5, Additional Comments.

Student reports, acceptable to many investigators, Sleeper (1963), Attig (1967), Boocock (1967), Boocock (1965), Cherryholmes (1965), Dill and Doppelt (1963), among others, obtained generally similar resulting trainee statements reporting expended interest, motivation, sense of greater involvement and enjoyment, and a sense of greater learning and accomplishment.

Written trainee comments on the series were largely complimentary. They indicated that trainees perceived in
themselves a greater degree of interest than they felt they would have enjoyed in a didactic learning milieu. They also indicated that the demands of the series motivated them to do as much work as possible, despite their feeling that the demands were occasionally unreasonable. To offset the comment of heavy time requirements, alterations to the series that would enable them to develop each unit problem in greater depth may be in order.

The number of responders to the request for comments appeared on initial examination to be relatively high, higher than might be expected when the evaluation form was administered after a comprehensive examination and another questionnaire. Response to the request was optional and, at best, the responses may have been short. This was not the case; responses were relatively long, and were made by sixteen (16) of the Ss. It appears to indicate much interest in the series, and a genuine appreciation of the experiences it provided the trainees.

Objective 6, School of Education Evaluation Form.

This evaluation had limited value because it was designed by the School of Education to evaluate the instructor and because it was available only for twelve trainees. It did indicate a trend in the commentary, in that it resembled in content the comment later obtained from the SARGO Evaluation
Form at the completion of the series. Generally the content of the comments indicated trainee satisfaction with the relevance and realism of the series, as trainees perceived it. Appreciation also was indicated for course organization, the variety of available experiences, and the benefit of a broad knowledge of guidance administration that could accrue to the trainees as the result of fulfilling the requirements of the program. The major difference between the mid-term comments obtained from this evaluation form and those obtained at the end of the semester from the SARGO Evaluation Form was the increased number of comments about the excessive work demands of the series. This might indicate a need for decreasing the number of units in the series to allow for coverage of those retained in greater depth. It might also indicate an interest curve that builds from the beginning of the course to a peak at approximately mid-term, and then descends during the second half of the course. It might also reflect a work load that students were unprepared for, relative to their experience in other graduate courses. The ratio of three hours of study outside of class for every hour in class was used as a basis for preparation of the SARGO units. The subsequent total nine hours of work expected during the week was questioned by a majority of the subject trainees. Further investigation of the study requirements for the series appears
to be necessary.

Objective #7, Comprehensive Examination in Guidance.

The simulation program generated relatively broad exposure to many aspects of guidance because of the extensive outside research that it required. It was anticipated, therefore, that an increase in raw scores would occur between a pre and post-SARGO administration of the comprehensive examination. Results did indicate a significant increase in raw scores.

This may be explained in several ways. The gain may be attributable to (1) the simulation experience; or (2) to knowledge accrued as a result of other guidance courses taken concurrently with SARGO; or (3) to knowledge acquired as a result of both SARGO experience and concurrent guidance courses engaged in by the trainees; or (4) to test, re-test practice effect; or (5) to the possibility that the instrument was unreliable. Another possibility existed for the in-service counselor and the director of guidance; that their SARGO and professional experiences may have been a combined motivating force. It appears to be a reasonable supposition that participation in the simulation series may, to some extent at least, account for the increased raw scores.
directors of guidance is possible via the medium of simulation would appear to have been demonstrated by this study. It further seems appropriate that present methods used for presenting courses of training in administration of guidance services might profit from a re-examination of their methodology. It may well be that use of simulation would prove appropriately adaptable to most such courses, as a means of exposing trainees to experiential learning rather than didactic learning, the traditional method. Simulation might also be used as an adjunct to practicum and internship training.

In-service training. It would appear that simulation could be used as a method of enriching on-the-job training for in-service guidance personnel. In this way they could be exposed to situations for which they were not trained in the harmless, risk-free medium of simulation. They could then immediately transfer the learned behaviors and skills to actual practice. Simulation would also be a valuable methodology for training in-service personnel in new skills, not previously required for the particular work situation or not previously developed. Supervisory comments could also be made through simulated activities thus avoiding a more threatening situation in the actual work situation.

Selection. Simulation might appropriately be used
as a valuable adjunct to the employment process. In hiring new guidance personnel, they might be presented with simulated problems. Those applicants responding most favorably could be differentiated in a realistic context.

Certification. Simulation could be used as in the selection process to determine the professional qualifications of applicants for state certification. In the use of simulation, the applicant could demonstrate his or her ability to cope with problems and tasks typical of the administration of guidance services.

Team training. One of the valuable tools of the simulation series described herein was that of learning from the observation of other trainees in the role-playing performance of directorial activities. This might be a means of presenting simulation programs, i.e., competent personnel could role-play situations for observing trainees. In this way, demonstration of appropriate behaviors and skills could be insured. A total guidance staff might also be trained as a unit, potential administrators and teachers could also be included.

Needs for Research.

More evaluative research and investigation is necessary for the development of simulation programs that meet
the criteria of value and utility, to the guidance profession, its practitioners, counselor-educators, and students. It seems particularly pertinent to establish current simulation programs, and provide for keeping them current. It also seems appropriate that additional methodologies be examined for their possible inclusion in simulation programs. Such methods might include automation techniques and/or computerization.

It is not known if the SARGO simulation series trains guidance directors better than traditional methods do. Also unknown is the impact of the SARGOs on later behavior as a guidance director. Research on transfer of training from simulated to actual field experience is needed. It seems important that a means of determining the extent to which behaviors have been acquired in simulation can be maintained over a period of time. Follow-up studies are needed to determine if the interest, enthusiasm, and learning exhibited by the trainees carries over to actual on-the-job performance.

It seems that simulation is still in its infancy, despite its historically extensive application. The primary research implication of the study described here would appear to be that further investigation remains to be done.

The simulation program as described, presented,
and evaluated in this study appears to have achieved a relative degree of success and innovation. In the view of the subject trainees, it was a valuable learning experience.
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BIBLIOGRAPHY

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APPENDIX A

SURVEY QUESTIONNAIRE
Simulation of regular occupational experiences has been effectively utilized in a number of areas of training: business, armed forces training, and social studies. According to the literature, there is scant evidence of its usage in the area of counselor education.

We are trying to develop a program of simulated guidance operations to be used to train people to fill positions as guidance directors or supervisors. To that end it would be valuable to obtain an enumeration of your activities in fulfilling your responsibilities as a guidance director.

The proposed simulation units will be constructed after the model of specific activities representative of duties you actually perform in your capacity as guidance director or supervisor.

It would be appreciated if you would list specific experiences you typically encounter in your work. We have listed a number of probable activities. You may delete from or add to the activities under each heading. Also please indicate, after each heading, your involvement in such activities by entering the estimated percentage of time spent in them during a typical day within a school year.

We would appreciate your returning the completed forms by Friday, 17 October. Stamped and addressed envelopes are included.
Indicate percentage of time spent for each major area. Delete infrequent activities or add new activities in blank spaces provided.

WITH ADMINISTRATORS. . . . . . . . Percentage of time _______

A. With aid of organizational charts, maintain dialogue to determine systemic areas of responsibility with reference to guidance directorate, counselors, administrators, teachers, parents, and external agencies.

B. With aid of organizational chart, present need for additional guidance staff members. Propose recruitment policy.

C. Present departmental budget request, supported by documentary justification.

D. Formulate philosophy of guidance appropriate to both professional considerations and to the school system.

E. Advise administration of the legal aspects of counseling in re: confidentiality, etc.

F. Present prepared course outlines, including bibliography and training aids, of guidance-presented courses: career planning, sex education, drug abuse education. Establish appropriate schedules.

G. Present proposed testing program including budgetary requirements. Visually and verbally justify proposal.

H. Present data processing needs, including space, hardware, and budget requirements.

I. Present a planned guidance orientation program for presentation to the public (P.T.A., etc.).

J. Request and justify expenditure of funds to be applied to counseling staff participation in professional conferences.

K. Other

L.

M.

N.

O.

P.
WITH COUNSELORS

A. Develop departmental personnel needs, preparing organizational charts for a K-12 program, comprised of elementary, junior high, and high schools.

B. Develop budget needs and prepare request for same, including staff, program, and equipment needs.

C. Prepare departmental philosophy and policy with appropriate breakdown for the several educational levels within the school system.

D. Prepare an overall (K-12 system) departmental schedule to include orientation, testing, career counseling, college referrals, programs, etc. Let the schedule be for an academic year.

E. Participate in case conferences.

F. Develop a training program for the department to insure skill and professional knowledge maintenance and updating for counseling personnel.

G. Prepare an evaluation checklist as a guide to staff evaluation.

H. Establish policy, program, and needs for collection, collation, analysis, dissemination to appropriate persons or agencies, and follow-up of data.

I. Prepare testing program for K-12 school system.

J. Develop visitation schedules to include participating personnel, desired agenda, and businesses, industries, or colleges to be visited.

K. Establish professional conference priorities and schedule attendance for interested staff members.

L. Other

M. 

N. 

O. 

P. 

Q. 

II. WITH TEACHERS

A. Present an orientation program to acquaint teachers with philosophy, policy, organization, and emphasis of guidance program. Include guidance helps for teachers and show how teachers may help counselors.
B. Coordinate with teachers on their participation in counselor-led instruction programs.

C. Present training seminars on educational psychology, learning techniques and needs.

D. Collect data from and disseminate data to teachers with respect to students, both globally and individually considered.

E. Participate in case conferences with teachers.

F. Other

G. 

H. 

I. 

J. 

K. 

IV. WITH PARENTS. Percentage of time

A. Consultation: to include data collection and advice giving with reference to specific students.

B. Orientation: to include presentation of philosophy and policy of guidance, career information, youth problems and needs. This would generally be a group activity.

C. Parental counseling. To engage in adjunctive counseling to augment activities with specific students.

D. To refer parents to sources external to the school for the solution of specific problems not appropriately dealt with by school systems.

E. Other
V. WITH STUDENTS .......................... Percentage of time

A. To orient students in assembly to the workings of a guidance department; what it can and will do for and with the student. To advise the students how they can aid the department.

B. To counsel students, either dyadically or in groups, with reference to the following:
   1. Educational problems or questions.
   2. Personal problems.
   3. Vocational problems or questions.

C. To refer students to, and to coordinate their activities with, adjunctive services or agencies.

D. Other

E. 

F. 

G. 

H. 

I. 

VI. WITH COMMUNITY RESOURCE AGENCIES .......................... Percentage of time

A. To familiarize adjunctive agencies and services with the philosophy, direction, and scope of counseling activities. Such agencies would include churches, social and mental health agencies, police, youth groups, etc.

B. To maintain liaison with external resources interested in specific cases.

C. To participate in case conferences with representatives of external resource agencies appropriately involved in specific cases.

D. To make referrals to and to accept referral from community resources involved in specific cases.

E. Other

F. 

G. 

H. 

I. 

J. 

VII. WITH OTHERS ........................................... Percentage of time
A. To acquaint organizations external to the school system, such as colleges, business, industry, service clubs, with the philosophy, direction, and scope of the guidance department. Maintain liaison with such organizations.

B. To refer and recommend specific students to institutions of higher education.

C. To refer and recommend specific students to available and appropriate employment opportunities.

D. To prepare and present guidance oriented programs to interested organizations such as church groups, service clubs, etc.

E. To participate in collegiate, business, or industrial conferences that have specific meaning to the school system.

F. Other

G.

H.

I.

J.

K.

III. Use the space below to include activities we may have omitted that you consider to be significant either for the percentage of your time they involve or for their importance to the guidance function.
APPENDIX B

SIMULATED ADMINISTRATION OF REGULAR GUIDANCE OPERATIONS (#1 - #13)
Simulated Administration of a Regular Guidance Operation

Introduction to Simulation Concept, Statement of Course Objectives, and Definition of Student-selected Hypothetical Community and School Situation.

Purpose: It would appear ridiculous to expect a school administrator to be a guidance specialist yet, conversely, it may reasonably be expected that an administrator of guidance services be a guidance specialist. Writers in the literature of guidance seem to accept both administrative and leadership functions of the director of guidance (Peters, Schertzer, 1969).

You are here to receive training in those skills necessary to function successfully as a specialized administrator, specifically as a director (or supervisor) of guidance (or pupil personnel services).

In general, to function effectively as a director of guidance, you should be capable of (1) planning, (2) organizing, (3) staffing, (4) training, (5) directing, and (6) evaluating a pupil personnel service (Hatch, Steffire, 1965).

Specifically, and in accordance with evidence obtained from in-service directors of guidance, it is our aim to offer you training in several interactions that they reported to be relatively frequent in their fulfillment of their functions. The interactions are with (1) administrators, (2) counselors, (3) students, (4) teachers, (5) parents, (6) community resource agencies, and (7) with the public as a whole.

Riccio (1969) and Walz (1969) have described a need for innovation in our profession and in the training leading to professionalization of guidance personnel.

A decade ago Wynn (1960) described the training of school administrators as follows:

The mediocrity of preparation comes from the sterility of methods reported. Instruction is classroom-bound; administration is talked about
rather than observed, felt, and in these and other ways actually experienced. Where the student should be "scared" by exposure to the facts of administrative life, he is instead bored by the tame farce of second-hand success stories. Where the student should be fattened by a rich diet of multidisciplinary fare, he is starved by the lean offerings of provincial chow.

The description unfortunately still appears to be appropriate.

To offset Wynn's criticism and to meet Riccio's and Walz's needs, we have constructed a new program, which has been tested in two previous semesters. This semester will be devoted to a simulation program. It will attempt to provide vicariously and as realistically as possible the experience of actually being a director of guidance services. You may pre-establish your institutional setting, the size and nature of the hypothetical community, and your philosophy of guidance. Your participation should demonstrate competence, innovation, and original thought.

Program content will include Typical Encounters of the Day (TED) and Typical Personal Encounters (TPE). Your participation in the simulated interactions will require prepared written material, role-playing, the use of video tape recorders, small group interactions, the use of in-basket/out-basket techniques, and of case studies. Randomly selected class members will enact the guidance director's role in TPE's.

Specific reading assignments will be made as necessary. Most of your reading, however, should be self-selected and should be done in preparation of your reaction to the TED's. Your written reactions should be maintained in a cumulative notebook.

Objectives:

The objective of SARGO is to prepare directors of guidance services who are capable of the following performances. (This list is not intended to be conclusive or sequential).

1. Prepare a written description of your pupil personnel program including measurable objectives, procedures, budget, and evaluation plan.

2. Interact with a school administrator to clarify role perceptions.
3. Present a public image of a person who can contribute to change in individuals and in education institutions. The image should be for presentation via the multimedia of newspaper, radio, and television.

4. Communicate effectively with students, teachers, administrators, parents, and the public on what guidance services are, in keeping with the A.S.C.A. role statement.

5. Organize in writing a useful and well-selected testing program. Be able to defend it orally.

6. Prepare a useful student's cumulative record system.

7. Demonstrate effectiveness in counseling with parents.

8. Make oral presentations to teachers on learning problems and demonstrate how counselors can help teachers be more effective in classrooms.

9. Conduct guidance staff case conferences.

10. Demonstrate knowledge and understanding of uses for data-processing in pupil personnel services by preparing a proposal for such a program for presentation to the leading school administrator.

11. Establish written guidelines for referrals to and interactions with other community resource agencies.

12. Design an educational and occupational information system with procedures for evaluation.

13. Prepare an orientation program for new or transfer students. Consider, and include in your program, specific criteria for ethnic differences and integration.

14. Discuss three cases involving the APGA Code of Ethics; drugs, sex, confidentiality.

15. You are now a qualified director of guidance, and are ready to seek a bigger and better position, or you are so good they have asked you to move on. Prepare a personal vita that will sell you to the bigger and better institution.

Required Texts: Peters, Herman J. and Bruce Shertzer, Guidance.
Program Development and Management, 2nd ed, 1969, Columbus, Ohio, Charles E. Merrill Publishing Company.


Assignment for next session.

TED No. 1

1. Briefly describe in writing the school system in which you would see yourself as director of guidance services, in the near future. Try for realism in your fantasy.

   a. Size and nature of community.
   b. School size, inclusive structure (K-12, 7-12, etc), curriculum organization, instructional staff, facilities.
   c. Guidance staff, facilities, and philosophy.

2. Prepare a double-spaced, two-page article for the local newspaper introducing yourself and what you see as the objectives and philosophy of a guidance program.

Typical Personal Encounter (TPE) for the next class session.

One person will be selected randomly from the class to demonstrate how he would discuss with his superintendent the role and function of the guidance program. If possible, a school administrator will be present to make the demonstration as realistic as possible. If not, the randomly non-selected major segment of the class population will sit in committee (simulating a school board).

Development of Guidance Service Objectives

Objectives:

To demonstrate ability to develop viable objectives for the guidance service in the hypothetical school situation established in SARGO #1.

To develop and exercise public relations skills via the written and spoken word.

Assignment Due Next Session.

Typical Encounter of the Day -- TED #2

1. Prepare for faculty, administrative and community distribution the first section of the written description of your guidance or pupil personnel services program--The Objectives. You may precede your list of objectives with a brief paragraph of general philosophy or long range objectives. Your objectives will be assessed on their acceptability in meeting the criteria described below.

A clear statement of objectives provides a systematic basis for program development and a channeling of energies and resources to make needed accomplishments. Many in the education field expect all guidance and pupil personnel programs to have the same objectives. This is a mistaken notion which does not recognize the uniqueness of staff personnel, student, faculty and community needs. Viability of objectives is dependent upon meeting local needs.

The process of stating objectives also provides ready opportunity to recognize that all the needs and demands may not be met and priorities must be established. Annually developed objectives help to identify priorities and to focus on different aspects of the program each year. The arrangement of priorities encourages an in-depth investigation and efforts in particular areas where before only superficial attention had been given any one objective. The guidance staff cannot
hope to solve all of the needs it recognizes but only through clearly stated objectives can the department begin to meet many of the prevailing needs.

Objectives which have been developed through consultation with students, teachers, administrators, and parents have a greater chance of being accomplished than those that are simply taken from a textbook or state department of education handbook. The appointment of a guidance or pupil personnel advisory committee by the central administrator containing students, teachers, parents, counselors, and administrators is essential if the objectives developed are to respond to needs, support the objectives of the total school, and gain needed support from the school community.

If your stated objectives are to be of value to you and your staff, it is important that they meet certain criteria. These criteria are as follows:

a. Be specific. Neither one broad objective nor a combination of a number of objectives. An example of a specific process objective might be, "Parent conference for each student in the 8th grade."

b. Relate to the role and objectives of your institutional setting. Objectives must be in harmony with school objectives, otherwise you must try to change the institutional goals or pack your bags.

c. Be limited to accomplishments for a one-year period. It is unrealistic and thwarts evaluation unless a time period is identified.

d. Be stated in measurable terms. An example might be, "Decrease by fifteen percent over last year the number of students who drop out of school in the 11th grade." One objective must recognize and include means of evaluation in measuring the attainment of the objectives.

Suggested Bibliography


b. Association for Counselor Education and Supervision, RESEARCH GUIDELINES FOR HIGH SCHOOL COUNSELORS, College


d. Peters, Human J., Shertzer, Bruce, GUIDANCE PROGRAM DEVELOPMENT AND MANAGEMENT, 2nd Edit., Columbus, Ohio, Charles E. Merrill, 1969, Chapters 1, 2, 3.


2. The following letters were received after your article appeared in the local paper (TED #1). Prepare a brief reply for one of the letters.

A.

Dear Mr. Guidance Director:

I read with interest the article which appeared about you in the Evening Star. You seem very well educated and our community is fortunate to have you. But that is what bothers me. How could anyone as well educated as you not recognize the evil menace that lurks within the guidance and mental health movement. Political control by those who threaten our way of life has been thwarted at the polls and by the law, but now they have sought more subtle ways of gaining influence over the minds of men in the mental health program.

Every day innocent people are being sent to mental institutions to get them out of the way, the federal government is developing tests for national assessment. I could go on and on. There are many examples of the insidious and undemocratic ways in which the enemy is taking over our country without our knowing it. They would like to work on the young people in our schools.

I plan to write letters to the editor of our newspaper and our school committee members unless I can get some assurance from you that you and your guidance program will not be involved in invading the sacred privacy of our homes, giving perverted psychological tests, and destroying our wonderful way of life. I will expect to hear from you in the near future.

Sincerely yours,

George P. Smith
234 Elm Street
B.

Dear Mr. Guidance Director:

You won't remember me because you were not there when I went through school, but I graduated 10 years ago after spending 12 years in the school system. I now have a good job in Chicago as an electronics technician, no thanks to the guidance counselor who told me my test scores and grades in mathematics indicated I would never make it in any kind of technical work. But that is not my reason for writing to you -- I've made it in spite of no contact from you guidance people in the last 10 years.

Yesterday I drove by the old high school and everything looked about the same - oh yes the shrubs have grown and there is fresh coats of paint on the football field refreshment stand, and the parking lot was larger. I was curious how the world is changing so fast yet the school hadn't seemed to change at all. So, I went in to see some of my old teachers and see if the school had changed any on the inside - where it really counts.

I was right the first time. There was no change - the same subjects were being offered. Yes, there were many new teachers, but Mr. Ashcraft was still teaching U.S. History 4th hour using the same textbook I had ten years ago. As I walked up the halls listening to what was going on in the classrooms all I could hear were teachers talking. The students were saying very little and then only an obvious question about diagraming a complex sentence. Very few students were in the library. It was so quiet I felt uncomfortable when I talked with Mrs. Wilkinson.

Now I am loyal to my old hometown and its school, if I wasn't I wouldn't be writing this letter to you. The students seemed so bored and passive, as if the world had gone by without them.

My question to you is this. You are supposed to be concerned about kids which I read in the paper. But tell me concretely and not in any of those educational generalizations, what in hell are you doing to bring the schools up-to-date and make it a more exciting place rather than the morgue I visited.

Sincerely yours,

Henry Merryweather, Jr.
Typical Personal Encounter (TPE #2) for next class session.

Persons will be randomly selected from the class to interview either Mr. Smith or Mr. Merryweather who have come to the school to see for themselves what the guidance program intends to do.
Administration of Guidance Services  
Education 913  
School of Education  
University of Massachusetts

SARGO #3  

Interaction With Parents

Objectives:

To demonstrate skills in preparing and presenting information via different methods and media.

To demonstrate interaction skills.

Assignment Due Next Session.

Typical Encounter of the Day

1. The PTA is meeting next week. The Superintendent of Schools wants to introduce you and wants you to speak for approximately ten minutes about your guidance program: what it is, and what it should do for the children in the schools. Your presentation should hold their interest and should be informative. The presentation will be either a demonstration, a case study, or a lecture. The class will be divided, either voluntarily or by arbitrary random selection, into thirds so that each format will receive approximately equal representation.

Formats

Demonstration. This will consist of organizational and flow charts, and handouts (if feasible), or may be in the form of a chalk talk. A certain amount of verbal explanation necessarily will be a function of this format. Arrangements may be made for use of overhead projectors or slide projectors, if sufficient advance notice is received by the instructor.

Case Study. This will illustrate how and when your guidance services are utilized to deal with the problems of a specific student. You will be required to hypothesize a student in an anomalous and adverse school situation. You will be expected to indicate all resources, either within the school or external, used to effect a solution of the student’s problems. Diagnosis and prognosis will be required.

Lecture. This will consist of a ten minute speech, wherein you describe your guidance services as fully as possible.
Please include staff information, services provided, external resource agencies referred to, and population dealt with. Be as comprehensive as possible within the established time limitations.

2. Be prepared to answer field questions from the parents. Some possible questions might be:

(1) What is this school's dress code? Who devised it? Who enforces it?

(2) Does this school have a drug problem? What is being done about drug education?

(3) Will you ask our children personal questions about their homes?

(4) What is your position on sex education in the schools?

(5) To what extent and with whom do you share information obtained during counseling sessions?

(6) You put our children in slots. How do you decide which slot a child belongs in?

(7) What psychological tests are included in your testing program? Why?

(8) Why do our children need guidance - I didn't have it when I was in school.

(9) How come more of our children don't enter college? What are you doing to help them?

(10) Are you involving our children in sensitivity groups? What is so wonderful about them, anyway?

3. **Typical Personal Encounter for Next Class Session.**

Persons will be selected randomly to make their presentations to the PTA. Each format will be represented in a TPE. Other members of the class will play the roles of parents. They may also be asked to respond to specific questions.

**Suggested Bibliography**

a. Bergstein, Harry B., "The Parent and The School Counselor:"


Development of a Test Program

Objectives:

To develop a test program consistent to your school situation and your guidance service objectives.

To interact with teachers, administrators, and counselors.

Assignment Due Next Session

Typical Encounter of the Day

1. An important function of the guidance program is the development, selection, administration, use, and evaluation of a system-wide standardized testing program. A new program may have to be modified to meet contemporary needs, i.e., disadvantaged students, special language problems, learning disabilities, rural or urban students.

Develop a brief description of your testing program, following the suggested outline below:

(1) Purpose of testing program.

(2) Selection of tests.

(3) Administration of tests.
   Include when during school year, for what grade, scoring, etc.

(4) Dissemination of results.
   Recording of test performances, interpretation of results, etc.

(5) Evaluation of program.
   Follow-up, research studies, etc.

It is recommended that you consult appropriate texts and references. A number of suggestions are listed below:
Buros, Oskar K. *Mental Measurements Yearbooks* (1 through 6) Highland Park, New Jersey, Gryphon Press.


2. There will be two types of encounters:

(1) One in which the director will work with an advisory committee from the school system and community in developing the purposes of the testing program. This advisory committee will consist of an administrator, teacher, psychologist, parent, and counselor.

(2) The second encounter will be with a group representing all members of the faculty and administration. Having formulated a system-wide testing program, a guidance director will be asked to present his program. The advisory committee with which he worked will sit with him as a supportive panel. The committee will assist the director in responding to audience questions.

3. Typical of questions that may have to be responded to are:

(1) When will we get last year’s test scores?

(2) What personality tests are being used this year, and why?

(3) How much will this program cost?

(4) How much extra work for the teachers do these tests represent?

(5) What norms do you plan to use with these tests?

(6) What are the reliability and/or validity data about X test?

(7) Will scales or tests be used whose items question the authority of the teacher?

(8) Why do we have to label kids with test scores?

(9) Are interest inventories really necessary?
(10) Will these tests be used to evaluate the effectiveness of teaching?
Administration of Guidance Services  
Education 913  
School of Education  
University of Massachusetts  

SARGO #5  

Consultation With Teachers  

Objectives:  

It is a truism that without understanding and cooperation from teachers a director of guidance would find it extremely difficult to achieve the goals he has set for his program. It may also be said that without the aid of an effective guidance program the classroom teacher may find it equally difficult to reach his objectives.

This simulation views guidance personnel as resource aids in several areas.

1. Interpret and evaluate test performances to teachers.  
2. Assist teachers in the establishment of optimal learning conditions for students.  
3. Accept referrals from teachers of individuals or groups having personal, educational, or vocational problems or questions.  
4. Act as resource person on child and adolescent development.  
5. Work in a supportive role with teachers (especially beginning teachers) on questions of professional identity and personal competence.  
6. Advise the administration on policies concerning personnel and communications procedures among staff members.  
7. Aid the classroom teacher to become more sensitive and receptive to a wider variety of student feelings and behaviors.  
8. Aid the classroom teacher to develop self-awareness of his own feelings and behaviors.

Two problems are presented in this simulation which relate to the services provided by guidance personnel to both teachers and administrators. These situations are not meant to be totally representative of these services but serve to highlight the kinds of problems encountered in schools today, and the depth of knowledge and skill needed to work effectively with teachers.
Typical Encounter of the Day #1

The following article, Students Are Niggers, has recently been circulated by an underground press that has emerged in your school. Reactions range from outrage to acceptance, indignation to tolerance. You have been requested to assess your position on the two issues; an underground press, and the article in question. Determine your position; then put it in writing, justifying that position with reference to your official status as guidance director.

Typical Personal Encounter of the Day #1

Present your position (read it or declaim it) to the assembled faculty and administration of your school. Your next task is to moderate the ensuing debate from the floor.

Typical Encounter of the Day #2

A group of beginning teachers has formed a small seminar to deal with personal and professional questions. You have encouraged individual teachers to participate in such a group, and have asked the principal and superintendent to support it. These teachers have asked you to come and speak with them about what we know for sure about learning, from research. They want to implement these findings in their classrooms.

The attached reprint of Watson's article What Do We Know About Learning? may serve as an initial source for you. It is suggested you settle on one aspect, or recent finding of importance to education. Prepare a ten minute presentation concerning that finding.

Typical Personal Encounter of the Day #2

Read or orate your presentation to the faculty-administration group earlier assembled in protest against the underground press. Be prepared to defend yourself in the event of questions from the floor.

Suggested Bibliography:


National Education Association's Series on "What Research Says to the Teacher."
Racial Issues

Objectives:

To develop insight into racial issues in school situations.

To demonstrate dyadic interaction skills with students, counselors, and teachers.

Typical Encounter of the Day

The Director of Guidance of a nearby large city school system has suffered a disabling injury and will be on sick leave for approximately six weeks. His staff is inexperienced and new to the school system because of high counselor turnover each year. The superintendent heard of your exceptional program from a State Department of Education official, and was impressed with it.

He has called upon your superintendent and has requested your services as a consultant in dealing with immediate racial problems in his system. You have accepted and have agreed to devote two and one-half days a week in dealing directly with students on these issues.

You are asked to report to a senior high school in the downtown section of the city. The student population is 30% black, out of 1700 students in the grades 10 through 12. The majority of teachers have taught for only one or two years. 15% of the teachers are black and there are no black counselors. One vice-principal is black. The curriculum is three-track; general, vocational, and college preparatory.

The building is multi-storied and was constructed in 1932. It is badly in need of repair and/or remodeling. There is very little audio-visual equipment; most instructional aids have been damaged or have "disappeared." Most textbooks are out of date, in poor condition, and in short supply.
Recently, athletic and social events have been suspended because of the potential for student riots.

On your first day on the job, a group of black students present a series of demands to the principal:

1. A black studies course must be implemented immediately, in substitution for United States History which they consider a white racist course.

2. The principal is to be replaced immediately by a black.

3. Black students must be admitted to any of the three curricula, without discrimination on the basis of the results of culturally biased tests.

4. Black cultural artifacts such as Afro hairdos and dashikis will be permitted.

5. The percentage of black teachers will be increased to 30% immediately.

Assignment for Next Week

Be prepared to deal with any of the following Typical Personal Encounters in a role-playing situation.

**TPE #1**

A fight among a small group of black and white students has broken out in the cafeteria. You have been summoned by the supervising teacher to come quickly and stop the fighting before the incident spreads.

**TPE #2**

A white senior girl and a black senior boy ask to speak with you confidentially. You agree, and learn that the girl is pregnant with his child. They want to marry and run away to another part of the country. Neither of their families are aware of their relationship.

**TPE #3**

A group of white students are organizing community pressure to urge resumption of athletic and social events. They want to have enough police present to maintain order. The principal asks you to speak with them about the danger involved.
TPE #4 A black male student earning "stright A's" in the college preparatory program has been threatened by other black students for what they call "Uncle Tom" behavior. He has a good chance of eventually earning a college scholarship. He wants to mind his own business, but fears for his safety. He comes to the counseling office and asks you "What should I do"?

TPE #5 A white teacher comes to you with a black student witness and states that another black student called him a "racist bastard," before the class. The teacher wants to see the student expelled, but the principal wants your recommendation before taking any action.

Suggested collateral reading:

Bagdikian, Ben H.:  In The Midst of Plenty
Baldwin, James:  The Fire Next Time
Bennett, Lerone:  Before the Mayflower
Brown, Claude:  Manchild in the Promised Land
Cobbs, William H. et al:  Black Rage
Ellison, Ruth:  Invinsible Man
Franklin, John Hope:  From Slavery to Freedom
Griffin, Howard:  Black Like Me
Harrington, Michael:  The Other America
King, Martin L., Jr.:  Why We Can't Quit
Lincoln, Eric:  The Negro Pilgrimage in America
Malcolm X:  Autobiography of Malcolm X
Pettigrew, Thomas F.:  A Profile of the Negro American
Silberman, Charles:  Crisis in Black and White
Silver, James:  Mississippi: The Closed Society
Smith, Lillian: Killers of the Dream


Administration of Guidance Services  
Education 913  
School of Education  
University of Massachusetts

SARGO #7

Dr. Ronald Fredrickson  
Charles F. Popken

Drug Use and Abuse

Objectives:

To develop drug information and education program suitable to your school situation.

To interact with teachers and administrators.

To interact with student groups.

Assignment

It has become quite apparent that drugs are an expanding, contemporary problem of young people. What was a problem for some adults the day before yesterday; for "hippies" yesterday; and for high school students today; is even now becoming a serious problem with some pre-adolescent youth. If indications be correct, the problem promises to become even more serious.

If the counselor is to be involved in the critical problems and concerns of youth, it is crucial that he be informed about drugs and their effects. The attached articles provide ample reference for study on drugs and their uses.

TED #1

The purpose of this SARGO is to plan, develop, and implement an educational program on drugs, their uses and abuses. The program you develop for your school will be evaluated according to the following criteria:

1. Clarity of objectives.
2. Appropriateness of procedures and materials to population.
3. Economy of program.
4. Attention to a means of evaluation.

TPE #1

Trainee programs will be selected randomly for presentation
to school committee or trustees for their approval. The school committee agenda will allow you no more than ten minutes for presentation, questions and answers, and a vote on the issue.

TPE #2

A group of students have asked you to discuss the difference between habit-forming and non-habit-forming drugs.

TPE #3

You have just finished a 35 minute drug abuse information assembly of the entire student body. You will now entertain questions from the floor.

TPE #4

A group of concerned students read about a recent death at a nearby college. They submit you a letter written by the Dean of Students of that college (see attached letter by Dean Ward), and ask you what they could do personally to prevent such an incident at their school.
The Use of Case Studies

Probably the most effective means a guidance director has for improving the counseling his system provides as well as the system's total educational environment is through the study of the individual student. Too often professionals are quick to generalize about student behavior and develop stereotypes that blind them to the unique individual.

The idiographic approach provides a meaningful way to see the individual as he develops over time, and to integrate the various factors that affect his behavior.

Objectives:

The objectives of this SARGO are to train you in the use of a case study as an effective means of:

1. Consolidating those items pertinent to the educational, vocational, and personal history of a student into concise format.

2. Using the information contained in a case history to analyse the student and those of his needs that a school may appropriately meet.

3. Determining apparent needs that may be appropriate for external resource agencies to deal with.

4. Cooperating with your counselors and with teachers to ascertain that adjustments, if any, may be made to render the student's education more effective.

5. Predicting performance in future school years.

TED (Typical Encounter of the Day)

A major purpose of this SARGO is to demonstrate the effective use of a case study as a tool for modifying an
educational program to meet the needs of an individual client.

The case of George has been completed by one of your counselors as a basis for your action.

You are to prepare a written report to be transmitted with the case study to all of George’s teachers for their review prior to a case conference. You are to conduct the case conference as a model that you would like all of your counselors to follow in conducting case conferences of their own.

Your report should include consideration of test performances, peer relationships, educational needs, teacher evaluations, parent-school relationships, recommendations, follow-up procedures, and other factors you may wish to develop.

**TPE #1**

A randomly selected director of guidance will conduct a case conference with George’s teachers and counselors.

The principal has requested a recommendation for George’s promotion to grade 9 or retention in grade 8.

**TPE #2**

Conduct a staff meeting with your counselors to critique George’s case study, and review the theory and mechanics of preparing a case study.

**Bibliography**


Nota bene: The bibliography above is not intended to be conclusive and limiting; there are many texts appropriate to case studies and their usage.
Administration of Guidance Services
Education 913
School of Education
University of Massachusetts

SARGO #9

Counseling and Counseling Supervision

Objectives:

To demonstrate proficiency in one-to-one counseling and to explain theoretical framework as it relates to counselor performance.

To utilize a client rating scale in assessing counseling process.

To increase trainee's competence in counselor supervision using typescripts and electronic recording devices.

Introduction:

Counselor supervision must be an on-going concern of the director of guidance if he and his staff are to maintain and improve relationships with students, teachers, and parents. It seems important that this be an on-going in-service project included as a normal part of the department’s operation. The director of guidance is responsible for establishing and implementing a counselor supervision program. One of the prerequisites of a profession is self-supervision. Unfortunately, supervision too often remains only an experience for pre-service training. It seems imperative that the director of guidance submit himself to supervision by his colleagues, and exercise leadership and supervision of his entire staff, professional and non-professional.

One-way glass, video tape, interview notes, and actual observation in the room are all ways by which supervision of counseling may be effected. Probably one of the most prevalent methods used is with the audio tape recorder. Listening to tapes is a common and useful way for the counselor to obtain immediate feedback. A typescript made from such a recording also provides a unique means of analyzing the content of what has been said. Regardless of budgetary limitations, numerous methods are available to the resourceful director of guidance.

The variety of critical questions faced by students
would seem to be limitless. A major function of the counselor is to facilitate student decision making. Directors of guidance cannot divorce themselves from functioning as counselors because they are in an administrative position.

**Typical Personal Encounter (TPE)**

Some critical questions will be presented in a film entitled "It's Your Move" New Dimensions, Jericho, N.Y. (*) You will then be asked to assume the role of either counselor or client and carry out a counseling session dealing with one of the questions.

Following the simulated counseling session each person role-playing a client will complete a client evaluation scale. The evaluation will then be discussed with the counselor.

**Typical Encounter of the Day (TED)**

Tape record a counseling session. Select a 15 minute segment that provides an interaction for which you would like to obtain another professional counselor's comment. Prepare a typescript of the 15 minute segment. These typescripts will be exchanged among members of the class for a thorough review and critique.

Proper typescript procedures for this course include:

a. Double spacing.

b. "Co" indicates "counselor".

c. "Cl" indicates "client".

d. Extended pauses should be noted.

e. Audible expressions such as "mm-hmm", nervous coughs, etc., should be included.

**TPE #1**

One of your counselors seems threatened by the idea of supervision. He says the director needs to show more trust, and assume that things are going along satisfactorily if no com-

plaints have been made by students or parents. In addition, he questions what evaluation criteria for counseling can be applied in one session.

Be prepared to role play with this counselor your reaction to his questions and counter-arguments.

**TPE #2**

Role-play supervisor and counselor. Alternate roles in evaluating and critiquing each other's typescripts.

**TPE #3**

Be prepared to demonstrate how to use a tape recorded to another person.

**Suggested Bibliography**


4. *Counselor Education and Supervision*, 6 Fall 1966. This entire issue is devoted to counselor supervision.


8. Wazer, Gilbert M., and Engle, Kenneth B., "Practicum
Supervision: Good Buys and Bad Guys," Counselor Education and Supervision, 7, Winter 1968, 147-149.
Administration of Guidance Services
Education 913
School of Education
University of Massachusetts

SARGO #10

Dr. Ronald Fredrickson
Charles F. Popken

Community Resource Agencies

Objectives:

To increase the trainee's skills in initiating cooperation with, and obtaining it from community resource agencies and personnel.

Introduction:

The school system and its pupil personnel services cannot be all things to all students. External aid must necessarily be enlisted on occasion. That aid may come from church groups, service clubs, civic agencies, local businesses, and others. It would appear to be a directorial responsibility to be aware of, and in contact with, resources external to the school, that he may make appropriate referrals or requests for assistance at those times when services beyond the capabilities of the school system are needed for effective guidance.

Examples of needs requiring external aid might include work-study programs, career seminars, delinquency, drugs, and mental health. It is incumbent upon the director of guidance to initiate cooperation with community resource agencies and personnel, as required.

Guidance directors should also recognize that their knowledge and skills can contribute to the effectiveness of the resource agencies, themselves. The director's skills in human relations, understanding of youth, organization and administration theory, measurement and clinical procedures, and the education processes would be of aid to outside agencies.

TED #1 - Typical Encounter of the Day

You want to enlist the participation of the pastors, priests, and rabbis of your local houses of worship in a series of four ecumenical breakfasts, dedicated to an examination of the problems of youth.
You offer to speak briefly at each breakfast, on a major youth problem and on how you would like the churches to work in concert with the schools in ameliorating the problem.

It will be necessary for you to choose four problems critical to the youth of your town; what you as director of guidance offer to their solution; what you would hope the churches of the town will offer, to effect the sought-for amelioration.

You will not only have to know your own capabilities, you will also have to have an approximate idea of the churches' capabilities. Since this is essentially a selling program, you must be in command of enough facts about youth and your guidance program that you may present convincing reasons for the church's cooperation.

Present your proposal in outline form, within a letter addressed to the president of the local ecumenical council.

TED #2 - Typical Encounter of the Day

Prepare a letter to the mayor of your town, in which you strongly urge the establishment of a Yough Center in an empty store in the downtown section of your community. Indicate reasons for such a center, what basic equipment and personnel would be needed. Include also a statement of how you would help.

TPE #1 - Typical Personal Encounter

Present a ten (10) minute speech to a service club luncheon. The members have asked you particularly to respond to questions they have in their minds concerning an article that recently appeared in the local newspaper. There may also be questions from the floor after your speech. (See attached article).

TPE #2 - Typical Personal Encounter

You are concerned about gaining the cooperation of community leaders for your guidance program, that it might better serve the youth of the area. Because of their tight time schedules, you have only a ten (10) minute appointment with one of the following people. Within this ten minute period, you have to sell yourself to him; convince him that he should be vitally concerned about youth and the schools; that
he has something to contribute. Suggest concrete ways by which he may help. Adjust the style of your approach to fit the individual you confront.

a. Chief of Police.
b. President of the town's major industry.
c. Mayor, or town manager.
d. Director of area Mental Health Board.
e. District Juvenile Judge.
f. Executive Director of the Chamber of Commerce.

(As a helpful basis for the TPE above, it might behoove you actually to interview a community leader to inquire about his views of youth and guidance programs).

Suggested Bibliography:


Administration of Guidance Services  
Education 913  
School of Education  
University of Massachusetts

SARGO #11  
Dr. Ronald Fredrickson  
Charles F. Popken

Preparation of a Program or Research Prospectus for Outside Funding

Introduction:

The enactment of federal legislation Title XXI, FSEA has greatly expanded resources for educators in conducting research and in introducing new programs. Guidance directors no longer can excuse themselves or their institutions for inability to collect the necessary information, purchase the necessary time, personnel, materials, and services to improve the effectiveness of guidance services or the total institution.

Private funds and corporations also are available to support worthy and useful projects. Directories are available of such organizations in most libraries.

The U. S. Office of Education has established a number of regions in the United States. Regional coordinators are available for consultation and assistance in preparing proposals. They also serve as coordinators for proposals in their districts amounting to $10,000 or less. State departments of education have also appointed coordinators for federal funding on the Elementary and Secondary Education Act to aid schools and staff members.

Distribution of research and development funds has not been equal to all schools or regions of the United States. Some school districts have been gaining a disproportionate amount of the funds due to the initiative of their administrations and staff members. Often the schools needing the funds the most are the least likely to have the personnel or the information necessary to submit proposals.

Guidance directors are in a unique position to seek answers to questions that relate to problems of the students. Leadership can be given by providing timely information on available funds for faculty members when they seek to get data or to innovate new programs. Directors can not only provide leadership for their school or clinic, but may also propose programs or conduct research themselves.
In the United States, industry spends up to 10 percent of its gross income on research and development. Schools, on the other hand, allocate less than 1/10 of 1 percent of their educational expenditures for research. It is alleged that some states have had to return money to the U.S. Office of Education because of lack of application of fundable projects from the schools.

Objectives:

1. To demonstrate skill in the identification and statement of a problem or research question related to guidance services.

2. To communicate knowledge of questionnaire or scale development, basic research designs, and funding sources.

3. To demonstrate competence in preparing a program or research prospectus to be used in soliciting for possible funding.

4. To demonstrate the ability to make an oral presentation to the potential funding authority, explaining why your project should be funded, and your capability to direct it.

TED - Typical Encounter of the Day:

Prepare a two or three page program or research prospectus which responds to a letter your superintendent received from the state department of education, asking for submission of ideas which might be funded. Use the following outline in the preparation of your prospectus.

Project title:
Applicant organization: (Your school)
Project director: (Who)
Submitted by:
Duration:
Anticipated cost:
Date transmitted:
Description of project.
   a. Problem and objectives.
   b. Procedures.
   c. Personnel.
   d. Facilities.
   e. Evaluation.
   f. Use of results.
TPE #1 - Typical Personal Encounter of the Day

Your prospectus, along with several others, has been considered potentially worthy for final screening by the funding authority. You have been invited to appear before a reviewing board to amplify your prospectus and further justify it. The board will conduct fifteen (15) minute interviews with each of the proposers in order to decide whose project will be funded.

Randomly selected directors will appear before a committee of trainees role-playing as members of the funding body. At the conclusion of the interviews, the project to be funded will be chosen by vote of the committee.

TPE #2

Role play a telephone call from a concerned parent who wants to know why a school supported research project is including only a random 50 percent of the sixth grade students in an experimental group.

The following material is attached:


Suggested Bibliography


Preparation of an Evaluation Plan for Your Program and the Development of Instruments Needed.

Introduction:

In SARGO #11, a research prospectus was prepared. The sound procedures learned in preparation of that prospectus should be applied in developing your evaluation plan and techniques. The objectives in SARGO #2, if soundly and specifically enumerated should provide the basis for launching the evaluation study.

There are two principal ways of evaluating counseling or personnel programs; to study the process, or to study the outcome. Process conditions are an important part of evaluation, but not to the extent demonstrated by the overbalance of evaluation studies focusing on this means. Outcome evaluation, as it relates to specified processes, is sorely needed in most schools, colleges, or clinics. Evaluation should be an integral part of your program on a systematic and longitudinal basis.

The time has come to assess the program you have been developing this year. It will be necessary to describe your procedures so clearly that another person could conduct the evaluation from your description and with your instruments. Good questionnaires are difficult to prepare, therefore, it is recommended that you refer to samples from your state department or in professional literature.

Objectives:

1. To be able to outline an evaluation program that demonstrates research and evaluation skills.

2. To develop a questionnaire that will adequately evaluate a guidance program in terms of outcome.

3. To be able to apply critical judgment in the assessment of a questionnaire developed by another person.
4. To relate program objectives in terms of how they may be applied to dealing with a specific student.

TED #1 - Typical Encounter of the Day:

Referring to your program objectives established in SARGO #2, and to the survey techniques you learned in SARGO #11, develop a two-part questionnaire that will indicate just how well your program achieved its objectives. The first part will be responded to by students; the second part, by teachers. In this way you will ascertain how your program is seen and valued by those for whom it was primarily developed, the students, and by those who have the most frequent contact with the students, the teachers.

TED #2

Recommended format for Evaluation Program.

1. Statement of purpose of evaluation.

2. List of objectives from SARGO #2. Enumerate under each, if necessary, in hypothesis form the specific question which can be answered through your evaluation procedures.

3. Identify what guidance procedures, techniques, and practices were utilized to achieve objectives so that they can at least be connected theoretically to the objectives.

4. Describe techniques developed for data collection. Include copy of follow-up questionnaire, or other instrument that might be used. Will your data be accurate? Will verification be necessary? Will evaluation procedures be continuous?

5. What implications and conclusions might be drawn after rigorous analysis of your data? How will the results be disseminated and used by you, your staff, school, college, or clinic?

TPE #1 - Typical Personal Encounter of the Day.

You and your staff members have each prepared a proposed questionnaire. You will assemble the staff and conduct
a critique of each questionnaire in order to develop a final version that will utilize best features of all.

**TPE #2**

Individual objectives for each student are often a more meaningful way of approaching evaluation that the more normative approach of looking at the total program. The fact that a majority of students were helped by the guidance staff does not always give a complete picture of what happens to individuals. Review of the Case of Barbara, attached, should prepare you to respond to the following questions about the school counselor's objectives for Barbara. Responses will be oral.

1. For this particular case, what would you expect might be accomplished in terms of reasonable outcomes as a result of a series of contacts with a counselor and with other appropriate resources? (Assume that by most criteria the counselor would be rated effective).

2. What would you expect as reasonable outcomes if there were no counseling or if the counseling were of "poor" quality?

3. What kinds of information would have made it easier to make the judgments requested in items #1 and 2?

4. What might you expect as super-outcomes (exceeding reasonable expectations) as a result of a series of contacts with a counselor and with other appropriate resources? (Again, assume counselor effectiveness).

**TPE #3**

The superintendent of schools has been approached by a faculty member from a nearby university to administer a questionnaire to all college-oriented graduates. He asks you for your evaluation of the Questionnaire on College Admission Assistance, and for your recommendations to be presented to him via the telephone.

**Suggested bibliography:**

Association for Counselor Education and Supervision, Research Guidelines for High School Counselors, New York, College Entrance Examination Board, 1967, pp 71-87, 100-114.


American Personnel & Guidance Association Ethical Standards.

Objectives:

1. To demonstrate knowledge in the use of APGA Ethical Standards in solving problems arising from the concept of privileged communication.

2. To present a five minute statement that answers the question, "Who is your client"?

3. To prepare a resume that presents relevant and complete information, necessary to consideration of YOU as a potential professional employee.

Ethical Standards:

Respond to each of the following situations in a short written statement that indicates how you might act. Support your responses by appropriate references to the Ethical Standards.

1. You inadvertently learn that one of the counselors on your staff has been attending weekend "pot" parties in a distant city. Rumors are current in your school that some of the students this counselor sees regularly have been obtaining "pot" from him for their own parties. The particular counselor is quite popular with all students, and you have been pleased with his work. Would you take any action? What?

2. The local prosecutor would like you to testify about your consultations with a juvenile who is being prosecuted for theft. The prosecutor claims you do not have privileged communications sanction. What action would you take?

3. An 18 year old female student informs you in a counseling session that the assistant principal has been asking her to stay after school to help in the office, or to do other tasks in which the two of them are alone together.
He has made borderline suggestive statements concerning their relationship. She wishes to graduate first in her class and will probably succeed if she earns an "A" in her American Problems course, which the assistant principal teaches. The class valedictorian will receive a $1,500 scholarship, which the girl needs to attend the university. What action would you take?

4. A former client of yours has recently graduated from Teachers College and has applied for an elementary teacher's position in your system. You had helped him toward resolution of a sex role identity crisis when he was in high school. The current superintendent, who was the principal when the applicant was in high school, remembers him as a particularly effeminate boy. He also remembers that the boy underwent extensive counseling with you. The superintendent drops into your office and inquires about the reason for and the results of the counseling. What is your response?

5. During the night a number of bricks were thrown through the windows of the school and of a candy store in town. Glass damage amounted to several hundred dollars. Local police have two suspects in custody and the newspaper reports that charges will be placed against one of the young men. He will neither deny nor admit that he committed the act. He was seen in the area, however, and he has a record of two previous arrests for minor offenses. All indications are that the young men in question will be found guilty when the court convenes this afternoon.

Just before lunch, one of your counselors asks to see you about an important matter that has been bothering him concerning the case. He informs you that one of his regular counselees has boasted that he broke the windows for a lark, and he thinks it funny that another boy is being blamed. This information is not known to the young man scheduled for trial. The counselor does not know what to do since his counselee refuses to be persuaded to admit his guilt publicly. What would be your advice to the counselor?

TED #1 - Typical Encounter of the Day.

Prepare a professional resume including appropriate personal and experiential information. Do not use your real name or address; substitute instead, your mother's maiden name and your sex, i.e., Winslow, male. All other information should be complete and accurate. Reference is made to the out-
line below, to the model resume attached. Adaptations of either or both are permissable.

NAME

Personal:

Date of birth:
Marital status:
Home Address:

Business Address:

Telephones:
Home:
Business:

Education:

Ed.D. 19_
C.A.G.S. 19_
M.Ed. 19_
B.A. 19_

Positions:
(present position first)

Community activities:

Professional organizations and activities:

Research and study projects:

Publications:
(include local publications, i.e., student handbook)

Future plans and goals:
(may be included if appropriate)

TPE #1 - Typical Personal Encounter

Be prepared to role play any one of the five ethical situations you have responded to. This will be an exercise in negotiation as the APGA Ethical Standards do not constitute a statutory defense.
You are making an initial evaluation of three applicants for a position on your staff, according to the information obtained from their resumes. You will rank them in order of desirability. You will then meet with your superintendent, and indicate and justify your order of preference to him.

Bibliography:


APPENDIX C

TYPICAL PERSONAL ENCOUNTER RATING SCALE
Typical Personal Encounter Rating Scale
For
SARGO Simulation Series
School of Education
University of Massachusetts

Name of person being rated ___________________________ Date ______________

Nature of simulation ____________________________

Directions:

This scale is designed to be used with a simulation series developed for pre-service and in-service training of pupil personnel directors (directors of guidance). One aspect of this Simulated Administration of Regular Guidance Operations (SARGO) consist of the Typical Personal Encounters (TPE). These include a number of role-playing situations such as interviews with administrators, oral presentations to parent groups, in-service sessions for beginning teachers, interviews with concerned citizens, supervisory sessions with counselors, etc. For effective learning, these situations must be evaluated.

The purpose of this scale is to provide constructive feedback to the trainee, on his simulation performance. Raters will generally be co-trainees within the group.

Circle the number most nearly approximating your evaluation of the interaction behavior you observe.

Comments on ways by which the performance may be improved will be especially helpful to the trainee. Be as expansive as necessary for clarity.

The Director's appearance was:
1. insecure 1 2 3 4 5 confident
2. tense 1 2 3 4 5 relaxed
3. cold 1 2 3 4 5 warm

The Director's interaction was:
4. rambling 1 2 3 4 5 articulate
5. illogical 1 2 3 4 5 logical
6. boring 1 2 3 4 5 interesting
7. ineffective 1 2 3 4 5 effective

Mean Score __________

In what ways might the director improve his performance? ____________________________
APPENDIX D
SARGO EVALUATION FORM
SARGO Evaluation Form - SAF

The following synopses of SARGOs are presented for your review.


SARGO #2 - Development of Objectives. Statement of guidance service objectives appropriate to hypothetical system. Reaction to letters from citizens, both by written response and by role-played confrontation.

SARGO #3 - Presentation of Your Guidance Program. Preparation of an explanation of the guidance services for presentation via various media to PTA meeting. Role-playing such a situation.

SARGO #4 - Test Program Development. Development of a test program for the hypothetical school. Group interaction for consensual choice of a program. Role-played presentation of program to faculty/administration group.

SARGO #5 - Director/Teacher Interaction. Deals with problems incidental to an underground press, and to value of research in education. Role-played interaction with teacher groups.

SARGO #6 - Racial Issues in Counseling. Deals with racial problems in a secondary school. Dyadic interactions between director and students, and director and teacher.

SARGO #7 - Drug Information and Education. Development of informational drug use and abuse program. Interaction with administrator. Discussion with two students who are actual drug scene members.

SARGO #8 - Case Study Usage. Consideration of the use of case studies in counseling. Study of the need for coordination with community resource agencies. Role-played case conferences.

SARGO #9 - Counseling and Counselor Supervision. Counseling interactions followed by group analysis and evaluation of role-played sessions. Discussion of, and practice in, counselor supervision. Analysis of variety of decision crises shown in a filmed presentation. Critique of typescripts of actual counseling interviews by class members. This SARGO covered two class meetings.
SARGO #10 - Community Resource Agencies. Interaction with various persons influential in a community. Preparation of brief addresses for presentation to a ministerial group, and preparation of a letter to a public official soliciting his support of your guidance program. Role-played dyadic and group interactions.

SARGO #11 - Preparation of a Research Prospectus. Preliminary project development and preparation of prospectus for presentation to funding agencies. Oral presentation of each prospectus in committee. Critique of each prospectus and consensual choice of most acceptable proposal.


SARGO #13 - Ethical Standards, Resume Preparation. Consideration of ethical standards and their practical application to specific incidents. Role-played interaction between director and persons cited in any of five incidents. Preparation of a professional resume. Evaluation of applicants for a directorial position through review of their resumes.

Evaluation:

Please note the following criterion definitions. Refer to them as necessary, when completing the ranking matrix on the following page.

Interest - Criterion indicating the SARGO that excited the greatest amount of feeling in you; that developed your greatest concern; that tended to arouse your curiosity the most.

Utility - Used to designate the degree to which a SARGO proved useful or valuable in preparing you for a director's position.

Realism - Designates the degree to which a SARGO approximates actual real-life experiences.

Difficulty - Criterion to indicate the relative degrees of complexity of problems presented in SARGOs, in terms of the mental exercise required to see, analyze, and develop a solution for the problem.

Research Needed - This rank indicates the amount of field and library research needed to achieve a solution, or to complete a SARGO.

Time - Indicates the degree to which a SARGO required an actual output of hours and minutes in order to complete it.

Enjoyment - Criterion indicating the degree to which a SARGO afforded you pleasure or satisfaction, in terms of the problem, the work leading to a solution, and the ultimate solution.
Adaptability - Criterion indicating the degree to which skills you acquired as an outgrowth of a SARGO experience are transferable to your present school situation.

Self-growth - Ranking of the SARGOs in order of the degree to which they contributed to your growth, personal and professional.

Quality - A global ranking of your estimate of the professional excellence of the SARGOs, including in your consideration, all of the criteria above.

Enter SARGO numbers in rank order of evaluation beneath each criterion in the matrix below. Ranks are entered in the column to the left; criteria are entered above each succeeding column to the right. Please give as much thought as possible to your rankings. Refer as often as necessary to the SARGO synopses and to the criterion definitions preceding.
Methodology:

The following learning methods were utilized in this course. In the space provided to the left of each method, enter the numeral from 1 to 6 that indicates the relative ranking of each method in terms of its value to you in the SARGO series. Briefly explain your ranking in the space provided.

A. ___ Case studies.

B. ___ Critical incident films.

C. ___ In-basket/out-basket.

D. ___ Program development.

E. ___ Role-playing.

F. ___ Visiting contributors.

In comparison with other methods of instruction (lecture, discussion), how would you evaluate the SARGO series? Check one. Briefly explain your rating.

A. ___ Much better than other methods.

B. ___ Somewhat better than other methods.

C. ___ About the same as other methods.

D. ___ Somewhat worse than other methods.

E. ___ Much worse than other methods.
Leadership:

List in rank order the five characteristics you think necessary to a coordinator of the SARGO series. Briefly explain.

1. ______________

2. ______________

3. ______________

4. ______________

5. ______________

Rank the type of coordinator you would prefer for the SARGO series. Explain.

A. ___ Advanced graduate student.

B. ___ College professor in counselor education.

C. ___ Experienced guidance director.

D. ___ Member of the class.

E. ___ Other.

Course Evaluation:

Please give your own overall evaluation of the simulation series used in the course Administration of Guidance, Education 913.

1. ___ Excellent.

2. ___ Fairly good.

3. ___ Good.

4. ___ Not too good.

5. ___ Poor.
Additional comments:

Use this page to write in any general and/or specific comments you may care to make that indicate ways of improving this simulation course.
APPENDIX E
TEACHER EVALUATION QUESTIONNAIRE
Written responses by students are crucial to the improvement of teaching. Please describe frankly what were the major strengths and weaknesses of this course and its teacher. Please complete your comments BEFORE answering the multiple choice section of the questionnaire.