

1-3  
ATTRIBUTES IMPORTANT IN THE SELECTION  
AND RATING OF COUNSELORS

Section 4733-1

1948

Recently Section 4733-1 finished somewhat of a project which had not been planned, but developed from an agenda of a few months ago. At that time counselors were being rated by their supervisors, and it was thought that it might be interesting for each member of the section to jot down what he thought were the qualities on which a counselor should be rated. It was not thought at the time that there was any definite number of qualities that a counselor should necessarily possess, but so that there would not be too few nor too many listed, an arbitrary number of eight was taken. If it was later determined that more were necessary, or fewer suitable, then the list could be changed. Rather than having the qualities be specific, it was desired that they be rather broad and general, and yet we wanted each counselor to be able to define the terms he used to describe the qualities. The result was the following agenda, which was presented to the section in March:

1. Bring a list of eight qualities or attributes on which you believe a counselor should be rated. Try to keep them broad, yet be ready to define them if necessary.
  - 1.1 Is one quality more important than another? If so, would you weigh one more than the others?

A lively discussion was held, and it was decided that the following week the same agenda would be continued. To help the next meeting move along more rapidly, each counselor's qualities were listed under his name for purposes of comparison during the discussion. On the following page are the listings as they were used at that meeting.

1.	Friendliness	Initiative	Job Interest	Compatibility	Integrity	Ability to "Get along"	Interest
2.	Appearance	Social Skills	Ability to get along with people	Sincerity	Responsibility	Character-Personality	Alertness
3.	Balance	Originality	Honesty and Dependability	Initiative	Adaptability	Initiative	Compatibility
4.	Sensitivity	Persistence	Intelligence	Industriousness	Application	Attitude toward job	Initiative
5.	Drive	Understanding	Initiative	Judgment	Social Skill	Knowledge of job	Salesmanship
6.	Acceptance	Ability to express self	Judgment	Adaptability	Job Interest	Open-Mindedness	Education
7.	Depth	Ability to gain insight	Cooperation	Over-all J. P.	Intelligence	Leadership	Adaptability
8.	Stability		Supervisor Potentialities	Personality	Capacity for Growth	Appearance	Appearance

3/18/48  
JJC:JC

During these two meetings there was a tendency for the qualities to be discussed in terms of selection rather than strictly in terms of qualities on which a counselor should be rated. However, it was decided that although they are distinctly separate subjects, still the qualities on which a counselor should be rated would be very similar to, if not exactly the same as the qualities on which a person would be selected for a job.

With the listings at the second meeting, the discussion moved along more smoothly. Each quality was taken and compared with the others to see if there was any similiarity in meaning. It was found that although one member would use the term "character" or "sincerity", he meant the same as another member meant when he used "integrity". After comparing the terms for similarity in meaning, we then proceeded to select the best term or word for describing the quality desired. The result of this meeting then was the following list of seven qualities that the section thought would be desired in a counselor. For purposes of clarification we broke these down further so that under each general quality would be included the terms that each counselor had used to express the same meaning.

Qualities desired in a counselor:

- 1.) Integrity
- 2.) Job Interest
- 3.) Compatibility
- 4.) Capacity for Growth
- 5.) Initiative
- 6.) Knowledge
- 7.) Appearance

As they were broken down during discussion:

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1.) <u>Integrity</u></li><li>1.1) Character</li><li>1.2) Sincerity</li><li>1.3) Honesty and Dependability</li></ol> | <ol style="list-style-type: none"><li>2.) <u>Job Interest</u></li><li>2.1) Understanding</li><li>2.2) Attitude toward job</li><li>2.3) Overall job performance</li><li>2.4) Drive</li></ol> |
|---|---|

3.) Compatibility

- 3.1) Ability to get along
- 3.2) Social skills
- 3.3) Friendliness

4.) Capacity for Growth

- 4.1) Depth
- 4.2) Ability to gain insight
- 4.3) Intelligence
- 4.4) Judgment
- 4.5) Openmindedness
- 4.6) Mental Alertness

5.) Initiative

- 5.1) Drive
- 5.2) Application

6.) Knowledge

- 6.1) Education
- 6.2) Experience
- 6.3) Intelligence
- 6.4) Depth

7.) Appearance

A few months elapsed, during which time other topics were discussed at the section meetings. It was then thought that it might prove interesting to again look at these seven qualities and perhaps proceed further by attempting to describe what we meant by each term. There was a feeling on the part of the section that it was very easy to say that a counselor should have integrity, compatibility, and so on, but it was difficult to explain to anyone what you meant by the terms. It was thought that if descriptions of these qualities were written, we would better understand what we were actually looking for in a counselor.

The following agenda was then presented to the section:

Several meetings ago we discussed and arrived at seven qualities or attributes that we felt were desirable for a counselor to possess. So that we might go further with this, write in 50 or 75 words a description of each quality and be prepared to read them at the meeting.

After discussing our individual descriptions, it is hoped that we might arrive at a description for each quality that will be acceptable to the group.

The attached paper lists the qualities as they were broken down at a previous section meeting; they might possibly be helpful as a guide when writing your descriptions.

(See preceding list.)

It would have been impossible to discuss all seven qualities at one meeting so three were taken for the first meeting and the remaining four were discussed the following week. The qualities were discussed individually at these meetings and it appeared that although the counselors' descriptions seemed to be generally similar, still some included ideas others did not, or expressed these ideas differently. On the following pages are the individual descriptions.

### Integrity

A truthful, trustworthy representative of oneself to oneself and to others. Reliability of performance. A genuine feeling in one's attitude toward anything or anyone with whom he is dealing. One's personal integrity is an integral part of one's character reflected by such things as the manner in which one reacts to the elements of his environment, his moral code, his standard of living, etc.

Integrity is the feeling within a counselor that makes him stick with the job and forces him to be his own severist critic.

Person should be straightforward and honest in conduct, thoughts, and speech. His conversations with his supervisors should be open and frank because the nature of the job makes evaluation of the counselor's activity a difficult task for supervisors. He needs to be sincere and just with the people he comes in contact with and dependable in terms of not breaking confidences or acting or talking in such a way as to subject the organization to criticism.

An impression one gives to people mainly through his manner of talk, but partly through his actions that he is straightforward, honest, and dependable. It necessitates the ability to talk about one's total activity free from inhibitions and the fear of repercussions.

A person who accepts the responsibility of getting a job done, who also accepts responsibility for his actions and behavior and can be completely honest with himself and his supervisor when talking about himself or the job, may be said to possess the quality of integrity.

Integrity - a person who possesses the quality of integrity is one who functions with a definite moral tone, one who can be relied upon to disseminate completely in an honest manner to his supervisor his feelings and attitudes concerning his job as a whole.

His performance stems from principles of justice and fairness rather than expediency. Is able to assess a situation for what it is, presenting an accurate evaluation of the elements in the situation. Contributes to a wholesome cooperative attitude in the organization. Strives for progress through an outstanding job performance. Is able to assume the responsibilities peculiar to the counseling job. Possesses a sense of propriety that will govern his behavior in matters of procedures, policies, rules and privileges.

### Job Interest

Willingness to learn, participate and conform to those things which work together toward the most complete and efficient way of performing a job. [REDACTED]

To do a successful job, a counselor must be interested in both the objectives of the program and the means by which the objective can be accomplished. Factors contributing to this interest include an understanding of how the job works and the ability to recognize the results as they appear. This understanding and recognition become an important source of satisfaction for the counselor, for without this satisfaction the job could easily become a dull routine and lose its interest. [REDACTED]

Person should have a sincere and honest belief in the purpose of the program. An interest in people or in talking to them is not enough, this interest should be strong enough to overcome obstacles that arise, yet sensible enough not to go about the job in an overly-enthusiastic manner, possibly doing more harm than good. It should be real, but need not necessarily be determined by the ultimate goals of the individual counselor in terms of business or job success. [REDACTED]

The manner in which a person goes about performing the job from day to day, the attitude he displays toward the job itself and toward all the things associated with the job, and the contributions he makes to the job and his fellow workers. [REDACTED]

A curiosity about the job and a continual questioning of his own participation and situations as they arise in addition to a basic understanding of the job and a broadening of this understanding signify job interest. [REDACTED]

Job interest is that quality which shows the individual's preference for the specific job activities that characterize Personnel Counseling. These immediate and specific preferences determine the individual's interest or boredom in his activities, and often determine, to a considerable extent, his progress in his work. [REDACTED]

His fundamental attitudes toward people are in harmony with those of the organization. The aims and values of the job are substantial enough to render the job consistently satisfying and challenging. His grasp of the counseling point of view will enable him to subordinate tendencies that might interfere with the job performance. His understanding of the basic principles of psychology enables him to maintain an objectivity in the face of rejection and resistance. He attaches first importance to elements inherent in the job itself. Does not tend to magnify the mechanical and incidental elements. [REDACTED]

Compatibility

The art of conducting oneself in such a flexible manner so as to readily meet the approval and acceptance of those with whom we come in contact. [REDACTED]

The need for a counseling program lies in the inability of many people to "get along" with others, for "getting along" implies understanding the other person and seeing his side, or at least allowing it to be presented. Compatibility generally goes in a circle, i.e., the more confident one feels the better he will get along and the better he gets along the more confident he becomes. [REDACTED]

Person should have the desire and ability to get along with people of all types, regardless of occupation or level, providing this ability is not in contrast to the purposes of the program. It is important that the person be flexible enough to adapt himself to individuals and situations of all kinds. The counselor should be a friendly and sociable person possessing the warmth and understanding to effectively build lasting relationships with people. [REDACTED]

The talent that a person puts into operation which allows him to work in a group or with an individual without disturbing the harmony of either. [REDACTED]

When a person has a friendly sincere interest in people and this interest is objective in nature and the person possesses a degree of sensitivity and an awareness of social situations which allows him to fit into any situation so he may be of greater utility to the people he talks to, he may be said to possess the quality of compatibility. [REDACTED]

Compatibility is that quality which means the ability to work successfully in a state of harmony with fellow employees. One who possesses this quality has a favorable attitude toward the company, supervision, and is capable of cooperating with his fellow employees. [REDACTED]

Is able to relate himself to employees, supervisors, counselors and others. Has the ability to let the contacts develop from the natural elements emerging from the individual face-to-face situation. His developing skill is reflected in the deepening and strengthening of relationships in the territory. His personality is free from characteristics that cause resistance. Has the sensitivity to grasp the total picture in a face-to-face situation and can perceive the subtleties present in the usual interpersonal relations. [REDACTED]

Capacity for Growth

Possessing, perpetuating, application of, those acquired or learned elements within one's mental makeup necessary to progress and benefit most conclusively from all past, present and future experiences on the job. [REDACTED]

This is the combination of all the terms describing mental alertness and the development of reason. It supposes that a counselor is willing and interested in new ideas and that he can learn from each of his critics. The counselor with this quality never allows himself to become stagnant or unable to learn or perceive. [REDACTED]

Person should be able to progress on the job. This progress should take place if the person is mentally alert and possesses sound judgment. Imagination is necessary and an individual is desired who will be constantly aware of better ways of doing things. He should have the desire to carry on projects or studies of his own along with doing the daily job and be able to grow socially within the organization, as well as technically with the people whom he serves. In time his understanding of people should reach a high level. [REDACTED]

The ability to learn, understand and perform a given job and to show steady improvement in that job. At the same time being able to grasp and understand the necessities for good performance of the job above you. [REDACTED]

An individual who by his actions and thinking demonstrates his ability to examine his experiences and through his questioning and wondering there is either a change which he recognizes in his basic attitudes and/or a refinement of his native skills which enables him to become more completely objective. [REDACTED]

The power of receiving and holding knowledge that will render the counselor more capable of coping with future situations because of increased insight in the solution of various situations as they occur. [REDACTED]

His particular mentality is receptive to experiences that make for continual growth. Will not build up a set of technique that will prevent penetration of growth experiences. Is sufficiently anchored emotionally so as not to be bowled over by employee problems. Shows an interest in the thinking of other people about the job, even though it does not fit in with his own ideas. [REDACTED]

Initiative

Acceptable initiative is a personal characteristic which finds expression in self-inspired, planned (planning) action directed (direction) toward a goal satisfactory to both employee and employer. [REDACTED]

Initiative is the quality of being a point of origin or direction. This is the self-starter that gets new territory opened, new people met, new projects underway, and points of view changed. It is the quality inherent in leaders and only occasionally in followers. [REDACTED]

He should have enough drive to perform the job well, maintaining the proper balance between quantity and quality of his method of coverage. This entails definite application as well as the courage to overcome discouraging situations. He needs to possess the energy and desire to proceed on his own in planning and carrying out a good method or procedure of action. [REDACTED]

The desire to do, the energy to carry out, and the tenacity to fulfill the requirements necessary for an outstanding job performance. [REDACTED]

Initiative is demonstrated through a person's application to the job at hand, through his ability to be able to experiment and try various schemes that enable him to become more sensitive and to weigh and decide things that help him to make the job more meaningful to himself and to others. [REDACTED]

In the performance of the job of counseling the counselor is given the responsibility of performing the job as he sees fit. The responsibility for a considerable percentage of the job performance is dependent solely upon the counselor's activity. Initiative, therefore, might be defined as any action that finds its beginning in the counselor which he feels is necessary, or helpful in improving his job performance when such action is carried through to a conclusion. [REDACTED]

Consistently gives the required time and effort to the job. Shows energy and courage in his work. Uses constructive methods in overcoming obstacles. Taken the necessary means to improve his skill and to gain a better knowledge of various aspects of the job. Finishes the projects that he starts. [REDACTED]

Knowledge

A composite of one's formal education, the power of association with past experiences; its potential is governed by the limits of one's mental capacity. [REDACTED]

Knowledge is the raw material gained through education, reading and experience which the counselor uses to form his beliefs and direct his actions. Knowledge alone has no value for a counselor until it is put into use, as a brilliant mind by itself would not insure success. [REDACTED]

He should have an accumulation of facts and information acquired through formal education and experiences. This he can draw from when encountering situations of all kinds. Mental capacity is necessary so that this knowledge will increase constantly and develop into keen judgment, sensitivity and foresight. [REDACTED]

The ability to learn, retain, and apply through formal education, experience and association with others those things which you believe are necessary to fulfill your goals of life. [REDACTED]

The individual should have a rounded education which would mean at least an average IQ. Formal education might be replaced by experience, if the experience is the kind that will be helpful in doing an adequate job. [REDACTED]

This should be the type of knowledge one gains through association and interest in people. It should be the type of knowledge possessed by the individual which makes it possible for him to grasp, understand, orientate, and ultimately elaborate on the tenets of personnel counseling. It should be the type of knowledge capable of contribution. [REDACTED]

Has the grasp of the basic principles of non-directive counseling. Increases his knowledge by related reading, by reports of shop situations, by carefully examining shop experiences. Possesses the curiosity to study various contacts for the knowledge they add to the job. [REDACTED]

Appearance

Poise, proper choice of attire, neatness of dress, cleanliness, being free from obnoxious odors. [REDACTED]

Appearance consists largely of first impressions created by the counselor. This includes his manner of dress, speech, and general conduct. As most counselors conform to a broad pattern, only unusual modes of dress, speech, etc. become noticeable and thereby offer clues to the counselor's personality. [REDACTED]

Person should not have any physical impairments that will interfere with performing the job effectively. He should be neat in dress and pleasant in manner, not possessing physique or facial features that will give rise to general ridicule, contempt, or dislike. [REDACTED]

The over-all impression that one portrays through dress, language and actions. [REDACTED]

The dress of the individual must not deviate too much from the norms of accepted dress for business and the behavior of the individual must conform to accepted standards. [REDACTED]

In considering the quality of appearance, it might be worthwhile looking at both the physical and mental sides. The physical appearance should not offer any handicaps which might interfere with the performance of the job. Neatness, a category under physical appearance, should be in proportion to the demands of the job. Mental appearance refers to the orderliness and quality of thought as conveyed to people through the medium of speech. [REDACTED]

In devoid of any characteristics that will seriously handicap him in his personal contacts. Possess a natural warmth and friendliness that will prove advantageous in initiating contacts and developing relationships. Exhibits poise in his actions. His approach to people is easy, pleasant, and sincere. The impression he creates throughout the plant reflects credit on the organization. [REDACTED]

After discussing the individual descriptions, it was decided that two counselors would take two qualities and cooperatively write up a final description of each. The final descriptions were to be written after carefully examining each counselor's individual descriptions. Two counselors were assigned to work on one quality, so as to eliminate any possibility of a counselor favoring his own description too strongly. This worked out quite well, and as the discussions were getting to the final stages, more emphasis was placed on selecting the correct words to convey meanings. Although, the discussion did not at any time bog down; nevertheless, it took three additional meetings to arrive at the final descriptions, for at the first two meetings it was recommended that some descriptions be changed and presented for final approval at the next meeting. These changes may be noted in the following pages:

Integrity

FINAL DESCRIPTIONS

Integrity is a personal characteristic stemming from principles of justice and fairness rather than expediency. A counselor who possesses this quality is able to and assumes the responsibility for presenting in a straightforward and honest manner, an evaluation of his own job performance. He voluntarily cooperates in such matters as procedures, policies, rules and privileges peculiar to the job of counseling over and above the fear of reprisals or hope of personal gain. [redacted] and [redacted]

Job Interest

Job interest is comprised of two phases. The first phase is the counselor's sincere belief in the aims and values of this program. The second phase is the result of substantiating evidence of the original belief gained through experience on the job. Awareness of the means by which the objectives of the job can be accomplished along with the proven resulting benefits should continually serve to satisfy, thus stimulating interest in the job. [redacted] and [redacted]

Social Skills

Presents himself in a warm, friendly, understanding manner free from characteristics that cause resistance in others. He should be sensitive to each situation and be flexible enough to adjust to individuals and groups without disturbing the harmony of either. [redacted] and [redacted]

Capacity for Growth

Has the mental alertness and will to learn and absorb. Through acquired knowledge he is able to show continual progress on the job. By analyzing his own activity he gains self-understanding which eliminates those emotional disturbances that interfere with the job. He is broadminded enough to acknowledge the ideas of others, even though they conflict with his own. Through job interest and through imagination he displays the desire to introduce improvements in the technical and social aspects of the job. [redacted] and [redacted]

Initiative

Consistent self-action dynamically developed along planned lines accompanied by an increase in knowledge as progress is made, from which the counselor can develop increased sensitivity and insight resulting in improved methods and techniques in opening new territories, meeting new people, getting new projects underway, and improving established relationships. [redacted] and [redacted]

Intelligence

Sufficient education and experience necessary to have developed an intelligence capable of grasping and subsequently applying the principles of non-directive counseling, and also capable of contributing to his own growth and to the growth of the job. [REDACTED] and [REDACTED]

Appearance

Possesses physical characteristics that will cause others to react favorably to him as a person and to the organization he represents. Such characteristics consist of correct demeanor, proper speech, acceptable attire, friendly approach, and poise. Is free from mannerisms and eccentricities that will hinder him in creating a good impression. Impresses others with his sincere interest. His general deportment reflects a well-ordered mind. [REDACTED]

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Integrity

Integrity is a personal characteristic stemming from principles of justice and fairness rather than expediency. A counselor who possesses this quality is able to and assumes the responsibility for presenting, in a straightforward and honest manner, an evaluation of his own job performance over and above fear of reprisal or hope of personal gain. He voluntarily cooperates in such matters as procedures, policies, rules and privileges incident to the job of counseling. [redacted] and [redacted]

Job Interest

Job interest for a counselor is the result of several different factors. He finds through experience on the job that either his original beliefs are substantiated or if not, any differences in these concepts will be acceptable, and will not interfere with his performance of the job. His continual curiosity helps him to become aware of the means by which the objectives of the job can be accomplished. The proven resulting benefits should continually serve to satisfy, thus stimulating further interest in the job. [redacted] and [redacted]

Social Skills

Presents himself in a warm, friendly, understanding manner, free from characteristics that cause resistance in others. He should possess an attitude of acceptance and be sensitive to each situation, as well as being flexible enough to adjust to individuals and groups without disturbing the harmony of either. [redacted] and [redacted]

Capacity for Growth

Has the mental alertness and will to learn and absorb. Through acquired knowledge he is able to show continual progress on the job. By analyzing his own activity he gains self-understanding which eliminates those emotional disturbances that interfere with the job. He is receptive to the ideas of others, even though they conflict with his own. Through job interest and through imagination he displays the desire to introduce improvements in the technical and social aspects of the job. [redacted] and [redacted]

Initiative

Consistent self-action energetically developed along planned lines accompanied by an increase in knowledge as progress is made. From this the counselor may develop increased sensitivity and insight resulting in improving methods and techniques in opening new territories, meeting new people, getting new projects underway, and improving established relationships.

or....

\*The desire to do, the energy to carry out, and the tenacity to fulfill

the requirements of a good job performance."1. "This is the self-starter that gets new territories opened, new people met, and new projects underway."2.

Intelligence

Sufficient education and experience necessary to have developed a mental faculty capable of grasping and subsequently applying the principles of non-directive counseling. [REDACTED] and [REDACTED]

Appearance

Possesses physical characteristics that will cause others to react favorably to him as a person and to the organization he represents. Such characteristics consist of correct demeanor, proper speech, acceptable attire, friendly approach, and poise. Is free from mannerisms and eccentricities that will hinder him in creating a good impression. Impresses others with his sincere interest. His general deportment reflects a well-ordered mind. [REDACTED]

After discussing the final descriptions and their revisions, the following completed descriptions were written and approved by the Section:

Qualities desired in a counselor:

1. Integrity
2. Job Interest
3. Social Skills
4. Capacity for Growth
5. Initiative
6. Intelligence
7. Appearance

Integrity:

Is a personal characteristic stemming from principles of justice and fairness rather than expediency. A counselor who possesses this quality is capable of presenting and assumes the responsibility for presenting in a straightforward and honest manner, an evaluation of his own job performance over and above the fear of reprisal or hope of personal gain. He voluntarily cooperates in such matters as procedures, policies, rules and privileges incident to the job of counseling.

Job Interest:

Job interest for a counselor is the result of several different factors. He finds through experience on the job that either his original beliefs are substantiated, or if not, any differences in these concepts will be acceptable, and will not interfere with his performance of the job. His continual curiosity helps him to become aware of the means by which the objectives of the job can be accomplished. The proven resulting benefits should continually serve to satisfy, thus stimulating further interest in the job.

Social Skills:

Presents himself in a warm, friendly, understanding manner, free from characteristics that cause resistance in others. He should possess an attitude of acceptance and be sensitive to each situation, as well as being flexible enough to adjust to individuals and groups without disturbing the harmony of either.

Capacity for Growth:

Has the mental alertness and will to learn and absorb. Through acquired knowledge he is able to show continual progress on the job. By analyzing his own activity he gains self-understanding, which eliminates those emotional disturbances that interfere with the job. He is receptive to the ideas of others, even though they conflict with his own.

Initiative:

Consistent self-action energetically developed along planned lines, such as, improving methods and techniques, opening new territories, meeting new people, getting new projects underway, and improving established relationships.

Intelligence:

Sufficient education and experience necessary to have developed a mental faculty capable of grasping and subsequently applying the principles of non-directive counseling.

Appearance:

Possesses physical characteristics that will cause others to react favorably to him as a person and to the organization he represents. Such characteristics consist of correct demeanor, proper speech, acceptable attire, friendly approach, and poise. Is free from mannerisms and eccentricities that will hinder him in creating a good impression. Impresses others with his sincere interest.

Comments and Recommendations:

The discussions continued through eight meetings, and what had started out as a single agenda, actually developed into a project.

It was thought before the meetings began that much time might be lost defining terms and words or discussing meanings, but this was not found to be true. There seemed to be a minimum amount of semantic difficulty, and members of the section cooperated by not allowing personal feelings, in regard to defending their individual descriptions, bog the meetings down. There was a fine spirit of willingness to eliminate words and phrases, or to go so far as to discard one's personal descriptions in favor of another deemed by the section to be more acceptable. This was extremely important because in a discussion of this kind, the purpose can be completely lost in bickering over words and meanings.

The members all took an active part in the meetings, either discussing or criticizing other descriptions or defending their own. Through this active participation, each gained a clearer idea of what qualities a counselor needs to do the job. With this clearer idea, all were able to compare themselves to what is theoretically desired and see how adequately they possessed the qualities, as well as the extent to which they possessed them. It also provided somewhat of a goal to be attained.

As to any use that the department or organization could make of these qualities and descriptions, it is possible that they might be used as a guide in selection or rating. Using them as a guide would provide something concrete on which to judge people. The interviewer or rater would be more conscious of what he was looking for in an applicant or what he was rating in a counselor. We might even venture one step further and apply a rating scale

to the qualities, such as the one roughly shown below.

Scale For Seven Qualities

1.) 20 pts.	<u>Range 0 - 20 (Single Quality)</u>	
2.) 20 pts.	0 - 5	poor
3.) 20 pts.	5 - 10	fair
4.) 20 pts.	10 - 15	good
5.) 20 pts.	15 - 20	excellent
6.) 20 pts.		
7.) 20 pts.	<u>Range 70 - 140 (Total Score)</u>	
	70 - 90	fair
	90 - 110	good
		Below <u>70</u> not acceptable
	110 - 130	excellent
	130 - 140	exceptional

Each quality is weighted 20 points with a total of 140 points for the seven. Each 20 points is divided into four sections as shown, 0 - 5, 5 - 10, etc. In selecting an applicant or rating a counselor, the person doing the selecting or rating would score each quality somewhere between 0 -20. When each of the seven were rated according to scale, they would then be totaled and the final score would give an over-all picture of the person being scored. A minimum of 70 could be established below which a person would not be acceptable. This might help to reduce some of the personal element that enters into selection or rating and make it more exact. It should eliminate, to some extent, haphazard rating or judging a person on one factor alone, instead of considering carefully and separately each quality desired in an applicant or in a counselor on the job.

In short, the section felt that the project served a two-fold purpose. First, it gave each member a better look at himself and his activity in relation to what a counselor should possess in the way of qualities or attributes to do a good job. Secondly, it was our hope that the project contributed something to the growth of the department, possibly being of future use in selection or rating.

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8/6/48