

role. In one day, Counsellor A has contact with eight people and his efforts are usually restricted to them whereas Counsellor D has had contact with sixty people with a very real potential of each of those sixty having some impact on all the students they meet. This analogy would apply in many other types of situations where a counsellor would be speaking to or conducting activities for a large group of professionals or paraprofessionals. A counsellor must maximize his contacts; individual consultation is a luxury that we will not be able to afford. The emphasis currently given to individual contact will have to shift to activities which permit the counsellor to reach more people.

If these three major shifts can be achieved, counselling will be able to make a valuable contribution to the ongoing development of our society. However, if we adhere to old models and do not attempt to change our focus with the times, we will become as outdated as the horse and buggy.

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### THE CHANGED BEHAVIOR OF BEHAVIOR CHANGERS BY 1984

What will counselors and counselor-educators be doing in 1984 that they are not doing today? Right now the counseling profession is receiving decreasing administrative, governmental, and public support (Berdie, 1972). Counselors are being challenged as inefficient and unproductive, and counseling budgets are under attack. The time is past when counselors could assume their efforts were worthwhile and expect others to agree. To continue to receive societal support, counselors must now account for what they do.

Let's eavesdrop on a conversation between two imaginary counselors in 1984:

Jean: "Hi, Bill. How was that workshop on friendship behavior? Did you pass the competency?"

Bill: "I got through the program on the first try. It was really a well-designed training package. I learned how to use video modeling and cueing procedures to increase social perceptiveness behavior. I have some clients who could really benefit from this."

Jean: "Are you going to apply to be credentialed to operate a friendship behavior learning program?"

Bill: "Well, I have to demonstrate my competency on several

more techniques first. What are your performance objectives lately?"

Jean: "My current goal is to establish an alternative careers center on campus to help people learn how to change occupations."

Bill: "Who would use it?"

Jean: My clients will be men and women in mid-career who want to try something different, retired people looking for part-time work-hobbies as well as young people making initial career decisions."

Bill: "We sure need a center like that. But how will you be evaluated to get your merit pay raise?"

Jean: "Six months after each client leaves the Center, I will have to find out whether he made a decision consistent with his own values, whether he reports accepting responsibility for that decision, and whether he knows what decision-making steps he should take if he should ever want to change occupations again."

Bill: "What if your clients don't accomplish those goals?"

Jean: "Well, you certainly wouldn't want us to return to those reactionary years in the 1970's when we got rewarded just for going through the motions of trying to help clients. If my first techniques don't work, I'll experiment until something else does."

By 1984, many of the problems affecting the counseling profession today may be resolved: a counselor's responsibilities and competencies will be clearly defined, his training will be systematic and current, and his certification and evaluation will be contingent on client performance outcomes.

## FUTURE COUNSELOR RESPONSIBILITIES

### *To Account for Results*

When applied to the counselor-client contract, accountability means that a counselor's efforts or techniques are evaluated on the basis of their effectiveness in helping the client reach his goal, as measured by changes in client behavior. By 1984, a counselor's performance will be evaluated on how successful he is in devising and implementing treatments that help his clients attain their objectives. The counselor's behavior, style, and methods will be judged by the outcomes, not the reputation, brilliance, or intent of the counselor. Evaluation, then, will be of the product, not the process. Counselors will define client goals in concrete, unambiguous terms, so that assessment of progress can be clear and precise.

### *To Define Specialized Areas of Competence*

While the accountability movement will effect pervasive changes in counseling practice over the next decade, other more global changes in modern society will also make their imprint on the counselor of 1984. In particular, growing diversity of the client population in

terms of age, race, life style, and socioeconomic level will require that counselors become as equally diverse in the types of clients and client problems that they are competent to accept. Already specialization is evident in the emergence of the draft counselor, alternative vocation counselor, and in the growth of peer counseling. Future specializations will include counselors who concentrate on problems of the retired, newly divorced, or of adults returning to school — to name but a few. Specialization in function will be matched by specialization in field-setting. Increasingly, counselors will be entering diverse settings, although schools will continue to be the major employer.

Since traditional integrative agents, like the church or school, have become less effective in organizing communities, community counselors may be employed by city governments to take over this role. The community counselor would serve a preventive function for social problems such as alienation, alcoholism, and family strife. He might arrange neighborhood social and educational activities as well as counseling with troubled individuals.

#### *To Prevent Client Problems*

An additional effect of accountability should be to promote preventive or early-intervention counseling. As counselors attempt to attain their performance objectives, they will recognize the advantage of early intervention, and of its logical extension, prevention. This will lead counselors to focus on identifying and altering the environmental determinants of problem behavior in their field settings. Academic and social environments will be altered to promote more desirable consequences when such environments are found to contribute to problems in the client population. For example, counselors may advocate changes in the size of freshman dormitory living groups, or suggest more group activities, to decrease the influx of students to the counseling center complaining of social isolation.

Counselors will define their general functions and goals in terms of performance objectives — objectives which clearly specify what they intend to do, the level of success they intend to attain, and the target deadline for completion. A counselor might commit himself to design and execute a treatment to teach and promote social approach behaviors for clients complaining of loneliness, with the treatment being successful (as defined by a certain increase in social approach behaviors) with 80% of the clients. After this objective has been reached, the counselor might work on developing a treatment for the remaining 20%.

Performance objectives will transform counseling into a research enterprise, in which assumptions or unexamined strategies are put to a demonstrable test. To reach their performance objectives, counselors will have to experiment with old and new techniques, to exercise their creativity and clinical skill in designing new treatments and learning experiences, and to share their ideas and findings with others in the field. Counseling will thus be less a victim of untested biases, self-reports, or assumptions of effectiveness.

*To Design Individualized Learning Experiences*

As education becomes increasingly competency-based, counselors will be engaged in organizing individual learning experiences and programs for students. As the economy changes and new vocations are created and familiar ones diminish, people will be returning to educational training centers at different periods of their life. Counselors will have to deal with these clients' problems of transition and help them design learning programs to meet their vocational and personal needs.

As alternatives in life style and vocation continue to proliferate, people will face an increasing array of decisions in their life. Counselors will become more involved in helping people with decision-making problems or with anxiety over new social developments or alternatives. Counselors will have to absorb and confront much of the "future shock" to come.

## FUTURE COUNSELOR TRAINING

The changes in the counselor role will require major changes in counselor education. As counselors become increasingly specialized, counselor-educators will have to arrange for individualized training programs with discrete sets of competencies relevant to the specialization. Counselor-educators, then, will function as counselors to their counselor-trainees in helping them define their objectives and providing the necessary learning experiences for them to reach their goals. Counselor-educators should also find themselves increasingly acting as consultants in helping school and community counselors attain their performance objectives.

At Stanford University, where a competency-based program is in its second year of operation, counselors-in-training must produce evidence of competence in numerous skill and knowledge areas, as demonstrated in behavior samples, role-play, knowledge tests, and actual changes in client behavior. For example, they must present evidence of their ability to use desensitization procedures to reduce fear and anxieties. They must show they can teach effective decision-making. They must help each of at least three clients, one from a different ethnic background, with different problems to change behavior in a mutually agreed direction. In this program classes have been partially replaced by short-term workshops in specific skill and knowledge areas. By the 1980's, many counselor training programs might be operating on a similar competency-based model, with degrees and credentials altered to signify completion of specific sets of counselor competencies.

## FUTURE CERTIFICATION AND EVALUATION

Changes in the certification of counselors should parallel the changes in counselor training. Presently several states and Canadian provinces are considering utilizing performance objectives for certifying their professional educators. The State of Washington has already initiated a procedure for certifying counselors on a performance basis, although

work is still needed to define some performances in client outcome terms (Brammer & Springer, 1971). As with the granting of degrees, certification will be based on demonstrated evidence of performance, with certificates clearly stating the areas and limits of the individual's competence.

The life-long credential will be eliminated. If credential practices are to support accountability and counselor effectiveness, then credentials must be issued for limited durations. Periodically, a counselor will be required to account for, or show evidence of, the competence attributed to him by his credential. Its renewal will depend on demonstrated evidence that the counselor has satisfactorily mastered new information and techniques and on the counselor's recent success in achieving client outcomes. As research in counseling techniques advances and as society changes, well-rehearsed counselor behaviors that were once quite effective will cease to be so, or will be superseded by more effective methods. Like an athletic champion or prizefighter, the counselor will have to keep in shape to maintain and improve upon his performance.

The counselor will be aided in his efforts to stay current by competency-based in-service training programs organized by university training centers, professional organizations, and state and local education agencies. In-service training in two- or three-hour workshops will become commonplace over the next decade. Counselors will "cycle" through the programs until they demonstrate in a competency exercise (role-playing, for example) their ability to use the new technique or their mastery of the new information.

For accountability procedures to be ultimately effective in promoting counselor productivity, promotions, salary increases, and retention will be highly contingent on a counselor's success in achieving client or prevention outcomes. Success will be reinforced both by increased financial rewards and heightened professional prestige. For the counselor, this means that the reinforcing processes that counselors are increasingly using with clients will be increasingly used with counselors themselves.

At first counselors will resist attempts to evaluate and reward their performance. Since many counselors have not learned efficient methods of accomplishing client outcomes or observing client success, anxieties will be high. The most successful programs will involve counselors themselves in specifying precise methods for evaluating success. A no-fail educational program will reduce resistance still further by giving bonuses to counselors who show evidence of improvement but continue employment at a constant salary for already-employed counselors until they begin to accomplish results.

### FUTURE PROFESSIONAL STATUS

The counselor-educators and counselors of 1984 will be more competent, goal-directed, and productive than they are today. They will actively engage in self-assessment. They will be alleviating both specific problems of particular individuals and more global problems affecting diverse sub-groups in the population.

With accountability procedures operationalized and implemented, the counseling profession will be enjoying heightened professional prestige and increased governmental and public support. Greater demands and responsibility will follow increased competence and demonstrated effectiveness. Hopefully, in 1984 counselors will be in the happy position of being able to make more competent responses to a greater variety of crucial problems.

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### THE FUTURE ROLE OF THE COUNSELING PSYCHOLOGIST: A MEDIATOR BETWEEN THE INDIVIDUAL AND SOCIETY

The ancient Roman heroes, upon their return from successful military campaigns, were greatly honored in a triumphal procession through the streets of Rome. Historians report that the acclaim and veneration the hero received from the populace could become so strong that he was in danger of believing that he was a god. To prevent the hero from becoming a dangerous megalomaniac, a jester was required to ride with him in the chariot and continuously repeat in his ear, "Remember, thou art a man."

It would seem that the counseling psychologist in today's society is a prime candidate for the inheritance of this jester's role. It is the counseling psychologist's task to constantly remind society of its inherent limitations as well as its positive potential.

Like the Roman military victories, our society's technological advances have made us artificially super human. Our technology has made enormous amounts of energy available to us. It has extended our senses around the globe and given us superbly efficient synthetic brains. It has impressed upon us the reality of our identity with the total human race and has, in turn, demanded the formation of large, more comprehensive social, economic, and political structures. It has insisted on expression through massive industrial production which promises a Utopia of rationality, freedom, and material wealth.