

PERSONALITY CHARACTERISTICS OF COUNSELING STUDENTS AT A
MIDWEST EVANGELICAL SEMINARY AS CORRELATES OF SUCCESS,
SATISFACTION, AND SELF-PERCEIVED EFFECTIVENESS

By

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ABSTRACT

PERSONALITY CHARACTERISTICS OF COUNSELING STUDENTS AT A MIDWEST EVANGELICAL SEMINARY AS CORRELATES OF SUCCESS, SATISFACTION, AND SELF-PERCEIVED EFFECTIVENESS

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This study examined the question of how well personality traits as assessed by the MMPI-2 (clinical and L, F, K validity scales) and the NEO PI-R (domain scales) predict useful post-graduation markers of success in Master's level counselor education students. The subjects were 74 graduates of a seminary counselor education program in the Midwest. Participants completed the MMPI-2 (first 370 questions) and the NEO PI-R prior to admission and a post-graduation self-report questionnaire. Significant correlation between several personality traits and post-graduation markers of success emerged, but after Bonferroni adjustment, did not retain statistical significance and are therefore noted as trends ($p = .05 - .003$). A correlation between scale 0 of the MMPI-2 and the work gratification item of the questionnaire retained statistical significance ($p = .001$).

TABLE OF CONTENTS

	Page
Abstract	iii
List of Tables.....	viii
CHAPTER ONE: INTRODUCTION.....	1
Background of the Problem	1
Purpose of the Study	3
Research Questions.....	4
Importance of the Study.....	4
CHAPTER TWO: REVIEW OF THE LITERATURE.....	6
Introduction.....	6
Selection of Students for Counselor Education	7
The Graduate Record Exam.....	8
The Interview	9
Personality Characteristics of Counselors	10
Personality Assessment.....	17
The Minnesota Multiphasic Personality Inventory.....	17
The MMPI and Personality of Counselors.....	20

The MMPI and Counselor Education	24
The MMPI, Religious Affiliation, and Personality of Seminary Students and Clergy.....	26
The MMPI and Missionary Selection and Service	31
The Five-Factor Model and the Revised NEO Personality Inventory	34
The Five-Factor Model and Academic Success.....	38
The Five-Factor Model and Career Decisions	40
The Five-Factor Model and Counselor Burnout.....	46
Summary	47
Restatement of the Problem	49
Restatement of Research Questions.....	49
Proposed Design and Methodology	50
Hypotheses	50
CHAPTER THREE: METHODOLOGY	52
Research Design.....	52
Selection of Subjects.....	52
Instrumentation	54
Assumptions.....	58
Procedures.....	59
Data Processing and Analysis.....	60
Summary.....	62

CHAPTER FOUR: FINDINGS	64
Purpose of the Study	64
Sample.....	64
Findings.....	65
Demographics	65
Data Analysis	65
GPA.....	66
Licensure Acquisition	67
Ongoing Participation in a Counseling Related Profession.....	69
Work Satisfaction.....	69
Perceived Effectiveness	74
Summary.....	74
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	77
Summary.....	77
Methodology of the Study and Restatement of Hypotheses	80
Summary of the Findings.....	81
Discussion of the Findings.....	84
Discussion of Hypothesis One	84
Discussion of Hypothesis Two.....	87
Discussion of Hypothesis Three	96
Limitations and Recommendations for Future Research.....	99

Summary103

REFERENCES109

Appendixes

Appendix A: Questionnaire123

Appendix B: Ashland University Human Subjects Review Approval127

List of Tables

Table 1	68
Table 2	70
Table 3	71
Table 4	73
Table 5	75

CHAPTER ONE: INTRODUCTION

The mental health profession has experienced an explosion of interest and growth in recent decades that has impacted both secular and Christian graduate level training programs with the challenge for developing admission criteria of prospective students (Hill & McMinn, 2004; Peterson, 2003). This issue can be especially problematic for Christian counselor education programs as individuals who embrace the Christian faith may have a strong desire to help people but may not necessarily be satisfied or effective in the counseling profession (Collins, 2007). Counselor education programs have investigated various methods for identifying and selecting students who will experience both success and satisfaction in the profession of counseling, but these methods have been ineffective and have evoked criticism (Markert & Monke, 1990). This study investigates the usefulness of an admission screening methodology that uses two well validated personality instruments to predict various post-program outcome criteria of success: licensure acquisition, occupation gratification and satisfaction, and perceived efficacy.

Background of the Problem

Not all applicants to graduate counselor training programs are suited for the counseling profession (Lumadue & Duffey, 1999). Counselor education programs are

aware of the impact of their limited resources and of the importance to populate their classrooms with students who are most likely to be successful and effective (Childers & Rye, 1987). This challenge has traditionally been addressed through the use of the Graduate Record Exam (GRE). Although institutions have used this as a barometer of academic potential (Morrison & Morrison, 1995), the overreliance on this instrument has been criticized because it fails to measure other important factors necessary to predict successful counselor development (Smaby, Maddux, Richmond, Lepkowski, & Packman, 2005).

The interview is another traditional way to select students for counselor education programs and has been hailed as an effective screening measure (Leverett-Main, 2004). However, biases may confound the interview's validity and the interviewee may become defensive and fail to fully disclose important information (Bradey & Post, 1991). Moreover, others have argued that the subjective decision-making processes of an interview are difficult to objectively measure and are likely to jeopardize both the reliability and the validity of this method (Nagpal & Ritchie, 2002).

Personality measures have become increasingly recognized as potential tools for assisting counselor education programs in selecting potential counseling students. Rogers (1958), for example, emphasized the significance of the counseling relationship for counseling effectiveness and implied that certain counselor personality characteristics played an important role in the counselor's ability to forge effective counseling relationships. Then too, Carkhuff (1966) conceptualized successful counseling as a

multidimensional process that is linked to key counselor variables, including the counselor's personality, attitude, and personal variables. However, counselor education programs are concerned not only with admitting students who are more likely to be effective, but also in selecting potential students who are likely to use their counseling degree, obtain professional licensure, and experience their counseling profession as an enjoyable, meaningful occupation. Others have also considered the role of personality traits and counselor training development (Pope & Kline, 1999; Softas-Nall, Baldo & Williams, 2001). While research has identified a link between counselor personality and work satisfaction, little research, to date, has examined the link between specific personality traits—measured prior to program admission—and various types of post-graduation outcomes (Pope & Kline, 1999; Softas-Nall et. al, 2001).

Purpose of the Study

This study is designed to address this gap in the literature by examining two prominent self-report measures of personality - the Minnesota Multiphasic Personality Inventory-2nd Edition (MMPI-2) and the Revised NEO Personality Inventory (NEO PI-R) and their ability to predict several important post-graduation outcomes in Master's level counselor education. The outcomes examined in this study include the final GPA of the student, licensure acquisition, on-going participation in the counseling profession, work satisfaction, and self-perceived effectiveness.

Research Questions

The primary research question guiding this study was: Do self-reported measures of personality predict useful post-graduation markers of success in Master's level counselor education students? More specifically, this study examined the question of how well both the MMPI-2 and the NEO PI-R predict the following outcomes:

- Final GPA
- Licensure acquisition
- Ongoing participation in counseling related professions
- Work satisfaction
- Perceived effectiveness.

Importance of the Study

Counselor education programs have employed several methods in the admission process including reviewing GRE scores and the Interview. Both methods have been criticized for their inadequacy and limitations (Bradey & Post, 1991; Leverett-Main, 2004). The role that personality has in the counseling relationship continues to have significance (Grencavage & Norcross, 1990; Kuncze & Angelone, 1990; Pope & Kline, 1999). This study adds to the literature by examining how differences in personality characteristics as measured by the MMPI-2 and the NEO PI-R may provide a counselor

education program and particularly a seminary counselor education program with criteria for admission decision making. This study will also add to the literature by examining how differences in personality characteristics as measured by the MMPI-2 and the NEO PI-R are related to satisfaction and perceived effectiveness in the counseling profession.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

Counseling is a complex process that consists of many factors, the outcome of which is difficult to predict (Luborsky et al., 1980). Not all counseling outcomes are positive and failure may be associated with either the client or the therapist (Mohr, 1995). Counselor education programs have been increasingly concerned with accountability, accreditation, budgetary constraints and the value of having a multidimensional process to the selection of students (Childers & Rye, 1987). Furthermore, counselor educators are aware of the dynamics and stress that therapists experience; therefore, the effort expended to select students for training that will succeed and be satisfied with their work is an important concern (Bradey & Post, 1991). Deutsch (1985) surveyed psychotherapists and found that one-half had experienced relationship difficulties or depression. However, many do not seek treatment for fear that doing so would be perceived as a sign of failure and possibly professional sanctions would also result. Therefore, the selection of students to populate counselor education programs has serious ramifications for therapy outcome, but also the work satisfaction and perceived effectiveness of the counselor should be of major concern.

The selection of qualified students for the counseling profession has been attempted by a variety of methods, including the Graduate Record Exam (Goldberg, 1977; Ingram & Zurawski, 1981), an interview (Perusse, Goodnough, & Noel, 2001), and

more (Leverett-Main, 2004), but the results were often unsatisfactory. The significance of a counselor's personality characteristics has been linked to effective outcome (Lambert, 1992). Two well-known assessments of personality characteristics that have been researched in relationship to career selection, including counseling, are the Minnesota Multiphasic Personality Inventory (MMPI & MMPI-2; Daehnert & Carter, 1987; White & Franzoni, 1990) and the Revised NEO Personality Inventory (NEO PI-R; DeFruyt, 2002).

This chapter reviews the literature pertaining to the selection of students for counselor education. Particular attention is given to the utility of the MMPI (now the MMPI-2) and the NEO PI-R to assess the personality of counseling students and counselors. The usefulness of these instruments in predicting a counseling student's academic success, post-graduation satisfaction, and perceived effectiveness is examined in this study.

Selection of Students for Counselor Education

Counselor educators are charged with a gate-keeping role, and counseling students are expected to possess personal qualities and characteristics that are conducive to effective therapeutic practice (Lumadue & Duffy, 1999). Counselor educators are also charged with the responsibility of evaluating students to determine whether qualifications are met for the counseling profession and to assist in the on-going monitoring of students in their educational process (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2001; Association for Counselor Education and

Supervision, 1993; Bradey & Post, 1991; Frame & Stevens-Smith, 1995). In order to do so, training programs have based admission of their applicants on criteria such as the Graduate Record Exam (GRE), undergraduate grade point average, prior work experience, letters of recommendation, an interview, interpersonal characteristics, and personality dimensions (Markert & Monke, 1990; Stickle & Schnacke, 1984).

The Graduate Record Exam

For many years, scores from the Graduate Record Exam (GRE) have been a significant consideration in the selection of students for admission into graduate programs (Goldberg, 1977; Ingram & Zurawski, 1981). However, this method has not been without its shortcomings (Chernyshenko & Ones, 1999); moreover, its predictive ability is questionable (Morrison & Morrison, 1995). While some studies lend support to the value of the GRE to predict graduate school performance (Dollinger, 1989; Tryon & Tryon, 1986), it has been noted that predictive validity for students of psychology and counseling is inadequate (Goldberg & Alliger, 1992). Specifically, the GRE is deemed inadequate for student placement as counseling success may require creative and practical abilities and less analytic aptitude (Leverett-Main, 2004). Further, House and Johnson (1993) found that the GRE is inadequate to predict degree completion uniformly for students of psychology, noting that degree completion varied by area of study. The GRE was a good predictor of degree completion of students in general/experimental psychology but was a poor predictor of degree completion of students in professional psychology fields.

Similarly, Smaby, Maddux, Richmond, Lepkowski, & Packman, (2005) investigated whether the GRE and undergraduate grade point average could be used to predict counseling knowledge, personal development, and counseling skills. Although these variables may be predictors for the acquisition of knowledge and skills, it was the conclusion of the researchers that these variables alone could not predict the personal development factors necessary for the counseling profession. Therefore, used as a selection instrument, the GRE only gives a modest amount of information on an applicant and, therefore, is inadequate as a stand-alone instrument (Sternberg & Williams, 1997).

A further criticism of the GRE has been raised with respect to a student's age. It has been argued that the GRE overpredicts the graduate grade point average of younger students and underpredicts the graduate grade point average of older students (House, 1989). Therefore, when considered for admission into graduate programs, the age of the applicant is also an important factor to consider in the selection process (House 1998).

The Interview

The interview has also been used to determine the candidacy of students for counselor education programs (Hosford, Johnson, & Atkinson, 1984; Perusse et al. 2001). Leverett-Main (2004) surveyed 157 institutions across the United States in an effort to identify how CACREP programs assessed their applicants prior to admission and how these programs measured the success of students who were enrolled. It was found that program directors valued the personal interview as the most effective screening measure, and that the practicum/internship experience was the best indicator of student success.

However, Bradey and Post (1991) found that although the interview is an important evaluation tool for student suitability, many problems are missed if a student fails to self-disclose sufficiently. Rickard and Clements (1986) reported that faculty endorsements of interviewed students for an internship, clinical position, or academic position were no different from non-interviewed students. Nagpal and Ritchie (2002) also point out that a selection interview may not be a valid measure due to the fact that characteristics required of students are not well defined. They also note that interview validity can be negated by extraneous factors that are unrelated to the applicants' competence such as the mood of the interviewer, personal bias, and racial issues. In a four year study by Hosford et al. (1984), faculty of a counselor education program independently ranked their students at the completion of each of their four academic years in the program. This ranking was based on 1) academic performance in the program, 2) counseling competency while in the program, and 3) anticipated success as a professional counselor five years after the evaluation date. Support for the validity of the personal interview was not found over the other traditional selection criteria. Viewed holistically, therefore, the researchers of these studies suggest that the endorsement of the interview process is not securely based upon empirical grounds.

Personality Characteristics of Counselors

There has been debate in the literature whether a counselor's personal characteristics or a counselor's theoretical orientation and training are the most important qualities in therapeutic outcome (Herman, 1993). Empirical findings, however, credit

30% of client improvement to relationship factors (Lambert, 1992). Grencavage and Norcross (1990) researched fifty studies that were published from 1936 through 1989 and found 89 different commonalities among the proposed therapeutic common factors shared by diverse psychotherapies. Using five superordinate categories: client characteristics, therapist qualities, change processes, treatment structure, and relationship elements, it was discovered that the greatest consensual commonality of the authors (56 %) was the development of the therapeutic alliance. Consensual commonality of the authors for beneficial therapist qualities was 24%.

The significance of the counselor's personal variables became more apparent with the contribution that was made to the counseling profession by Carl Rogers and what is now known as Client-Centered Therapy. Rogers (1957; 1958) argued that effective psychotherapeutic work depended upon the attitudes of the therapist and the relationship of the therapist with the client, and not merely upon techniques. He argued that the relationship should communicate wholeness and congruence, lending assistance to the helping event. Conditions required for therapeutic change include an unconditional positive regard for the client and an empathic understanding of the client's internal frame of reference. This empathic understanding must also be communicated to the client. According to Rogers (1958), the attitudes and feelings of the therapist are more essential elements in therapy than theoretical orientation.

This bold assertion by Rogers (1957) that the counseling relationship and the personal qualities of the therapist are essential (both necessary and sufficient conditions for therapeutic success) has been supported by others also. Truax (1963), for example,

stated that the focus should not be on developing a therapist's skills, but on the behavior of the therapist. Further research contended that the effective therapists were those who possessed certain personal qualities, over and above the use of mere technical skill and theoretic orientation (Bergin, Murray, Truax, & Shoben, 1963). Van Der Veen (1965) argued that counselors and patients influenced each other. For Carkhuff (1966), a model of successful counseling must by necessity be multidimensional, including counselor variables, client variables and contextual and environmental variables. Key counselor variables include the counselor's personality and attitude. Combs and Soper (1963) noted that the effectiveness of counseling was due to a perceptual orientation instead of a behavioral one and argued that a counselor's general perceptual orientations, perceptions of other people, perceptions of themselves, and perceptions of their purpose are distinguishing factors of good counselors. Combs (1986) has commented that good helping is being people oriented and having more positive beliefs about people. It involves having a positive view of self and having certain beliefs about purpose.

As a result of the emphasis on the necessary essential attributes of a counselor, criticism has been levied against The American Psychological Association and the American Counseling Association for emphasizing knowledge, techniques and training, and omitting characteristics of the therapist except for negative effects (Herman, 1993). Furthermore, Jackson and Thompson (1971) concluded that there is a great difference in counseling effectiveness by those counselors who view most people and clients as friendly, able, and worthy. It was suggested that student attitude ought to be researched as a criterion for admission to counselor education and that possibly some applicants

ought to be given preference based on personality characteristics that are associated with these factors. Luborsky, McLellan, Woody, O'Brien, and Auerbach (1985) concluded that the major agent of effective therapy is the personality of the therapist and the ability to form a warm, supporting relationship. Not negating the importance of skill, they argued that therapy effectiveness is due in part to therapist's interest in helping a client. Combs (1986) suggested that effective people-helping is more than acquiring knowledge and methods; it focuses on personal growth and personal meaning. Gelso and Carter (1994) noted that some researchers see the relationship in counseling as the essence of treatment and others believe that it provides the leverage for the implementation of therapy techniques. Still others have stated that skill attainment and personality traits may have an effect on each other (Crews et al., 2005). Counselor education programs must, therefore, deemphasize teaching techniques alone. On the other hand, emphasis on the cultivation of personality characteristics that correlate with effective therapeutic outcomes is necessary.

Counselor education programs should be concerned with student incompetency, and determining competency versus incompetency necessitates looking beyond the attainment of academic material alone (Lumadue & Duffey, 1999). Overholser and Fine (1990) described a schema of understanding incompetence due to lack of knowledge, incompetence due to inadequate clinical skills, incompetence due to deficient technical skills, incompetence due to poor judgment, and incompetence due to disturbing interpersonal attributes. Interpersonal attributes were described as personality characteristics, social skills, and emotional problems. Although all aspects of

incompetence can have serious implications for clinical work, it was noted that for students many of these interpersonal qualities are established prior to their training and others can be modified through training. The personality characteristics of a therapist may interfere with the ability to instill confidence or hope in clients and may disrupt the therapy process.

Numerous other studies have also highlighted the urgency to link the achievement of counseling effectiveness with the personality characteristics of the counselor. Bare (1967) investigated the relationship of personality characteristics with client and counselor ratings of counseling success. Certain counselor personality characteristics such as high original thinking, high vigor, low ascendancy, low achievement needs, and low order needs were related to a close therapeutic relationship, while certain dissimilarity of counselor-client personality was more associated with ratings of success. Brewer and Apostol (1976) found that the more effective counselors were more reserved, apprehensive, less rule bound, and more empathic. Najavits and Strupp (1994) also found that effective therapists were different on nonspecific variables, and showed more positive behaviors and fewer negative behaviors, were more self-critical, and showed more warmth and affirmation.

In a study of depressed patients, (Blatt, Sanislow, Zuroff, & Pilkonis, 1996) the therapists were asked to rate their attitudes and expectations about the etiology of major depression and components they considered essential to treatment on a 7-point scale. The study concluded that therapists who were more effective were more psychological than biological in their orientation. These therapists predominately used psychotherapy with

depressed patients and rarely used biological medication. The interpersonal qualities of the therapeutic relationship had significant bearing on an effective treatment outcome.

Lafferty, Beutler, and Crago (1989) found that effective therapists were less directive, had differences in the value of comfort and excitement of life, and were less concerned with being intellectual. Tinsley and Tinsley (1977) captured some of the difficulty in addressing this by noting that a definition of counselor effectiveness has been lacking and that effectiveness differs on a number of nonintellective qualities. They also noted that there are different aspects to the counseling vocation in that it also includes teaching, research, and administration. Johnson, Shertzer, Linden, and Stone (1967) explored non-intellective characteristics of counselor candidates in their practicum and found that males considered effective were affable, friendly, likeable, accepting, capable, and satisfied. Females considered effective were outgoing, confident, efficient, and assertive.

A concern for efficacy also prompted Jennings and Skovholt (1999) to conduct a study of ten therapists that were nominated as master therapists by well-regarded therapists in a major Midwestern city. Several personal characteristics were identified as factors of those who are effective in their work. Their findings were organized into the domains of cognitive, emotional, and relational. The master therapists in the cognitive domain were voracious learners, had accumulated experiences as a resource for their work, and valued cognitive complexity and the ambiguity of the human condition. The master therapists in the emotional domain appeared to have emotional receptivity and were self-aware, reflective, nondefensive, and open to feedback. Other aspects of the

emotional domain for master therapists included mental healthiness, mental maturity as indicated by attending to their own emotional well-being, and a healthy balance between confidence and humility. The master therapists in the relationship domain possessed strong relationship skills, as evidenced by sensitivity, compassion, warmth, respect and caring. Therefore, the researchers proposed a model embracing the significant contributions of the cognitive, emotional, and relational domains.

Noting that counseling professionals increasingly recognize the role of personality characteristics in evaluating students for admission and retention in counseling programs, Pope and Kline (1999) compiled a list of twenty-two personality characteristics assumed to be connected with counselor effectiveness. Ten counselor educators were asked to rank order these characteristics in terms of importance and responsiveness to training. The top ranking five of these characteristics were acceptance, emotional stability, open-mindedness, empathy, and genuineness.

Although these researchers have found that the personality of the counselor has been linked with counseling efficacy, there has been little research to examine how a counselor's personality characteristics impact satisfaction and self-perceived efficacy in counseling. It is argued that personality characteristics should be included in student's profile at the onset and throughout training (Bernard & Goodyear, 1998). There is also growing recognition that a counselor education program's screening process should be concerned with personality characteristics and a screening device developed to assess personality characteristics to help predict the potential success of applicants (Pope & Kline, 1999).

Personality Assessment

Significant research that has utilized personality assessments to study the personality characteristics of counselors, students in counselor education programs, missionaries and seminary students is found in the literature (Bakker, Van Der Zee, Lewig & Dollard, 2006; Cottle & Lewis, 1954; Phillips, 1970; Stone, 1990; White & Franzoni, 1990). These studies demonstrate the value of personality assessment in filling various occupational and professional roles, including counseling. The Minnesota Multiphasic Personality Inventory-2 and its previous edition along with the Revised NEO Personality Inventory have been used extensively for this purpose.

The Minnesota Multiphasic Personality Inventory

The Minnesota Multiphasic Personality Inventory (MMPI), first published in 1943 and later revised in 1989 (MMPI-2), has been extensively used for personality assessment (Harrison, Kaufman, Hickman, & Kaufman, 1988; Lubin, Larsen, & Matarazzo, 1984). Although developed to assist in psychiatric settings, it has been researched for use with non-clinical subjects and personnel screening programs (Butcher, 2001). After many years of usage in a variety of settings, concerns were expressed that the original MMPI lacked a standardization sample that was truly representative of the United States population. Other concerns were voiced about archaic or obsolete language and references, sexist language, inappropriate references to Christian religious beliefs, and other seemingly irrelevant items in the inventory (Graham, 2006). The revision effort of the MMPI resulted in the continuity of the original validity and clinical scales

and a normative sample that was balanced in ethnicity (Butcher, 2005). This revision of the MMPI (the MMPI-2, published in 1989) also resulted in the continuity and utilization of the research base that had accumulated (Graham, 2006).

The MMPI-2 consists of 567 questions that require an objective answer in a true/false format and has 10 empirical scales that make up the standard profile. The clinical scales compare a person to the normal reference group. Originally developed as a tool for routine diagnostic assessments, eight scales were developed to measure clinical syndromes originally named hypochondriasis, depression, hysteria, psychopathic deviate, paranoia, psychasthenia, schizophrenia, and hypomania. Later, two scales were added to measure masculinity-femininity and social introversion (Graham, 2006).

Although the 10 clinical scales were originally designed to help diagnose psychopathology of new patients, it became apparent that it would not achieve its stated purpose (Graham, 2006). Therefore the names that were given to the 10 scales have been replaced with numbers, and it is appropriate and common to refer to a scale number rather than a scale name (Butcher, 2006). The original clinical scale names, scale numbers, and brief descriptors are:

Hypochondriasis (Hs) 1: high scores indicate that a person has numerous physical problems and may be generally unhappy;

Depression (D) 2: high scores indicate a depressed mood and that a person is distressed and possibly moody;

Hysteria (Hy) 3: high scores indicate that a person is relying on neurotic defenses

in the struggle with stress, may have disruptions in interpersonal relations, and may resist insight-oriented treatment;

Psychopathic Deviate (Pd) 4: high scores indicate antisocial behavior and usually reflect character problems;

Masculinity-Femininity (Mf) 5: a measure of stereotypical male and female interests;

Paranoia (Pa) 6: higher scores may indicate that a person has difficulty with worrying and suspicion and is also argumentative;

Psychasthenia (Pt) 7: high scores indicate anxious individuals and persons who overintellectualize and rationalize;

Schizophrenia (Sc) 8: persons with high scores greater than 65 have a schizoid lifestyle;

Hypomania (Ma) 9: high scores indicate sociable, outgoing, and energetic individuals;

Social Introversion (Si) 0: high scores indicate that a person is introverted and withdrawn and low scores indicate that a person is gregarious and possibly manipulative (Butcher, 2001).

Three primary scales were developed to properly assess the validity of an individual's MMPI-2 test results. The Lie (L), Correction (K), and Infrequency (F) scales are validity scales to assist the interpreter of the MMPI-2 in rendering a decision on the validity of the individual's assessment profile. The L scale assesses the attempt of the test-taker to be seen in a favorable manner without moral imperfections (Nichols, 2001).

Individuals who take the MMPI-2 in a non-clinical setting, such as for personnel screening, may have elevations on the L scale, but this does not necessarily indicate that the person is inaccurately portraying psychological symptoms or problems (Graham, 2006). The K scale was developed to be a more subtle approach to defensiveness than the L scale (Graham, 2006). It allows the interpreter to assess "...the tendency to control and limit the disclosure of distress, discomfort, and problems relating to others" (Nichols, 2001, p.5). Both the L and K scales have historically been valuable in helping to determine whether a subject is underreporting symptoms (Butcher, 2006). The F scale was originally designed to identify deviant or atypical response patterns. It is recommended that the F scale be used to assess test-taking approaches and not as an indicator of personality or psychopathology (Graham, 2006).

The MMPI and Personality of Counselors

Shortly after its creation, a number of studies investigated the relationship between the MMPI scales and the personality of counselors. For example, Cottle and Lewis (1954) were interested in constructing a scale that would differentiate counselors from other workers in education and psychology. They noted from the literature that no previous instrument had been attempted. Using the MMPI and the Guilford-Zimmerman Temperament Survey (GZTS; Guilford & Zimmerman, 1949), the scores of 65 male counselors in college counseling centers and 65 male college students were compared. Although the students scored close to the published norms, for the counselors it was found that after K correction was added, there were statistically different means on

the L, K, Ma (5), and Si (0) scales. The counselors had lower L, Ma (5) and Si (0) scores, but a higher K score.

In a follow-up study of this same series, Cottle, Lewis, and Penney (1954) extracted 111 items from these instruments that characterized counselor responses and combined them with 39 items that were adapted from the Counseling Psychologist scale of the Strong Vocational Interest Blank for Men. When this scale was then administered to 60 male teachers that had no graduate courses in counseling and 60 male graduate students and counselors as a pilot study, the researchers concluded that answers to the items of the experimental scale could differentiate the two groups. But as Heikkinen and Wegner (1973) pointed out, the study by Cottle and Lewis (1954) examined the characteristics of experienced counselors, not necessarily effective counselors. Heikkinen and Wegner also concluded from their systematic review of MMPI research that counselors had greater extroversion (low Si), possibly more defensiveness (high K), more calm and efficiency (lower Ma), and were more honest (low L) than other professional groups. It was suggested that other instruments than the MMPI might prove more beneficial for predicting counselor effectiveness. Heikkinen and Wegner also noted that there can be uncertainty regarding a definition of effectiveness, as effectively predicting future grades may not be the same as effectively predicting a climate of growth for a client.

Phillips (1970) studied the MMPI profiles of 149 ministers and psychologists that were accepted into a marriage counseling program. The subjects were rated according to their counseling ability into three groups: Upper, Middle, and Lower. Based upon the

literature available at the time, the researcher expected that the better counselor would be one who has all around confidence in oneself. It was suggested that the better counselor's highest scores would be on those scales that measured personal strength, such as K, Ego-strength (Es), Pd (scale 4), and/or Ma (scale 9). The better counselor's scores lowest scores would be Si (scale 0), D (scale 2), or Sc (scale 8). The researcher expected that the better marriage counselor would reflect a combination of high and low scales indicative of flexible strength and warmth.

The order of high point scores for the Upper Ability Group was K, Mf (scale 5), Hy (scale 3), Pd (scale 4) and Sc (scale 8). The order of high point scores for the Middle Ability Group was K, Mf (scale 5), Hy (scale 3), Pd (scale 4) and Ma (scale 5). The order of high point scores for the Lower Ability Group was Mf (scale 5), Pd (scale 4), Hy (scale 3), K, and Sc (scale 8). The order for low point scores for the Upper Ability and Middle Ability groups were the same, Si (scale 0), L, F, and D (scale 2). The order for the low point scores for the Lower Ability Group was Si (scale 0), F, L, and Sc (scale 8). Although D (scale 2) was not present on the Lower Ability Group's low point order, it did appear on the low point order for the Upper and Middle Ability groups.

Results showed that there was significantly less variance in the scores for Pa (scale 6) in the Higher Ability Group than in the Middle Ability Group and Lower Ability Group. Although inconclusive, the author speculated that when scores on Pa (scale 6) Ma (scale 5) and Sc (scale 8) vary more than one standard deviation from the means of the High Ability Group that personality may be problematic in a marriage counselor's work.

Researchers have also been interested in knowing how differences in personality

between client and counselor affect the outcome. For example, Wogan (1970) reduced by canonical analysis all of the basic clinical scales except for Mf (scale 5), and the three validity scales L, F, and K to the factor scales of Anxiety, Repression, Withdrawal, Subtlety, Suppressed Anger, and Somatization. An assessment of the relationship of therapist and patient variables to therapy outcome was then compiled.

For this study (Wogan, 1970), the patients completed a Patient Rating Scale consisting of Communicative Ease, Mutual Liking, and Speed of Progress variables. The therapists completed a Therapist Rating Scale consisting of Emotional Climate, Degree of Disturbance, and Outcome Rank score variables. It was noted that in this study all of the therapists had MMPI scores in the normal limits. The patients who had higher Anxiety and Repression scores tended to like their therapists more and patients with higher scores on the Subtlety scale saw themselves progressing more quickly in therapy. The therapists considered the climate of the therapy more positive when the patient had higher Repression scale scores and lower Suppressed Anger scale scores. When the scores of the therapist were higher on Anxiety and Somatization but lower on Repression, the patients rated the therapist higher on Communicative Ease and had a greater liking for therapists with higher Anxiety and Somatization scores. The researcher also found that the patient liked his/her therapist more if the patient and the therapist were on opposite ends of the Repression scale and that the patient felt that he/she was progressing more slowly in therapy if more similar to the therapist on the Subtlety scale.

These studies demonstrate that the MMPI can provide a unique perspective on the nuances that may be associated with the personality characteristics of an effective

counselor. However, these studies are insufficient to address the counselor's perceived effectiveness and satisfaction in the profession.

The MMPI and Counselor Education

In a study that examined the relationships between admissions criteria and evaluation of performance within a graduate program of psychology, Daehnert and Carter (1987) found that the personality variables measured by the MMPI were useful and accurate predictors of graduate school performance as evidenced by internship evaluations. The sample for this study was 192 students who were enrolled in a doctoral or master's level program from 1972 to 1978, representing seven consecutive classes. Correlations were computed to determine the relationship between pre-admission variables and within-program performance measures. Results of their study showed a relationship between Pt (scale 7) and the students' internship evaluations, suggesting to the researchers that "...theoretical and academic knowledge is mastered by those students who are conscientious and sometimes overly self-critical" p.1121. Sc (scale 8) of the MMPI also had an inverse relationship with part of the internship assessment indicating that disorganized cognitive processes can cause difficulty with a student meeting the requirements of graduate school and that these students may have difficulty with social and communication skills. The researchers also found a positive correlation between Pa (scale 6) and internship evaluations that demonstrated a student was responsible and possessed good therapy skills.

Other research in the literature examined the mental health of those in the helping

profession (Deutsch, 1985) and the belief that some have entered the profession to deal with their own existential and neurotic anxieties (Bugental, 1964). Recognizing that there had not been any research examining the mental health level of master's level counselors or counselor trainees, White and Franzoni (1990) compared the mental health of 180 beginning graduate students of a counselor training program with the general population. Differences on six of the seven clinical scales of the MMPI were found and compared. Three of the ten scales were considered irrelevant to the focus of their study (Mf, scale 5; Ma, scale 9; Si, scale 0), but on D (scale 2), Hy (scale 3), Pd (scale 4), Pa (scale 6), Pt (scale 7), and Sc (scale 8) students in the counselor training program had significantly higher levels of psychopathy. Hs (scale 1) did not show a significant elevation. The researchers considered differences in scale elevation practically significant when a population had more than 5% of its individuals with a T score above 70. In this study, five of the six scales met this level of significance. The scales were D (scale 2; 6.7%), Hy (scale 3; 7.2%), Pd (scale 4; 12.8%), Pa (scale 6; 42.2 %) and Sc (scale 8; 8.8%).

Other instruments used in the study to assess mental health included the Adult Nowicki-Strickland Internal-External Control Scale (Nowicki & Duke, 1974), designed to measure external locus of control, the Life Style Personality Inventory (Wheeler, Kern & Curlette, 1982) which measures social interest, and the Coping Resources Inventory for Stress (Matheny, Curlette, Aycock, Pugh & Taylor, 1987), an assessment that focuses on a person's resources for coping with stress. White and Franzoni (1990) concluded that these elevations on the student's MMPI scales did not necessarily indicate a lower mental

health than the general population, but noted that when there was an increase in psychopathy, as evidenced by the MMPI, the students in counselor education training were characterized with more external locus of control, less social interest, and had less resources for coping with stress. Implications for counselor education programs included the importance of identifying students who had psychological problems, providing services for them, and also visiting the issue of screening students for admission. However, this study did not address how elevations on MMPI scale scores impact the success of a student in a counselor education program.

The MMPI, Religious Affiliation, and Personality of Seminary Students and Clergy

Numerous studies have examined the possible relationship that religious background and training may have with MMPI (and MMPI-2) scores. For example, MacDonald and Holland (2003) studied the relationship between the MMPI-2 and spirituality as measured by the Expressions of Spirituality Inventory (ESI; MacDonald, 2000) and a self-report of religious involvement of 239 undergraduate psychology students. The students were not clergy or seminary students, but the relationship of religious involvement to the clinical scales of the MMPI-2 collectively was found. In this study, D (scale 2) and Pd (scale 4) of the MMPI-2 were lower for those who were involved in religion and had increased ESI scores. There were also differences in the scores on Pa (scale 6), Pt (scale 7), and Sc (scale 8). The rest of the clinical scales except for Mf (scale 5) and Ma (scale 9) showed significant correlations with at least one dimension of the ESI. The researchers found that clinically significant levels of MMPI-2

scores were related to religious involvement and predictive of ESI scores. MacDonald and Holland (2003) suggested that the MMPI-2 holds potential for exploring the relation of psychopathology to spirituality.

The value placed on personality assessments for individuals entering ministry is also evident in the literature. For example, Batsis (1993) surveyed 154 Roman Catholic vocation directors regarding the use of psychological assessment for applicants to seminary and religious orders. The author found that 91% utilized the MMPI, 57% utilized the Sentence Completion instrument, 45% used the Rorschach, 34% utilized the Thematic Apperception Test, 30% utilized the Strong-Campbell, 30% used the Weschler Adult Intelligence Scale, Revised and 30% utilized the Draw-A-Person instrument. Over half of the survey respondents indicated that psychological assessment is an important part of the assessment process and 70% indicated that the assessor should be familiar with issues surrounding a religious vocation. Yet, this study did not provide data to demonstrate that participant scores on these measures were able to predict program success and post-graduate success.

Summarizing MMPI results from several studies, Nauss (1973) found that there was a distinctly visible pattern for seminary students. Scores on Hy (scale 3), Pd (scale 4), Pa (scale 6), Pt (scale 7), Sc (scale 8) and Ma (scale 9) were found to be regularly between one-half to one standard deviation above the Mean. Scores on Hs (scale 1) and D (scale 2) were between the Mean to one-half standard deviation above the Mean. The scores for Mf (scale 5) and K were just above one standard deviation above the Mean and scores on Si (scale 0) were found to be within one standard deviation below the Mean.

The researcher suggested that a general pattern for seminary students included the five top-ranked scores on K, Mf (scale 5), Hy (scale 3), Pd (scale 4) and Ma (scale 9), all of which are at least one-half standard deviation above the Mean. It was common also for the score of Si (scale 0) to be significantly below the Mean. Although helpful in describing the personality of a typical seminary student, the data for this study did not predict success or satisfaction in the profession.

In a follow-up study to determine if the ministerial personality of the 1980's had the same profile as found in the study by Naus (1973), the MMPI scores of 67 male and female pastoral candidates were studied by Patrick (1991). Most of the candidates were enrolled in Master of Divinity programs of The United Church of Christ. Although the study showed that there was little deviation from the Naus (1973) study as a whole, this study did not provide support for predicting a seminary students' success or satisfaction in the profession.

Jansen, Bonk, and Garvey (1973) studied a group of 85 clergymen who were enrolled in a counseling training program, of whom 80% were Roman Catholic and 20% were Protestant. The study examined the relationship between the participants' MMPI profiles and supervisor and peer ratings of the participants' counseling competency. All of the 10 clinical scales and the L, F, and K validity scales were analyzed. The Mean scores were basically the same as found for male marriage counselors by Phillips (1970). Several significant correlations were found between various MMPI scales and both supervisor and peer ratings of participants' counseling efficacy. There were negative correlations, ranging from .44 to .33 with supervisor's ratings of counseling skill on Pa

(scale 6), D (scale 2), and Pt (scale 7) and negative correlations, ranging from .46 to .30 with peer ratings on Pa (scale 6), Sc (scale 8), Pt (scale 7), D (scale 2), Pd (scale 4), Hy (scale 3) and K. The researchers concluded that the individual scale Pa (scale 6) was the best predictor of variance in supervisor and peer ratings and that multiple correlations of the scales offered little improvement in predictive utility of supervisor or peer ratings.

Jansen and Garvey (1973) compared MMPI scores of clergy who were enrolled in a 12-week program of clinical pastoral education and were rated by their supervisor as high, average, or low in competence as clinicians. The religious affiliation of the participants was 79 % Catholic and 21 % Protestant. 61% of the subjects were ordained and 39 % were advanced seminary students. The students with a high competence rating and those with an average competence rating tended to be similar to one another. The students with a high competence rating had significantly lower scores on the L, F, and K validity scales, D (scale 2), Pd (scale 4), Pa (scale 6) and Sc (scale 8) than those rated with a lower competence score. The MMPI profiles were also separated and the students labeled as most healthy did not have a score of 60 or more on any of the scales. The students who were rated high in clinical competence scored significantly higher on Hs (scale 1), Hy (scale 3), and Pt (scale 7) than those students who were considered the most healthy, thereby suggesting a significant inverse relationship on these scales and evaluation of clinical competence. Results of this study indicate that there is a possible relationship between a student's MMPI scores and aptitude in the counseling profession; however, the study falls short in linking actual success and satisfaction in counseling work. Differences reflecting a theological position have also been found on the MMPI

scores of students. Using The Theological School Inventory (Hunt, Cardwell, & Dittes, 1976) to group Master of Divinity students as theologically “Liberal” or “Conservative”, Stone (1989) found that theological position could be discriminated. Those who were labeled theologically “liberal” scored higher on Mf (scale 5) and Pa (scale 6), while those labeled as “Conservatives” scored higher on scales L and Si (scale 0). The results of this study indicate the importance of considering theological persuasion when comparing personality characteristics to others who are successful and satisfied in the counseling profession.

Using the MMPI, a number of studies have attempted to predict those who complete their seminary training. For example, Stone (1990) studied the usefulness of the MMPI and the Theological School Inventory (TSI; Hunt et al., 1976) to predict whether 552 male and female Master of Divinity students persist or drop out of a Protestant seminary. Stone (1990) noted that more research has taken place at Roman Catholic institutions than at Protestant schools. Because previous research has had mixed results, the researcher sought to focus on examining the overall pattern of the MMPI scores and not look at the scales separately. A cumulative score was derived for each person from all of the clinical scales except Mf (scale 5), Ma (scale 9), and Si (scale 0). The students were categorized into three groups: elevated MMPI, moderate MMPI, and low MMPI. The elevated group was at least one standard deviation above the Mean ($>.70$), the moderate group within one standard deviation of the Mean ($-.70$ to $.70$), and the low group one standard deviation below the Mean ($<.70$). Results of the study showed that 47% of the students with elevated MMPI scores dropped out of the

seminary, 26% of those with low MMPI scores dropped, and 29% of those with moderate MMPI scores dropped. Discriminant analysis was used to evaluate the effectiveness of the TSI with the MMPI scores in providing predictability and 68% of the students were correctly classified. Although considered unsatisfactory or useful for admission purposes, it was felt that further research and refinement of variables showed promise. In an effort to update the literature regarding the personality characteristics of pastoral candidates to the priesthood, Plante, Manuel, and Tandez (1996) studied the MMPI-2 scores of 21 male applicants to a Catholic Religious order between 1990 and 1994. Their investigation did not find the elevations on Pd (scale 4), Sc (scale 8), and Ma (scale 9) that other studies using the MMPI have found. However, significant elevation on the L, K scales and Hy (scale 3) and lower scores on the F scale were found. The subjects also had elevated levels on scale 5. Also to update and compare the research from previous studies, Plante, Aldridge and Louie (2005) evaluated MMPI-2 data of 68 male applicants to a Roman Catholic Religious order between 1990 and 2004, and found significant elevations on the L and K scales, low scores on the F scale and elevations on the scale Mf (scale 5). Results showed that the applicants appeared to have better psychological health than those of previous studies, but did not provide any data as to success or satisfaction in ministry.

The MMPI and Missionary Selection and Service

The value of utilizing the MMPI to assess the personality characteristics of applicants to full-time religious vocations has been addressed by numerous studies. For

example, Dillon (1983) studied the MMPI profiles of 827 evangelical missionaries to compare scale Means with the published norms. Noting that attrition is of serious concern to missionary sending agencies and that there can be serious emotional damage for missionary failures, the researcher also compared the MMPI Means of the missionaries who persevered and those who did not. Consideration was given to gender, age, education and the year the MMPI was taken over a 30 year period. A number of statistical differences were found between the missionary MMPI scores and the MMPI norms. However, closer examination of these differences led researchers to conclude that the differences were not clinically significant in that the missionary MMPI scores were still within the normal range on these scales. Researchers also found differences in MMPI scores between those missionaries who were considered “persevering” and those who were not. Those who were in the non-persevering group were found to be higher on the L scale, lower on the F scale, and lower on Pt (scale 7). But again, while differences were statistically significant, the Mean scores on these scales were still within normal limits. Nonetheless, it was concluded that additional research is necessary to evaluate the effectiveness of the MMPI as a tool to help evaluate applicants for missionary service.

Schubert and Gantner (1996) also expressed concern for a screening method for use with missionary selection, noting that the screening process has traditionally ranged from expensive test batteries and interviews to that of no testing at all. The researchers studied 129 missionary units (unmarried individual or married couple) who had entered service through an interdenominational evangelical mission 6 to 20 years previously. Twenty-one variables composed from specific MMPI scales considered to be predictive

of performance overseas were assessed and the missionaries were divided into “yes” (will perform accurately), “no” (will not perform accurately), or “maybe” (unclear), based upon their MMPI scores. Missionary success was defined by a score on the Mission Assessment Scale that a mission executive completed based upon the missionary’s field service records. It was found that predictions for missionary perseverance and performance based on blind interpretations of MMPIs had an accuracy rate of 69%, even without the assistance of other sources of information. A concern was raised, however, that the MMPI-2 may lack some of the scales that may be significant for missionary assessment that were included on the MMPI.

These studies have demonstrated the prominence that the MMPI and MMPI-2 have had in assessing personality characteristics of those who are in the counseling profession and those training for the profession. Also, the research has demonstrated that religious affiliation may contribute to differences of personality characteristics as measured by the MMPI and MMPI-2. Finally, it is noted that the MMPI-2 may provide insight into whether a seminary student completes a program of study. But, these studies have not been adequate to show that personality characteristics as assessed by the MMPI (now the MMPI-2) alone assist a counselor education program’s selection of students for training who will succeed and be satisfied with their work.

Other assessments of personality may provide additional valuable information to assist in the selection of students for counselor education. For instance, although scale 0 (Si) of the MMPI-2 addresses a person’s level of introversion, it does not delineate personality characteristics that may define more specifically some of the nuances of a

person's personality that contribute to a person's success and satisfaction in the counseling profession. Another example of a shortcoming of the MMPI-2 is that it does not clearly measure some aspects of personality, such as openness. This has significant implications, as it is recognized in the literature that openness has an impact upon career choice (McCrae & Costa, 2003). More research is needed to investigate the usefulness of other personality assessments in filling this information gap that the MMPI-2 alone does not provide.

The Five-Factor Model and the Revised NEO Personality Inventory

Piedmont (1998) has defined personality as "...the intrinsic organization of an individual's mental world that is stable over time and consistent over situations" (p. 2). Having an opportunity to describe personality in a meaningful taxonomy has important implications for the communication and application of research (Barrick & Mount, 1991). In recent years, the quest to conceptualize personality has focused much on the Five-Factor Model (FFM; Digman, 1996), although there has been criticism that there are methodological, empirical, semantic and theoretical difficulties that have not been considered (Block, 1995). There has also been criticism that claims for comprehensiveness were premature (Waller & Ben-Porath, 1987) and that there has not been enough evidence to support the uniqueness of the Five-Factor model (Eysenck, 1992). It has been alleged that the psychoanalytic, behavioral and humanistic schools of psychology have been formulating the personality theories that have been commonly

known but each has emphasized certain characteristics of an individual to the exclusion of others (McCrae & Costa, 2003).

The FFM resulted from a factor analysis of a number of personality inventories that synthesized personality traits into five dimensions that were nicknamed the “Big Five” (Hood & Johnson, 1997). Early considerations of the Big Five of personality were revealed in 1933 by Louis Thurstone, but it remained relatively obscure until the 1980’s (Digman, 1996). There was a lag in interest for this model until it was researched again by Lewis R. Goldberg in the early 1980’s (McCrae & Costa, 2003). Goldberg (1990) concluded that an analysis of trait adjectives of personality will yield a variant of the Big Five. In the past couple of decades the FFM has attracted attention because it is based upon trait research and many psychologists have been interested in a process-oriented approach to personality (McCrae & Costa, 2003). Traits have been defined as the dimensions of individual differences in tendencies to show consistent patterns of thoughts, feeling, and actions (McCrae & Costa, 2003). The five factors of personality that were found from this lexical approach to personality have been named: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness and the NEO PI-R is an assessment instrument that has been developed to measure these five factors of personality (Piedmont, 1998). The NEO PI-R measures these five factors of personality at five broad domain levels, and each domain is represented by six, more specific scales that measure facets of the domain (Costa & McCrae, 1992).

Neuroticism is a general tendency to experience negative affect such as fear, sadness, embarrassment, anger, guilt, and disgust. It describes the tendency to have

irrational ideas, struggle with controlling impulses, and to cope more poorly than others with stress. A person with a high score on Neuroticism may be at risk for psychopathology, but does not necessarily have a psychiatric disorder. A person with a low score on Neuroticism is calm, even-tempered, and is less apt to be upset in stressful situations (Costa & McCrae, 1992).

Extraversion involves the variances of preference for social interaction and lively activity. A person with high scores on Extraversion is apt to be talkative, gregarious, socially poised, and assertive in behavior. A person with low scores on Extraversion is more emotionally bland, likely to avoid close relationships, exercise overcontrol impulses and submissive (McCrae & Costa, 2003; McCrae, Costa, & Busch, 1986).

Openness is a major dimension of personality that involves a person's imagination, preference for variety, intellectual curiosity, aesthetic sensitivity, attendance to inner feelings, and independence of judgment. A person with a high score on Openness is curious about the inner and outer world, and is willing to entertain novel ideas and unconventional values. He or she also experiences emotions more keenly, and is unconventional, willing to question authority. A person who scores low on Openness tends to be conventional in behavior, conservative in outlook, prefer the familiar, and have muted emotional responses (Costa & McCrae, 1992).

Agreeableness is a dimension of interpersonal tendencies and may be measured by a person's selfless concern for others and generous sentiments, or his or her aptness to be tough minded and hardheaded. A person scoring high on Agreeableness is sympathetic, considerate, warm, compassionate, and behaves in a giving way. A person

scoring low on Agreeableness is critical, skeptical, shows condescending behavior, tries to push the limits, and expresses hostility directly (McCrae & Costa, 2003; McCrae et al., 1986).

Conscientiousness is a person's tendency to be organized and push for achievement. A person scoring high on Conscientious people is ambitious, hardworking, and duty-minded. A person who scores low on Conscientiousness is more lackadaisical, easygoing, and exacts less of self and others (McCrae & Costa, 2003).

The FFM has support from numerous studies that indicate that it is comprehensive, and that these five factors have deep conceptual roots in the psychological literature (McCrae & Costa, 1996). Using three studies to examine its validity, Goldberg (1990) demonstrated the generalizability and comprehensiveness of the Big Five factor structure of personality, giving strong support that the five factors are robust. Research also shows that there is stability of personality traits through adulthood (Costa & McCrae, 1994; Soldz & Vaillant, 1999).

Studies have also shown the generalizability of the Five-Factor model across cultures. McCrae and Costa (1997) compared data generated from the Revised NEO Personality Inventory (NEO PI-R) for American, German, Portuguese, Hebrew, Chinese, Korean, and Japanese samples. The researchers found remarkable similarities in the production of the five factors and that the findings were good news for cross-cultural psychology.

It has been proposed that the Five-Factor Model of personality is essential to the study of individual differences and that it helps to integrate the literature that has been

accrued across many instruments, even though issues in describing personality have not all been settled (McCrae & Oliver, 1992). An example is Piedmont's (1999) suggestion that Spiritual Transcendence as a sixth factor should be considered, referring to this as "...the capacity of individuals to stand outside of their immediate sense of time and place to view life from a larger, more objective perspective" (p. 988). A greater understanding of the role of spirituality gives us a broader conceptualization of an individual and the goals that they may pursue (Piedmont, 1999).

The Five-Factor Model and Academic Success

There are many demanding aspects of obtaining an undergraduate and a graduate degree, and it has been of interest to researchers to find any role that personality traits may have in that process. For example, De Fruyt and Mervielde (1996) studied 934 students who were enrolled in different academic majors in order to assess individual differences among academic majors and to predict educational achievement. The Dutch version of the Self Directed Search (Holland, 1977), and the Dutch version of the NEO PI-R (Costa & McCrae, 1985) was completed by the students and detailed information about the students' study careers and grades were obtained. The researchers concluded that both instruments are useful to describe differences among different majors and that some personality traits may impact a student's suitability for a particular academic major. In general, the Self Directed Search failed to provide substantial relationships between vocational personality differences and educational outcome measures. However, the researchers concluded that there is support for the utility of broad personality dimensions,

such as Conscientiousness, to predict some of the variance in educational outcome measures of various academic programs. The researchers concluded that the NEO PI-R domains alone are too general to assign students to academic majors and that incremental validity was only substantial at the facet level.

Noting that intelligence and motivation have been considered significant factors in predicting academic success, Farsides and Woodfield (2003) examined the role of personality traits using the short form of the NEO PI-R (NEO-FFI). The results of their study indicated that individual differences in personality accounted for a very limited role in predicting undergraduate academic success. Academic success of the students was ascertained through formal assessment of the student in the required core classes and classes of his or her major. As seminar attendance was found to be a significant factor in the student's final grade, Agreeableness was significant in predicting academic success as students. It was suggested that students with low-Agreeableness are less likely to be comfortable when compared to high-Agreeableness students with the social interaction that are involved with seminars. Students with low-Agreeableness are also more tolerant of missing seminars. Against their hypothesis, the Conscientiousness and Neuroticism domains were not significant in predicting academic success. As Openness to Experience and Agreeableness domains were related to academic success, the researchers indicate that these two factors may be significant in the processes by which personality contributes to academic success. It was discovered that Openness to Experience remained significant even after controlling for intelligence. Results of this study showed

that there was a possible benefit in matching educational environments with students' strengths.

Scepansky and Bjornsen (2003) compared academically related behaviors, attitudes, and personality traits of 166 students planning to attend graduate school with 161 students intending to work after college. Academically related behaviors and attitudes were assessed by the students' completion of two questionnaires and also the LOGO-II (Eison, Pollio, & Milton, 1982), a 32 item inventory that assesses students' attitudes and behaviors regarding their education. The NEO PI-R was also administered to these students. Researchers found that students planning to attend graduate school participated more in class and scored higher on the Learning-Oriented Attitudes and Learning-Oriented Behaviors of the LOGO-II. These students also scored significantly higher on the NEO PI-R Conscientiousness domain and the facets of Competence and Achievement Striving and also on the Open to Experience domain and the facet Ideas. The researchers suggest that criteria other than GPA, such as personality, are important in admission considerations and that undergraduate students' personality profiles may be used to assess whether a student is suited for a specific discipline.

The Five-Factor Model and Career Decisions

Career decidedness and psychological well-being can be significantly correlated (Arnold, 1989) and are positively and significantly correlated with higher levels of life satisfaction (Lounsbury, Tatum, Chambers, Owens, & Gibson, 1999). In order to help prevent job dissatisfaction, efforts expended to assist with career counseling should

consider the characteristics of the person and the characteristics of a job (deJong, Van der Velde, & Jansen, 2001). It has been suggested that the administration of a Five-Factor personality measure could help tailor the delivery of career counseling services more appropriately (Lounsbury et al., 1999). A Five-Factor personality measure may assist the person in a career search to discover his or her strengths and weaknesses and thereby ensure more successful workplace functioning (Hammond, 2001). This conclusion is also supported by Costa, McCrae, and Kay (1995) who have pointed out that there can be a conflict between a person's interests and a person's abilities. Fitting the person to the place is likely to benefit both employee and employer (Schneider, 1987). Research supports the importance of understanding the association that personality traits and classes of vocational interests can have with one another, but correlations between a person's interest and personality differences are not high enough to substitute one for the other (Gottfredson, Jones, & Holland, 1993). Costa, McCrae, and Kay (1995) have argued that personality data can assist in helping a person to make more realistic career choices.

Career success has been defined "...as the positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences" ¶4 (Judge, Cable, Boudreau, & Bretz, 1995). In order to give career success greater clarity, Judge et al., (1995) and Judge, Higgins, Thorensen, and Barrick, (1999) have considered it helpful to evaluate career success from the viewpoint of extrinsic or intrinsic components. Extrinsic components would be visible factors such as the size of salary and promotions. Intrinsic components would be factors such as feelings of accomplishment

and other subjective reactions. Judge et al. (1999) concluded from their longitudinal study that relevant personality traits and general mental ability are capable of predicting multiple facets of career success. High Conscientiousness was associated with intrinsic career success. Low Neuroticism, low Agreeableness, high Extraversion, high Conscientiousness, and high cognitive ability were associated with extrinsic career success.

Following the work of others in describing career success as extrinsic or intrinsic, Seibert and Kraimer (2001) surveyed 496 university alumni who had graduated 3 to 30 years prior to their study and who were engaged in various occupations and organizations. Intrinsic career success was measured with a five-item career satisfaction scale and extrinsic career success was measured by two self-reported variables of promotions and salary. The personality traits of the alumni were measured by Saucier's (1994) mini-markers, considered to be valid indicators of the global dimensions of the Five-Factor model. The occupational type of the respondents to the survey was coded according to the amount of interaction and dealing with other people that was required, either "low people activities" or "high people activities". The researchers found a negative relationship between neuroticism and intrinsic career success, a positive relationship between extraversion and extrinsic career success and intrinsic career success, and a negative relationship between agreeableness and intrinsic career success. Occupational type did not moderate the relationship between agreeableness and career satisfaction. Although the amount of variance explained by the personality traits was small, the researchers suggest that the significance of the findings supports further study.

In their study of the relationship between the Big Five personality dimensions and job performance criteria of job proficiency, training proficiency, and personnel data for five occupational groups, Barrick and Mount (1991) found the Conscientiousness dimension was a consistent predictor of job performance. The Extraversion dimension was found to be a predictor of the two occupations, managers, and sales. The Openness to Experience dimension was a valid predictor of training proficiency.

Building on the current research on careers, career indecision, and personality Lounsbury et al. (1999) examined career decidedness in relation to life satisfaction. The shortened form of the NEO PI-R (the NEO Five-Factor Inventory), a 14-item scale to measure career decidedness, and a 21-item life satisfaction scale was administered to 249 undergraduates representing all four years at a university. Results showed that career decidedness negatively correlated to Neuroticism ($r = -.30, p < .01$) but positively correlated to Agreeableness ($r = .18, p < .05$) and Conscientiousness ($r = .25, p < .01$). The finding that career-decidedness was positively correlated to life satisfaction ($r = .42, p < .01$) is consistent with the findings of Arnold (1989). The researchers in this study stated that the negative relationship between Neuroticism and career decidedness is uncertain as to whether one causes the other or not. It was also argued that career decidedness is a logical correlate or an outcome of the personality characteristics that are pro-social attributes of Conscientiousness. The researchers speculate that the positive relationship between career decidedness and Agreeableness may hinge on the agreeableness of individuals to participate in career planning and to trust information on career choices.

To further the understanding of how personality variables relate to vocational behaviors, Reed, Bruch, and Haase (2004) examined ways that the dimensions of the Five-Factor Model predict career exploration variables. A questionnaire booklet was completed by 204 undergraduate students in the Northeast that included a short version of the NEO PI-R (NEO-FFI) and four assessments of the students' career exploration. The four variables of career exploration were self-exploration, career information seeking behavior, stress regarding career exploration, and career exploration self-efficacy. The researchers found that 12.4% of the multivariate variance of the career variables was accounted for by the multivariate variance of the personality variables.

Several significant themes were found in the vocational counseling and industrial/organizational psychology literature from 1993-1997 by Tokar, Fischer, and Subich (1998). A moderate overlap of personality and vocational interests emerged and lower Neuroticism and higher Extraversion was more frequently associated with higher job satisfaction. Higher Conscientiousness was also generally a good predictor of job performance and Extraversion was a relevant predictor for those jobs having an interpersonal performance component. The researchers commended the use of the Five-Factor Model of personality for further research.

The selection of a vocation, vocational behavior, and vocational satisfaction has been researched using Holland's RIASEC model of Person-Environment congruence (Holland, 1997). To determine the extent that personality factors predict job satisfaction beyond Holland's concept of vocational congruence, Tokar and Subich (1997) studied the contribution of congruence as measured by the Self Directed Search (Holland, 1985) and

personality dimensions as measured by the NEO Five-Factor Inventory (NEO-FFI) of a heterogeneous sample of 395 adults in the Midwest. Job satisfaction was assessed using the Hoppock Job Satisfaction Blank (JSB; Hoppock, 1935), a self-report measuring global job satisfaction. Participants were representative of a wide range of occupations. In this cross-sectional study, the researchers found that only the personality variables Neuroticism ($r = -.18, p < .01$) and Extraversion ($r = .16, p < .01$) provided significant prediction of job satisfaction. However, because personality variables accounted for only 3 to 5 % of the variance in predicting job satisfaction, using personality factors in predicting job satisfaction may not be practical and the researchers proposed that other issues might be more relevant.

Significance of the contribution of the Five-Factor Model in relationship to Person-Environment congruence provided by the Self Directed Search was also found in a longitudinal study by DeFruyt (2002) of 401 undergraduate students. The personality of the students was assessed with the NEO PI-R and the SDS prior to graduation. Employment and career outcomes were assessed one year later. Job and work environments were described by The Position Classification Inventory (PCS; Gottfredson & Holland, 1991) and job satisfaction, work involvement, skill development, and job stress were assessed with the Career Attitudes and Strategies Inventory (CASI; Holland & Gottfredson, 1992). The researchers found the Five-Factor assessment explained more of the variance across the criteria than Person-Environment congruence alone, bringing the explained variance from 6 % to 16 % across the criteria when both were included. Hierarchical regression analysis showed that job satisfaction was predicted by

congruence (-.16, $p < .01$) and Neuroticism (-.16, $p < .05$). Work involvement was predicted by Conscientiousness (.28, $p < .01$), Agreeableness (-.17, $p < .05$), and Neuroticism (.12, $p < .05$). Skill development was predicted by congruence (-.15, $p < .01$), Openness (.30, $p < .01$), Agreeableness (-.19, $p < .01$), Conscientiousness (.19, $p < .01$), and Extraversion (.11, $p < .05$). Perceived stress was predicted only by Neuroticism (.33, $p < .01$). It was concluded that the Self Directed Search should be complemented with a Five-Factor assessment to increase predictive validity for the intrinsic career outcomes of job satisfaction, skill development, work involvement, and perceived stress.

The Five-Factor Model and Counselor Burnout

Workers in all professions may be subject to burnout, but those in people-helping professions are particularly susceptible (Bakker, Demerouti, & Schaufeli, 2002; Dierendonck, Schaufeli, & Buunk, 2001; Evers & Tomic, 2003). Bakker et al. (2006) studied the relationship between burnout as measured by the Dutch version of the Maslach Burnout Inventory (MBI; Maslach, Jackson, & Leiter, 1996) and the Big Five personality factors using the Five Factor Personality Inventory (Hendriks, 1997) with 80 volunteer counselors working with terminally ill patients. The Maslach Burnout Inventory includes three original subscales: emotional exhaustion, depersonalization, and personal accomplishment. The stressful aspects of volunteer counseling was assessed by asking participants to write down as many of the positive experiences of counseling as could be remembered, writing down as many negative experiences of counseling as could be remembered, and then subtracting the positive from the negative. Correlations showed

that the relative number of stressful experience with patients was not related to personality. A stepwise regression analysis revealed that Neuroticism was the sole significant predictor of feelings of exhaustion, accounting for 13 % of the variance. Analysis also showed that three personality factors, Neuroticism, Extraversion, and Autonomy (or Openness) significantly predicted 17 % of the variance in depersonalization. Neuroticism had the largest positive beta weight, making it the largest contributor, followed by negative beta weights for Extraversion and Autonomy (Openness). A stepwise regression analysis also showed that Extraversion and Neuroticism were independent and significant predictors of personal accomplishment with Extraversion having the largest positive beta weight followed by a negative beta weight for Neuroticism, accounting for 19 % of the variance in this burnout dimension. Those who score low in Neuroticism and high in Extraversion may be better suited for volunteer positions in human services and those who score higher in Neuroticism and lower in Extraversion may benefit from coping skills training in working in this environment. The researchers concluded that certain personality traits may act as burnout buffers for the known risk factors in human service work.

Summary

The growing interest in the counseling profession has generated a concern that counselor education programs admit students qualified to enter the profession (Lumadue & Duffey, 1999). This concern extends to Christian programs as well, as people who embrace the Christian faith may have a strong desire to counsel others but lack the

characteristics necessary for counseling work (Collins, 2007). Methods utilized in the selection of students but deemed inadequate include the Graduate Record Exam, an interview, and others (Bradey & Post, 1991; Markert & Monke, 1990; Smaby et al., 2005).

The personality characteristics of a counselor have been associated with therapy effectiveness (Carkhuff, 1966; Luborsky et al., 1985; Pope & Kline, 1999; Rogers, 1957; Rogers, 1958; Truax, 1963). The Minnesota Multiphasic Personality Inventory (MMPI; MMPI-2) has been extensively used for personality assessment, the assessment of students, counselors, seminary students, clergy, and missionaries (Cottle & Lewis, 1954; Dillon, 1983; Harrison et al., 1988; Jansen, Bonk, & Garvey, 1973; Naus, 1973; Phillips, 1970). Differences in scale scores were frequently noted for these various groups, and in particular, for efficacy in counseling. There is a gap in the literature as to how the scale score differences of the MMPI (and MMPI-2) predict a counselor's satisfaction or perceived efficacy in the profession.

The Five-Factor Model, measured by the Revised NEO Personality Inventory (NEO PI-R), its shortened version (the NEO-FFI) and others has also been extensively used for personality assessment, academic, vocational, and counselor assessment (Bakker et al., 2006; Costa & McCrae, 1992; De Fruyt & Mervielde, 1996; Lounsbury et al., 1999; Piedmont, 1998). These measures of the Five-Factors have been useful to discriminate students on certain aspects of academic achievement, assist individuals in vocational decisions, and predict the burnout of counseling volunteers. However, there is a gap in the literature on how scale score differences of measures of the Five-Factor

Model predict a counseling student's academic achievement and a counselor's satisfaction or perceived efficacy in the profession.

Restatement of the Problem

Counselor education programs are faced with the responsibility of developing admission criteria for the selection of students. Although numerous methods have been attempted, they have been criticized for their ineffectiveness. Counselor education programs may benefit from an admission screening methodology that will help predict an applicant's successful participation and satisfaction in the counseling profession.

Restatement of Research Questions

The primary research question guiding this study was: Do self-reported measures of personality predict useful post-graduation markers of success in Master's level counselor education students? More specifically, this study examined the question of how well both the MMPI-2 and the NEO PI-R predict the following outcomes:

- Final GPA
- Licensure Acquisition
- Ongoing participation in counseling related professions
- Work satisfaction
- Perceived effectiveness

Proposed Design and Methodology

Students seeking admission into the counseling programs of Ashland Theological Seminary are required to complete the MMPI-2 and the NEO PI-R personality assessments. Results from these assessments are not criteria to exclude an applicant from admission, but are administered to facilitate the student's awareness of personality issues that may hinder the successful completion of the program.

The subjects for this study were a convenience sample of students who have graduated the counseling program from 2003-2006. All of the subjects completed the MMPI-2 and the NEO PI-R during the admission process. Scores of the MMPI-2 and NEO PI-R were compared with a student's success at receiving high honors at graduation, and results of a survey that assessed their on-going involvement, satisfaction, and perceived effectiveness in the counseling profession. The attribute variables in this study could not be manipulated and therefore the proposed study was descriptive research with a nonexperimental ex post facto design.

Hypotheses

The three primary hypotheses for this study were:

1. There is a correlation between GPA and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.

2. There is a correlation between satisfaction in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.
3. There is a correlation between self-perceived effectiveness in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.

CHAPTER THREE: METHODOLOGY

Counseling programs are responsible for the selection of students that will be admitted for training and service in the counseling profession. Various criteria have been employed in this decision-making process and the efficacy of each has been debated in the research. This study assists in understanding how personality characteristics may predict success, satisfaction, and perceived effectiveness in the counseling profession. Scores from archival data obtained during the admission process to a seminary counseling program, grade point average (two categories, high honor and not high honor) and data from a survey of students that have graduated was collected and compared. This research study is both descriptive and exploratory.

Research Design

Selection of Subjects

The attribute variables in this study could not be manipulated and therefore the study was descriptive research with a nonexperimental ex post facto design. Ex post facto research allows a study of relationships, but a limited interpretation of the results is necessary due to a lack of control (Portney & Watkins, 2000). Critical issues in descriptive research are reliability and validity of the observations and generalizability of the sample (Heppner, Kivlighan, & Wampold, 1999). The study was a convenience

sample of subjects, individuals who have graduated the Midwest Pastoral Counseling Program at Ashland Theological Seminary in Ashland, Ohio in the years 2003-2006. There are no other special conditions or procedures for the subjects. Ashland Theological Seminary is located in north central Ohio and is one of the graduate divisions of Ashland University. The roots of the seminary are in the Brethren denomination, but the campus is pluralistic in its student body, representing approximately 70 different denominations. The student body is also culturally and ethnically diverse. Most of the students commute to the campus for classes, with some having a local commute of a few minutes and others commuting up to two hours. A few students live in the limited campus housing.

Although there are several different Master's degrees that can be earned through the Counseling Department, the Midwest Pastoral Counseling Program predominately has two degree tracks. One track requires 110 quarter hours of study and leads to the Master of Arts in Clinical Pastoral Counseling and meets the requirements of the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board for licensure as a Professional Counselor or a Professional Clinical Counselor. The other track of study requires 96 quarter hours of study and leads to the Master of Arts in Pastoral Counseling and does not meet the licensure requirements for the State of Ohio Counselor, Social Worker and Marriage & Family Therapist Board. Therefore a person who is not licensed as a Professional Counselor or a Professional Clinical Counselor is much more limited in the breadth of counseling services that can be legally offered. Both tracks of the Midwest Counseling Program require that a student complete at least 5 biblical core

classes as part of the degree. The Master of Arts in Clinical Pastoral Counseling track includes 30 quarter hour credits in Advanced Pastoral Counseling classes that are completed at other times than during the cohort classes. This track also requires the completion of a practicum and internship in a clinical setting. The Master of Arts in Pastoral Counseling does not require any credits in the Advanced Pastoral Counseling Classes and the practicum and internship may be completed in a non-clinical setting.

The Midwest Pastoral Counseling Program requires that an applicant to the programs complete the first 370 questions of the Minnesota Multiphasic Personality Inventory -2 (MMPI-2) and the entire Revised NEO Personality Inventory (NEO PI-R). These inventories are not administered to exclude any student but to serve as a source of data for advisement during the interview process.

Instrumentation

The three instruments used in this study are a portion of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) composed of the first 370 questions, the Revised NEO Personality Inventory (NEO PI-R), and a self-report questionnaire. The MMPI-2, published in 1989, is a revision of the MMPI that was published in 1943. It is a "...broad-band test designed to assess a number of the major patterns of personality and psychological disorders" (Butcher et al., 2001, p.1). The MMPI and MMPI-2 have been used frequently in selecting employees for sensitive occupations and students for training programs (Graham, 2006).

The applicant to the Pastoral Counseling Programs at the seminary is required to complete the first 370 questions of the MMPI-2. Although the complete MMPI-2 has a large number of subscales, the first 370 questions comprise the 10 basic clinical scales and the validity scales used in this study. The 10 clinical scales and the three validity scales were delineated and defined in the second chapter.

For a one-week interval, the test-retest coefficients of reliability for 111 females in the MMPI-2 normative sample scored in the range of .54-.92 and for 82 males in the MMPI-2 normative sample the test-retest coefficients of reliability scored in the range of .70-.93 (Butcher et al., 2001). The validity of the MMPI and the MMPI-2 has been well established in the literature and the MMPI-2 is used in various settings, including outpatient, forensic, correctional, and employment screening settings (Graham, 2006). There has been varied opinion voiced in the literature as to the definition of a high score on the various clinical scales of the MMPI-2 and much more research is needed to give meaning to low scores in differing settings as well (Graham, 2006).

The NEO PI-R is a measure of normal personality traits and consists of 240 items that are answered on a 5-point scale (Costa & McCrae, 1992) and are balanced to control for the effects of acquiescence (Piedmont, 1998). It is an instrument to concisely measure the five major domains of personality: Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), Conscientiousness (C) and 6 facets that define each domain (Costa & McCrae, 1992). This study utilized the NEO PI-R domain scale scores only to depict the personality characteristics of the counseling program graduates.

Although these domain scores help to provide an understanding of personality at the broadest level (Costa & McCrae, 1992), facet scales have been described as partitions of the larger spectrum (Piedmont, 1998) and may give greater insight into the nuances of the domain scores. Any domain that is identified having a relationship with counselor success, satisfaction and self-perceived effectiveness should be explored at the facet level in future research.

Originally introduced in 1985, the earlier version of the instrument had scales that were supported by research at the facet level for Neuroticism, Extraversion, and Openness, but the two domains of Conscientiousness and Agreeableness were still only at the global level until its revision in 1990 (Costa & McCrae, 1992). Built upon the taxonomy of the Five-Factor model (McCrae & Costa, 2003) the NEO PI-R has two versions, the self-report form that is appropriate for men and women of all ages and an observer-report form that has been written in the third person so that a peer, spouse or expert can assess an individual (Costa & McCrae, 1992). Administration of the NEO PI-R is appropriate to persons 17 years of age and older and although there is no time limit, usually requires 30-40 minutes to complete (Costa & McCrae, 1992). Validity for the test-taker of the NEO PI-R is assessed by three questions at the bottom of the scoring sheet requesting whether the person taking the assessment has answered all of the questions, has done so honestly and accurately and marked the responses in the correct areas.

As disclosed in the manual, internal consistency coefficient alpha for 1539 self-reporting subjects on the domain scales ranged from .86 to .95 and on the facet scales ranged from .56 to .81. Noting that validity of an assessment can change with different samples and when used with different purposes, the manual provides validity of the NEO PI-R based upon other external criteria.

A profile for an individual is constructed by converting raw scores to T scores with a Mean of 50 and a standard deviation of 10 for the 5 domain scores and each of the 30 facet scores. The profile forms are dependent on the age and gender of the person assessed. The profile based upon age has a normative sample of individuals aged 17-20 and another profile form is based upon a normative sample of individuals aged 21 and up (Costa & McCrae, 1992). T scores are profiled as very low when they are approximately in the 20-35 range, low when approximately in the 35-45 range, average when approximately in the 45-55 range, high when approximately in the 55-65 range, and very high when approximately 65 and up.

The survey for this study was a questionnaire mailed to graduates of the counseling program for whom there was complete MMPI-2 and NEO PI-R data available (n = 116). This information was used to assess the relationship between personality of the graduates and their current involvement in the counseling profession.

Although surveys are frequently used in the social sciences for research, there are numerous limitations and concerns. External validity may be a problem as the survey results received may not represent the target population and the survey may have poor

construct validity (Mitchell & Jolley, 2001). A primary advantage of a survey is the ease of data collection but a disadvantage may be the return rate and there is no consensus on what is an acceptable return rate (Heppner et al., 1999).

The survey for this study was constructed by the researcher and consists of closed questions that are dichotomous, likert, or checklist in format. There are no known reasons why the survey results used in this study would significantly deviate from the common expectations of common survey research.

Assumptions

There are several assumptions with this study. It is assumed that the MMPI-2 and the NEO PI-R were administered appropriately to the applicants of the counseling program. It is also assumed that the applicants understood the questions and responded to the MMPI-2, the NEO PI-R, and the survey truthfully. Although the MMPI-2 and the NEO PI-R each have particular methods of apprising validity, these methods cannot give absolute assurance that the instruments are valid for each applicant. It is assumed that the questionnaire was completed by the intended recipient and that the number of respondents to the survey is representative of the population studied and that the responses were truthful and accurate.

Procedures

It has been required of applicants to the Midwest Pastoral Counseling Program of Ashland Theological Seminary to take the MMPI-2 and the NEO PI-R for assessment and interview purposes since 2001. Therefore, the archival data consisting of the MMPI-2 and NEO PI-R scores from those who have been accepted into the Midwest Pastoral Counseling is held at the office of the Counseling Department of the seminary. The process of admittance to the seminary counseling programs requires several steps. First, a person who makes an initial contact with the seminary regarding attendance to one of the counseling training programs is referred to the admissions office for guidance on the application process. If the person is accepted as a student at the seminary, the person is referred to the director of the counseling program for which application has been made and an appointment is set up for the person to take the MMPI-2 and NEO PI-R assessments and have a follow-up interview with one of the faculty members of the Counseling Department. When the MMPI-2 and the NEO PI-R assessments are administered, brief written instructions are given by the administrative assistant regarding the purposes of the assessments and the importance of completing them factually in their entirety. After the assessments are completed, they are hand-scored and the results are given to a faculty member conducting the interview. The faculty member interprets the results and discusses with the applicant some of the possible ramifications that personality characteristics may have on graduate school training and involvement in the

counseling profession. The MMPI-2 and the NEO PI-R results are archived in the student's file by the administrative assistant.

There were several steps in this current study. First, approval was obtained from the Human Subjects Review Board of Ashland University for this study. A questionnaire was mailed to graduates of the Midwest Pastoral Counseling Program in the years 2003-2006 and for whom there were MMPI-2 and NEO PI-R data sets available. The graduates received a hand-addressed envelope with a contact letter, questionnaire, and a self-addressed postage-paid return envelope. The return envelope was coded in order to verify persons who returned the questionnaire and those who did not. The size of the sample was 116 individuals. Returning the completed questionnaire implied consent to use the information provided by the survey for research. After two weeks, a reminder letter encouraging a prompt completion was sent to those who had not returned the questionnaire. Nine surveys were returned by the post office for inadequate addresses. Seventy-four (63.8 %) completed questionnaires were returned. The majority of the respondents to the questionnaire were above the age of 30 (60.8 %; n = 45), were White (89.2 %; n = 66), and female (74.3 %; n = 55). The data that was received from the returned questionnaire was entered into SPSS 15 for analysis.

Data Processing and Analysis

The primary research question of this study was: Do self-reported measures of personality predict useful post-graduation markers of success in Master's level counselor

education students? More specifically, this study examined the question of how well the MMPI-2 and the NEO PI-R predict the following outcomes:

- Final GPA
- Licensure Acquisition
- Ongoing participation in a counseling related professions
- Work satisfaction
- Perceived effectiveness

A correlation analysis of the archival data of the MMPI-2 and the NEO PI-R personality assessments for the graduates who responded to the questionnaire and their GPA was performed. For the purposes of this study, a student's GPA was noted as in one of two dichotomous levels, high honors and not high honors. The seminary gives a high honors notation to a student whose GPA is 3.9 or above. Next, a correlation analysis of the archival data of the MMPI-2 and NEO PI-R and licensure acquisition data was performed. Finally, a correlation analysis of the archival data of the MMPI-2 and the NEO PI-R and the data generated by the questionnaire was performed. SPSS 15 statistical software was used in performing the correlation procedures.

Correlation is a statistical technique that is used to measure and describe a relationship between two variables when there is no attempt to manipulate the variables (Gravetter & Wallnau, 2004). The association between the variables does not imply causation (Portney & Watkins, 2000). However, if two variables are known to be related

to one another in a systemic way, it is possible to use one of the variables to make accurate predictions about the other (Gravetter & Wallnau, 2004).

There were two measures of correlation that were performed in this study. Three of the outcomes that were examined as markers of success in Master's level counselor education were final GPA, licensure acquisition, and ongoing participation in a counseling related profession. Some of the data analyzed for these outcomes was dichotomous in format and, therefore a point-biserial correlation was performed. This correlation measure of relationship is commonly used when one continuous variable is correlated with one dichotomous variable (Portney & Watkins, 2000).

The data analyzed for the other two outcomes that were examined as markers of success in Master's level counselor education were work satisfaction and perceived effectiveness. None of the data analyzed for these outcomes was dichotomous in format, but a portion of it was ordinal and therefore the Spearman correlation was performed. The Spearman correlation is the appropriate measure of relationship also when the relationship may not be linear (Gravetter & Wallnau, 2004).

Summary

Counseling programs are responsible for the selection of students that will be admitted for training and service in the counseling profession. This study assists in understanding how personality characteristics may predict success, satisfaction, and perceived effectiveness in the counseling profession. Archival scores of the MMPI-2

(clinical and validity scales) and the NEO PI-R (domain scales) obtained during the admission process to the Midwest Pastoral Counseling Program, grade point average (two categories, high honor and not high honor), and data from a survey of students that have graduated was collected and compared using correlation analysis. A point-biserial correlation analysis was performed with the data that included a dichotomous variable and a Spearman correlation was performed with the ordinal data.

CHAPTER FOUR: FINDINGS

Purpose of the Study

This study investigated the relative usefulness of an admission screening methodology that uses two well validated personality instruments to predict various post-program outcome criteria of success. These two prominent self-report measures of personality (the Minnesota Multiphasic Personality Inventory-2nd Edition and the Revised NEO Personality Inventory) were examined for their ability to predict several important post-graduation outcomes in Master's level counselor education students, including final GPA, licensure acquisition, ongoing participation in the counseling profession, work satisfaction, and self-perceived effectiveness.

Sample

The sample for this study was a convenience sample of individuals (n =116) who graduated from the Midwest Pastoral Counseling Program at Ashland Theological Seminary in Ashland, Ohio in the years 2003-2006 and for whom there was MMPI-2 and NEO PI-R data readily available. A questionnaire was sent to these graduates requesting information regarding their activity, licensure (if appropriate), enjoyment, gratification, and self-perceived effectiveness in the counseling profession. Nine surveys were

returned by the post office for inadequate addresses. Seventy-four (63.8 %) completed questionnaires were returned.

Findings

Demographics

The majority of the respondents to the questionnaire were above the age of 30 (60.8 %; n=45), White (89.2%; n=66), and female (74.3%; n=55). The seminary gives notation at graduation to students who have achieved high honors (GPA \geq 3.9) and one of the foci of this study was to examine how well the MMPI-2 and the NEO PI-R predict final GPA. Twenty-two (29.7 %) graduates who completed the questionnaire had achieved high honors. Students of the Midwest Pastoral Counseling Program graduate from either a clinical track or non-clinical track. Only those who have completed the clinical track may be eligible for licensure. Sixty-eight (91.9 %) of the respondents to the questionnaire indicated that they had completed the clinical track of the degree program and the majority of them (n = 64; 94.1%) were presently licensed. Sixty-three (85.1%) of the respondents indicated that they were actively using their counselor education at present.

Data Analysis

Correlation analyses of archival data and the data received from respondents via the questionnaire were performed to determine the relationship between the MMPI-2

clinical, L, F, and K scales, the NEO PI-R domain scales, GPA, licensure acquisition, and ongoing participation in the counseling profession. A point-biserial correlation analysis was performed when the data included a dichotomous variable (GPA high honors level, licensure acquisition, ongoing participation in the counseling profession) and a Spearman's rho correlation was performed when the data included ordinal data (work satisfaction, self-perceived effectiveness). After the correlation analyses were performed, a Bonferroni adjustment was applied to reduce the likelihood of a Type I error. There were eighteen scales of the MMPI-2 and NEO PI-R that were correlated with the outcome variables and, therefore, the Bonferroni adjustment was $p = .05/18$ (.002). In the results reported below, correlations that are .002 or lower will be considered statistically significant and correlations that are between .05 and .003 will be reported as trends.

GPA

A point-biserial correlation analysis was performed with the sample of 74 questionnaire respondents to determine the relationship that the scores of the MMPI-2 clinical and validity scales and NEO PI-R domain scales have with students' honor status (high honors, not high honors). The high honors notation is given to a student whose GPA is 3.9 or above. Results of this analysis are found in Table 1. This level of GPA showed no statistically significant correlation ($p = .002$) with the NEO PI-R domain scales. There were also no noteworthy trends identified. Likewise, there were no statistically significant correlations between GPA and the MMPI-2 scale scores; however,

there were several noteworthy trends. Namely, scales 3 (Hy; $r = -.254$, $n = 74$, $p = .029$) and 8 (Sc; $r = -.273$, $n = 74$, $p = .019$) of the MMPI-2 and GPA demonstrated a trend as well as GPA and scale L ($-.291$, $n = 74$, $p = .012$) of the MMPI-2 validity scales. Since these correlations were not significant after Bonferroni corrections, the hypothesis that there is a correlation between GPA and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales is not supported. The data failed to support this hypothesis. Thus, the null hypothesis was retained.

Licensure Acquisition

A point-biserial correlation analysis was performed with the sample of 68 questionnaire respondents (the respondents of the clinical track) to determine the relationship that the scores of the MMPI-2 clinical and validity scales and NEO PI-R domain scales have with a graduate's licensure acquisition. The sample size was 68 because the other respondents to the questionnaire completed the nonclinical track of the Midwest Pastoral Counseling Program and were not eligible for licensure. Results of this analysis are found in Table 2. License acquisition showed no statistically significant correlation ($p = .002$) with the NEO PI-R domain scales. Also, after Bonferroni adjustments were made there were no significant correlations between the MMPI-2 and licensure acquisition; however, there were two noteworthy trends. Specifically, licensure acquisition and scale 1 (Hs; $r = .317$, $n = 68$, $p = .008$) of the MMPI-2 demonstrated a

Table 1

Point-Biserial Correlations of GPA, MMPI-2 Clinical, L, F, K Scales, and NEO PI-R Domain Scales

Scale	3 (Hy)	8 (Sc)	L
	Respondents (n = 74)		
High Honors or Not	-.254*	-.273*	-.291*
Sig. (2-tailed) without Bonferroni Correction	.029	.019	.012

*Correlation trend at the 0.05 level (2-tailed) without Bonferroni correction.

Note: All other scales were not significant at the $p = .002$ level, and did not demonstrate trend.

trend and licensure acquisition and scale L ($r = -.255$, $n = 68$, $p = .036$) of the MMPI-2 validity scales.

Ongoing Participation in a Counseling Related Profession

A point-biserial correlation analysis was performed with the sample of 74 questionnaire respondents to determine the relationship that the scores of the MMPI-2 clinical and validity scales and NEO PI-R domain scales have with a graduate's participation in a counseling related profession. Results of this analysis are found on Table 3. A graduate's participation in a counseling related profession showed no statistically significant correlation ($p = .002$) with the MMPI-2 clinical and validity scales or the NEO PI-R domain scales. However, there were several noteworthy trends. Specifically, scale 0 (Si; $r = -.239$, $n = 74$, $p = .040$) of the MMPI-2 clinical scales and the Extraversion ($r = .315$, $n = 74$, $p = .006$), Openness ($r = .231$, $n = 74$, $p = .048$) and Agreeableness ($r = .269$, $n = 74$, $p = .021$) domains of the NEO PI-R demonstrated a trend.

Work Satisfaction

A Spearman's rho correlation analysis was performed with the sample of 63 questionnaire respondents to determine the relationship that the scores of the MMPI-2 clinical and validity scales and NEO PI-R domain scales have with satisfaction in counseling work. The sample size was 63 as this was the number of respondents to the

Table 2

Point-Biserial Correlations of Licensure Acquisition, MMPI-2 Clinical, L, F, K Scales and NEO PI-R Domain Scales

Scale	1 (Hs)	L
Respondents (n = 68)		
Licensure Acquisition	.317**	-.255*
Sig. (2-tailed) without Bonferroni Correction	.008	.036

*Correlation trend at the 0.05 level (2-tailed) without Bonferroni correction.

** Correlation trend at the 0.01 level (2-tailed) without Bonferroni correction.

Note: All other scales were not significant at the $p = .002$ level, and did not demonstrate trend.

Table 3

Point-Biserial Correlations of Counseling Profession Participation, MMPI-2 Clinical, L, F, K Scales and NEO PI-R Domain Scales

Scale	Extraversion	Openness	Agreeableness	0 (Si)
Respondents (n = 74)				
Participation	.315**	.231*	.269*	-.239*
Sig. (2-tailed)	.006	.048	.021	.040

*Correlation trend at the 0.05 level (2-tailed) without Bonferroni correction.

** Correlation trend at the 0.01 level (2-tailed) without Bonferroni correction.

Note: All other scales were not significant at the $p = .002$ level, and did not demonstrate trend.

questionnaire participating in a counseling related profession. Work satisfaction data was obtained from each respondent by two questions of the questionnaire:

1. "Would you say that you are enjoying your work?"
2. "Would you say that your work is gratifying?"

The results of this analysis are found on Table 4. The two questions showed a significant relationship to one another ($r = .695$, $p < .01$). Work enjoyment showed no significant correlation ($p = .002$) with any of the NEO PI-R domain scales. There were also no noteworthy trends identified. Likewise, there were no statistically significant correlations between work enjoyment and the MMPI-2 clinical and validity scales scores; however, scale 5 (Mf) of the MMPI-2 demonstrated a noteworthy trend ($r = -.335$, $n = 63$, $p = .007$).

Work gratification also showed no significant correlation ($p = .002$) with any of the NEO PI-R domain scales. There were also no noteworthy trends identified. There was a statistically significant correlation between work gratification and scale 0 (Si; $r = -.392$, $n = 63$, $p = .001$). Scale 5 (Mf) of the MMPI-2 also demonstrated a noteworthy trend ($r = -.359$, $n = 63$, $p = .004$).

The hypothesis that there is a correlation between satisfaction in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales is partially supported. There is a statistical significance ($p \leq .002$) in the correlation of Scale 0 (Si) of the MMPI-2 and work gratification.

Table 4

Spearman's rho Correlations of Work Enjoyment, Work Gratification, MMPI-2 Clinical, L, F, K Scales, and NEO PI-R Domain Scales

Scale	Work Enjoyment	Work Gratification	5 (Mf)	0 (Si)
Respondents n = 63				
Work Enjoyment Sig. (2-tailed)	1.00 -	.695** .000	-.335** .007	- -
Work Gratification Sig. (2-tailed)	.695** .000**	1.00 -	-.359** .004	-.392*** .001

*Correlation trend at the 0.05 level (2-tailed) without Bonferroni correction.

**Correlation trend at the 0.01 level (2-tailed) without Bonferroni correction.

*** Correlation is significant at the 0.002 level (2-tailed) after Bonferroni correction.

Note: All other scales were not significant at the $p=.002$ level, and did not demonstrate trend.

Perceived Effectiveness

A Spearman's rho correlation analysis was performed with the sample of 63 questionnaire respondents participating in a counseling related profession to determine the relationship that the scores of the MMPI-2 clinical and validity scales and the NEO PI-R domain scales have with self-perceived effectiveness. Self-perceived effectiveness data was obtained from each respondent by a single question of the questionnaire: "Would you say that your work is effective?" The results of this analysis are found on Table 5. Self-perceived effectiveness showed no significant correlation ($p = .002$) with MMPI-2 clinical and validity scales. There were also no noteworthy trends identified. Likewise, there were no statistically significant correlations between self-perceived effectiveness and the NEO PI-R domain scales; however, the domain Agreeableness showed a noteworthy trend ($r = -.253$, $n = 63$, $p = .045$). Since this correlation was not significant after Bonferroni correction, the hypothesis that there is a correlation between self-perceived effectiveness in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales is not supported. The data failed to support this hypothesis. Thus, the null hypothesis was retained.

Summary

This study investigated the relative usefulness of an admission screening methodology that uses two well validated personality instruments (the MMPI-2 and the NEO PI-R) to predict various post-program outcome criteria of success: final GPA,

Table 5

Spearman's rho Correlations of Self-Perceived Effectiveness, MMPI-2 Clinical, L, F, K Scales and NEO PI-R Domain Scales

Scale	Agreeableness
	Respondents (n = 63)
Self-Perceived Effectiveness	-.253*
Sig. (2-tailed)	.045

*Correlation trend at the 0.05 level (2-tailed) without Bonferroni correction.

Note: All other scales were not significant at the $p=.002$ level, and did not demonstrate trend.

licensure acquisition, ongoing participation in the counseling profession, work satisfaction, and self-perceived effectiveness. The sample for this study was a convenience sample of individuals ($n = 116$) who graduated the Midwest Pastoral Counseling Program at Ashland Theological Seminary in Ashland, Ohio in the years 2003-2006 and for whom there was archival MMPI-2 and NEO PI-R data available. A questionnaire was sent to these graduates requesting information regarding their activity, licensure (if appropriate), enjoyment, gratification, and self-perceived effectiveness in the counseling profession. Seventy-four (63.8 %) completed questionnaires were returned. A correlation analysis of the respondents' personality traits, GPA level, and questionnaire data revealed significant correlation before Bonferroni adjustment between: GPA and scale 3 (Hy), scale 8 (Sc), and the L scale of the MMPI-2; licensure acquisition and scale 1 (Hs), and the L scale of the MMPI-2; participation in the counseling profession and the Extraversion, Openness, and Agreeableness domains of the NEO PI-R and scale 0 (Si) of the MMPI-2; work enjoyment and scale 5 (Mf) of the MMPI-2; work gratification and scale 5 (Mf) and scale 0 (Si) of the MMPI-2; and self-perceived effectiveness and the Agreeableness domain of the NEO PI-R. However, after Bonferroni adjustment, all but one of the correlations did not retain statistical significance, and therefore are noted as trends. The correlation between work gratification and scale 0 (Si) of the MMPI-2 retained statistical significance ($p = .002$) after Bonferroni adjustment.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The concluding chapter of this study provides a summary of what was presented in the previous chapters and explores the implications of the findings. The components of this chapter are: (1) a summary section, including the rationale for the study, (2) an overview of the methodology of the study and restatement of the research hypotheses, (3) a summary of the findings, (4) a discussion of conclusions from the findings, and (5) implications of the results for further research and comments related to the limitations of the study.

Summary

The strong interest and growth in the mental health profession has had a significant impact upon counselor education programs and has generated a concern regarding the selection of prospective students to populate the classrooms (Hill & McMinn, 2004; Lumadue & Duffey, 1999; Peterson, 2003). This issue may be especially problematic for Christian counselor education programs as an applicant may have a strong motivation to help people, but in actuality may not receive satisfaction from providing counseling services (Collins, 2007). Counseling is a complex process and the outcome of the counseling event may be associated with both the client and the therapist (Herman, 1993; Mohr, 1995). A screening methodology to assist counselor education

programs in the selection of students is essential (Bradey & Post, 1991) and there is a growing recognition that this process should also include assessing personality characteristics to help in the selection of students from a pool of applicants (Pope & Kline, 1999).

Bernard and Goodyear (1998) have argued that personality characteristics should be included in the profile of a counselor education student both at the onset of training and throughout the training experience. But the link between a person's career decidedness, vocational satisfaction and personality characteristics has also emerged (DeFruyt, 2002; Lounsbury et al., 1999; Reed, Bruch, & Haase, 2004; Tokar, Fischer, & Subich, 1998) and this may have significant implications for the selection of students for counselor education programs.

Various methods have been employed by counselor education programs to screen and select students, but these methods have been ineffective and have evoked criticism for their shortcomings (Markert & Monke, 1990). These methods include the Graduate Record Exam (House, 1989; Leverett-Main, 2004; Morrison & Morrison, 1995; Smaby, Maddux, Richmond, Lepkowski, & Packman, 2005) and the interview (Bradey & Post, 1991; Nagpal & Ritchie, 2002). Numerous researchers have noted that integral elements of the profession include the counseling relationship and the personality of the counselor (Grencavage & Norcross, 1990; Jennings & Skovholt, 1999; Lambert, 1992). Providing human services, such as counseling can also be emotionally demanding, leaving a provider at high risk for burnout (Bakker, Van Der Zee, Lewig, & Dollard, (2006).

Assessing the personality of an individual and the context of one's work is a valuable endeavor to ensure satisfaction in an occupation (Ghorpade, Lackritz, & Singh, 2007). A counselor education program's screening process that is concerned with assessing the personality characteristics of an applicant may help predict success and satisfaction in the counseling profession.

Self-report measures of personality may be useful in assessing applicants to a counselor education program. The Minnesota Multiphasic Personality Inventory – 2 (MMPI-2), its previous edition (MMPI), and measures of the Five Factors of Personality (FFM) have been utilized in assessing academic, occupational, and professional roles (Bakker, Van Der Zee, Lewig, & Dollard, 2006; Cottle & Lewis, 1954; Costa, McCrae, & Kay, 1995; DeFruyt & Mervielde, 1996; Farsides & Woodfield, 2003; Lounsbury, Tatum, Chambers, Owens, & Gibson, 1999; Phillips, 1970; White & Franzoni, 1990). The possible relationship of religious background and training with the MMPI (and MMPI-2) has also been studied (Jansen, Bonk, & Garvey, 1973; Naus, 1973; Patrick, 1991; MacDonald, 2000; MacDonald & Holland, 2003; Stone, 1990).

This study addressed a gap in the literature as to how the Minnesota Multiphasic Personality Inventory – 2nd Edition (MMPI-2) and the Revised NEO Personality Inventory (NEO PI-R) predict post-graduation outcomes of Master's level counselor education. The outcomes examined in this study included the final GPA of the student, licensure acquisition, on-going participation in the counseling profession, work satisfaction, and self-perceived effectiveness.

Methodology of the Study and Restatement of Hypotheses

The study utilized a convenience sample of individuals who graduated a pastoral counseling program over a four year period. The study subjects completed a portion of the MMPI-2 (first 370 questions) and the NEO PI-R prior to their admission to the pastoral counseling program. A questionnaire was mailed to them following graduation to survey the graduate's licensure acquisition, involvement, enjoyment, gratification, and self-perceived effectiveness in the counseling profession. A correlation analysis of the archival data of the MMPI-2 and the NEO PI-R, the graduate's GPA, and data from the survey results was performed. This study utilized the NEO PI-R domain scale scores only to depict the personality characteristics of the counseling program graduates. Although these domain scores help to provide an understanding of personality at the broadest level (Costa & McCrae, 1992), facet scales have been described as partitions of the larger spectrum (Piedmont, 1998) and may give greater insight into the nuances of the domain scores.

Hypotheses

The three primary hypotheses for this study were:

1. There is a correlation between GPA and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.
2. There is a correlation between satisfaction in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.
3. There is a correlation between self-perceived effectiveness in the counseling profession and the personality profiles of students of a seminary counselor education program as assessed by the MMPI-2 clinical and validity scales and the NEO PI-R domain scales.

Summary of the Findings

The first hypothesis was tested by a correlation analysis of the MMPI-2 clinical and validity scale scores, NEO PI-R domain scale scores, and the questionnaire respondents' GPA. In this study, GPA was delineated by two categories, High Honors and Not High Honors. The High Honors category was a GPA of 3.9 and above. The correlations in this study that are .002 or lower are considered statistically significant and the correlations that are between .05 and .003 are reported as noteworthy trends.

Results showed no statistically significant correlation between GPA and the personality profiles of students, but there was a noteworthy trend for students to achieve a

lower GPA who scored higher on scale 3 (Hy), scale 8 (Sc) and the L scale of the MMPI-2. These trends may suggest that students who achieved a lower GPA have higher levels of emotional reactions to stress, evidence more psychological distress and confusion and also may attempt to present themselves in a favorable light, over-evaluating their own worth. The first hypothesis was not supported.

The second hypothesis was tested in four steps. First, a correlation analysis of the MMPI-2 clinical and validity scale scores, NEO PI-R domain scale scores, and the questionnaire respondents' acquisition of licensure was performed. No significant correlation was found for the graduates who acquired licensure, but there was a noteworthy trend for a positive correlation between licensure acquisition and scale 1 (Hs) of the MMPI-2 and a noteworthy trend for a negative correlation between licensure acquisition and the L scale. This trend may suggest that graduates who achieve licensure are more preoccupied with numerous physical problems and may be generally unhappy. They may also be less likely to be concerned with presenting themselves in a favorable light.

Second, a correlation analysis of the scores and respondents' participation in the counseling profession was performed. Results showed no statistically significant correlation. There was a noteworthy trend for a negative correlation between active involvement in the counseling profession and scale 0 (Si) of the MMPI-2. There was also a noteworthy trend for a positive correlation between active involvement in the counseling profession and the Extraversion, Openness, and Agreeableness domain scales

of the NEO PI-R. This trend may suggest that graduates who are active participants in the counseling profession are less socially introverted. They may also be more talkative, gregarious, and assertive; experience emotions more keenly and have unconventional values; and have a selfless concern for others.

Third, a correlation analysis of the scores and respondents' work enjoyment was performed. Results showed no statistically significant correlation but there was a noteworthy trend for a negative correlation between a graduate's enjoyment in the counseling profession and scale 5 (Mf) of the MMPI-2. This trend may suggest that graduates who enjoy the profession more are those who are stereotypical in the traditional interests of their gender.

Finally, a correlation analysis of the scores and the respondents' work gratification was performed. Results showed a statistically significant negative correlation between the gratification a graduate receives from counseling work and scale 0 (Si). This would indicate that graduates who are gratified by their involvement in the profession are less socially introverted. There was also a noteworthy trend for a negative correlation between gratification from counseling work with scale 5 (Mf) of the MMPI-2, and this may suggest that those gratified in counseling work may also be stereotypical in the traditional interests of their gender. The second hypothesis therefore was partially supported.

The third hypothesis was tested by a correlation analysis of the MMPI-2 clinical and validity scale scores, NEO PI-R domain scale scores, and respondents' self-perceived

effectiveness. Results showed no statistically significant correlation, but a noteworthy trend for a negative correlation between self-perceived effectiveness and the Agreeableness domain of the NEO PI-R. This trend may suggest that graduates of the counseling program who perceive themselves effective may be less likely to have a self-less concern for others and may have an aptness to be tough minded and hardheaded. The third hypothesis was not supported.

Discussion of the Findings

Discussion of Hypothesis One

The primary assumption in this hypothesis was that the personality of seminary counselor education students as measured by the MMPI-2 and the NEO PI-R would be significantly correlated with GPA earned by the students at the conclusion of their course of study. This hypothesis was not supported after Bonferroni adjustments were taken into consideration. Bonferroni adjustments may prevent a researcher from making a Type I error when the same data is subjected to multiple correlations (Abdi, 2007). A Type I error occurs when it is concluded by the researcher that there is a relationship between the variables when in fact there is not, and a Type II error occurs when it is concluded that there are not any relationships between the variables when in fact there are. However, there is criticism that the Bonferroni adjustments may increase Type II errors, and that truly important differences will be deemed non-significant (Perneger, 1998).

Although the correlation of the scores for these personality assessments and GPA

did not show statistical significance on any of the scales or domains, the trend for a negative correlation with scale 3 (Hy), scale 8 (Sc), and the L scale of the MMPI-2 may be indicative that personality does influence a student's GPA. Persons who score high on scale 3 (Hy) may experience feelings of being overwhelmed with life and experience a lack of energy (Graham, 2006). The attainment of a GPA ≥ 3.9 in the seminary counselor education program requires dutiful diligence, sustained commitment of time and energy, as well as a determination to excel despite obstacles encountered. It also may require the dismissal of immediate gratification of the present to achieve goals of the distant future. The findings of this study showing a trend for a negative correlation of scale 3 (Hy) and a student's final GPA are not surprising. It is also not surprising that there was a tendency for a negative correlation of scale 8 (Sc) and GPA. Persons who score high on scale 8 (Sc) are likely to have cognitive activity that is effortful, unreliable, and find sustained intellectual performance difficult (Nichols, 2001). Although these individuals are often described as sharp-witted, their tendency towards confused, disorganized, and disoriented cognitive processes is problematic (Graham, 2006). Counselor education is a challenging course of study that requires an ability to appropriately master a vast amount of subject material. The depth of intellectual interaction that is required can be challenging. Any propensity towards disorganized cognitive processes will likely be evident in a student's GPA.

Daehnert and Carter (1987) found that the personality variables measured by the MMPI were useful and accurate predictors of performance for graduate school in

psychology as measured by internship evaluations. In their study, scale 8 (Sc) of the MMPI had an inverse relationship to part of the internship assessment and the trend for a negative correlation in this study supports their finding. Of particular note in the Daehnert and Carter (1987) study was the strong relationship between scale 7 (Pt) of the MMPI and a subcategory of the internship evaluation that assessed theoretical and academic knowledge. In contrast, no trend for a correlation between scale 7 (Pt) and GPA was found in this present study.

There was also a noteworthy trend in this study for a negative correlation of the L scale of the MMPI-2 and GPA. Elevated scores on the L scale may be indicative of a person who is overly conventional, socially conforming, rigid and moralistic, and have little insight into their own motivations (Graham, 2006). No literature was found that correlated the L scale with the GPA of a counseling program graduate. However, a possible explanation for this correlation is that the course of study at the seminary requires a significant number of reflection papers and a student's grade may be indicative of a student's ability to integrate the information learned with their own life experiences.

It is somewhat surprising to note that none of the domains of the NEO PI-R domain scales correlated significantly with students achieving the high honors classification. Particularly noticeable was the lack of correlation of student GPA and the Conscientiousness domain, as this domain is often associated with academic and occupational achievement (Costa & McCrae, 1992). Although Conscientiousness may have significant correlation with achievement in a number of academic and professional

disciplines, the grading protocol in the seminary counselor education program may evaluate a student's abilities differently.

Discussion of Hypothesis Two

The primary assumption in this hypothesis was that the personality of counselor education students, as measured by the MMPI-2 and the NEO PI-R, would be significantly correlated with satisfaction in the profession. After Bonferroni adjustments were taken into consideration, this hypothesis was partially supported.

The first step in testing this hypothesis was a correlation analysis of these personality assessment scores and the attainment of a counseling license. It was an assumption of this study that a student completing the licensure track in the counseling program would follow through with licensure, thereby indicating a degree of satisfaction in the profession. A person may discover in the practicum and internship phase that he or she will not be satisfied in the profession. Although motivated to complete the degree, the graduate may pursue a related field that does not require licensure.

None of the scale or domain scores reached statistical significance in this study, but a noteworthy trend was found for a positive correlation of scale 1 (Hs) and licensure. Persons who score higher on scale 1 (Hs) may exhibit a more pessimistic, defeatist, and cynical outlook on life (Graham, 2006). Although there may be a tendency for these individuals to be self-centered, these individuals are not necessarily self-indulgent, and their dealings with others are likely to be responsible and conscientious (Nichols, 2001). It cannot be assumed that persons who have scores that are higher on scale 1 (Hs) will

have a successful or satisfying counseling career, but a higher score on this scale may be indicative of a determination to complete their course of study to achieve licensure.

However, the interpretation of these results is very tenuous. The counselor education program at the seminary has two tracks of study (licensure and non-licensure) and a very high percentage of the respondents in this study completed the licensure track.

Again, as already seen with final GPA, the L scale of the MMPI-2 demonstrated a trend for a negative correlation with licensure acquisition. A person scoring higher on the L scale wants to be seen in a favorable light (Graham, 2006) and, therefore, it seems reasonable that achieving licensure is an important aspect of professional status. However, the L scale is one of the impression management scales (Nichols, 2001) and a possible explanation for these results is that a person scoring higher on the L scale is concerned with failing the licensure exam, and in order to make sure that the best impression is made, delays taking it promptly after graduation. Although no studies were found in the literature that linked procrastination or indecisiveness with this scale, a person may vacillate on whether to proceed with the licensure process promptly following graduation. The internship phase of counselor education exposes a student to the requirement of counselors to connect with people on a deep and empathic level, reflecting on self and others. The uneasiness that may have been experienced by the student interacting with a client in the internship phase of their education may cause the counseling student with higher scores on the L scale to pause and reconsider entering the profession. The depth of reflection and accountability in internship supervision may also

elicit negative feedback and may also be a factor in a graduate deciding to enter the profession.

The second step in testing this hypothesis (satisfaction in the profession) was a correlation analysis of these personality assessment scores and participation in the counseling profession. Although none of the scale or domain scores reached statistical significance, in this study a noteworthy trend was found for a negative correlation of the MMPI-2 scale 0 (Si) and for a positive correlation of the NEO PI-R domains Extraversion, Openness, and Agreeableness, and participation in the profession.

The Social Introversion scale (scale 0, Si) of the MMPI-2 was designed to assess a person's uneasiness in social situations, social insecurity, and withdrawal from interpersonal activity (Butcher, 1990). Low scorers tend to be outgoing, gregarious, friendly and talkative (Graham, 2006). Cottle and Lewis (1954) found that counselors scored lower on scale 0 (Si) of the MMPI than other workers in education and psychology, and Heikkinen and Wegner (1973) also found that counselors scored lower on this scale than other professional groups studied. Lambert (1992), along with Jennings and Skovholt (1999), stressed the value of strong relationship skills in the counseling event.

Although no literature was found that addressed the correlation of MMPI-2 scores and a counseling graduate's activity in the counseling profession, this present study demonstrates a trend for a negative correlation of scale 0 (Si) and active involvement in the counseling profession. This trend for a negative correlation on Scale 0 (Si) is

consistent also with the finding that there is a trend for a positive correlation of the NEO PI-R Extraversion domain and engagement in the counseling profession. The strength of the trend ($p = .040$) for a negative correlation on scale 0 (Si) appears to be somewhat less than the strength of the trend ($p = .006$) for a positive correlation on Extraversion, so it does appear that there are some differences in what is being measured by the two scales. The MMPI-2 was developed as an assessment of psychopathology. It is not just a measure of introversion but also reflects other psychological distress such as dysphoric mood, tension and anxiety, and problems in cognition (Nichols, 2001). The NEO PI-R, on the other hand, was developed as a measure of normal personality and a low score on the Extraversion domain does not necessarily indicate that the subject is suffering from social anxiety, is unhappy, or shy. (Costa & McCrae, 1992)

The Extraversion domain of the NEO PI-R is a measure of a person's preference for social interaction, excitement, assertiveness, higher activity, and whether there is a tendency to be upbeat and optimistic (Costa & McCrae, 1992). Although no literature was found that directly addressed the relationship of NEO PI-R domain scales with a graduate of a counseling program becoming actively involved in the profession, Tokar, Fischer, and Subich (1998) found that the Extraversion domain was a relevant predictor for jobs having an interpersonal performance component. The trend noted in this study supports this conclusion. Counseling is an interpersonal event that involves being people oriented (Combs, 1986), and it is reasonable to link this domain of the NEO PI-R with a person's desire to have active involvement in the profession. As with the other domains

of the NEO PI-R, the facets of the Extraversion domain may provide more definitive insight for this trend for a positive correlation of this domain and participation in the profession. Facets describe the domain more specifically and differences within a domain may be more clearly elucidated.

For example, Warmth is a facet of the Extraversion domain. It is a measure of a person's level of interpersonal intimacy (Costa & McCrae, 1992). Those who score higher on this facet may be drawn to counseling in that they genuinely like people. Another facet, Assertiveness, is a measure of a person's tendency to be dominant, and persons scoring higher on this facet are more likely to be involved in leadership roles (Costa & McCrae, 1992). Although counseling is an event where two persons are responsible for the outcome (counselor and client), the counselor provides the leadership necessary to help the client navigate the process (Murphy, Cheng, Werner-Wilson, 2006).

Another facet of this domain, Positive Emotions, measures a person's tendency to experience joy and happiness (Costa & McCrae, 1992). Counseling does not necessarily eliminate the challenges or problems a client faces, but counseling does promote a client's awareness that good mental health is having an optimistic response to circumstances and events that may be out of the client's control. The counselor's well-being and freedom from distress has a positive relationship to treatment outcome (Beutler, Machado, & Neufeldt, 1994) and will likely bring the counselor more personal fulfillment.

The Openness domain of the NEO PI-R is a measure of a person's conventionality, including scope and intensity of interests (Costa & McCrae, 1992). It also has been defined as a measure of a person's desire to be proactive and to possess a tolerance for the unfamiliar (Piedmont, 1998). Counseling work can be an ambiguous challenge, with each client presenting numerous and varied nuances. The trend for a positive correlation of Openness and active involvement in the counseling profession may be indicative of a person's interest in expending the necessary time, effort, and creative abilities to engage clients in therapy.

Although all facets of this domain should be researched to determine the particular differences these facets may reveal, the Feelings facet may have a substantial role. The Feelings facet measures the receptivity that one has for their own inner feelings and whether an evaluation of feelings is significantly important (Costa & McCrae, 1992). Persons with a higher score on the Feelings facet tend to experience happiness and unhappiness more intensely (Piedmont, 1998). A counselor may be actively involved in the counseling profession due to a priority for, and sensitivity to clients' feelings. The professional development of a counselor requires more than an ability to merely gather and impart information. Rather, because of his own emotional receptivity, it involves being interested in moving into the client's world in an effort to provide support (Jennings & Skovholt, 1999). The counselor's effort is likely to be counterproductive if there is a lack of connection with his own emotional perceptual schemata (Trusty, Ng, & Watts, 2005).

The Agreeableness domain of the NEO PI-R, along with the Extraversion domain, is also a measure of a person's interpersonal tendencies. It is a measurement of a person's tendency to have sympathy for others and an eagerness to help them (Costa & McCrae, 1992). The Agreeableness domain differs from Extraversion in that it examines the attitudes an individual holds toward other people (Piedmont, 1998), and is seen as a selfless concern for others (McCrae & Costa, 2003). The trend for a positive correlation of Agreeableness and active involvement in the profession is not surprising as continued engagement in the counseling profession may entail a significant emotional expense. Clients do not always take the initiative to engage meaningfully in the counseling process and a counselor could easily become discouraged and find the event to be a constant exercise in frustration. The counselor who is more agreeable is one who is more likely to find satisfaction and fulfillment in what otherwise may be a frustrating process for those who do not possess this personality feature.

Facets of the Agreeableness domain may help explain the trend for a correlation of this domain with active participation in the profession. Two facets of this domain that may have particular relevance are the Altruism facet and the Tender-Mindedness facet. The Altruism facet is a measure of a person's active concern for others and a willingness to help others in need (Costa & McCrae, 1992). A counselor who has a higher score on this facet may be willing to expend more time and effort to assist a client than a counselor with a lower score. However, this facet may be a reflection of the counselor's sense of duty. The Tender-Mindedness facet is different from the Altruism facet in that it

measures attitudes of sympathy and concern and reflects the degree of emotional feeling a person has for the needs of others (Costa & McCrae, 1992). A person who has a higher score on this facet may be drawn to the counseling profession, and despite the emotional cost, continue to remain active in the profession.

The findings of this study lend support to the assertion that personality data can assist in helping a person to make more realistic career choices (Costa, McCrae, & Kay, 1995). Graduates of a seminary counselor education program who are active in using their counselor education may be more likely to engage in the profession if their personality scores on the NEO PI-R domains Extraversion, Openness, and Agreeableness are more elevated and the Social Introversion scale of the MMPI-2 is lower.

The third step in testing this hypothesis (satisfaction in the profession) was a correlation analysis of these personality assessment scores and the questionnaire respondents' disclosure of enjoyment in the counseling profession. Although none of the scale or domain scores reached statistical significance, in this study a noteworthy trend was found for a negative correlation of the MMPI-2 scale 5 (Mf) and enjoyment in the profession. Low scores on Scale 5 of the MMPI-2 may reflect sex-role constraints, expectations, and identifications; high scores may suggest broader and a more inclusive range of interests (Nichols, 2001). There were no studies found in the literature that examined this scale in correlation with enjoyment in the profession.

It would be reasonable to assume that a trend for correlation on scale 5 (Mf) would also be noticed on the Openness domain of the NEO PI-R, as this domain

measures a willingness to entertain novel ideas and unconventional values (Costa & McCrae, 1992). In this study, however, no trend was found for a correlation of work enjoyment with the Openness domain. However, there was a noteworthy trend ($p = .003$) for a correlation of scale 5 (Mf) with the Openness domain. It seems apparent that the two scales are measuring uniquely different aspects of personality; yet, there are substantial similarities between the two scales. Also, a large percentage of the respondents to the questionnaire in this study were female (74.3%) and, therefore, care must be exercised in interpreting the same results with males. It appears that the counselor who is enjoying the work of counseling tends to have gender stereotypical interests, possibly fulfilling a nurturing role as a female and a pragmatic role as a male.

The final step in testing this hypothesis (satisfaction in the profession) was a correlation analysis of these personality assessment scores and the questionnaire respondents' disclosure of gratification in the counseling profession. Again, there was no significant correlation or noteworthy trends for the NEO PI-R domain scales and gratification in the profession. However, there was a noteworthy trend for correlation of scale 5 (Mf) of the MMPI-2.

As noted in the discussion of work enjoyment, it would seem reasonable that since there was a trend for negative correlation of work gratification and scale 5 (Mf), a trend would be found on the Openness domain of the NEO PI-R. There was a statistically significant correlation of scale 0 (Si) and counseling work gratification. This scale of the MMPI-2 was the only one of all the scales for both personality assessments

that was statistically significant after Bonferroni correction. It is noteworthy that this scale did not demonstrate a trend toward correlation with a person enjoying counseling work. It seems likely, therefore, that although the two questions “Would you say that you are enjoying your work?” and “Would you say that your work is gratifying?” are significantly correlated to one another, some differences exist between them. A person may not necessarily enjoy the work of counseling, but be gratified with the results.

These results indicate that the personality profile of a person who is enjoying the work of counseling may be different from the person who is gratified with the results of the counseling event. A person scoring higher on scale 0 (Si) has a tendency to lack self-confidence and be self-effacing, compliant in interpersonal relationships, and have difficulty making decisions (Graham, 2006). Due to some of these factors, a counselor may enjoy the interpersonal relationship with clients but struggle with it providing meaningful satisfaction.

Discussion of Hypothesis Three

The primary assumption in this hypothesis was that the personality of counselor education students as measured by the MMPI-2 and the NEO PI-R would be significantly correlated with self-perceived effectiveness in the profession. This hypothesis was not supported after Bonferroni adjustments were taken into consideration. Findings of the second hypothesis (satisfaction in the profession) have shown a noteworthy trend for a positive correlation of the Agreeableness domain and a person actively using his

education. It seems quite striking, therefore, that the findings of the research for this hypothesis (self-perceived effectiveness in the profession) are quite different in that there is a trend for a negative correlation of Agreeableness and self-perceived effectiveness. A counselor's score on the Agreeableness domain may impact his or her ability to develop a therapeutic relationship. The therapeutic relationship and the therapist's interest in helping has a significant role in therapy effectiveness (Luborsky, McLellan, Woody, O'Brien, & Auerbach, 1985) and a counselor's interpersonal qualities lend to his or her ability to instill client confidence and hope (Overholser & Fine, 1990). No literature was found that has explored any correlation of self-perceived effectiveness and Agreeableness.

As noted in the discussion of other domains of the NEO PI-R, an examination of the facets of a domain is helpful in understanding meaningful differences that are seen within a domain. Further research is necessary to discover how these facets have impacted the findings of this present study. For example, the Trust facet measures a person's belief that other people are honest and well-intentioned (Costa & McCrae, 1992). This facet may correlate negatively with self-perceived effectiveness in the profession due to the counselor's experience that people are often not trustworthy and are often deceptive and dishonest with their spoken intentions. One of the tasks of the counselor is to discover the source of a person's concern or problem, and not necessarily rely on the face value of what is spoken.

Another facet of the Agreeableness domain is Straightforwardness. This facet measures a person's willingness to interact with others in a frank, sincere, and ingenuous manner or likeliness to be guarded in expressing true feelings (Costa & McCrae, 1992). Counselors are trained to be careful with expressing in a straightforward manner their assumptions or opinions. Doing so presumptively or prematurely may prevent or damage a therapeutic relationship.

Another example of a facet that may affect the results of this study is the Altruism facet. This facet is a measure of a person's active concern for the welfare of others and willingness to assist others who need help (Costa & McCrae, 1992). Although on face value this facet may be perceived as a necessary aspect of a counselor's personality profile, counselor education programs assist students in discovering the importance of essential boundaries in the therapeutic event. One of the goals of counseling is to assist a counselee without the person becoming overly reliant upon the counselor. It is a goal to help the client discover his or her own ability to navigate life's challenges. The counselor who scores high on altruism may have a strong relationship with a client, but not necessarily a helpful one. Sullivan, Skovholt, & Jennings (2005) found in a qualitative study that effective therapists expect strains and ruptures in a therapeutic relationship. The end result is not detrimental to the therapy process but rather a safe environment is created for healing to take place. The client may not have experienced this healing in other relationships.

It is interesting to note that there was a trend for a negative correlation of Agreeableness and self-perceived effectiveness and a trend for a positive correlation of Agreeableness and participation in the counseling profession. This may reveal a tension a counselor faces in that one is drawn to the profession and is inspired by certain interpersonal tendencies, but also struggles with how these tendencies may affect counseling effectiveness if left unchecked. Although this may be problematic for a novice counselor, other more experienced persons in the profession may become accustomed to the tension and accept it as part of their professional identity.

Limitations and Recommendations for Future Research

There are several limitations to this study and several avenues that should be explored with further research. The archival data of the MMPI-2 that was used in this study included only the 10 basic clinical scales and the validity scales based upon a shorter administration of the assessment (the first 370 questions). The administration of the complete MMPI-2 (567 questions) would provide the researcher with the newer validity scales and many more supplementary scales, possibly yielding a richer source of data. Similarly, this study utilized the NEO PI-R domain scale scores only to depict the personality characteristics of the counseling program graduates. Although these domain scores help to provide an understanding of personality at the broadest level (Costa & McCrae, 1992), facet scales have been described as partitions of the larger spectrum (Piedmont, 1998) and may give greater insight into the nuances of the domain scores. A

crucial advantage of a multifaceted approach to the five domains is that there are meaningful differences within each domain (Costa & McCrae, 1992).

A significant limitation of this study was the small sample size. This study utilized a questionnaire that was mailed to graduates of the Midwest Pastoral Counseling Program. Although the return rate was 63.8 % (n = 74), it must be considered that there were many individuals who did not respond to the questionnaire. A more thorough follow-up of graduates from whom questionnaires were returned by the postal service (7.8%) and who did not respond to the questionnaire may have provided more accurate data. Also, a portion of this study analyzed the correlation that personality has with licensure acquisition. A high percentage of the 68 respondents who had completed the licensure track (94.1 %; n = 64) had received licensure, and therefore the findings may be skewed to reflect mostly the attitudes and beliefs of individuals who went on to complete licensure. The results may not represent those who did not complete licensure. A larger sample size would provide greater confidence in the results found. Furthermore, correlating the NEO PI-R domain scales and MMPI-2 clinical and validity scales with the outcome variables requires running many tests. As a result, a Bonferroni adjustment ($p = .05/18$ (.002) was required in order to reduce the likelihood of a Type I error. Noteworthy trends in the data were found, but caution must be observed in interpreting the findings.

An area of future research concerns the finding that even after Bonferroni adjustments there is a statistically significant negative correlation ($p = .001$) between

scale 0 (Si) of the MMPI-2 and counseling work gratification. This finding appears to be particularly significant as the two questions “Would you say that you are enjoying your work?” and “Would you say that your work is gratifying?” are significantly correlated to one another but scale 0 (Si) of the MMPI-2 did not even show a trend for correlation with work enjoyment. It appears that these questions regarding counseling work enjoyment and counseling work gratification measure something different from one another and a study of how social introversion (as measured by the MMPI-2) interfaces with gratification in the counseling profession could have significant relevance to counselor education screening.

Further research should also include a comparison of the data with a greater number of non-clinical counseling graduates. There is a significantly larger number of students at Ashland Theological Seminary who are pursuing the clinical counseling degree in comparison to the non-clinical degree and in this study the greatest majority of the respondents to the questionnaire (91.9 %) were graduates of the clinical degree track. The non-clinical counseling graduates who do not seek licensure may have a different personality profile from those who are clinical counseling graduates; these differences may affect success and satisfaction in the profession.

The subjects of this study were students of an evangelical seminary. Further study should consist of counseling graduates of a secular institution for comparison. Various studies in the literature have examined the impact of religious background upon personality (MacDonald & Holland, 2003; Naus, 1973; Patrick, 1991). For example,

Duris, Bjorck, and Gorsuch (2007) found that those who are immersed in a Christian subculture differed on the L scale of the MMPI-2. The personality profiles as measured by the NEO PI-R and the MMPI-2 for graduates of a secular institution may be different as a result of the role of spirituality or faith, resulting in differing enjoyment, satisfaction, or self-perceived effectiveness in counseling.

The subjects of this study were recent graduates of the counseling program (2003-2006) and have served in the counseling field for a brief period of time. The graduates who had not entered into counseling work (hypothesis 2) may have been prevented from doing so due to mitigating circumstances beyond their control, and not because of a lack of interest. Longitudinal studies allow a researcher to accumulate data on subjects through intensive documentation of growth and change (Portney & Watkins, 2000). A longitudinal study over a five year period may yield a clearer picture of how personality affects a long-term commitment to the counseling profession and the resulting enjoyment, satisfaction, and self-perceived effectiveness.

Finally, further research should include a spiritual assessment. Piedmont (1999) has suggested that Spiritual Transcendence should be a sixth factor of the Five-Factor Model. The administration of a spiritual assessment in the research may yield beneficial information in understanding the role of spirituality in the personality of counseling program graduates. The personality profile of a counseling program graduate may correlate with spirituality and impact a graduate's success, satisfaction, and self-perceived success in the counseling profession

Summary

The primary research question guiding this study was: Do self-reported measures of personality predict useful post-graduation markers of success in Master's level counseling education students? More specifically, this study examined the question of how well both the MMPI-2 and the NEO PI-R predict the following outcomes: final GPA, licensure acquisition, ongoing participation in a counseling related profession, work satisfaction, and perceived effectiveness.

There were three hypotheses in this study. The primary assumption of the first hypothesis was that the personality of seminary counselor education students as measured by the MMPI-2 and the NEO PI-R would be significantly correlated with the level of GPA earned by the students at the conclusion of their course of study. Although this hypothesis was not supported after Bonferroni adjustments were taken into consideration, there were several noteworthy trends for a negative correlation with scale 3 (Hy), scale 8 (Sc), and the L scale of the MMPI-2. This may suggest that personality does influence a student's GPA. It is not surprising that there was a trend for a negative correlation on these scales. Persons with higher scores on scale 3 (Hy) may experience a feeling of being overwhelmed with life; persons with higher scores on scale 8 may find cognitive activity effortful; and persons with a higher score on the L scale may find it difficult to integrate the information that is learned in the program with their own life experiences. However, it is somewhat surprising that none of the domain scales of the NEO PI-R correlated significantly with students achieving the high honors classification,

particularly the Conscientiousness domain, as this domain is often associated with academic and occupational achievement (Costa & McCrae, 1992).

The primary assumption of the second hypothesis was that the personality of seminary counselor education students as measured by the MMPI-2 and the NEO PI-R would be significantly correlated with satisfaction in the profession. In this study it was assumed that satisfaction in the counseling profession consisted of: attainment of a counseling license (as appropriate), participation in the counseling profession, and enjoyment and gratification in the counseling profession. The testing of this hypothesis consisted of four steps. After Bonferroni adjustments were taken into consideration, this hypothesis was partially supported. This may suggest that personality does influence satisfaction in the profession, especially as it relates to gratification.

The first step in testing this second hypothesis related to the attainment of a counseling license. There was no statistically significant correlation (after Bonferroni adjustments were taken into consideration) with the attainment of a counseling license and the MMPI-2 and NEO PI-R scores, but there was a noteworthy trend for a positive correlation with scale 1 (Hs) and a noteworthy trend for a negative correlation with the L scale of the MMPI-2. A person scoring higher score on scale 1 (Hs) may have a determination to achieve licensure and a person scoring higher on the L scale may delay, due to a fear of failure, from taking the licensure exam. Also, the depth of reflection and accountability that is required in the internship phase of the educational process may be a factor in a graduate's decision to enter the profession.

The second step in testing the second hypothesis (satisfaction in the profession) was related to participation in the counseling profession. There was no statistically significant correlation (after Bonferroni adjustments were taken into consideration) with participation in the counseling profession and the MMPI-2 and NEO PI-R scales, but there was a noteworthy trend for a negative correlation with scale 0 (Si) of the MMPI-2 and a noteworthy trend for a positive correlation with the Extraversion, Openness, and Agreeableness domains of the NEO PI-R. Although scale 0 (Si) of the MMPI-2 and the Extraversion domain of the NEO PI-R measures uneasiness or preference for interpersonal activity, the strength of the trends for these scales are different. Therefore, there are differences in what is being measured by these two scales. The trend for a positive correlation between Openness and participation in the counseling profession may be indicative of a person's interest in expending the time, effort and creative abilities to engage clients in therapy. The trend for a positive correlation between Agreeableness and participation in the counseling profession is not surprising, as Agreeableness is a measurement of a person's tendency to have sympathy for others and an eagerness to help them (Costa & McCrae, 1992). Each of the NEO PI-R domains consists of six facets. Facets describe the domain more specifically and differences within a domain may be more clearly elucidated by a study of these domains at the facet level.

The third step in testing the second hypothesis (satisfaction in the profession) was related to questionnaire respondents' disclosure of enjoyment in the counseling profession. There was no statistically significant correlation (after Bonferroni

adjustments were taken into consideration) with enjoyment in the profession and the MMPI-2 and NEO PI-R scales, but there was a noteworthy trend for a negative correlation with scale 5 (Mf) of the MMPI-2. It appears that the counselor who is enjoying the work of counseling tends to have gender stereotypical interests. However, it should be noted that the respondents to the questionnaire in this study were predominately female (74.3%).

The final step in testing the second hypothesis (satisfaction in the profession) was related to questionnaire respondents' disclosure of gratification in the counseling profession. There was a noteworthy trend for a negative correlation between scale 5 (Mf) of the MMPI-2 and gratification. However, there was a statistically significant negative correlation between scale 0 (Si) of the MMPI-2 and gratification in the counseling profession. This scale was the only one of all the scales for both personality assessments that retained statistical significance after Bonferroni adjustment. As this scale did not demonstrate a trend toward correlation with work enjoyment, it is concluded that there are significant differences between work enjoyment and gratification.

The primary assumption of the third hypothesis was that the personality of counselor education students as measured by the MMPI-2 and the NEO PI-R would be correlated with self-perceived effectiveness in the profession. There was no statistically significant correlation (after Bonferroni adjustments were taken into consideration) between the MMPI-2 and NEO PI-R scales and self-perceived effectiveness in the profession, but there was a noteworthy trend for a negative correlation between the

Agreeableness domain of the NEO PI-R and self-perceived effectiveness. This trend is strikingly different than that found in the second hypothesis (satisfaction in the profession), where a noteworthy trend was found for a positive correlation between the Agreeableness domain and ongoing participation in the counseling profession. Further investigation into the relationship that the facets of this domain have with self-perceived effectiveness may be helpful in understanding the meaningful differences in these findings.

There are several limitations to this study. The archival data of the MMPI-2 that was used in this study was the result of a shorter administration of the MMPI-2 (the first 370 questions). A greater wealth of data would likely be afforded from a complete MMPI-2 administration. Similarly, this study utilized the NEO PI-R domain scale scores, and a study at the facet level would likely elucidate meaningful differences in the domains. The sample size for this study was small. This was especially evident in the proportion of graduates who achieved licensure to those who did not, and this may have skewed the findings of the possible relationship that personality has with licensure. Also, the correlation analysis required a Bonferroni adjustment to reduce the likelihood of a Type I error and therefore the results should be interpreted with caution.

There are several avenues that should be explored with further research. The only statistically significant correlation after Bonferroni adjustment was between work gratification and scale 0 (Si) of the MMPI-2. This seems to be particularly significant as this scale did not show a trend for a correlation with work enjoyment and yet the two

questions on the respondents' questionnaire (work enjoyment and work gratification) were significantly correlated with one another. As mentioned above, the NEO PI-R domains are represented by facets, and more definitive insight may be gained by exploring the questions of this study at the facet level. Further research should also encompass more non-clinical counseling graduates, as the majority of the subjects in this study had graduated the clinical program. Beneficial research may also entail including graduates of a secular counseling program in the study for comparison, as religious background may impact personality. It is also possible that a longitudinal study over a five year period may yield a clearer picture of how personality affects long-term commitment to the counseling profession. Finally, further research should include a spiritual assessment, as spirituality may impact a graduate's success, satisfaction, and self-perceived success in the counseling profession.

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APPENDIXES

Appendix A Survey Questionnaire

Questionnaire No. _____

1. Please indicate the year you graduated from Ashland Theological Seminary (all studies completed to fulfill degree requirements).

2. Please indicate the particular degree track from which you graduated at Ashland Theological Seminary.

- Clinical Pastoral Counseling
 Pastoral Counseling

3. Reflecting upon your experience at the seminary, would you pursue completing the counseling degree again?

- yes
 no

4. Are you actively using your educational experience in service as a counselor (either clinical or non-clinical) ?

- yes (please skip to question 6 if your answer is 'yes')
 no

5. If you not actively using your educational experience in service as a counselor (either clinical or non-clinical), please indicate with a (X) from the list below the primary reason.

_____ Cannot find a suitable place of service

_____ Not interested at present time

_____ Never was interested in serving as a counselor

_____ Pursuing other educational endeavors

_____ Not licensed (clinical track only)

_____ Other (please explain) _____

If you are **not actively using your educational experience as a counselor**, please stop here.

6. If you are actively using your educational experience in service as a counselor (either clinical or non-clinical), please answer the following:

a) Would you say that you are **enjoying** your work?

1 not at all 2 very little 3 somewhat 4 very much

b) Would you say that your work is **gratifying**?

1 not at all 2 very little 3 somewhat 4 very much

c) Would you say that your work is **effective**?

1 not at all 2 very little 3 somewhat 4 very much

7. If you completed the non-clinical track, do you now wish that you had completed the clinical track?

- yes
- no
- N.A. (completed clinical track)

8. If you are employed (or volunteering) as a **non-clinical counselor**, using the descriptors below, please identify up to three types of counseling that most accurately describes your current work as a counselor. Mark the descriptor with a (1) if that is the most frequent type of counseling that you provide, a (2) with that which is the second most frequent, and a (3) with that which is third most frequent. If only one or two descriptors are necessary, just mark accordingly.

- _____ General Spiritual Guidance Counseling
- _____ Marriage & Family Counseling
- _____ Counseling of Children
- _____ Counseling of Adolescents
- _____ Crisis Counseling
- _____ Grief Counseling (including Death & Dying)
- _____ Other (please explain) _____

If you completed the **non-clinical** track, please stop here. Thank you.

If you completed the **clinical** track, please answer the following 6 questions.

9. Are you presently licensed as a Professional Counselor in Ohio or in any other state?

- yes
- no

10. If licensed, which state?

- Ohio
- _____ (other state)

11. If you are not licensed as a Professional Counselor, have you attempted to pass the licensure exam as a Professional Counselor in Ohio or in any other state after graduating from the program?

- yes
- no

12. If you are not licensed, are you still interested in pursuing licensure as a Professional Counselor in Ohio or in any other state?

- yes
- no

13. Do you now wish that you had completed the non-clinical track?

- yes
- no

14. If you are employed (or volunteering) as a counselor using the descriptors below, please identify up to three types of counseling that most accurately describe your current work as a counselor. Mark the descriptor with a (1) if that is most frequent type of counseling that you provide, a (2) with that which is the second most frequent, and a (3) with that which is third most frequent. If only one or two descriptors are necessary, just mark accordingly.

- _____ Supervision of other counselors
- _____ Education of other counselors
- _____ Spiritual Guidance Counseling
- _____ Career Counseling
- _____ Marriage & Family Counseling
- _____ Substance Abuse Counseling
- _____ Counseling of Children
- _____ Counseling of Adolescents
- _____ School Guidance Counseling
- _____ Crisis Counseling
- _____ Grief Counseling (including Death & Dying)
- _____ General Mental Health Counseling
- _____ Other (please explain) _____

Thank you for completing this survey!

Appendix B Ashland University Human Subjects Board Approval



Associate Provost

TO: Keith Marlett
FROM: Pat Edwards, Chair
DATE: September 19, 2006
RE: Human Subjects Review Board Approval

The Human Subjects Review Board has approved the research proposal that has been submitted by Keith Marlett. The investigator may proceed with this project.

The primary function of the HSRB is to ensure protection of human research subjects. As a result of this mandate, we ask that you pay close attention to the fundamental ethical principles of autonomy, justice, and beneficence when establishing your research proposal. These ethical principles pertain specifically to the issues of informed consent, fair selection of subjects, and risk/benefit considerations.

If you have any questions, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "Pat Edwards".

Pat Edwards
Phone: 419-289-5378
Fax: 419-207-6702
E-mail:

PE: mfw