

1995

Progressional ethics of placement and career services: Interactions among practitioners, students and employers

David M. Marchesani
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1995 David M. Marchesani

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Marchesani, David M., "Progressional ethics of placement and career services: Interactions among practitioners, students and employers" (1995). *Graduate Research Papers*. 2838.

<https://scholarworks.uni.edu/grp/2838>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Progressional ethics of placement and career services: Interactions among practitioners, students and employers

Abstract

The current goals of institutions of higher learning have greatly expanded beyond solely academically educating students. Not only are trained professionals and competent thinkers produced, but the expectations placed on these institutions have extended to include the goal of graduating responsible and ethical citizens (Brown, 1985). The ever-changing environment of colleges and universities, as well as external social influences, has encouraged new ideas, attitudes and behaviors. Administrators and professionals must understand and deal effectively, and appropriately, with these new conditions.

**PROFESSIONAL ETHICS OF PLACEMENT AND CAREER SERVICES:
INTERACTIONS AMONG PRACTITIONERS, STUDENTS AND EMPLOYERS**

A Research Paper

Presented to

The Department of Educational Administration

and Counseling

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

David M. Marchesani

May 1995

This Research Paper by: David M. Marchesani

Entitled: Professional Ethics of Placement and Career Services:

Interactions Among Practitioners, Students and Employers

has been approved as meeting the research paper requirement for the
Degree of Mater of Arts in Education.

Florence Guido-DiBrito

6 April 1995
Date Approved

Adviser/Director of Research Paper

4.6.95
Date Approved

Michael D. Waggoner

Second Reader of Research Paper

4.6.95
Date Approved

Michael D. Waggoner

Head, Department of Educational Administration
and Counseling

The current goals of institutions of higher learning have greatly expanded beyond solely academically educating students. Not only are trained professionals and competent thinkers produced, but the expectations placed on these institutions have extended to include the goal of graduating responsible and ethical citizens (Brown, 1985). The ever-changing environment of colleges and universities, as well as external social influences, has encouraged new ideas, attitudes and behaviors. Administrators and professionals must understand and deal effectively, and appropriately, with these new conditions.

The level of ethical functioning of staff, faculty and administrators directly effects a student's level of behavior (Wilcox and Ebbs, 1992). In recent decades, institutions have opened their doors to direct contact with individuals and organizations outside of the academic community. These changes require professionals in higher education to be acutely aware of the roles and relationships which are fostered. Student affairs personnel, in particular, must respond ethically and actively to contend with these concerns. The question of ethics relates not only to internal constituencies, but as a foundation for building relationships with a student's family members, the public and governing boards (Barr & Upcraft, 1990).

The services provided by a college and university career and placement

office explicitly falls within this framework. Career and placement services not only encompasses work with faculty, students and staff in an academic setting, but with outside constituencies as well. Interactions with individuals and resources outside the institution are promoted and established through cooperative education, career fairs, off-campus referrals, as well as facilitation of the student-employer interview process. Conflict regarding ethical questions can develop among the three major players in these processes: students, employers and career/placement practitioners. The dilemmas arise as each independent player attempts to meet certain expectations - seeking to satisfy needs and priorities (Goodman, 1992).

This paper explores the interactions and connections among the practitioner, students and employers in placement and career services. First, the concepts of ethics in student affairs and related documents which guide behavior are considered. Second, it examines how students, employers, and practitioners develop and conceive “ethical behavior,” as well as how each independent player applies ethical decision-making in situations. Third, this document probes the relationship among all players and how practitioners can promote ethical decisions and leadership in placement and career services. Finally, considerations and recommendations for ethical practice for professionals and students are presented.

Professional Ethics and Standards in Student Affairs

Today our society has placed greater responsibilities on the individual professional, professions and professional organizations. In the current environment, a central obligation is to promote values and to establish codes and guidelines for members to recognize and to facilitate ethical decision making. The topic of ethics has become a sensitive subject for many in higher education.

Fein (1992) asserts that an organization without ethical principles cannot be called a profession. McDowell (1991) emphasizes that “if professionalism is the ideology of the professional class and that professionalism contains a commitment to professional ethics, then one cannot become a member without adopting this ideology” (p. 18). Nevertheless, the study of ethics will not make a professional ethical, but will sensitize the individual to ethics and related problems (Bayles, 1989).

Higher education as a profession is as vulnerable as any other set of institutions to societal influences. Leaders at institutions must realize that attitudes on campus are brought into society with graduates who assume new roles (Vaughan, 1992). More importantly, the converse also holds true. External activities and beliefs influence the campus culture (values, beliefs and assumptions) and climate.

Ethics is a concern for all areas of student services. Dalton (1993)

identifies the profession as consisting of numerous value considerations and conflict situations. Malley, Gallagher, and Brown (1992), in a study of university/college counseling centers, emphasize the growing awareness and concern by counselors and prospective counselors to be more conscious about the ethical dimensions of their work. Many professional student service organizations such as the American College Personnel Association (ACPA), the National Association of Women in Education (NAWE) and the National Association of Student Personnel Administrators (NASPA) have established formal statements of ethical standards.

McDowell (1991) separates the individual professional's responsibility into internal and external functions. The internal component includes acquiring the highest level of competence and a commitment to use these skills to serve others. Likewise, the external element encompasses not only a minimum level of expertise, but also membership in a professional organization, licensure, recognized social status and formal consistency to an ethical code. Individuals in leadership positions, while cultivating an ethical climate, face the challenges of acting ethically in personal affairs, teaching students both in the classroom and in campus life, and developing ethical leaders for our society (Perlman, 1992).

The work of Karen S. Kitchener (1995) has emerged as the leading model for ethical justification and decision-making in student services.

In her model, she develops five principles to assist in the definition of ethical situations. The model is based upon the premise that “student service professionals identify helping the individual and promoting the good of society as parts of their dual role” (p. 17). These principles are: respecting autonomy, doing no harm, benefiting others, being just and being faithful. A situation may be considered ethical neglect if any of these principles are not met (Krager, 1985). Kitchener reasons that if these principles are evident from behaviors or actions in a particular situation, then the responses are presumed to be ethical.

Kitchener’s work has influenced the development of ethical codes. Hotelling (1990) notes this influence in the processes and changes to the *ACPA Statement of Ethical Principles and Standards*. Kitchener places professional codes at a first line of ethical justification. If no decision in a situation has been made, then ethical principles should be considered. Finally if no decision has yet been reached, ethical theories are utilized.

However, before a code of ethics can be established, the values of the profession must be identified (Winston & Saunders, 1991). Values are identified as the foundation of decision making and the basis for evaluation of human behavior (Elfrink & Coldwell, 1993). Furthermore, many ethical decision-making models are based on individual or professional value beliefs. Documents like the *Student Personnel Point of*

View (1937), *Student Personnel Point of View, Revised* (1947) and *A Perspective on Student Affairs* (1987) provide foundational values for the profession. Young (1993) identifies specific critical values in student services within three domains: human dignity (freedom, altruism, and truth), equality (of people and abilities) and community (justice).

The practitioner must comprehend that the importance of professional values, as well as individual values, is not a constant. As our society and corresponding beliefs change, so does the significance of values in the higher educational environment. Not only are values profession specific, but are also specific to career and placement services. Values are derived not only from the inherent nature of these services themselves but also from the cultural and socioeconomic value sets influences on the career and placement process (Herr & Niles, 1988).

Seven purposes for codes of professional ethics have been established: as a pedagogical tool, guidelines for practical decisions, clarification of responsibilities, protection of the profession, public affirmation, protection of individual practitioners and professional appraisal (Winston and Dagley, 1985). These concepts provide definition for the professional as well for the benefit of the public. Furthermore, professional standards are not a requirement of a profession and its members are not mandated to follow the codes which are established.

One of the primary uses of professional standards is as a guide for practical decisions. In the decision-making process, once a problem has been identified, a practitioner can use guidelines and codes as a support for evaluating and implementing a specific action. A professional code ultimately transfers some of the responsibility of ethical reasoning from the individual to the professional association (Cannon & Brown, 1985).

Three chief reference documents guiding ethical behavior in placement and career services have been specified by Herr (1993). First, the *Ethical Standards of the American Association of Counseling and Development* direct career counseling practice. Second, the *Standards for Educational and Psychological Testing* address tests and other assessments. Finally, the College Placement Council's (CPC) *Principles for Professional Conduct for Career Services and Employment* serve as a framework for the development and facilitation of placement and career processes.

In 1990, the College Placement Council, recognizing the changing environment of operations, revised its professional standards (previously reviewed and revised in 1985). The CPC recognized that "the underlying intent of *Principles* is to guarantee an open, free-of-bias system that is fair and equitable to student candidates and employing organizations" (CPC Spotlight, 1992, p. 3). The revised statement included in the *Midwestern College Placement Association's Membership Directory Handbook and*

History, outlines guidelines for operations for professionals, employers and candidates and conditions of both acceptable and unacceptable practices.

The National Career Development Association (NCDA) - a voluntary organization of career counselors and development professionals - has established ethical standards in counseling and private practice, measurement/evaluation and research/publication. The Council for the Advancement of Standards for Student Services/Development Programs (CAS) has developed general standards for student services as well as those specifically for career planning and placement. In addition, the American Association for Counseling and Development, the National Board of Certified Counselors and the NCDA have each set standards for computer-assisted career guidance systems use (Howland and Palmer, 1992).

Factors such as budget cutbacks, revenue-generating potential, changing technology, and competing goals are significantly influencing decisions in higher education. However, among these pressures, professional ethics and values in student services - particularly in placement and career services - are being considered and promoted. Karen Kitchener's ethical principles are the foundation for ethical development. These principles will continue to be a basis for determining ethical behavior as codes and guidelines are continually implemented and refined.

Development and Conception of Ethical Behavior

The student services profession, by its very nature, deals with values and ethics within decision making. Dalton (1993) proposes that individuals who cannot handle the value/leadership role will be ineffective. Leaders in higher education must determine personal value sets and make balanced judgements among competing values prior to promoting ethical values on campus for others to accept and emulate (Vaughan, 1992).

Working with students in choosing careers and acquiring placement requires a knowledge of the individual's cultural background as well as personal values. Herr and Niles (1988) suggest that the professional must confront personal values, make deliberate choices based on these values and act on them. Moreover, the counselor must understand the potential impact of the environment in the development of the student.

A code of ethics represents principles that are the foundation of the work of career/placement professionals - increasing the probability of fair and equitable treatment and further creating goodwill for these services (Goodman, 1992). However, the limitations of guidelines/codes must be recognized so professionals, employers and students can realize when such tools will not provide guidance and support. At this point the career and placement professional must rely on judgement, values and ethical beliefs.

Acknowledged is the fact that codes do not provide a "catch-all"

solution to potentially ethical-questioning dilemmas. Moreover, to institute consensus among the profession, standards are set using broad definitions and ideas. Research has found that professional guidelines are established at a lower-level operating standard than most practitioners are willing to accept. Fein (1992) postulated this same notion based upon the results of an ethics survey administered to career/placement professionals. A clear gap was established between the ethical beliefs of professionals and the concepts presented within the *Principles* document.

Nevertheless, students' assessment of ethical behaviors and those of professionals following Kitchener's model will not always be identical. In a survey by Bogenschutz and Anderson (1992), four situations were identified as potential sources of conflict. The circumstances involved retraction of an accepted offer, interviewing solely for experience, questionable actions taken by career/placement professionals to benefit students, and immature and aggressive responses to a recruiter's unethical behavior. In all cases, students believed that these actions were appropriate. However, using Kitchener's model, these circumstances would be considered unethical.

Results of Bogenschutz and Anderson's (1992) survey further indicate that "a significant number of our students are unaware of the ethical nature of some job-search situations and the implications of their decisions.

Students also lack an understanding of inappropriate behaviors” (p. 37).

Anderson and Bogenschutz (1993) found that students follow egocentrism - tending to be focused on themselves and not the results of their actions. Students also believe that there are expected behaviors in the job search and certain actions are appropriate if the individual benefits regardless of other implications. Moreover, many are unaware of options and misunderstand the roles and responsibilities of the placement staff.

Students renegeing on accepted job offers have become a prevalent concern for placement personnel and employers. The CPC *Principles of Professional Conduct* specifically prohibits renegeing by either student or employer. Both are called to honor an offer as a contractual agreement. Greenberg and Kinzer’s (1990) inquiry of corporate college recruiters revealed that all believed that unjustified renegeing was unethical behavior; however, most indicated some flexibility in allowing students to set deadlines to minimize these occurrences. Employers hold placement professionals responsible for these retractions as they believe that students are allowed to interview even after accepting a position.

Two additional investigations focused on the handling of ethical dilemmas by placement directors and college recruiters. Fein (1988) presented placement professionals with five situations focusing on conflicts between students and institutional interests, confidentiality at all

costs, strength of conviction and dishonorable conduct. Results confirmed that what is ethically correct varies from situation to situation and among individuals. In certain circumstances to protect him/herself, professionals are choosing to stay neutral and not make a decision, whereas in other circumstances these same persons are willing to place their job on the line.

In a separate inquiry of corporate college recruiters, Fein (1989) questioned reactions to situations of helping a self-destructive student, favoritism, penalties and providing honest answers to questions about employers. Most recruiting professionals wanted to do what was right in the given circumstances but were uncertain and disagreed over the appropriate action. In all situations, most employers sought to assist the student, provide truthful and accurate information, and accept penalties for acting according to an ethical principle.

Other authors suggest a changing approach to ethics and values created from changing generational patterns. Whereas the 1970s/early 1980s produced the “Me” generation, the 1990s has produced “Generation X.” The “X” generation is diverse in its views possessing a helping attitude towards others and recognizing the importance of values (Moore & Hamilton, 1993). Conversely, however, individuals of “Generation X” are uncomfortable with processes, seek to keep options open, and desire greater personal attention (Murray, 1993).

With Generation X has also come the increased use of computers in the job search and in career development. Ethical questions concerning computer-assisted career guidance systems emerge from the diverse uses of these systems. Howland and Palmer (1992) place the responsibility for effective usage on the individuals who assist users. Staff members must have a comprehensive knowledge of its operation, theoretical processes and functional interpretations. Surveys reveal concern by professionals with misinterpretations, improper use of results and misguidance of individuals due to limited counselor assistance.

Ethical decision making is influenced by numerous individual factors and specific circumstances. Lack of congruence between situations has resulted in the inability to establish profession-wide agreement, formulate situation-specific ethical standards, and to apply decisions with consistency. Therefore, each situation must be carefully considered by all parties involved. The placement professional must encourage ethical behavior both as an information-provider and a guide to resolving conflict.

Relationships and Promotion of Ethical Behavior

Ethics is a controversial subject and creates dilemmas among all players in the career/placement environment. Employment of graduates and the working relationship between universities and employers must always remain at a high ethical level (Shingleton & Fitzpatrick, 1985). A

breakdown in ethical consciousness can cause serious ramifications for students, practitioners, the university and employers.

Two questions emerge from the issue of ethics and the placement practitioners responsibilities: what is the professional's role in promoting ethical behavior and what do these individuals believe about the ethical nature of the profession? One potential dilemma involves the professional and questionable practices by recruiters. In such a situation, does the practitioner approach a recruiter about an ethical concern at the risk of losing the employer for future student interviews? If the professional does not respond to an ethical dilemma, is he/she acting ethically? Furthermore, is the practitioner endorsing such behavior by not taking any action?

Data collected by Fein (1992) supports the opinion that the occurrence of unethical behavior is low and actual wrongdoing represents the exception to the norm. However, in many instances of ethical questioning, as pressure increases so does the potential for inappropriate action (Goodman, 1992). This situation can become prevalent in poor economic conditions. Jobs for students are fewer in number. Employers are in control of the interview process and placement professionals are under pressure to provide interview opportunities. Therefore, the potential for "letting unethical behavior slide" becomes a greater possibility.

The role of the professional in ethical decision-making is

multidimensional. The practitioner must find a balance for all participants who are influenced by a particular decision. Krager (1985) suggests that decision-making in ethical situations requires a balance of what is good for the individual or group, and what is best for the common good. While the *CPC Principles for Professional Practice* provide a foundation for such decision making, the ultimate decision and responsibility remains with the career and placement professional.

The role of the practitioner, however, does not only begin when an ethical dilemma emerges. Placement service professionals must focus on promoting ethics before situations arise - particularly with students. Ducker and Ducker (1994) emphasize the need for professionals in student affairs to openly discuss ethics and professionalism with both students and colleagues. Career and placement center directors realize the best way to serve students and the institution is by presenting an assertive, positive and honest attitude (Goodman, 1992).

A related issue considers the relationship previously established among the student, employer and career/placement professional. The placement practitioner has a responsibility to his/her profession and colleagues, and therefore a greater motivation to follow the standards. Students and employers may not experience the same influences. The concern lies with the behavior of students. *CPC Spotlight* recognized the situation noting

that student behavior must be monitored by the institution as direct compliance standards cannot be established for non-CPC members (“Legal Issues,” 1991).

Dalton (1993) postulates that the question is which values should be advocated and how can these be advanced clearly and intentionally? The practitioner communicates in a values-centered leadership through decisions, behaviors and role modeling. To be successful promoters of values, professionals must resolve their own ambiguities, understand how values are displayed, create/promote opportunities for campus-wide understanding and determine how actions can support or detract from commitments to values (Clement, 1993).

Decision making and using judgement is an integral part of the student affairs profession. Winston and Saunders (1992) present a model, developed by Van Hoose and Kottler, for effective decision making utilizing a willingness and ability to: confront personal values related to ethical decisions; tolerate ambiguity and a lack of clear external directives; analyze ethical standards, institutional rules, and legal principles; and assess results of ethical judgements in a nondefensive manner.

Elfrink and Coldwell (1993) present the INVOLVE model to facilitate decision-making through adequate information. Steps in the systematic process are summarized: *Inherent* (all values in the conflict), *Note* (values

which define), *View* (within personal/social system), *Operationalize* (strategies for resolution), *Linger* (in discussion), *Vote* (or some form of choice), and *Evaluate* (consequences). The model promotes involvement and greater ownership of decisions but does not impose values.

Ethical codes can be vague or contradictory and do not consistently provide answers to dilemmas. Sileo and Kopala (1993) promote critical thinking with ethical issues. The A-B-C-D-E worksheet systematically assesses issues and applies decision strategies: *Assessment* (understand and examine all factors and own issues and biases), *Benefit* (promote welfare, avoid harm, and determine potential for influence), *Consequences and Consultation* (therapeutic, legal, ethical, and following standards of the profession), *Duty* (to whom?), and *Education* (personally know ethical principles and application). The model reduces the chance of overlooking information and relies on individual personal characteristics.

Professionals must utilize Kitchener's ethical principles (1985) as the foundation for all decisions and actions. When processing decisions, practitioners should further attempt to employ one of the models presented. Consistently applying a system will foster internalization of the mechanism and provide an effective model for both students and employers. Using an ethical decision-making model with faculty and administrators can advocate ethics incorporation into the classroom and

policy making. Moreover, a practitioner must display appropriate behavior in all activities - both in and out of the office - to facilitate a stronger campus ethical environment.

Recommendations for Ethical Practice

All players in the career and placement arena - professionals, students and employers - must perceive the importance of ethics. The key player or mediator for effective operations and promoting ethical consciousness, however, is the individual practitioner. Professionals in student services must not only be champions of students, but of values and ethics as well. Cannon and Brown (1985) recognize student affairs personnel as the moral conscience for the campus.

Ethics and values are dynamic concepts with particularly strong motivational components to influence decisions. Ethical dilemmas are part of everyday occurrences. Even with insightful and conscientious planning, all issues and influences cannot be predicted by the professional. Predicaments can be significantly avoided by continual observation and perception of typical shortcomings in situational interactions.

Commitment to an ethical climate emerges as a primary concern for effective leaders (Clement & Rickard, 1992). Each practitioner must initially resolve personal uncertainty before proceeding with others in this realm. Barr and Upcraft (1990) encourage expanding the concept of

ethics in student affairs - striving to create communities to promote ethical practice.

A knowledgeable decision requires an understanding of the ethics and values of all participants involved in the process - ethical behavior requires an individual to make choices. Ethics of individuals must not be taken for granted. Therefore, communication is essential to the process. Student service professionals, when assisting students and employers, should attempt to provide adequate information and facilitate continual interaction among all parties involved. Open discussion regarding potential courses of action in a situation must be initiated to maintain an ethical climate.

Practitioners must focus particular attention to student's ethical and value formation. Student development - promoting the growth of the whole student - is the primary role of professionals. Students must be engaged in active discussions about ethical viewpoints and the impact of decisions on others particularly when appropriate conditions exist. Advising through questioning and utilizing the models presented can facilitate the student's growth and understanding of values and personal value recognition. Moreover, appropriate ethical decision-making and responses to unethical conduct can influence student development of moral job-search practices.

Winston and Saunders (1991) suggest that the fundamental professional responsibility is to be knowledgeable of existing ethical standards, use these to assess conduct, and be aware of the implications of each action. Great care must be exercised in all interactions. An ethical environment can be reinforced by emphasizing values in decision-making, sensitivity to ethical dimensions of leadership, integrating and exhibiting ethical behavior in daily activities, discussing application of ethical practices with colleagues and understanding the role in assuming ethical conduct (Vaughan, 1992).

Within the institution, placement and student service professional must encourage the incorporation of ethics into overall policies and institutional missions and objectives. Furthermore, these concepts should be fostered and enforced at all levels - from students, faculty and staff, to administrators. To increase effectiveness and opportunity for development, student affairs practitioners must promote the integration of ethics into all areas and classroom settings.

Nevertheless, relying on the professional to engage in ethical behavior cannot be assumed. Codes and standards of ethics are necessary to further promote and facilitate ethical behaviors. Furthermore, these tools alone are not enough to accomplish the task. Corresponding sanctions are needed to make these documents effective tools for encouraging ethical decision-

making. In many areas - including career and placement services - these components are lacking. If sanctions are in place, many are not enforced nor regulated with consistency. Only recently have these issues been addressed and implemented in professional associations.

Ethics is an inherent, integral and necessary part of the student service profession. Placement and career services, in particular, is vulnerable to ethical dilemmas from increased interactions with individuals and organizations outside of the institution. Professionals need to develop and internalize a comprehension of this topic. The practitioner must realize that the importance of ethics and values is not a constant and does not operate in a vacuum. Ethical conduct is the responsibility of the individual professional, student and employer. However, creating an ethical/value-laden environment is a global concern for all players which requires working together to advance and improve the decision-making climate.

References

- Anderson, E., & Bogenschutz, M. (1993). Questionable ethical reasoning in the job search. Journal of Career Planning & Employment, 53(4), 55-59.
- Bayles, M. D. (1989). Professional ethics. Belmont, CA: Wadsworth Publishing.
- Bogenschutz, M., & Anderson, E. (1992). How students perceive the ethics of the job search. Journal of Career Planning & Employment, 52(4), 34-37.
- Brown, R. D. (1985). Creating an ethical community. In H. J. Cannon and R. D. Brown (Eds.), Applied ethics in student services (pp. 67-80). San Francisco: Jossey-Bass.
- Canon, H. J., & Brown, R. D. (1985). How to think about professional ethics. In H. J. Canon & R. D. Brown (Eds.), Applied ethics in student services (pp. 81-88). San Francisco: Jossey-Bass.
- Clement, L. M. (1993). Equality, human dignity, and altruism: The caring concerns. In R. B. Young (Ed.), Identifying and implementing the essential values of the profession (pp. 25-35). San Francisco: Jossey-Bass.
- Clement, L. M., & Rickard, S. T. (1992). Effective leadership in student services. San Francisco: Jossey-Bass.

Dalton, J. C. (1993). Organizational imperatives for implementing the essential values. In R. B. Young (Ed.), Identifying and implementing the essential values of the profession (pp. 87-96). San Francisco: Jossey-Bass.

Ducker, M. W., & Ducker, D. L. (1994). Educating staff on ethics and professionalism. Journal of College Student Development, 35(2), 304-305.

Elfrink, V. L., & Coldwell, L. L. (1993). Values in decision making: The INVOLVE model. In R. B. Young (Ed.), Identifying and implementing the essential values of the profession (pp. 61-73). San Francisco: Jossey-Bass.

Fein, R. (1992). Where do we stand in the ethical thicket? Journal of Career Planning & Employment, 52(4), 62-66.

Fein, R. (1989). Tough choices: Ethical dilemmas in our profession (part two). Journal of Career Planning & Employment, 49(2), 34-38.

Fein, R. (1988). Tough choices: Ethical dilemmas in our profession (part one). Journal of Career Planning & Employment, 49(1), 44-49.

Goodman, A. (1992). The good of ethics - and how to get there. Journal of Career Planning & Employment, 52(4), 54-59.

Greenberg, R. M., & Kinzer, C. (1990). Students renege on accepted job offers: A growing concern. Journal of Career Planning & Employment, 51(2), 19-21.

Herr, E. L. (1993). The evolution of the university career center: Contemporary trends and models. In E. L. Herr, J. R. Rayman, & J. W.

Garris (Eds.), Handbook for the college and university career center (pp. 1-24). Westport, CT: Greenwood Press.

Herr, E. L., & Niles, S. (1988). The values of counseling: Three domains. Counseling and Values, 33(1), 4-17.

Hotelling, K. (1990). Process and change: 1989 American College Personnel Association statement of ethical principles and standards. Journal of College Student Development, 31(1), 9-10.

Howland, P., & Palmer, R. (1992). Ethics and computer guidance: Uneasy partners? Journal of Career Planning & Employment, 52(4), 38-45.

Kitchener, K. S. (1985). Ethical principles and ethical decisions in student affairs. In H. J. Canon & R. D. Brown (Eds.), Applied ethics in student services (pp. 17-29). San Francisco: Jossey-Bass.

Krager, L. (1985). A new model for defining ethical behavior. In H. J. Canon & R. D. Brown (Eds.), Applied ethics in student services (pp. 31-48). San Francisco: Jossey-Bass.

Legal issues - ethics. (1992, November) CPC Spotlight, 15(7), p. 3.

Legal issues - ethics. (1991, July) CPC Spotlight, 14(1), p. 4.

McDowell, B. (1991). Ethical conduct and the professionals dilemma: Choosing between service and success. New York: Quarum Books.

Malley, R., Gallagher, R., & Brown, S M. (1992). Ethical problems in university and college counseling centers: A delphi study. Journal of

College Student Development, 33(3), 238-244.

Midwestern College Placement Association. (1993). Membership directory handbook and history. Inkster, MI: MCPA.

Moore, L. V., & Hamilton, D. H. (1993). The teaching of values. In R. B. Young (Ed.), Identifying and implementing the essential values of the profession (pp. 73-86). San Francisco: Jossey-Bass.

Murray, N. (1993). Bridge for the X's: A new career services model. Journal of Career Planning & Employment, 53(3), 28-35.

National Career Development Association. (1988). The professional practice of career counseling and consultation: A resource document. Alexandria, VA: American Association for Counseling and Development. (ERIC Document Reproduction Service No. ED 324 620).

Perlman, D. H. (1992). Our ethical responsibilities. A. G. B. Reports, 34(5), 25-29.

Shingleton, J. D., & Fitzpatrick, E. B. (1985). Dynamics of placement...How to develop a successful career planning and placement program. Bethlehem, PA: College Placement Council. (ERIC Document Reproduction Service No. ED 271 701).

Sileo, F. J., & Kopala, M. (1993). An A-B-C-D-E worksheet for promoting beneficence when considering ethical issues. Counseling and Values, 37(1), 89-95.

Upcraft, M. L., & Barr, M. J. (1990). Identifying challenges for the future in current practice. In M. J. Barr & M. L. Upcraft (Eds.), New futures for student affairs (pp. 3-22) San Francisco: Jossey-Bass.

Vaughan, G. B. (1992). Leaders on a tightrope: The risks and tensions of community college leadership. In G. B. Vaughan & Associates (Eds.), Dilemmas of leadership: Decision making and ethics in the community college (pp. 3-29). San Francisco: Jossey-Bass.

Wilcox, J. R., & Ebbs, S. L. (1992). The leadership compass: Values and ethics in higher education. Washington D. C.: The George Washington University.

Winston, R. B., & Dagley, J. C. (1985). Ethical standards statements: Uses and limitations. In H. J. Canon & R. D. Brown (Eds.), Applied ethics in student services (pp. 49-66). San Francisco: Jossey-Bass.

Winston, R. B., & Saunders, S. A. (1991). Ethical professional practice in student affairs. In T. K. Miller, R. B. Wilson, and Associates (Eds.), Administration and leadership in student affairs: Actualizing student development in higher education (2nd ed., pp. 309-334). Muncie, IN: Accelerated Development.

Young, R. B. (1993). The essential values of the profession. In R. B. Young (Ed.), Identifying and implementing the essential values of the profession (pp. 5-13). San Francisco: Jossey-Bass.