DOCUMENT RESUME

ED 062 538   VT 015 076

TITLE   Young Workers: A Forgotten Group.
INSTITUTION   Kansas State Univ., Wichita.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
PUB DATE   71
NOTE   96 p.; Report of the Wichita State Univ. Occupations
              Workshop (Wichita, Kans., May 31-June 5, 1971)

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   Counseling Effectiveness; Counseling Goals; Counselor
              Functions; *Counselors; *Entry Workers; *Information
              Needs; *Inservice Teacher Education; Occupational
              Information; *Teacher Workshops; Young Adults; Youth
              Employment

ABSTRACT
         This 6-day workshop on young persons entering the
labor market directly after high school was designed to aid
counselors in testing their assumptions and knowledge about the
entry-level labor market against the experience of recent Kansas high
school graduates. The workshop was divided into three stages: model
building, data collection, and synthesis. Data were collected in
interviews with entry-level workers. The workshop demonstrated that:
(1) This type of format could be valuable for inservice training of
other groups, (2) The "man on the street" interviews which were
conducted were a new and valuable experience for the participants,
(3) Counselor role and function overemphasized academic orientation,
and (4) Entry-level workers generally had inadequate career
information. (BH)

YOUNG WORKERS:
A Forgotten Group

W.S.U. Occupations Workshop
May 31-June 5,1971

ED 062538

YOUNG WORKERS: A FORGOTTEN GROUP

AN ACCOUNT OF THE

WSU OCCUPATIONS WORKSHOP

May 31 - June 5, 1971

Wichita State University
Wichita, Kansas

Directed by

Brooke B. Collison and Glen R. Dey
Department of Student Personnel and Guidance
Wichita State University

Sponsored by
State Department of Education
Division of Vocational Education
120 East Tenth
Topeka, Kansas 66102

Dr. C. Taylor Whittier
Commissioner of Education

Division of Vocational Education:
Mr. John Snyder, Assistant Commissioner

Guidance and Pupil Personnel Services:
Mr. Willard Foster, Director

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FORWARD

On May 31, 1971, 38 persons assembled at Wichita State
University to begin a six-day experience labeled the WSU
Occupations Workshop. What follows is an account of the
philosophy that suggested the Workshop, the procedures which
were followed, and the results and conclusions suggested by
the Workshop itself. The focus of the Workshop was the
young person who will not enter post-secondary academic
work--that often forgotten group not represented by college-
oriented testing agencies, college recruiters who visit
schools, or even by a segment of our societal value system
which would let them enjoy their activities with a sense of
recognition from others. This document is a plea for equal
time for the young people who will make up the largest
segment of tomorrow's labor force. It represents a dis-
cussion of the Workshop procedure mixed with facts (both
subjective and objective) and hopefully some information
which is provided in the belief that school personnel are
concerned persons looking for alternatives to meet the needs
of all youth.

The WSU Occupations Workshop would not have been pos-
sible without the encouragement and financial support of
the Division of Vocational Education, State Department of
Education, and its director, Mr. John Snyder. The material
contained in this report is essentially the work of the 38

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participants and their six days of work. Much of the collat-
ing and assembling of this information has been done by
Jim Bailey, David Barbosa, and Jim Heinrich--graduate
students in Student Personnel and Guidance at Wichita State
University. The typing (and retyping) has been done by
Mrs. Janet Buckley and her assistant, Iva Bohanon. Our thanks.

<div align="right">
B.B.C.
G.R.D.
</div>

CHAPTER I

Introduction

Muckers

Twenty men stand watching the muckers
    Stabbing the sides of the ditch
    Where clay gleams yellow,
    Driving the blades of their shovels
    Deeper and deeper for the new gas mains,
    Wiping sweat off their faces
            With red bandanas.
The muckers work on . . . pausing . . . to pull
Their boots out of suckholes where they slosh.
    Of the twenty looking on
Ten murmur, "O, it's a hell of a job,"
Ten others, "Jesus, I wish I had the job."

           <u>Chicago</u> <u>Poems</u> by Carl Sandburg

Occupational information contains objective and sub-
jective elements which provide both the impetus and impedi-
ments to understanding many aspects of the human endeavor
which we call work. As counselors in a variety of settings,
the vicissitudes of these forces affect our experiencing
and our usefulness to those who approach us for assistance
in finding their way in the world. Counselors can be no
more effective in this endeavor than their information is
valid.

The necessity of counselors having a clear understanding
of information about the world of work has traditionally
been agreed upon for many years. Increased awareness of the
complexity of the world of work has led to the inclusion of
the study of sociological and psychological factors relating

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to worker participation in the world of work as a part of counselor preparation programs. Presently counselor certification requirements in Kansas call for at least two hours credit in "occupational, educational, and sociological (environment) information and observation." This requirement is customarily met with a two or three hour course in occupations occuring early in the graduate training program.

At very best a course in Occupations can provide an academic introduction to an essential area of concern for counselors. In addition to the academic study of work, the personal experience which evolves from one's attempts to acquire entry into the labor market has also been acquired vicariously by counselors. Expanding counselor understanding regarding personal confrontation with day-to-day experience involved in the search for identity through work seems essential in the continuing education of the counselor on the job, as well as in counselor training. With regard to that search for identity, various groups within the field of education, as well as the larger community, have called for an increased emphasis on the part of schools in general and counselors in particular to be aware of the needs of youth who leave high schools via graduation or withdrawal and enter the labor market.

The effect of the technological changes of the 60's continues at a rate which increases the challenge for youth as

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they enter the labor market. Statistics from the Bureau
of Labor Statistics have indicated that unemployment rates
for non-school oriented youth during periods of a stable
expansion (1968) were above 12% for those without a high
school diploma. Even those with a high school diploma who
wish to enter the labor market immediately upon graduation
face a decade in which the total size of the labor force is
expected to rise to over 100 million. This projected
increase of approximately 25% will involve a 36% increase in
white collar employment, blue collar employment will increase
at a rate of 13% and opportunities for semi-skilled jobs will
increase at a 10% rate.

During a period in which the dropout rate nationally
has been reduced from 42% in 1958 to 28% in 1967, the imbalance
between potential job seekers and available jobs for entry-
level occupations will continue to increase at a discouraging
rate for this group. Statewide, approximately 30% of the
high school graduates in 1968 did not seek post high school
training immediately following matriculation. In a metro-
politan labor market such as Wichita, 3,665 graduates plus
1,500 high school dropouts yearly are potential candidates
for employment immediately or subsequent to additional train-
ing. In theory the counselor should be prepared to meet the
needs of potential entry-level workers either through indi-
vidual and group counseling or through his role as consultant-
participant to the larger school faculty. In practice the

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press and prestige of working with college bound students,
as well as the lack of good information about processes
through which students may be assisted in acquiring entry-
level employment, frequently diverts the counselor's attention
to that group of students who indicate they will pursue post-
high school training. Thus, the majority of counselor time
is spent assisting a well defined group which comprises a
minority position when compared to the larger group who, for
a variety of reasons, will be thrust into the world of work.
The approach utilized by the WSU Occupations Workshop pro-
vided a rationale and procedure for acquainting counselors
with the needs of this sizable portion of the Kansas student
population who are potentially productive members of society.

The Occupations Workshop was developed around the
primary need of counselors-in-the-field--to test their assump-
tions and knowledge about the entry-level labor market
against the experience of recent Kansas High School students
who are presently members of that labor segment. Most
counselors have not had sufficient opportunity in either
their training programs or in the press of day-to-day activities
to test their assumptions or to form an information base
about entry-level occupations. Whether that set of assumptions
stems from knowledge derived from the counselor's personal
experience (an inadequate base for professional practicing)
or from printed information, these assumptions are best tested

through personal involvement if alternative counselor
practices are to evolve in the counselor's on-the-job setting.

The WSU Occupations Workshop was designed in a manner
which provided counselors an opportunity to discuss their
own level of knowledge and assumptions about persons in the
entry-level labor market. Second, it provided counselor
participants with an opportunity to interview persons in the
entry-level labor market. Third, it provided a means of
assembling the impressions recorded by Workshop participants
for the benefit of all other participants as well as other
counselors presently functioning within the school setting.
Fourth, the knowledge and experience gained by workshop
participants provided a basis for initiating a series of
activities whereby the information gained from discussion
and interviews could be disseminated to schools, colleges,
employer groups, or communities in a manner as to permit
interested groups to become aware of the difficulties experi-
enced by a sizable number of individuals who are presently
or will soon be in the entry-level labor market. In this
manner these groups may be able to adjust their perspectives
and their programs to meet the particular needs of this signi-
ficant group in our society.

The importance of that group, as described in both its
historical significance for the guidance movement and in
terms of the current thrust of legislative and professional

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movements, was carefully spelled out by Dr. Norman Gysbers
on the opening day of the Workshop in a presentation entitled,
"Career Guidance: A New Focus." The needs of the group called
ELWs and the needs of counselors who would work with ELWs
are clearly explained. Dr. Gysbers brought his several years
experience as editor of The Vocational Guidance Quarterly
to the Workshop participants through his remarks which follow
as the next section of this report.

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CHAPTER II

Career Guidance: A New Focus[1]

My text for today comes from _Time_ magazine, May 24, 1971,
pages 58 and 59. "Guidance counselors in schools and col-
leges, who have wandered far afield (some even giving students
therapy) should also quite literally get back to work. 'The
decline in demand for teachers started five years ago,' com-
plains a senior at Northeastern. 'Someone should have
warned us.' There are already new efforts along this line,
and some school systems, trying to do their utmost, are proudly
announcing vocational guidance even in their kindergartens.
'Kids don't know what they want to do,' said one father,
'because they have never done anything.'"

Beginning in the Fifties but particularly during the
Sixties there has been increasing interest focused on the
phenomenon of career development as a part of total human
development. Recent text books, numerous journal articles,
and at least eight national conferences on the topic of career
development attest to this fact. Most pieces of recent Fed-
eral legislation dealing with manpower also express concern
about career development and guidance.

In turn, the interest in career development has reawakened
the interest of educators in vocational career guidance. This

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[1]Paper presented by Norman Gysbers, University of
Missouri-Columbia, at the opening session of the WSU Occupa-
tions Workshop, Wichita, Kansas, May 31, 1971.

is not the first time that such an interest existed, however.
Around the turn of the century, persons in business and
industry (they founded the National Society for the Promotion
of Industrial Education) together with other reform-minded
individuals--people like Frank Parsons and Jane Addams--
were concerned about providing adequate guidance to youth.

The concept of guidance at that time is best summarized
by Frank Parsons in his book, Choosing a Vocation, published
in 1909. "In the wise choice of a vocation there are three
broad factors: (1) a clear understanding of yourself, your
aptitudes, your attitudes, abilities, interests, ambitions,
resources, limitations and their causes; (2) a knowledge of
requirements and conditions of success, the advantages and
disadvantages, compensations, opportunities, and prospects in
different lines of work; and (3) true reasoning on the rela-
tion of these two groups of facts."

Parson's formulation of guidance was strengthened in
a number of ways during the Teens, Twenties, and Thirties.
During the Teens the testing movement developed and grew,
adding sophistication to the first step of the Parsonian
three-step approach, the analysis of the individual. A bit
later, the second step, the analysis of the work world, was
strengthened. In the Twenties, but particularly during the
Thirties, interest and sophistication in analyzing the work
world increased. For example, during the Thirties the
foundations were established for the Dictionary of Occupational

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Titles and the Occupational Outlook Handbook.

Counseling, with a stress on the emotions as a part
of vocational guidance, entered the picture about that
same time, but it didn't gain adherents until a bit later.
Although the mental health movement began in the early
1900's, its impact was not felt until the Thirties, Forties,
and Fifties. Because of this emphasis on the emotions,
the emphasis on the vocational aspects of guidance diminished
somewhat.

Now, however, I think the stage has been set for a
re-emphasis of vocational/career guidance. There are a number
of reasons for this. First, we are experiencing an interest
in a relatively new aspect of psychology called career
development, which is now part of our dialogue. Federal
legislation (Vocational Education Act of 1968) has done much
to spur the interest of many in career development. A new
bill now before Congress, entitled, "The Occupational Educa-
tional Act of 1971" will continue this emphasis. We antici-
pate its enactment in a possible modified form. To illustrate
the nature of the content, let me read a portion of one
sentence from this bill. ". . . promote and encourage the
infusion into our system of elementary and secondary education
of occupational preparation, counseling and guidance, and
job placements or placement in post-secondary occupational
education programs as a responsibility of the schools." Notice

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the stress on counseling, guidance, and job placement. As
you page through this proposed bill, such references appear
again and again.

The traditional approach to guidance as formulated by
Parsons is no longer adequate. At this point, you may be
saying to yourself, "Yes, we understand that. Why are you
concerned?" The reason I am concerned is that many people
don't know it. Many people still perceive of guidance as
an event which occurs on Wednesday afternoon at two o'clock.
They still think of guidance as fitting square pegs into
square holes. I'm sure you've had the experience of somebody
asking to take "a test" that will tell him what he should do.
When people request such assistance they have in mind the
traditional view of guidance. Unfortunately, too many people
still perceive of guidance in the original one-two-three
step way.

Another factor which concerns me today is the misuse of
words. For example, the word career is popular now. Some
people are using the term career education, for example, instead
of vocational education. Other people are now talking about
career guidance instead of vocational guidance. Still others
use the term occupational guidance. To help you understand
my biases, I'd like to define the terminology I'm using.
When I talk about career, I'm talking about something that is
person-oriented. People have careers, the work world has
occupations. Reserve the term career for the person.

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The term <u>occupation</u> describes the tasks that people do at
work. When you think of occupations, you should think of
the work world and how it's organized. <u>Vocational guidance</u>
or <u>career guidance</u> describes the techniques and activities
used to help a person develop his career identity. Thus
the terms <u>career guidance</u>/<u>vocational guidance</u> describe method-
ology and technique. In my opinion, one of our major pro-
fessional tasks is to obtain consensus on our terminology.
There are too many people using these terms in a variety of
ways, and once you start using a term, people will respond
according to the set they have.

Based on my quick historical review, what do I perceive
now to be the current status of <u>vocational guidance</u>/<u>career
guidance</u>? Let me sum up the status as follows: New life
has been breathed into vocational or career guidance as a
result of career development activities and federal legisla-
tion. As I said before, we have come full circle back to the
original emphasis of guidance. There is a difference, however:
we now know much more about human behavior and about the tools
and techniques of individual analysis than we did previously.
Previously, vocational psychology was the psychology of occu-
pations. Occupation was the subject, and the person was the
source of data on the occupation. Now, however, with the
emphasis on careers and career development, the person is in
the spotlight and we're beginning to focus on the person at
work. We are learning about occupations through the eyes of

the person as well as through the tasks of the job. I think
this perspective will be an important one for you to keep in
mind as you work this week, particularly when you are inter-
viewing young workers. The emphasis should be on the person
and how he views his job and what it means to him as well as
on the job itself.

Even though there is renewed interest in guidance today,
there are still many people who are willing to criticize
guidance strategies. Recently, I reviewed, along with several
other people, national sources for comments about guidance,
including reports from governmental agencies, advisory com-
mittees, legislative groups, congressional committees, and
the like. One major area of concern frequently expressed in
these documents is that of facilitating choices. Our critics
are saying that they do not see counselors working with individ-
uals to facilitate occupational choice. Now you might be
saying to yourself that this is not true. You know from your
own experience that you do help individuals facilitate choice.
While this may be true, the work you are doing is not being
seen or appreciated by people in positions of authority and
responsibility. Somehow we are not communicating very well,
and so we find such statements in the literature. Facilita-
ting choices then, is one area of concern. It's hard to know,
by the way, what people mean by "facilitating choices." I
think some people mean student recruitment into certain kinds

of programs. Other people have a more developmental view: it means helping students look at all of their options, not to make them decide, but to enlarge their capacity to decide.

Another area of concern is <u>orientation</u>. Our critics are saying that we are not providing orientation activities for youth: orientation about educational opportunities as well as orientation to the work world.

Still another area of concern that you hear expressed time and time again is <u>job placement</u>. Our critics are saying that we ought to spend at least as much time with personnel managers as we do with college admissions people. They are saying we have done a good job with college placement, but that we haven't really done much for students who enter the world of work. Even the terminology we use betrays us: we talk about the "college bound" and the "non-college bound." (Maybe we ought to call a moratorium on that phrase and start talking about the "work-bound" and the "non-work-bound" for the next year so that we can apply a corrective balance.) Also, our critics are saying to us that job placement is an important responsibility of the schools.

<u>Outreach</u> is another area of concern. We need to get out of the schools and function in the community a bit more than we have. You might say at this point, "I can't because when any administrator sees me out of school he feels I'm not working." Somehow, we've got to get across to him that being out

of school, working in the community, with personnel people
and others is a part of our job.

Another critical area to our critics is that of <u>follow
through and linkage</u> activity. It isn't enough to place a
person on a job. We need to provide (particularly for some
people) follow through support. When the going gets rough
on the job, he knows there is somebody there to help him. All
people will not need this kind of support, but I think some
people do. Linkage, the other part of this concern, suggests
the need for better communication among community agencies,
such as the employment service, social welfare organizations,
and various governmental (both state and federal) organizations
that operate to serve the various needs of people.

Our critics have labeled one final area of concern: <u>use
of information</u>. Unfortunately, in many people's minds, occu-
pational information is a file in a corner with some dust on
it. Counselors need to broaden their vision when they talk
about occupational information, because what we really should
be talking about are occupational experiences--we should be
talking about curriculum activities.

At this point in time, I feel counselors and other educa-
tors have turned the corner and now are beginning to appreciate
the need for developmental programs of career-exploration
activities for all students at all levels. In the past, many
schools have approached vocational career guidance on an
<u>ad hoc</u> basis. "We've had our career day, what else do you

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want us to do?" Now I don't mean to downgrade career days,
because it is a valuable activity; but the point is that it
is only one event in a sequence of activities which should
be going on. You might ask, "Why is guidance viewed in
this ad hoc way?" One of the reasons, I think, is because
too many people still operate from the traditional perspective
of guidance which originated with Frank Parsons. To them,
it's an event, not a process. It occurs on Wednesday after-
noon at two o'clock. If you look at it from this perspective,
then not many resources are required. To them, guidance is
an ancillary, ad hoc activity. To remedy this situation, we
need to convey the perspective that guidance, when viewed
particularly from a career development perspective, is develop-
mental, and that it can't be treated as an ad hoc, adjunct
service. It's integral to the on-going school program. Resources
(personnel and non-personnel) have to be made available just
as they have to be made available for any other major area in
the school. It has to be considered as a major educational
objective.

Although I have talked about areas of concern, at the
same time these concerns can be considered as areas of opportu-
nity, because Congress and others are saying to us, "We want
these kinds of activities!" And what's more, they are saying,
"We want you to do it." So let's not look at them as criticisms,
but as areas of opportunity. Sufficient resources now are

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being made available for us to really have an impact. Also,
while we have many unmet needs to attend to, we have some
assets on which to build to meet these areas of opportunity.
We have ways and means of knowing about the work world that
we didn't have before. This workshop, for example, provides
an excellent opportunity to find out about a particular
group of individuals whose needs and concerns are not well
known by many people. We have more insight into human be-
havior, too, than we did at the turn of the century. We
have better tools of individual analysis and finally, we have
a receptivity to our message. Witness the areas of concern--
opportunity which Congress and others are emphasizing.

Where does this all fit into what you are going to be
doing this week? Well, it's an obvious beginning point--
because you will be focusing on one of the groups whose needs
Congress and others have been saying we have not met, viz.,
students who enter the work world via entry level jobs. We
need more information about these individuals. We need to
know something about how they look at the world, what it
means to them. I would hope that when you go back to your
job, you will take with you some of these new knowledges and
translate them into programs of action. And what's more,
that you communicate with your publics--both in and out of
school--so that we get the message across that guidance doesn't

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just occur on Wednesday afternoon at two o'clock, but it
occurs over the life span of a student in school. Also, we
need to enter the local, state, and federal dialogue with
the idea that we are concerned and want to do the job.

At this point you might ask, "Well, what would happen
if we didn't do anything?" What would happen is this--Congress
will say, "We want the job done, and we'll get it done."
They will establish separate systems of guidance. We don't
have to go too far from this state to locate places where this
has been done. In fact, there are two states in this country
right now where parallel systems of guidance are being estab-
lished, because the people in that particular state somehow
thought the "regular" counselors were not doing an adequate
job.

We now have the opportunity and the resources to do the
job. What's more, I feel it is a very natural one for school
counselors to do. Not that the school counselor does the whole
job, of course, but certainly the school counselor should be
in a key position to provide leadership.

At this point some of you may be saying, "Well, yes,
that's nice, but . . ." and then you may start thinking about
all of the other duties you have ("I can't really do those
things because I have other things to do" or "My administrator
won't let me . . ."). I'm convinced that if you want to do
something, you will arrange your time to get it done. If you

really want to do something--you'll do it. You may have to work within certain constraints but then all of us have constraints.

Let me leave you with those immortal words of that great philosopher, Pogo, when he said, "We have met the enemy and he is us."

CHAPTER III

Workshop Procedure

To maximize participant involvement in the Workshop and
to avoid the typical one-way learning approach of the standard
didactic classroom, a procedure was followed which placed an
emphasis on small-group interaction on the part of Workshop
participants. Workshop procedures were based on the belief
that (a) individual participants each have some unique know-
ledge or contribution to make; (b) that more information and
more ideas are exchanged when several persons have an oppor-
tunity to interact verbally than if one person makes a speech
or lectures to many; and (c) that the product of an unstruc-
tured group effort, created by virtue of the group's own
activities, is a more meaningful product for group members
than a product from an outside source.

Workshop participants were given tasks, or charges, through
each phase of the Workshop activities. The overall plan can
be described in three stages--stage one was model building,
stage two was data collection, and stage three was synthesis.

Model building. The focus of the Workshop was on youth
who had recently been in high school and who were in the labor
market--entry-level workers (ELWs). In addition, these youth
were described as having no particular skill acquired as a
result of post-high school training. This definition of the

target group was made somewhat arbitrarily and was given to
Workshop participants in the opening session. The ELW became
the center of all discussion and work for the next six days.
Workshop participants were then asked to construct a model
of ELWs which would be both descriptive and explanatory in
terms of their present life situation and of the events which
apparently led to their present situation. In short, the
participants were asked, "What do you know about ELWs and
what don't you know about them that would be important to
know?"

Following the presentation by Dr. Norman Gysbers (Chapter II),
participants were divided into four groups of approximately
ten members each. Participants from elementary schools and
from Area Vocational Technical Schools were assigned to groups
in such a way as to insure representation in each of the four
groups; other participants were assigned at random.

Each group was charged with the same task: Develop a
model which describes the ELW. In order to facilitate inter-
group communication, the ideas of each group were recorded
on large sheets of newsprint which served as a visible reminder
of progress to the members of each group and as a visible
summary form to the other groups whenever the four groups
reassembled. Newsprint sheets were torn from a pad and taped
to the walls of the common meeting room to be read by all
Workshop participants.

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Data collection. The third and fourth days of the
Workshop were devoted to the process of gathering information
via the semi-structured interview from subjects classified
as ELWs. Participants were equipped with tape recorders,
maps of the city of Wichita, and very little else except cour-
age. A few interviews had been scheduled in advance by the
Workshop directors with very large firms (hospitals, the City
of Wichita, Neighborhood Youth Corps, and the like), but most
of the Workshop participants were merely directed to suggested
areas of the city and told to "find someone and interview
him." Although no specific number of interviews was demanded
of any individual, it was suggested that a total of six (three
per day) would be a number which would provide variety for
each Workshop participant and collectively would yield a signi-
ficant number of total interviews.

In addition to recording the interviews, participants
were asked to listen to their own tapes and to complete a tape
summary form (see Appendix A) for each interview. No formal
meetings were held for participants during the two interview
days except for informal discussions at meal times and after
the evening meal with those persons who returned to the dorm-
itory. Experiences were shared concerning difficulties
encountered or successes met in locating subjects for interview-
ing. It was common for participants to play interviews for
each other during evening hours and to continue their discussions
concerning experiences encountered during the two interview days.

In addition, four consultants roamed from group to group.
The consultants were available for questions, discussion,
interaction, and reaction of group members, but did not direct
or suggest. Each consultant devoted some time to each group.
Periodically, the four consultants would meet apart from the
groups in order to assess progress toward completion of a
model for ELWs, and of the need for specific work or changes
within a particular group or among the four groups. Similarly,
decisions about the appropriate time for reconvening the four
groups were made by the four consultants apart from the groups.
In this way, changes in the total group's operation were
timed as nearly as possible to the needs of the moment and no
prescribed schedule was made. The removal of time constraints
was deemed to be facilitative of group functioning.

Throughout the first day of the Workshop, participants
developed ideas within their groups and at the conclusion of
the first day's activity the contributions of each group were
examined by all other participants and consensus was reached
concerning a model which would be significant in describing
ELWs. The second day of the Workshop was devoted to additional
group activity in an effort to construct a semi-structured
interview schedule which could be used to collect information
from ELWs which would either verify ideas within the model
which had been constructed or which would fill information gaps.

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Synthesis. The last two days of the Workshop were devoted
to a synthesis, evaluation, and discussion of the implications
of the data collected via the interviews. Working in small
groups, participants reviewed the information obtained through
individual interviews and began to collate or synthesize
that data for each part of the ELW model. Group information
was then compiled in a meeting of all participants and an
effort was made to reach generalizations about the target
group--ELWs. Generalizations led to the Implications and
Plans segment of the last day of the Workshop when participants
were to discuss what kinds of activities they might initiate
in their own schools as a result of the Workshop. Participants
then developed individual Plans to be carried on in their own
schools or institutions after the close of the Workshop.

Following the close of the Workshop, interview tapes and
the accompanying summary sheets were verified by a graduate
student who listened to all interviews and then made additional
comments concerning interview information. This "listener"
added a degree of consistency to the tape summaries during the
Workshop itself. While listening to tapes, additional summaries,
descriptions, and categorizations were made.

The subjective impressions of the Workshop participants
with regard to knowledge gained and plans to be made have been
assembled and are presented, along with generalizations drawn
from those comments, as Chapter VI of this report.

The ELW model, as developed in stage one, is explained
in the chapter to follow.

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CHAPTER IV

The ELW Model

The model of Entry Level Workers which was constructed
by the Workshop participants was divided into five major
sections:

1. Work history

2. Present situation

3. Major life influences

4. Specific work preparation

5. Self concept.

Work history. Work history was considered initially by
the Workshop participants as essential both in description
of the ELW and as explanation for another major segment of
the model--present situation. The interview schedule which
was developed included inquiry about education and work in
terms of length and nature of employment, reasons for change
in employment, whether change was a matter of chance or of
choice, and whether there were specific likes and dislikes
about previous employment. The employment "path" which members
of the ELW group might be following was deemed critical.

Present situation. The interview schedule suggested that
persons be asked, "What are you doing now?" More specifically,
interviewers looked for the following information: employed or

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not, job likes and dislikes, plans concerning the present
job, feeling about job supervision, what training was required
for the present job, was the job secured by personal choice
or by chance, how did the ELW find out about the job, how
did the job compare with other jobs, what did the ELW do with
his leisure time, and how did he relate to others on the job.
If the ELW was not employed at the time of the interview,
questions followed the line of the type of work sought, how
one was spending time, and if help in finding a job had been
sought or was available.

Influences. Influences were assessed through the interview
with the general question, "As you look back, what are some
of the influences in your life?" Specifically, the interviewers
looked for the influence of family, community, school, peers,
the media, and organizations. Often the initial question was
followed with a second question, "Who are some of the people
who helped or influenced you and how?" Within this segment
of the model, most interviewers asked specific questions
addressed to the ELW about school in general, teachers in
general, counselors, and specific courses.

Specific preparation. The question, "What kind of train-
ing have you had," was generally enough to elicit a specific
response to this segment of the model. If not, interviewers
asked additional questions concerning school-based training,

on-the-job training, armed-forces training, part-time work
as training, hobbies, skills the interviewee felt that he
was not using in his current job, and the opportunities to
utilize training and/or skills.

Self. Perhaps the most intangible portion of the model
was that which dealt with self. Workshop participants felt
that a most important portion of the model was that part which
defined self concept and attempted to assess it indirectly
and inferentially with questions such as, "Are you doing what
you want to do?" Additional questions were related to what
the ELW wanted to do in the future and with his preference for
working with "people," "data," or "things." Two speculative
questions were asked interviewees: "If you could do or if
I had the power to get you any job you wanted, what would it
be?" and "If you could do anything you would want, what would
it be?" Several assumptions were made about the responses
to the final two questions: a person who described what he
was presently doing as the thing that he would like to do,
given unlimited powers, was assumed to be more satisfied and
fulfilled in that role than if he described something quite
divergent from the thing that he was doing. Similarly, if
a person described something to "do" which was similar to things
that he was doing at the time he was asked, he was also assumed
to have a degree of satisfaction with self and with his situa-
tion as it existed.

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Consent form. Following the conclusion of each interview,
the interviewees were presented a "Consent Form" (Appendix B)
for signature. Those interviewees who refused to sign were
not pressured to do so (the number refusing is very small).
Persons not giving consent, but who were interviewed, have
been included in the tabulation of the 245 interviews, but
their tapes will not be released in any form.

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CHAPTER V

ELW Data

The distribution of all interviews is presented in Table 1.
Interviewees were classified by employment status (employed
or unemployed), educational status (graduated or did not
graduate), sex, and race. A total of 245 persons was inter-
viewed, most of whom could be classified as ELWs. Of this
number, 165 were employed and 80 were unemployed; 150 were
graduates and 95 were classified as nongraduates; 128 were
males and 117 were females; 167 were classified as white and
78 as other. Based on the four-way classification, the largest
group of interviewees were employed, white, female graduates
(n=63), and the smallest group was made up of unemployed,
non white, female, non graduates (n=3); otherwise, a reasonably
good distribution of interviews was obtained across each of
the classification probabilities. To have been obtained as
randomly as they were, with Workshop participants merely seek-
ing out whomever they could find, the indications of randomness
seem acceptable (relatively even male-female split, the number
of employed and unemployed, as well as graduates and non grad-
uates).

- - - - - - - - - - - - - -

Insert Table 1 about here.

- - - - - - - - - - - - - -

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The list of ELW interviews by tape number is contained
in Table 2. Interviews have been listed by number (numbers
indicate tape cassettes unless prefixed R which indicates
reel tape). The occupation listed is the occupational title
indicated by the interviewee or assigned by the interviewer
based on information within the interview. Additional infor-
mation in Table 2 indicates the initials of the interviewer,
the sex of the interviewee, the educational status of the
interviewee (G=graduate; NG= nongraduate), and the race of
the interviewee (W=white; O=other).

- - - - - - - - - - - -

Insert Table 2 about here.

- - - - - - - - - - - -

Additional inspection of Tables 1 and 2 indicates some
broad descriptive kinds of generalizations which should be
both informative to counselors who work with ELWs and specu-
lative with regard to kinds of factors related to employment
of ELWs:

Racial classification. Non-white subjects made up 32
percent of the ELW group but constitute only approximately
12 percent of the Wichita population.

Employment rates. Employment among white interviewees
was 75 percent, but was only 50 percent among non-white inter-
viewees. Employment rates differ as subjects are classified
by education and race:

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83 percent of white graduates are employed.

63 percent of non-white graduates are employed

55 percent of white non-graduates are employed.

42 percent of non-white non-graduates are employed.

No suggestion is made that the employment rates as shown among the interviewees is representative of the Wichita job market as a whole. The manner in which some participants sought out interviews (finding interview subjects on job locations) would tend to inflate employment rates while other participants who contacted interviewees as they were waiting in line at employment agencies would have an opposite effect on overall employment rates. The factor which is probably significant for counselors is that employment rates do differ. When added to the knowledge gained from interviews that employment is most frequently found by ELWs through friends, relatives, or personal contacts who are employed, the consequence is suggested that the non-white non-graduate has fewer job channels open to him, perhaps, because he has fewer contacts than the white graduate. Employment cycles may become more difficult to break because they are self perpetuating.

CHAPTER VI

Participant Reactions

Through the experience of conducting six interviews
and then of sharing those interviews with other participants,
the collective impact of what ELWs had to say emerged in the
final two days of the Workshop. Attempts were made in the
final two days to synthesize the information obtained via
interviews. Participants tabulated and cross-tabulated
responses to interview questions and subsequently returned
to the ELW model to examine assumptions and beliefs which
had existed prior to the interviews. As interview data emerged,
discussions frequently centered on what counselors or schools
could do to respond to the specific needs suggested by the
ELWs. This activity was intensified on the last day of the
Workshop when participants were asked to respond, in writing,
to an individual "Plans" sheet. Two questions were asked:
"What have you learned," and "What would you like to do as a
result of your Workshop experience." The responses to those
two questions have been collected and grouped in this chapter
as twelve major areas and a number of sub areas which stem
from the knowledge and experience of the Workshop. It should
be emphasized that the comments in quotation marks are partici-
pant comments. Though they often appear to be statements of
fact, they actually are impressions gained from the interview

experience. This should not make them any less valid, for
the interviews themselves were a fact--often an uncomfortable
fact.

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1. *Participants made a number*
of statements about school
in general and about aspects
of school which ELWs had
discussed.

1.1 SCHOOL EXPERIENCES ARE SEPARATED FROM THE REAL
WORLD. THE CURRICULUM IS NOT RELATED TO AFTER-
SCHOOL PLANS.

"Schools are still separated from the real
world."

"School experiences have not been important
positively."

"The schools do not relate curriculum to
after-school plans."

"We should get administrators, teachers,
family, and community involved in this
process."

"Schools are an effective influence, but also
fail."

1.2 WE NEED TO PROVIDE AN ALTERNATIVE TO COLLEGE-
ORIENTED SCHOOL. THE SCHOOL STAFF ATTITUDE MUST
BE INFLUENCED TO CONSIDER ALL STUDENTS.

"Schools are college oriented."

"Give as much time and planning to activities
for occupations-bound as we do college-bound."

"Vocational information should be readily
accessible for all types of students to use."

"Teachers tend to steer all bright students
toward college--even insist."

"It is my responsibility to help teachers become
aware of their responsibility to help young
children become aware of the opportunities the
world of work offers."

1.3 ADMINISTRATORS ARE RECOGNIZED AS KEY PEOPLE IN
     INFLUENCING THE SCHOOLS ORIENTATION TOWARD STUDENTS
     WHO ARE NOT COLLEGE BOUND.

         "Convince administration of the need for more
         attention being given the 'non-college bound'
         students in terms of the entire school program."

         "Create a 'need to know' in teachers and admin-
         istrators concerning their influences on their
         students in areas other than academic."

         "I plan to visit at length with my principal
         about making the schools more relevant to our
         students and their parents and the employers of
         our community."

1.4 AN AWARENESS WAS DEVELOPED OF THE NEED TO EFFECT CHANGE
     IN SCHOOL PERSONNEL. THERE ARE INADEQUACIES IN THE
     PRESENT APPROACH.

         "Need to make administrators aware of need for
         'equal time' for vocations activities: Vocational
         days, Vocational courses, Bulletin to administra-
         tors about our workshop and occupations, Opportunity
         for students to work part-time during school."

         "The counselor role in the school varied greatly."

         "This Target Group (ELWs) has been very effective
         in focusing attention on the shortcoming of our
         present educational complex."

1.5 SCHOOL WAS AN INSIGNIFICANT EXPERIENCE FOR MANY. SCHOOL
     WASN'T RELATED TO WORK; VOCATIONAL COUNSELING WAS
     INADEQUATE; DROPOUTS WERE NOT SORRY.

         "Most dropouts were not sorry that they had left
         school."

         "The target group had shown me, surprisingly, that
         school as a whole was an insignificant experience
         for them and wholly inadequate, seemingly, as far as
         vocational counseling."

         "Most of the entry-level workers cannot see how
         school is related to work."

         "Family and school are important influences."

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1.6 SCHOOLS TEND TO FORCE STUDENTS OUT. SOME FACTORS
IDENTIFIED WERE THE NONMEANINGFUL CURRICULUM,
ASSIGNMENTS NOT RELATED TO DISCOVERY OF POSSIBILITIES,
A NEED FOR VOCATIONAL UNITS IN ELEMENTARY SCHOOL, AND
A NEED FOR OCCUPATIONAL INFORMATION AMONG TEACHERS.

"Schools tended to force NYC students out of
school."

"Curriculum is not meaningful to most students
(particularly the Academic)."

"Get the English teachers to have students write
at least one theme on an occupation."

"Start planting ideas for curriculum improvement
toward vocational planning."

"Might be able to work up a vocations unit for
lower grades."

"Create a need for occupational information among
teachers."

1.7 WIDESPREAD FEELING EXISTED THAT PERSONS DID NOT COMMUNI-
CATE THAT THEY CARED ABOUT ELWs.

"Schools did not care about them (counselors
included)."

"Most dropouts expressed that no one made them
feel worthwhile during their school experience."

"Subject generally regarded school as helpful in
a general way--occasionally mentioned a specific
helpful way."

"Counselors don't matter much to ELWs career plans."

"Employment services and employers could use a
little more personalization."

2. *A new awareness of the community emerged.*

2.1 PARTICIPANTS RECOGNIZED THE DESIRABILITY OF GETTING
STUDENTS OUT INTO THE COMMUNITY; THIS REPRESENTS
AN OPPORTUNITY TO GIVE STUDENTS FREEDOM TO GET DATA
RELATED TO TEACHABLE MOMENT. COUNSELORS CAN PRO-
VIDE THIS IF THEY HAVE PERSON TO PERSON CONTACT.

"We must let the students get out of the
classroom and into the community."

"When potential drop-out is identified and
when appropriate, arrange to release him from
school (one day or more) to find out some-
thing about the outside world, work opportunity,
goof off opportunities, etc."

"Establish a relationship with employers in
which individuals or groups could go and visit
at any time."

"Continue and broaden work with students in
classroom guidance situation concerning real-
istic self-concept and feelings of worth to
carry to work world."

2.2 COMMUNITY-BASED LEARNING IS USEFUL IN PROVIDING
MEANINGFUL EXPERIENCES FOR STUDENTS.

"Arrange more trips yet, to Vocational-Technical
Schools--especially more trips from high
schools."

"Take students to the places where they will be
able to learn more of industry."

"Promote 'Career Days' in both Junior and
Senior high schools, involving local business
merchants, educators, students, parents."

"Take individual students on field trips to
expose them to specific job areas in world of
work."

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"Explore the possibility of a program with
business and occupations whereby students
interested in a particular field may visit
and get an intimate knowledge of particular
fields (2 hrs. a day each day for a period
of a few weeks--one hour from school and one
hour from their free time invested) e.g.
hospital: LPN, medical technician, to let them
find out if they really want to do that kind
of work."

3. A *realistic topic in interviews*
   was counselor role and function.

3.1 INDIVIDUAL COUNSELORS RECOGNIZE THAT THEY HAVE
BEEN PART OF THE PROBLEM. THERE IS A NEED TO
INVESTIGATE; A NEED TO ACTIVELY PURSUE THE NEEDS
OF THIS GROUP; AND A NEED TO PROVIDE GROUP GUID-
ANCE FOR (POSSIBLE ELW) STUDENTS.

> "I need to investigate more."
>
> "I haven't actively pursued helping work-
> oriented students as much as possible."
>
> "I think I will try to form some groups
> (group guidance work) with work-bound
> students just as I have in the past with
> college-bound students."
>
> "This workshop has given me some ammunition
> and ideas for a thing I have been thinking
> about for some time.
>
> (From an agency person)
> "Need to gather more data, get more involved,
> personally visit the school counselors or
> school rather than just call them on the
> phone."

3.2 THERE WAS AN AWARENESS THAT THIS TARGET GROUP SAW
THE COUNSELORS IN THEIR PRESENT ROLE AS BEING
INEFFECTUAL. SCHOOL EXPERIENCE WAS ALSO DIFFICULT
TO RELATE TO JOB EXPERIENCE.

> "The school counselor has no meaning for most
> of this group."
>
> "Counselors did not play a significant role in
> aiding entry-level workers to find jobs."
>
> "I found that there were many implications
> concerning the attitudes of this target group
> towards school."
>
> "Counselors were as ineffective as stated."

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"Get out of the school into the w rk
community."

"Generally the high school experience was
not related to success on the job."

"Uniqueness of each community's needs will
determine guidelines and direction of voca-
tional emphasis."

"We hope to turn out students from our schools
who are or will be better equipped to enter
the world of work."

3.3   PARTICIPANTS DEVELOPED AN AWARENESS THAT THE COUN-
      SELOR'S IMAGE IS POOR. HE IS NOT SEEN AS A HELPING
      PERSON; HE HAS INFREQUENT CONTACT WITH ELWs; HE
      DID NOT ASSIST DROPOUTS; AND ELWs DO NOT SEE
      COUNSELORS AS HELPING TO PROVIDE OCCUPATIONAL
      INFORMATION ON FINDING JOBS."

"Work to improve the image which school
counselors have conveyed to the students."

"The school counselor does not convey an
image of being a helping person."

"Bring into students an awareness of which
occupations are available in our area."

"Drop-outs say they receive no help from the
counselor."

"Students generally do not see the counselor
as a person to help them find a job."

"Most were aware of the counselor, but did
not regard him as a significant factor--they
did not get to talk with the counselor often
(once or twice a year).

"Counselors are often not seen as helping persons
by the target group. Show the need for counsel-
ors to get out into the community."

.   **45**   ;

4. ELWs identified crucial
   relationships.

4.1 PEOPLE "WHO CARED" WERE THE MOST IMPORTANT THING
    IN SCHOOL. MOST COUNSELORS WERE NOT INCLUDED IN
    THIS BAG; MOST SCHOOL EXPERIENCE WAS NOT INCLUDED
    IN THIS BAG. ELWs CAN ONLY RELATE TO PERSONS, NOT
    AN INSTITUTION.

> "One thing that impressed me, in a negative
> way, was the lack of positive influence
> that the school in general and the counselor
> in particular had had on the lives of these
> young people. Also of great significance
> was the fact that those positive influences
> that did exist were of a personal, 'I-care-
> about-you' attitude on the part of teachers
> and counselors toward these individuals."

> "Need to reach the students on all grade levels,
> on a more personal level, to project the 'I
> care' image whether counselor or teacher--need
> to reach parents."

> "As far as school is concerned, most of them
> remember not a subject or 'school' but some
> person or persons who really cared about them
> as a person."

> "It was shocking to hear the interviewees
> state they felt the school had had little or
> no influence on them. Counselors have not
> been projecting an 'I care' attitude about
> students' vocational guidance.'

> "Schools influence ELWs in a person-to-person
> way."

> "Display of a genuine concern for kids by all
> people in education is needed. The attitude
> of teachers and counselors is of utmost
> importance."

4.2 THE SCHOOL STAFF, AS INDIVIDUAL PERSONS, HAVE MADE A DIFFERENCE TO SOME ELWs.

> "ELW: 'I had this small engine repair teacher who was really great. He was quiet and spent a lot of time just helping me out.'"

> "In general, schools per se do not have the influence I had anticipated, but individual faculty members did exert tremendous influence."

> "In the case of individual faculty members exerting strong influence, I found that math and science teachers were outstanding in their influence."

4.3 PARTICIPANTS PLAN ACTIVE INVOLVEMENT IN CHANGING THE COUNSELORS' ROLE: THEY SHOULD DEVELOP RELATIONSHIPS BEYOND THE COUNSELING OFFICE; TRY TO RELATE THE "I CARE" FEELING; USE GROUP PROCEDURES; AND ESTABLISH BETTER COMMUNICATIONS AMONG COUNSELORS IN THE SYSTEM.

> "Make myself available in places other than the counseling office."

> "Seek to establish a relationship with circulation throughout the school and not be frozen in the office."

> "Counselors can influence curriculum in order to make it relevant for students."

> "Try to relate to students the 'I care' feeling."

> "Use more group procedures."

> "Try to establish better communications with high school and junior high counselors concerning the need to reach students with occupational information during early school years, on the elementary level."

4.4 PARTICIPANTS PLAN TO DEVELOP THEIR OWN AWARENESS OF WHAT IS GOING ON WITH ELWs AND THEN MAKE COUNSELING SERVICES RELATE TO THOSE NEEDS.

> "Go to work in the community talking with our schools' entry level workers and find out what their needs are. Then make some changes in the school."

> "Interviews gave me an 'in' to several resource areas quite important to my new position and I will attempt to tap into these many times."

> "Take field trips within the neighborhood and explore all opportunities of work there."

> "Counselors need to get out of the office more and actually see what is happening in the community."

> "Get more information of local surroundings."

> "I hope to use the implications of the workshop as a source in developing my position as a counselor. Needs such as relevant material in school, vocational training vs. job situation, student perceptions of the counselor as a person and as a functioning unit will or should determine my role in the educational program.

4.5 PLAN TO CHANGE MY IMAGE; TO MAKE PERSONAL CONTACTS; AND TO GIVE ATTENTION TO OTHER SCHOOL POPULATIONS.

> "I need to cause the provision of more information re: jobs and job employability skills for the vocationally bound."

> "Spend more time with the 'non-college-bound.'"

> "Spend more time working with the entry-level worker."

> "Change my image from a college counselor to a person interested in both equally. This will be done by me through personal contact. Intend to destroy past image."

> "My personal plans involve a greater awareness of this group of students in terms of their needs and a more accepting attitude toward their plans."

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4.6 COUNSELORS CAN USE THEIR KNOWLEDGE AND SKILLS
WITH OTHER INFLUENTIAL GROUPS.

"Provide some in-service-training for
teachers who become aware of the occupa-
tional information needs."

"Try to establish closer relationship with
high school counselors concerning function
of AVTS schools and the necessity or purpose
of early preparation in school for the voca-
tionally-oriented students."

"Perhaps informal occupational workshops could
be established in local school systems involv-
ing Counselors and Employers."

"We have a vocations course at freshman and
sophomore level, and I can see much of the
material being utilized with this specific
group."

"Use pre-school inservice to go out and inter-
view kids about jobs (hopefully)."

"Become more aware of occupation programs
that are in operation around the state;
example: Exemplary Program."

5. *Participants identified tasks*
    for counselors.

    5.1 PARTICIPANTS PLAN TO SHARE LEARNING FROM THE
          WORKSHOP WITH OTHER MEMBERS OF THE SCHOOL STAFF.
          THEY WOULD LIKE TO DEVELOP COURSE CREDIT FOR
          STUDENTS WHO WORK IN THE COMMUNITY.

> "Write a resume of the workshop for my fellow
> counselors and for the administration."
>
> "Communicate with my administrator, other
> guidance personnel, and faculty co-workers
> to share with them the experiences of this
> workshop."
>
> "I'll visit with the director of our Co-op
> Program (students who work half days in the
> community and who receive class credit or
> course credit for the work) about working more
> closely with him."

    5.2 PLAN TO WORK WITH SCHOOL STAFF AND HELP THEM EXPAND
          THEIR AWARENESS OF THE WORK WORLD.   TEACHERS NEED
          TO ORIENT ON THEIR STUDENT POPULATION.

> "Help occupations-bound students."
>
> "Work more with teachers to develop more
> comprehensive plan on providing information
> and awareness of the world of work."
>
> "Encourage teachers to expand their awareness
> of the work world and pass this information
> on to the students. (Get out of the office
> and the classroom.)"
>
> "Bring about a better awareness of the rela-
> tion of classroom work to occupations students
> are going into."
>
> "I would try to get administrators and teachers
> involved in the problem."

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5.3 RECOGNIZE THINGS WHICH CAN BE DONE IN THE SCHOOL
SETTING (TEACHING UNITS OR WORKSHOPS FOR TEACHERS).

"I teach government to Seniors. I am going
to work out a unit on occupations. I see
this as a place where I can capitalize."

"At the elementary level I hope to make mater-
ial available to teachers for introducing
different occupations in their classes."

"I hope to enlist the cooperation of fellow
teachers (particularly in English) to be
occupation-conscious in their teaching."

"I would like to propose a workshop or some
type of inservice for high school teachers
to bring about awareness of how occupations
can be incorporated within the regular class-
room."

"Work to expand our health occupations course."

"Make teachers aware of the need for occupa-
tional information to be included in their
areas."

"Try to get the two high school counselors to
sit down and listen to my experiences."

"Get comprehensive vocational programs started
in the elementary schools."

"In the large high school it will be necessary
for me to work through Department Coordinators,
to enlist the aid of teachers in providing
some kind of program that will provide reasonable
assistance to entry level workers."

5.4 THE WORKSHOP TECHNIQUES AND THE USE OF TAPES
INDICATE A MODEL WHICH WOULD PROVE USEFUL IN
SCHOOLS.

> "Many groups could use the information we
> have collected this week: principals in a
> workshop, Employment Service, State Department
> of Education (Guidance Department), welfare
> agencies, manpower ager.cies."

> "Purchase of audio-video materials will provide
> the opportunity to interview workers in our
> community. We hope these tapes will be shared
> with the other two centers so that students
> in all three areas can see opportunities
> inside and outside the community."

> "Make some tapes of local people who are look-
> ing for jobs and/or who are working in entry
> jobs. Also taped interviews with employers
> as to what they look for in employees and how
> they judge applicants."

> "Set up a tape library of jobs available in our
> community--surrounding community (set up
> similar to orientation workshop plan)."

> "Use the school newspaper to interview and report
> on kids that are out on the job."

5.5 THERE WAS RECOGNITION OF THE NEED FOR IN-SERVICE
EXPERIENCE ORIENTED TOWARD THE "WORLD OF WORK" FOR
SCHOOL STAFF.

> "Talk to administrator about possibilities for
> in-service workshop in this area for teachers."

> "Set up a family-work orientation study.
> Target: 30 families--Team of 5 counselors--
> 5 industry and 5 teachers--Do a work study."

> "Teachers must be informed of entry level workers
> needs motivated to develop through their classes,
> a program designed to resolve these needs."

> "Cooperation and coordination of services the
> students are limited by time and energy. Agency
> to do this--Pronblen Co. Development Committee
> sub committee on education."

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6. *Participants planned ways of
providing relevant information
to interest groups.*

   6.1 FOLLOW-UP CAN BE A VALUABLE DATA SOURCE FOR STUDENTS,
   FOR COUNSELORS, AND FOR USE BY COMMUNITY RESOURCE
   PEOPLE.

   "Take last year's and this year's graduates
   and interview them to find out what they
   are feeling and doing."

   "Make a follow-up on attitudes toward work
   of the current seniors and their employment
   next year."

   "I also am going to search my area for former
   students and continue taping their experi-
   ences and suggestions."

   "Read, interview, study, and investigate
   the graduates from my school: that will be
   one of my first avenues."

   "I plan to continue the interviewing process
   with a similar target group in Meade County."

   "Provide a panel of ELWs to come to the
   school and talk to seniors as well as students
   who are in college."

   "A bank of tapes of local employers and workers
   is a beautiful source that has been untapped
   in my community."

   "My plans will depend on the time I have to get
   out and work and see what jobs there are and
   help my students get them."

   6.2 COUNSELOR EDUCATORS NEED AN AWARENESS OF THE WORK-
   SHOP EXPERIENCE AND ITS IMPACT.

   "Counselor educators need to consider offering
   more vocational courses to all counselor
   trainees."

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6.3 PLANS WERE MADE TO USE VARIOUS MEDIA TO CREATE
INTEREST IN CAREERS AND WORK.

"Use the news media to inform parents and try
to inform them about jobs."

"Talk to the Paper Sponsor and see if she would
institute a program whereby her students inter-
view graduates in jobs for a section in the
paper."

"I will first write up a report for the admin-
istration while it is fresh on my mind. The
teachers will all receive copies of this next
fall."

"To write an article for the newspaper about
my experiences here."

"My plans are to organize the information I
have obtained and submit to our guidance
director with the recommendation that maybe
we should tap some of these resources in
Kansas City and find out how our schools are
meeting the needs of the kids in this area."

"Get the school newspaper involved in publi-
cizing the activities and accomplishments
of young area workers."

"Find way to inform parents (More P.R., paper,
radio)."

"Communicate through the media."

"Ask each parent for each senior to come in
the fall with their kid to talk about future
plans."

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7. *Specific strategies in acquiring*
    information were discussed by
    participants.

    7.1 THERE IS A NEED FOR DATA BY STUDENTS: A COURSE
        IN THE CURRICULUM, USEFUL COMMUNITY RESOURCES, AND
        SOURCES OF PERSONAL ASSISTANCE.

        "Try to have a specific course in the curric-
        ulum concerning occupations and the many
        aspects connected with them."

        "Hopefuly I can fill the library with tapes
        that other people can use."

        "I plan to borrow KU tapes on occupations."

        "Have a library with all current literature
        available about as many occupations as possible."

        "Spend more time becoming acquainted with com-
        munity agencies (function and personnel) with
        purpose of enlisting their aid in helping
        individual students whom I might refer."

        "Students had little or no awareness of agencies
        available to aid in career guidance."

    7.2 MAKE PLANS TO INFLUENCE OTHERS, ENLIST OTHERS, AND
        TO PROVIDE OTHER SERVICES, SUCH AS GROUP COUNSELING.

        "I feel that I will take the knowledge I have
        received to my administrators and hopefully
        they will allow me to insert this knowledge to
        my fellow teachers at our (institute in service)
        this fall."

        "Form a student guidance committee to identify
        needed stress areas and to give suggested
        directions in meeting those needs. Committee
        members should be a representative body--not
        just the verbal honor students."

        "Enlist the help of teachers, local employers,
        employment agency--develop a team approach to
        career guidance on a local level."

"Plan to propose a program to the adm'nis-
tration for a continuous program of working
with new teachers throughout the system."

"Somehow work with the grade school principals,
teachers, and most importantly the students.
Visit them, visit classes, talk to kids."

"Ask for released time from administrator to
go out and make contact with employers."

"Get administrators and teachers involved in
this type of activities for enlightenment."

"Try to get teachers interested in providing
occupational information relevant to their
areas."

"Attempt to set up a program involving faculty
and administrator in 'Occupational information'
workshops.

"I hope to incorporate some of my new ideas
into my teaching and counseling."

"Make plans to visit classes and hold group
counseling."

"Get occupational information to more students
through class orientation."

7.3 COMMUNITY RESOURCES CAN BE BROUGHT INTO THE CLASS-
ROOM.

"Bring in some employers and let them give
information of things they expect of employees."

"Students that I interviewed did not make much
use of the services of USES, counselors, and
the occupational information available in
guidance offices. Therefore, it seems to me
that we need to revise our approach to dis-
pensing occupational information."

"Get the community resources involved and
interested in organizing some sample work
experiences."

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"Invite the KSES and offer to help them to
broaden vocational information."

"Send some of the students to visit firms in
Coffeyville especially in the area in which
they are training."

"Bring resource people into the classroom to
explain some of the advantages and disadvantages
of the occupations, the preparations and
planning involved etc."

"Expand the slide-on-sound vocational mater-
ials and have it started within the community."

"Bring about a better knowledge of what the
occupation will provide in the future."

"To continue as I did last year with occupational
films during our flex times, but to update
them and bring in people in the work fields."

"Have an interest center set up within the
classroom--slanted toward occupational inter-
ests."

"Initiate into our CARE groups an exploration
of career development."

"The workshop seems to point to the need for
more effort, on the part of guidance depart-
ments, to examine and provide new and better
ways for teachers and other staff to provide
information of value for entry level workers."

7.4   PLAN MORE ACTIVE INVOLVEMENT IN ASSISTING STUDENTS
       THROUGH PERSONAL CONTACTS IN THE COMMUNITY; GET
       MORE COMMUNITY PEOPLE INVOLVED IN THE NEEDS OF THE
       SCHOOLS AND STUDENTS.

"I will increase my efforts in registering
students for employment--with me and with KSES."

"Personal contact with personnel directors and
agencies."

"I hope to get administrative approval and encouragement for visiting with employers in their places of business."

"Identify community people who can influence change. These will be people who are concerned with young workers and can help influence change from outside the school structure."

"Get the community 'employers' more involved with school."

"Try to establish a phone-type relationship with employers in terms of being able to have employers call me if they have job openings or to create a situation in which I may call them periodically."

7.5 THERE IS A COUNSELOR "NEED TO KNOW": WHAT PEOPLE; WHAT INFORMATION ABOUT CAREERS EXISTS IN COMMUNITY AND SCHOOL?

"Find out what our elementary teachers are doing."

"Keep in close contact with the world of work."

"School counselors ought to visit social service agencies such as Kansas Special Education Service and social welfare."

"I would like to know if students from small communities who are going into entry jobs are like those from the Wichita area."

"Explore all our reading books for occupational materials."

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8. *Participants examined their own*
    beliefs and behaviors.

    8.1 THERE IS AN AWARENESS THAT PREVIOUS PHILOSOPHIES
         WHICH SPECIFIED THE "BETTER WAY" NEED TO BE MODIFIED.

              "I do not think I will feel a need to manipu-
              late them (students) into fitting into a
              pattern that I have felt was the acceptable
              one for them (higher education)."

              "We should merit their needs better by finding
              out what they are: getting into contact
              (closer) with them and listening."

              "I came into the Workshop with the Basic Philos-
              ophy that it is desirable for all students to
              receive some type of post-high school training
              or education. I have not completely rejected
              that philosophy, but it is very apparent that
              an individual can be happy and successful in
              an entry level job without the benefit of
              additional formal education."

              "Allow the attitudes of other significant people
              to change."

    8.2 AN AWARENESS DEVELOPED CONCERNING COUNSELOR BEHAVIOR
         WITH ELWs.

              "Counselors have not really been helpful to
              most students of this type."

              "I am more aware of relating to entry level
              students and people."

              "I tend to stereotype students, especially with
              individuals such as those in our target group."

              "I didn't know as much about entry level
              employees as I thought I did."

              "My thinking was changed some in how little
              we are affecting the lives of students."

              "I really had very little knowledge of entry
              level workers as a group."

              "I can now be more accepting of students who
              plan to enter the world of work."

8.3 AN AWARENESS EMERGED OF PAST COUNSELOR-CENTERED
    BEHAVIOR: NON-LISTENING, INADEQUATE ASSUMPTIVE
    - WORLD, INTERVIEW SKILLS LACKING, AND COUNSELOR
    NEEDS.

> "I only know an inch in a 1,000 miles."

> "I really had stopped listening to people."

> "I am quick to make assumptions."

> "I have learned that my interview techniques
> need some work."

> "The school counselor dictates to the young
> people and fails to understand the problem."

> "Counselors need to understand their role in
> response to the people they serve."

8.4 THERE ARE MANY ELWs NO ONE HEARS.

> "More aware of crying needs people are talking
> about; they (ELWs) seem to be saying that no
> one has been listening to them."

> "I have also seen that the self concept is
> central to a person's progress, but that he
> gets this concept from his past experiences,
> either negative or positive."

> "I feel like this has been an eye-opening
> experience, but it is not enough for me."

> "Practicum students listen to tapes, use tapes
> as an eye-opener for those in the field--tapes
> could be coordinated with puppets or something."

> "The dissemination of occupational information
> is only one small part of the total task of
> providing services to students."

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8.5   PE SONAL DATA BASE WAS ENLARGED DUE TO INTERVIEWS.

"I found myself quite uninformed concerning
the target group which we have studied."

"Just as important to me has been my new
awareness of how our non-academic people live,
their values, interrelationships, etc.   It
has given me a new concept of the word
sociology."

"To gather specific data, a more formalized
questionnaire might be better. But to
achieve the individual, personal growth this
structure has worked quite well."

"I became aware of the target group as it
relates to school, counselors, teachers and
students."

8.6   "WAS REMINDED": OF NOT FULFILLING EARLIER AWARENESS
OF OTHERS' NEEDS; OF THE NEED FOR OBJECTIVITY; OF
PREVIOUS RESOLVE WHICH WAS PUSHED ASIDE."

"I feel like I need to discipline myself into
doing more of the things I have known all
along that I should be doing."

"Was reminded of the problems and frustrations
youth often face in seeking jobs and choosing
occupations."

"Was reminded that many youth lack knowledge
that would be helpful in looking for work."

"Be as objective as possible in all situations
with persons."

"Was reminded that many youth are not receiving
the help they need. From school, home, or
community."

"Career Development materials, K-6, seem more
relevant now with emphases on self concept of
students and teacher attitudes."

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8.7 FOR SOME, THE WORKSHOP WAS THE FIRST CONTACT
ACROSS ETHNIC LINES.

> "This was my first contact with Black
> students, and I feel that I did not relate
> to them as easily as I do the White student."
> Interviewing them was, however, easier than
> I had anticipated."

> "I don't feel particularly racially prej-
> udiced, but I just don't feel comfortable
> with them."

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9. *Interviewers examined their
views of ELWs.*

9.1 ELWs RESPOND TO AND FULFILL BOTH THE SCHOOL AND
THE COUNSELOR'S STEREOTYPE OR EXPECTANCY WITHIN
THE SCHOOL SETTING.

"They (counselors) tend to feel entry level
people have lesser aspirations (untrue).

"Elws pick up this attitude toward them and
fulfill our low and sometimes negative
expectancies."

9.2 GENERALIZATIONS AND STEREOTYPES WERE FOUND TO BE
UNUSEFUL.

"I was really not aware of the lack in this
area."

"The most important thing I learned was that
they cannot be stereotyped as I had thought
they could."

"I found that no generalizations can be made
concerning this group in regard to economic
background."

"The entry level worker does not follow any
one pattern."

9.3 STEREOTYPES WERE UNFOUNDED AND TENDED TO BE NEGATIVE.

"My stereotypes of ELWs were unfounded."

"My stereotype of the ELW as being an individual
with low motivation, ability, and aspirations
was not entirely accurate."

"It seemed very significant that our expecta-
tions of the target group did not meet the
standards we assumed or the categories we felt
entry-level workers could be classified under."

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"The target group is homogenous and is
generally perceived as not being too
important."

"I found that these individuals did not fit
my pre-conceived idea of those going into
entry level occupations."

"I didn't change my ideas about entry workers
since in my background has already dealt
with these people and problems."

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10. ELWs shared their perception
     of agencies which influence.

     10.1 EMPLOYMENT SERVICES ARE NOT GIVING NEEDED (PERSONAL)
           HELP. THERE IS A NEED FOR HONEST COMMUNICATION.

               "I personally found that employment services
                (state and public) don't seem to be giving
                entry level people any real help."

               "ELWs need personal contact with personnel
                people. An ideal would be free communica-
                tions about openings and applicants."

     10.2 SCHOOL LACKS MEANING FOR ELWs WITH REGARD TO WORK.

               "The biggest impact has been an increased
                knowledge of how little the schools, teachers,
                and counselors mean to high school dropouts."

               "The schools have not been meaningful to
                entry-level workers (as well as a lot of
                academically-oriented)."

               "It has made me think more of the job at hand
                and as an individual, what I can do to bring
                more working knowledge to our school."

               "I feel education has been stressed to the
                point that work has been belittled."

     10.3 LACK OF RELEVANCE HAS BEEN A PROBLEM FACED BY MANY
           AGENCIES IN SOCIETY.

               "Other work resource agencies have not done
                any better."

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11. *ELWs and their approach to careers became meaningful to participants.*

    11.1   ELWs ARE SEEKING AND MAKING SELECTIVE USE OF SIGNIFICANT PERSONS IN THEIR LIFE.

> "Students are making selective use of signif-iant persons in their environment."

> "A single contact with a real and concerned other can prove invaluable to ELWs."

> "Success is positively related to a strong self-concept."

> "The socially immature person has a strong need to be with others."

> "The family is an influential factor in the life of young people (both positive and negative influence)."

    11.2   ELWs WERE DEVELOPING AND TRYING TO IMPLEMENT PER-SONAL PLANS REGARDING ABILITY AND CHOICE; THEY HAVE CONFIDENCE IN SELF, SEEM MOBILE, ARE FAMILY ORIENTED, AND ARE NOT LAZY.

> "Surprisingly, (to me) our target group did not prove to be directionless and lacking in aspirations. On the contrary, they had definite plans and, in many cases, were attempting to carry them through."

> "Entry level workers show some very good think-ing in terms of determination of their ability and future occupational choices."

> "Have a lot of confidence in their ability to succeed."

> "Much more mobile than I was aware, apparently searching for the place where they will fit. Family seemed to be the most influential group regarding the target groups present situation."

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11.3 ELWs HAD HIGHER LEVELS CF ASPIRATION THAN EXPECTED.
      THEIR ASPIRATIONS WERE NOT UNREALISTIC DREAMS.

          "Entry-level workers have more aspirations
          than expected."

          "Satisfaction with jobs and their levels of
          aspiration were quite surprising to me."

          "Entry-level workers do not have low levels
          of aspiration as expected."

          "Aspirations of these people were generally
          not as low as I had expected nor were their
          goals unrealistic 'dreams'."

          "ELWs are lazy? Wrong."

11.4 ELWs WERE FOUND TO BE VERBAL, COOPERATIVE (WANTED
      TO HELP), AND THEY CAN COMMUNICATE IDEAS AND
      PHILOSOPHIES.

          "Many of these people were much more verbal
          than I expected."

          "ELWs are nonverbal? Wrong."

          "They are much more verbal than we expected
          and their goals are higher."

          "Much more cooperative and verbal than I thought
          they might be. Really wanted to help."

          "Target group is verbal and can communicate
          ideas and philosophies; they lack formalized
          training skills, and have low educational
          levels."

          "Hey, they are people."

11.5 SPECIFIC WORK-RELATED JOB CHARACTERISTICS WERE
      IDENTIFIED BY ELWs: WORK EXPERIENCE, PARTTIME
      WORK, ON-THE-JOB TRAINING, AND KNOWLEDGE OF JOB
      OPPORTUNITIES WERE DISCUSSED.

          "Entry-level workers are not adequately pre-
          pared to begin work."

          "Kids say, 'They always want to know what work
          experience I have had'."

"Parttime work during high school seems to lead to employment after high school."

"On-the-job training is very important to entry-level workers--it is not utilized as extensively as it could be."

"On-the-job training is the most common form of training."

"Non-grads felt hampered by limited education as related to job opportunities."

"Identification of entry-level work bound students is important while in school."

11.6 ELWs FEAR THE JOB INTERVIEW; LACK SKILLS IN JOB SEEKING AND ADVANCEMENT; AND ARE PASSIVE--TEND TO WAIT FOR OPPORTUNITY, THEIR INFORMATION NEEDS MAY NOT BE RESTRICTED TO JOB-SPECIFIC FACTS.

"Knowledge of jobs seemed lacking."

"These people have no knowledge of technique as related to seeking employment."

"ELWs know how to improve their position? Wrong."

"ELWs don't have job advancement 'know-how'."

"They wait for opportunities instead of going outside their present work environment to find other opportunities."

"There was very little planfulness throughout their school experiences which helped in occupation selections. These young people were not aware of many or any opportunities and positions in the work world."

"Students of low self-concept use poor job hunting techniques. Significant numbers of workers had a history of job change."

"Many young people didn't seem to have the slightest idea about techniques to use in obtaining an occupation."

"Entry-level workers have received very little information concerning the mechanics of obtaining work."

"Target group knew little about occupations before entry."

"Job-specific information may not be as important to the entry-level worker as we have assumed."

"Many of these people have no idea of their future occupational goals."

"Quite passive about their own situation."

"These people have hardly any knowledge of the world of work yet they are presently actively a part of it or seeking to become involved."

12. *Interviews identified important sources of influence on ELWs.*

    12.1   THE WORKSHOP EXPERIENCE INDICATED A NEED FOR INFORMATION ORIENTED TOWARD WORK AS PART OF CURRICULUM (K - 12).

          "More information oriented toward the 'World of Work' (as to what jobs are available) should be a goal for the elementary school."

          "There seems to be a need within the school for more occupational information made available to the students."

          "Accurate and appropriate occupational information must be provided at all age levels--Kindergarten through the senior year in high school--if students are to be able to choose an occupation that is best suited for them."

          "Guidance information from K-12 grades is needed."

          "Vocational information for the elementary schools is needed."

          "Vocational information should be included in the elementary school."

          "Maybe some of this should be included in K-VIEW."

    12.2   PARTICIPANTS BECAME AWARE OF THE NEED TO FIND ANOTHER BASE OF INFLUENCE.

          "School had no more meaning and importance as far as influence."

          "Family and school exerted more influence than any other source."

          "Bring some of these kids back to talk to others about how he found a job."

12.3   THERE WAS A RECOGNITION THAT PRESENT ELWs REPRESENT
        AN IMPORTANT RESOURCE AND INFLUENCE BASE FOR
        POTENTIAL ELWs.

> "Get entry level workers released time from
> school to investigate vocations in terms of
> people and their jobs."

> "Coordinate a panel of entry-level workers and
> have students go into the community and inter-
> view employers who might have entry-level
> workers--from this group obtain our own grad-
> uates in these jobs come to high school and
> talk (reverse or add to the college panel
> technique)."

> "We need opportunities for more part-time
> work experience for students."

> "There needs to be more on-the-job training
> at the high school level as many entry-level
> workers do not know how to work."

> "Have work-study programs."

> "There needs to be a closer contact with USES
> to provide occupational information for coun-
> selors and students."

> "K-VIEW should be looked at in light of Work-
> shop findings."

12.4   WE NEED TO EMPHASIZE THAT WE CAN EFFECT OUR DESTINY.

> "Emphasize the idea that we can control our
> destiny by our choices rather than permitting
> it to control us."

> "Schools have not conveyed a feeling of respon-
> sibility to students for their own activities."

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12.5 PEOPLE ARE IMPORTANT IN ELWs LIVES.

"Entry level workers were more concerned
with people than money and things. Seem to
be more satisfied with work if they enjoy the
people they work with rather than the specific
job. Most entry-level workers rely more on
family for job information than any other
group. Most entry-level people are con-
cerned about individual freedom."

"Entry-level workers gave credit for help
from individuals from schools but not the
schools themselves. Entry-level workers want
and need much information about getting jobs,
job information, and many other aspects of
the world of work."

Target group individuals who were experiencing
success were found to have had some work
experience while in high school; were more
strongly influenced by family and relatives;
and felt they were more concerned with 'people-
orientation' jobs rather than data and things
(whether or not they have adequate understand-
ing of this concept was questioned); teachers
had had both positive and negative influences
on them (several were critical of 'teacher
attitude')." Many were highly mobile horizon-
tally in jobs, had higher ambitions toward
upward movement in the career area than was
anticipative."

CHAPTER VII

Conclusions and Recommendations

The WSU Occupations Workshop demonstrated several things which seem significant:

1. The Workshop participants--elementary and secondary school counselors, AVTS counselors, teachers, and employment service personnel--were able to come together in a task-oriented situation and pool their own resources to address specific aspects of that task. Through the vehicle of unstructured work groups ideas were shared, plans were developed, information was presented and analyzed, and the task was accomplished. It would seem that the six-day Workshop experience could serve as a model for additional kinds of in-service activity for similar groups or for in-service activity to be conducted by Workshop participants with groups within their own institutions.

2. The interview experience was found to be a different kind of activity for most Workshop participants, not because they had not interviewed persons in the past, but because the paramaters of the interview were altered significantly. Whereas counselors typically interview persons who come to them on the counselor's own ground, presenting themselves in a situation where expectancies are fairly well established, the Workshop interviews were on foreign ground, away from the counselor's office, in situations where previous experience was lacking and thus expectancies were possibly erroneous. The interview

experience was judged as a valuable aspect of the Workshop, enough so that several participants have since carried out similar activities in their own communities as a means of acquiring information about various target groups, not just ELWs.

3. Changes in counselor role and function were suggested by the data collected through the interview experience. Among the frequent comments heard by participants in interviews were the statements that schools were not as relevant as they might have been, that counselors in general seem more concerned with academic orientation and college-bound students and that it is infrequent for a student (ELW) to identify with the school or to find someone "who cares." Responding to this information, participants frequently resolved to "get out of the office," to "start caring about all students," to "spend as much time with ELWs as I do with college-bound students." It would seem that either by design or by default that counseling programs have become a part of the problems described by ELWs and that counselor role and function must be altered somehow to respond to those needs. If this means that alternative programs must be found, then perhaps the Workshop model of discussion-interview synthesis could be beneficial in helping to identify and implement some of those alternative plans.

4. Interviews revealed that few ELWs had adequate information about careers. Of an even more immediate concern, many ELWs lacked good information about job-seeking skills. Some

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persons interviewed had received occupational information
while in school, but few persons valued the information. It
would seem that alternative systems of providing occupational
information must be developed. However they are developed,
one major source of information must not be forgotten, minimized,
or overlooked--the ELW himself. It may well be that persons
in school now can secure some of their own best information
through interview schemes such as the one used in the WSU
Occupations Workshop. The information is now being transmitted
partially and informally, perhaps counselors could marshal
student resources and collect and disseminate the information
accurately and systematically.

Table 1

Classification of Entry-level Interviewees
by Employment Status, High School Graduation, Race, and Sex

| Job Status | Race Sex | Educational Status | | | | | | | | | |
| | | Graduates | | | Non Graduates | | | Total | | |
		M	F	T	M	F	T	M	F	T
Employed	White	37	63	100	17	9	26	54	72	126
	Other	8	11	19	11	9	20	19	20	39
Not Employed	White	9	11	20	15	6	21	24	17	41
	Other	6	5	11	25	3	28	31	8	39
Total	White	46	74	120	32	15	47	78	89	167
	Other	14	16	30	36	12	48	50	28	78
	TOTAL	60	90	150	68	27	95	128	117	245

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Table 2

List of Entry-level Interviews by Tape Number

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
1	MM	Sales Clerk	F	NG	W
R1	DB	Sales Clerk	M	G	W
R2	DB	Sales Clerk	M	G	W
R3	DB	Youth Counselor	M	NG	O
3	DM	Switchboard & General Office 235.862	F	G?	W
R4	DB	Youth Counselor	M	NG	O
4	DM	Bookkeeper	F	G	W
5	JH	210.388 Unemployed	M	G	W
R5	DB	Unemployed	M	G	W
R6	DB	Unemployed	F	NG	W
R7-A	CS	Grill Helper	M	G	W
R7-B	CS	Assistant Manager	M	NG	W
7	FS	Cafeteria Floor Girl	F	G	W
R8-A	CS	Automotive Glass Installer	M	G	W
R8-B	CS	Dormitory Desk Clerk	F	G	W
R8-C	CS	Unemployed	M	NG	W
8	FS	Clerk-Typist (G-4)	F	G	W
R9	RE	Youth Counselor	M	NG	O
9	BH	Printing Room Worker	M	NG	O
R10	RE	Unemployed	F	G	O
10	BH	NYC Printer Assistant	M	NG	O
R11	RE	Municipal Truck Driver	M	G	O
11	DS	Medical Record Keeper	F	G	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
11	DS	Wesley Med. Center Medical Records Keeper	F	G	O
R 12	RE	Sales Clerk	F	G	W
R 13	RE	Unemployed	F	NG	W
13	MF	Unemployed	M	G	W
15	JH	Unemployed	M	G	O
15	JH	Unemployed	M	NG	W
15	AN	Aircraft Assembly Worker	M	NG	W
16	JH	Unemployed	F	G	O
R16	AN	Unemployed	F	G	W
R17	AN	Hospital Security Guard	F	G	W
17	EG	Unemployed	F	G	O
18	EG	Unemployed	M	G	W
18	AN	Hospital Health Care Insurance Worker	F	G	W
R19	RF	Florist	F	G	W
19	LS	Unemployed	F	NG	W
20	LS	Unemployed	M	G	O
R20	RF	Assistant Manager in 5 & 10	M	G	W
R21	RF	Service Station Attendant	M	NG	O
22	BH	Radio Station Secretary	F	G	O
R22	RF	Go-go Dancer	F	NG	W
R23	RF	Unemployed	M	G	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
R 24	RF	Unemployed	M	G	W
R 25	JH	Lumber Yard Salesman	M	G	W
25	MM	Clerk-typist	F	G	O
R 26	MM	Go-go Dancer	F	G	W
26	MM	Sales Clerk	F	G	O
27	PS	Transcription Secretary	F	G	O
R27	JH	Bridal Shop Salesgirl	F	G	O
R28(last 100 ft.)	JH	Car Shag Boy	M	G	O
29	JB	Outreach Worker	M	GED	O
R 29	JH	Auto-electrician	M	G	W
30	JB	Unemployed	F	NG	O
R 30-A	RS	Cafeteria Counter Girl	F	G	W
R 30-B	RS	Pet Shop Salesgirl	F	G	W
R 30-C	RS	Unemployed	M	NG	W
R 30-D	RS	Clerk-typist	M	G	W
R 31	RS	Clerk-typist	F	G	W
31 DNR	DS	Unemployed	M	NG	W
32 DNR	DS	Hospital Linen Orderly	M	G	O
R 32	RS	Secretary	F	G	W
33	VW	Management Trainee	M	G	W
R 33	GM	Clerk-typist	F	G	W
R 34	GM	Custodian	M	G	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
34	VW	Library Assistant	M	G	W
R 35	GM	Unemployed	M	G	W
35	FG	Grocery Stockman	M	NG	O
R 36	GM	Butcher--meat cutter	M	G	W
36	FG	Housekeeper (Maid)	F	NG	W
R 37	GM	Unemployed	M	G	O
37	DA	Farm Laborer	M	G	W
38	DA	Secretary-File Clerk	F	G	W
R 38	GM	Hostess-waitress	F	G	W
39	MM	Saleslady (Bridal Shop)	F	G	W
R 39-A	RL	Service Station Attendant	M	NG	W
R 39-B	RL	Service Station Attendant	M	G	W
R 39-C	RL	Unemployed	F	G	W
40	MM	Clerk-typist	F	G	W
R 40-A	RL	Unemployed	F	G	W
R 40-B	RL	Mexican Jumping Bean Packer	F	G	W
R 41	RL	Grocery Stockman	M	G	O
41	LS	Hotelroom Service Operator	M	G	W
42	LS	Unemployed	M	NG	W
43	JH	Employment Office Worker Coordinator	F	NG	O
43	JH	Employment Office Coordinator	F	NG	O
45	DA	Cashier (Variety Store)	M	G	W
46	DA	Box Boy (Grocery)	M	NG	W

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Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
R46	VK	Maid	F	NG	N
R47	VK	Unemployed	F	G	O
47	FG	Clerk-stenographer	F	G	O
48	FG	Clerk-typist	F	G	W
R48	VK	Unemployed	F	G	W
49	VW	Auto Service Mechanical Unit Repairman	M	G	W
R49	VK	Sales Clerk	F	G	W
R50	VK	Custodian	M	G	W
50	VW	Clerk-typist	F	G	W
51	EG	Unemployed	M	NG	W
52	EG	Unemployed	M	G	W
R52	RW	Municipal Material Barn Worker	M	G	W
R53	RW	YWCA Volunteer	F	NG	W
54	DS	Hospital Pharmaceutical Clerk	F	G	O
R54	RW	Municipal Material Barn Worker (Truck Driver)	M	G	W
55	JL	Secretary	F	NG	O
R55	RW	Unemployed	M	NG	O
56	JL	Secretary	F	NG	W
R56	RW	Custodian	M	NG	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
57	H	Barber	M	G	W
R 57	RW	Community Action Worker	M	NG	O
58	H	Secretary	F	G	W
59	DS	Hospital Escort	F	G	W
61	DM	Clerk (Insurance)	F	G	W
61	DM	Unemployed	M	NG	W
62	DM	Mailroom Clerk 230.878	M	G	W
63	RH	Unemployed	F	G	W
65	MB	Receptionist (Shoe repair)	F	NG	W
66	MB	Sales (Clothing)	F	G	W
67	MH	Unemployed	M	NG	O
68 -A	MH	Grocery Store Manager	M	G	W
68 -B	MH	Manager	F	Ged.	W
68 -C	MH	Hospital Store Room Worker	M	G	W
69	DA	Welder	M	G	W
70	DA	Lumberyard Worker	M	G	W
71	DM	D.P. In-put Analyst	F	G	W
72	DM	Keypunch Operator	F	G	W
73	JL	Unemployed	F	G	W
74	JL	Unemployed	F	NG	W
75	VW	Unemployed	M	NG	W
76	VW	Unemployed	M	Ged.	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
77	FG	Hospital Dispatcher	F	NG	W
80	FG	Sales Clerk	F	G	W
83	EG	Unemployed	M	NG	W
84	EG	Unemployed	F	G	W
85	EG	Unemployed	M	G	W
86	EG	Unemployed	M	NG	W
87	DS	Clerk (X-ray)	F	G	W
88	DS	Laundry Room Sorter	M	NG	W
89	DA	Library Clerk	F	Ged	W
91	VW	Sales (Auto Parts)	M	G	W
92	VW	Appliances Dept. Manager	M	G	W
93	DS	Parking Attendant	M	NG	W
94	DS	Hospital Orderly	M	G	W
95	VW	Unemployed	F	NG	W
97	VW	Mobile Home Assembly Worker (Ceiling)	M	G	W
98	VW	Unemployed	M	NG	W
99	DK	Dry Cleaners Station Manager	F	G	W
100	DK	NYC Worker?	F	NG	W
101-DNR	MS	Unemployed	M	NG	O
101	MS	Typist	M	NG	O
103 104A	MS	Pillow Making Assembly	M	NG	W
104B	MS	Kitchen Helper (Cafeteria)	M	NG	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
104 C	MS	Clerk	F	NG	W
105	NL	Janitor	F	NG	O
106	NL	Dietary Kitchen Worker	F	G	W
109	VK	Employment Counselor	F	G	O
115	MB	Waitress	F	G	W
117	DS	Printer	M	G	W
121	DN	Garage Maintenance Worker	M	NG	W
122	DN	Typist	F	NG	O
125	BH	Air Force Medic	F	G	W
126	BH	Secretary	F	NG	O
128	JB	Unemployed	F	G	W
130	JB	Unemployed	F	G	W
135	FS	Secretary (Engineering Chief)	F	G	W
136	FS	Clothing Room--Valuables Custodian	F	G	W
141	CM	Unemployed	F	NG	O
142	CM	Hospital Messenger	F	G?	W
143	RW	Secretary (Flower shop)	F	G	W
145	CM	Outreach Worker (Community Center)	F	NG	O
146	CM	Switchboard Operator in Department Store	F	G	W
148	JB	Waitress	F	G	W
149	MS	Model Cities Health Worker	M	NG	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
150	MS	Housing Maintenance Man	M	NG	W
155	JH	Unemployed	M	NG	W
157	JH	Unemployed	F	G	W
144	RW	Clerk	G	G	W
151	RH	Policeman (Officer)	M	G	W
152	RH	Policeman (Officer)	M	G	W
156	JH	Bakery Helper	M	G	W
158	JH	Unemployed	F	NG	W
159	CM	Apprentice Barber	M	G	O
160	CM	Nurse's Aide	F	G	W
161	MB	Bakery Sales	F	NG	W
162	MB	Hat-Wig Sales	F	G	W
163	DN	Pool Room Attendant	M	G	W
164	DN	Auto Mechanic	M	NG	W
165	PK	Asst. Mgr. T. V. Station	F	G	W
166	PK	Unemployed	M	NG	W
167	LS	Unemployed	F	G	O
171	DN	Auto Mechanic	M	NG	W
172	DN	Unemployed	M	NG	W
173	PK	Unemployed	F	NG	O
174	PK	Unemployed	M	Ged.	W
175	DS	Motel Maid	F	G	W
176	DS	Hospital Laundry Loader	F	G	O
177	LS	Unemployed	M	NG	O

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Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
178	LS	Maintenance of Public Bld.	M	NG	O
179	MM	Hospital Clerk (Purchasing)	F	G	W
180	MM	Unemployed	F	G	W
181	JL	Unemployed	M	NG	W
182	JL	Unemployed	M	NG	O
183	H	Beauty Operator?	F	G	W
184	H	Secretary?	F	G	W
185	DS	Nurse's Aide	F	Ged.	W
187-B	DS	Hospital Billing Clerk	M	G	W
187-A	DS	Pharmacy Store Clerk	M	G	W
189	RW	Custodian	M	NG	W
190	RW	Flower Peddler	F	G	W
191	RW	Material & Store Clerk	M	G	W
192	RW	Key Punch Operator	F	G	W
193	NL	Delicatessan Worker	F	G	W
194	NL	Waitress	F	G	W
195	NL	Nurse's Aide	F	G	W
196	NL	Inhalation Therapist	F	G	W
197-198	JH	Assembly Line Inspector	M	NG	W
201	DS	Unemployed	M	G	O
202	DS	Auto Body Repairman	M	NG	W
205	JH	Psychiatric Nurse	F	G	O
206	JH	Para-professional Counselor	F	G	W
207	JH	Unemployed	M	NG	W

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Table 2 (continued)

No No	Number-Tape	Interviewer Initials	Occupation	Interviewee Characteristics		
				Sex	Education	Race
A		FS	Unemployed	M	NG	W
B		BH	Health Dept. Receptionist	F	NG	O
C		RE	Unemployed	M	NG	W
D		MM	Lumber Co. Poster	F	G	W
E		AN	Shoe Repairman	M	NG	W
F		AN	Dept. Store Clerk	F	G	W
G		AN	Landscape Laborer (Nursery)	M	Ged.	O
H		?	City Barn Mechanic	M	G	O

APPENDIX A

Tape No. _____   Interviewer _____

DOT_____

SIC_____

Employment status: _____

Race _____   Sex _____

Educational status _____

- -

Subjective evaluation (overall) of the interview:

Best illustration of (give tape indicator numbers):

Most profitable listening audience:

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Work History (abstract):

Present Situation (distill):

Influences:

Preparation:

Self (judgments with justification):

Other (i.e. interview surroundings, special details, your
conclusions about the person, etc.):

APPENDIX B

Tape No. _____

DOT _____

SIC_____

C O N S E N T

I hereby consent that the magnetic recording of

_____ made on _____

in which I participated, shall he and remain the property

of the Wichita State University, Wichita, Kansas. I do

further consent that Wichita State University and its

duly authorized agents may use said recording for educa-

tional or research purposes and may duplicate and

distribute or sell said recording to such other persons

as reasonably appear to request the use of said recording

for educational or research purposes.

Signed _____

By _____
(Parent or Guardian)

Date _____

Tape No. _____

DOT _____

SIC _____   _____
Interviewer

APPENDIX C

WORKSHOP PARTICIPANTS

Name	Job Title	School/Address/Phone
Darlene R. Anderson	School Nurse	Wichita High School West 820 S. Osage Wichita, KS 67213 316 267-8361
David Barbosa	Coord. of Human Relations	Wichita Public Schools 428 S. Broadway Wichita, KS 67202 316 268-7221
Mike Biberstein	Counselor	Newton Senior HS 130 W. Broadway Newton, KS 67114 316 283-1880
Joyce R. Bryson	Elementary Counselor	Kansas City Kansas Public Schools 6th & Minnesota Kansas City, KS 66102 913 621-3073
Robert Engle	Counselor	Leavenworth HS 10th & Halderman Leavenworth, KS 66048 913 682-8653
Raymond Fox	Counselor	Medicine Lodge HS P.O. Drawer "D" Medicine Lodge, KS 67104 316 886-5667
Eddie Gerlach	Counselor	Buhler HS 611 N. Main Buhler, KS 67522 316 543-2255
Fran Graham	Counselor	Area Vocational Tech. S. 2220 N. 59th St. Kansas City, KS 66104 913 334-1000
Mildred Haney	Counselor	KSES 402 E. Second St. Wichita, KS 67202 316 265-1261

John D. Harshbarger	Vocation Instructor	Wamego HS Wamego, KS 66547 913 456-9380
Barbara Hartman	Counselor- Secondary	Clay Center Community HS Clay Center, KS 67432 913 632-2131
Ray Heatherly	Counselor	Andale HS Box 28 Andale, KS 67011 316 415-2165
Jim Heinrich	Grad. Asst.	Corbin Education Cnt. Wichita State Univ. Wichita, KS 67208 316 685-9161 Ext. 441 Sta. 67
J. Lester Hooper	Director of Exemplary Programs	McKinley Jr. HS Clay Center, KS 67432 913 632-3232
Donna Kater	Elementary Counselor	USD #475 Box 370 Junction City, KS 66441 913 238-6184
Vera Kinch	Counselor	Nickerson HS Nickerson, KS 67561 316 422-3226
Ross Lamp	Counselor/ Teacher	Metropolitan School 751 George Washington Blvd. Wichita, KS 67211 316 263-3782
Norm Leiker	Counselor	Coffeyville AVTS Coffeyville, KS 67337 (Try) 316 251-5351
James F. Lewis	Counselor	Meade High School 407 School Addition Meade, KS 67864 316 873-2981
Dorotha Majors	Counselor	Girard HS, USD #248 401-415 N. Summit Girard, KS 66743 316 724-4326

Mary Meyer	Counselor/ Teacher	Garden Plain HS Renwick District #267 Garden Plain, KS 67050 316 535-2272
Gerald Morrison	Counselor/ Counselor-Coordinator	Wichita HS South 701 W. Thirty-Third St. S. Wichita, KS 67217 316 522-2233
Christine Minnick	Consultant, Title I Language Bom-bardment Prog.	Riverview & Morse School Baltimore & Miami Kansas City, KS 66105 913 321-1534
Andrew Nelson	Counselor	Tonganoxie HS Tonganoxie, KS 66086 913 815-2654
Richard Nelson	Program Specialist	State Dept. of Educ. 120 East 10th Topeka, KS 66612 913 296-3951
Milton Senti	Counselor/ Teacher	Pratt HS 401 S. Hamilton Pratt, KS 67214 316 672-6416
Dale Shipps	Counselor	Southwest KS AVTS P. O. Box 1324 Dodge City, KS 67801 316 227-8932
Ruby Smalley	Counselor	ESEA Title I Enterprise School & Kellog School Wichita, KS 67211 316 263-0597
Dale Smeltzer	Counselor	Halstead HS Halstead, KS 67056 316 835-2682
Dolores Stecher	Counselor	Wellsville Senior HS Wellsville, KS 66092 913 '883-6655

Florence Stephens	Guidance Dir. & Counselor	District #470 & Senior H. 215 South Second Arkansas City, KS 67005 316 442-4270
Larry Stillwell	Counselor	Lincoln HS 4th & College Lincoln, KS 67455 913 524-4193
Richard W. Warren	Counselor	Leavenworth Public S. 10th Ave. & Halderman Leavenworth, KS 66048 913 682-8653
Clyde Swender	Counselor	Unif. Dist. #346 Blue Mound, KS 66010 913 756-2245
Verner Williams	Counselor	Garden City Senior H. Garden City, KS 67846 316 276-3207
Victor Wilmoth	Counselor	Wichita High School West 820 S. Osage Wichita, KS 67213 316 267-8361
Richard V. Wooton	Counselor	Moundridge HS Box 610 Moundridge, KS 67107 316 345-6326

APPENDIX D

WORKSHOP CONSULTANTS

Dr. Brooke Collison
Assistant Professor
Student Personnel and Guidance
Wichita State University
Wichita, Kansas

Dr. Glen R. Dey
Professor
Student Personnel and Guidance
Wichita State University
Wichita, Kansas

Dr. Norman Gysbers
Associate Professor of Education
University of Missouri Columbia
Columbia, Missouri

Dr. Richard Rundquist
Professor of Education and Director
Counselor Education Program
University of Kansas
Lawrence, Kansas

Dr. Forrest E. Tate
Associate Professor of Education and Director
Student Counseling Center
Indiana State University
Terre Haute, Indiana

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