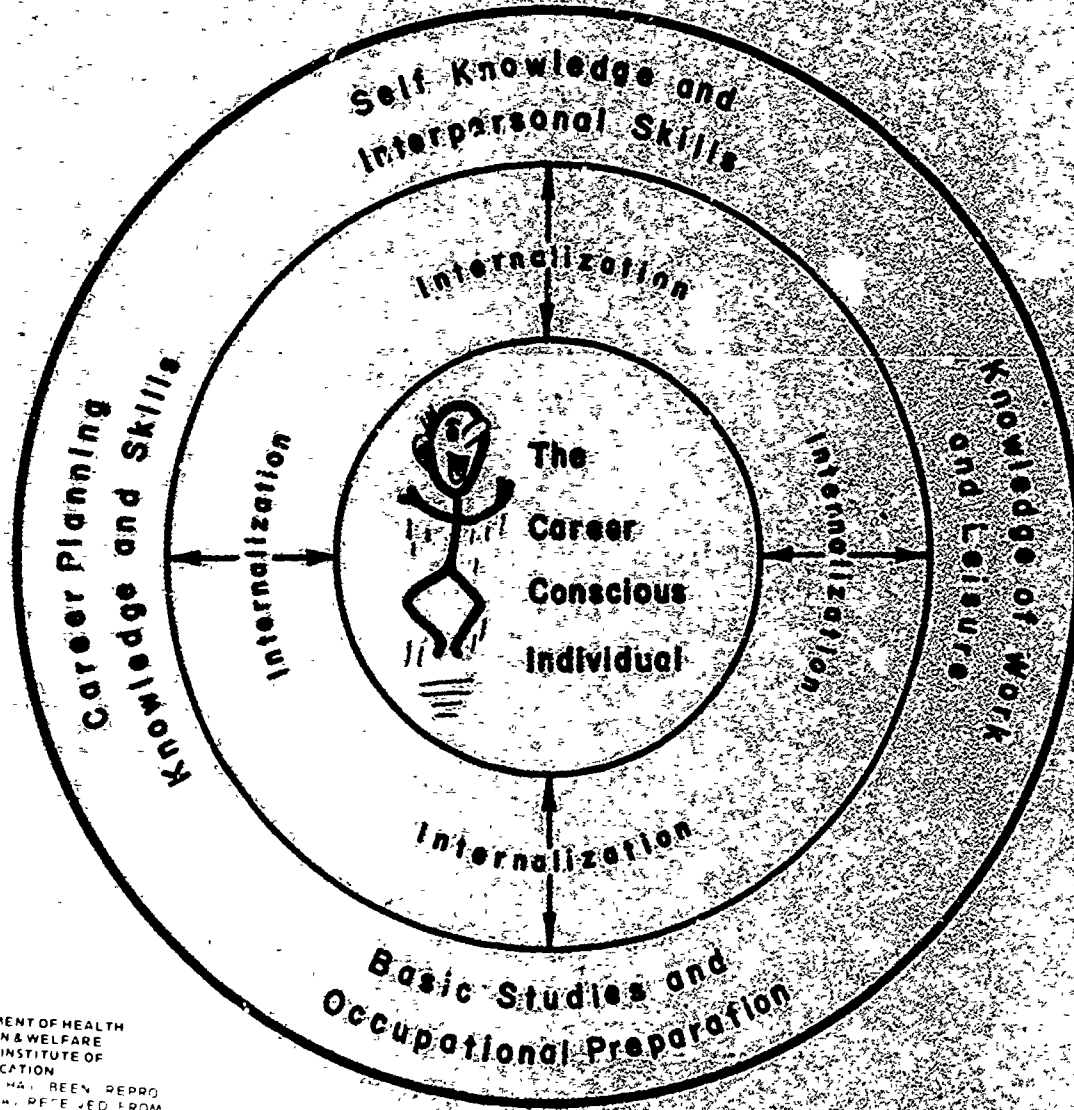ABSTRACT
        The publication was prepared to assist Montana school
personnel in initiating, developing, and implementing effective K-12
guidance and life career development programs. It contains a
rationale, selected theories of career development and occupational
choice, domains, concepts, goals, objectives, and implementation
procedures for establishing a guidance counseling and placement
center. Guidelines are provided for exploring four domains: self,
world of work and leisure, career planning, and basic studies. Each
of the four sections specifies developmental goals and activities for
primary, elementary, intermediate, and secondary levels. Each
activity outline presents goals, an overview, and suggestions for
implementation, and specifies the role of others. Topics include
career models, sex role stereotypes, business and industry visits,
community resources, decision making skills, life style, educational
needs, and placement procedures. Program implementation procedures
discussed are: personnel involvement, guidance delivery systems,
steps in implementation; the use of committees and inservice
workshops and a program implementation system. Appended are: (1) a
30-page outline of program concepts, goals, and objectives; (2) plans
for a career guidance counseling and placement center; (3) followup
survey forms and questionnaires; and (4) an annotated list of
resources and references. (MW)

THE
LIFE CAREER DEVELOPMENT
PROGRAM
Guidelines For Organization

Self Knowledge and Interpersonal Skills

Internalization

Career Planning Knowledge and Skills

Internalization

Knowledge of Work and Leisure

Internalization

The Career Conscious Individual

Internalization

Basic Studies and Occupational Preparation

GUIDANCE BASED

Prepared by Helena Public School Personnel, Helena Montana, in
Cooperation with The Career Guidance and Placement Project
University of Missouri, Columbia.
May 1974

FOREWORD

MAY 1974

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INTRODUCTION

This publication was prepared to assist Montana school personnel in initiating, developing and implementing effective guidance and life career development programs. The publication was developed by Helena Public School staff in cooperation with the Career Guidance Counseling and Placement Project, University of Missouri, Columbia.

The publication contains a rationale, selected theories of career development and occupational choice, domains, concepts, goals, objectives, procedures for establishing a counseling guidance and placement center, suggested follow-up survey forms and a bibliography. This model is not intended to be all inclusive and should be considered as only one resource in establishing Life Career Development programs to meet local needs

It is not the intent of the writers to imply that school counselors should have the sole responsibility for the career development program nor that career development is their only function. However, the writers feel that the counselor should coordinate the career development program but that the responsibilities for implementation be carried out by the total school staff and the community.

We are hopeful that counselors and others throughout Montana will find this publication useful in developing programs to more effectively meet the needs of students.

Finally, we will appreciate receiving comments and suggestions relative to the value of this publication from practitioners in the field. Please address your comments to: Jim Fitzpatrick, Director, Career Education, Helena Public Schools, Capital High School, Helena, Montana   59601.

<div align="right">

Jim Fitzpatrick
Committee Chairman

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TABLE OF CONTENTS

PART I

Life Career Development
A Rationale

> For the past three decades this nation has experienced
> dramatic change that will affect our nation's social,
> economic and educational institutions for decades to
> come. This change has affected the structures and
> values of society and the world of work, both struc-
> tionally and occupationally. Unfortunately, we may
> not fully realize the scope of the challenge for years
> to come, but its dimensions are clear enough to call
> for a massive response from the school and community.
> Administrators, teachers, counselors and the public
> must work cooperatively in developing effective career
> development programs if the needs of our students are
> to be met. To do less can damage the lives of our
> most precious resource - the young people of Montana.

Changes in Society and the World of Work

Montanans are aware of the many changes this state and nation has exper-
ienced in recent years and recognizes the challenge for tomorrow. In addition
to the changes in society, the world of work has changed tremendously. Busi-
ness and industry have become increasingly complex, our population is urban-
ized and highly mobile and our young people have greater choice of careers
than ever before in history. Also, our population continues to increase. By
the year 2000, it has been estimated that our population will exceed 300
million persons. This means that there will be more young people and more
competition for jobs. Further, today's technical society requires each
individual to spend more time in preparing for work. Finally, the work week
is being shortened and persons are retiring earlier and living longer.

The Current Status

Many of our young people lack the basic skills necessary to enter the
labor market and have had little experience in decision making and career
planning and lack sufficient knowledge about securing available jobs. They
have had little opportunity to develop the attitudes and discipline necessary
for job success and satisfaction. Too frequently, they are unfamiliar with
the tools and materials and are deficient in cognitive and manipulative skills
required in the job world. Unfortunately, many of these young people report
for jobs with unrealistic expectations and soon find themselves in the ranks
of the unemployed.

How Montanans View Occupational Orientation and Vocational Preparation

Montanans recognize the need for life career development programs as
evidenced by the following statements contained in the publication entitled
Basic Quality Education, an Interim Report.[1] These statements were collected
in 38 meetings held throughout Montana from the 1121 participants.

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[1] Basic Quality Education, An Interim Report. Board of Public Education,
State of Montana February 1974.

The school traditionally being a scholarly institution must never lose sight of the fact that ultimately students must find a vocational experience that allows them to achieve the fundamental material wants, social acceptance and a feeling of human values.

Schools should

- provide a broad education which exposes the student to job opportunities.

- assist the student in establishing creative directions and vocational goals.

- give the student the opportunity to acquire enough skills and tools to achieve a career objective.

- develop within each individual an appreciation for the world of work.

- help you learn what you want to do in life.

- provide the student with guidance and direction for a vocation.

- provide an exposure to career choices; the skills needed in order to get and hold a job.

- provide vocational awareness and preparation so that a student will be productive to society.

- provide information regarding scholarships available for further education.

- prepare a student to make a living.

- provide students with enough knowledge so that upon graduation they can either go out and get a good job or go to a post secondary institution.

Life Career Development

If these goals are to be met, and the needs of young people fulfilled, the educational community must assume greater leadership. Career development programs must be initiated and/or strengthened to assist all students in developing the attitude, skills and abilities necessary to live a meaningful and satisfying life. The program must be developmental, beginning when the child enters school and continuing throughout the individuals life. Although the responsibilities for conducting the program activities will be shared by school and community personnel, the counselor must coordinate the development of the program.

Career Guidance Counseling and Placement

Career Guidance Counseling and Placement is vital to an effective career development program. Career Guidance Counseling and Placement is an educational program for assisting individuals to develop self knowledge and interpersonal skills, life career planning and placement competencies, ability to make decisions, and knowledge of the work and leisure worlds. This program is also responsible for helping individuals understand and relate the meaning of basic studies and occupational preparation in their present and future lives.

Finally, it is clear that many persons are not adequately prepared to make wise career choices. Our youth ask "Who am I?" and "Where do I fit in?"

Career development programs inclusive of a strong counseling guidance and placement component can fill the need of these young people. Guidance focuses upon the individual as self, his self understanding and his understanding in relation to himself. The counselor can and must aid all individuals to see themselves, help them define their abilities and limitations, how to better interact with others, and provide them with knowledge about the work and leisure world. In doing this our youth can better plan for their needs, understand their values and find a rewarding and satisfying life.

Part II

Theories of

CAREER DEVELOPMENT

PART II

THEORIES OF CAREER DEVELOPMENT AND OCCUPATIONAL CHOICE

The purpose of this section is to provide counselors with
a brief overview of some of the major theories of career
development and occupational choice. No attempt has
been made to contrast or compare any of these theories.
Most counselors are already familiar with them but a
review of the major components and commonalities will be
beneficial in establishing goals, objectives, approaches
and activities in the Life Career Development Program.
Persons desiring additional information about these and
other theories should consult the bibliography section of
this publication.

As we assist our students in making vocational plans and choices we
operate from the standpoint of some theory of vocational choice or develop-
ment. Whatever the theory, it expresses a hypothesis, belief or expectation
concerning the way vocational plans are made. Therefore, counseling implies
a belief that decisions are influenced by what the counselor says or does
or what happens to the client in the counseling relationship.

In general, scientific attempts to develop theories to account for the
phenomena of vocational behavior are in the infancy stage. It is practically
impossible to clearly define what constitutes a career development theory.
There appears to be universal agreement that all theories of career develop-
ment and occupational choice have been formulated to explain how individuals
choose occupations and why they select and eventually enter different occu-
pations.

Theories of career development and occupational choice range from those
that describe to those that explain. In essence, a theory is supported by
more evidence than a general principle, but it is less firmly established
than a law.

In order to develop a comprehensive theory, the theorist: (1) collects
data; (2) extrapolates theory from the facts obtained; (3) tests the hypothesis
derived from the theory; and (4) revises, modifies and reconstructs, or
adapts the theory in accordance with the empirical data.

The procedures outlined above are usually referred to as the heuristic
influence of a theory. This means that the theory promotes additional research
by suggesting ideas and stimulating curiosity by other researchers.

Because of the numerous theories of career development and occupational
choice, it is impossible to review all of them in this publication. Many of
these are relatively similar. They emphasize the same kinds of critical agents
and periods. As Osipow pointed out in 1968, "the major differences between
the theories are differences of emphasis". Theories of career development
and occupational choice may contain elements of the following groupings: trait
factor, developmental, psychoanalytic, personality, motivational and general
approaches.

A review of several major career development and occupational choice theories follows: These include, Ginzberg, Axelrad, herma and Ginsburg, Super, Holland, Roe, O'hara and Hoppock.

GINZBERG'S THEORY OF OCCUPATIONAL CHOICE

Ginzberg and his associates, Ginsberg, Axelrad and Herma, are usually credited with publishing the first comprehensive theory of vocational behavior. They are recognized as introducing the developmental approach to occupational selection theory. The major points of their theory are outlined below:

1. Occupational choice is a process, generally irreversible and compromise is an important part of every choice.

2. The process of occupational decision should be analyzed in three stages: fantasy, tentative choice and realistic.

Fantasy Stage - (age 6-11)

- During this stage the child makes choices without awareness of the barriers that stand in the way. The child believes that he can become whatever he wants to become.

- The child selects work on the basis of pleasure and activities that are fun to do.

- The child makes arbitrary choices and without references to reality, abilities and potentials.

Tentative Stage - (age 11-17)

- This stage is characterized by the recognition of the problem of deciding on a future occupation.

- The tentative stage is further divided into 1 stages: interest, capacity, value, and transition.

Realistic Stage (begins at about age 18)

- This stage is comprised of the following substages: exploration, crystallization and specifications. During this stage the individual recognizes that he must work out a compromise between what he wants and the opportunity available to him.

SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

Super's comprehensive theory consists of the following propositions:

- People differ in their abilities, interests and personalities.

- They are qualified, by virtue of these characteristics, each for a number of occupations.

- The process may be summed up in a series of life stages.

- The nature of the career pattern is determined by the individual's parental socioeconomics level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

- Development through the life stages can be guided.

- The process of vocational development is essentially that of developing and implementing a self concept.

- Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values.

- The process of compromise between individual and social factors, between self-concept and reality, is one of role playing.

HOLLAND'S THEORY OF VOCATIONAL CHOICE

Holland's Theory assumes that the individual at the moment of vocational choice is the product of interaction of his heredity and a variety of cultural and personal forces. These forces include the individuals peers, parents,"significant adults",social class, American culture, and the physical environment. As a result of this experience the individual develops a hierarchy of methods to deal with the environmental tasks. These are referred to by Holland as the individual's adjustive orientation. During the process of selecting a vocational choice, the individual searches for situations (occupational environments) which satisfy his hierarchy of adjustive orientations. The following parallel classification system outlines Holland's personality types and environmental models.

HOLLAND'S PERSONALITY TYPES AND ENVIRONMENTAL MODELS

Personality Types* (Model Personal Orientation)		Environmental Models* (Occupational Environments)	
Type	Description	Type	Typical Occupations
Realistic -	Enjoys activities requiring physical strength, aggressive; good motor organization; lacks verbal & interpersonal skills; prefers concrete to abstract problems; unsociable, etc.	Realistic -	Laborers, machine operators, aviators, farmers, truck drivers, carpenters, etc.
Intellectual -	Task oriented, "Thinks through" problems; attempts to organize and understand the world; enjoys ambiguous work tasks and intraceptive activities; abstract orientation; etc.	Intellectual -	Physicist, anthropologist, chemist, mathematician, Biologist, etc.
Social -	Prefers teaching or therapeutic roles; likes a safe setting; possesses verbal and interpersonal skills; socially oriented; accepting of feminine impulses; etc.	Social -	Clinical psychologist, counselor, foreign missionary, teacher, etc.

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HOLLAND'S PERSONALITY TYPES AND ENVIRONMENTAL MODELS

Personality Types* (Model Personal Orientation)		Environmental Models* (Occupational Environments)	
Type	Description	Type	Typical Occupations
Conventional	- Performs structured verbal & numerical activities & subordinate roles; achieves goals through conformity.	Conventional -	Cashier, statistician, bookkeeper, administrative assistant, post office clerk, etc.
Enterprising	- Prefers verbal skills in situations which provide opportunities for dominating, spelling, or leading others.	Enterprising -	Car salesman, auctioneer, politician, master of ceremonies, buyer, etc.
Artistic	- Prefers indirect personal relationships, prefers dealing with environmental problems through self-expression in artistic media.	Artistic -	Poet, novelist, musician, sculptor, playwright, composer, stage director, etc.

ROE'S EARLY DETERMINANTS OF VOCATIONAL CHOICE

Roe suggested some hypothesis about the relationship between early experience and some of the factors which affect the ultimate vocational selection of the individual. In 1957, Roe offered a theory to explain the relationship between childhood experience, and vocational behavior. Below are some major highlights of Roe's Theory:

1. Roe accepted Maslow's hierarchy of needs which she arranged in the following order:

   a. Physiological needs.
   b. Safety needs.
   c. Need for belongingness and love.
   d. Need for importance, respect, self-esteem, independence.
   e. Need for information.
   f. Need for understanding.
   g. Need for beauty.
   h. Need for self-actualization.

Based on the studies conducted by Roe, the emotional climate in the home is of three types: emotional concentration on the child, avoidance of the child, or acceptance of the child. As the child experiences a particular emotional climate, he will develop basic attitudes, interests, and capacities. These will be given expression in the adult's life, in his personal relation's, emotional reactions, activities, and in vocational choice. In summary, Roe

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*Source: J. Zaccaria; Theories of Occupational Choice and Vocational Development. Boston; Houghton Mifflin, 1970, p.44

devised the following diagram which she referred to as "Behavioral Variations and their Relationships". The groups referred to in the diagram are as follows: Group I, Service; II, Business Contract; III, Organizations; IV, Technology; V, Outdoor; VI, Science; VII, General Cultural; VIII, Arts and Entertainment.
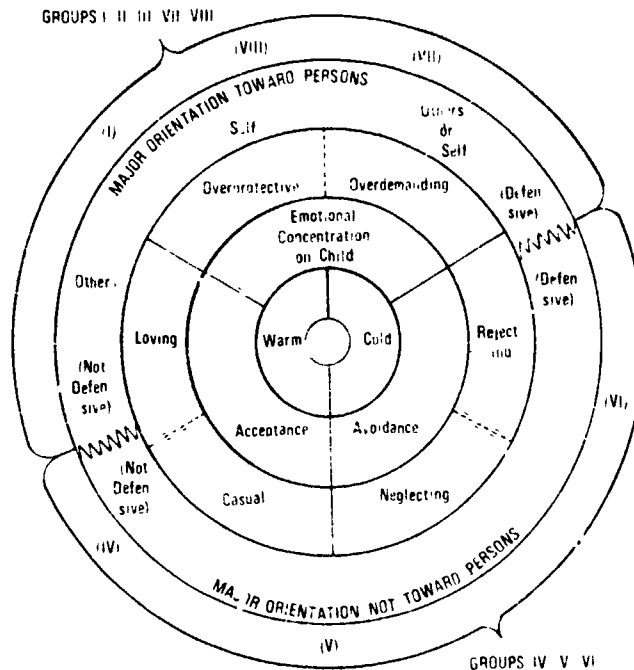
RESOURCE: Anne Roe, "Early Determinants of Vocational Choice.' *Journal of Counseling Psychology.* 1957.

O'HARA'S LEARNING THEORY AND CAREER DEVELOPMENT

O'hara views career development as a learning process and consequently that changes in vocational behavior is the result of cognitive change. As a result, O'Hara fosters the proposition that the career development of individuals can be facilitated by involvement in those learning situations having occupational implications.

HOPPOCK'S COMPOSITE THEORY

To formulate a composite theory, Hoppock has drawn from many theories of career development and occupational choice. The following postulates outline his theory.

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.

3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.

4. Vocational development begins when we first become aware that an occupation can help to meet our needs.

5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs (Hoppock, 1967, pp. 111-112).

As stated earlier, the purpose of this section was to provide the counselor with an overview of some major theories of career development and occupational choice. Additional information about these and other theories may be obtained from the bibliography located in the back of this publication.

Part III

LIFE CAREER

DEVELOPMENT

An Overview

THE

CAREER

CONSCIOUS
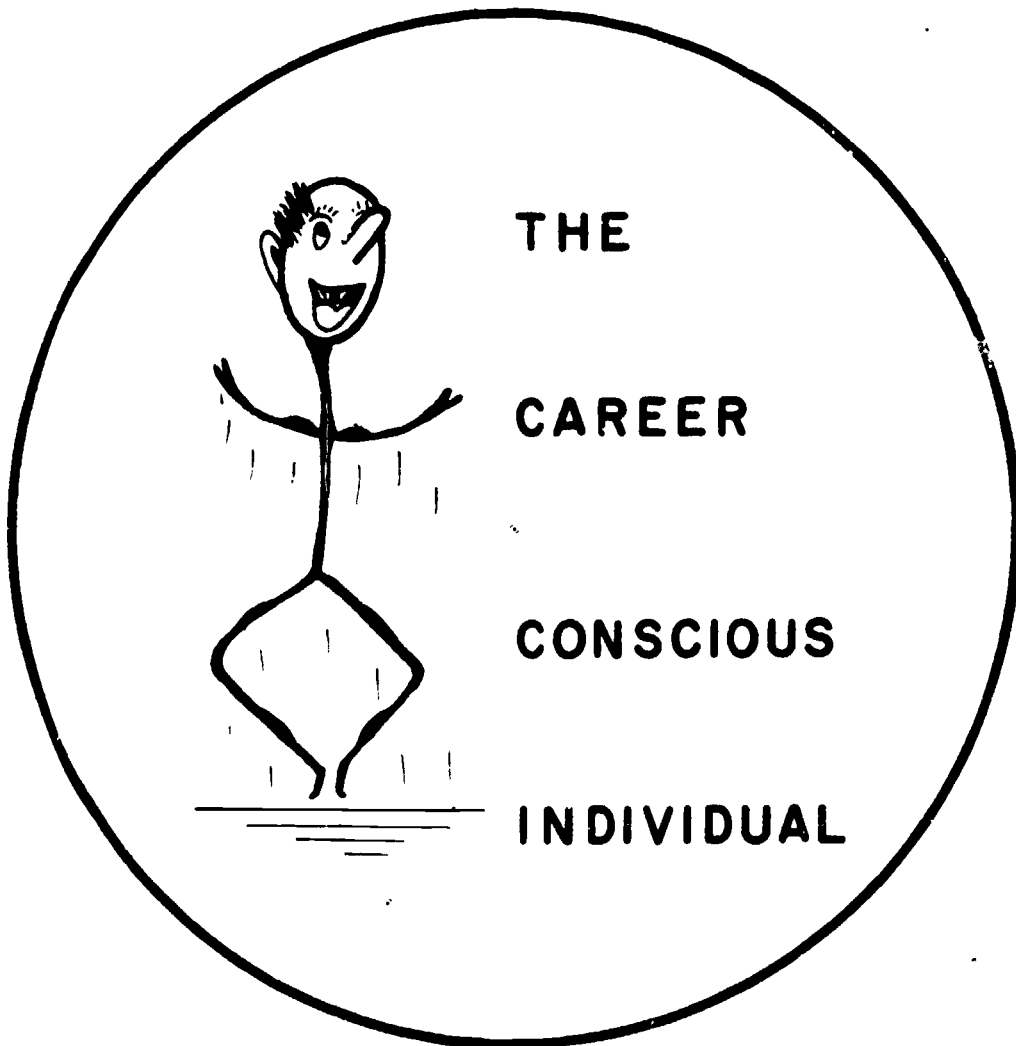
INDIVIDUAL

PART III

LIFE CAREER DEVELOPMENT:
AN OVERVIEW

This section is designed to provide a compre-
hensive overview of the knowledge, skills and
attitudes individuals need to facilitate their
total development. Also, it is designed to
create career consciousness in all individuals
at all educational levels; to help them develop
to assist them in visualizing possible career
roles and to analyze and relate these roles to
their present situations.

LIFE CAREER DEVELOPMENT A DEFINITION

Life: Indicates that the focus is on the total person, on all
            aspects of his growth and development over the life span.

Career: Identifies and relates the many settings in which people
            find themselves-home, school community, the roles which
            they play, student worker, consumer, citizen, parent, and
            the events which may occur in their lifetime-entry job,
            marriage, and retirement.

Development: Indicates that people are continually changing over their
            lifetime. We are always in the process of becoming.

The Life Career Development program is based on the career conscious
individual which includes a person's background, education, politics,
insight, values, emotions, and philosophy. It is the whole person and
his or her way of life. It is that by which the person creates his or her
own life and thus creates the society in which they live.

THE CAREER CONSCIOUS INDIVIDUAL

Self: Unique person
            Total Life Style

Others: Interdependency, cooperation

Education: Understands purpose, see relationship between
            self, education and society.

Work Tasks: Challenge, proof of ability.

Work Place: Opportunity to achieve.

BASIC DOMAINS OF LIFE CAREER DEVELOPMENT

1. Domain: Self Knowledge and Interpersonal Skills

   In this domain, the content and activities focus on helping indi-
   viduals understand themselves and others. The main concepts of his
   domain involve:

  · awareness and acceptance of self.
  · awareness and acceptance of others.
  · development of interpersonal skills.

2. Domain: Knowledge of Work and Leisure Worlds

The content and activities found in this domain emphasize an under-
standing of structure and basic dimensions of the world of work. The
individual learns that:

  · there are many occupations and industries which comprise the
    world of work and can be grouped in many ways.
  · similarities and differences exist among work, workers, and
    work places.
  · the basic dimensions of the worlds of work and leisure
    should be viewed in three perspectives; sociological,
    psychological and economic.

3. Domain: Life Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content
and activities designed to help individuals:

  · understand that decision-making and planning are important
    tasks in everyday life.
  · recognize the need for life career planning.
  · value planning.
  · recognize the concept of change, space and time as these
    affect career planning.

4. Domain: Basic Studies and Occupational Preparation

This domain forms the basis of the instructional program. It is the
largest component in terms of content and activities since it includes
the core of a curriculum (English, social studies, mathematics,
fine arts, physical and health education, foreign language and
vocational-technical education. Preparatory education is viewed as
a basic part of an individuals development but in interdisciplinary
form. Basic Studies and Occupational Preparation provide:

  · relevancy to the roles, settings and events of the person's
    total life career.
  · interrelation between education, work and the leisure worlds.

DOMAINS AND CONCEPTS

    The four domains previously outlined serve as the body of knowledge from
which the Life Career Development program can be developed. In developing
the Life Career Development program, concepts for each domain must be identified.
For this purpose the brief listing below should be considered.

    Domain: Self Knowledge and Interpersonal Skills

    Concepts:

  · an individual is unique.
  · self development is a personal responsibility.

- an individual is influenced by his environment.
- as members of society, people interrelate.
- an individual is responsible for developing interpersonal relationships.
- self acceptance is an individual goal.

Domain: Knowledge of Work and Leisure Worlds

Concepts:

- there is a relationship between one's role in the world of work and the well being of society.
- knowledge of the structure of the world of work is important.
- leisure time is important to one's well-being.
- there are a variety of life styles.
- human relations skills and occupational skills are necessary in the world of work.
- work, leisure and life style are interrelated.

Domain: Life Career Planning Knowledge and Skills

Concepts:

- competency in decision making skills allows one increased freedom to control his own life.
- one's future is influenced by present planning.
- career planning requires consideration of alternatives.
- a changing society necessitates flexibility in career planning.
- recognition of values facilitates decision making.
- awareness of resources is necessary for effective career planning.

Domain: Basic Studies and Occupational Preparation

Concepts:

- an individual needs minimum competencies in order to function in a technical society.
- educational level influences one's occupational level.
- education and work are interrelated.
- education is continuous throughout one's life.
- personal goals are related to education.
- societal needs are reflected in education.

STEPS IN DEVELOPING THE LIFE CAREER DEVELOPMENT PROGRAM

Formulate concepts

A concept is a statement that identifies what has been determined as important. It is derived from the needs and values expressed by society. Refer to the concepts listed on the previous page.

Translate Concepts to Goals

A goal is a general statement indicating what one hopes to accomplish; it represents what individuals should possess in the way of knowledge, skills and/or attitudes. The concept "An individual is unique" may be translated into the goal: "For the individual to understand his abilities and limitations."

State goals as Developmental Goals

Developmental goals provide a frame of reference for goal attainment at each developmental level - K-3, 4-6, 7-9, 10-12. The goal "For the individual to understand his abilities and limitations" may be stated developmentally:

K-3 "For the individual to understand his abilities to perform specific tasks."
4-6 "For the individual to understand that his interests and aptitudes influence his activities."
7-9 "For the individual to understand the effects of health and physical development on his performance of tasks."
10-12 "For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation."

Translating Developmental Goals into Performance Objectives

A performance objective is a specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience. A performance objective for the K-3 development goal "For the individual to understand his abilities to perform specific tasks" might be: "The individual will identify ways in which he is unique."

Selecting Activities

Once the objectives have been determined, activities should be selected. Select activities that:

- have high probability of meeting the objective.
- can be achieved in accordance with the human and material resources available.

For examples of concepts, goals and activities, refer to the following section of this publication.

LIFE CAREER DEVELOPMENT

Guidelines

K-3

DOMAINS

CONCEPTS

10-12   4-6

GOALS

ACTIVITIES

7-9
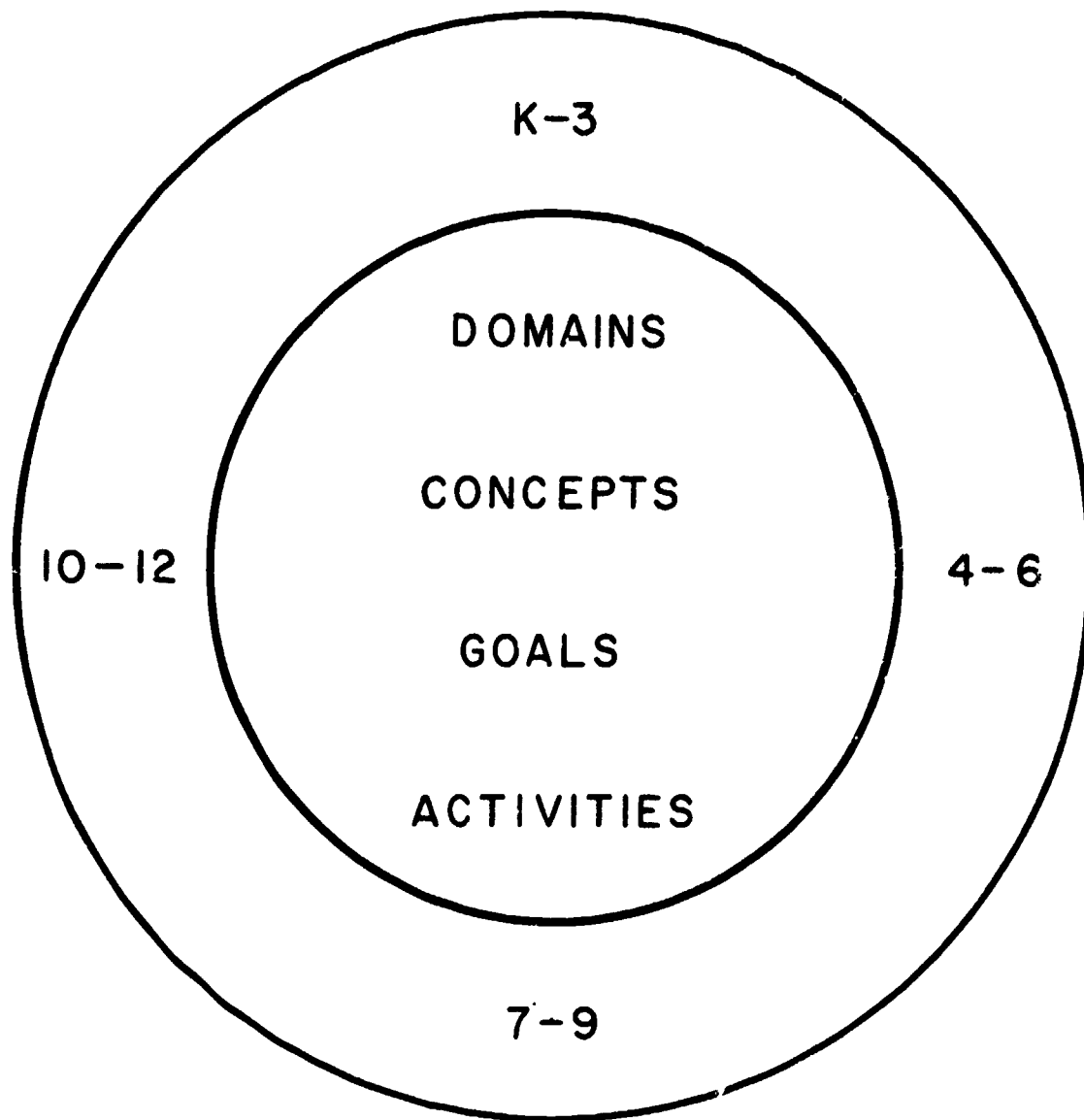
Refer to Appendix A for additional concepts and goals.

PART IV

LIFE CAREER DEVELOPMENT GUIDELINES

DOMAINS, CONCEPTS, GOALS AND ACTIVITIES FOR PROGRAM DEVELOPMENT

The specific purpose of this section is to demonstrate how goals and objectives from each domain may be transformed into meaningful activities for students.

This section is designed to provide the counselor and other school personnel with information for developing the Life Career Development Program.

For each of the four domains one concept has been selected to exemplify the transition from concept to activity.

A composite chart for each domain outlines the concept, goal and objective and activity at the following grade levels: K-3, 4-6, 7-9, 10-12. Chart A provides a graphic representation of information included on the cover page. For additional concepts, goals and objectives refer to Appendix A of this publication.

CHART A
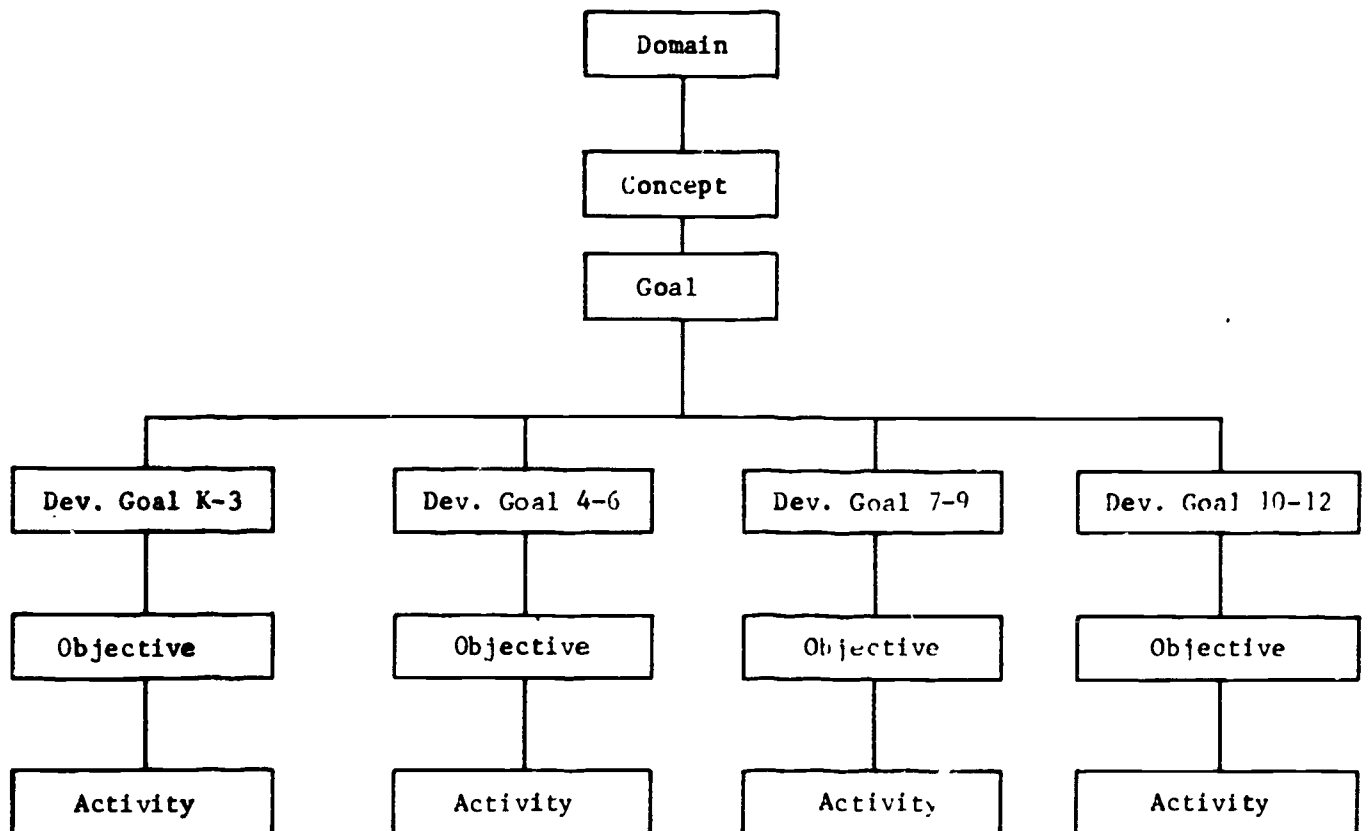
Refer to Appendix A for additional concepts goals and objectives.

DOMAIN:

Self

Concept:

An individual is unique.

Goal 1.1:

For the individual to understand his
aptitudes, abilities and interests.

Dev. Goal 1.1: K-3	Dev. Goal 1.1: 4-6	Dev. Goal 1.1: 7-9	Dev. Goal 1.1: 10-12
For the individual to understand his abilities to perform specific tasks.	For the individual to understand that his interests and aptitudes influence his activities.	For the individual to understand the effects of health and physical development on his performance of tasks.	For the individual to underrtand, accept ar respect his own uniqu ness as a result of learning, growth and maturation.

Objective 1.11:	Objective 1.14:	Objective 1.13:	Objective 1.11:
The individual will identify ways in which he is unique.	The individual will describe ways in which his interests enter into his choice of activities.	The individual will identify possible re- lationships between occupations and phy- sical attributes of an individual.	The individual will identify his strength and consider these while developing post secondary occupationa plans.

Activity:	Activity:	Activity:	Activity:
DUSO Kit	Elementary School Employment Service	Career Models	Individual Advisement Program

Refer to Appendix A for additional concepts, goals and objectives.

ACTIVITY: DUSO Kit
Grade Level K-3

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and
interests.
Dev. Goal 1.1: For the individual to understand his abilities to perform
specific tasks.
Objective 1.11: The individual will identify ways in which he is unique.

OVERVIEW

The "Developing Understanding of Self and Others (DUSO) Kit" is a
developmental guidance kit to be utilized by the classroom teacher or
counselor in grades K-3.

DUSO is the first of two developmental kits based on the Adlerian model
of psychology. The DUSO activities make extensive use of listening,
inquiry, and discussion approaches to learning.

As the title indicates, the activities focus on developing an individual's
understanding of himself as well as others.

Components of DUSO Kit D-1 are: storybooks, poster, records or cassettes,
puppet and role playing cards, and puppets. The teachers manual offers
excellent suggestions for using the kit.

IMPLEMENTATION

1. The counselor will organize and conduct staff development sessions to
train the staff in the use of the DUSO Kit.

2. Following these sessions, the counselor will assist classroom teachers
in implementing the DUSO Kit in their instructional programs.

3. The counselor will meet with the librarian and the music teacher to
discuss their roles.

4. After program is initiated, the counselor will talk with classroom
teachers to identify students who may benefit most from small group
interaction. The counselor will establish and conduct the groups.

5. The counselor will determine and carry out follow-up and evaluation
methods for the program.

Materials: "Development Understanding of Self and Others: D-1",
American Guidance Services, Inc.

ROLE OF OTHERS

Classroom teachers: Implement DUSO in their instruction program.

Librarian: Provide supplementary reading material as designated in DUSO manual.

Music Teacher: Provide opportunity for students to learn DUSO songs.

ACTIVITY; Elementary School Employment Service
Grade Level 4-6

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and interest

Dev. Goal 1.1: For the individual to understand that his interests and
aptitudes influence his activities.

Objective 1.14: The individual will describe ways in which his interests enter
into his choice of activities.

OVERVIEW

Provides students with work experience at a relatively young age and
an opportunity to learn about rules of work through simulated job
experience.

Elementary students are given the opportunity to assess their interests
and apply and interview for job positions in the school structure: e.g.,
safety patrol, service squad, office helpers, lunch and cafeteria
helpers.

IMPLEMENTATION

The counselor will initiate the elementary school employment service
by organizing a committee of staff and students to carry out the follow-
ing tasks:
-determining the kinds of jobs available, qualifications for specific
 jobs, interview and selection procedures, time limits, job transfer pro-
 cedures, employment rules and regulations.
-developing necessary materials such as job advertisements, application
 forms, interview forms.
-scheduling procedures which permit students to leave classes to perform
 jobs.
-developing compensation system to be used to recognize student job
 performance.
-publicizing the employment service and encouraging participation. .
-planning and conducting periodic evaluation to determine necessary
 modifications.
The counselor and the teachers will plan related classroom activities
such as learning how to fill out applications and developing appro-
priate interviewing behaviors.

The counselor will recruit community resource people to participate,
e.g., personnel managers to simulate interview situations.

ROLE OF OTHERS

Classroom teachers: support the employment service and provide opportunity
for students to participate.

Non-instructional Staff: suggest ways they may utilize the employment service.

Administrators: provide space for employment service.

Community members: provide opportunity for simulation and role playing exercises.

Materials: <u>Dictionary of Occupational Titles</u> (source for exemplary job descriptions)   Classified ads, job descriptions, application blanks, interview forms from local businessmen.

ACTIVITY: Career Models
Grade 7-9

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities
and interests.
Dev. Goal 1.1: For the individual to understand the effects of health
and physical development on his performance of tasks.
Objective 1.13: The individual will identify possible relationships
between occupations and physical attributes of an
individual.

OVERVIEW

Parents and community member volunteers will come to the class during a
career related activity unit to model the uniform and/or equipment used
in their jobs. They will demonstrate to the class the use of the equip-
ment and explain why a uniform is necessary in their occupations.
Emphasis will be given to the physical requirements of their job. If
feasible, the students will be given the opportunity to operate the equip-
ment.

IMPLEMENTATION

1. The counselor will be the speaker at community meetings to describe
some of the career activities and units being experienced in the
classroom.

2. Accompanying the counselor to these meetings will be volunteer
parents who will demonstrate various work functions and describe their
work to students.

3. The counselor will: (A) provide a form for those willing to serve
as Career Models.

4. (B) compile the jobs of the volunteers into categories, meet with
the volunteers, either in groups or individually, to discuss ways
they might model their careers.

5. (C) recruit volunteers by sending home letters explaining to parents
the Career Model program and asking for volunteers.

6. (D) work with teachers to discuss the variety of ways Career Models
may be used in the classroom.

7. (E) The counselor and teachers will provide means of evaluating the
Career Models in order to offer suggestions for improvement.

Materials: Forms and letters for volunteers.

ROLE OF OTHERS

Parents: volunteer their services.

Community Members: volunteer their services.

Classroom Teachers: provide opportunities for career models to visit classroom; assist in creating volunteer interest in the program; plan and prepare students for career model visits.

Students: suggest occupations they would like to know more about.

Materials: forms and letters for volunteers.

ACTIVITY: Individual Advisement Program
Grade Level 10-12

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and
interests.

Dev. Goal 1.1: For the individual to understand, accept and respect his
own uniqueness as a result of learning, growth and
maturation.

Objective 1.11: The individual will identify his strengths and consider
these while developing post-secondary occupational plans.

OVERVIEW

This program provides students with personal contact with a staff member
for the purpose of personal assessment, planning and evaluation.

IMPLEMENTATION

1. The counselor and administrator will plan and organize the individual
advisement program, e.g., deciding methods of advisor-advisee assign-
ment, providing time within school day for contacts, staff development
sessions and evaluation techniques.

2. The counselor will organize and conduct staff development sessions to
introduce program to staff. Together counselor and staff will set
global goals and objectives and discuss responsibilities of students
and advisors. The counselor will familiarize staff with various
assessment techniques, such as Hollands "Self Directed Search" and
Crites' "Career Maturity Inventory," and occupational and educational
materials available in Career Resource Center. All staff will par-
ticipate in advisor/advisee assignment.

3. The counselor will provide staff members with continued assistance.

4. The counselor will act as a referral agent for students' specific
needs.

5. The counselor will make provision for regular follow-up and evaluation
activities.

ROLE OF OThERS

Administrators: assist in planning and implementation.

Staff Members: carry out program.

Community Members: act as resources from advisement program.

Materials: Assessment instruments, occupational and educational materials
found in Career Resource Center.

DOMAIN:

World of Work and Leisure

Concept:

Knowledge of the structure of the world of work is important.

Goal 2.2:

For the individual to understand that there are a wide
variety of occupations which may be classified in several ways.

Dev. Goal 2.2: K-3	Dev. Goal 2.2: 4-6	Dev. Goal 2.2: 7-9	Dev. Goal 2.2: 10-12
For the individual to understand that there are a wide variety of occupations in the world of work.	For the individual to understand characteristics which differentiate occupations.	For the individual to understand the various methods of classifying occupations.	For the individual to understand why occupations may be classified in various ways.

Objective 2.24:	Objective 2.21:	Objective 2.24:	Objective 2.23:
The individual will describe occupations found in his community.	The individual will identify ways in which occupations are similar.	The individual will construct a classification system for a list of occupations, basing the classification on criteria of his own choice.	The individual will describe the advantages of one classification system over another in a given situation.

Activity:

Sex Role Stereotype	Business & Industry Visits	Occupational classification Systems Program	Community Resource Survey

Refer to Appendix A for additional concepts goals and objectives.

ACTIVITY: Eliminating Sex Role Stereotypes
Grade Level K-3

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide variety
of occupations which may be classified in several ways.
Dev. Goal 2.2: For the individual to understand that there are a wide
variety of occupations in the world of work.
Objective 2.24: The individual will describe occupations found in his
community.

OVERVIEW

Sexual stereotyping is begun before children enter school. School
personnel can begin in the elementary school to eliminate sex role
stereotypes.

As students begin their exploration of the world of work, they must
view occupations in terms of tasks and interests involved rather than
in terms of whether it is performed by male or female.

IMPLEMENTATION

The counselor will examine the attitudes and values displayed in working
directly with boys and girls.

Staff members will meet together for the purpose of discussing sex
stereotyping. This will generate an exchange of opinions and suggestions.

The counselor and classroom teachers will utilize the suggestions to
plan a developmental program designed to eliminate sex role stereotypes.
Some suggested classroom activities are:

a. each student will identify tasks performed by various family members,
   compile findings on a chart and discuss the fact that most tasks can
   be performed by either male or female.
b. the class will invite several persons such as a telephone linewoman
   and a male nurse to visit the class. They will discuss with the
   students why they chose their occupation and problems they encounter.
c. students will take a walking or bus tour of their community noting
   persons performing specific tasks. Upon return to classroom, students
   will discuss occupations observed in terms of sex stereotyping.

The counselor and teachers will examine existing materials and evaluate new
materials to include in program. A list of materials, resource persons and
on-site visit possibilities will be made available to staff members.

Administrators, counselor and staff will study present extra-curricular
activities to:

a. involve both boys and girls in present activities.
b. create new activities in which girls and boys may jointly participate
   such as, hiking, camping, and ecology projects.

Materials: "Little Miss Muffet Fights Back Bibliography" - See Appendix A.

ROLE OF OTHERS

Classroom Teachers: plan and implement program to eliminate sex role stereotypes.

Administrators: assist in implementation of program.

Librarian: order least sexist books and inform teachers of books available.

Physical Education Teacher: plan programs to include both boys and girls.

ACTIVITY: Business and Industry Visits
Grade Level 4-6

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide variety of
occupations which may be classified in several ways.
Dev. Goal 2.2: For the individual to understand characteristics which
differentiate occupations.
Objective 2.21: The individual will identify ways in which occupations are
similar

OVERVIEW

These visits will provide students with the opportunity to observe
workers in their functional settings. On-site visits provide an
opportunity to expand one's base of information. The focus of these
will be on the people and the tasks they perform rather than the produc
they produce. Business and industry visits may be organized around
small groups as well as whole classroom groups.

IMPLEMENTATION

The counselor will survey businesses and industries to find those willing
to participate in an on-site visitation program.

The counselor will contact each business and industry in person to
discuss the variety of purposes of on-site vis'ts.

The counselor will provide staff members with a listing of partici-
pating businesses and industries.

The counselor will work with teachers and students to consider the
purposes to be accomplished by the visit.

The counselor and teacher will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teacher: plan business and/or industry visits that will
enhance instructional program.

Community Members: provide opportunity for Business and Industry Visits.

Activity: Occupational Classification Systems Program
Grade Level 7-9

DOMAIN: World of Work and Leisure

Goals 2.2: For the individual to understand that there are a wide
variety of occupations which may be classified in several ways.
Dev. Goal 2..: For the individual to understand the various methods of
classifying occupations.
Objective 2.24: The individual will construct a classification system
for a list of occupations, basing the classification on
criteria of his own choice.

OVERVIEW

The purpose of this program is to provide information about the organi-
zation and classification of the world of work. A knowledge of classi-
fication systems brings the vast possibilities of the world of work
down to a manageable and comprehensible size. Occupational classifi-
cation systems such as The Dictionary of Occupational Titles, Bureau
of Census Classification and Industrial classification will be utilized.

IMPLEMENTATION

The counselor will create a program designed to familiarize students with
several occupational classification systems. The counselor will implement
this program by working directly with students in the classroom. Dis-
cussion will center around how classifications are made, why classifi-
cations are necessary, and ways to utilize existing classification
systems.

The counselor will organize and conduct a staff development session for
the purpose of presenting the content of the Occupational Classification
Systems program to the instructional staff. This will apprise staff
members of the program so that they may plan related activities.

The counselor and administrators will work with staff members to plan
class time for program implementation.

The counselor will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teachers: participate in staff development session. Plan and
implement related activities.

Administrators: assist in planning time for implementation of program.

Materials: Dictionary of Occupational Titles; Bureau of Census Classi-
fication; Job Family Booklets, Science Research Associates,
1965; "Occupational Clustering System"; Human Resources
Research Organization; "Ohio Vocational Interest Survey";
Office of Education Clustering System.

ACTIVITY: Community Resource Survey
Grade Level 10-12

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide vareity
of occupations which may be classified in several ways.
Dev. Goal 2.2: For the individual to understand why occupations may be
classified in various ways.
Objective 2.23: The individual will describe the advantages of one
classification system over another in a given situation.

OVERVIEW

The Community Resource Survey provides involvement on the part of students
and members of the community in the exploration of the world of work.

Through actual interviews with local people in various work settings,
students develop a current, highly relevant picture of the local job
market. From these interviews students will classify information
into a card file to be utilized in the Career Resource Center.

IMPLEMENTATION

The counselor will initiate the Community Resource Survey and stimulate
teacher, student and community interest.

A letter will be sent by the counselor to resource people explaining the
purpose of the survey as it relates to the total career guidance program.

The counselor and students will work together to develop interview pro-
cedures and forms to be used.

Students will select a specified number of community contacts and with the
aid of the counselor will arrange interviews.

Following the interviews, the counselor will work with the students to
organize a filing system.

The file will be placed in the Career Resource Center where it will be
readily accessible.

Students and staff may make use of the resource file in several ways.
For example:
a. to find sources for field trips
b. to locate persons in the community for classroom visits or interviews.
c. to identify sources for world of work exploration experiences.

The counselor and students will periodically update the file to ascer-
tain whether resource persons are still interested in continuing as
consultants, and to increase the number of resource people through
additional community contacts.

Materials: List of possible community contacts such as:
1. parents
2. former students
3. membership listings of civic and union groups
Interview Forms

ROLE OF OTHERS

Classroom teachers: suggest possible contacts and utilize the Community
survey file in their curriculum.

Community Members: participate in Community Survey and provide resource
and on-site visit possibilities.

Students: plan and participate in initiating community contacts, establishing Community Survey file and updating the file.

Domain:

Career Planning

Concept:

Competency in decision making skills
allows one increased freedom to control his own life.

Goal 3.1:

For the individual to be competent in decision making skills.

Dev. Goal 3.1: K-3	Dev. Goal 3.1: 4-6	Dev. Goal 3.1: 7-9	Dev. Goal 3.1: 10-12
For the individual to understand the need to make decisions.	For the individual to understand how peer influence affects his decisions.	For the individual to evaluate the quality of his decision making.	For the individual to understand the in-fluence of goals & values in the deci-sion making process.
The individual will identify situations in which decisions are made	The individual will identify situations in which his behavior is determined by peer influence.	The individual will compare the ways in which he makes deci-sions with ways others make deci-sions.	The individual will describe the values & expectations signif-icant others have for him and how these ex-pectations affect his career plans.
Activity: Decision Awareness	Activity: FOCUS: Responding	Activity: Decision Making Module	Activity: Decision Making and Value Clarification Kits

ACTIVITY: Decision Awareness
Grade Level K-3

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decision making skills.

Dev. Goal 3.1: For the individual to understand the need to make decisions.

Objective 3.11: The individual will identify situations in which decisions are made.

OVERVIEW

This module of activities provides students with opportunities to become aware that they make a multitude of decisions daily. Elements of decision making, such as planning, prediction and time concepts, will be included.

IMPLEMENTATION

The counselor and teachers will work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are:

a. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up to arrival at school; from beginning to end of recess; during lunch and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make.

b. Plan-A-Day: The class will work together to plan the classroom activities for a day. After the activities have been decided, the students will identify influences upon their decisions such as: which decisions had to be made immediately, which decisions were made by others for them, which decisions depended upon previously made decisions, and which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why.

c. Life-Style Prediction: The class will be divided into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of life style a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, job responsibilities and duties, salary, and job entry requirements. The groups will check the accuracy of their predictions in one of a number of ways:

1. Using the Community Resource File, obtain an address of a community member in the occupation. Send predictions to the Community Member and request a reaction to predictions.

2. Contact the Community Members by telephone and report to the class the accuracy of their predictions.

3. Invite the Community Members to the class to check the accuracy of their predictions.

4. Check occupational information literature as to the accuracy of their predictions.

d. Evaluating Alternatives: Working in small groups the students will
    identify alternative ways of accomplishing a specific task. From their
    lists each group will select what they feel to be the best alternative.
    After the task is completed, the class will discuss reasons for their
    selection of alternatives.

The counselor will be available to assist the classroom teacher in the
implementation of this program.

The counselor will plan small group activities for those students having
difficulty with Decision Awareness.

The counselor will plan with classroom teachers and students methods for
evaluating the program.

ROLE OF OTHERS

Classroom Teachers: work with counselor to plan, implement and evaluate
Decision Awareness program.

Community Members: act as life-style models and respond to students'
predictions.

ACTIVITY; FOCUS Kit (Stage Two: Responding)
Grade Level 4-6

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decision making skills.

Dev. Goal 3.1: For the individual to understand how peer influence affects his decisions.

Objective 3.12: The individual will identify situations in which his behavior is determined by peer influence.

OVERVIEW

"FOCUS: Responding", like "FOCUS: Awareness" is based on Kathwohl, etc. al.'s Taxonomy of Educational Objectives, Affective Domain. Its purpose is to bring out the students' ideas about himself, others and his environment, to get him to think about them and to respond in a personally relevant way.

There are nineteen units dealing with such topics as feelings, family and peer relationships, problem solving and the world of work.

It is designed for use in the classroom by the classroom teacher, but may be utilized by other school personnel in small groups.

Components of the program are: filmstrips, story records, photoboards and comprehensive teacher's guide.

IMPLEMENTATION

The counselor will organize and conduct staff development sessions. If all three FOCUS Kits are to be implemented, staff development sessions may include all K-6 personnel.

Following the staff development sessions, the counselor will assist classroom teachers in implementing the FOCUS Kit in their instructional programs.

The counselor will meet with the librarian to discuss her role.

After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit from small group interaction. The counselor will establish and conduct the groups.

The counselor will determine and carry out follow-up and evaluation methods for the program.

Materials: "FOCUS on Self Development--Stage Two: Responding," Science Research Associates.

ROLE OF OTHERS

Classroom Teacher: implement FOCUS into instructional program: aid in identification of students with specific needs.

Librarian: provide supplementary readings and audiovisual materials designated in FOCUS manual.

ACTIVITY: Decision Making Module
Grade Level 7-9

DOMAIn: Career Planning

Goal 3.1:   For the individual to be competent in decision making skills.

Dev. Goal 3.1:   For the individual to evaluate the quality of his
decision making.
Objective 3.14:   The individual will compare the ways in which he makes
decision with ways others make decisions.

OVERVIEW

A module of activities which allows the student to practice the decision
making process. The experiences will include simulating future and present
decision making situations. Through group work the individual will be able
to compare the way he makes decisions with the way other make decisions.
The culminating ninth grade activity will be that the stu nt will utilize
decision making skills in planning for high school.

IMPLEMENTATION

The counselor will develop a module of simulated decision making activities.
Some suggestions are:
a. Life Style Planning: Small groups of students (3-6) will plan a
typical week in a hypothetical student's life.

This life style plan will include classtime, leisure activity, interaction
with others, and daily responsibility.

Each group will plan a graphic presentation of their students' week,
explaining how they used the decision making process in their group
experience.
b. Educator-For-A-Day: In this activity, students assume the roles of
school personnel for one day. Students must decide the role for which they
will apply and why they feel they can fulfill that role. The counselor
will work with the Student Government to establish and carry out procedures
for this activity. These will include: methods of applying for positions,
interviewing and selection procedures.

Those selected will plan with their role model the activities for the
day. Three types of evaluation will culminate this activity: The students
who assumed roles will evaluate their roles in terms of the advantages and
disadvantages of that role as a future occupation for them. They will also
identify decisions they made in fulfilling their role. Students in classes
will evaluate activity in terms of their feelings about the "Educator-For-
A-Day" activity.
c. Career Simulation: This activity will take place for a period of one
week during which the student will project himself into the world of work.
The student will simulate the role of a worker in terms of the following:
interests, personality characteristics, aptitudes, training requirements,
employment opportunity, and job entry procedures.

At the end of the week the student will reach a decision of acceptance or
rejection of this worker role in terms of an occupational possibility for
himself.

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The counselor will plan with the instructional staff a time to implement this program.

The counselor will plan with students methods of evaluating this program.

ROLE OF OTHERS

Community Members: act as role models for simulation experience.

ACTIVITY: Decision Making and Value Clarification Kits
Grade Level 10-12

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decison making skills.

Dev. Goal 3.1: For the individual to understand the influence of goals and values in the decision making process.

Objective 3.13: The individual will describe the values and expectations significant others have for him and how these expectations affect his career plans.

OVERVIEW

Several developmental kits have been published for the purposes of increasing decision making skills and to enhance value clarification.

Three kits have been selected for presentation in this activity. They are:

1. "Search for Values": The high school portion of the "Dimensions of Personality" series. Activities in the kit include a recording of daily value decisions in the form of a diary. Thus, students begin looking at their lives and the influence their values have on them. Individual as well as group activities are included.

2. "Career Decisions": This kit published by the J. C. Penney Co., aids students in becoming aware of the many influences upon job choice. Elements of occupational choice such as personal assessment, job attitudes, values and job market are examined.

3. "Deciding": Published by College Entrance Examination Board, this program is intended for use with junior and senior high school students to help them to learn more about themselves and about a systematic process for making decisions. Counselors, teachers, and other educators who wish to teach decision making will find this kit very helpful.

IMPLEMENTATION

To prepare himself for this activity, the counselor will familiarize himself with the suggested kits as well as other decision making and value clarification materials.

The counselor and administrators will plan and implement a staff development session.

The counselor and classroom teachers will plan individual classroom decision making and value clarification programs to be implemented.

The counselor will be available to assist teachers with specific implementation problems and/or to supply additional resources.

The counselor will organize small group activities for those students who need additional skills in the decision making process.

The counselor and classroom teacher will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teachers: plan, implement and evaluate program for decision making and value clarification.

Administrators: plan staff development sessions with counselor.

Materials:
-"Career Decisions" Gelatt, Varenhorst, Carey.
-"Deciding" College Entrance Examination Board, 1972.
-Programs for Educational and Career Exploration (P.E.C.E.): University of Georgia, 1970.
-"Value Identification": Pupil Personnel Services Section, Minnesota Department of Education, 1972.
-"Search for Values": Pflaum/Standard, 1972.

DOMAIN:

Basic Studies

Concept:

Educational level influences one's occupational level.

Goal 4.2:

For the individual to understand that different
occupations have different educational prerequisites.

Dev. Goal 4.2: K-3	Dev. Goal 4.2: 4-6	Dev. Goal 4.2: 7-9	Dev. Goal 4.2: 10-12
For the individual to understand that there are a variety of educational levels.	For the individual to understand the different types of educational preparation required for various occupations.	For the individual to understand the relationship between levels of education and levels of employment.	For the individual to understand the necessary steps immediately following high school to fulfill his life career plans.
Object. ve 4.24:	**Objective 4.23:**	**Objective 4.22**	**Objective 4.23**
The individual will describe reasons for levels of education.	The individual will identify the various educational levels.	The individual will construct a table of various occupations, showing the corresponding levels of education necessary for each.	The individual will identify the various types of post-high school educational programs available to him that are most consistent with his goals.
Activity:	**Activity:**	**Activity:**	**Activity**
Life Style Exploration	Types of Schools Exploration	Educational Level Module	Post-Secondary Placement Procedures

Refer to Appendix A for additional concepts, goals and objectives.

ACTIVITY: Life Style Exploration
Grade Level K-3

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations
           have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand that there are a
                variety of educational levels.
Objective 4.24: The individual will describe reasons for levels of
                 education.

OVERVIEW

This activity involves students in the exploration of a number of life
styles in order that they may see how the level of education influences
one's life style.

In examining various life styles, students will also become aware that
there are a wide variety of family life styles, each varying in occu-
pational and leisure time activities.

IMPLEMENTATION

The counselor will discuss the life style concept in terms of student
awareness with the classroom teacher.

The counselor and teachers will plan activities and a time for imple-
mentation of a Life Style Exploration module. Suggested activities are:
a. Life Style Exploration: Students and teacher will discuss different
    family combinations such as:
    -nonworking father, working mother
    -working mother, no father
    -single parent
    The class will then make a list to match these family combinations
    with their family and other families they know. From this list,
    the students will decide on three or four examples of different
    life styles to be interviewed by the students.
    The teacher will help prepare students for the visitors by reviewing
    good interview techniques (see Activity: Interviewing in this
    section) and elicit appropriate questions for each visitor, for
    example:
    -Who works in the family?
    -What preparation did you have for this occupation?
    -What are your leisure time activities?
    -Does your job affect your leisure time? How?
    -Who cares for the children?
    -who cleans house and cooks?
    After interviewing the visitor, students will decide a follow-up
    activity:
    -Draw a picture of the type of family interviewed and keep it in a
    Life Style Diary.
    -Write a class experience chart.
    -Write a personal reaction to each presentation.

b. Each student will check out a class cassette tape recorder to inter-
    view either one of their parents or an adult friend. The inter-

viewer might ask the following questions:
-What type of family did you grow up in?
-What influenced your choice of occupation?
-How much education does your job require?
-What do you do with your leisure time?
After the interview, each student will present his tape to the class.

Students and teacher will plan follow-up and evaluation activities for the Life Style Exploration module.

ROLE OF OThERS

Community Members: serve as resources to be interviewed by students.

Parents: serve as life style resources for taped interviews.

Classroom Teacher: plan, implement, and evaluate the Life Style Exploration module with the Counselor.

ACTIVITY: Types of Schools Exploration
Grade Level 4-6

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations
have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand the different types
of educational preparation required for various occupations.
Objective 4.23: The individual will identify the various educational levels.

OVERVIEW

Exploration of the various types of schools will enable the student to become
aware of the many educational opportunities that exist. Developing an
awareness at this age will offer students a wide range of alternatives from
which to choose when making educational decisions at a later point in their
lives.

IMPLEMENTATION

The counselor will discuss with the classroom teachers the various types of
schools. The counselor will also provide the classroom teachers with avail-
able literature.

The counselor and classroom teachers will formulate activities to develop
student awareness of the types of schools. Suggested activities are:
a. Using the yellow pages of a metropolitan area, the students will identify
different types of schools. Individually or in groups, students will
select a school to be explored. They will gain the following infor-
mation:
-entrance requirements, e.g., age limits, educational background and
references needed.
-programs offered
-length of programs
-cost of program
--jobs graduates are able to obtain.
After information has been obtained, presentations will be prepared to
communicate findings to the class.

b. Each student will select an occupation to be explored in terms of
education and skill requirements. Students will use community members
and other resources, such as telephone book or catalogs, to discover
the educational requirements for this occupation. The teacher will
provide time to share information with the class.

c. Individually or in groups, students will select neighborhood workers to
interview. The following information will be gained:
-skills required in occupation
-where skill is obtained
-how long did it take to learn skill
-previous experience necessary
-promotion requirements
After the information has been obtained, students will work together to
compare and contrast various occupations and their educational requirements.

The counselor, teacher and students will plan follow-up and evaluation activities.

Materials: Metropolitan Area Yellow Pages
               Educational Literature

ROLE OF OTHERS

Classroom Teachers: Plan, implement and evaluate program.

Community Members: serve as resources for interviews.

ACTIVITY: Educational Level Module
Grade Level 7-9

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations have
different educational prerequisites.

Dev. Goal 4.2: For the individual to understand the relationship between
levels of education and levels of employment.

Objective 4.22: The individual will construct a table of various occu-
pations, showing the corresponding levels of education
necessary for each.

OVERVIEW

This activity provides students with a comprehensive view of the world
of work in terms of subject areas and educational level, e.g. what
occupations exist for a high school graduate who is interested in
science. It will enable students to become aware of the occupations
available at a specific educational level.

Reference: The Teacher's Role in Career Development, Tennyson, et. al.,
APGA, 1971.

IMPLEMENTATION

The counselor will make two sets of occupational/educational level charts
available to students and teachers in the Career Resource and Placement
center.

The counselor and teachers will plan for the utilization of these charts
in each subject area.

Each teacher will be responsible for utilizing the chart with students
in their specific subject areas. Activities to be implemented include:
a. Introducing the chart to the class.
b. Reviewing the chart in terms of educational level.
c. Discuss occupations on the chart in terms of their interdependence
and importance.
d. Having each student research those occupations in which he is inter-
ested.

The student will review the occupational/educational level charts
available in the Career Resource and Placement Center for the purpose
of becoming familiar with the charts not presented in any of his classes.

Each student will develop an occupational/educational level chart depicting
occupations of interest to him.

Counselor, teachers, and students will discuss personal charts in classes.

Counselor, teachers and students will plan follow-up and evaluation
activities.

Materials: two sets of "Careers Related to Subject Area" Charts,
Minnesota Department of Education.

ROLE OF OTHERS

Classroom Teacher: plan and implement activities to utilize the occupational/educational level charts.

ACTIVITY: Post-Secondary Placement Procedures
Grade Level 10-12

DOMAIN: Basic Studies:

   Goal 4.2:   For the individual to understand that different occupations
               have different educational prerequisites.
   Dev. Goal 4.2:   For the individual to understand the necessary steps
                    immediately following high school to fulfill his life
                    career plans.
   Objective 4.23:   The individual will identify the various types of post-
                     high school educational programs available to him that
                     are most consistent with his goals.

OVERVIEW

   Students need information to implement post-secondary plans. The coun-
   selor must be responsible for familiarizing students with procedures to
   be followed, for job entry or for additional training.

IMPLEMENTATION

   The counselor will be responsible for the planning and implementation of
   this program. The program will be implemented in both large group
   activities and individual contacts with students.

   In preparing students for job entry or additional training the counselor
   will conduct the following activities:
   a. How to make intital contact:
       -by phone
       -in person
       -in writing
   b. How to complete application forms
   c. How to write a resume
   d. How to prepare for an interview

   The counselor will work individually or in groups with students to aid
   them in the implementation of their specific plans. This might include
   procedures for taking entrance examinations or taking students to the
   United States Employment Service (U.S.E.S.) Office.

   The counselor and students will plan and implement evaluation and follow-up
   activities.

ROLE OF OTHERS

   Classroom teachers: plan time for implementation of Post-Secondary
   Placement Procedures program.

   Community Members: serve as resources for information about placement
   procedures in specific occupations.

Part V

Implementation Procedures

Delivery Strategies

In-service workshops

Student

Use of Committees

PART V
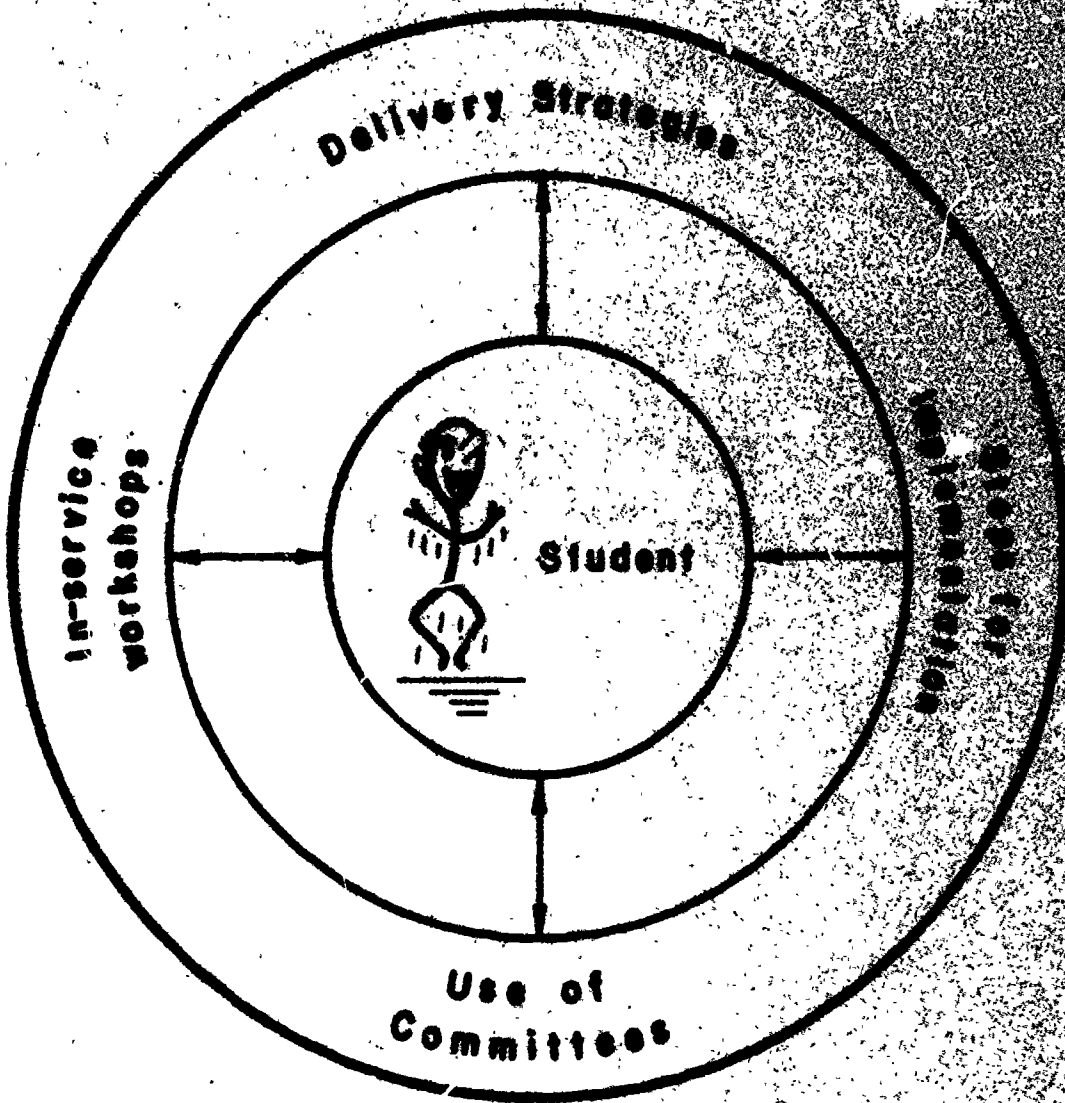
IMPLEMENTATION PROCEDURES

This section offers suggestions concerning possible
solutions to implementating the guidelines. The
various steps outlined in this section are not intended
to be exhaustive and should be considered on the basis
of needs of the particular school district.

INVOLVEMENT OF PERSONNEL

For implementation purposes, it should be recognized that many persons
contribute to and have responsibility for the total guidance program. These
include students, teachers, counselors, administration and community members.
In those Montana schools having limited or no counseling personnel, the
responsibility for implementation must be accepted by the teaching and admin-
istrative staff. In schools where counseling personnel are available, the
counselor will have the responsibility for coordinating the program. In
addition, the counselor will serve as a leader to stimulate administrators,
school staff and the community in developing the program.

GUIDANCE RESPONSIBILITIES: Delivery Strategies

Curriculum-Based Guidance Strategies	This approach is based on goals,objectives and activities which may be implemented by the counselor or another guidance functionary, such as the classroom teachers. These strategies may be a part of regular subjects or specially developed units, mini-courses or modules.
Individual Monitoring Guidance Strategies	This approach is coordinated by the counselor, who monitors each student's total development in terms of goals, values, aptitudes, and interests. Implementation of this aspect of the program can be accomplished by the classroom teacher.
On Call Guidance Strategies	This strategy focuses on direct immediate re- sponses to students needs such as crisis coun- seling, information seeking, and teacher/parent student consultation.

These strategies are supportive to curriculum-based and individual
monitoring.

STEPS IN IMPLEMENTING THE PROGRAM

The following procedures should be considered in establishing the guidance
based career development program.

1. Identify the needs of students. (This can be accomplished by using
    your current program as a base or asking the individuals in the
    setting to give their opinions)

2. Conduct a needs assessment of your students.

3. Formulate goals based on the needs assessments.

4. Obtain suggestions from such groups as community organizations, business, industry and parents.

5. Identify the equipment, materials, and supplies necessary to implement the program.

6. Identify those programs within the school and community which
   (1) may be utilized for implementation purposes
   (2) present barriers to implementation (labor laws, hiring practices, school rules).

USE OF COMMITTEES[2]

Appointment of effective committees is often crucial to the success of a developmental career development program. The following committees will be helpful:

Steering Committee

The group should be kept small and viable with enthusiastic personnel who are appointed by the School Superintendent. The function of this committee is to provide direction to the program through recommendations concerned with evaluation, modifications, and special issues. It might include as members:

1. School Superintendent
2. Guidance Director
3. Career Education Coordinator
4. Elementary and Secondary Curriculum Directors
5. K-12 Principals (a representative number)
6. Classroom Teachers
7. Counselors
8. Students

Curriculum Committee:

This committee's major responsibility is to incorporate life-career development into the school curriculum. Special tasks might include appointment of a subcommittee charged with the task of developing a life-career development guidance curriculum guide for K-12. The group should also make recommendations for a staff development program. Its members might include:

1. Curriculum Director or Assistant Superintendent in charge in Instruction.
2. Elementary and Secondary Curriculum Supervisors.
3. Classroom teachers at all grade levels and sub-levels affected by the program.
4. Counselors
5. Career Education Coordinator
6. Special Services and Support Personnel
7. Students

Staff Development Committee:

This is primarily school centered. Each school has a unique character and thus should have its own staff development leader. This mission of this committee

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[2] Life Career Development: A Guidance Model K-12. Alaska State Department of Education, Juneau. 1974

is to develop procedures and materials for providing the special skills and understanding needed by the staff to successfully implement a guidance program. Its membership may include:

1. Teachers, counselors, vocational educators responsible for staff development in the school building units.
2. Building Principals
3. Support Staff Representatives
4. Parents
5. Business, Industrial, Community Representatives

The staff development program will need to develop a program that would emphasize the following on-going development:

> PREPARATORY

> GENERAL ORIENTATION FOR ALL STAFF

> Staff Member Training By Groups

> CONTINUING

> Building Coordinator Consultation

> Individual Development Support As Requested

Community Advisory Committee

Successful programs are linked closely to the community. This linkage can often be accomplished by the establishment of a Community Advisory Committee. The function of this group is to interest the public in life-career development programs. The committee does not determine policy. In addition to advising on the nature of training requirements and the current labor demands of the community, this advisory committee can be called upon to provide materials and speakers to supplement tax provided resources. A broad spectrum of the committee might include:

1. Superintendent or Assistant Superintendent of Schools
2. Career Education Director
3. Guidance Director

4. Representatives from business, labor, industry, and agriculture
5. Newspaper Editor
6. Students

During the process of implementation, the staff and the involved committees must constantly focus on the following considerations:

1. How life career deve'opment can be related to the present guidance program and instructional program.

2. Identification of resources that are needed for effective implementation.

3. Assessment of the availability of talent that can be developed with the staff and community.

4. Methods by which teachers and counselors can learn skills to plan and. implement the model.

5. Identification of the instructional and counseling procedures that are already available.

6. Identification of the instructional and counseling procedures that are are not available but are available either from commercial or non-profit organizations that could be made appropriate through adaptation.

7. Itemizing the procedures that are not available locally or commercially and therefore need to be developed.

8. Selecting the procedures that are most practical on the basis of school and/or district's budgetary constraints.

IN-SERVICE WORKSHOPS

After the above information has been gathered and compiled according to the needs of the individual school and/or district, the responsibility is to identify ar.d se'ect staff members who will furnish the human resources essential to the prog   . Informal workshops that are geared to present and continued invo. _ment by staff members should follow. The workshops may address themselves to:

1. What adults in the community can be used as consultants in occupational areas.

2. How the program will be pictured to the students, parents, and the community.

3. How parents will be involved and informed about the program.

4. How each child will be involved in the program.

5. How student performances as a result of the program can be shared and evaluated.

COMMITTEES

SUPERINTENDENT

STEERING COMMITTEE

(Influences direction of projects)

CURRICULUM COMMITTEE

(Incorporate Life-Career Development into school curriculum)

COMMUNITY ADVISORY COMMITTEE

(Interest public in Life-Career development)

GUIDEWRITING SUBCOMMITTEE

(Write Life-Career Development Guide)

STAFF DEVELOPMENT

(Provides specific skills and understanding for staff development)

Figure 2

SYSTEM FOR PROGRAM IMPLEMENTATION

Pre-Commitment Stage

Confer with school district leadership personnel	Gain endorsement from Board of Education	Determine management system

Present program plan to Board of Education for approval	Review plan with State Department consultants	Appoint and prepare Steering Committee members to originate plan

Commitment Stage

Hold school district wide orientation conference & building meetings	Determine strategies for program initiation	Organize committees-- curriculum, advisory, staff development

Prepare delivery system including media, meth s & staff development	Develop a K-12/A program guide via a curriculum committee	Initiate a specific needs assessment program

Implementation Stage

Conduct formative evaluation activities & modify plan as needed	Communicate intentions to the public with Advisory Committee aid	Develop system for program activation and evaluation

Change/modify system after review of new needs, priorities and resources	Conduct summative evaluation and prepare report of results	Implement in terms of priorities and K-12/A guidelines

Figure 3

APPENDIX A

Concepts

Goals

Objectives

Level K-3

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and
          interests.
          Developmental Goal   1.1 For the individual to understand his abili-
                                    ties to perform specific tasks.

          Objectives   1.11 The individual will identify ways in which
                              he is unique.

                        1.12 The individual will evaluate his performance
                              of specific tasks.

                        1.13 The individual will identify tasks he can
                              do well and tasks he cannot do well.

                        1.14 The individual will describe his own reac-
                              tions to a variety of situations.

Goal 1.2 For the individual to be responsible for implementing his goals.

          Developmental Goal   1.2 For the individual to understand the impor-
                                    tance of personally relevant goals.

          Objectives: 1.21 The individual will name the tasks he will
                              accomplish in a specified time period.

                        1.22 The individual will identify realistic goals
                              when determining tasks to be accomplished.

                        1.23 The individual will identify alternative
                              ways of reaching a goal and select the
                              alternative most appropriate for him.

                        1.24 The individual will name his reasons for
                              selecting a specific goal.

Level K-3

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

    Developmental Goal   1.3 For the individual to understand the value of expressing his feelings in a socially acceptable manner.

        Objectives: 1.31 The individual will identify his feelings in a variety of situations.

                  1.32 The individual will list alternative ways of expressing feelings.

                  1.33 The individual will identify the most appropriate way of expressing feelings in a given situation.

                  1.34 The individual will describe ways in which he expresses his feelings affects others.

Goal 1.4 For the individual to be able to cope with his environment.

    Developmental Goal   1.4 For the individual to be aware of his environment.

        Objectives: 1.41 The individual will describe clothing appropriate for various weather conditions.

                  1.42 The individual will describe ways in which he is able to assume responsibility in the maintenance of his environment.

                  1.42 The individual will identify roles fulfilled by all members of his family.

                  1.44 The individual will identify the role he plays in the functioning of his family.

Level 4-6

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal   1.1 For the individual to understand that his interests and aptitudes influence his activities.

Objectives: 1.11 The individual will identify academic subjects in which he is most interested.

1.12 The individual will identify the relationship between his interest in a subject and his performance in that subject.

1.13 The individual will name his out-of-school interests.

1.14 The individual will describe ways in which his interests enter into his choice of activities.

Goal 1.2 For the individual to be responsible for implementing his goal'

Developmental Goal   1.2 For the individual to understand the importance of setting priorities in order to reach goals.

Objectives: 1.21 The individual will order the tasks to be accomplished within a specified time.

1.22 The individual will name both long range and immediate goals in setting priorities.

1.23 The individual will identify reasons for persons to set differing priorities.

1.24 The individual will identify reasons for the priorities he has established.

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Level 4-6

SELF 1,0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the need to establish relationships with others.

Objectives: 1.31 The individual will identify ways in which he is able to help others.

1.32 The individual will identify ways in which others are able to help him.

1.33 The individual will describe situations in which it is better to work together than alone.

1.34 The individual will describe ways people enjoy each other.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand the demands of his environment.

Objectives: 1.41 The individual will identify the responsibilitites he has to specific groups within his environment.

1.42 The individual will describe situations in which his environment controls his behavior.

1.43 The individual will list ways in which he is able to exist in harmony with his environment.

1.44 The individual will identify ways ; which other people influence him.

Level 7-9

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

    Developmental Goal 1.1 For the individual to understand the effects of health and physical development on his performance of tasks.

        Objectives: 1.11 The individual will describe his physiological changes, capabilities, characteristics and limitations.

              1.12 The individual will identify the effects that one's health and physical fitness can have on one's career.

              1.13 The individual will identify possible relationships between occupations and the physical attributes of an individual.

              1.14 The individual will describe the effect of his physical fitness on his present activities.

Goal 1.2 For the individual to be responsible for implementing his goals.

    Developmental Goal 1.2 For the individual to understand the necessity for setting both short and long range goals.

        Objectives: 1.21 The individual will describe the relationship between setting priorities and goals and the accomplishment of goals.

              1.22 The individual will name priorities which affect goal setting.

              1.23 The individual will identify examples of short range and long range goals.

              1.24 The individual will construct both short range and long range goals.

Level 7-9

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the role com-
munication plays in interpersonal relationships.

Objectives: 1.31 The individual will identify differences between
verbal and non-verbal interpersonal communication.

1.32 The individual will compare his verbal techniques
wit' those of his peers.

1.33 The individual will compare his non-verbal tech-
niques with those of his peers.

1.34 The individual will describe how he reacts to
the verbal and non-verbal communication of others.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand how family,
school, peer group, church, community and work
experience influence him.

Objectives: 1.41 The individual will identify the value he places
on personal achievement as compared to societal
values.

1.42 The individual will identify how and why personal
values change as a result of societal values.

1.43 The individual will describe how his personal
values have been influenced by family values.

1.44 The individual will identify situations in which
he has been influenced by peer group values.

Level 10-12

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and
         interests.

    Developmental Goal 1.1 ͬor the individual to understand, accept
                              and respect his own uniqueness as a result
                              of learning, growth and maturation.

        Objectives: 1.11 The individual will identify his strengths
                        and conꓕider these while ᵈeveloping post-
                        secondary occupational plans.

              1.12 The individual will identify his present
                        interests and achievements as they emerge
                        from his educational experiences.

              1.13 The individual will describe his occupa-
                        tional goals according to his interests,
                        aptitudes and achievements.

              1.14 The individual will identify the successes
                        in his educational program.

Goal 1.2 For thᵉ individual to be responsible for implementing his goals.

    Developmental Goal 1.2 For the individual to understand that he must
                              evaluate his progress in achieving goals.

        Objectives: 1.21 The individual will describe steps in attain-
                        ing a goal.

              1.22 The individual will identify external influ-
                        ences on his achievements of stated goals.

              1.23 The individual will identify internal
                        influences ꞌn his achievements of stated goals.

              1.24 The individual will evaluate how well he achieves
                        his goals.

Level 10-12

SELF   1.0

Goal 1.3 For the individual to be able to communicate openly with others.

    Developmental Goal 1.3 For the individual to understand the value
        of open communication.

        Objectives: 1.31 The individual will identify ways in which
        open communication contributes to group goals.

        1.32 The individual will describe how open
        communication facilitates inter-personal
        understanding.

        1.33 The individual will describe ways in which
        open communication aids in personal growth.

        1.34 The individual will identify situations in
        which he has used open communication.

Goal 1.4 For the individual to be able to cope with his environment.

    Developmental Goal 1.4 For the individual to understand methods
        of dealing with his environment.

        Objectives: 1.41 The individual will describe how social,
        economic, educational and cultural forces
        influence his development.

        1.42 The individual will describe the extent to
        which individual welfare is dependent upon
        the well-being of all people in the society.

        1.43 The individual will identify the character-
        istics of individual and societal well-being.

        1.44 The individual will describe how his own
        ability and efforts allow him to exist in
        harmony with his environment.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the inter-relationship of occupations.

Objectives: 2.11 The individual will list ways in which school workers are dependent upon each other.

2.12 The individual will describe the consequences of a specific worker not doing his task.

2.13 The individual will identify workers he is dependent upon in his life.

2.14 The individual will name workers who are dependent upon him.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classifi d in several ways.

Developmental Goal 2.2 For the individual to understand that there are a variety of occupations in the world of work.

Objectives: 2.21 The individual will list occupations found within the school.

2.22 The individual will list occupations required in building a house.

2.23 The individual will identify occupations of parents and classmates.

2.24 The individual will describe occupations found in his community.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time
in his life.

> Developmental Goal 2.3 For the individual to understand what leisure
> time is.

>> Objectives: 2.31 The individual will identify times during
>> the school day which are considered leisure.

>> 2.32 The individual will describe how he uses his
>> time away from school.

>> 2.33 The individual will list ways in which
>> parents use "at home" time.

>> 2.34 The individual will identify activities that
>> he considers "leisure time" activities.

Goal 2.4 For the individual to understand the relationship between oc-
cupations and life styles.

> Developmental Goal 2.4 For the individual to understand what con-
> stitutes life style.

>> Objectives: 2.41 The individual will list ways being in
>> school during the day affects his activities.

>> 2.42 The individual will describe the routine
>> activities of his family.

>> 2.43 The individual will list ways that his life
>> changes.

>> 2.44 The individual will describe ways he is able
>> to change his life style.

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Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to
needs and functions of society.

    Developmental Goal 2.1 For the individual to understand the need
for job specialization within the world of
work.

        Objectives: 2.11 The individual will list tasks done by
various role models.

                2.12 The individual will list skills required
in a variety of occupations.

                2.13 The individual will identify reasons one
person could not carry out all tasks within
a work environment.

                2.14 The individual will list occupations which
are required for the maintenance of the
community.

Goal 2.2 For the individual to understand that there is a wide variety
of occupations which may be classified in several ways.

    Developmental Goal 2.2 For the individual to understand charac-
teristics which differentiate occupations.

        Objectives: 2.21 The individual will identify ways in which
occupations are similar.

                2.22 The individual will identify ways in which
occupations are different.

                2.23 The individual will name occupations which
can be classified in several ways.

                2.24 The individual will identify occupations
which might be classified within a specific
classification.

Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand that leisure means different things to different people.

Objectives: 2.31 The individual will name ways in which his leisure activities differ from his parents.

2.32 The individual will identify activities which he considers to be work or leisure.

2.33 The individual will identify activities others consider work or leisure.

2.34 The individual will order activities he prefers as leisure activities.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand the differences among life styles.

Objectives: 2.41 The individual will identify ways in which his life style differs from his parents.

2.42 The individual will list reasons for different life styles.

2.43 The individual will identify ways occupations influence life styles.

2.44 The individual will describe ways an urban life style differs from a rural life style.

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Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to
needs and functions of society.

   Developmental Goal 2.1 For the individual to understand the inter-
dependence between occupations and the
needs and goals of society.

      Objectives: 2.11 The individual will describe the contri-
bution of a variety of occupations to
society.

        2.12 The individual will identify the contribution
of workers at various socio-economic levels
and why each is important.

        2.13 The individual will describe how work has
helped to overcome social problems in the
past.

        2.14 The individual will identify occupations
which aggravate and which help resolve
social problems.

Goal 2.2 For the individual to understand that there is a wide variety
of occupations which may be classified in several ways.

   Developmental Goal 2.2 For the individual to understand the various
methods of classifying occupations.

      Objectives: 2.21 The individual will group occupations which
share similar prerequisites.

        2.22 The individual will identify the many oc-
cupations which are involved in the pro-
duction of a specified item.

        2.23 The individual will identify occupations
whose purpose is not production of goods or
products.

        2.24 The individual will construct a classification
system for a list of occupations, basing
the classification on criteria of his own choice.

Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time
         in his life.

 Developmental Goal 2.3 For the individual to understand how he
                              makes use of his leisure time.

  Objectives: 2.31 The individual will describe how work and
                               leisure time pursuits are related.

    2.32 The individual will list work attitudes and
                              interests which extend appropriately to
                              leisure time.

    2.33 The individual will describe the difference
                              between work, play and creative leisure.

    2.34 The individual will list realistic ways to
                              use his time effectively.

Goal 2.4 For the individual to understand the relationship between oc-
         cupations and life styles.

 Developmental Goal 2.4 For the individual to understand how occu-
                              pational choice influences life style.

  Objectives: 2.41 The individual will describe various occu-
                               pations in terms of amount of free time
                               available.

    2.42 The individual will identify occupations
                              in terms of geographical location in re-
                              lation to leisure possibilities.

    2.43 The individual will describe the relation-
                              ship between salary and type of life style.

    2.44 The individual will describe the effects of
                              occupational choice on type of social con-
                              tacts.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to
          needs and functions of society.

    Developmental Goal 2.1 For the individual to understand how the
                             needs and functions of society are satis-
                             fied by a variety of occupations.

        Objectives: 2.11 The individual will identify a variety of
                           social and economic benefits associated
                           with several occupations.

                     2.12 The individual will describe the roles
                           various occupations play in regulating gov-
                           ernmental effects on the economy.

                     2.13 The individual will describe several oc-
                           cupations that provide society with pro-
                           tection.

                     2.14 The individual will describe several occu-
                           pations that provide society with medical
                           services.

Goal 2.2 For the individual to understand that there is a wide variety
           of occupations which may be classified in various ways.

    Developmental Goal 2.2 For the individual to understand why occu-
                             pations may be classified in several ways.

        Objectives: 2.21 The individual will describe several dif-
                           ferent methods of classifying a list of
                           occupations.

                     2.22 The individual will identify the advantages
                           of grouping occupations with similar characteristics.

                     2.23 The individual will describe the advantages
                           of one classification system over another
                           in a given situation.

                     2.24 The individual will identify the disadvan-
                           tages of restricting himself to one method
                           of classification.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.3   For the individual to understand the function of leisure time
in his life.

Developmental Goal 2.3   For the individual to understand how his
value system influences his use of leisure
time.

Objectives: 2.31   The individual will construct two lists: a
priority listing of his values, and a
priority listing of his favorite leisure
time activities.

2.32   The individual will describe how one or more
of his listed values influences his interest
in a particular leisure time activity.

2.33   The individual will describe the amount of
status attributed to certain leisure
activities.

2.34   The individual will identify psychological
needs met by his use of leisure time.

Goal 2.4   For the individual to understand the relationship between oc-
cupations and life styles.

Developmental Goal 2.4   For the individual to understand how life
style influences occupational choice.

Objectives: 2.41   The individual will describe a preferred life
style.

2.42   The individual will identify several occu-
pations which would allow him to pursue his
preferred life style.

2.43   The individual will be able to match occu-
pations with probable life styles.

2.44   The individual will identify the relation-
ship between his aspired life style and the
life style of vocational alternatives.

Level K-3

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand the need to make decisions.

Objectives: 3.11 The individual will identify situations in which decisions are made.

3.12 The individual will list ways decision making helps in problem solving.

3.13 The individual will identify ways in which he depends upon decision making.

3.14 The individual will describe situations when group decisions should be made.

Goal: 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the consequences of his decision making.

Objectives: 3.21 The individual will describe situations in which his decisions affect others.

3.22 The individual will identify the outcomes of his specific decisions.

3.23 The individual will describe situations in which his decisions will affect only himself.

3.24 The individual will name ways of changing an inappropriate decision.

Level K-3

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives
available to him.

Developmental Goal 3.3 For the individual to understand the need
to identify alternative ways to accomplish
goals.

Objectives: 3.31 The individual will identify situations in
which there is more than one way to accom-
plish a task.

3.32 The individual will list his reasons for
selecting a specific alternative.

3.33 The individual will identify reasons one
way might be better than another in accom-
plishing a goal.

3.34 The individual will describe reasons some-
one else might choose another alternative.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that the
factors which influence his decisions may
vary.

Objectives: 3.41 The individual will identify factors which
affect his decisions.

3.42 The individual will list ways in which
others affect his decisions.

3.43 The individual will describe ways in which
his interests affect his decisions.

3.44 The individual will identify situations in
which environmental conditions affect his
decisions.

Level 4-6

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand how peer influence affects his decisions.

Objectives: 3.11 The individual will describe ways in which what he wears is determined by peer influence.

3.12 The individual will identify situations in which his behavior is determined by peer influence.

3.13 The individual will identify situations in which parental influence and peer influence are in conflict.

3.14 The individual will name situations when peer influence is of value.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand that previous decisions will affect present and future decisions.

Objectives: 3.21 The individual will identify situations in which one decision has led to a series of other decisions.

3.22 The individual will list decisions made prior to reaching a specific goal.

3.23 The individual will identify ways specific decisions have limited his alternatives.

3.24 The individual will identify how present decisions will affect his future.

Level 4-6

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand that there is a variety of questions related to deciding on a career choice.

Objectives: 3.31 The individual will identify reasons specific workers have chosen their occupation.

3.32 The individual will identify what he likes about specific occupations.

3.33 The individual will list tasks required in specific occupations.

3.34 The individual will describe life styles which currently appeal to him.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that decisions are not always planned but sometimes are made spontaneously.

Objectives: 3.41 The individual will identify situations which have required "on-the-spot" decisions.

3.42 The individual will list reasons for the necessity of immediate decisions.

3.43 The individual will identify ways in which past decision making helps him to make spontaneous decisions.

3.44 The individual will describe situations that require planned decisions.

Level 7-9

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills

Developmental Goal 3.1 For the individual to evaluate the quality of his decision making.

Objectives: 3.11 The individual will describe the interrelatedness of decisions made in different spheres of life and segments of time.

3.12 The individual will predic his chances of reaching the level to which he aspires in the occupational area of his choice and give reasons for this self-evaluation.

3.13 The individual will identify and utilize appropriate criteria for evaluating occupational information.

3.14 The individual will compare the ways in which he make decisions with ways others make decisions.

Goal 3 2 For the individual to understand the relationship between present planning and iture outcomes.

Developmental Goal 3.2 For the individual to understand the need to re-examine decisions regarding future long-range career possibilities.

Objectives: 3.21 The individual will identify skills or knowledge utilized in a preferred occupation which may transfer to another.

3.22 The individual will identify possible future changes in his preferred occupation.

3.23 The individual will identify factors which influence occupational change in his preferred occupational field.

3.24 The individual will identify the ways that occupational supply and demand influence career planning.

Level 7-9

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

    Developmental Goal 3.3 For the individual to understand the need for selecting the alternatives most consistent with his goals.

        Objectives: 3.31 The individual will identify several alternatives to his preferred occupation that are most consistent with his goals.

                3.32 The individual will list his occupational alternatives and outline how these alternatives would affect his life.

                3.33 The individual will describe his preferred occupation and compare his present choice to occupations preferred in the past.

                3.34 The individual will describe how broad economic change could affect his career plans.

Goal 3.4 For the individual to understand the need for flexibility.

    Developmental Goal 3.4 For the individual to understand that decisions can be tentative and reversable.

        Objectives: 3.41 The individual will identify situations in which new information would warrant a change in a previously made decision.

                3.42 The individual will describe a decision reversal he has made due to a change of circumstances.

                3.43 The individual will describe th   vantages of making a decision that is ter   ve and reversable.

                3.44 The individual will identify local   ate and federal governmental decisions   t have been reversed due to new infor   on.

Level 10-12

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

    Developmental Goal 3.1 For the individual to understand the in-
                                  fluence of goals and values in the decision
                                  making process.

        Objectives: 3.11 The individual will identify his own values
                            as they relate to work situations.

               3.12 The individual will identify values he
                            holds and list occupations through which
                            these values are promoted.

               3.13 The individual will describe the values
                            and expectations significant others have
                            for him and how these expectations affect
                            his career plans.

               3.14 The individual will identify the value he
                            places on personal endeavor and achievement
                            as compared to the way society views these.

Goal 3.2 For the individual to understand the relationship between
            present planning and future outcomes.

    Developmental Goal 3.2 For the individual to understand the need
                                  to reconsider goals and formulate new plans
                                  when necessary.

        Objectives: 3.21 The individual will identify changes in
                            his community which might cause him to for-
                          mulate new life career plans.

               3.22 The individual will identify national policy,
                            law and/or economic changes which might
                            cause him to formulate new life career plans.

               3.23 The individual will describe situations in
                            which new information might cause him to
                            reconsider his goals and formulate new ones.

               3.24 The individual will describe situations in
                            which he has reconsidered a goal and formu-
                            lated new plans in relation to it.

Level 10-12

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the relativity of importance among influences on decisions.

Objectives 3.31 The individual will describe situations in which his peer group has influenced a decision.

3.32 The individual will describe how family and familial expectations have influenced his decision making.

3.33 The individual will identify groups of individuals which have had the greatest influence on his decision making.

3 34 The individual will identify his own ambitions and expectations which influence his decision making.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand the need for continual evaluation and possible revision of decisions.

Objectives: 3 41 The individual will identify current environmental changes which required the ability to evaluate and possibly revise present decisions.

3.42 The individual will describe occupations that have been modified, eliminated or created by technological and societal change thus requiring continual evaluation of choices made by those involved.

3.43 The individual will reconsider goals, formulate new plans, and resolve the differences between the new and old goals and plans.

3.44 The individual will identify situations in which a given set of facts can support different decisions.

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Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

    Developmental Goal 4.1 For the individual to understand the im-
    portance of language.

        Objectives: 4.11 The individual will list ways language is
        used in the classrocm.

                4.12 The individual will identify workers who
                rely on language in their occupation.

                4.13 The individual will describe how life would
                be without language.

                4.14 The individual will list ways in which
                he relies on language to satisfy his needs.

Goal 4.2 For the individual to understand that different occupations
    have different educational prerequisites.

    Developmental Goal 4.2 For the individual to understand that there
    are a variety of educational levels.

        Objectives: 4.21 The individual will identify parents' edu-
        cational level.

                4.22 The individual will describe progression from
                one educational level to the next.

                4.23 The individual will identify educational
                level of siblings.

                4.24 The individual will describe reasons for
                levels of education.

Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual tc understand the relationship between what goes on in school and out of school.

> Developmental Goal 4.3 For the individual to understand cha there are out of school learning experiences.

>> Objectives: 4.31 The individual will identify television shows which are educational.

>> 4.32 The individual will list ways he can learn on family trips.

>> 4.33 The individual will identify places he can observe nature.

>> 4.34 The individual will identify ways he can learn from people outside of school.

Goal 4.4 For the individual to understand that learning is a life long process.

> Developmental Goal 4.4 For the individual to understand that past, present, and future learning are related.

>> Objectives: 4.41 The individual will identify things he was not able to do last year that he is able to do now.

>> 4.42 The individual will describe ways in which his activities will change during the school year.

>> 4.43 The individual will order his own past physical development.

>> 4.44 The individual will identify ways last week's learning relates to this week's.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

    Developmental Goal 4.1 For the individual to understand the vari-
ety of ways in which language is used.

        Objectives: 4.11 The individual will identify situations
during the day in which he uses language.

            4.12 The individual will list ways in which
written language is used.

            4.13 The individual will identify ways in which
oral language is used.

            4.14 The individual will describe ways in which
nonverbal communication is used.

Goal 4.2 For the individual to understand that different occupations
have different educational prerequisites.

    Developmental Goal 4.2 For the individual to understand the dif-
ferent types of educational preparation
required for various occupations.

        Objectives: 4.21 The individual will identify the educa-
tional preparation required for his parent's
occupations.

            4.22 The individual will identify the educational
preparation required for occupations in which
he is interested.

            4.23 The individual will identify the various
educational levels.

            4.24 The individual will identify occupational
positions young people are able to hold.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3   For the individual to understand the relationship between what
            goes on in school and out of school.

    Developmental Goal   4.3   For the individual to understand that school
            provides only a part of his learning ex-
            periences.

        Objectives: 4.31   The individual will identify sources of
            learning other than school.

            4.32   The individual will identify organizations
            which provide learning experiences for him.

            4.33   The individual will identify ways he can
            learn while participating in family acti-
            vities.

            4.34   The individual will describe ways individual
            interests provide him with learning ex-
            periences.

Goal 4.4   For the individual to understand that learning is a life long
            process.

    Developmental Goal   4.4   For the individual to understand that
            desire to learn influences learning.

        Objectives: 4.41   The individual will identify ways his in-
            terests have led him to expand those in-
            terests.

            4.42   The individual will describe ways in which
            curiosity affects learning.

            4.43   The individual will identify situations in
            which lack of interest affects learning.

            4.44   The individual will identify intrinsic and
            extrinsic rewards of learning.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the sub-
tleties of language.

Objectives: 4.11 The individual will list several examples
of nonverbal communication.

4.12 The individual will describe the role of
slang and colloquialism in communication.

4.13 The individual will describe the difference
between a literal and a figurative trans-
lation.

4.14 The individual will describe the part
analogies play in communication.

Goal 4.2 For the individual to understand that different occupations
have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the re-
lationship between level of education and
levels of employment.

Objectives: 4.21 The individual will describe advantages
and disadvantages of various levels of
education.

4.22 The individual will construct a table of
various occupations, showing the corres-
ponding levels of education necessary for
each.

4.23 The individual will describe a preferred
occupation and identify the level of edu-
cation needed to attain that occupation.

4.24 The individual will describe why one would
go on to achieve more than the minimal
amount of education needed for entry into
an occupation.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATIO.. 4.0

Goal 4.3 For the individual to understand the relationship between
what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand how par-
ticipation in school activities can relate
to selected occupational areas.

Objectives: 4.31 The individual will list occupation; which
utilize skills he is learning in present
course work.

4.32 The individual will identify skills re-
quired in occupations of interest to him
and where these skills can be acquired in
school.

4.33 The individual will list extra curricular
activities he is engaged in and how they
relate to a preferred occupational area.

4.34 The individual will describe the similar-
ities between in-school involvement and in-
volvement in activities related to various
occupations.

Goal 4.4 For the individual to understand that learning is a life long
process.

Developmental Goal 4.4 For the individual to develop an appreciation
of learning and its relationship to living.

Objectives: 4.41 The individual will describe what the phrase
"learning for learning's sake" means to him.

4.42 The individual will describe several in-
stances in which what he learned in a school
classroom helped in his performance of a
task or increased his enjoyment of a hobby
or recreational activity.

4.43 The individual will identify several ways
in which significant others have continued
to learn throughout their lives.

4.44 The individual will describe several ways
in which members c various occupations in
the community continue to learn.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1   For the individual to possess skills that are useful.

    Developmental Goal 4.1   For the individual to understand the use-
                                       fulness of language skills.

       Objectives: 4.11   The individual will list the advantages of
                       understanding how to construct a business
                       letter, a resume, and a letter of inquiry.

              4.12   The individual will identify communication
                       skills associated with a particular occu-
                       pation.

              4.13   The individual will describe the impor-
                       tance of language skills and levels of
                       occupation.

              4.14   The individual will identify occupations
                       which require specialized termino ogy.

Goal 4.2   For the individual to understand that different occupations
       have different educational prerequisites.

    Developmental Goal 4.2   For the individual to understand the nec-
                                           essary steps immediately following high
                                         school to fulfill his life career plans.

       Objectives: 4.21   The individual will identify options open
                       to him upon graduating from high school.

              4.22   The individual will describe the local job
                       market.

              4.23   The individual will identify the various
                       types of post-high school educational pro-
                       grams available to him that are most con-
                       sistent with his goals.

              4.24   The individual will review plans made prior
                       to high school graduation and re-evaluate
                       them.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what
goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that school
classes and activities will relate to his
use of time throughout life.

Objectives: 4.31 The individual will describe his priorities
in relation to his choice of in-school
activities.

4.32 The individual will describe how what he
learns in school relates to his out of school
activities.

4.33 The individual will describe how he pursues
his favorite subject through outside
activities.

4.34 The individual will describe school activi-
ties he enjoys and how they relate to the learnin
process.

Goal 4.4 For the individual to understand that learning is a life long
process.

Developmental Goal 4.4 For the individual to understand that con-
tinual learning is a part of life adjustment.

Objectives: 4.41 The individual will list present learning
experiences that he plans to continue on
his own beyond high school graduation.

4.42 The individual will describe out of school
activities that he has inititated himself.

4.43 The individual will identify occupations in
which continued learning is necessary.

4.44 The individual will identify situations
other than in school or on the job where
continued learning would be required.

APPENDIX B

CAREER GUIDANCE

and

PLACEMENT CENTER

The Career Guidance Counseling and Placement Center is designed to be the hub of the counselors activities. It should coordinate all available career exploration resources into an area easily assessable to students.

Purpose of the Center

The center should be used for such activities as:

Research
Occupational Planning
Career and self exploration
Group sessions
Job entry and placement
Financial aid information
Post secondary opportunities
Peer counseling
Providing educational and occupational information
Community resources survey
Work exploration
Conferences with representatives from institutions of higher education,
   military, resource persons, etc.

Planning and Implementing the Center

Community members, parents, and school personnel should be involved in planning and implementing the center. Their interest will provide impetus for the involvement of school and community members. Persons interested in obtaining additional information about the center should write to: Director of Career Education, Helena Public Schools, Helena, Montana 59601 or school counselor, Lincoln County High School, Eureka, Montana.

Suggested Floor Plan
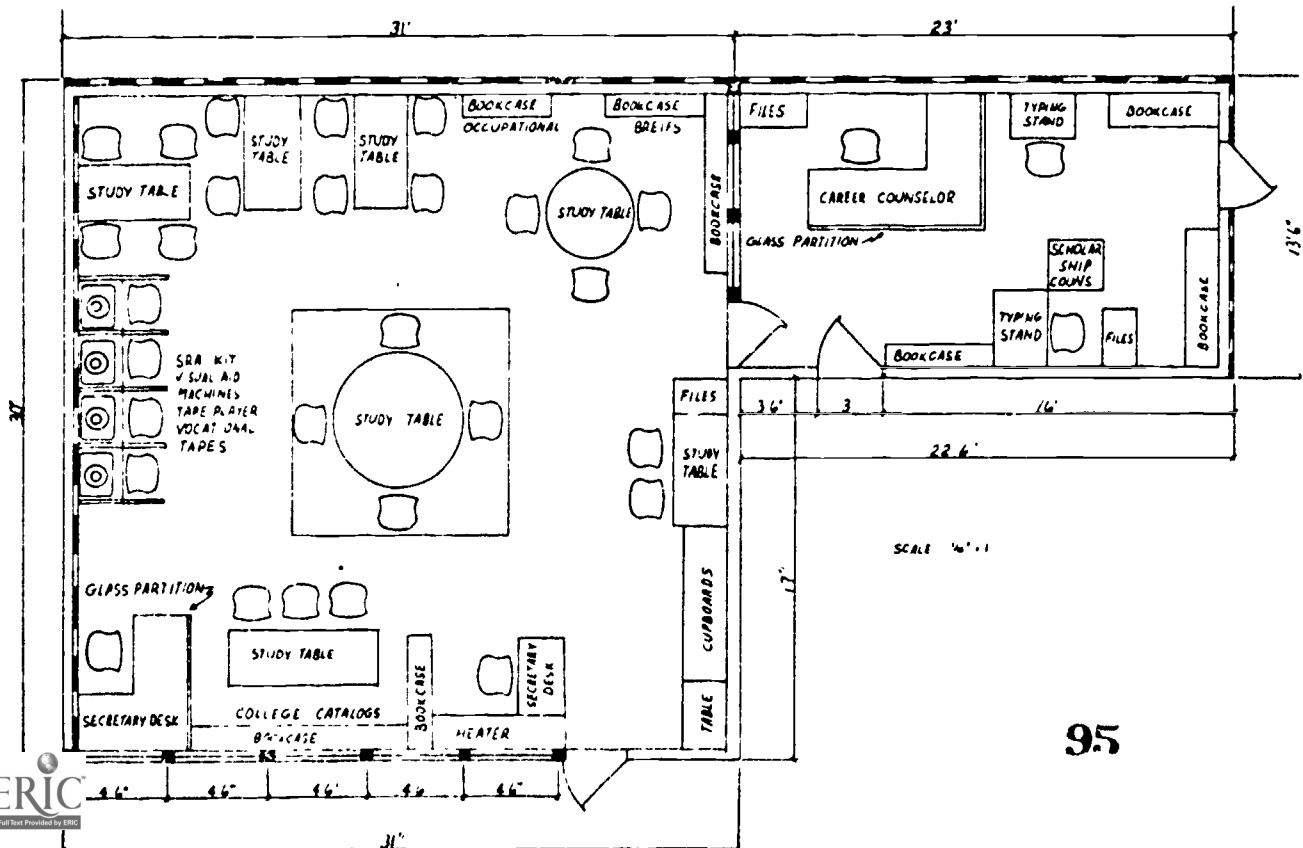
No attempt has been made in this publication to offer a variety of floor
plans to fit respective situations and needs. However, the floor plan on the
preceding page is offered for suggesting "one way" of utilizing space in the center.

Two additional programs, computer based vocational guidance systems and
rap rooms are natural for inclusion in the center.

Computer-based Systems:

The computer has a variety of uses: Coordinating instructional
materials, providing students an opportunity for immediate self
information, and assisting students in exploring wide ranges of
occupations related to the students' interests, abilities and
aptitudes. For additional information consult the U.S. Office
of Education publication entitled; Computer-Based Vocational
Guidance Systems.

Rap Rooms:

These rooms should be located in the center and are valuable for
peer counseling activities. Operational and staffing procedures
will depend upon the specific setting.

APPENDIX C

FOLLOW-UP FORMS

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FOLLOW-UP SURVEY FORMS

The following are examples of follow-up forms that may be used or modified to serve the counselors needs.

FOLLOW-UP QUESTIONNAIRE

Class of_____

Name_____
Present Address_____

Please check in column on the left each item that describes your present status and fill in the information requested.

_____What career are you planning to enter or have entered?_____
_____Attending trade or vocational school?_____
                                                (Name of school)
     _____Major area of study?_____
_____Attending college?_____
                                                (Name of college)
     _____Major area of study?_____

_____Working?_____
                    (Job title)   (Name of employer)
     _____Part-time   Or   _____Full-time

_____In Armed Forces? Branch of Service:_____Present Rank:_____
     If you received special schooling, give name of school_____

_____Unemployed? Reason:_____
_____Married? Number of children:_____
_____Single

Please list below the jobs you have held since leaving high school, beginning with the job you now hold and working back to the one you first held after leaving school.

Job	Approx. Dates of Employment	Employer	Reason for Leaving

What subjects in high school were most helpful to you? Please list:_____
_____

What subjects in high school were least helpful to you? Please list:_____
_____

What services or programs would have helped you to benefit more from your high school education?_____

COMMENTS: Please add any personal messages or other comments you would like to make. Use the back of this sheet.

FOLLOW-UP OF FORMER STUDENTS
SURVEY FORM

_____
                                        Identifying Data

_____

Section I. Personal Information (If for any reason you prefer not to
            identify yourself skip this section and go on to Section II.)

   A. Name_____
                    (First)   (Last)   (Maiden, if married)
   B. Permanent address_____
   C. Are you...single_____married_____divorced or separated_____
   D. Number of children_____

Section II. Job Information

   A. Present employer_____Your job title_____
   B. If you have had other jobs since leaving school, how many?_____
   C. After leaving school, how long did it take for you to find your
       first job?...Had job arranged before leaving school_____
       0-3 months_____3-6 months_____more than six months_____
   D. Present annual income (optional)
       less than $3000_____$3000-$6000_____$6000-$9000_____
       more than $9000_____
   E. Are you satisfied with your present job? Yes_____No_____
       What features of your job cause you to be satisfied or dissatisfied?
       _____
       _____

   F. Is your present job the type of work you had considered during high
       school? Yes_____No_____

Section III. Educational Information (If you are presently enrolled in or
              have been enrolled in a school, college or training program
              since leaving high school, answer the following questions.)

   A.
Name of school or training institution	Dates attended	Major subject or training area	Degree or certofocate received

   B. Awards or honors received_____
   C. Comments on the value of the training you are receiving or have
       received_____
       _____
       _____
       _____

Section IV. <u>Evaluation of Guidance Services</u>

A. Please answer the following questions by circling "yes" or "no."
   If you are uncertain, circle "?".

   yes no ? 1. Generally, were the guidance services of value to you?
   yes no ? 2. Did the counselors ever meet with your parents?
   yes no ? 3. Were you ever counseled individually?
   yes no ? 4. Were you ever part of a group counseling session?
   yes no ? 5. Did you feel free to contact the counselor when you
                    had a problem?

B. How much help were the counselors to you in each of the following areas?

                        did not seek
   much some little this service

   ____ ____ ____   ____   1. Course selection and schedule
   ____ ____ ____   ____   2. Planning for your future
   ____ ____ ____   ____   3. Obtaining a job
   ____ ____ ____   ____   4. Entering a college or other
                                     training program
   ____ ____ ____   ____   5. Solving a problem with a teacher
   ____ ____ ____   ____   6. Discussing your grades
   ____ ____ ____   ____   7. Solving a problem with your
                                     parents
   ____ ____ ____   ____   8. Understanding your abilities
   ____ ____ ____   ____   9. Seeking information on jobs or
                                     schools
   ____ ____ ____   ____   10. Solving a problem with another
                                     student
   ____ ____ ____   ____   11. Understanding achievement test
                                     scores

Section V. <u>Evaluation of School Courses</u>

A. Which courses that you took in school have been the most help as far
   as preparing you for the work or training you are now involved in?
   _____

B. What courses that were not offered would have been useful to you at
   your present job or training?
   _____

Comments:

Section VI. <u>Dropout Survey</u> (To be completed by those former students who left school before graduating.

A. Which of the following were the most important reasons for your leaving school?

    _____1. Would rather work than attend school
    _____2. To get married
    _____3. Poor health
    _____4. Parents wanted me to leave school
    _____5. Disliked a certain teacher
    _____6. Disliked a certain course
    _____7. Poor grades
    _____8. Expelled
    _____9. Needed to help support my family
    _____10. Others (please list)_____

B. Which of the following might have helped keep you in school?

    _____1. Changing a class
    _____2. Opportunity to work part-time
    _____3. Help from a counselor
    _____4. Specific job training
    _____5. More help from my teachers with my school work
    _____6. Different friends or more friends
    _____7. More support from my family toward staying in school
    _____8. Nothing could have helped
    _____9. Others (please list)_____

C. 1. Did your counselor talk about your decision to leave school?
    Yes_____   No_____
   2. Are you satisfied with your decision? Yes_____   No_____
   3. Have you contacted the counselor for any reason since leaving school? Yes_____   No_____
   4. Have you taken or are you planning to take the General Education Development (GED) Test? Yes_____   No_____

COMMENTS

APPENDIX D

RESOURCES AND REFERENCES

BIBLIOGRAPHY

CAREER AWARENESS AND EXPLORATION

Peoria Public Schools
3202 N. Wisconsin Avenue
Peoria, Illinois   61603

The aim of Career Awareness and Exploration is to "help the student gain
experience and skills necessary to understand himself, his environment, and
outside the school; to develop socially, culturally and academically; and
for eventual employability." It focuses on the teacher as planner and pro-
vider of opportunities for experiences. Goal statements are presented and
details are given to aid the teacher in organizing study units around the
themes of career development and exploration.

DECIDING: A LEADER'S GUIDE

H. B. Gelatt, Barbara Varenhorst, Richard Carey
College Entrance Examination Board, 1972

Deciding: A Leader's Guide "consists of three units that contain acti-
vities and exercises designed to present decision-making principles to
students that they can apply directly to their life choices." These three
units are values, information and strategy. Values deals with such things
as a definition of values, clarification of own values and converting values
into objectives for use in making decisions. Information aids the student
in "learning to find information about each part of the decision and evalua-
ting that information." Strategy deals with "calculating the risks associated
with each considered alternative and applying what has been learned to
making the decision."

This book may be purchased at a cost of $2 per copy from the Publications
Order Office, College Entrance Examination Board, Box 592, Princeton, New
Jersey   08540.

DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Don Kinkmeyer

"Developing Understanding of Self and Others (DUSO) Kits D-1 and D-2
are programs of activities with accompanying kits of materials, designed to
stimulate social and emotional development. DUSO Kit D-1 is organized around
themes such as understanding others, understanding choices and consequences,
etc. DUSO Kit D-2 focuses on themes such as toward self identity, toward
self reliance and toward competence. Both kits utilize such media as records,
story books, tapes, puppets, etc.

Each complete kit costs $95.00 and can be purchased from American
Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota   55014.

DICTIONARY OF OCCUATIONAL TITLES

The DOT is a system of classifying occupations. Along with this function
it provides a basis for filing career materials, a method for identifying
workers whose skills and abil'ties are needed in a particular field and a
brief occupational description. The classification system is based around
whether the job primarily deals with "things", "data" or "people". Different
levels of complexity are also reflected within each of these areas.

DYNAMIC CONSUMER DECISION-MAKING

Career decisions, finding, getting and
keeping a job, an introduction to Value
Clarifcation

Educational and Consumer Relations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York   10019

These are kits, put out by the J. C. Penney Company. They include
such things as film strips, student worksheets, records, tapes, posters, trans-
parencies, and booklets. "An introduction to value clarification" deals with
how the individual thinks about and acts on his personal values. It consists
of eight exercises to aid the student in thinking about value-laden choices.
"Dynamic Consumer Decision Making" deals with the value of information in
decision-making. The student learns to understand his own decisions, how they
affect him and the world around him. "The Career Decisions" kit deals with
how to find and keep a job. The student becomes aware of the many influences
on his job choice: self, world of work and the many interactions between
them. It also deals with various activities involved with the actual ob-
taining of a job.

ENCOUNTER IN THE CLASSROOM: NEW WAYS OF TEACHING

Elizabeth Holt
New York: Holt, Rinehart and Winston, 1971

This book deals with the use of microlabs in the classroom. Microlabs
are activities which foster openness and trust and encourage a sharing and
caring atomsphere in the classroom. The book details how to set microlabs
up and suggests topics for interaction.

FOCUS ON SELF-DEVELOPMENT

Judith L. Anderson, Carole J. Lang, Virginia R. Scott, Patricia Miner, Melody
Henner, Palo Alto: SRA, 1970, 1,2

Focus on Self-Development consists of three kits: stage one: Awareness,
stage two: Responding, and stage three: Involvement. Stage one: awareness
centers around awareness of self, awareness of others and awareness of environ-
mental influences. Stage two: Responding is concerned with stimulating active
response to the concepts presented. Some of these concepts include abilities
and limitations, goals, social influences, etc. Stage three: Involvement deals

with such topics as making pupils aware of their own involvement, helping
them accept and understand others better and helping them make decisions
concerning their future involvement. All three kits utilize various media
such as film strips, cassettes, records and photoboards.

HELPING AND HUMAN RELATIONS, VOLUMES I AND II

Robert R. Carkhuff
New York: Holt, Rinehart and Winston, Inc., 1969

"The two volumes of this text attempt to make operational and critical
phases of effective human relations, keeping fully in focus the questions
of right, responsibility and role in intervening in the life of another person."
Volume I deals with selection and training. It includes literature on
the current state of affairs in the treatment processes, effective modes
of treatment, an inquiry into some issues and problems and a summary and
overview.

Volume II deals with practice and research. It includes literature on
the current state of affairs in the treatment processes, effective modes
of treatment, an inquiry into some issues and problems and a summary and
overview.

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM

Lloyd Homme, Ph. D.
Research Press, 1969

How to Use Contingency Contracting in the Classroom is a programmed
learning text. It deals with contingency contracting, a principle to
motivate learning in which "conditions are arranged so that the child gets
to do something he wants to do following something you want him to do."
The book outlines rules and procedures to follow when using the method in the
classroom such as contracting and the curriculum preparation of materials
and correcting contract malfunctions.

JOB EXPERIENCE KITS

J. Krumboltz
Chicago: Science Research Associates, 1969

"An occupational clustering system and curriculum implications for the
comprehensive career education model, Technical Report 72-1." J. E. Taylor,
E. K. Montague, and E. R. Michaels. Columbus, Ohio: Human Resources
Reserach Organization, The Center for Vocational and Technical Education.

JOB FAMILY SERIES BOOKLETS

Science Research Associates
359 E. Erie Street
Chicago, Illinois   60611

These booklets group jobs by common factors such as interest and skill.
They are aimed at grades 9-Adult and help broaden the student's occupational
considerations. Some examples of titles are: agriculture, clerical work,
health, performing arts, and technical work. Each booklet is 49 pages.

KNOWLEDGE NEEDED TO OBTAIN WORK (KNOW)

Thomas J. Jacobson, Ph. D.
San Diego County Board of Education, 1973

KNOW "has been prepared to assist individuals in understanding the process
and necessary steps for seeking and obtaining employment." KNOW aids
teachers and counselors in working with students. The topics dealth with
are selecting a job, finding employment opportunities, filling out an
application, preparing to take an employment test, preparing for the inter-
view, interviewing, and follow-up on job applications. KNOW makes extensive
use of overhead transparencies.

LIFE CAREER GAME

The Life Career Game is an aid to students in learning the meaning of
planning in their lives. It concentrates on the areas of future, education,
vocation, family, and leisure. The information used in the game is based on
U.S. census data and national surveys. In playing the game, the individual
manipulates the life of a hypothetical student in such areas as choosing
educational programs, getting married, applying for jobs and experiencing
unplanned events.

The game may be purchased at a cost of $6 from the Educational Materials
Center, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto,
California   94306

A MODEL FOR CAREER DEVELOPMENT THROUGH CURRICULUM

L. Sunny Hansen
Personnel and Guidance Journal
Vol. 51(4), 1972

"This article describes a practical model for a systematic, sequential
approach to career development in the K-12 curriculum." The article uses
a broad definition which focuses on self development as the center for career
development. Hansen lists several outcome objectives and then details sev-
eral strategies for implementation of these objectives. A bibliography is
included at the end of the article.

.OHIO VOCATIONAL INTEREST SURVEY

Ayres G. D'Costa, David W. Winefordner, John G. Odgers, Paul B. Koons, Jr.
Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York   10017

The OVIS is a link between the individual seeking information about
jobs and the occupational classification system provided in the DOT. The
student rates job activities on a scale from "like very much" to "dislike
very much." In this way he sets up a pattern of his likes and dislikes which
is then correlated with the DOT classifications.

PEER COUNSELING IN THE SECONDARY SCHOOLS: A COMMUNITY MENTAL HEALTH PROJECT
FOR YOUTH

Beatrix S. Hamburg, M. D. and Barbara B. Varenhorst, Ph. D.
American Journal of Orthopsychiatry, 42(4), July 1972, p. 566-581

"Peer Counseling in the Secondary Schools" is an article dealing with a
program to train students, jr. high and high school to help each other
with personal problems. The article outlines a rationale for peer coun-
seling, a description of the program, some of the steps of program imple-
mentation, the training curriculum for peer counselors and an evaluation of
the program.

SCHOOLS WITHOUT FAILURE

William Glasser. M. D.
New York, Harper and Row, Publishers, 1969

"This book applies Dr. Glasser's theories of Reality Therapy to con-
temporary education." He maintains that today's education is failure-
oriented which leads to delinquency or withdrawal on the part of some
children. Dr. Glasser has new innovations with which to reach these children.
He utilizes discipline, but no punishment, and aims toward positive in-
volvement and individual responsibility. One of his major tools is the use
of the class as a counseling group through which growth can be facilitated
and problems solved.

SEARCH FOR VALUES: A DIMENSIONS OF PERSONALITY PROGRAM FOR HIGH SCHOOL AND
ADULT EDUCATION

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio   45402

"Search for Values is designed to help students sort out their actions
and feelings about the world within and around them." This is a kit to aid
the student in taking a look at the values he holds, where they came from,
and how he can form new ones. It deals with the concepts of time, competition,
authority personal spaces, commitment, relationship and images. There are 44
activities involving large and small group discussions, one-to-one experiences,
role-playing activities, and keeping a diary.

The search for Values program costs approximately $45 per kit which in-
cludes all materials plus 77 spirit masters and a 112 page teacher text.
The program is sold as a total package only.

TEACHING FOR CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL: A LIFE CENTERED
APPROACH

Walter Wernick
Workington, Ohio
Charles A. Jones Publishing Company, 1973

"The book explains what career development entails, why career education
activities are necessary in the elementary school, and how plans can be
developed within a variety of educational settings." It deals with topics
such as designing instructional activities for career development, developing
the art of teaching in career education, and evaluating career education and
many more. The intent of the book is to stimulate creativity on the part of
the teacher. An extensive appendix includes sample forms and various
activities which could be utilized in the teaching of career development.

WINKS AND TICKLES, OR A FEW SUGGESTIONS FOR GETTING STARTED

ABLE Model Program
Dr. Walter Wernick
Project Director
Northern Illinois University
DeKalb, Illinois   60115

Winks and Tickles is a manual outlining a process for forming an organ-
izing center. An organizing center is anything around which one can plan a
course of study. In this case, the world of work is the focus of the organ-
izing center. The author utilizes a three dimensional framework emphasizing
"(1) accessibility: what kinds of materials are available to the learner,
(2) accomplishment: what kinds of performance opportunities are open to the
learner and (3) mobility: what content areas (subjects) in emerge from this
idea?" These three concepts are expanded and comprise the main body of the
manual.

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      Career Development. Proceedings of the Eighth Invitational Conference
      on Systems under Construction in Career Education and Development,
      Palo Alto, 1971.

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      Human Development, McKnight Publishing Company, Bloomington, Illinois,
      1973

·Begle, Elsie P., et. al. (eds.) Career Education: An Annotated Bibliography for Teachers and Curriculum Developers, American Institutes for Research in the Behavioral Sciences, Palo Alto, 1973.

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