ABSTRACT
         The career exploration view is designed to stimulate
learning which will provide individualized feedback to students
concerning their self-identities. The career conscious individual
career education model is an outcome-oriented model designed to
provide a comprehensive overview of the knowledge, skills, and
attitudes individuals need to facilitate their total development. The
model has four basic interrelated domains: (1) self-knowledge and
interpersonal skills, (2) knowledge of work and leisure worlds, (3)
career planning knowledge and skills, and (4) basic studies and
occupational preparation. The concluding section, entitled Career
Guidance: Program Content and Staff Responsibilities, presents a
program planning guide developed for use in the career education
workshop for professional development sponsored by the Missouri State
Department of Education. (VA)

LIFE
CAREER
DEVELOPMENT

A MODEL

CAREER
GUIDANCE
COUNSELING
PLACEMENT
PROJECT
UNIVERSITY OF MISSOURI-COLUMBIA

Table of Contents

4

CAREER DEVELOPMENT: A NEW FOCUS

Earl J. Moore and Norman C. Gysbers

Career development as a new focus for education has the potential to restructure substantially the processes and activities of education, modify the values and attitudes of educators, and maximize the opportunities for student involvement and responsibility. Career development can become the lens through which educators view and understand students. Career development concepts can become the organizer for the total curriculum.

In traditional education, students tend to be viewed as objects to be brought up to grade level in basic content areas at the end of the school year. The career development perspective, however, puts a premium on students as persons--on personalizing education to make it meaningful. Career development, defined in this context, is self-development over the life span through education, work, and leisure. It is a way of describing and understanding total human development.

Value of Career Development

To illustrate the value of the career development orientation, Figures 1, 2, and 3 contrast the traditional education orientation with the career development orientation in three different school contexts: educational processes and activities; values and attitudes of educators; and student involvement and responsibility.

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Elements	Traditional Education	Career Development
Instructional process	Book contained	Experimental centered
Learning activities	Abstract rich/Action poor	Action-Abstract balance
Content emphasis	Past	Here and now/Future
Reinforcement	Abstracting ability	Individual performance

Figure 1. Educational Processes and Activities

Elements	Traditional Education	Career Development
Teacher focus	Content departure	Person departure
Learning goals	Autocratic	Shared responsibility
Teacher stress	Imperfection/Failure	Worthiness/Success
School climate	Closed	Open
School staff	Specially oriented	Interrelated

Figure 2. Values and Attitudes of Educators

Elements	Traditional Education	Career Development
Student--Task	Encourages dependency	Encourages responsibility
Student--Motivation	Apathetic	Involved/Creative
Student--Peers	Self-centered	Interdependent
Student--Teacher	Power struggles	Cooperative
Student--Self-image	Distorted/Shallow	Positive/Realistic

Figure 3. Student Involvement and Responsibility

Relating the school and its curriculum to the outside world is a necessary first step in establishing career education in a school system. Instead of talking about the outside world in the abstract, the outside world can be used as a major vehicle for instruction. Teachers can use the career world outside the school as a teaching medium for transmitting basic education knowledge and skills.

The Three R's

The career world can be brought into the school by resource personnel, parents, and the students themselves. Action oriented, learn-by-doing processes should be used. For example, a teacher in Cobb County, Georgia, has used the banking business as one of the career worlds through which a wide variety of basic education objectives can be incorporated (Smith, 1971). The traditional content area skills and knowledges in this instance are correlated and related to the banking business. The restaurant business, the construction industry, and other work settings can be used in a similar manner.

While a content-oriented teacher may recognize the potential careers as a medium for teaching traditional content knowledge and skills the career-oriented teacher will appreciate the medium for the opportunities it affords students to develop a personal sense of how to relate present worth to future worth. Nelson (1968) notes that through guided career exploration it is possible for a student to develop an awareness of his own potential and worthwhileness in the present and thus project this in the future as a participant in a greater world. Through career exploration, he will have an opportunity to observe what it takes to be a responsible contributor within the adult world around him.

A Measure of Success

Exploring career worlds will help students develop a feeling of how adults achieve their place in society, Through career exploration, students

7

can examine the meanings of work and leisure and their relationships to personal life styles. Also, since career exploration is a personal endeavor and not a competitive venture, each student can explore at his own pace in his own unique fashion and thus be assured of a measure of success.

As Glasser (1969) contended in Schools Without Failure, self-worth and willingness to assume responsibility for one's own learning are built on a foundation of encouragement. The student active in career exploration can be reinforced whether or not he possesses abstract scholastic skills. This does not imply that basic competencies are not important, but simply that content-oriented group achievement tests are not the only way of providing feedback to students about their self-worth.

School Superintendent Alton B. Crews (1972) of Cobb County, Georgia, noted, "Perhaps the most important part of Career Development is the humane way it helps each child develop. The poorest reader in third grade might be the best with a hammer, and he will get esteem from his peers." Students with competence in basic education will find that career exploration can be enriching and rewarding and can be pursued without waiting for other students to reach their level.

Individualized Education

Career exploration as a point of departure for education has the potential of individualizing education, a subject that has been talked about for decades but has rarely been accomplished. Traditional strategies to individualize education have focused on matching student learning styles with abstract content-oriented tasks which occur only in the classroom. Little attention has been given to the learning style of students as these relate to the broader world outside the classroom.

Students have difficulty achieving self-identity because they are treated as objects and are placed in competitive situations where they can

only compare themselves with others involved with the same task. The career
exploration view, on the other hand, can stimulate learning which will
provide individualized feedback to students concerning their self-identities.

Assuming Responsibility

Many teachers not only determine all instructional goals but also assume
total responsibility for seeing to it that students attain minimal content
competency. Career development-oriented thinking, however, encourages in-
dividual student planning and self-accountability. In Santa Rosa, California,
teams of students organized a worker visitation unit and made visits to
workers in the community. Using recorded interviews of workers talking about
their jobs and pictures taken of these workers on the job, they prepared
several narrated slide presentations which they shared with other class
members and their parents (Cunningham 1971).

A career development-oriented school atmosphere has the potential of
being a democratic school atmosphere. While a content-oriented school
tends to create a passive, dependent student who may be apathetic, irrespon-
sible, or rebellious, the career development-oriented school offers the
opportunity for all students to achieve and become competent. Instead of
fostering grade competitiveness, students can be encouraged to be helpful
to one another. Each person, if he feels of equal worth, will aid others
in achieving their individual goals. Bruner (1971) has suggested that a
learning community can be a powerful force for effective learning and thus
mutual learning and instruction can occur, with a sense of compassion and
responsibility for members. The work world models this relationship for the
student. A worker not only recognizes his individual responsibility, but
appreciates the need for interdependency with follow workers.

Who is Responsible?

Who is responsible for career development programs in the school? The

answer is that all members of the school community have a shared responsi-
bility. At the present time, however, little is being done to assume such
responsibility on a systematic basis. Many classroom teachers are concerned
only with imparting knowledge, concentrating on grade level content, and
manipulating the classroom environment for that purpose. Counselors and
students may discuss future plans, but do so usually in the confines of the
counselor's office. Parents and employers expect the schools to impart
knowledge to students without understanding that the home and community can
be a laboratory to help students relate subject content to the outside world.

Career development as a unifying construct in education provides the
opportunity for all members of the school community to cooperate and to be
responsible. Unfortunately, however, many programs that are now being or-
ganized around career development concepts are really traditional education
programs in disguise. Typically, such programs emphasize only the world of
work in the abstract; students are taught about occupations.

Even when these activities are done in the context of the work world,
the emphasis is still teacher centered and product oriented rather than
student centered and worker life style oriented. Other programs rely
heavily on "commercial publishers who market a fantastic collection of oc-
cupational encyclopedias, file cases of job descriptions, films and film-
strips, and more recently slide-tape programs, microfilm systems, and com-
puterized occupational information systems—all under the guise of teaching
individuals about the world of work." (Van Rooy and Bailey, 1972). Such
materials unfortunately are seen as ends in themselves.

The Future Begins Now

To take advantage of the current and future emphasis on career develop-
ment as a way of making education relevant, we need to begin now. Teachers,
counselors, and administrators should examine their current practices and

techniques from a career development perspective (Gysbers and Moore, 1971).
School-age youth at all levels must have the opportunity continuously and
systematically to explore, from an internal frame of reference, their
interests, aptitudes, attitudes, and values in relation to the wide range
of educational and career opportunities which may be available to them, in
order to avoid premature educational and occupational foreclosures.

Following are some cooperative efforts that a career development approach
will require:

1. Teachers and students should:

    a. Take responsibility to sample the career world and share their
       findings.

    b. Make classroom decisions and plan activities in a manner similar
       to the ways it is done in various work settings.

2. Teachers and administrators should:

    a. Establish procedures and provide resources to enable students
       to explore the career world.

    b. Provide for the use of media, worker role models, and appro-
       priate support personnel.

3. Teachers and counselors should:

    a. Attend to and plan for each student's unique career needs.

    b. Plan cooperatively to take advantage of the expertise each has
       to offer.

4. Elementary and secondary teachers should:

    a. Develop sequential programs of career development.

    b. Establish and maintain accountability procedures for career
       development programs.

5. Parents and business and industry personnel should:

    a. Establish advisory groups

    b. Serve as resource persons to school career development programs.

When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development, each teacher, and indeed each parent and businessman, carries some responsibility (Tennyson, 1971).

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CAREER EDUCATION

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need·statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and

interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and.develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome oriented model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total development. The

model is designed to create career consciousness in all individuals at all educational levels, to help them develop necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich, 1971, p. 15)

Figure 1

THE CAREER CONSCIOUS INDIVIDUAL

Self: Unique Person, Total Life Style

Others: Interdependency, Cooperation

Education: Understands Purpose, Sees Relationship Between Self, Education and Society

Work Tasks: Challenge, Proof of Ability

Work Place: Opportunity to Achieve

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they plan--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in

the process of becoming. When used in sequence, the words life career

development bring these separate meanings together, but at the same time

they mean more than these words put together in sequence. Taken collec-

tively, they describe the whole person--a unique person with his own life

style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT

SETTINGS---ROLES---EVENTS

Career
Conscious
Individual

entry job   worker   sister   consumer

parent   S C H O O L   retirement

H O M E   C O M M U N I T Y

leisure   citizen   marriage   producer
        learner   brother
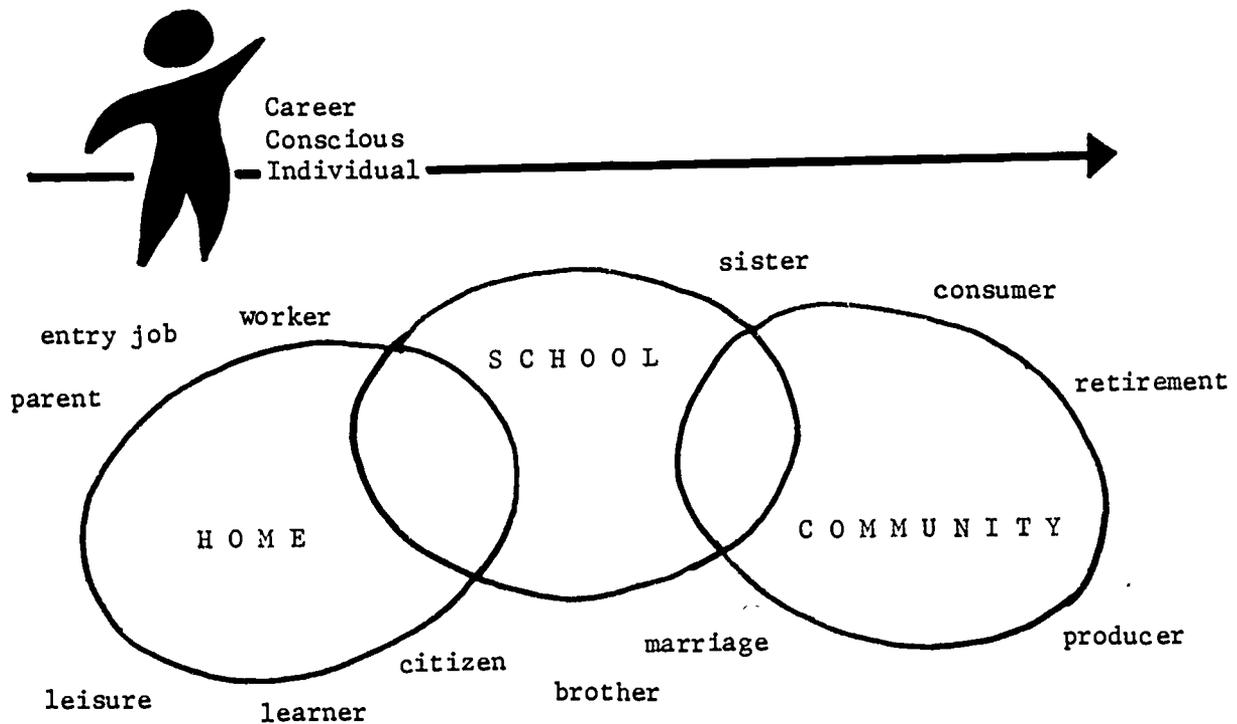
The Career Conscious Individual Model has four basic interrelated

knowledge, skill and attitude domains: self knowledge and interpersonal

skills, knowledge of work and leisure worlds; career planning knowledge

and skills; and basic studies and occupational preparation. These domains

are represented in Figure 3 and are discussed in some detail in the fol-

lowing paragraphs. Outlines of sample content in the domains are in-

Figure 3

EDUCATIONAL COMPONENTS TO DEVELOP

THE CAREER CONSCIOUS INDIVIDUAL
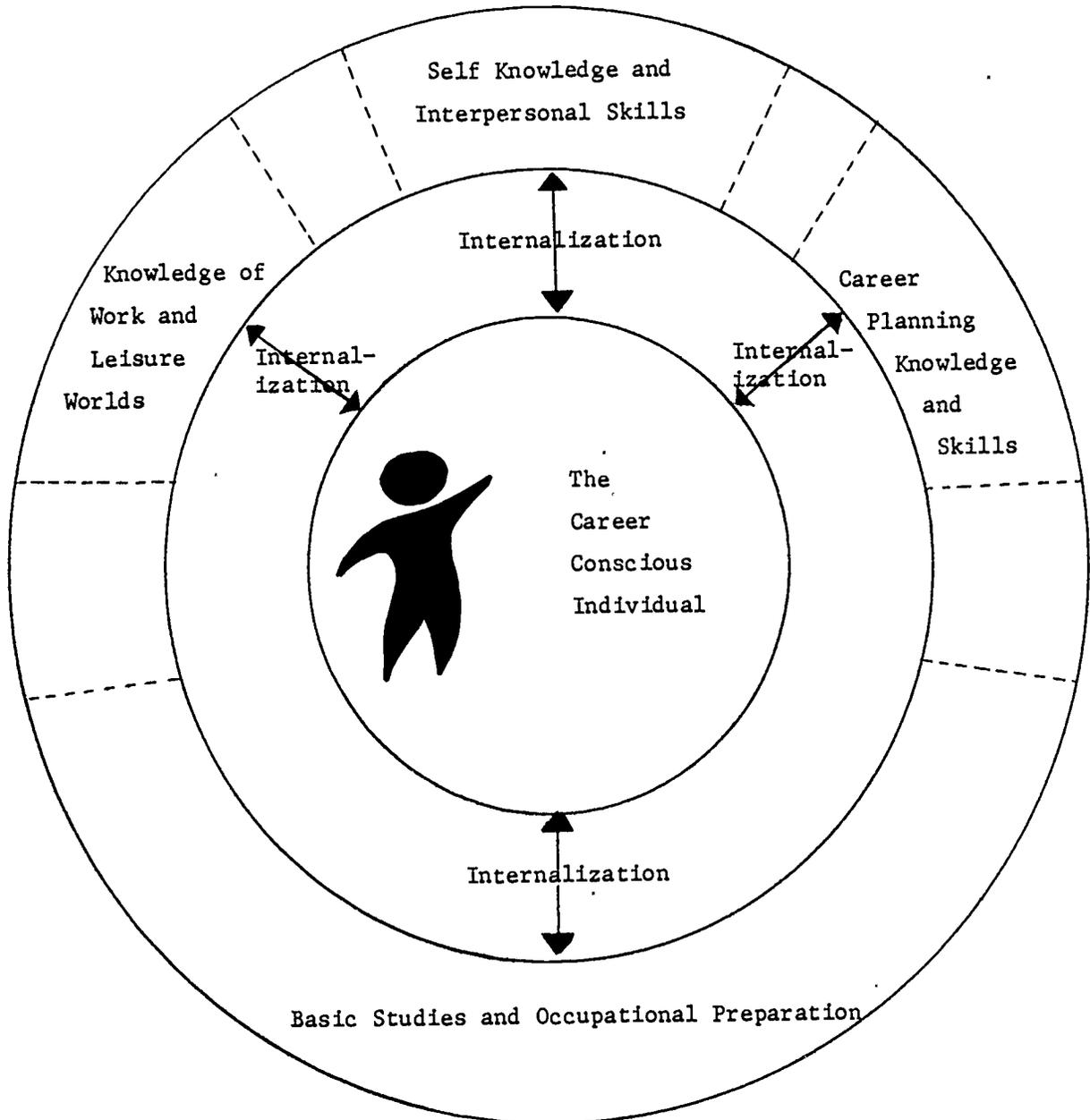
cluded to further define the parameters of each domain. The descriptive terms and phrases included in the outlines should be viewed in the context of person oriented outcomes. When fleshed out in full for implementation purposes, the descriptions become goal statements for which developmental goals, objectives and activities can be written.

Self Knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcomes is this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsibility for his own behavior.

Outline - Self Knowledge and Interpersonal Skills Domain

        Self Awareness
            Personal Characteristics (abilities, values, aspirations, interests)
        Social Awareness
            Characteristics of Others
            Knowledge of Social Structures
            Knowledge of Environmental Characteristics

Self Appraisal
    Self-Ideal Self
    Plans for Self Development
Self Environment Relationships
    Environmental Influences on Self
Self Exploration-Improvement
    Implementation of Plans for Self Development
    Participation in New Experiences and Activities
    Risk-Taking Behavior
Self Acceptance
    Sense of Competency
    Self-fulfillment
    Evaluation and Acceptance of Strengths and Limitations
Self Direction - Autonomy
    Life Style Preference
    Commitment
    Social Effectiveness

Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and lei-
sure worlds domain emphasize an understanding of the structure and basic
dimensions of the world of work. Individuals learn that there are many
occupations and industries which comprise the world of work and that
these occupations and industries can be grouped in a number of ways.
Such groupings serve as an avenue through which individuals learn of the
similarities and differences among the work, workers and work places.
Emphasis is placed on the individual's learning of selected associations
among specific job requirements and characteristics and personal skills,
interests, values, and aspirations. The rapidity of social and techno-
logical change and other factors affecting the flux of the work force
and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of
work and leisure in three perspectives--sociological, psychological, and
economic. The sociological dimension encompasses such components as
societal limitations on the individual's choice of occupation and the
purposes of work and leisure. The economic component refers to such con-
siderations of job choice as amount of pay, number of hours, fringe bene-

fits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Outline - Knowledge of Work and Leisure Worlds Domain

Knowledge of the World of Work
    Knowledge of Broad Occupational Groups
    Knowledge of Levels of Occupations
        Labor Market Trends
    Sociological Dimensions of Work
        Technological Change
        Value of Work to Society
    Economic Dimensions of Work
        Remuneration of Broad Occupational Groups
        Relationship of General Economy and General Occupations
    Psychological Dimensions of Work
        Various Meanings of Work
        Effect of Work on Preferred Life Style
Knowledge of the World of Leisure
    Sociological, Economic, and Psychological Dimensions of Leisure
    Knowledge of Common Leisure Activities
    Changing Values and Meanings of Leisure
    Geographical Factors in Leisure Pursuits
Analysis of Work-Leisure Relationships
Occupational Identity
Personal Values of Work and Leisure
Knowledge of Changing Roles of Women

Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everyday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both

external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choices for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals within this domain are directed toward producing individuals who value planning and who formulate reasonable life career plans.

Outline - Career Planning Knowledge and Skills Domain

  Awareness of Elements of Decision-making
    Identification of Steps in the Process
    Identification of Needed Information
    Identification of Sources of Information
  Function of Values in Decision-making
    Identification of Personal Values
      Social Influences on Values
      Source of Values
    Identification of Values of Others
  Learning How to Learn
    How to Get Needed Information
    Classification of Information
    Synthesis of Information
    Familiarity with the Abstract
    Analysis of Information
  Knowledge of the Time Dimension
    Anticipation of Future
    Visualize Self in Future

                    Imagine Self in Anticipated Roles
                    Creation of Personal Time Lines
        Knowledge of Growth Dimension
        Awareness of Space Dimension
                The Geographical and Social Dispersion of Experiences
                Increasing Social Complexity
                Media Explosion
        Awareness of Resources
                Consumer Education
                        Financial Security
                        Civil Responsibility
        Relationship of Self to the World of Work
                Relationship of Personal Characteristics (interests, aptitudes,
                    values, attitudes, needs)
        Responsibility for Own Career Planning
                Attainment of Necessary Credentials
                Management of Personal Resources
                Implementation of Plans
        Risk-Taking
                Discovery of New Alternatives
                Taking Advantage of Opportunities
                Acting on Personal Objectives
        Independence of Choice-making
        Confidence in Making Decisions·
        Commitment to Personal Values
        Effective Management of Personal Resources
        Values Planning

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the
largest in content and activities. This domain contains the basic skills
which are developed in the core of a curriculum (language arts, social
studies, mathematics, fine arts, physical education and vocational education).
These forms of preparatory education are included as a basic part of an in-
dividual's development, but they are viewed in a new, interdisciplinary form.

Basic studies and occupational preparation must be relevant to the
roles, settings and events of a person's total life career. The education,
work and leisure worlds are interrelated, as the primary content focus for
knowledge acquisition and skill development in basic and vocational educa-
tion. As the work, leisure and educational worlds undergo constant change,
the need to provide individuals with the opportunity to update skills
becomes increasingly apparent. Thus, a primary emphasis within this domain
involves the acquisition and refinement of occupational skills throughout

life.   22

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

Outline - Basic Studies and Occupational Preparation Domain

Improve Career and Occupational Capabilities
Have Useful Numerical Skills
    Perform Calculations and Transactions Involving Money
    Understand Numerical Values in Graphs, Charts and Tables
    Use Measurement Equivalents, Ratios, Proportions
    Compare Numerical Values
    Calculate Amounts Needed to Do Practical Jobs
    Interpret Statistical Data
Have Useful Communication Skills
    Communicate Understandably
        Speak, Write, Demonstrate and Use Nonverbal Means
    Understand Communication
    Interact Verbally with Others
Have Useful Manual Perceptual Skills
    Use Common Tools and Equipment
    Make and Assemble, Using Appropriate Materials
    Adjust, Repair, and Maintain
    Read Displays and Scales
    Make Visual Representations
Have Employability Skills
    Understand Nature of Job Interview
        Effectively Carry Out Job Interview
    Have Entry Level Skills

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CAREER GUIDANCE: PROGRAM CONTENT AND STAFF RESPONSIBILITIES

Norman C. Gysbers and Earl J. Moore

Traditionally, the word guidance has been defined and operationalized
as a collection of related services provided to individuals prior to
training, to the selection of an occupation or before entrance to work.
Guidance programs, operating from this perspective, rely heavily on the
individual interview, testing and occupational information. The focus tends
to be on diagnosis and prescription at a point-in-time.

New Challenges

To meet the challenges of today and tomorrow, however, the single-
educational/occupational-choice-at-a-point-in-time focus of traditional
career guidance must give way to a broader, more comprehensive view of
the individual and his career development over the life span. This new
focus clearly indicates that developmental guidance programs and activities
must be derived from the needs and goals of the individuals and institutions
to be served rather than from a tradition-based collection of related
services. This means that the nature and content of guidance programs as
well as the guidance roles of school counselors, teachers and others will
be determined partly by the populations and situations of the settings in
which they find themselves. Their approach cannot be to rely only on a group
of tradition-based related services to meet the needs of the populations
and situations of their settings. Rather they must be able to assess

individual and institutional needs, determine goals, state performance objectives, decide on appropriate activities and devise appropriate evaluation procedures.

The needs assessment, goal setting approach to guidance program development and implementation is appropriate, particularly for school counselors. Instead of being only process oriented and reactive, as the traditional services model tends to make them, the counselors' base of operation, their choice of activities and techniques, and their sense of mission must be expanded; they must be actively involved in the educational mainstream at all educational levels. This new approach to guidance program planning and management can make this possible.

Program Development Procedures

The first step in establishing a developmental career guidance program is the assessment of individual and institutional needs. This is accomplished by either using the current program as a base, going to external authority sources, or asking individuals in the setting to give their opinion as to what their needs are. Generally, need statements are derived from a combination of these three approaches. From a collection of individual and institutional need statements, goals to be accomplished are established. This is the second step. At this point goal priorities are determined based on the situations and populations of the setting. Those goals which can be attained with reasonable expectations are rank ordered. The third step involves making the goals operational by stating program and student performance objectives. These objectives are written to indicate the type of outcome to be expected so that evaluation can be accomplished. Finally, activities to accomplish the performance objectives are carefully matched with the performance objectives.

Program Content

One of the bodies of knowledge from which career guidance program content is being drawn is career development theory, research and commentary. From this body of knowledge statements of individuals' needs, goals, objectives, activities and outcomes are being derived and being brought together along with input from other sources into comprehensive career guidance programs, kindergarten through adulthood. The possible outcomes of comprehensive career guidance programs also are receiving careful attention. What would individuals who experience such programs be like is a question being asked. Gysbers and Moore (1971) in a recent article, have postulated the concept of the career conscious individual as a possible answer. They proposed that career consciousness can exist in all individuals at all educational levels and that it develops and grows over the life span as a result of the continual process of internalization of knowledge and skill in four knowledge and skill domains: self knowledge, work and leisure knowledge, career planning knowledge and skill and career preparation knowledge and skill. It is being suggested that career guidance content can be developed directly from the knowledge and skill derived from the first three domains and indirectly from the last domain. The last domain, and the largest in terms of content, forms the basis for basic and vocational education programs.

Program Responsibilities

Once career guidance program goals, objectives and activities have been delineated, the next step is to assign specific program responsibilities to the school staff and to parents and community personnel as appropriate. To assure program quality, consistency and sequence we strongly urge that one department of person be assigned the overall coordination responsibility for the total school's career guidance program. We would

recommend that the guidance department assume such coordination responsibilities along with their other specific program functions.

The specific assignment of career guidance functions to school staff and others should be done on a teamwork basis and focus on the type of contacts they may have with students: direct contacts, contacts shared with others and indirect contacts. To illustrate this assignment procedure, Table 1 presents several examples of career guidance program activities assigned on a direct, shared, and indirect student contact basis to school counselors and teachers.

Table 1

Career Guidance Responsibility Assignment: Some Examples

	Counselors	Teachers
Indirect Functions	Career guidance curriculum planning	Career curriculum for basic education
	Teacher and parent consultation	Parent-teacher conferences
	Inservice training programs	Development of instructional materials
Shared Functions	Conjoint vocational education instructor-counselor-student planning/contracting	Conjoint teacher-counselor-student planning/contracting
		Team teaching of career concepts/units
	Conjoint employer-vocational education instructor-counselor planning	Conjoint teacher-parent-student planning/contracting
	Testing and evaluation	
Direct Functions	Individual counseling	Individualized instruction
	Group instruction/orientation	Classroom and group instruction
	Group counseling	Student organization and club advisement

From this basic model for assigning career guidance program responsibilities the specific responsibilities and functions of any educational specialty can be detailed. Since we suggested previously that the school guidance staff be assigned the overall coordination responsibility for the career guidance program in addition to their regular specific career guidance program functions, we will illustrate aspects of their role in more detail. Tables 2, 3, and 4 have the same structure. Each, however, treats only one type of counselor-student contact: Table 2, direct contact; Table 3, shared contact; Table 4, indirect contact.

Table 2

Direct Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Direct Counselor Functions
Elementary School	For individuals to develop an awareness of their own characteristics.	Given a picture of himself a child will be able to describe aloud his appearance using accurate descriptions.	Counselor conducts weekly group activities using puppets, stories, pictures, audio recordings, self drawings, and snap shots.
Junior High School	For individuals to understand their capabilities in educational areas.	Given a list of school subject areas, the student will rank the areas according to his relative strengths.	Counselor holds individual sessions with assigned students to consider past achievements and current abilities.
Senior High School	For individuals to develop an awareness of personal characteristics and behaviors that are viewed as desirable for employment.	Placed in simulated job situations, the students will be rated as employable.	Counselor holds group counseling and role playing sessions regarding elements of employability.

Table 3

Shared Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Shared Counselor Functions
Elementary School	For individuals to recognize that varied personal satisfactions are derived from working.	Given a work role students will be able to describe one personal satisfying aspect of it.	Counselors, teachers and students plan a structured interview for use with parents and other work role models.
Junior High School	For individuals to recognize the interdependency of workers in the work setting.	Given a potential business enterprise, students will list ways workers depend upon one another.	Vocational education instructor, principal, counselor and students plan junior achievement projects to be implemented in the community.
Senior High School	For individuals to formulate tentative career plans consistent with knowledge of self.	Individual will select and be placed in a work-study setting consistent with measured ability and achievements, expressed and measured interests and values, and physical capabilities.	Vocational education instructor, counselor and student discuss and arrange for placement; later, they discuss adjustment aspects of work.

Table 4

Indirect Career Guidance Program Contacts: School Counselors

	Student Objectives	Student Outcomes	Indirect Counselor Functions
Elementary School	For individuals to differentiate .job responsibilities in occupational clusters.	Given specific jobs in an occupational cluster, students will be able to name a unique aspect and a similar aspect of the workers' responsibilities.	Counselor will consult the teacher regarding media and arrange for a field trip for students to observe occupational cluster models.
Junior High School	For individuals to understand the importance of effective communication skills in career settings.	Students will describe in a written essay the daily work situations wherein precise and accurate communication is necessary.	Counselor conducts an inservice program for teachers (e.g. English) on relating subject matter to relevant work world situations; also consults with them individually.
Senior High School	For individuals to possess the ability to identify alternatives in career planning.	Students will rank alternative careers for which personal characteristics and training requirements are sufficiently similar to the preferred career to serve as alternative plans.	Counselor constructs system and develops programs for an interaction computer based self directed guidance system.

Team Work Needed Now

To take advantage of the current and future emphasis on career develop-
ment as a way of restructuring education in general and guidance in par-
ticular we need to begin now. Counselors, teachers, vocational educators,
administrators and lay personnel from the community should examine their
current guidance practices and responsibilities together from a career
development perspective. This is the first step.

When the school builds upon the inherent interest of the
child in activity and exploration, enriching his learning through
appropriate experiences which help him to see what he is about and
to consider what is most important to him in relation to the adult
world, we then begin to have the elements of a career development
program. With such a program, each member of the school staff has
a stake in the child's career development; each teacher, and in-
deed each parent and businesssman, carries some responsibility
(Tennyson, 1971).

References

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