

DOCUMENT RESUME

ED 118 888

95

CE 006 447

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 TITLE Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines.
 INSTITUTION New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE 75
 NOTE 288p.
 AVAILABLE FROM Dr. Richard A. Gustafson, Keene State College, Keene, New Hampshire. 03431 (\$10.00)

EDRS PRICE MF-\$0.83 HC-\$15.39 Plus Postage
 DESCRIPTORS Career Choice; *Career Education; Career Planning; Community Resources; Counseling Services; Followup Studies; *Guidance Programs; Guidelines; Instructional Materials; Job Placement; Learning Activities; Models; Needs Assessment; *Occupational Guidance; *Program Content; Program Evaluation; *Program Planning; Resource Centers; Secondary Education; Vocational Development
 IDENTIFIERS *Career Guidance

ABSTRACT

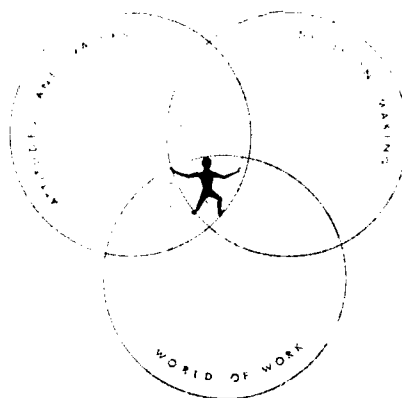
The handbook is designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program. A brief introduction presents definitions, the philosophy of career development on which the program is based, and a glossary of terms. Information is organized into 10 sections. Needs assessment, the first section, explains the planning cycle, describes activities in the process, and contains a pool of items for constructing a needs assessment questionnaire. The second section, program organization and management, addresses the sequence of activities needed in organizing a career guidance effort. An extensive collection of student learning activities and other materials for use by teachers and counselors are contained in the third section. The tested activities were developed around the three major components of the New Hampshire conceptual model of career education: attitudes and values, decision making, and world of work. The remaining seven sections of the handbook detail the processes involved in incorporating career information resource centers, community resources, counseling services, placement services, program evaluation, and follow-up services into the program. Planning steps and models, sample materials, and reference lists and sources are included throughout these sections.

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EDUCATOR'S HANDBOOK FOR SECONDARY

CAREER GUIDANCE PROGRAMS



NEW HAMPSHIRE GUIDELINES

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Summer, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The project reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare, through the New Hampshire Research Coordinating Unit. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official New Hampshire Research Coordinating Unit and/or the Office of Education position or policy.

ACKNOWLEDGEMENT

The design and development of this Handbook for Career Guidance Programs was a long and complex task. The process involved the coordination and cooperation of a number of agencies, groups, and individuals. It was with the support of the following individuals and organizations that this project was made possible.

A state-wide advisory committee provided on-going direction and assistance in the design of the project. Members of the committee were Dr. Lila Murphy, Mr. Donald Murphy, Mr. Robert Holt, Dr. Gerald Pine, Dr. Chris Kehas, Ms. Beverly Arel, and Mr. Mason Aldrich.

During May and June, groups of 25-30 counselors from all across the State worked at two separate meetings to critique and revise a draft of the Handbook. Special recognition goes to Mr. James Huntley for drafting the Placement section, as well as Mr. David Veno, Mr. Ronald Royer, Mr. James Carr, Mr. Robert Holt, Mr. Edward Parr, and Mr. Edward Farhm, all of whom provided substantial written sections of the final draft.

Mr. Peter Lauzier assisted in the editing of the final draft and Mrs. Susan Hesselton and Mrs. Nancy P dgers completed the final typing of the Handbook.

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Consideration of different ways to organize a career guidance effort. Addresses management areas of communication, reporting, planning, budget, staffing, facilities, and evaluation.

PROGRAM ACTIVITIES FOR TEACHERS AND COUNSELORS

A rich collection of tested activities for career guidance programs. Areas covered are values, decision making skills, and world of work and leisure.

CAREER INFORMATION RESOURCE CENTERS

How to organize and deliver career and educational information via a resource center. Facilities, staffing, scheduling, and essential materials are covered.

COMMUNITY RESOURCES

Rationale and techniques for utilization of community resources. Advisory committees, resource people, and field activities are addressed.

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Strategies and techniques for the changing role of the high school guidance counselor. Utilization of teachers, peer counseling, group counseling, and other methods for the delivery of career guidance.

PLACEMENT

Organizing to offer placement services for part and full-time job placement, cooperative education, work-study, work exposure, and field trips. Linkage with other agencies (Employment Security, Vocational Rehabilitation) is also covered.

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Rationale and procedures for conducting follow-up studies of students. Sample questionnaires and different methodologies are included.

EVALUATION OF CAREER GUIDANCE PROGRAMS

Rationale and procedures for evaluation of career guidance programs. Relating evaluation to needs assessment and future program planning.

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A section of the Handbook designed to accommodate new materials and developments in career guidance in the future.

INTRODUCTION

Introduction

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INTRODUCTION

Before developing a comprehensive career education model that will be useful to educators, the concept of work first must be clearly understood, not just as a theory, but as it applies to today's world. Work according to Hoyt¹, should be seen not only as the production of goods and services, or as preparation for good citizenship, or as a prerequisite for family living, but as all these things, for it is truly preparation for living itself. For the career educator, working and living are synonymous.

As educators, how well are we preparing students to make career choices that not only reflect their interests and aptitudes, but realistically reflect the current and future job markets?

Evans² contends that choosing a career is one of the most important decisions of a person's life. His choice will determine his standard of living, which in turn will dictate his life-style, and influence his outlook on life.

According to the April, 1973, issue of U.S. News and World Report, one-third of this country's work force is totally dissatisfied with their jobs and desires a change. The proportion of U.S. high school graduates going on to college has dropped sharply from a peak of fifty-five percent in 1968, according to the U.S. Department of Labor,³ which also revealed that the largest group of unemployed persons was between the ages of 16 and 21. These facts, in combination with other data, have compelled businessmen, politicians, and educators alike to re-evaluate the effectiveness of the career programs being offered throughout the educational system.

It is the intention of this document to aid the educator-counselor in formulating a workable career guidance program to be implemented at the local school district level.

Despite the efforts of interested guidance counselors to make fellow educators aware of the need for career-oriented programs, New Hampshire is still without a comprehensive guidance program.

Guidance counselors should compare their current career development programs, if any, with the one proposed in this Handbook for the purpose of creating new secondary programs or revising existing ones.

Definitions

Since 1971, when the term career education was introduced abruptly into the educator's vocabulary, many people attempted to define and determine its relationship to career guidance and vocational education. Dr. Kenneth B. Hoyt, director of the U.S.O.E. effort on Career Education, offered the following definitions of all three terms in his address to the Guidance Division of the American Vocational Association's Annual Meeting in December, 1974:

Career Education is a concept which represents a synthesis and blend of ideas which moves the world of education toward a closer alliance with the world of work. It is a concept which seeks to integrate world of work principles and facts into the educational environment.

Career Guidance is a sequence of services to individuals designed to make them aware of the freedom of choice that exists in our society. It focuses upon the career development aspect of human development and imparts decision-making skills to the individual.

Vocational Education is an instructional program designed to impart pre-vocational exposure or specific salable skills to those individuals who elect this educational path.

Career education and career guidance have direct impact on all young people in the educational system, regardless of their eventual career choice. Vocational programs are for those students who want to receive career preparation during their high school years.

Scope and Philosophy

The philosophy set forth in this Handbook considers career development a life-long process. Individuals learn more about themselves and about the world of work as they progress through life.

The seven principles of career development reported by the joint AVA-NVGA Position Paper on Career Development are:

1. Development occurs during the lifetime of an individual. It can be described in maturational terms denoting progression through life's stages and the mastery of developmental tasks at each stage. Although research is lacking, it seems unlikely that intervention can substantially shorten this maturation process.
2. Individual development is influenced by both heredity and environment. Psychological, sociological, educational, political, economic, and physical factors affect development. Appropriate intervention strategies which focus upon these factors can influence the quality of individual development.
3. Development is a continuous process. Individual development can best be facilitated by intervention strategies that begin in the early years and continue throughout the life of the person. Programs which focus only at certain points or at certain stages in the individual's life will have limited effectiveness.

4. Although development is continuous, certain aspects are dominant at various periods in the life span. Programs designed to facilitate career development should account for the dominant aspects at given stages.
5. Individual development involves a progressive differentiation and integration of the person's self and his perceived world. Intervention strategies need to be designed to assist individuals during normal maturational stages of career development rather than to provide remedial assistance to individuals whose development has been damaged or retarded.
6. While common developmental stages can be observed and described during childhood and adult life, individual differences in progressing through these stages can be expected. Intervention programs should provide for these differences, making no assumption that something is "wrong" with those who progress at atypical rates.
7. Excessive deprivation with respect to any single aspect of human development can retard optimal development in other areas. (Optimal development programs are comprehensive in nature, not limited to any single facet.) It is recognized that those who suffer from deprivation may require special and intensive assistance. Where deprivation is long term, short term intervention is not likely to be sufficient.

GLOSSARY OF TERMS

These definitions are included to clarify the intended meaning of terms as used in this Handbook.

Adjustment - Personal adaption to changing environment.

Aptitude - The tendency to accept or reject people, ideas, situations, or values.

Career - The totality of work one does in his or her lifetime.

Career Development - The product of the individual's internalization of knowledge and skills within the psychological, sociological, educational, physical, economic and chance factor domains that combine to shape the career of any given individual.

Career Education - A total concept which successfully prepares for and develops individuals for a life long productive career (see definition of career).

Career Guidance - A developmental, continual process of services or program components in career education which facilitates student preparation of the world of work and career decision-making skills.

Decision-Making Process - The systematic utilization of information in choosing alternative courses of action.

Environment - The surrounding situations, conditions, influences, or forces which affect the individual and his decision-making process.

Evaluation - The determination of relative effectiveness of learning activities and objectives, and the degree to which the methods meet the criteria.

Exploration - Making or conducting a systematic search for knowledge and understanding the various occupations in the world of work.

Life-Style - An individual's way of life which is determined by his/her attitudes, values, experiences, and self-concept.

Objective - A statement of the expected amount or degree of change, outcome, or accomplishment desired for the individual or individuals for whom the objective is written.

Skill - A developed attitude which enables one to use his/her knowledge and ability effectively.

Values - Standards of judgment by which an individual makes his/her decisions and choices.

Vocational Education - Consists of all those activities and experiences through which one learns about a primary work role.

Work - Conscious effort aimed at producing benefits for oneself and/or for others.

REFERENCES

1. Hoyt, Kenneth B., Career Education Resources Guide; General Learning Corp., 1972, Morristown, New Jersey.
2. Evans, Rupert N., Professor of Vocational and Technical Education, University of Illinois; National
3. Manpower Magazine, February, 1974, U.S. Department of Labor, Manpower Administration, Washington, D.C.
4. American Vocational Association, Publication Sales, 1510 H Street, NW, Washington, D.C. 20005, 1973

NEEDS ASSESSMENT

Needs Assessment and Planning: Why?

Needs Assessment Model

A Model for Educational Planning

Conducting the Needs Assessment

1. Program Analysis
2. Client Analysis

Your Town Survey for Guidance Services - Student Questionnaire

Instructions for Conducting a Student Survey

1. A Survey for Teachers/Administrators
2. Parent/Community Analysis
3. Resource Analysis

Conclusions

References



NEEDS ASSESSMENT AND PLANNING: WHY?

No one would be very likely to attempt to build a school without first having developed a plan which shows what the finished structure will look like, what components will make-up the structure, what activities must be undertaken, and what materials are required to do the job. If planning is necessary to build a school, then planning is certainly just as crucial in the vital task of designing the programs which are to take place in that building, where the finished product (educated young adults), the various components (academic and career guidance) and necessary activities (teaching and creating a learning environment) must all be brought together in a comprehensive plan. The initial step in the planning process is the assessment of needs. Without it, the finished product would be the result of pure guesswork.

In career guidance the assessment of local needs is the very heart of the planning process. Before a comprehensive program can be developed and a meaningful sequence of career development activities established, a total needs assessment must be conducted to determine the career guidance needs, the aspirations of the students, teachers, counselors, administrators, and the local community. Existing career guidance efforts and resources (money, personnel, facilities), must also be considered.

Career guidance is increasingly being recognized as a major responsibility of our school systems, and New Hampshire is no exception. With the development of our 20 area vocational centers, we have an added responsibility to students in every high school across the State.

In searching for a more effective means to facilitate the career development of our students, we recognize the need of the guidance counselor for information relating to student needs and the functioning of current programs.

The purpose of this section of the Handbook is to give the counselor a practical, "how to do it" method for assessing his present career guidance program and its future direction. Through the use of the techniques detailed below, he will be better able to tailor his career guidance program to meet the needs of the students.

With the needs assessment process requiring input from a variety of sources, there must be a conceptual framework that illustrates all the elements of the needs assessment process and shows how they relate to each other. Also, the framework should describe how the needs assessment activities fit into the total planning cycle.

This conceptual framework is called a Model. A model where the components illustrate the sequence of events, and shows the interrelationships of all the parts, is required if we are to understand the total picture of a career guidance needs assessment and its place in the planning cycle.

The following model for a career guidance program needs assessment begins with a Needs Assessment Model, then shows the place of needs assessment in the planning process through an Educational Planning Model.

NEEDS ASSESSMENT MODEL

Figure 1 details the Needs Assessment Model which illustrates the various types of analyses taking place within the needs assessment block of the Model for Educational Planning (see Figure 2).

The needs assessment and planning models proposed here are similar in conceptual design to the models developed in the New Hampshire Needs Assessment Handbook for Vocational Education Planning (Gustafson, Severence, 1973).

Needs assessment is at the very heart of the educational planning process, whether we refer to academic, vocational, or career guidance programs.

The needs assessment model requires that data be collected and analyzed in three broad areas of concern:

- * Career Guidance Program Analysis
- * Client Needs Analysis
- * Resource Analysis

Throughout the process of collecting information that falls into these three areas, the counselor should also look for data describing the current status ("what is") of events, as well as data which indicates "what ought to be."

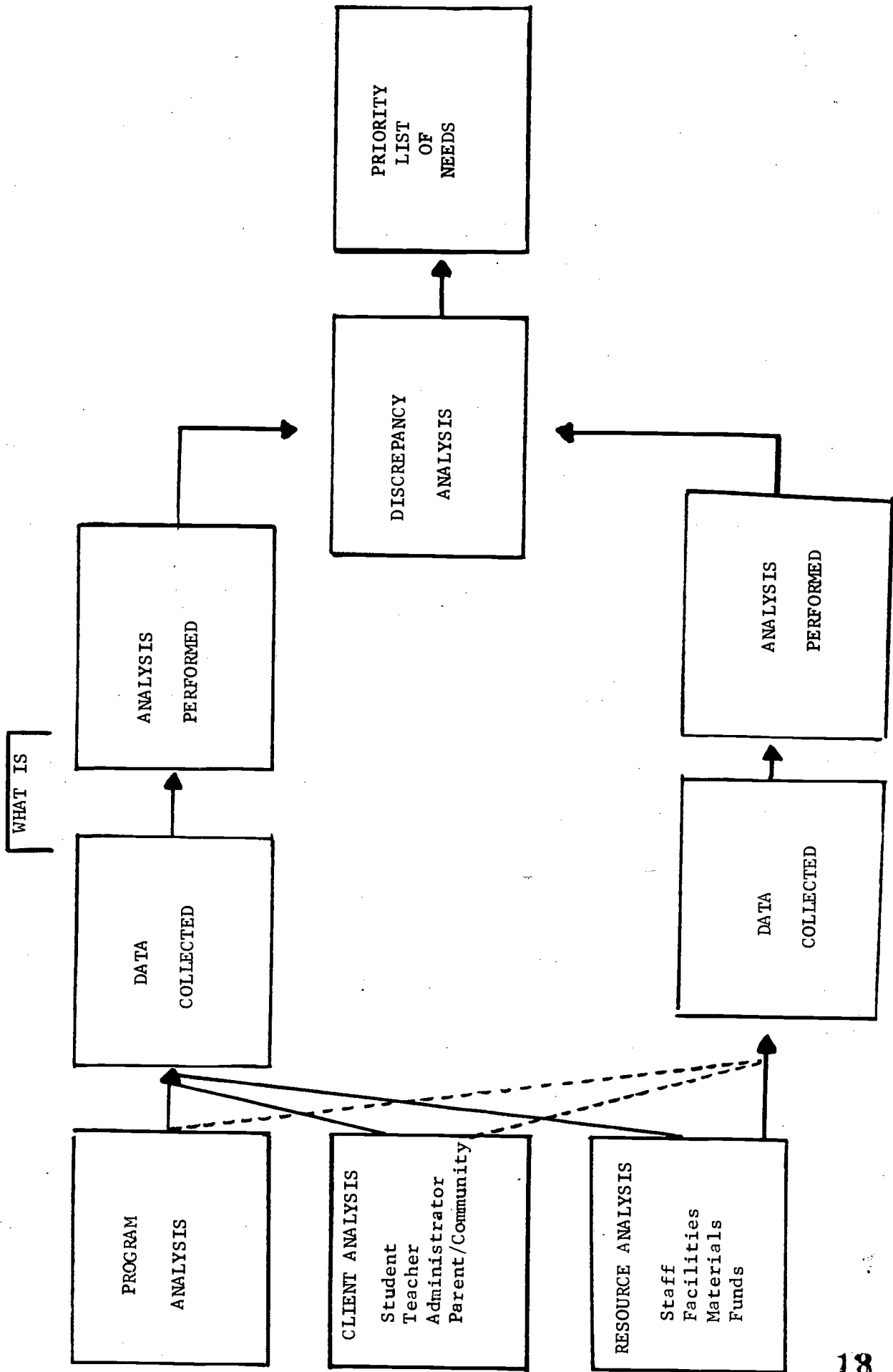
The objective of collecting "what is" and "what ought to be" information, is to bring the two together into a Discrepancy Analysis, which is designed to point out, or "flag" those situations where a wide gap exists between "what is" and "what ought to be."

Once discrepancies are identified and priorities established, then steps to close the gaps can be taken. Priorities set as a result of the discrepancy analysis will be developed by considering the factors listed below:

- * Degree of discrepancy or "gap"
- * Cost and/or funding available
- * Personnel needs or capabilities
- * Facilities needed
- * Program acceptability
- * Political considerations

FIGURE 1

NEEDS ASSESSMENT MODEL



A MODEL FOR EDUCATIONAL PLANNING

Planning is an on-going activity in all organizations, providing goods and services to society. Certainly career guidance is no exception. Local educators should be required to update local plans periodically. Planning is the key to the educational management process.

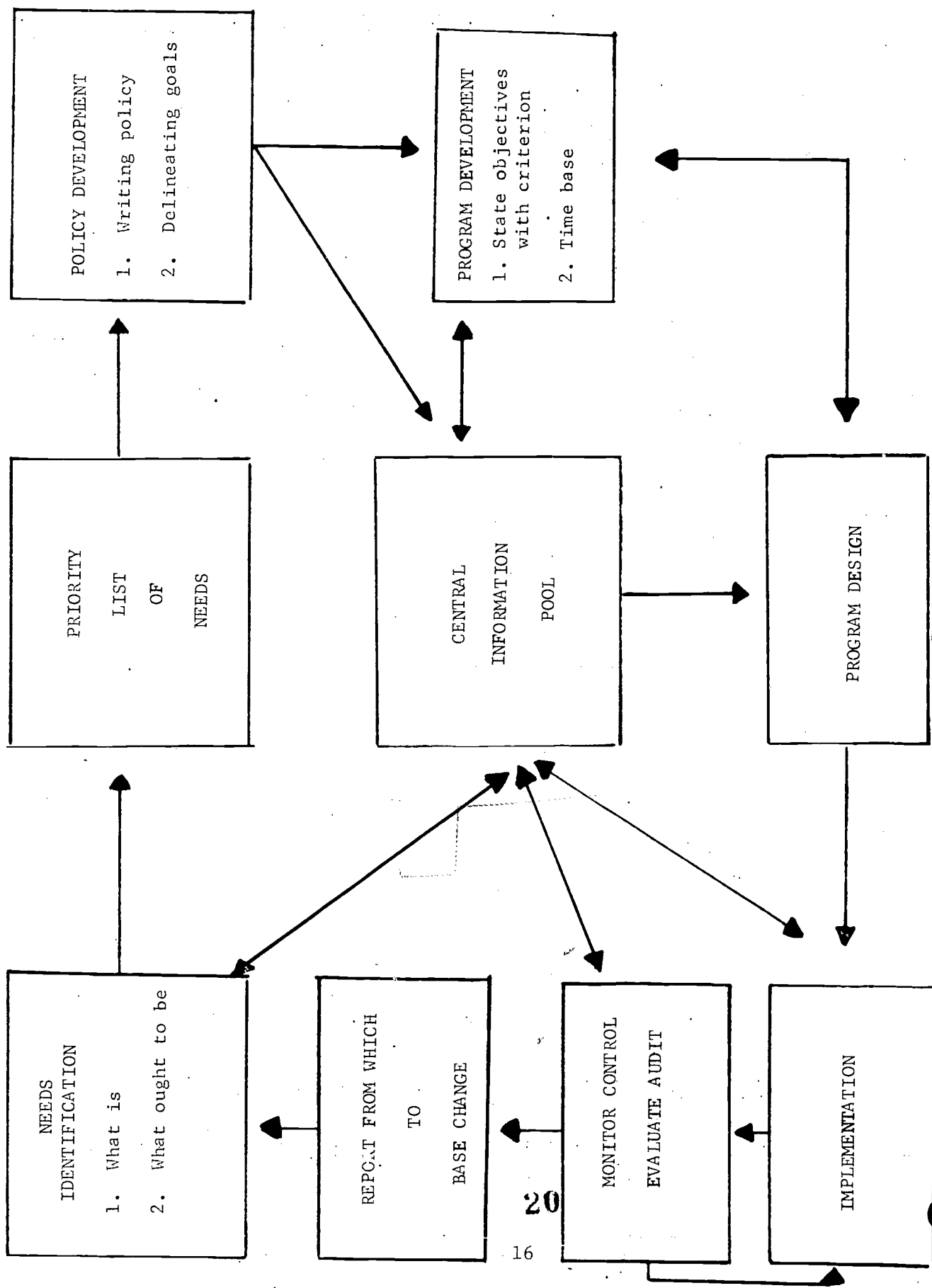
Figure 2 represents a model for Educational Planning. It begins with the Needs Assessment in Figure 1, which describes "what is" and identifies "what ought to be," should aid in creating a priority list of needs to be addressed. Once the needs list has been identified, policies and goals (Policy Development) are developed for each need.

After deciding which policies are to be implemented, more detailed objectives and criteria, used to monitor progress and success, should be developed. This is referred to as the Program Development phase.

From here, Program Design leads to Implementation. During implementation, program managers monitor and evaluate the program's progress. Over a period of time, implemented programs are evaluated and related to future needs. Any discrepancies discovered during this evaluation are fed into a new list of priority needs for future policy-level decisions.

The literature of educational planning for both general planning techniques and for specific areas, such as facilities, special student needs, career guidance, and academic programs, is extensive.

FIGURE 2
MODEL FOR EDUCATIONAL PLANNING



CONDUCTING THE NEEDS ASSESSMENT

Conducting a thorough and comprehensive needs assessment is a difficult and time-consuming task. Here in New-Hampshire, the Supervisory Union's concept of organization may compel the counselor to deal with a number of schools in the different school districts. When moving forward on a needs assessment the counselor possibly will encounter a number of problems, not the least of which are, not having released time to conduct the study, and encountering resistance or apathy from the counselors and staff in other schools. Six months is usually needed to conduct a complete needs assessment; however, this may very well extend to a year for large complex districts.

While the following pages suggest a series of steps and procedures for conducting a needs assessment, it is important to remember that techniques and questions have to be "localized" so they are consistent with a school's philosophy and the operations within the district.

The following suggestions will follow the three major analysis sections displayed in Figure 1.

1. PROGRAM ANALYSIS

It is the purpose of the career guidance program analysis to document all the existing guidance services which are being offered to teachers and students at each secondary grade level. Part of the problem with career guidance efforts is that there has been no sequential program such as that found in the academic area. Guidance is all too often a series of uncoordinated, hit or miss events which may or may not involve the appropriate students and teachers. Services vary in the various schools in the district, and also vary each year, depending upon the changes in guidance.

The Career Guidance program should be a carefully organized sequence of services beginning at least at the junior high school level and continuing through Grade 12.

The counselor may wish to use the following questions and concept as a starting point for mapping future guidance programs.

- * If I were a sixth or seventh grader entering the ABC school system, describe the series of guidance services I would receive each year as I progressed through the junior and senior high school.
- * Document the guidance activities in the following areas
 - Academic advising
 - Interest and aptitude testing
 - Achievement testing
 - Individual counseling
 - Group counseling
 - Teacher inservice programs
 - Financial aids to parents and students
 - Placement activities
 - Cooperative education/work-study activities
 - Follow-up studies
 - College and other postsecondary application
 - Orientation for new or freshmen students
 - Attendance records
 - Discipline functions
 - Career materials resource centers
 - Community advisory committees
 - Teacher-counselor partnership

- * Is the student body growing in size each year?
- * What was the profile of your graduating class for the past five years? Is it changing?
- * Have guidance services and staff allocations been modified accordingly?
- * Does the district have a permanent cumulative record system? Does it have specified items entered into this system each year?

Once again, the objective of the program analysis is to document all those services which the guidance staff provides.

This can be done as a function of grade or staff member assignments. Also at this time, gaps in program services may be identified as well as those functions which may be better handled by other professionals.

When the program analysis is complete, move on to the client analysis activities.

2. CLIENT ANALYSIS

While the assessment of program activities is being developed, it is imperative that the guidance staff seeks input from students, teachers, administrators, parents, and community. It is important that any survey instrument used is congruent with existing guidance services so that feedback on their effectiveness is received. It should also include questions designed to gain responses on new services which might be offered.

Students: The involvement of students in providing for career guidance planning is vital. Not only can they provide feedback on existing services, but also for needed changes.

Before conducting a student survey, you should check for existing data. This includes examining vocational interests from OVIS (D'Costa, 1970) or some other assessment instrument. Also, if your school has been recently visited by an accreditation team, much data may be available from that study.

Two commercially available needs assessment measures may provide the necessary data that may meet the counselors requirements.

The Career Maturity Inventory (Crites, 1973) measures a student's maturity of attitude and competencies, information that is critical in realistic decision making. This instrument consists of two types of measures - The Attitude Scale and the Competence Test. The Attitude Scale measures the student's involvement in the career choice process, orientation toward work, and understanding of the choice process. The Competence Test contains five subtests that measure self-appraisal, occupational information, goal selection, planning, and problem solving.

The complete CMI can be administered to groups, as well as individuals, in approximately two and one-half hours; twenty-five minutes are usually sufficient for the Attitude Scale or any subtest of the Competence Test.

The results are reported in a Career Maturity Profile for each individual, in the form of a Home Report, a Summary Report, and a Class Record Sheet. In addition, an Administrator's Summary and a Needs Assessment Summary are included.

The Assessment of Career Development (1974) is a group test. Its contents are based on three major career developmental tasks facing today's youth: Occupational Awareness, Self-Awareness, and Career Planning.

The ACD assesses students' job knowledge, preferred job characteristics, career plans, career planning activities, career planning knowledge, and exploratory job experience.

The ACD may be administered in three periods of forty-five minutes each or in a one hour and twenty-five minute period. The results are presented in a Group Summary Report in the form of sixteen tables, corresponding to each section of the ACD content outline. In addition, the Student List Reports provide (1) scores on the eleven ACD measures; and (2) responses to nineteen specific questions developed locally.

Should a commercially available package not be suited to your needs, a self-constructed questionnaire would be appropriate. Rather than try to develop such an instrument from scratch, the following questionnaire might provide a good starting place. The counselor should feel free, however, to add or delete questions which may or may not reflect his situation.

YOUR TOWN SURVEY FOR GUIDANCE SERVICES

STUDENT QUESTIONNAIRE

The ABC High School is in the process of re-evaluating current career guidance services for students and making plans for improving these services in the future. As part of the planning process, we are very interested in what ways we might better serve you. We would appreciate your cooperation in completing this questionnaire.

Thank you.

1. What grade are you in? (circle appropriate number)

7 8 9 10 11 12

2. Sex Male _____ Female _____

3. What academic program are you in?

_____ College Preparatory _____ General Studies _____ Vocational

4. Parents' educational background: check one of the following for each parent:

Mother Father

_____ _____

(1) Not a high school graduate

_____ _____

(2) Graduated from high school

_____ _____

(3) Business school or trade school

_____ _____

(4) Some college

_____ _____

(5) Graduated from college

_____ _____

(6) Do not know how much education

5. What do you plan to do on a full-time basis during the first year after you finish high school?

- ___ (1) Work
- ___ (2) Get married
- ___ (3) Enter military service
- ___ (4) Work at home for parents
- ___ (5) Attend college or university
- ___ (6) Enroll in some type of educational training such as business, trade school, technical school, nurse training, etc.
- ___ (7) Other (Please specify) _____

6. How do you think your parents feel about whether you attend college after high school?

- ___ (1) Insist or expect me to go
- ___ (2) Want me to go if I want to
- ___ (3) They do not care one way or the other
- ___ (4) Do not want me to go

7. What is the highest level of schooling you are now planning to complete?

- ___ (1) Graduate or professional school (medical, law)
- ___ (2) A four-year college or university
- ___ (3) Two years of college
- ___ (4) A technical trade, business, or beautician school
- ___ (5) High school, then to job of my choice
- ___ (6) Junior high school

8. Do you or have you worked during the summer or after school hours?

- _____ (1) No
- _____ (2) Yes, after school only
- _____ (3) Yes, weekends only
- _____ (4) Yes, after school and weekends
- _____ (5) Yes, during summer only
- _____ (6) Yes, during summer and during school year

If yes, what type of work do you do?

9. After you finish high school, do you

- _____ (1) Prefer to remain in the local area
- _____ (2) Want to move to another place in New Hampshire
- _____ (3) Want to leave the state
- _____ (4) Don't know

10. How much help have your parents given you in planning your future career?

- _____ (1) A great deal
- _____ (2) Some
- _____ (3) Very little
- _____ (4) None

11. Do you feel the need for more vocational information or counseling to help you make better vocational plans?

- _____ (1) Vocational information only
- _____ (2) Vocational information and counseling
- _____ (3) Some other type of assistance
- _____ (4) I do not need any assistance at present

12. How much help has your counselor given you in planning your future career?

- (1) A great deal
- (2) Some
- (3) Very little
- (4) None

13. Is there anyone in your school who is available to talk to you about occupations and to listen to your interests and evaluate your capabilities?

Yes No

If so, what area does he represent? (Examples: Math, Counseling, Science, Industrial Arts, etc.)

14. Is there a need for more specific programs in helping students to make career decisions in all academic areas?

Yes No

- a. At what grade level? _____
- b. In what specific areas? _____
- c. Any specific programs? _____

15. Do you feel that an elective course at the senior high level should be offered which is specifically designed to aid a student in post high school planning?

Yes No Don't know

If yes, what would you like to have included in this course? Check as many as apply.

- Self knowledge Knowledge of vocations
- Skill in decision making Knowledge of educational opportunities

16. Please note your need at this time for help with educational and career planning.

- Need considerable help in figuring out what I am going to do
- Have some things planned but could use additional help
- Plans are pretty clear and do not need additional help at this time

17. Do you feel your present school courses are adequate to meet your future educational and vocational needs?

- Yes
- No
- Uncertain

18. How often do you discuss your future career with your counselor?

- Very often
- Some
- Seldom
- Never

19. How did you feel about the materials on career development?

- (1) Very good - they were extremely helpful
- (2) Good - they were very helpful
- (3) O.K. - they provided some information
- (4) Poor - they were of little help
- (5) Very poor- they were of no help

20. How much do you think other students would benefit from the use of these materials?

- (1) A lot
- (2) Some
- (3) Very little
- (4) Not at all

21. Which is the most pressing concern for you now?

- (1) Using my spare time
- (2) Taking care of my health
- (3) Taking part in community affairs
- (4) Marriage and family affairs
- (5) Getting along with other people
- (6) Getting a job

22. When would be the best time to present career development materials to high school students?

- _____ (1) Freshman year
- _____ (2) Sophomore year
- _____ (3) Junior year
- _____ (4) Senior year
- _____ (5) All four years

23. Has the exposure of these materials in career development motivated you to discuss your post-high school plans with friends, parents, teachers, counselors, etc.?

- _____ (1) Yes
- _____ (2) No

24. Would you be interested in engaging in further exploration of careers?

- _____ (1) Yes
- _____ (2) No
- _____ (3) Undecided

25. When you visited a school counselor, was he

- _____ (1) Very helpful
- _____ (2) Helpful
- _____ (3) Not helpful

26. Have you made a plan for your life's work?

- _____ (1) I have a definite plan
- _____ (2) I have some ideas but no definite plan
- _____ (3) I have no ideas what I want to do
- _____ (4) I have not yet given this serious thought

27. Do you feel you know your interests and abilities well enough to decide about your future career?

- _____ (1) Yes, very well
- _____ (2) Yes, to some extent
- _____ (3) No idea or confused
- _____ (4) Never thought about them

28. How often have you thought about your plans for after high school?

- _____ (1) Very much
- _____ (2) Somewhat
- _____ (3) Seldom
- _____ (4) Never

29. How often do you think about quitting school?

- _____ (1) Often
- _____ (2) Sometimes
- _____ (3) Never

30. How sure are you about your choice of a course of study?

- _____ (1) Very sure; it is exactly what I want
- _____ (2) Somewhat sure; I think it is what I want
- _____ (3) Doubtful; I am not too sure it is what I want
- _____ (4) I realize now I am in the wrong course of study

31. If you have visited one of the school counselors this year, please check one of the reasons for your visit.

- _____ (1) Schedule problems
- _____ (2) Personal problems
- _____ (3) Both 1 and 2
- _____ (4) Other reasons
- _____ (5) Never visited school counselor

32. Do you feel that more vocational information or counseling will enable you to make more adequate vocational plans?

- _____ (1) Vocational information only
- _____ (2) Vocational information and counseling
- _____ (3) Some other type of assistance
- _____ (4) I do not need any assistance at present

33. Please note your need at this time for help with educational and career planning.

- _____ (1) Need considerable help in figuring out what I am going to do
- _____ (2) Have some things planned but could use additional help
- _____ (3) Plans are pretty clear and do not need additional help at this time

34. If you feel a need for counseling on some personal matter, to whom do you talk to about your need?

- _____ (1) Teacher
- _____ (2) Parents
- _____ (3) Counselor
- _____ (4) Friend
- _____ (5) All of the above
- _____ (6) None of the above
- _____ (7) Other

35. Do you feel your present school courses are adequate to meet your future educational and vocational goals?

- _____ (1) Yes
- _____ (2) No
- _____ (3) Uncertain

36. If you are not now in the high school curriculum of your choice, in which of the following would you prefer to be enrolled?

- _____ (1) College preparatory
- _____ (2) Business education
- _____ (3) General education
- _____ (4) Technical-vocational
- _____ (5) I am now in the curriculum of my choice

(The following series of questions might be considered also)

Awareness of guidance services - Please answer the following questions about the guidance program in this school. Circle the response which describes your awareness or opinion of guidance services.

- | | | | |
|-----|----|---|--|
| Yes | No | ? | Does this school have books or pamphlets which tell about most of the occupations in the United States? |
| Yes | No | ? | Do you know where the guidance office is located? |
| Yes | No | ? | Do you know how to make arrangements to talk to your counselor? |
| Yes | No | ? | Does the counselor talk mostly with school troublemakers? |
| Yes | No | ? | Is it the counselor's job to tell students which decisions are best for them? |
| Yes | No | ? | Would you talk with your counselor about a personal problem if you had one? |
| Yes | No | ? | Does the school have informational materials which tell you how to get training for a job in which you are interested? |
| Yes | No | ? | Can the counselor find people outside the school who can help students with special problems? |
| Yes | No | ? | Can the counselor help students to consider what occupations he might choose? |
| Yes | No | ? | Can the counselor help a student get a job? |
| Yes | No | ? | Do you feel that you receive enough information before you pick your courses for next year? |
| Yes | No | ? | Have you been satisfied with the courses which you have selected? |
| Yes | No | ? | Have tests given by the guidance department or school been helpful in planning your future? |
| Yes | No | ? | Do teachers talk about the jobs which relate to the subjects they teach? |
| Yes | No | ? | Has school helped you to grow in your ability to make real plans for yourself? |

- Yes No ? Have your parents ever talked to your school counselor?
- Yes No ? Have your parents ever visited your counselor about your school program?
- Yes No ? Have you had help in becoming familiar with job possibilities in your community and surrounding areas?

INSTRUCTIONS FOR CONDUCTING A STUDENT SURVEY

TASKS/PROCEDURES	PROCEDURAL TIPS
1. Decide what grade levels you wish to survey. It is not necessary to survey all grades or even all students within each grade.	1.1 Surveying grades 8, 10 and 12 can give a good spread of responses.
2. What do you need to find out? Involve the guidance department, administration and academic departments to assist in selecting useful questions.	2.1 Be sure to get demographic data from students, e.g.: * grade level * sex * major area of study * ethnic background (if applicable)
3. Design the questionnaire (see sample at end of section)	3.1 See possible additional questions from Ohio Vocational Interest Survey
4. Arrange for administering the questionnaire.	4.1 Try to gather all students to be surveyed at one time: for example, during home room periods, during English classes, or large group sessions in the auditorium. 4.2 Brief teachers and students on purpose of the questionnaire 4.3 Instruct teachers (½ hr) on specifics of the questionnaire and answer all questions 4.4 Give each teacher a ready-made packet with the correct number of questionnaires needed
5. Administer questionnaire.	5.1 Be available during the administration to handle last minute questions or problems 5.2 Make every effort to THANK each teacher for his or her cooperation in the study.

6. Analyze data collected

6.1 A computer program to handle this is available through the Statistical Package for the Social Services or at the RCU in Concord

7. Display data

7.1 You may wish to use a blank copy of your survey form to display this tabulation of responses.

1. Teachers/Administrators

A survey questionnaire for teachers and administrators also should be developed in much the same way as the one for students. Some questions will be identical.

Existing materials which should be of help in this activity are:

* Operation Guidance (Drier, 1975)

* New England Assessment (1967)

* Mahler (ED - 0380759) (1968)

2. Parent/Community Analysis

In order to complete the client's needs survey, a brief questionnaire should be sent to parents and to community members. Once again, some of the questions used on the student and teacher surveys may be used to gain different points of view on a given issue.

Existing material which should be of help on this activity are:

* Operation Guidance

* Missouri Materials (Gysbers, et al)

Once the data is compiled from the various surveys, it should be analyzed, always keeping in mind the current services provided and anticipated future services. The function of the program analysis and client surveys is to match career guidance services to the needs and desires of the client.

3. Resource Analysis

Resource analysis consists of identifying past and current capabilities of the school's staff, facilities, materials, and funding.

Each staff member who has served for the past five years should be listed. Any trends should be noted, such as an increasing staff and changes within the staff. Also, each staff member's particular area of expertise, along with his major responsibility should be noted.

Facilities (offices, conference rooms, and resource information rooms), occupied by the guidance staff, should be recorded and a floor plan made.

Major materials, used in the career guidance effort, should also be documented. These may include SRA kits, film series, major publications, and other media-based products.

Finally, a five year pattern of funding should be developed so that trends in personnel line items or other appropriate line items may be identified.

CONCLUSIONS

A needs assessment program which does not result in plan for change and progress is nothing more than a mechanical exercise. The various types of data collected during a needs analysis, surely can provide the counselor with a picture of "what is" and some solid clues as to "what ought to be."

The planning process continues with a comparison of "what is" with "what ought to be," by means of a Discrepancy Analysis, to find out where gaps exist. Once the gaps have been identified, a list of priorities can be reached. This is necessary, because resources are always limited and it is impossible to close all the gaps, at least on a short range basis. But it is possible to develop a plan to close the gaps or "discrepancies" which are most important and can be realistically tackled.

Once a complete list of discrepancies has been identified, the short and long term program objectives may be written. A program plan simply states the objectives as the resources needed, the expected outcomes.

A number of school districts in New Hampshire have already conducted needs surveys for their guidance programs. The counselors may wish to contact some of the individuals listed below, before he begins his own needs assessment.

- * Nashua - Mr. Allen J. Seney
- * Winnacunnet High School - Mr. Richard Walsh, Operation Guidance
- * ConVal Regional High School, Mr. Edwin Farhm, Operation Guidance

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PROGRAM ORGANIZATION AND MANAGEMENT

Organization and Management

Educational Change

Assessing Needs

Setting Objectives

Program Structure and Content

Personnel

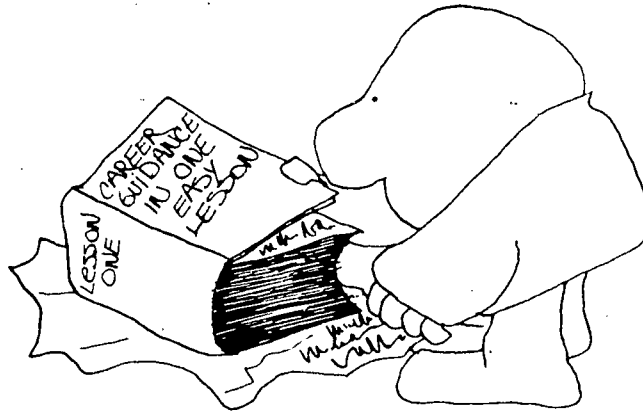
Budget

Evaluation

Developing Plans of Action

"Career Guidance by Objectives and Results"

References



ORGANIZATION AND MANAGEMENT

The counselors and guidance directors of secondary guidance and counseling programs have a unique opportunity to manage a process of planned change in the secondary schools of New Hampshire. With the increase in the public's awareness of the importance that comprehensive career development activities play in the overall career education movement, professional counselors are in a good position to deliver leadership and to communicate the need for specific changes.

The central theme of this Handbook suggests that educators who have program development and management responsibilities, view their career guidance program as a well-planned sequence of services which will meet the needs of students. The career guidance effort must have program and student outcome objectives which are related to the already completed needs assessment. If career guidance program activities are not developed, implemented, managed, and evaluated in a systematic way, we can never measure the effects of our efforts. Accountability demands that we set our objectives, manage our time, and evaluate the results. Only then can we introduce planned variations to make our programs more effective.

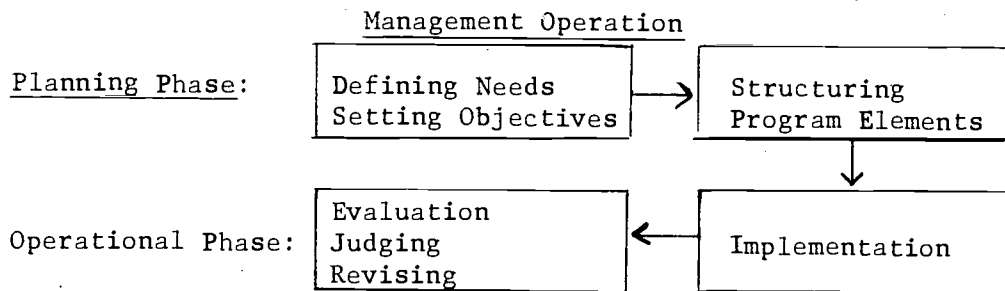
Thus, our approach to the management of career guidance programs is evaluation-based and comprehensive in scope.

To be comprehensive and systematic, career guidance, counseling and placement programs should be developed around productive goals and objectives and be implemented by using evaluation-based program development and management procedures. Evaluation-based development and management procedures are helpful because they suggest ways to identify and collect information that will assist

decision-makers in choosing among the available program alternatives. These procedures are useful in analyzing, planning, implementing, improving, certifying, budgeting, and judging the various components of career guidance, counseling and placement programs. Programs that are not compatible to an evaluation-based operation will encounter difficulties in being systematic, sensitive, and adaptable in responding to changing to the needs of the individual and society.

An evaluation-based management operation employs many concepts such as the analysis of relationships between elements; the generation of alternatives; the extensive use of feedback systems; and the use of field testing. Therefore, according to this viewpoint, the process of program development, implementation, judging and revision is continuous, with each phase having a relationship with the preceding and succeeding phases. (See Figure 3).

Figure 3



If management is to be systematic and based on the concepts of evaluation as outlined above, the manager must take the long view or get "the big picture" if success is to be achieved.

With this goal in mind, it is not necessary to consider specific administrative procedures. Instead, one should focus upon the broad areas

of management concern and use these as a mental checklist, to be sure that each area of the guidance program has been addressed.

The remainder of this section of the Handbook briefly outlines the broad management areas of concern which must be addressed in the development of a comprehensive career guidance program.

EDUCATIONAL CHANGE

To effectively manage any education program, the program manager must first be a student of the educational change process. Generally, guidance directors or administrators who are responsible for the overall direction of the guidance program are competent in their field. The guidance director is usually an active member of appropriate professional organizations and is up-to-date on counseling theory and practice as it relates to the public school settings.

However, the educational management process for the development of more effective career guidance programs, involves making changes in personnel, activities, and methods of operation. Change is not a comfortable situation for most people, therefore, the career guidance directors must be well versed in the change process. The literature on educational change and innovation is extensive and there are practical lessons to be learned. An educator cannot expect any professional or support staff member to make substantial change in his pattern of behavior or to implement a new program component without passing through a series of awareness stages, understanding, and commitment.

The following suggestions for fostering the continued development of career guidance programs, were offered by a group of professional counselors at a recent conference designed to discuss the process of change.

- * There are four types of change, each requiring more awareness, understanding and commitment than the former.
 - Substitution of one program component for another.
 - Variation of procedures or content in an existing program.
 - Structural changes of organization and scheduling.
 - Attitude and Values being changed to accept new program philosophy or thrust.
- * Fully understand the context in which the change is being introduced. Recognize the social, historical, political and cultural realities of the environment in which you are living and working.
- * Encourage those staff members who are implementing changes. Support and reinforce them rather than being overly concerned about those who would resist change.
- * Spell out clearly the long range implications of the proposed changes as to time, energy, and cost.
- * Build program changes on areas of strength to help enhance success. Correct weaknesses later.
- * INVOLVE those who will be affected by the change and those who make policy decisions.
- * Pilot test new procedures or activities so that modifications can be made more easily.
- * Conduct awareness/community/feedback sessions with all audiences involved, so the proposed changes will not be viewed as a situation of enforced compliance.
- * Avoid changed words or phrases in describing proposed changes. Evolve change from present program and circumstances.
- * Model the behavior which you seek others to accept and implement.

- * Planned change should be conscious, deliberate, and intended.
- * Use students to provide feedback on how counseling services can be more effective. Let teachers and administrators hear this too!
- * Single out key people integral to the success of the change process. Perhaps develop an advisory committee to obtain formal input from those people.
- * The various audiences with which you deal have as many stereotypes of you as you have of them. Get out of the office; talk to them; identify problems and suggest solutions.
- * Be patient.
- * Start slowly -- but start!!

The following model illustrates one conceptual design of the educational change process. A successful manager must be as skilled in the change process as he is in his own particular area of educational expertise if effective and efficient program changes are to be made.

HAVLOCK'S MODEL FOR EDUCATIONAL CHANGE (1970)

Sequence of Change Agent Activities

1. Promotes
2. Informs
3. Demonstrates
4. Trains
5. Technical Assistance
6. Nurtures

Sequence of Individual's Needs

1. Awareness
2. Information Seeking
3. Evaluation - See Operations
4. Pilot Tests
5. Adopt
6. Integration

ASSESSING NEEDS

As a manager, can you answer the following questions about your school and its current program?

- Do you have a profile of graduates in terms of number and percentage who go on to college, work?
- What is student enrollment in the major program areas of general, vocational, or academic?
- What are the major occupational interests of your students?
- What are the students' level of career development?
- Can you describe the guidance program as it articulates services throughout the grades 7-12?
- What are special staff capabilities in specific guidance areas?
- Can you describe facilities and funding over the year?

Before a comprehensive program can be developed, we must know "what is" and "what ought to be" so that meaningful program objectives can be set.

SETTING OBJECTIVES

The literature on management by objectives (MBO) and criterion-based instructional systems is abundant. Certainly any professional educator should have a working knowledge of the rationale and practical approaches to management by objectives. It is not the purpose of this handbook to recapitulate the rationale or skills involved in the MBO approach, rather it is to indicate that, while MBO may not be perfect, it certainly provides us with a better management framework than the authoritarian, paternalistic, or "laissez faire" models which many educational enterprises have used in the past.

As a manager of a comprehensive career guidance program, one should, with the appropriate staff, teacher, administration, student and community input, develop both programs and student outcomes objectives.

<u>Program Objectives</u>	in terms of	<u>Staffing Patterns/Skills</u>
		<u>Budget Allocations</u>
		<u>Component Structures</u>
		<u>Scheduling Structures</u>
<u>Student Objectives</u>	in terms of	<u>Career Awareness</u>
		<u>Decision Making Skills</u>
		<u>Career Maturity</u>

PROGRAM STRUCTURE AND CONTENT

As defined earlier in this Handbook, career guidance departments should view their efforts as a program, in the same way that academic departments view academic programs. In addition to thinking "program" instead of "activities," the manager must also think of the overall program structure and content. The following may serve as a checklist for assessing the comprehensiveness of a program:

- Career information resource center.
- Use of different methods for reaching students (e.g., peer counseling, group counseling, teacher advisors, paraprofessionals).
- Placement services.
- Follow-up studies.
- Articulated testing program.
- Standardized cumulative folder.
- College application service.
- Community liaison.

- Personal counseling.
- Student orientation programs.
- Financial aids.
- Work exploration.

If the above efforts are available to students, has the guidance staff defined the order and sequence of these events? Can you define specifically those services which are offered at each grade level so that by the end of a student's high school program, he has progressed through a developmental plan designed to provide career awareness and decision making skills?

In addition to program structure and content, staff allocations of time and experience must be made to make the proper program come to reality.

PERSONNEL

Part of the needs assessment activity calls for a list of staff capabilities and experiences. Only by using the talents of his staff can the manager achieve full program implementation.

Just as the guidance department should have program objectives and student outcome objectives, so too should the professional staff have management objectives to assist in the allocation of time and resources.

The public school guidance staff is in the unique situation of having the opportunity to allocate much of its own time. The guidance staff often is not assigned to classes or other scheduled events in the school. This situation creates both opportunities and nightmares for guidance departments. The opportunity to structure and schedule the guidance program so that it is responsive to student's needs is, more often than not, superseded by the nightmare of tasks assigned by the administration of the guidance staff.

To many school administrators and academic professionals, the unstructured time of the guidance staff means "they have nothing better to do so they might as well help with the scheduling, attendance, study hall, library, discipline, report cards, testing, etc., etc.....!"

In order to combat this constant infringement of the guidance personnels' time, the guidance program manager must:

- Have explicit job descriptions for each member of his staff - professional as well as support members.
- Have detailed objectives which each staff member is assigned to accomplish during the school year.
- Assign specific areas of responsibility so that the motto - "everybody does everything" - does not exist.
- Keep allocation records to document the time which the guidance staff is spending on non-guidance program activities.

Realistically, all public school personnel are required to spend some time being available for unplanned activities or crisis situations. Generally a workable MBO system will account for approximately 80% of one's time. We all recognize that some time must be left open to meet the unexpected situations. However, every effort should be made to define each member's role, and the time expected to be spent in the accomplishment of program related activities. If the program manager fails in this responsibility, the career guidance program reverts to a series of nearly random activities.

BUDGET

Those responsible for the overall management of the career guidance program should have a complete understanding of the budgetary process. The

department's budget should be held in a separate account and the professional staff should have control of its management.

Trends of budget level support should be maintained as well as documented shifts in support for each line item.

Periodic re-examination of the budget by the entire staff is essential, with a critical eye focused on how the resources might be reallocated to gain more for each dollar spent. For instance, if one professional retires or leaves the program, two paraprofessionals possibly could be hired for the same money, which would give the overall program more coverage and provide better service.

Sources of external funding for special program activities or projects should always be investigated, as the "seed money" approach can often give the extra measure of help needed to demonstrate more effective program elements.

Budget issues and techniques have been suggested in the following list prepared by counselors and guidance directors in the field:

- Document your budget requests in terms of benefits to students - be specific.
- Do not identify career guidance/vocational guidance, college guidance as separate objects of the guidance program.
- Utilize the audio-visual and library budgets for some equipment and materials which may be appropriate for your program - budget cooperatively.
- Guidance materials can be obtained under ESEA Title II grants to the library.

- Use departmental budgets for costs of testing materials and scoring services. Many of these departments can request funds for aptitude or interest tests, especially in the vocational program departments.
- Actively seek involvement in the budgetary process, don't sit idly by while a principal or central office official decides your budget allocation.
- Utilize the concept of Program Budgeting (PPBS) which relates time, dollars, and people to the things which you wish to accomplish.

EVALUATION

Periodic program evaluation is a necessary function of any program manager. This evaluation must be conducted at the program level, along with a periodic assessment of personnel and students.

The evaluation activities, including program, personnel, and students, should provide for a self-study, and include peer input as well as that of supervisory and outside personnel.

It is important to realize that program evaluation can occur in both formal and informal ways. Talking with students, teachers, parents, and administrators can provide valuable feedback on the program's effectiveness. The utilization of career development materials is another means of ascertaining students' interests and the effectiveness of the materials. There is more to evaluation than formal questionnaires and tests.

The evaluation section of this handbook provides a more comprehensive framework for career guidance program assessment. However, the evaluation process must be made periodically to assess progress of the program's stated objectives.

DEVELOPING PLANS OF ACTION

A management tool often used, when a particular objective or major activity is to be achieved, is called the plan of action.

A plan of action requires the program manager to think through the series of tasks required to achieve the objective. Once this sequential plan has been developed, then individuals can be assigned their tasks, specific products or results can be identified, and a time table for completion of each task can be set.

PLAN OF ACTION CHART

Attached are copies of a form called the Plan of Action Chart. This chart can be a simple, but very effective tool, in planning and visually monitoring the progress of a project. This chart helps you, in effect, "PERT OUT" a project. (PERT - Program Evaluation Review Technique).

Any project can be a suitable subject for a Plan of Action Chart; examples would be such subjects as, "conduct a study," "develop a proposal," "develop a training package," "hold a conference," "prepare a report," "prepare a report," "prepare a newsletter," etc. The attachments are as follows:

Attachment A - A blank copy of the chart

Attachment B - A copy of the chart containing instructions for its completion.

OBJECTIVE:

In charge
of Project
TASKS TO BE
ACCOMPLISHED

PLAN OF ACTION CHART

Status as of

INDIV. RESP. RESULT

Date Chart
Prepared
Frequency of
Update

OBJECTIVE: (State the overall objective of the project as clearly and specifically as possible.)
In charge of project (who has overall responsibility)

PLAN OF ACTION CHART

Date Chart Prepared _____

Status as of (tape over and change date each time chart is updated)

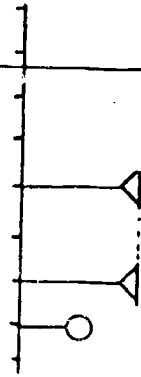
Frequency of Update (weekly or bi-weekly or monthly)

TASKS TO BE ACCOMPLISHED	INDIV. RESP.	RESULT
List each task that needs to be accomplished, in chronological order.	List the person or persons responsible for each task. If more than one person, list first the name of the person with primary responsibility.	List the result or product for each task - ie, what will show that task has been completed. Examples: report briefing conference meeting brochure speech memo interview plan proposal

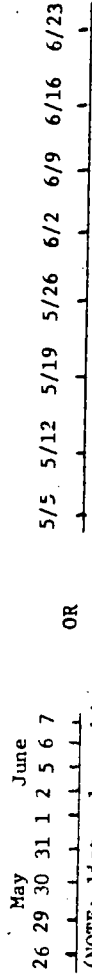
3. If there is a schedule change, cross out the circle or triangle, and draw in new one.



4. Draw a vertical line from each symbol to the appropriate hashmark at the top of the page so that dates line up.

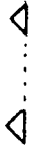


Label the hashmarks - each mark represents 1 day or 1 week, depending on the duration of the project:



1. Prepare the Chart - schedule each task using the appropriate symbol opposite the task and under the date or dates:

○ = a one-shot task that takes one day or part of a day - "Brief Executive Director".



= a task that takes more than 1 day - the first triangle is under the beginning day (or week) of the task, and the second triangle under the day (or week) when the task is scheduled to be completed - connect the two by a "dashed" line.

2. Update - when the task is begun, fill in the circle or the left-most triangle. When updating the chart, indicated progress (on a task of greater than one day) by connecting the dashes between the triangles to the same degree as the task has been accomplished. For example, if at update the task is 25% complete, then the line between triangles would be 25% solid and 75% dashes. If at a later update the task is 75% complete, then the line would be 75% solid and 25% dashes.

● = completed one-time task



= task just begun



= task 25% completed



= task 75% completed



= task 100% completed

(NOTE: extend the form on the right-hand side if necessary for a project of long duration)

ATTACHMENT B

Career guidance programs are organized and managed in a number of different ways here in New Hampshire. If you are considering alternatives to the present organization and management of your program, you may wish to visit some of the following districts in the state.

- Hampton - Winnacunnet High School has a number of state and federal projects in guidance: Operation Guidance; New Hampshire Guidelines; and the New Hampshire Model. Contact: Mr. Richard J. Walsh.
- Nashua - The Nashua system is organizing for its move into a new high school - a number of transitions are being considered. Contact: Mr. Allen J. Seney.
- Manchester - Memorial High School is redefining its career guidance component and is moving toward more structured use of counselor's time. Contact: Ms. Judith McCarthy.
- Monadnock - Monadnock Regional High School has developed excellent teacher-counselor coordination. Contact: Mrs. Alice Hildreth.
- Lisbon - See a guidance program in operation which serves a rural area of our state. Contact: Ms. Rowena Smith.
- Plymouth - Plymouth High School also serves as an area vocational center. Contact: Mr. Edward Parr.
- Kearsarge - Kearsarge Regional High School in North Sutton serves a rural area in the west central portion of the state. Contact: Mr. Thomas Paige.

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CAREER GUIDANCE BY OBJECTIVES AND RESULTS

by

Norman C. Gysbers

The practice of management by objectives began to emerge in business and industry in the 1950s. By the 1960s it had reached education and soon entered the lexicon of educational administrators and curriculum directors. Now the word "results" has been added to the formula so that it is common to speak of management by objectives and results. MBO has become MBO/R.

Management by objectives and results can be described as a process that enables an organization and its personnel to identify their goals, mobilize their resources to reach those goals, and know when they have reached them. Some have suggested that MBO/R differentiates between movement and progress.

In educational settings, MBO/R is usually translated into EBO/R, i.e., education by objectives and results. The equation then becomes education by objectives and results equals administration by objectives and results plus instruction by objectives and results, or

$$EBO/R=ABO/R+IBO/R$$

Career guidance does not appear in the equation because it has traditionally be thought of as a collection of administrative and student-centered processes and services, not as a program with substance and content. It is time to change this thinking. The increasingly complex needs of all individuals in society demand it. It is time to add career guidance by objectives and results to the equation so that it will read

$$EBO/R=ABO/R+IBO/R+CGBO/R$$

The addition of career guidance by objectives and results is supported by an emerging trend in career guidance, counseling, and placement activities that stresses outcome-oriented goals and objectives. It is supported, too, by the emerging use of the word "program" to encompass and identify those activities. In addition, words like "sequential," "developmental," and "comprehensive" are becoming part of the career guidance language. As a result, career guidance is assuming a position in education equal and complementary to that of instruction and administration.

To simply embrace MBO/R terminology and processes wholeheartedly, expecting them to solve problems because they promise accountability, orderliness, and comprehensiveness does not, however, make it so. It is only the beginning.

Careful attention must be paid to the conceptualization, content, technique and methodology of career guidance programs. MBO/R offers organizational and implementation processes; we must supply the rest.

Program conceptualization is a necessary first step in the process, an important step because it can provide the gestalt needed to see the relationships among program elements--the goals, objectives, techniques, methods, activities, and resources. It is important also because it offers a quick but comprehensive overview of the total program, providing practitioners and clientele alike with an understanding of the program's scope and sequence.

But traditional ways of conceptualizing career guidance will need to be expanded and extended if it is to assume an equal and complementary position in education. This expanded conceptualization will require new understanding of the nature and structure of career guidance. For example, it will require a broadened understanding of the term "career: so that it is seen not as being synonymous with work and occupation but as encompassing them. Career must be seen as focusing on the total human career--on all dimensions of life, not as separate entities but as interrelated parts of the whole person.

A broadened concept of career guidance will also require an understanding that career guidance is developmental as well as point-in-time oriented; that it emphasizes the development of what could be in individuals as well as the assessment of what is. (Tennyson, W. Wesley. "Comment: Vocational-Technical Education Symposium." Vocational Guidance Quarterly, 1970, 18, 362). Finally, it will require the identification of those spheres of human development for which the career guidance program assumes responsibility, possibly including self-knowledge and interpersonal skills, decision making, and planning and self-placement competencies; also knowledge and understanding of life roles, settings, and events, especially those associated with family, education, work and leisure.

Concurrently, the goals and objectives that will enter into the program conceptualization require careful attention because they represent the substance and direction of the program. The manner in which they are selected, the content they represent, and how they are stated are of major importance. Needs assessment techniques can be helpful in the selection of goals and objectives and the content they represent. The manner in which goals and objectives are stated can be handled by emphasizing student outcomes first, then the processes used to reach those outcomes.

THREE TYPES OF ASSESSMENT

Three types of needs assessment are required for a comprehensive effort. First, student needs must be assessed, taking into account the views of students, parents, and people in the community. Additional input can be derived from the literature on career development and human growth and development. The areas of responsibility for career guidance suggested above - self-knowledge, skills in interpersonal relations, decision-making, understanding of life roles, etc.--can provide the structure and content of the items for the assessment instrument.

Second, current career guidance, counseling, and placement activities must be evaluated by both staff and the clientele served by the activities.

Third, staff requirements need to be assessed. This assessment should include attitudes and values desired in the staff, the abilities they will need to deliver new and emerging career guidance, the counseling and placement techniques they should use, and the methods and resources that should be available to them.

Once the needs assessments have been completed, the next step is to make comparisons between the results of the student needs assessment and the results of the program evaluation. The data from these comparisons will indicate the substance needed in the expanded career guidance program, and the direction it should take.

Items of priority need can be recast as student goals and objectives, and these can be related to appropriate techniques, activities, and resources stated as program goals and objectives.

If these procedures are followed, the result will be career guidance defined in terms of student outcomes first and in terms of the processes used to accomplish the outcomes, second.

Career guidance by objectives and results is more than an exercise in writing goals and objectives, however. The expanded concept of career guidance will require meaningful organization of all program elements into identifiable components and implementable strategies. The components should be labeled in the terminology of outcomes and content and/or setting, rather than by process or resource terms.

The traditional terminology such as "career guidance services" (orientation, information, assessment, counseling, placement and follow-up), "group and individual guidance and counseling," or "consultation and liaison" emphasizes the processes used but only indirectly specifies the student outcomes to be achieved.

This is not to suggest that these processes are unimportant. On the contrary, they are very important but they should not stand alone to define and describe the program. They must be connected to the student outcomes that are to be achieved by the program, and these student outcomes should be used to label the program components, not the other way around.

On this basis, career guidance could be defined and described as an educational program responsible for helping students to develop self-knowledge and interpersonal skills, decision making skills, planning and self-placement competencies, understanding of life roles, and understanding of how academic studies and specific occupational training fit into their life patterns.

The processes and resources traditionally described as services, such as orientation, information, assessment, counseling, placement and follow-up, would play a vital part in meeting needs in the areas of responsibility cited above, but they would not be the labels used to define and describe the program.

If career guidance personnel are to meet the varied expectations of the many students they serve, career guidance must take its place alongside instruction and administration as an equal and complementary partner. Management by objective provides the structure and the processes to do the job. It is time to accept the challenge and supply the necessary conceptualizations, content, and processes to expand and extend the career guidance program.

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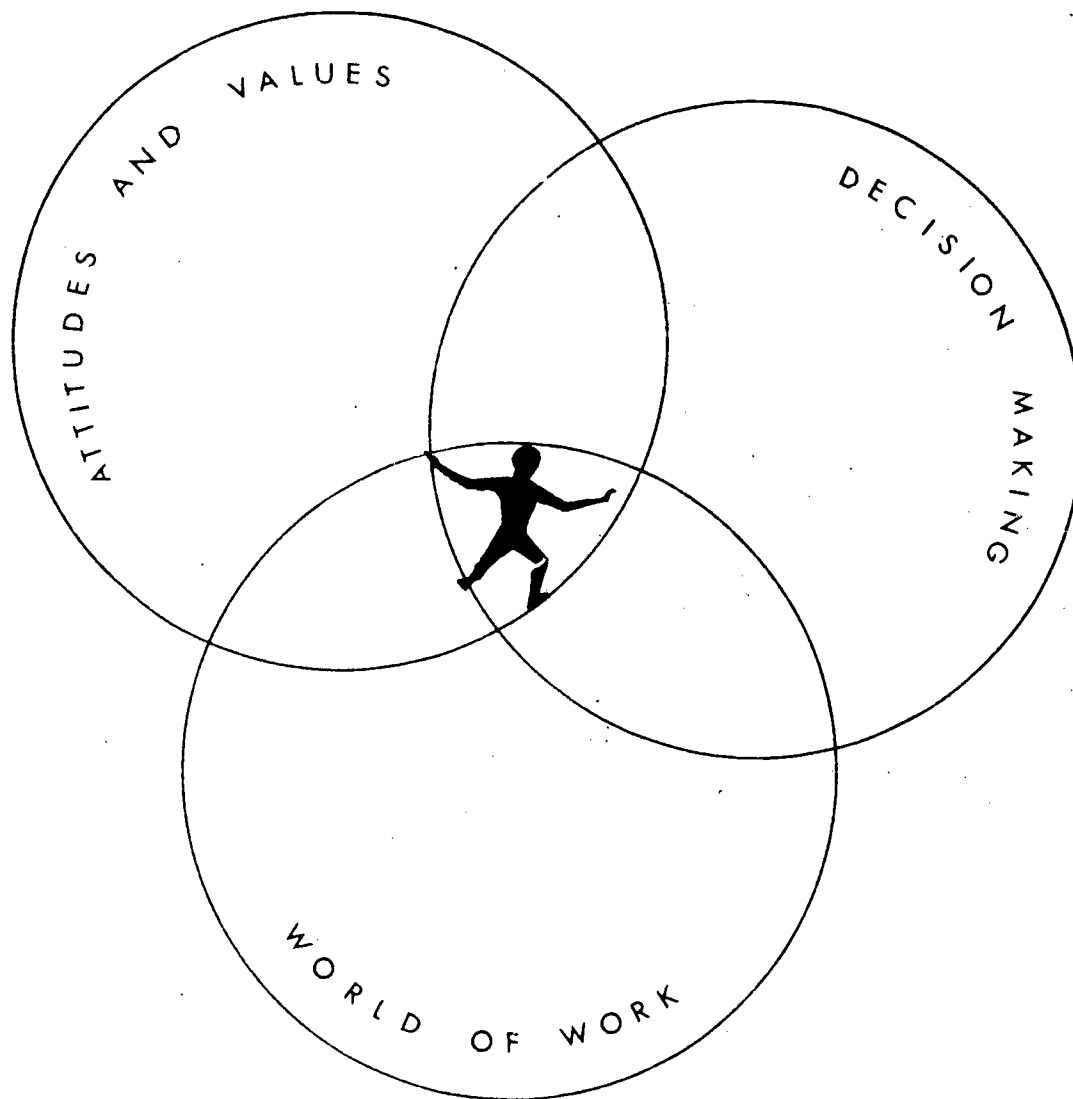
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PROGRAM ACTIVITIES FOR TEACHERS AND COUNSELORS

This is the Guidelines document which contains a rich collection of tested activities for career guidance programs. Areas covered are values, decision making skills, and world of work and leisure.

Because this is an insert, the Guidelines pages are separate from the Handbook pages.

A DEVELOPMENTAL APPROACH TO
CAREER GUIDANCE, COUNSELING AND PLACEMENT

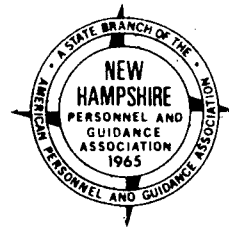


NEW HAMPSHIRE GUIDELINES

2nd Edition Summer 1975



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION



July, 1975

A Developmental Approach to Career Guidance, Counseling and Placement - New Hampshire Guidelines, has been made possible through an EPDA Part F Grant, Vocational Education Personnel Program.

The emphasis began in 1971 with statewide Career Education conferences involving professional educators and lay people and continued with a series of workshops through the spring of 1975. This second edition contains revisions based upon the experiences of more than forty counselors during two years of field testing.

This document develops the Career Guidance, Counseling and Placement component of Career Education and will continue to be disseminated through regional workshops conducted by those people who developed the Guidelines.

We recommend that this document be kept in a loose-leaf notebook for convenience. More materials will be sent from time to time as they are developed.

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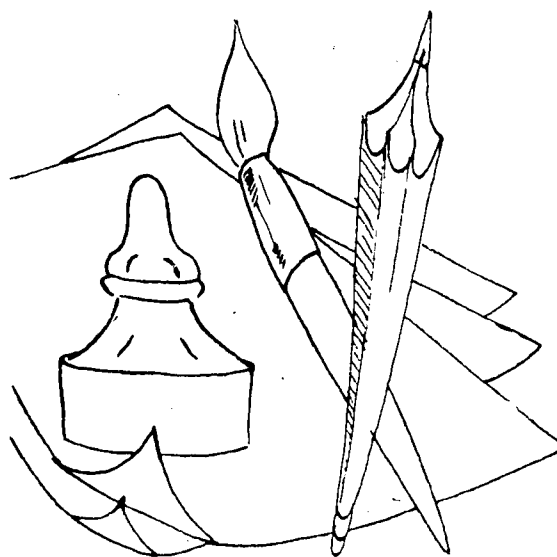


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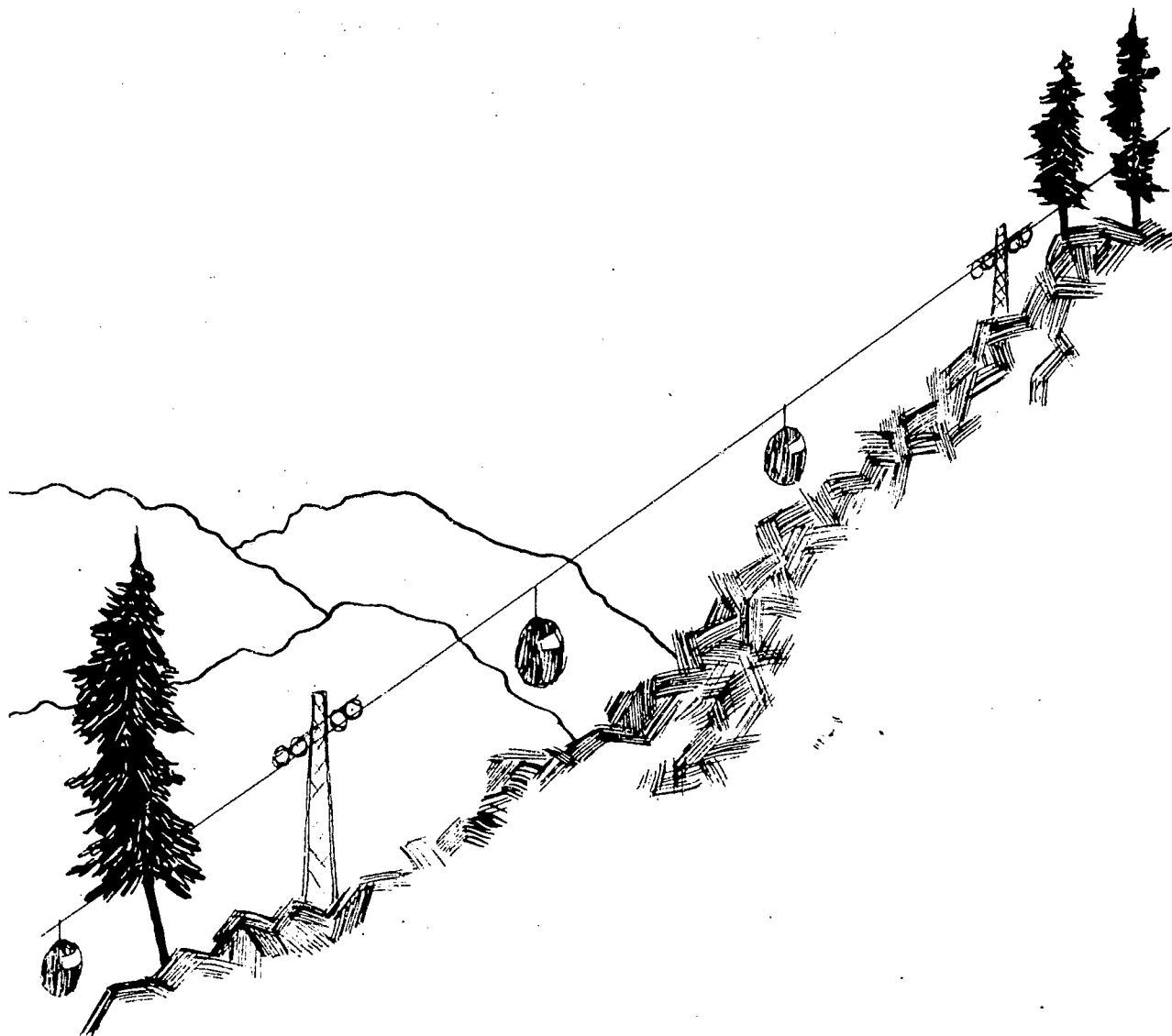
I. INTRODUCTION AND RATIONALE

With the demands being placed upon education to provide more relevancy to the curriculum and more direction to students in career planning, the New Hampshire Personnel and Guidance Association and the State Department of Education have created a task force to develop a model that will provide guidance personnel and others with activities designed to help students. These demands include:

- a. A greater degree of accountability by guidance personnel for the career needs of students.
- b. Enhancing the school curriculum by tying it to the career needs of students.
- c. Developing activities that enhance student self awareness.
- d. Providing students with opportunities to explore and try activities which lead to more realistic decisions.

The New Hampshire Model for Career Guidance, Counseling and Placement has been developed as a framework which will allow for the integration of career related activities into the secondary school curriculum. It is not intended, nor should it be construed, that the guide is a program in itself. Rather, the career activities listed in the model are intended to be integrated into the secondary school program in such a manner as to meet the special needs of the educational setting in which they are employed. The Attitudes and Values, Decision Making, and World of Work activities that are listed in the model are designed for use by counselors in career development programs or by teachers and counselors in secondary classroom units. The model emphasizes group approaches in involving counselors, teachers and students in meaningful projects intended to enhance career planning and decision making skills.

Hopefully the use of the model in the secondary schools of New Hampshire will result in new approaches to career development that will require a greater amount of counselor involvement and, as a result, provide guidance personnel throughout the state with the accountability factor that is now in demand.



II. HOW TO USE THE GUIDANCE, COUNSELING AND PLACEMENT MODEL

A great deal of time and energy has gone into the development of this model for career guidance, counseling and placement. It should be emphasized that the model has been designed by New Hampshire counselors for use by New Hampshire counselors and teachers. It has been set up as a conceptual framework for integrating three major components of career education into the secondary school curriculum. The focus of the model has been on developing a "How to..." approach. That is, the model not only details a series of concepts, goals and objectives for implementing career development in the secondary school, but it also suggests a series of activities which may be employed at various levels to carry out the planned objectives.

The New Hampshire conceptual model of career education has been developed around concepts which represent three major components:

- 1.0 Attitudes and Values
- 2.0 Decision Making
- 3.0 World of Work

Within each component are a number of concepts or statements which identify what has been determined as important. Each concept represents basic learning experiences.

It should be noted that while the component areas have been identified by number, e.g. (1.0) Attitudes and Values, it is in no way intended or implied that one component area is any more important than the other. Rather, the counselor or teacher who employs the model is encouraged to select the component area or concept within the component that best meets his basic needs or level of expertise. Further, with the exception of the (1.0) Attitudes and Values component, which is

developmental in nature, the other two component areas may be entered into at any level through the selection of a concept, goal, objective or activity that appears to fit the user's need at the time.

Activities described within the model have generally been suggested by counselors who have attempted them in the school setting. In some cases, activities which have been listed are unique or were borrowed from models developed by other states. Unless otherwise indicated, any activity is suitable for all grade levels. The final determination of suitability is left to the counselor or teacher who employs the activity, however.

The numbering system used in this document is used for classification purposes only. It has been devised in an attempt to allow the user to quickly identify the area of the model which is being employed.

Examples and Definitions

1.1 Concept: A statement that identifies what has been determined as important. It is derived from the needs and values expressed by society.

1.11 Goal: A general statement indicating what one hopes to accomplish. It represents what individuals should possess in the way of knowledge, skills and/or attitudes.

1.111 Objective: A specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.

Activity: A process through which students attain performance objectives.

The following chart is an example of the transition from concept, to activity for one of the component areas. As was previously stated, once concepts for each of the components were identified, they were translated into goals, objectives and activities. For practical purposes, one concept, one goal, one objective and one activity was selected for presentation.

Number	Area	Classification
3.0	World of Work	Component in Career Education Model
3.2	The school has an obligation for student awareness of career opportunities.	Concept: A statement that identifies what has been determined as important.
3.21	The counselor is responsible for accumulating and disseminating career information.	Goal: A general statement indicating what one hopes to accomplish.
3.211	The student will be able to demonstrate an understanding of the independence of careers.	Objective: A specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.
	Students will trace five products as they move from the raw material to the consumption stage; i.e. paper, citrus fruits; auto tire.	Activity: A process through which students attain performance objectives.

What the chart does not indicate is that a number of goals will evolve from each concept. Likewise, each goal will be restated into a number of objectives which in turn will be developed into a number of activities. Counselors and teachers using the model are encouraged to develop their own goals, objectives and activities as they become familiar with the model.

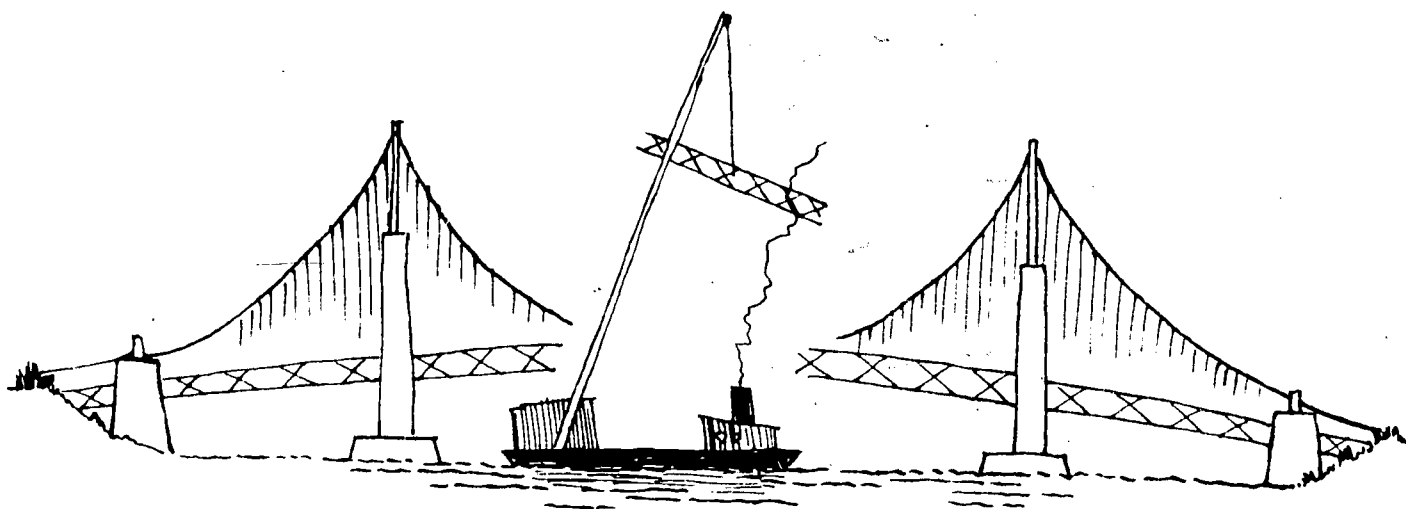
IMPLEMENTATION OF THE GUIDANCE,
COUNSELING AND PLACEMENT MODEL

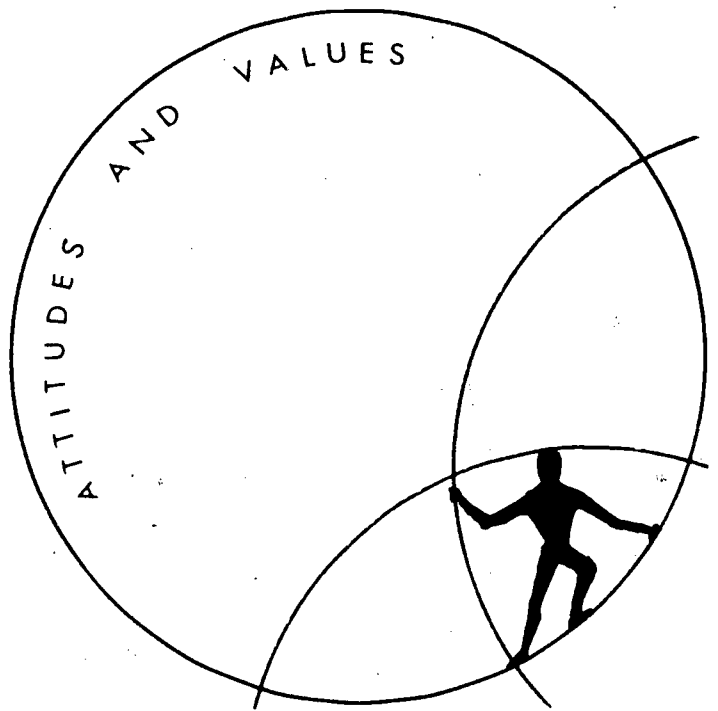
After extensive field testing by guidance personnel and classroom teachers, it was determined that school systems should address themselves to the coordination of activities in career programs.

Suggestions:

1. Central Coordination
 - a. by one staff member
 - b. by an interdepartmental committee
2. Survey of Present Programs
 - a. at grade levels
 - b. in subject matter
3. On-going Emphasis
 - a. to prevent ineffectiveness of "one-shot" exposure
 - b. to assure effectiveness of continuing exposure

There is no attempt to place activities in any specific or sequential order. The intent of coordination must be to prevent the danger of duplication or "overkill."





DEFINITIONS

Values - Represent what a person considers important in life. They are ideas as to what is good, beautiful, effective, or just, and therefore, worth having, worth doing, or worth striving to attain.¹

Attitudes - A stance one takes towards life based on his values.

Behavior - Observable actions and/or expressions of a person which are shaped by his or her attitudes.

¹ Fraenkel, J.R., "Strategies for Developing Values," Today's Education, November-December, 1973, page 49.

INTRODUCTION

Although the title of this component is "Attitudes and Values," the committee felt that a person's values determine the attitudes that shape his or her behavior. The component deals mainly with values, but attitudes and behaviors are implied throughout. Users should be aware that the concepts are presented in a sequential order and for best results this order should be followed.

It is important to note that much of this program can be implemented in the classroom by teachers and counselors working together.

RATIONALE

Research has shown that problems in career choices are caused, in many cases, by a lack of clarity in one's own value system.¹ Because of the link between individual value systems and career choices, it is imperative that we help students to understand and clarify their own value systems. "Many youth develop a sense of career awareness only when they are faced suddenly with the prospect of choosing an educational program, an occupational option, or leisure time activity. Frequently, they are unaware of critical career information and they lack adequate career linked values and attitudes for dealing with the career tasks they must face."²

1. Maslow, A.H., *The Farther Reaches of Human Nature*. New York: Viking Press, 1971.
2. Gysbers, Norman, University of Missouri, Columbia.

ATTITUDES AND VALUES

Concept: 1.1 The individual needs to become aware of values and attitudes as they relate to behavior.

Objective: 1.1-1 The student will be able to understand what values and attitudes are, and through the following activities, will be able to identify their presence in society.

Activity	Role of Others	Resources
<p>Identify most prized possession.</p> <p>Materials: Either the student's possessions or representations of them.</p> <p>Directions: a. Ask the students to bring to school their most important possession or symbol of it. b. Students then share them with the other students explaining why they are important to them.</p> <p>Leader's Role: Clarify, encourage and facilitate discussion.</p> <p>Time: 30-45 minutes.</p>	<p>Use of teachers and/or students as group leaders</p>	<p>The prized object or representation of it.</p>
<p>Values Voting.</p>	<p>Same as above.</p>	<p>Values Clarification, Simon, et al</p>
<p>Values Game.</p>	<p>Same as above</p>	<p>Self Awareness Through Group Dynamics by Richard Reichart</p>
<p>a. I spend a lot of money on _____ because I'm convinced that:</p>		
<p>b. I spend very little time on _____ because I'm convinced that:</p>		
<p>c. I give to _____ because I'm convinced that:</p>		
<p>d. I don't give to _____ because I'm convinced that:</p>		

Activity	Role of Others	Resources
<p>e. I word hard when _____ because I'm convinced that:</p> <p>f. I don't work hard when _____ because I'm convinced that:</p> <p>g. I use drugs/liquor, I smoke because I'm convinced that:</p> <p>h. I don't use drugs/liquor, I don't smoke because I'm convinced that:</p> <p>i. I go to church, I pray because I'm convinced that:</p> <p>j. I don't go to church, I don't pray because I'm convinced that:</p> <p>Instructions: Fill in the blanks, selecting whatever is most suited to your general behavior</p> <p>Famous Person Identification.</p> <p>Alternative Prized Possession.</p> <p>Take out wallet or purse. Justify the presence of some of the articles being carried. Sentimental value, actual need, friendship, etc.</p> <p>Give an opportunity to be selective. Put a time limit -- 5 minutes.</p>		<p>See Appendix A, page A-2.</p> <p>Articles in wallet or purse</p> <p>Submitted by Annjude Chapman</p>

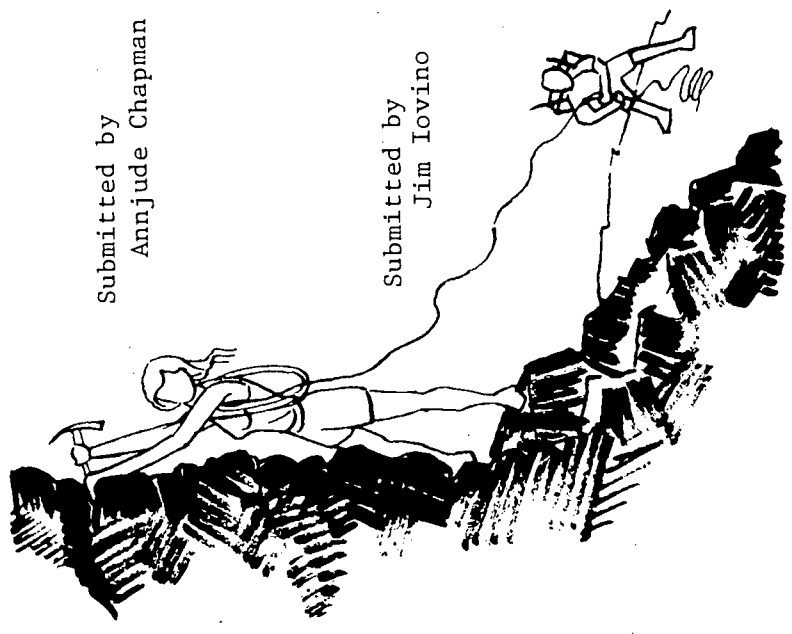
ATTITUDES AND VALUES

Concept: 1.2 The individual needs to become aware of his or her own values.

Objective: 1.2-1 Through the following activities, the student will be able to identify and express his or her own personal values more clearly.

Activity	Role of Others	Resources
<p>Fallout Shelter Game #1.</p> <p>Temperament Checklist.</p> <p>Values Survey.</p> <p>Personal Value List.</p> <p>Materials: Activity sheets and pencils. Purpose: To help students understand the values that are motivating them. To foster understanding of different values possessed by students. To help students understand why other students behave as they do.</p> <p>Directions: Group size should be 5-12 students. The students are asked to fill in the activity sheets provided them. After all members of the group have filled them out, the students should then share their ranking to discuss them with the group.</p> <p>Most Alive Moments</p> <p>"Happy Days" and "All in the Family"</p>	<p>Participants are teachers and students.</p>	<p><u>Values Clarification</u>, Simon, et al.</p> <p>Occupational View Deck - Chronicle Guidance Publication, Moravia, NY</p> <p><u>Values Clarification</u>, Simon, et al.</p> <p>Iovino-Abbott, Career Packet.</p> <p>See Appendix A, page A-3.</p> <p>TV Series.</p>

Activity	Role of Others	Resources
<p>Outward-Bound type experiences - outside.</p>	<p>Physical education teachers Outward-Bound specialists, participants to lead people outside school, or conduct discussions. Firemen, police, rescue squad, mountain climbing associa- tions.</p>	<p>Local outing clubs, Appalachian Mountain Club, firemen, police rescue squads.</p>
<p>Strength of Values.</p>	<p>Teachers and students group counseling.</p>	<p>Values Clarification, Simon, et al.</p>
<p>Preservation of Mankind Game.</p>		<p>See Appendix A, page A-4.</p>
<p>Follow-up Activity - <u>Fallout Shelter</u></p>		
<p>To be implemented after the activity,</p>		
<p>Each student will project herself/himself <u>realistically</u> ten years into the future, and will analyze his/her career and possible contributions to the fallout shelter group. The student will have to justify his/her inclusion in the group of people who will be "saved."</p>		<p>Submitted by Annjude Chapman</p>
<p>Fire Simulation</p>	<p>Teacher's and counselor lead small group discussions.</p>	<p>Submitted by Jim Iovino</p>



ATTITUDES AND VALUES

Concept: 1.3 The individual needs to understand and respect the values of others.

Objective: 1.3-1 Through the following activities, the students will become increasingly cognizant and accepting of the values of others.

Activity	Role of Others	Resources
Rogerian Listening.	Participants are teachers and students.	<u>Values Clarification</u> , Simon, et al.
Values Focus Game.	Teacher and peer selection.	<u>Values Clarification</u> , Simon, et al.
Peer and Cross-Age Helping Program.	Personnel from industry; self-employed persons.	See Appendix A, page A-5.
Cave-In Simulation.	Audio-visual crew to video-tape. Peers may interchange roles.	<u>Values Clarification</u> , Simon, et al.
Bring in outside discussion leaders who represent full spectrum of the world of work.	Participants are teachers	Vocational directors, advisory committee.
Job interview simulation and reversal of roles.		<u>Values Clarification</u> , Simon, et al.
Public Interview.		<u>Values Clarification</u> , Simon, et al.
Group Interview.		<u>Values Clarification</u> , Simon, et al.

Activity	Role of Others	Resources
<p><u>Star for a Week</u></p> <p>Suggested format for bulliten board and class related activities:</p> <p>A photograph will be taken by student photographer.</p> <p>An autobiography (accompanied with snapshots or sketches).</p> <p>Hobbies of "Things I Enjoy Doing."</p> <p>A "Show and Tell" presentation of a leisure time activity.</p> <p>My three greatest assets, talents, or traits.</p> <p>My pets.</p> <p>My goals or ambitions for the future (career or occupation?)</p> <p>A personal motto or philosophy I live by.</p> <p>My favorite: (can be listed, use pictures, or drawings)</p> <p>Class animal gift</p> <p>color words moment</p> <p>game book flower</p> <p>song food family moment</p> <p>poem hobby birthday</p> <p>sport person</p> <p>Other suggestions (optional)</p> <p>Places you have been.</p> <p>Family activities you enjoy.</p> <p>Happy moments.</p> <p>If I had a million dollars I would.....</p>	<p>Student photographer, Librarian, Teacher</p>	<p>AV Materials; Library; Family; D.O.T.; Occupational Outlook Handbook</p> <p>Submitted by Barbara Hannaway</p>

ATTITUDES AND VALUES

Concept: 1.3 The individual needs to understand and respect the values of others.

Objective: 1.3-2 To develop a sense of "personhood" as opposed to sexual, ethnic and social stereotyping.

Activity	Role of Others	Resources
<p>Through discussions with students develop a general list of personality traits. Teacher lists traits on master for distribution to class. Students then identify these traits as male or female as our culture presently treats men and women. We then discuss our "conclusions" on what is masculine/feminine and whether or not it was reasonable in light of interests, abilities and changing times. Then go through the list again and re-evaluate the traits on the basis of what they think it should be and why.</p>	<p>Sociology teacher</p>	<p>Submitted by Annjude Chapman</p>
<p>Jobs and Gender - filmstrip.</p>		<p>Guidance Associates</p>
<p>Write your favorite ethnic joke. What does it say about that group? Do you agree? What does it say about yourself?</p>		<p>Submitted by Annjude Chapman Ron Roy</p>
<p>List ethnic slurs and labels. Identify the origin of the personality trait indicated. Are they contradictory, i.e. "All muscle no brain."</p>		<p>Submitted by Annjude Chapman Ron Roy</p>
<p>List careers and identify by educational level and prestige. Student is to choose career in which he/she is most interested. Also career he/she most probably will follow. Why the difference between both?</p>		<p><u>Working</u>, Studs Terkle</p>

ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-1 Students will demonstrate increased self-understanding by examining their life styles.

Activity	Role of Others	Resources
<p>Typical Day in Your Life.</p> <p>Materials: Paper and pencils.</p> <p>Purpose: To help students determine some of the values that show themselves every day.</p> <p>Directions: a. Have the students write a story about a typical day in their lives.</p> <p>b. Have some students share their stories.</p> <p>c. Point out and have students point out where their values show up. d. It is important to define values according to the definitions included in this component.</p> <p>Leader's Role: Facilitate open discussion.</p> <p>Time: 20-30 minutes.</p> <p>Two Ideal Days in Your Life.</p> <p>Pie of Life.</p> <p>Percentage Questions.</p> <p>Unfinished Sentences.</p>	<p>Participants are teachers and students.</p>	<p>Colorado State University: Student Development Report on Life-Planning Workshops.</p> <p><u>Values Clarification</u>, Simon, et al.</p> <p>Ibid.</p> <p>Ibid.</p> <p>Ibid.</p>

Activity	Role of Others	Resources
<p>Life Line.</p> <p>Materials: Graph paper and pencils.</p> <p>Purpose: To help students understand the effect that their life experiences have had upon themselves. To help students realize the control they have in planning their future. To enable students to understand themselves and others.</p> <p>Directions: Each student is to draw a line on a side of the graph paper representing the way his life has gone from birth till present. Specific events can be pinpointed on the line. On the back of the paper each student is to draw a line representing how he feels his life will go from this day on.</p> <p>Leader's Role: The students should be directed to share their lifelines with the other students, and they should explain what effect the events had on them. The leader should help bring out the feelings produced by the event. He should be aware that some event will be so threatening that the students may elect not to discuss them. Also, the last part of the lifeline should develop a discussion on general direction of the line. Whether they feel they can control their future, and differentiate between hoping and feeling their life will go in the direction on the graph.</p> <p>Time: About 45 minutes.</p> <p>Design a budget given a certain amount of money.</p>	<p>Participants are teachers and students.</p>	<p>Iovino and Abbott, Career Packet</p>

Business class, Home Ec, Consumer education courses

Values Clarification, Simon, et al.



ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-2 Students will demonstrate increased self-understanding through gathering and assessing objective data. (A well-balanced assortment of activities is vital in attaining this objective.)

Activity	Role of Others	Resources
Interest Inventories.	Teachers assist in administering and interpreting.	Kuder Preference Inventories, Strong inventories; Ohio Vocational Interest Survey; Minnesota Student Characteristics and Occupationally Related Education; Holland's Self-Directed Search.
Aptitude Tests.	Teachers assist in administering.	Armed Services Vocational Aptitude Battery; American College Testing; General Aptitude Test Battery; Scholastic Aptitude Test; Differential Aptitude Test.
Achievement Tests.	Teachers test in own subject area.	Science Research Associates; Iowa Test of Mental Ability; Stanford High School Battery; Metropolitan Achievement Test.
Gathering Occupational Information.	Assistance from librarians, media people, DES, professionals, tradesmen.	Occupational View Deck; New Hampshire Jobs; Chronicle Guidance; Occupational Outlook Handbook; Dictionary of Occupational Titles; N.H. Health Careers; High School Career Information Centers.

Activity	Role of Others	Resources
<p>"Shadowing" employees (using a pre- and post-essay on what job consists of). (Shadowing is defined as the experience involving students accompanying employees on-the-job for a day on site. The student may actually participate in the job if the employer so chooses.)</p>	<p>Employers, employees, students.</p>	<p>Trade and industrial associations, G.E. Institute.</p>

ATTITUDES AND VALUES

Concept: 1.4 The individual needs to acquire a better understanding of himself or herself.

Objective: 1.4-3 Students will demonstrate increased self-understanding through group interaction and feedback from others.

Activity	Role of Others	Resources
<p>Tower Building.</p> <p>Materials: Paper cups and throat sticks.</p> <p>Purpose: To involve participants in a learning process that will help them:</p> <ul style="list-style-type: none"> a. work together as a group to complete a task; b. understand how they work with each other. <p>Directions: You, as a group, are to build a tower in fifteen minutes.</p> <p>Leader's Role: a. To observe the process the group goes through in completing the task. b. To observe leadership roles. c. To observe how the group works together. d. To observe how decisions are made. e. To observe how conflicts are resolved. f. To discuss the activity after it is completed.</p> <p>Time: About 50 minutes.</p> <p>Dimensions of Cooperation - Puzzle Activity.</p> <p>Peer Counseling and Training Program.</p> <p>Group Decision Making.</p>	<p>Participants will be teachers and students.</p> <p>Participants will be teachers and students.</p> <p>Trainers, etc.</p> <p>Group Leaders.</p>	<p>Iovino and Abbott, Career Packet.</p> <p>See Appendix A, page A-8.</p> <p>See Appendix A, page A-5.</p> <p>See Appendix A, page A-10.</p>

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Activity	Role of Others	Resources
<p>Group discussions of effective feedback.</p> <p>Exercises in sending and receiving feeling messages.</p> <p>Voluntary participation in group counseling.</p> <p>Reality Testing.</p> <p>Materials: Paper and pencils.</p> <p>Purpose: To enable students to learn what possible careers other members in the group think they are suited for. To strengthen and enlarge the possibilities of career choice.</p> <p>Directions: Each student is given a piece of paper and is to vertically: a. List the names of each member in the group. b. Beside each name, write down the possible careers suitable for that person. c. Students should try to match career suggestions with personality, capabilities, talents, interests, etc.</p> <p>Leader's Role: To assist the group to discuss the career suggestions for each student.</p> <p>Time: Approximately 45 minutes.</p>	<p>Teachers and students with assistance of counselor.</p> <p>Teachers and students under leadership of counselors.</p>	<p>See Appendix A, page A-12.</p> <p>Eisenberg, Robert and Associates, Interpersonal Communications Training; Parent Effectiveness Training, Thomas Gordon; Suggestions for Parents, John Gilmore.</p> <p>Local counselors.</p> <p>Iovino and Abbott, Career Packet.</p>

ATTITUDES AND VALUES

Concept: 1.5 The individual needs to be aware of the effect values have on the decision-making process.

Objective: 1.5-1 The students will be able to identify the values that influence their choice of occupation and use of leisure time.

Activity	Role of Others	Resources
<p>Show film entitled "Dynamic Consumer Decision Making."</p>	<p>Teachers and students are participants.</p>	<p>J.C. Penney Company, Education and Consumer Relations Department, 73 North Main Street, Concord, NH.</p>
<p>Show film entitled "The Choice is Yours."</p> <p>Have students interview 3 community members each to determine the influence of career upon leisure time.</p> <p>Purpose: a. That the students examine the relation between occupational choice and leisure time availability in life. b. To help students understand the values that interplay for the people they interview.</p> <p>Directions: a. Have the students select 3 occupations that they would like to investigate. b. Have the students arrange to interview three people representing the chosen occupations. c. Have them record on tape or in written form the important parts of the interview. d. Have the students share with others the interview and especially their learning about the relation between the occupation and leisure time.</p> <p>Leader's Role: a. Help students design the process. b. Facilitate the discussion.</p>	<p>Teachers, students and community participants.</p>	<p>Guidance Associates, Pleasantville, New York.</p> <p>Community.</p>

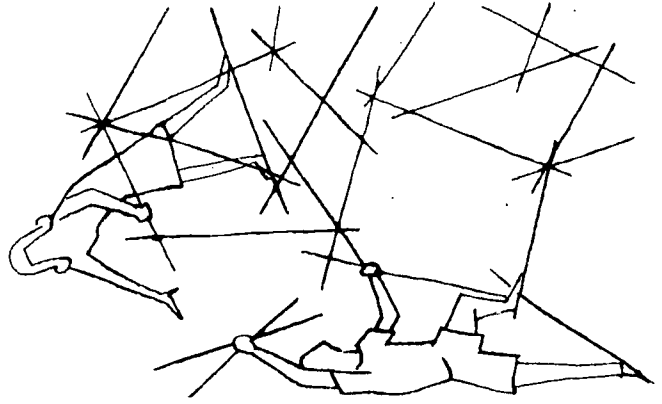
Activity	Role of Others	Resources
<p>Either-Or Forced Choice. Forced Choice Ladder.</p>	<p>Teachers and students are participants.</p>	<p><u>Values Clarification</u>, Simon, et al. Ibid.</p>
<p>Read and discuss "Death of a Salesman." Materials: "Death of a Salesman." Purpose: a. To help the students discover the relationships between the values, the occupations, the leisure time activities and human relationships of the characters in the play. b. To help the students understand these relationships as they apply to themselves. Directions: a. Have the students read the play. b. Have them discuss it in specific relation to the purposes above. Leader's Role: English teachers should facilitate discussion.</p>	<p>English teachers, students.</p>	<p>Miller, A., "Death of a Salesman."</p>
<p>Alternatives Search.</p>	<p>Teachers and students are participants.</p>	<p><u>Values Clarification</u>, Simon, et al.</p>
<p>Controversial Issues - Discuss current news topics as they relate to values, occupations. Materials: Local and state newspapers, news magazines, TV, radio news. Purpose: To help the students relate values to decisions under discussion and debate. Directions: a. Have the students determine current controversial issues of interest. b. Have them determine the values implicit in both sides of the controversy. c. Have students relate the effect on occupations of the possible outcomes of the controversy. d. The students could even debate the issues. Leader's Role: Social studies teacher leads discussion.</p>	<p>Involve teachers, students, and community representatives with diverse opinions.</p>	<p><u>Values Clarification</u>, Simon, et al. Newspapers, Associations, TV, Radio (local and state).</p>

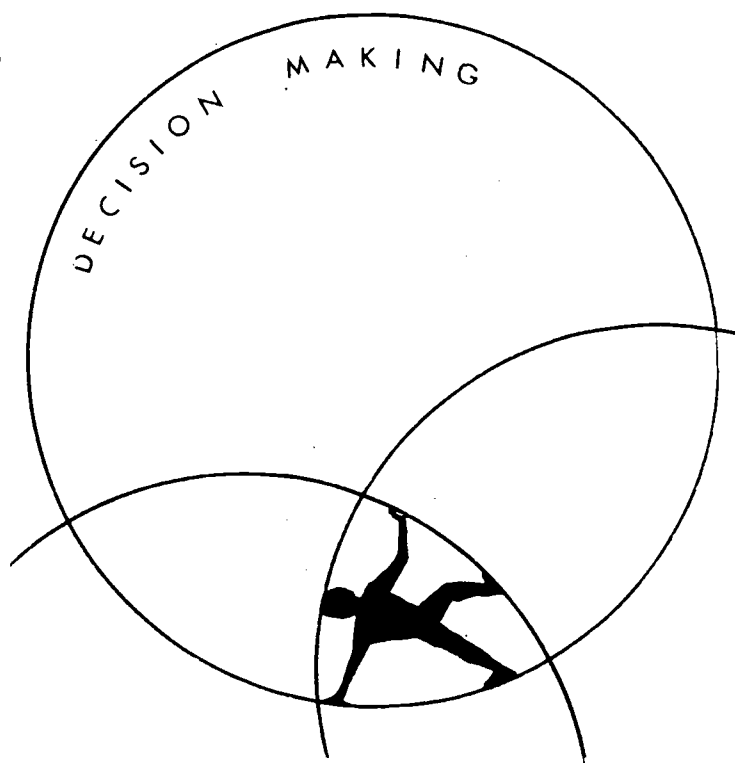
ATTITUDES AND VALUES

Concept: 1.5 The individual needs to be aware of the effect values have on the decision making process.

Objective: 1.5-2 The students will be able to identify the values that influence their decisions and their interpersonal relations.

Activity	Role of Others	Resources
<p>Imaginary Family.</p> <p>A class will build from their own experiences an imaginary family. This will be described on newsprint and kept on classroom wall or blackboard. Over a period of time experiences of different members of this family will be added to the newsprint as class members offer ideas. The values and attitudes involved and the interpersonal dynamics, will be discussed and possible outcomes examined. This can be a recurring exercise - or done sequentially in a series of class meetings.</p> <p>A good activity for grade 8, 9, and 10.</p>	<p>Teachers and counselors will facilitate open-ended discussion. Avoid judgmental statements - help the students examine the effect of imaginary family's attitudes.</p> <p>A good opening question "What has happened to our family since last time?"</p>	<p>Lucy Weeks, Exeter High School, Exeter, NH.</p>





Decision Making Concepts

Along with the knowledge of self and the world of work, youth needs help in decision making skills.

Making decisions is an inherent process in the exercise of freedom and the determination of one's life. The concepts developed are deemed important aspects of career and life goals. These concepts include significant developmental steps which lend emphasis to decision making as a critical process in reaching one's goals.

A seven step decision making process was accepted as the model for relating concepts, objectives and activities to the needs of the individual in reaching career objectives.

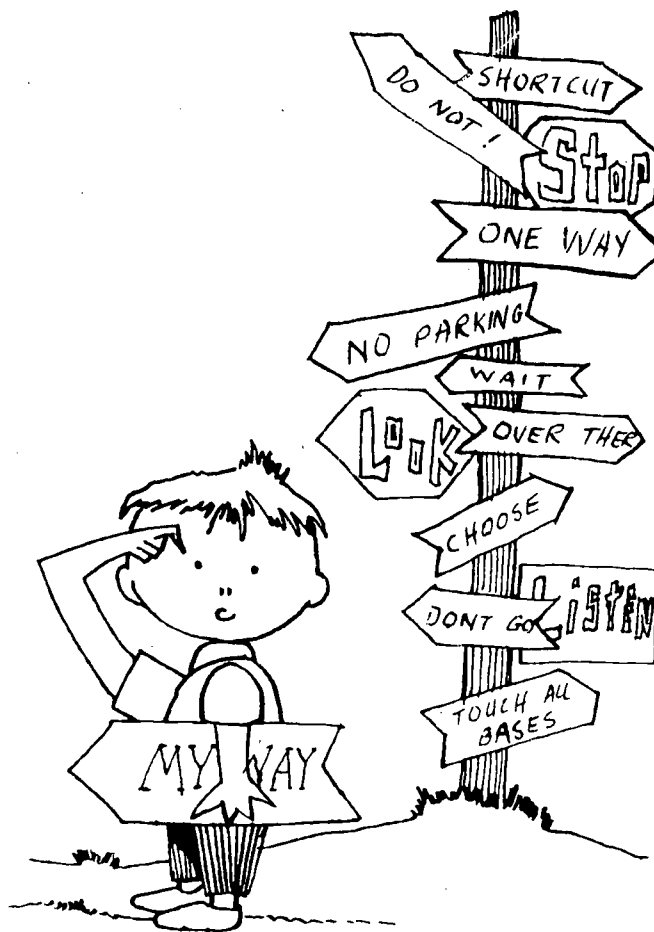
Decision Making Process Model

1. Recognizing the need to make decisions.
2. Understanding varying factors influencing decision making.
3. Identifying possible alternatives.
4. Understanding probable consequences.
5. Making a tentative choice.
6. Taking action.
7. Evaluation

The inter-related concepts of the career development program provide for the coordination of the learning process, values structure, understanding the world of work, and a knowledge of the decision making process.

Decision making concepts must be seen as equal and complimentary when integrated with one's values and a knowledge of the world of work in presenting an educational program with emphasis on assisting individuals.

Career planning and placement competencies lead to the point at which the individual makes an informed decision. The concepts presented herein are directed to assist the individual reach meaningful goals.



DECISION MAKING

Concept: 2.1 Career Development is a lifelong process involving change.

Goal: 2.1.1 For the student to recognize change as a part of life.

Objective: 2.1.1.1 The student will be able to identify the changes in his own life and the lives of people in the community.

Activity	Role of Others	Resources
<p>Have people who have changed careers visit class-staff and resource people.</p>	<p>Counselors, teachers, local citizens.</p>	<p>Community members.</p>
<p>Interview Games.</p>	<p>Work well with grade 8.</p>	<p><u>Values Clarification</u>, Simon, et al.</p>
<p>Interview school personnel to identify those who have made change.</p>		
<p>Students will construct a bulletin board depicting changes in life.</p>		
<p>Students will maintain a personal log, recording changes.</p>		
<p>What Do I Value -- Twenty Things I Like to Do.</p>		<p>See Appendix A, page A-14.</p>

DECISION MAKING

Concept: 2.1 Career Development is a lifelong process involving change.

Goal: 2.12 For the student to recognize the need for selecting alternatives consistent with goals.

Objective: 2.121 The student will be able to select several alternatives related to his goal.

Activity	Role of Others	Resources
<p>Each student will interview three persons with the same job to compare the method of entry.</p> <p>Each student will take an interest inventory.</p>		<p>Community members.</p> <p>Kuder Preference Inventory; Ohio Vocational Interest Battery; Strong Vocational Interest Battery; Gordon Occupational Checklist; Edwards Personal Preference Schedule.</p>
<p>Each student will choose a possible goal and utilize it in playing strategy games to select possible alternatives.</p>		<p>Values Clarification, Simon, et al. Attitudes and Values, page 16.</p>
<p>Counselor and teacher will formulate situation which demands a choice between competing alternatives.</p>		
<p>Forced choice can be developed as a card game. Each choice on separate card.</p>	<p>Good for grades 10 - 12.</p>	<p>Values Clarification, Simon, et al.</p>

DECISION MAKING.

Concept: 2.2 Individuals construct their life style and have the ability to alter it.

Goal: 2.21 The individual gains a knowledge of the resources and assistance available for all in exercising an individual's freedom of choice.

Objective: 2.211 The student will be able to discuss how career decisions influence a person's life style.

Activity	Role of Others	Resources
<p>"Ways to Live" Worksheets with thirteen life styles that students will rank in order. (Cards may be used instead of paper and pencil)</p> <p>Bulletin Boards.</p> <p>Information on effect of occupations on life styles will be integrated into counselor conference with senior students.</p> <p>Hobby show. Each member of the class to list his hobbies, then explain to class.</p> <p>Students could interview community members to learn of their hobbies, then report back to class.</p> <p>Visitors to classroom and/or novels depicting changes in life styles in positive and negative directions.</p>	<p>Counselor and teacher.</p>	<p><u>Values Clarification</u>, Simon, et al.</p> <p>General Electric Posters; Science Research Associates Posters; Careers-Largo, Florida.</p> <p>Community members.</p> <p>See Appendix A, page A-15.</p>

DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision-making process and develop skills in their use.

Objective: 2.311 The student will gain a knowledge of available resources within the school and community that may assist him in making career decisions.

Activity	Role of Others	Resources
<p>(Junior High) Spring orientation to grade 7. This could include an evening orientation before the students enter 7th grade to explain school resources.</p>	<p>Counselors, teachers, administrators, nurse, community resource people.</p>	<p>Library; Guidance Office; Nurse's Office; Administrator's Offices; classrooms, cafeteria; gym; school handbook.</p>
<p>(Junior High) Fall orientation to grade 7. This could include a week's orientation in a classroom such as English and Social Studies, covering the school handbook. The principal, counselor, nurse, librarian, etc., will each discuss his role and resources he has available for the student. (Probably include visit to and instruction in use of library.)</p>	<p>Resource persons.</p>	<p>Dukane Projectors; Printer-reader; Readers; Career Kits.</p>
<p>Activities to acquaint students with community resources, such as: field trips, slides, community resource people.</p>	<p>Resource persons.</p>	<p>Community library; Service organizations; Civic organizations.</p>
<p>Have students prepare list of community resources.</p> <p>Orientation to grade 9. An evening program for 8th graders and their parents. The importance of logical decision making should be stressed in addition to the available choices for grade 9 explained.</p>	<p>Administrators, counselors, teachers, parents.</p>	<p>Local and civic organizations. High school handbook; Course of studies handbook. Slide tape program developed by students.</p>

Activity	Role of Others	Resources
<p>(Senior High) Encourage all teachers and activities' advisors to assist students in becoming aware of school and community resources.</p>	<p>Counselor, teacher.</p>	
<p>Select and show a file or filmstrip each month which depicts a different career cluster. (Teachers may be asked to hold follow-up discussions.)</p>	<p>Counselor, teacher.</p>	<p>Film; filmstrips.</p>
<p>For similar activities refer to World of Work component.</p>	<p>Counselors, teachers.</p>	<p>Occupational Outlook Handbook</p>
<p>(Senior High) Have freshmen plan a tentative four year program of studies in relation to what they have chosen as a career goal.</p>		

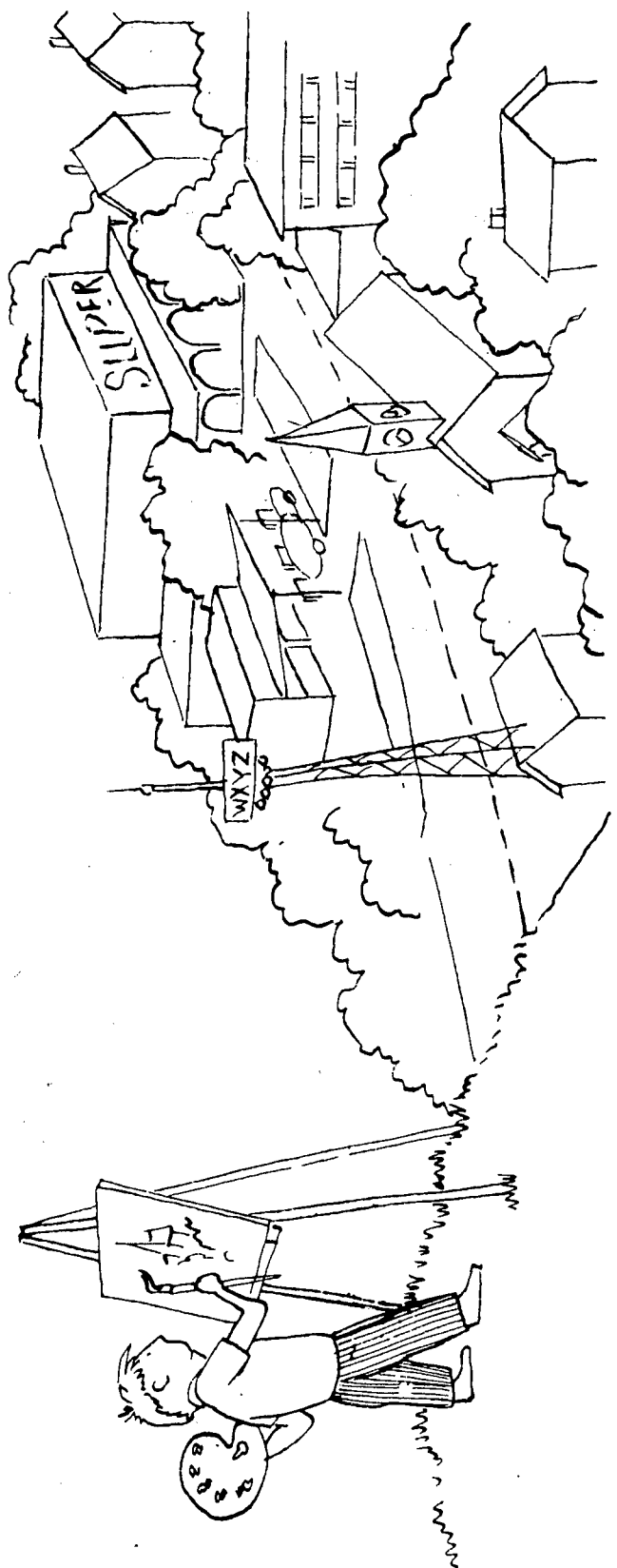
DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.312 The student will identify situations in which his decisions are determined by peer influence.

Activity	Role of Others	Resources
<p>(Senior High) Have the student keep a decision log for two days. On the third day have student write beside each one the person who influenced his decision.</p>	<p>Counselor - would discuss influence of peers and others on their decisions.</p>	<p>Career Decision Kit (J.C. Penney Co.) <u>Search for Values</u>, Pflaum, J. Standard 1972.</p>



DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.313 The student will use resources to gain an understanding of self.

Activity	Role of Others	Resources
<p>At appropriate levels, students will complete an interest inventory survey, aptitude battery, etc.</p> <p>As a follow-up to the above activity, the student will make a career decision and compare his interests, personality and aptitudes with someone in that career. (Evaluation of decision as a follow-up.)</p> <p>Students will be asked to relate their own measured interests, aptitudes, and achievements to at least three occupations in which they feel they could succeed. (In class or counselor interview.)</p> <p>(Senior High) Prepare a checklist on which the student will be asked to identify abilities he believes are strong or weak and discuss how this information can affect future career decisions.</p>	<p>Counselor should prepare a profile on each student and discuss with individual and/or groups, implications</p> <p>Group work with counselor and teacher.</p>	<p>Kuder Preference Inventory; Ohio Vocational Interest Battery; Strong Vocational Interest Battery; General Aptitude Test Battery; Armed Services Vocational Aptitude Battery.</p> <p>Community members would act as a model for simulation games. Simulation games commercially produced.</p> <p>See bibliography.</p>

DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.31A The student will practice skills in using the decision making process.

Activity	Role of Others	Resources
<p>Strategy games.</p>	<p>Teacher and counselor to modify games to grade level.</p>	<p>Values Clarification, Simon, et al. Attitudes and Values, page 16.</p>
<p>"Deciding" - program to help students learn a systematic process for making decisions.</p>	<p>Counselors and teachers.</p>	<p>College Board.</p>
<p>"Decisions and Outcomes" - similar to above but for older students.</p>	<p>Counselor and teacher.</p>	<p>College Board.</p>
<p>Have seniors list three decisions made in high school that he thinks have helped toward realization of some future career possibility.</p>		<p>Kentucky Model.</p>
<p>Seniors prepare a list of ten most important issues facing young people today and make a tentative decision regarding each of the ten by using the seven steps in the decision making process.</p>		<p>College Board: Deciding.</p>

Activity	Role of Others	Resources
<p>Activity module in which small groups of students plan a typical week in an imaginary student's life. Include class time, leisure time activities, socialization, daily chores, etc. The group will explain how they used the decision making process in their group work.</p> <p>Build an imaginary family and keep it on the board.</p> <p>Life Game.</p>	<p>Counselor and teacher planning.</p>	<p>College Board: Deciding.</p> <p>See Appendix A, page A-16.</p>

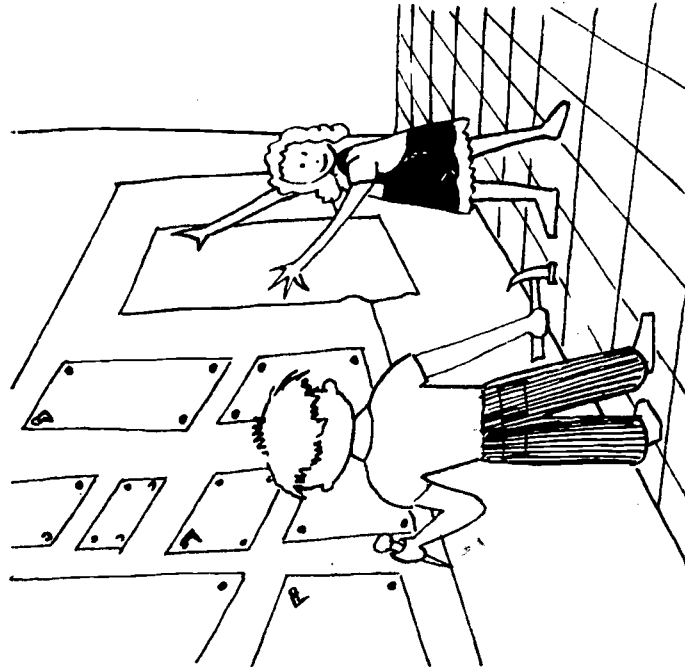
DECISION MAKING

Concept: 2.3 The individual can learn skills necessary to make mature, purposeful decisions regarding careers.

Goal: 2.31 For the student to learn the principles of the decision making process and develop skills in their use.

Objective: 2.315 The student will discuss how his values and goals affect his career decisions.

Activity	Role of Others	Resources
<p>Use General Electric posters for bulletin board.</p> <p>Talking bulletin board.</p> <p>Hypothetical situation in which the student finishes a short story.</p>		<p>General Electric.</p> <p>See Appendix A, page A-18.</p>



DECISION MAKING

Concept: 2.4 The individuals must learn to accept full responsibility for their decisions.

Goal: 2.41 The outcomes of the students' decisions are accepted as individual responsibilities.

Objective: 2.411 The student will describe some decisions involving himself as well as others.

Activity	Role of Others	Resources
<p>"Fallout Shelter" - A small group has to rank order people who have made different career choices.</p> <p>Have students make a list of decisions they have made. Tell whom they affected.</p> <p>Circle of Influence - on paper have 5 or 6 large concentric circles. The student places his name in center circle with a decision he has made. In surrounding circles, names of people who have been influenced by his decision.</p> <p>Ten People to a Planet.</p>	<p>Counselor.</p>	<p><u>Values Clarification</u>, Simon, et al.</p>

See Appendix A, page A-19.

DECISION MAKING

Concept: 2.4 The individuals must learn to accept full responsibility for their decisions.

Goal: 2.41 The outcomes of the students' decisions are accepted as individual responsibilities.

Objective: 2.412 The student will describe situations in which he has made decisions and had to accept responsibility for those decisions.

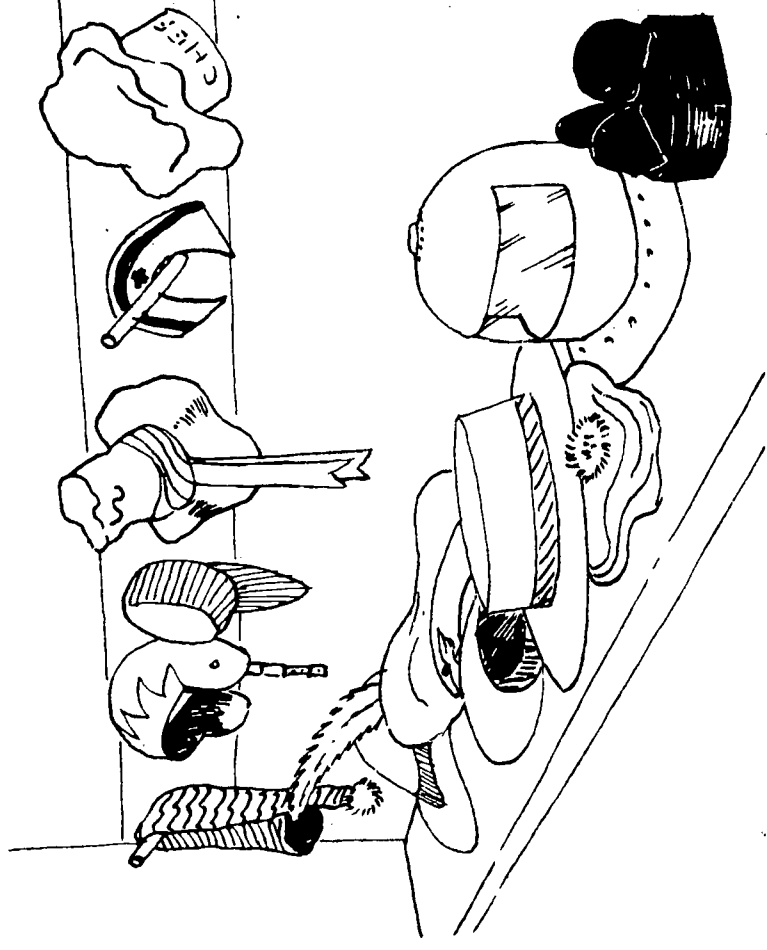
Activity	Role of Others	Resources
<p>"Consequences Search" - Students are asked to choose three alternatives. Each one is asked to list as many consequences as he can, then rank the alternatives.</p> <p>Student will write a true life experience discussing how he later had to deal with the consequences.</p> <p>"Decisions and Outcomes."</p> <p>Student will write a true life experience to illustrate that if he had examined the consequences he would have decided differently.</p>		<p><u>Values Clarification</u>, Simon, et al.</p> <p>Used as discussion rather than writing activity - leader to start it off.</p> <p>College Board.</p>

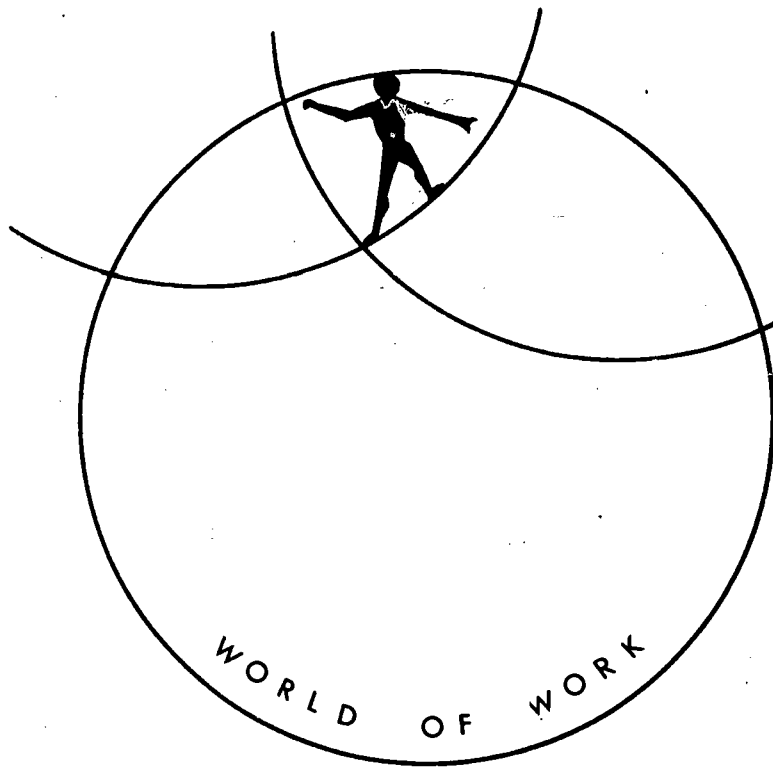
DECISION MAKING

Concept: 2.5 Changing career needs require flexibility and reflect the rapidity of change in the environment.

Goal: 2.51 For the individual to recognize the need for continual evaluation of his goal as a part of life adjustment in a changing world.

Objective: 2.511 The students will identify how social, economic and technical trends will affect his decisions.

Activity	Role of Others	Resources
<p>Have each student name a famous person of his choice and discuss how his environment affected his career development.</p> <p>Have each student discuss three people and three events which he feels have had an influence on his career decisions. (Parent, friend, etc., part-time job, accident, etc.)</p> <p>Discuss possible changes in the community or country that might cause them to re-evaluate their decisions.</p> <p>The student will identify and discuss situations requiring updating of information and training to meet changing needs.</p> <p>Survey community members who have had to readjust their lives due to changing times.</p>	<p>Counselor — successful at grade 8, but not grade 10.</p>	



RATIONALE

"We are only beginning to understand the nature of work and jobs under conditions of automation and technological change. The little evidence available points up the needs, not for narrowly specialized individuals, but for those with the kind of learning experience that enables them to be as maneuverable, adaptable, and responsive as possible to emerging needs, many of which cannot be foretold under current conditions."¹

The world of work implies a series of behavioral events that lead to productivity. In the process of career development, an understanding of these events leading to a productive and self-fulfilling life is essential. The school has an obligation to provide learning experiences to students that lend themselves to an understanding of the dynamics involved in job identification, procurement and performance. These experiences are learning situations concerning the nature of work drawn from the resources within the community and school.

The role of the guidance counselor in career education is to facilitate the use of the resources of the school and the community to help bridge the gap between the world of work and the world of the student.

It is important that the counselor see himself as deeply involved in career education while simultaneously recognizing that guidance is only one part of the total career education movement, which involved many other people with key roles to play.

Suggested activities for the student and the educator are indicated on the following pages. They are not complete, but are a starting point for the educator who believes in the value of providing career development activities as an essential factor in the educational process.

¹Wolfbein, Seymour L., "Labor Trends, Manpower and Automation." In Man in a World at Work. Henry Borrow (Ed) Boston: Houghton Mifflin, 1964, pp 155-166.

WORLD OF WORK

Concept: 3.1 All educational experiences particularly school subject matter areas, are interrelated with careers and the world of work.

Goal: 3.11 The counselor will serve as a facilitator in the integration of classroom learning experiences with the world of work.

Objective: 3.111 To have all students understand the relationship of their subject matter (sample given English) to the world of work.

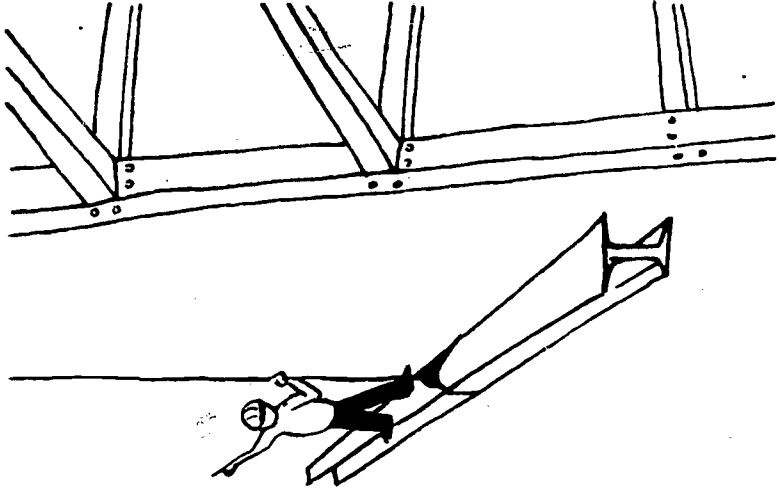
Activity	Role of Others	Resources
<p>Students will tape record interviews with individuals working in an occupational area of interest to them paying particular attention to the language used. Students will report on identified English skills within their occupational interest area by listing ten words unique to that particular occupation.</p>	<p>English teacher, reading teacher, business community librarian, vocational education teacher.</p>	<p>Cassette tape recorder. Career information center materials, dictionaries, library.</p>
<p>Students will identify English skills needed for job entry: reading classified ads, filling out application forms, writing letters of application, communication in job interview, constructing resumes.</p>	<p>English teacher.</p>	<p>Newspapers, sample resumes, sample job applications.</p>
<p>Students will work with the counselor who plays the role of a potential employer in terms of judging applications, interview techniques and communication skills. The counselor will provide both positive and negative feedback to students.</p>	<p>English teacher.</p>	<p>Cassette tapes for recording interviews; application forms Filmstrip: Job Interviews, Guidance Associates.</p>

WORLD OF WORK

Concept: 3.1 All educational experiences, particularly school subject matter areas, are interrelated with careers and the world of work.

Goal: 3.12 The counselor will help to relate students' out-of-school experiences with the world of work.

Objective: 3.112 All students will become aware of out-of-school educational experiences in relationship to the world of work.

Activity	Role of Others	Resources
<p>Students will identify artistic interests and possible occupations, i.e. potter, musician, silver-smith.</p> <p>Students will then understand that leisure time pursuits can develop into paying occupations.</p> <p>Students will interview adults to determine the relationship between their outside interests and their occupational choice.</p> <p>Students will play the game "What's My Line" choosing occupations which might have developed from outside interests.</p> <p>Example: I wear a helmet. I travel around the country. Many people cheer me --- others are afraid. Speed is part of my work. I'm dependent on mechanics.</p> <p>Answer: race car driver.</p>	<p>Physical education teacher, music teacher, art teacher.</p> <p>All teachers, school administrators, parents, relatives.</p>	<p>Local craftsmen, artists, recreation director.</p> 

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.211 The student will be able to demonstrate an understanding of the interdependence of careers.

Activity	Role of Others	Resources
<p>Students will develop an interview process to identify: a. job classification; b. training requirements; c. skills performed; d. how job entry was obtained; e. likes and dislikes about the job.</p>	<p>Teachers, other students, parents, relatives, to help in developing interview technique.</p>	<p>Library; local employment office; personnel managers; Dictionary of Occupational Titles; New Hampshire Occupational Information Improvement Project; microfiche; guidance office.</p>
<p>Students will list five occupational areas of interest to them and: a. interview a person working in each area and b. determine those occupational areas necessary for each person to accomplish his own specific tasks. i.e. Nurse needs: doctor, lab technician, housekeeper, dietitian, pharmacist, maintenance, ambulance driver.</p>	<p>People in community to be interviewed.</p>	<p>See Appendix A, page A-20.</p>
<p>Students will develop their own job description based on the information obtained above.</p> <p>Students will role-play interview situations for the whole group using information obtained in above activities.</p>	<p>English teacher to help in writing skills.</p> <p>Class involvement in role-playing.</p>	<p>Drama teacher, local employment</p>

Activity	Role of Others	Resources
<p>Students will trace five products as they move from the raw material to consumption/use. i.e. paper, citrus fruits, auto tire.</p> <p>In creating a finished product from a raw material, students will demonstrate an understanding of: a. the variety of jobs represented by the creative process; b. the interdependence of the occupations involved.</p> <p>Example: making a dress</p> <ul style="list-style-type: none"> raw material identified agriculture chemical industry raw material processed textile industry design raw material marketed transportation sales actual creation of dress pattern thread <p>114</p>	<p>Local wholesalers, supermarket managers to talk with students.</p> <p>Home economics teacher, Industrial arts teacher,</p>	<p>Sesame Street Monthly magazine; Marketers of products, local farmers. See Appendix A, page A-21.</p> <p>Local merchants to provide materials; local craftsmen; wholesale catalog. See Appendix A, page A-22.</p>
<p>Students will take an <u>Occupations Quiz</u> developed from the D.O.T.</p>	<p>Classroom teacher</p>	<p>See Appendix A, page A-32</p>
<p>Students will take an <u>Occupations Quiz</u> consisting of occupational titles taken from local industry. (The instrument can be developed as a class activity using titles suggested by students.)</p>	<p>Classroom teacher</p>	<p>Local industry, Department of Labor, parents</p>

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.212 The student will be able to demonstrate that there is a wide variety of occupational classifications.

Activity	Role of Others	Resources
<p>Students will identify the following terms: on-the-job training apprenticeship social service professional/semi-professional manipulative blue and white collar workers technical trades performing trades service occupations</p> <p>Students will relate the above items to the specific 15 occupational clusters designated by the U.S. Office of Education.</p> <p>Students will compare the classification systems used in: Armed Services Vocational Aptitude Test Battery; General Aptitude Test Battery, Dictionary of Occupational Titles - and list similarities and differences.</p> <p>Students will make pinwheels/collages of career clusters.</p>	<p>Labor union officials to meet with students; Librarian, parents/relatives, teachers to help students in defining terms.</p>	<p>Dictionary of Occupational Titles; Employment Security bulletin; Occupational Outlook Handbook; Science Research Associates Kit; General Aptitude Test Battery; Armed Services Vocational Aptitude Battery; Guidance office.</p> <p>U.S.O.E. Department of Labor publications; Superintendent of Documents (Federal Dept); Library - state/local.</p> <p>Dictionary of Occupational Titles; Occupational Outlook Handbook; General Aptitude Test Battery; Armed Services Vocational Aptitude Test Battery; Science Research Kit; DES Bulletins.</p> <p>Magazines, newspapers, photographs, pamphlets.</p>

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WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

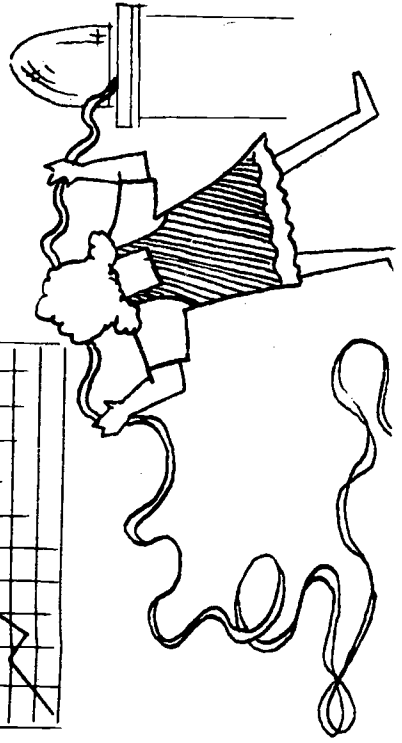
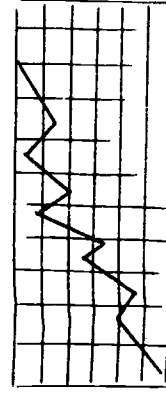
Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.213 The student will have an understanding of the different training routes available for job entry and the viable choices within given occupations.

Activity	Role of Others	Resources
<p>Students will choose one occupational area, i.e. building trades, food service, health. Students will then visit a representative company and survey the occupational job titles within that occupation, i.e. building trades roofer mason-tender electrician plumber sheet rock installers</p>	<p>Businesses within the community providing information for students.</p>	<p>Modern "Talking Pictures," New Hampshire Occupational Information Improvement Project; Singer filmstrips; Guidance Associates; Microfiche; Dictionary of Occupational Titles.</p>
<p>Students will trace entry and training routes into a given occupation and will compare their results with other class members. i.e. military example of given occupation airlines pilot possible training routes military service pilot's school college ROTC</p>	<p>English teacher, librarian, distributive ed teacher, vocational ed teacher, military recruiters.</p>	<p>Dictionary of Occupational Titles; Dept. of Labor; A.F. of L.; C.I.O.; N.H. Labor Council; Manpower Development and Training Act; UNH catalogs; Voc-Tech catalogs; State Department of Education; Division of Vocational Rehabilitation; Chamber of Commerce; military recruiters.</p>



Activity	Role of Others	Resources
<p>Students will survey the evaluative process used by business firms for purposes of advancement, i.e. difficulty of job number of years on job importance of appearance and personality competency tests</p> <p>Select several students to determine how advancement within their school system occurs.</p> <p>Students will compare the results of the above data among themselves in order to identify the significant ten factors used by all companies.</p>	<p>Business firm personnel; personnel managers; superintendent of schools.</p>	<p>School board salary scales.</p>



WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.214 The student will demonstrate an awareness of the influence of labor trends and supply and demand on occupational choice.

Activity	Role of Others	Resources
<p>Students will develop a worksheet which will be entitled "A Work History Sheet" and will be used to record:</p> <ul style="list-style-type: none"> Job title Numbers of times job changes have occurred Job deviation Availability of this kind of a job Elimination of jobs due to: <ul style="list-style-type: none"> technical changes population changes raw material shortages labor problems job mobility <p>Students will use the "Work History" sheets to gather information from parents, relatives, friends, etc. and will collate the information and develop a series of graphs to show trends in employment history of individuals.</p> <p>The above activities may be combined in the development of an occupational family tree which shows the work history of an entire family, i.e. student's grandparents, parents, etc.</p>	<p>Director of vocational education; guidance counselors; personnel managers; social studies department; Librarian; psychology or sociology teachers.</p> <p>Parents, adults in community.</p>	<p>Guidance Associates; Department of Employment Security; "Jobs of the 1980's"; Periodicals in Library; Career information center materials.</p>

Activity	Role of Others	Resources
<p>Students will choose five occupations and determine the trends in terms of supply and demand for the next 5 years.</p>	<p>Director of local Department of Employment Security Office; managers of local businesses; Social studies department; economics teacher.</p>	<p>Dictionary of Occupational Titles; Occupational Outlook Handbook; N.H. Occupational Information Improvement Project; "Jobs of the 70's"-Guidance Associates.</p>
<p>Field trips to local Department of Employment Security to obtain data on current job openings within the State. Representatives of Employment Security will visit school to explain their role to students. Students should realize that the Employment Security office is more than just a place to pick up an unemployment check. They have other services to offer also - mainly employment possibilities, not just locally, but statewide, and also aptitude testing services. A field trip may be the best way to point this out - although most Employment Security office managers would probably be most willing to come into the school. Students might be asked to list the kind of job openings that Employment Security has currently listed and to note the skill level required by these openings.</p>	<p>Director of local Department of Employment Security.</p>	<p>Micro-fiche at Department of Employment Security; Weekly employment bulletins.</p>
<p>Students will tabulate job needs by occupational classification and determine: skills needed, frequency of openings, number of jobs for which they would be qualified: now, after graduation, full time or part time, geographical location of job opportunities, and, are there more job wanted ads on certain days of the week? This activity complements the above in terms of identifying ability and teaching levels required for most local business needs.</p>	<p>Classified ad person from local newspaper.</p>	<p>Local newspapers; metropolitan newspapers; bulletin boards.</p>

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Activity	Role of Others	Resources
<p>Students should also note the time during the week when most help-wanted ads appear. They might also ask themselves how many of these jobs could they qualify for now and will they be prepared for upon graduation. How many require technical school education?</p> <p>Students will reflect on the energy and other similar crises and their influence on five occupations of his choice.</p> <p>Students will identify major industries in the state in terms of location, services rendered, and will consider changes over the years.</p> <p>Students will identify industries in their local area.</p> <ol style="list-style-type: none"> 1. List the various industries in your area. 2. How many of these are new in the past five or ten years? Does this show any significant trends? 3. Is the type of work in which you are interested represented in your area, or will you have to move to find work? 	<p>Social studies department; Science department.</p> <p>Senior citizens; town officials; planning commission; town historian.</p>	<p>See Appendix A, page A-23.</p> <p>Town reports; town libraries; local historical societies. See Appendix A, page A-24.</p> <p>Local chamber of commerce; Employment Security office; telephone directory, selectmen.</p>

WORLD OF WORK

Concept: 3.2 The school has an obligation for student awareness of career opportunities.

Goal: 3.21 The counselor is responsible for accumulating and disseminating career information.

Objective: 3.215 The student will have an awareness of the changes in sex stereotypes in occupational choices.

Activity	Role of Others	Resources
<p>Invite individuals to speak to classes about their work in jobs usually stereotyped for the opposite sex. i.e. male nurse, female gas attendant, male telephone operator, female telephone lineman.</p> <p>Conduct a debate and follow with a role-playing situation. i.e. Resolve - a female should be president of the United States; a female should be a civil engineer; convince personnel department of sex biases in their hiring practices; a male should be a househusband.</p> <p>Students will indicate their preference for who should do the following jobs, male/female</p> <ol style="list-style-type: none"> 1. Astronaut 2. A cook 3. Wash cars 4. President of General Motors 5. School Principal 6. Raise children 7. College Professor 8. Sports Analyst 9. Technical writer 10. Auto mechanic 11. Psychiatrist 12. Electrical circuit designer 13. House cleaner 14. Lawyer 15. Nurse 	<p>English teachers, social studies teachers, home economics teachers.</p>	<p>Local community service representatives; "Jobs and Gender" - Guidance Associates</p>

WORLD OF WORK

Concept: 3.3 Career satisfaction is dependent upon harmonious relationships between the individual and his or her work environment.

Goal: 3.31 The counselor has a responsibility to create an awareness on the part of students that job satisfaction depends on the resolution of both the negative and positive factors involved in job performance.

Objective: 3.311 Students should be able to recognize work situations that would not be satisfying for them.

Activity	Role of Others	Resources
<p>Work study, cooperative placements, etc. should have a built in reflective component whereby students will reflect on their experiences as they relate to satisfaction, job suitability, advancement possibilities.</p>	<p>Counselor, work coordinator, peers.</p>	<p>Employers.</p>
<p>Role-playing appropriate simulations can be developed to fit most classroom situations whereby students role-play different occupations. i.e. Students simulate job interview setting by playing roles of personnel manager, receptionist, employee, etc.</p>	<p>Teacher, work coordinator, counselor.</p>	<p>Application blanks; tools of the trade.</p>
<p>Student research project consisting of a slide presentation on a particular occupation profiling a job.</p>	<p>Teacher, representative of industry, business.</p>	<p>Local community; Dictionary of Occupational Titles; Occupational Outlook Handbook; occupational briefs, films.</p>
<p>Student will conduct an interview with a worker in an occupational area of his choice.</p>	<p>Work coordinator; teacher, representative from industry, business.</p>	<p>Local community.</p>

Activity	Role of Others	Resources
<p>Students will role-play conflict situations at work.</p> <p>i.e. You're the foreman who must choose who gets promoted to the new million-dollar machine: the goldbriker with seniority; the union president with five children; or the brilliant 21 year old who is the most skilled worker. Interview them and decide. Defend your decision to the group.</p> <p>i.e. You're the manager at the supermarket. Choose a stockboy to clean up the broken pickle jars. Stock boy A says it's not in his aisle; B says he's not paid enough; C will usually do anything but he promised to finish a special job for the owner this morning.</p> <p>Students will consider effect of "the system" on their performance. Teams are formed to perform two identical tasks, for instance, assembling two map puzzles. One team is given no instructions. The other team has a foreman who is handed detailed assignments for each worker. The union head must make sure no one does more than his assignment and that every-one gets a coffee break.</p> <p>Students will interview workers in occupations they choose after reading and discussing interviews done by Studs Terkle written up in <u>Working</u>.</p>	<p>Employers, work-study coordinators, students on work study.</p>	<p>Nancy Stuart's book on creative dramatics.</p>
<p>Workers to be interviewed by students</p>	<p>Working, Studs Terkle Cassette tape recorder</p>	

WORLD OF WORK

Concept: 3.3 Career satisfaction is dependent upon harmonious relationships between the individual and his or her work environment.

Goal: 3.31 The counselor has a responsibility to create an awareness on the part of students that job satisfaction depends on the resolution of both negative and positive factors involved in job performance.

Objective: 3.312 Students should be aware of their own suitability for a job in terms of their interests, aptitudes and skills.

Activity	Role of Others	Resources
<p>Counselor will develop and implement a school wide testing program to include measures of interest, aptitude and achievement.</p>	<p>Administration, teachers.</p>	<p>Buro's Mental Measurement Yearbook; Armed Services Vocational Aptitude Battery; General Aptitude Test Battery.</p>
<p>Students will compile and interpret a profile of themselves using available testing results in the areas of aptitude, interest, achievement and ability.</p>	<p>Counselor, teachers.</p>	<p>Armed Services Vocational Aptitude Battery; General Aptitude Test Battery; State-wide testing.</p>
<p>Students will write a projective autobiographical sketch placing themselves in the world of work ten years from now - to cover how and why they arrived at their place in world of work.</p>	<p>English teacher, social studies teacher.</p>	
<p>Students will complete the hand-out "My Moods and Me" and discuss the way an individual's moods affect their reactions to other people and to stress situations.</p>		<p>The Human Side of Work, Vol 3, p32a See Appendix A, p. A-33</p>

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.411 By the end of grade 8, the student will be able to plan a tentative program of studies for grades 9 - 12.

Activity	Role of Others	Resources
<p>All students in grade 8 will experience an organized visitation to the high school.</p>	<p>High school teachers will conduct an in-class orientation for 8th graders and high school students.</p>	<p>Classrooms, library, shop, career information center, resource center.</p>
<p>All students in grade 8 will participate in group information sessions regarding the planning of a high school program.</p>	<p>High school counselors, department chairmen, teachers, high school students.</p>	<p>Program of studies booklet; course registration materials.</p>
<p>The counselor will conduct in-service training for middle school teachers (student advisors) in relating their knowledge of students with the available options within high school programs.</p>	<p>Department heads, administrators, high school counselor, teachers, students.</p>	<p>Multi-media materials, Program of studies handbook.</p>
<p>Junior high school teacher or counselor will help the student complete a tentative program of studies.</p>		<p>Course registration materials, Program of studies handbook.</p>

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.412 The counselor will assist the student in exploring and developing his occupational potential through programs both within and outside of the school.

Activity	Role of Others	Resources
<p>Students could become involved in a shadowing experience whereby they go to work with a person in the morning and follow them through a normal work day. The type of experience would be determined by the student's interest. A simple evaluation form might be used to help evaluate the experience. These evaluation sheets might well provide helpful information for the counselor if placed in a student file in the guidance office.</p> <p>Shadowing experiences may be arranged by the individual teacher or through the guidance office. It is suggested that guidance perform the service so that records may be kept of the number of times any one student participates in the program and records kept of the related job experience. It is also important to vary the business being called upon so that no one business or person is constantly being asked to take a student.</p>	<p>Teachers, counselors, business personnel.</p>	<p>Business community. See Appendix A, page A-25 for sample evaluation form. Local Industrial Management Club.</p>



Activity	Role of Others	Resources
<p>Career information seminars. A free room or lecture hall, if available, might be used to sponsor a career seminar a week. Students could sign up to listen to speakers who are representatives of various businesses and professions. Programs could be sponsored by the guidance department. Demonstration types of programs are good and seem to be more interesting. For example, a manufacturer of stuffed toy animals could bring in a sewing machine and demonstrate how the toys are made as he talks about the various jobs within the toy business.</p> <p>Supermarkets have special food counselors who help them set up the various departments in a store. These people put on good demonstrations in cake decorating, the differences in canned food products and meat and produce, while talking about the food business in general.</p> <p>Good career seminars are directly proportional to the effort applied in finding interesting speakers and giving them sufficient background about what to expect in terms of student reaction. Guidance personnel should also always be present at these seminars.</p> <p>The counselor will organize career of the week, mini-career days, etc. which spotlight a particular career cluster.</p>	<p>Teachers, counselors, representatives from businesses.</p> <p>Teacher of related subject area, representative from local businesses.</p>	<p>Tools of the trade; displays, media presentations.</p> <p>Displays; tools of the trade; media; live demonstrations.</p>

Activity	Role of Others	Resources
<p>Career Theatre. Free films may be shown on a regular basis for anyone interested in the particular career being presented.</p> <p>Students may produce a talk show with one or more guests speaking about their careers. A student from a radio-TV course or public speaking or English course might emcee the show, while other students videotape the program. The tape might then be used with other groups, perhaps as part of an exposure program at the junior high school level. Another approach would be to have student interviews with either audio and/or video equipment, while working on the job. This approach would have to be carefully arranged with management to insure no interference with employees or disruption of production schedules, etc.</p> <p>Students will participate in a job observation program coordinated by the counselor. This will enable the student to visit an occupation of his choice for a day or days spread over several weeks to better clarify his perception of the occupation.</p> <p>Students will consider what employers look for in specific work situations by doing the hand-out "What Employers Look For" and considering the concepts generated by this hand-out.</p>	<p>IMC coordinator, audio-visual personnel.</p> <p>Teachers, counselor, audio-visual personnel, workers interviewed, various classes.</p> <p>Vocational teachers; academic teachers.</p> <p>Employers from the community; personnel directors from the community.</p>	<p>See resource list of films and filmstrips.</p> <p>Video equipment, tape recorders, local industry.</p> <p>Business community.</p> <p>The Human Side of Work, Vol. 3, "Jobs" by Jack Hruska and Walter Popper, Center for Occupational Education, U. Mass, Amherst, MA.</p> <p>See Appendix A, p. A-34.</p>

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.41 The counselor should aid the student in planning an educational program which will lead to the acquisition of a marketable skill.

Objective: 3.413 By the end of grade 10, the student will be able to focus in on a specific educational program leading to a marketable skill.

Activity	Role of Others	Resources
<p>Students will participate in small group orientation sessions to make them aware of the program options available for skills training.</p> <p>Students will participate in co-op programs.</p>	<p>Teachers, vocational directors, department heads</p> <p>Teachers, employers, co-op coordinators.</p> <p>Teachers, employers, co-op coordinators.</p>	<p>Media presentations.</p> <p>Local community.</p> <p>Local community.</p>
<p>Students desiring skill development in areas not specifically covered by existing school programs will participate in work release programs.</p>		

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.421 All students leaving school and desiring employment be assisted in obtaining a job.

Activity	Role of Others	Resources
<p>Exit Interview. All students dropping out of school should be interviewed by a counselor and provided with information that may help them, such as current job openings from the school job bank; location of the Employment Security office; and Neighborhood Youth Corps (if applicable).</p> <p>The counselor might also give the student information from the school testing program concerning his or her aptitude for a particular kind of work.</p> <p>A "drop-in" possibility could be discussed whereby the student could go to work on a full time basis with an agreement with the employer that would allow the student to come back to school for one class per day, allowing him to eventually graduate.</p> <p>Students desiring placement will complete a job application. A student-application-for-work file should be kept for part time and full time jobs upon graduation. This gives the student the experience of completing an application and identifying references and Social Security number for future use.</p>	<p>Parents, teachers, Prospective employers.</p> <p>Teachers, parents, personnel directors.</p>	<p>Department of Employment Security; Vocational rehabilitation; personnel managers.</p> <p>See Appendix A, page A-26 for sample application forms.</p>

Activity	Role of Others	Resources
<p>The guidance department should maintain an up-to date job bank service.</p> <ol style="list-style-type: none"> 1. A job bank may be maintained by listing newspaper want ads. 2. By a counselor prepared letter to potential employers notifying them that a placement service exists and that the school would like to be able to help them with their employment needs. 3. Flyers can be made up advertising the school placement service and the types of special skills that your students may have. These can be distributed by door-to-door calls or through the mail. 4. The help wanted section of the newspaper should be posted daily where students may easily see it. 5. A job situation board could be placed in a conspicuous place so that students can readily see which jobs are available and which ones have been filled. <p>Counselor makes a list of services that are available to students, such as the following:</p> <ul style="list-style-type: none"> Office of Employment Security. Neighborhood Youth Corps Office. School Placement Office. School Guidance Counselor. Associated Builders and Contractors (ABC) apprentice programs. <p>This could be used in the exit interview as well as being sent to drop-outs.</p>	<p>Counselors, teachers, work coordinators.</p>	<p>Newspapers; Department of Employment Security; local employers, students. See Appendix A, page A-28 for samples.</p> <p>Any appropriate referral agency.</p>

WORLD OF WORK

Concept: 3.4 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.422 All students leaving school and desiring to continue their education and training will be assisted in so doing.

Activity	Role of Others	Resources
Visitation of college and post-secondary school representatives.	Former students from particular college/post-secondary school.	Media materials.
Visitation of military services recruiters.	Service recruiters.	Media materials.
College night.	College representatives, former students, teachers, community members.	Displays, media materials.
College visits.	Director of Admissions, college faculty, college student body, alumnus.	

WORLD OF WORK

Concept: 3.42 The individual needs a marketable skill upon leaving the educational system.

Goal: 3.42 The counselor will be responsible for the placement of all students when they leave school.

Objective: 3.423 To make students aware of and refer them to agencies that best provide the services to meet their individual needs.

Activity	Role of Others	Resources
<p>Counselor establishes a liaison with the community resources which are available to provide special services or accommodate a particular need or problem.</p>	<p>Teachers, vocational directors, counselors, parents.</p>	<p>Mental Health Center; Department of Employment Security; Vocational Rehabilitation; State Division of Special Education; Child and Family Services; State Division of Child Welfare; National Alliance of Business; Neighborhood Youth Corps; Veteran's Administration; Alcohol and Drug Abuse.</p>
<p>Student would be able to identify an agency which serves to meet his particular needs.</p>		
<p>Counselor will identify and refer, where appropriate, any students with special needs which can best be served by agencies outside the school.</p>		

WORLD OF WORK

Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.511 Students will be able to identify peer and family influences as they relate to life-style.

Activity	Role of Others	Resources
<p>Student will respond to a questionnaire. i.e. What do your parents' value most about their jobs? Would you choose the same occupation as your father/mother? What do your parents dislike most about their jobs? Is money a deciding factor in your parents' occupational choice? Would your closest friend's opinion influence your occupational choice?</p> <p>Students will select five occupational areas of interest to them and identify five people working in these areas in terms of their life-styles. i.e. forester - banker silversmith - laborer teacher - farmer</p>	<p>Parents' assistance in answering questions.</p> <p>Sociology teacher.</p>	<p>Sample questionnaires.</p> <p>Dictionary of Occupational Titles; Career information center.</p>

WORLD OF WORK

Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.512 Students will be able to compare various occupations in terms of their effect on available leisure time.

Activity	Role of Others	Resources
<p>Students will choose a job from each of the occupational clusters, interview a person having this job and determine the types of leisure time pursuits in which he engages.</p> <p>Students will list leisure time pursuits from above activity and determine: relationship to occupation skills needed money needed individual or group time required indoor/outdoor</p>	<p>Classroom teacher, business persons, community.</p>	<p>Career information center. U.S. Office of Education, Local business firms.</p>



WORLD OF WORK

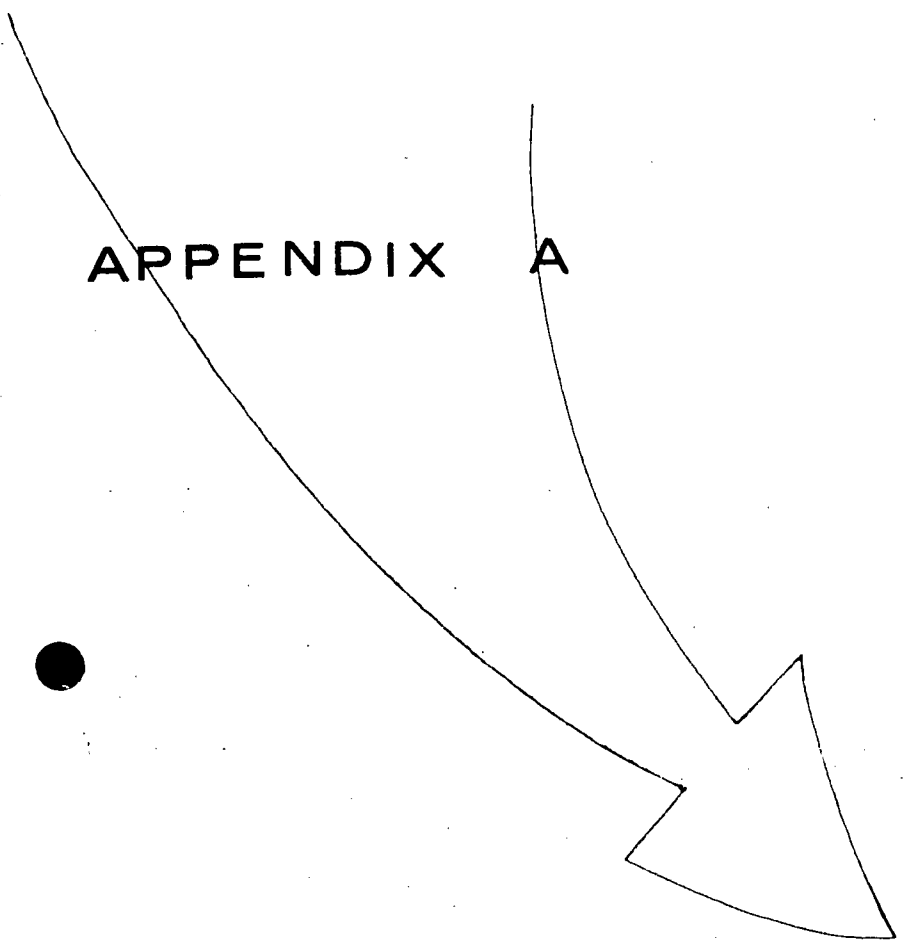
Concept: 3.5 Occupations and life-style are interrelated.

Goal: 3.51 Counselors should help students become aware that a variety of life-styles exist in our society and are available to them and that the socioeconomic, environmental, cultural and sex differences are inherent in occupational choice.

Objective: 3.513 Students will be able to compare various occupations in terms of income and ability.

Activity	Role of Others	Resources
<p>Students will identify range of salaries in different areas of the state for five occupations of interest to them.</p> <p>Students will make a bar graph demonstrating differences in salary ranges between sexes.</p>	<p>Working women in community.</p>	<p>N.H. Occupational Information Improvement Project; Department of Employment Security.</p> <p>Business and Professional Women's Organizations; League of Women Voters; Occupational Outlook Handbook; N.H. Occupational Information Improvement Project; Women in Service to Education; American Association of University Women.</p>
<p>Survey students and adults to determine the number of times moves have been necessitated by the need for job change. i.e. Termination of jobs Advancement Change of vocation Industry relocation</p>	<p>Social studies teacher; teachers.</p>	<p>Service clubs.</p>

APPENDIX A



Appendix A includes many of the activities which are referenced in Chapters III, IV and V. We regret that we cannot include those activities which are from Values Clarification, by Sidney Simon, Leland Howe and Howard Kirschenbaum. Permission to use this copyrighted material is not granted without a fee. However, we recommend this \$3.95 paperback to be a worthwhile investment.

FAMOUS PERSON IDENTIFICATION

Pre-select a list of famous people that high school students can identify with and have them discuss the values that they most probably have that caused them to go into that career area -

Examples:

Evil Knieivel (daredevil)

John Dillinger (bank robber)

Albert Schweitzer (missionary - humanitarian)

Billie Jean King (tennis star)

Pearl Buck (authoress)

Shirley Chisholm (Congresswoman)

Jane Blalock (N.H. golf)

Dick Walsh, Winnacunnet High School, Hampton, N. H.

MOST ALIVE MOMENTS

1. List the five things in life that are most important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

2. List at least two instances in your life when you felt most alive.

1. _____

2. _____

Career Packet -- Abbott, D. and Iovino, J.

PRESERVATION OF MANKIND GAME

In fifteen minutes a spaceship will take off from earth with five people on board. The ship has been programmed to take off automatically (no pilot) and fly to an orbiting space station where they will be safe from a worldwide nuclear disaster that will kill the entire earth's population.

You as a group are asked to select five (5) occupations that you wish to preserve so that when the crisis has passed they may return to earth to continue and rebuild the earth.

PEER COUNSELING

OVERVIEW

Peer counseling is a carefully directed program of students helping other students. Through structured training sessions, students will become sensitive to the elements of the helping relationship. Following training, peer counselors will be available to other students as needed. "Rap Rooms" offer one method of making peer counselors (as well as counselors) accessible to students.

Peer counseling will improve the guidance program in terms of manpower effectiveness and acceptability to a greater number of students.

IMPLEMENTATION

1. The guidance staff form a planning committee composed of students, parents, teachers, counselors and the main office staff. This group will generate practical suggestions and give encouragement to the Peer Counseling program through news in articles and speeches to the P.T.A., the administration, and the Board of Education.
2. The guidance staff will recruit students who might be interested in the program. These students will in turn recruit other students.
3. The guidance staff will plan and conduct an orientation meeting for the students. The purposes of this meeting will be:
 - to give an overview of the program
 - to outline the nature of the training
 - to describe eventual peer counseling assignments
 - to discuss the range of potential counseling roles
 - to try to match student preferences and skills with the needs of other students, i.e. working with the handicapped, disadvantaged, or new students
 - to discuss the importance of their commitment
 - for those still interested, to fill out a formal registration form.
4. The guidance staff will organize a training program. At various points during the course of training, hurdles will be designed to "weed out" students of lesser commitment, such as, finding their own transportation to training meetings, finding their own time to attend meetings, make up missed sessions. No students will be dropped from the training, but some may be asked to repeat the training program and differential assignments will be made based on evaluations.
5. Counselors will meet on a regular basis to prepare themselves to be supervisors during the training of the Peer Counselors.

6. The guidance staff will plan and conduct a training program for peer counselors which will include the following curriculum:
- a) Large group activity developed around the "Life Career Game" to introduce students to counseling problems.
 - b) Small group work supervised by a counselor to meet afternoons or evenings; at midpoint of the training, all students will be assigned to a new group. In the group, all students have a chance to be leaders, observers and participants.

Meeting One: Discuss roles of participants:

- Student Leader: keep students on the topic and monitoring the discussions in terms of content and quality of participation.
- Observer: evaluate objectively what is taking place in the group and report this during the last twenty minutes of each session.
- Participants: speak freely on the topics being discussed. Points for discussion are: the impact of honest feedback on other members of the group, the difference between honesty and hostility, the matter of the silent member, and different motivations for participation in the program.
- Responsibility of the supervisor is to act as a model in structuring the group, launching the discussions, and setting patterns for participation.

Meeting Two: Discuss factors influencing distortions or failures in interpersonal communication:

- Distortions from the sender (lack of charity, non-verbal habits)
- Factors related to the listener (biases, expectations, anxiety level)
- Personal characteristics of both sender and listener (effects of stereotypes)
- Choice of vocabulary
- Pace of communication

Meeting Three: Development of skills in relating to new persons is discussed and role-played:

- Kinds of openers used in starting conversation
- Experiencing of interest and encouragement
- Recognition of blocks to talking
- How to make the other person feel at ease
- Evidence or signs of lack of each

Meeting Four: Teach specifics to prepare students for particular group assignments during and after training.

Meeting Five: Discussion of the school climate:

- Motivations and experiences available to students
- School regulations and requirements
- Society's values and behaviors

-How peer counselors can improve the climate

Meeting Six: Discuss different adolescent problems, in terms of both adult and students' viewpoint:

- Drug usage
- Emotional and psychological disturbances
- physical handicaps
- Unwanted pregnancy
- Ethnic and racial differences

Meeting Seven: Discuss family problem:

- Divorce and its effects
- Sibling rivalry
- Family pressures and expectations
- Isolation within the family
- Effects of death, illness, extended families, economic change

Meeting Eight: Discussion of alternatives to traditional career choices and desire to explore a range of life style possibilities:

- Projected sources of satisfaction and goal attainments
- Adolescent values and future values
- Source of values
- Opportunities available
- Information needed

Meeting Nine: Assign Peer Counselors the task of visiting elementary schools and meeting with sixth grade students without adult supervision:

- Discuss feelings about transition to junior high school
- Inform students that peer counselors will be available

Meeting Ten: Closing session:

- Review strategies of counseling
- Review ethical responsibilities
- Discuss difference between counseling and advice-giving.

7. The guidance staff will provide a room, designated as a Rap Room, where Peer Counselors can make contact with students. Students and guidance staff will be responsible for the planning and furnishing of Rap Room.

ROLE OF OTHERS

Students: volunteer for and generate interest in the Peer Counseling program.

Parents: serve as resources for Rap Room discussions.

Community Members: serve as resources for Rap Room discussions.

Classroom Teachers: generate interest and support Peer Counseling program.

Administrators: schedule time and place for training sessions and a room to be used as a Rap Room.

CAREER GUIDANCE MODEL FOR MISSOURI, pages 38-42

DIMENSIONS OF COOPERATION

INSTRUCTIONS TO GROUP

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When I give the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others. Specific limitations are imposed upon your group during this exercise:

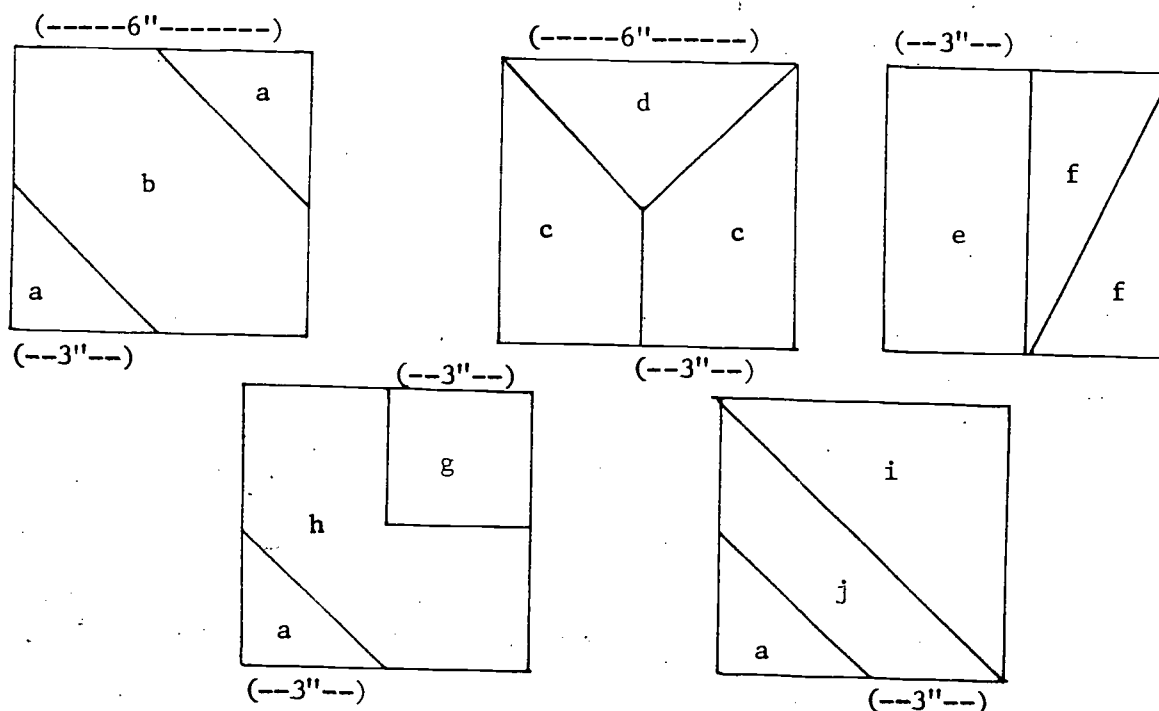
1. No member may speak
2. No member may ask another member for a card or in any way signal that another person is to give him a card
3. Members may, however, give cards to other members

Are the instructions clear? (Leader answers questions)
Trainer gives signal "Begin working."

DIRECTIONS FOR MAKING A SET OF SQUARES

A set of five envelopes containing pieces of cardboard which have been cut in different patterns and which when properly arranged will form five squares of equal size. One set should be provided for each group of five persons. Since groups often run from fifteen to twenty persons, it is suggested that the trainer make four sets while he is about it.

To prepare a set, cut out five cardboard squares of equal size, six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc lightly so they can be erased later.



The lines should be drawn so that when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

After drawing lines on the six by six inch squares and labeling them with lower case letters, cut each square as marked into smaller parts to make the pieces of the puzzle.

Mark each of the envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces i, h, e
B has pieces a, a, a, c
C has pieces a, j
D has pieces d, f
E has pieces g, b, f, c

Erase the pencilled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, etc. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

DISCUSSION FOLLOWING THE TASK

This exercise involves so much interest and feeling, the group discussion usually carries itself though the trainer may need to guide the focus of comments or may wish to add points from his own observations.

The discussion should go beyond relating of experiences and general observations. Some important questions are: How did members feel when someone holding a key piece didn't see the solution? How did members feel when someone had completed his square incorrectly, and then sat back with a self-satisfied smile on his face? What feelings did they think he had? How did members feel about the person who couldn't see the solution as fast as the others? Did they want to get him out of the group or help him? When the discussion is under way, the trainer may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily life experiences.

In summarizing, the trainer briefly stresses the relationship of the experiences with squares, and the discussion, to back-home and work situations.

NATIONAL TRAINING LABORATORY

GROUP DECISION MAKING

This is an exercise in group decision making. Your group's task is to organize in the best way possible in order to bring about the best decisions possible regarding the problem at hand. First, choose a pilot of your space crew who will act as group chairman. He may, if he chooses, appoint other officers (i.e., a secretary to act as recorder of the decisions, an observer to suggest ways of helping the group processes, etc.)

Once the decision of who is to be the pilot has been made, that person should hand in his copy of this instruction sheet with the following filled in:

Pilot: _____

Members: _____

(If any of the other members are appointed to positions, please note.)

Decision Adequacy

Criteria for judging team decision making.

1. Member satisfaction
2. Creativity of solution, if appropriate to process and/or content, (beyond that of any individual).
3. Use of everyone's contribution.
4. Accuracy or validity of decision.
5. Speed of decision process.
6. Other...

KEY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. Give members only the list of items.

	Item	
Little or no use on moon	Box of matches	15
Supply daily food required	Food concentrate	4
Useful in tying injured together, help in climbing	30 feet of nylon rope	6
Shelter against sun's rays	Parachute silk	8
Useful only if party landed on dark side	Portable heating unit	13
Self-propulsion devices could be made from them	Two .45 caliber pistols	11
Food, mixed with water for drinking	One case dehydrated Pet milk	12
Fills respiration requirement	Two 100 lb. tanks of oxygen	1
One of the principal means of finding directions	Stellar map (of the moon's constellation)	3
CO ₂ bottles for self-propulsion across chasms, etc.	Life raft	9
Probably no magnetized poles; thus useless	Magnetic compass	14
Replenishes loss by sweating, etc.	5 gallons of water	2
Distress call when line of sight possible	Signal flares	10
Oral pills of injection medicine available	First aid kit containing injection needles	7
Distress signal transmitter possible communication with mother ship	Solar-powered FM receiver-transmitter	5

RECOMMENDED DISCUSSION QUESTIONS FOLLOWING AN ACTIVITY

Discussion is one of the most important parts of an activity. It is essential to provide ample time immediately following an activity to involve students in a thoughtful discussion and to aid them in making observations regarding their participation.

Questions which help you develop an open-ended discussion are suggested below.

Remember that there are no right or wrong answers. Discussion is meant to help students reflect on their experience.

SUGGESTIONS

1. How did you feel about this activity? (Draw out answers from as many students as possible)
2. How did you feel while you were doing it?
3. How did you feel about the people you were working with?
4. What did you learn about yourself from the experience?
5. How did you feel about what you accomplished? (Group task)
6. How well did your group work together?
7. What helped you accomplish this task?
8. What got in the way of accomplishing the task? What difficulties did you encounter?
9. How would you feel if you had to work with these people every day on a job?

Lucy Weeks, Exeter High School, Exeter, N. H.

VALUES RANKING

Work study seminar students created their own twelve values for ranking purposes after using Simon's, et al, similarities and differences occurred.

The students' values are listed alphabetically:

An Exciting Life
Belief in God
Clean Environment
Financial Security
Freedom from Fear
Friendship
Independence
Inner Harmony
Loving Family Unit
Mature Love
Respect of Others
Sense of Accomplishment

Jane Draves, Exeter High School, Exeter, N. H.

TWENTY THINGS I LIKE TO DO

PURPOSE

An important question to ask in the search for values is, "Am I really getting what I want out of life? A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign (\$) is to be placed beside any item which costs more than \$3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best 2, and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

College Board, Student Book on Deciding, page 12.

NOVELS WITH SELF-CONFLICT THEMES

Green, Hanna, I Never Promised You a Rose Garden, Holt, 1964.

Head, Ann, Mr. and Mrs. BoJo Jones, Putnam, 1967.

Hesse, Herman, Demian, Bantam, 1965.

Hentoff, Nat, I'm Really Dragged But Nothing Gets Me Down, Simon and Schuster, 1968.

Hinton, S., The Outsiders, Viking, 1967.

Knowles, John, A Separate Peace, MacMillan, 1960.

Salinger, J.D., The Catcher in the Rye, Little, 1951.

Stolz, Mary (Slattery), Second Nature, Harper, 1958.

From: A Resource Guide for Career Development in the Senior High School,
Division of Instruction, Minnesota Department of Education, 1973

SIMULATION GAMES

Although students and teachers should be encouraged to develop their own simulation games, there are some sophisticated ones on the market. For example:

Marketplace

An economics education game which translates basic economic concepts students read about in an introductory textbook into a series of transactions that simulate a microeconomic world. Develops, through student experience, a better understanding of most economic concepts included in high school and college economics courses. Teams of students role-play households and businesses: manufacturers, retailers or banks. Through a process of buying and selling, participants acquire units of satisfaction. The team that acquires the most units of satisfaction by the end of the game is the winner. Playing time: 12 periods of 50 minutes. Number of players: 20-50. Developed by the Security Pacific National Bank, Los Angeles, and distributed by the Joint Council in cooperation with the American Bankers Association. Available from the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

Other games available through Social Studies School Service include:

Edplan -

A simulation on contemporary educational planning, with participants playing the roles of teachers, administrators, elected officials, students and parents. Through meetings of the PTA, School Board and City Council, community members fight for the goals they would like to see emphasized in the budget, including college and vocational preparation, course relevancy, teacher quality, improved remedial efforts, and smaller classes. Designed to show the costs of and alternatives to modern educational institutions. Contains role profiles, scenarios and rules, teacher's guide and name tags. Players: 29-36. Grade level: 10-12. Time 2 hours or longer. Abt Associates.

Herstory

A simulation of male and female roles emphasizing woman's circumstances, past and present. Through simulation, role-playing research and discussion, students examine male-female role expectations. Examining various types of American marital relationships, students analyze related ceremonies and simulate key aspects of marriage, such as making key decisions and resolving the domestic workload. In addition, group members substantiate or attack hypotheses (HYPS) divided into four basic categories: manners-courtship; marriage and divorce; jobs, achievement, reform; and nature-nurture. Other activities include participating in and evaluating role-playing of sexual problems; researching the contributions of American women; simulating the first women's rights convention in 1848; and discussing what students hope and expect American sexual roles will be in 2025 A.D.

Cope

A simulation of adapting to change and anticipating the future. Living in the city of Technopolis, students live through five future time periods in the era 2000-2040 A.D. Life in this leisurely intellectual community soon changes as a complex computer called COMCON begins to help citizens provide input for everyday problems, then proceeds to direct all human activity, and eventually grows impatient with obsolete human inefficiency. Citizens are given the choice of leaving all further responsibility to COMCON, or of living a life of constant struggle in competition with the computer. At this decision point the simulation ends, with students analyzing their ability to adapt to radical change in the near future. Interact.

Life Career

Developed by Sarane S. Boocock. Simulates certain features of the labor market, the "education market," and the "marriage market," as they now operate in the United States and as projections indicate they will function in the future. By playing, students gain an understanding of these institutions and some advance experience in planning for their own future. Participants learn how the life cycles of men and women are patterned, what factors affect a person's success and satisfaction, and what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics. During each decision period, players plan their person's schedule of activities for a typical week, allocating his time among school, studying, a job, family responsibilities and leisure time activities. Players: 2-20. Time: 1-6 hours.

Available from: Social Studies School Service, 10,000 Culver Blvd.,
Culver City, CA 90230

DO A TALKING BULLETIN BOARD

The talking bulletin board might better be called a bulletin board with sound track, as the term "talking bulletin board" implies that someone has to talk. This is an effective group activity, as it can be done via a division of labor. Around a conventional bulletin board, or any display area, attach some small U-shaped pipe straps. These will serve as guides or eyes through which you will thread a length of audio tape. Five or six straps will generally be enough for the average bulletin board.

Next, take a reel of tape and start threading it through the straps until you have a length of tape that completely encircles the display area. Allow about two extra feet; cut the tape off from the reel and splice the two ends together. Now you have a sound loop on which you can put your sound effects, narration, etc. Remove the reels from a reel-to-reel tape recorder and thread your loop through the tape heads. Some recorders may require you to place the machine upright in order for it to work. Turn on the machine and put it in the record mode. The tape should begin to run through the guides and around the display area. Plug in a microphone or auxiliary sound source and you will begin recording your sound track. If you use the slowest speed, you can get about two minutes for an average size bulletin board.

Confine the display to visual materials, with perhaps a caption or title with each item. Let the sound track tell the story. If you have a multiple headset box, you can plug in earphones and place your display almost anywhere. It can even be in a classroom while classes are going on, or in a library or resource center. Make it part of the outside assignment for the class. You can time it and tell pupils exactly how long it will take them to go through it.

Contributed by Neal Wiggin, Principal, Hopkinton High School, Hopkinton

TEN PEOPLE TO A PLANET

This is a variation of the Fallout Shelter Game or the Cave-in Simulation. Several rockets are about to be dispatched from planet earth, a dying planet, to land on other nearby planets which are known to be able to support life pretty much as we know it, but which have no human population.

The task of the students is to assemble several groups of ten people who will begin a new civilization. The students may give names, physical characteristics, job descriptions, etc., for these people and then develop a sequence of science fiction type story lines for their emerging civilizations. What assists or defeats the people on their planets? What do their ten people have control over and what forces control them? They may write a dramatization or a series of dramatizations which depict the success or failure of their mission.

Job Description

3.211

- A. Job Title _____
- B. Hours that I would normally work _____
- C. Pay _____
- D. Duties I would have to perform regularly _____

- E. List people who would be your associates in this job:

- F. In this job I would work: with others
 alone
- G. Training I would need _____

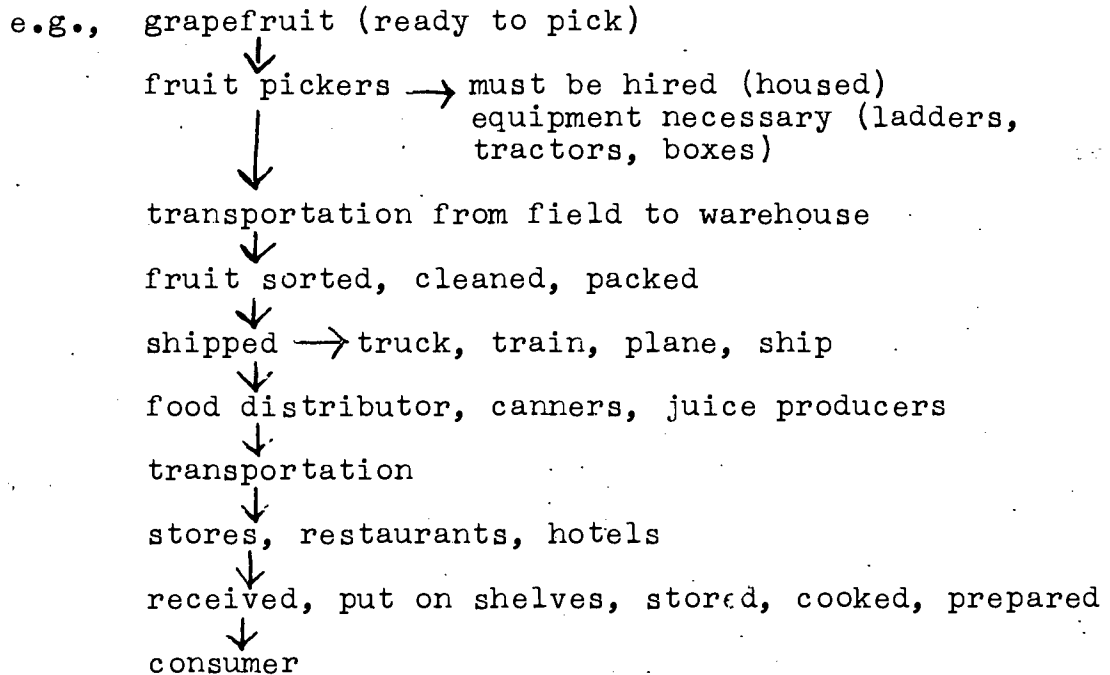
- H. Job characteristically offers: variety repetition
 outlet for creativity need for human understanding
 others _____ (list)
- I. My chances for advancement _____

- J. I would like the following things about this job _____

James Huntley, Project COED, Keene, New Hampshire

Trace raw material as it moves from raw material stage to finished product to consumption:

List Raw Material



List the number of jobs involved in the process of moving from the raw material stage to the consumer.

James Huntley, Project COED, Keene, New Hampshire

3.211

Students might start a candle business. They could form a corporation and sell stock to raise the money necessary to buy candle molds, wax, hardware, and paints, etc., necessary to produce candles. These might be sold as Christmas gifts. The profits earned should be divided among the stockholders. It is suggested that a limit be placed on the amount that any one individual can invest. Perhaps one dollar maximum.

Jobs should be assigned, i.e., (1.) a research and development department (2 - 3 students) to design and develop new molds and decorations; (2.) advertising department; (3.) packaging department; (4.) Manufacturing department with Foreman in charge of manufacturing; (5.) Quality control department with inspectors to check each phase of manufacturing; (6.) bookkeeping department to keep the records and provide cost analysis.

There is enough variety in an industry such as this to offer students jobs that will meet their interests, i.e., the student interested in Art may find a practical application in the design or design of packaging phase of the business.

James Huntley, Project COED, Keene, New Hampshire.

3.214

I. Students might list jobs that have changed or perhaps disappeared because of the energy crisis.

II. List jobs that have come into being because of the energy crisis (also skills required).

<u>JOB</u>	TYPE OF ENERGY INVOLVED	CHANGE DUE TO ENERGY CRISIS, IF ANY
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

How might these changes effect your chances of finding work in these occupations?

3.214

Source of information:
Employment Security Office
Chamber of Commerce

Major Industries
State-wide 1950

Services Provided

Major Industries
State-wide 1974

Services Provided

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What conclusions do you draw from these trends?

This information might also be shown in graphs.

James Huntley, Project COED, Keene, New Hampshire.

Name _____ Industry Visited _____
 Date of Visitation _____ Person Reported to _____
 Department or Special Area Observed _____

1. In general, did you enjoy the visit? Yes ___ No ___
 If no, explain briefly

2. Did the visitation help you to better understand the world of work?
 Explain briefly Yes ___ No ___

3. A. What jobs in your area of interest did you see being performed?

 B. Which of these jobs, if any, appealed to you as a possible future career?

 C. What did you find out about the requirements for any of these jobs?

4. Please summarize your visit (no long dissertation please) and include your honest opinion as to the educational value of this type of experience.

5. Do you have any suggestions as to how the school might improve this type of activity for future visits?

(Use the back if extra space is needed)

JOB PLACEMENT APPLICATION

SAMPLE

Name	Date
------	------

Present Address	Phone (home) (Best time for contact)
-----------------	--------------------------------------

Date of Birth	Place of Birth	Age	Grade
---------------	----------------	-----	-------

Marital status ___ Single ___ Married	Own Car	Do you have a drivers license? ___ Yes ___ No Operator ___ Commerical ___
--	---------	---

Did you work last summer? ___ Yes ___ No	Type of Job	Did you like it?
---	-------------	------------------

What type of work are you presently interested in?

What are your career goals?

Use this space for supplying any information which may help in placing you.
(Special qualifications) Interests.

Are you interested in permanent, full time employment? Yes ___ No ___

Are you interested in summer employment only?

Are you planning to continue your education? (after high school) Yes ___ No ___

if yes, where? _____

List below any employment that you have had in the past or at present:

<u>Employer</u>	<u>Type of work</u>	<u>Dates of Employment</u>
_____	_____	_____
_____	_____	_____



JOB PLACEMENT APPLICATION Cont.

List three references

<u>Name</u>	<u>Address</u>	<u>Phone</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Health

_____ Excellent _____ Good _____ Fair _____ Poor

<u>Height</u>	<u>Weight</u>	<u>Any physical impairments?</u>
_____	_____	_____

I approve the use of my grades for employment purposes.

Signed _____

James Huntley, Project COED, Keene, New Hampshire

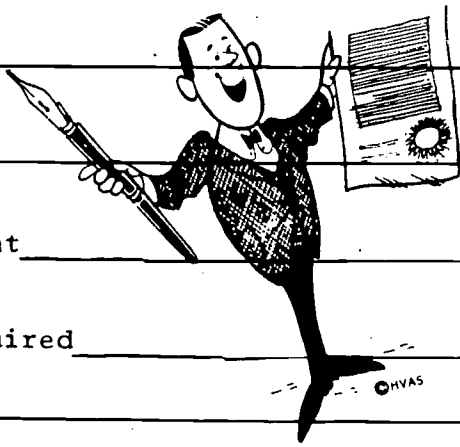
Firm _____ Date _____

Address _____ Phone _____

Nature of Employment _____

Qualifications Required _____

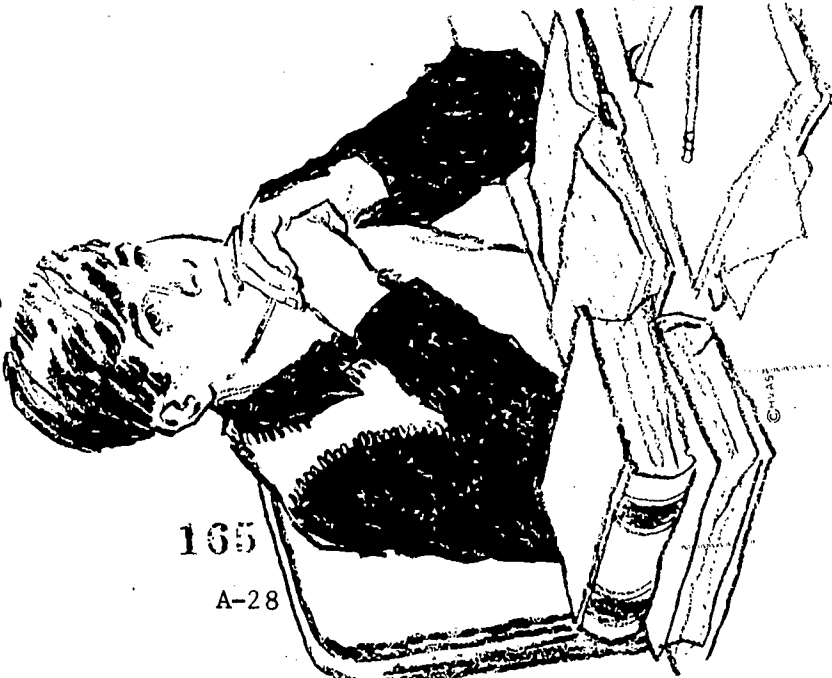
Hours _____ Part Time _____ Full Time _____



In addition to the regular training program of Supervisory Union #29 schools, the school district also provides special training in the following fields.

- Accounting & Computing
- Secretarial
- Data Processing
- Small Business Management
- General Clerical
- Merchandising & Marketing
- Food Service
- Dressmaking
- Child Care
- Clothing Alterations
- Homemaker Helper
- Auto Mechanics
- Building Trades
- Drafting
- Electronics
- Electricity
- Radio & Television
- Machine Shop.

Job Placement Office is part of the Career Education Program of Supervisory Union #29. The Placement Office endeavors to match skills of graduates and students with the requirements of employers for needed workers. This service is offered without charge.



165
A-28

We invite you to call our office or complete the enclosed form to request needed employment. 357-3500

SAMPLE

April 2, 1973

Dear Mr. Employer:

The district #29 school system of Keene and Marlborough would like to announce the opening of a new placement office at 40 Mechanic Street, room 220.

The employment office will endeavor to match skills of graduates and students with the requirements of employers for needed workers.

We invite you to call our office to request needed employees. Our telephone number is 357-3500.

Sincerely,

James Huntley
Placement Coordinator
Project COED

JH/lrr

166

A-29

REQUESTS FOR PART-TIME/FULL-TIME EMPLOYMENT

FIRM: _____ DATE: _____

ADDRESS: _____ PHONE: _____

NATURE OF EMPLOYMENT: _____

EMPLOYING OFFICER: _____

QUALIFICATIONS REQUIRED: _____

1. _____

2. _____

3. _____

4. _____

HOURS: _____

REMUNERATION: _____

I WOULD LIKE TO TALK TO PLACEMENT COORDINATOR. Yes _____ No _____

BEST TIME TO INTERVIEW APPLICANT: DAY _____ HOUR _____

James Huntley, Project COED, Keene, New Hampshire

REQUESTS FOR PT/FT EMPLOYMENT

Office Use Copy

FIRM: _____ DATE: _____

ADDRESS: _____ PHONE: _____

NATURE OF EMPLOYMENT: _____

EMPLOYING OFFICER: _____

QUALIFICATIONS REQUIRED: _____

1. _____

2. _____

3. _____

4. _____

HOURS; _____ REMUNERATION: _____

I WOULD LIKE TO TALK TO PLACEMENT COORDINATOR yes _____ no _____

BEST TIME TO INTERVIEW APPLICANT: DAY _____ HOUR _____

OFFICE RECORD

APPLICANT CONTACTED	PHONE NO.	RESULTS
1.		
2.		
3.		
4.		
5.		

FOLLOW-UP: _____

James Huntley, Project COED, Keene, New Hampshire

OCCUPATIONS QUIZ

1. Back Washer (589.885)
 2. Frog shaker (521.887)
 3. Banana Spotter (754.887).
 4. Car Whacker (910.887)
 5. Bank Boss (851.137)
 6. Kiss Setter (529.887)
 7. Jogger (659.887)
 8. Hand Shaker (405.887)
 9. Bead Builder (750.884)
 10. Tie Puller (929.885)
- Bonus: Rear End Person (375.268)

Scoring Key

1. Tends machine that washes textiles.
2. Shakes cured tobacco to separate leaves.
3. Works with molds in plastics industry.
4. Prepares railroad cars for loading.
5. Supervises dredging operations.
6. Shapes and wraps candy kisses.
7. Aligns edges of piles of printed or blank paper.
8. Shakes dirt from peanut vine.
9. Builds rubber tire beads.
10. Operates machine that compresses and binds loose materials together.

Bonus: Guards prisoners being transported in patrol wagon from scene of arrest to precinct or jail.

Scoring: 0 - Average
 1-2 - Excellent - You have quite a background.
 3-5 - Outstanding - Who told you?
 6-8 - Unbelievable - How many times have you done this activity?
 9-11 - You used the D.O.T.

MY MOODS AND ME

Directions

Below are a number of partial sentences that identify a stressful human situation. Try to complete each sentence with what best describes your feelings. There are, of course, no right or best answers.

1. When I'm jealous, I become ...
2. When I've been without sleep for a long time and someone hassles me, I ...
3. When I've got a throbbing headache, I ...
4. When I'm really worried about something, I
5. When someone has recently taken advantage of me, I ...
6. When I've just received unexpected praise from a source I respect, I ...
7. When I've been ignored by people I know, I ...
8. When I have just fallen in love, I ...
9. When I am in a situation that is new to me and I'm not sure how to behave, I ...
10. When I work with someone whom I feel doesn't like me, I ...

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WHAT DO EMPLOYERS LOOK FOR?

Directions

Below are listed two brief job descriptions. Your task is to assume that you are the one who will hire a 17 year old high school student to fill these part-time jobs. You are to make a list of the skills and characteristics you will look for in the applicants. (Skills refer to technical competencies such as cash register operation, merchandise knowledge, sales ability, etc; characteristics refer to more general human traits such as energy level, honesty, promptness, trustworthiness, etc.

1. Cashier in a large discount store, the employee will work behind the cash register totalling each sale, collecting the money, and bagging the merchandise. The hours are 4 p.m.- 9 p.m., four nights a week, and 10 a.m. - 6 p.m. Saturday.

Skills

1.

2.

3.

4.

5.

Characteristics

1.

2.

3.

4.

5.

2. A salesperson in a children's clothing department of a large chain store. Employee will assist customers in the selection of merchandise, ring up sales, stock merchandise, and straighten shelves in spare time. The hours are 6 p.m. - 9 p.m., four nights a week.

Skills

1.

2.

3.

4.

5.

Characteristics

1.

2.

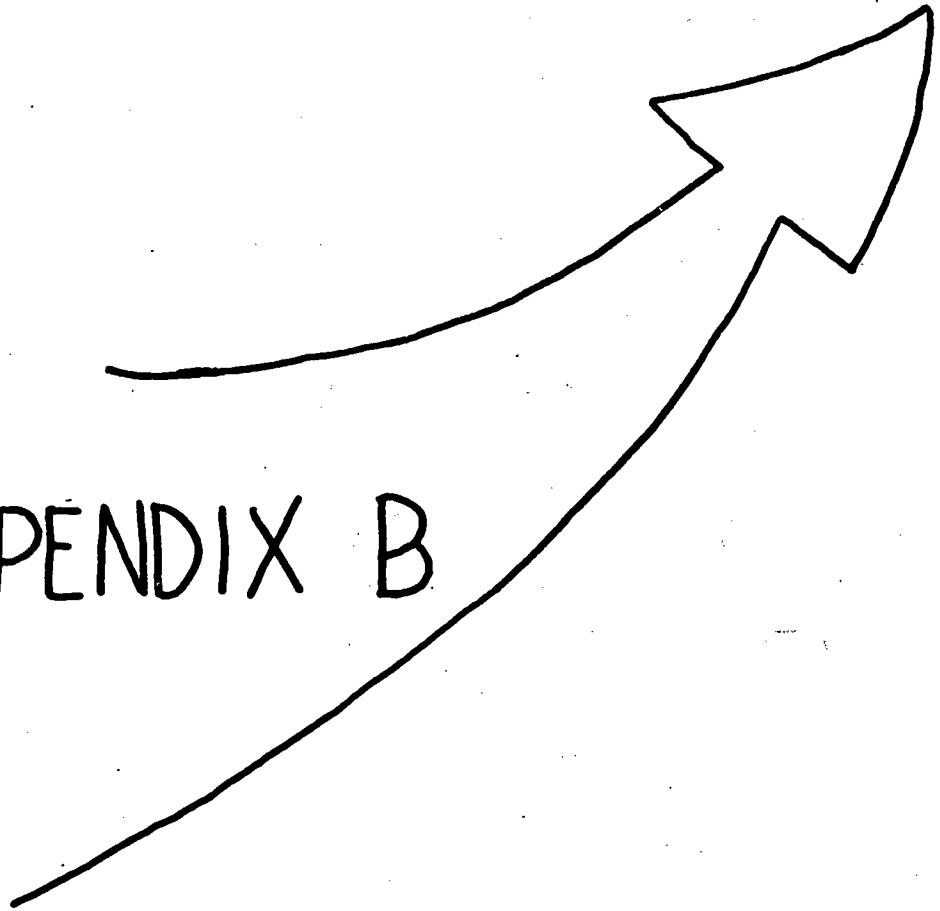
3.

4.

5.

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APPENDIX B



Appendix B includes those materials and activities that are not directly referenced in the text or that arrived too late to be referenced. From time to time, materials of this nature will become available. So that those people who have been involved with the Career Guidance, Counseling and Placement Workshops will be continually brought up to date, please be sure you are on the mailing list.

Contact: Mrs. Josephine B. Hayslip
Educational Consultant
Career and Vocational Guidance
New Hampshire Department of Education
64 North Main Street
Concord, New Hampshire 03301

Tel. (603) 271-2664

QUESTIONNAIRE--KUDER INTEREST INVENTORY

Name _____

Date _____

- A. Why doesn't the "Interest Inventory" have right or wrong answers?
- B. Why would it be impossible for this test to tell you exactly what kind of job you would be successful at?
- C. Explain why you think this test has/has not been a fairly accurate indication of your interests.
- D. In what area did you receive your highest score? _____
- E. How many percent of the male/female population are below you in this? _____
- F. In what area did you receive your second highest score? _____
- G. How many points above/below the 50th percentile is this score? + -
- H. What area is your third highest score in? _____
- I. How many percentile points difference is there between your lowest and highest score? _____
- J. What is your lowest score on the entire test? _____
In what area? _____
- K. Name two jobs listed in this lowest area you WOULDN'T EVER WANT TO DO.
1. _____ 2. _____
- L. What things don't you like about the above jobs?
- M. Name 3 jobs listed under your highest score which you WOULDN'T LIKE TO DO..
1. _____ 2. _____ 3. _____
- N. What is there about these jobs which you find unattractive?

- O. Name the most interesting job listed under your highest score.

- P. Tell me all you know about it, making sure to include why you think you would like to do it.
- Q. In your second highest area, name one job which you find interesting, but don't know much about.. _____
- R. In your third highest area, name one job which promises a good future and tell why this job looks financially secure..._____

REASON THERE IS A NEED FOR THIS JOB IS THAT.....

- S. Combine your two highest area NUMBERS (OUTDOOR--0 + LITERARY--6 =16) and list 3 jobs which combine these two interests.
1. _____ 2. _____ 3. _____
- T. Which one of the three would you be most successful in doing and why?

- U. Combine your highest and third highest score to fine one job you could possibly find an interest in. Name the job and tell what training you think you would need. _____

TRAINING NEEDED:

- V. What area/job have you already read pamphlets about? _____
- W. In what area does this job category fall on the Kuder Profile Sheet? _____
- X. If this job you've already looked up ISN'T AMONG YOU THREE HIGHEST SCORES, do you think the test is inaccurate? Give reasons....

Contributed by Diane Brennan, Spaulding High School, Rochester, NH

SUGGESTED IMPLEMENTATION STRATEGIES

1. Orient teachers to program by:
 - a. familiarizing staff with activities
 - b. having staff actually participate in activities
 - c. staff or department meetings
 - d. first orienting administrators and department heads.
2. Following orientation, initiation of program into classroom can be conducted through:
 - a. the counselor doing an activity in the classroom.
3. Contract with receptive teachers for use in their classes for one period each week for six to ten weeks.
4. Develop a credited mini-course or course on careers to be included in curriculum guide for selection by students.
5. Through use of club or organization time - FHA, DECA - to discover and explore careers.
6. Counselors may become vocational education center advisory committee members in order to promote program implementation.

ASSESSMENT PROCEDURES

Program assessment as a function is vital in terms of monitoring how well one is moving from where he is to where he is going and tells us to what extent we are able to achieve the objectives. One could describe it as an audit of progress or an evaluation of the program. Program assessment is a necessary element in any career development program.

Our major purpose of this assessment program is to provide an organized method of obtaining material that deals with the instrument that has been developed. This information will be of help to us in the revision process for the April meeting, but more importantly a help to us, personally, in our providing services to students.

Because of the newness of the instrument, we must be aware of the fact that unexpected situations might occur. When these situations do occur we must use our own discretion.

To accomplish this program assessment, we are asking you to fill out two forms:

1. Process Evaluation - this form will be filled out after every activity that you complete.
2. Product Evaluation - this form will be filled out just prior to a follow-up workshop. This evaluation has been designed to evaluate the instrument.

Steps for filling out the Process Evaluation

- a. Fill out the general information and put the appropriate numbers in for the component, concept, objective and activity.
- b. Answer the questions by indicating yes or no.
- c. Please comment on any concerns you might have when answering the questions.
- d. Add any comments at the end of the questionnaire.
- e. Send to Josephine Hayslip, 64 North Main Street, Concord, NH 03301.

Steps for filling out the Product Evaluation

- a. Fill out the general information.
- b. Please answer questions and indicate any suggestions for change.
- c. Please send to Josephine Hayslip.

PRODUCT EVALUATION

NAME OF COUNSELOR _____

SCHOOL _____ DATE _____

LEVEL OF GROUPS _____

1. Briefly state your feelings toward the activities you have used to this point.

2. Were there appropriate activities and objectives to cover the concept(s) adequately? Explain

3. Was the explanation of how to use the model clear?

4. What suggestions do you have for revisions of the guide during the April meeting?

5. Comments

PROCESS EVALUATION

DATE _____

COMPONENT _____ CONCEPT _____

OBJECTIVE _____ ACTIVITY _____

DESCRIPTION OF STUDENT GROUP _____ SIZE OF THE GROUP _____

NAME OF THE COUNSELOR _____ NAME OF THE SCHOOL _____

QUESTION

YES NO COMMENTS

1. Did you feel that the activity was accepted by the group?
2. Did you and/or the teacher feel good about this activity?
3. Is the activity appropriate to the objective?
4. Was the description of the activity adequate?
5. Do you feel the activity can be improved upon?
6. Do you see any application of this activity for another component?
7. Is this activity appropriate to the grade level it was given on?
8. Can you suggest other activities to illustrate this concept?
9. If a resource was used, was it appropriate?
10. Did this activity help you to learn something new?

ADDITIONAL COMMENTS _____

RESOURCE FILE

A valuable tool for a successful career education program is a resource file for the use of the teachers. This should include names of speakers and/or available field trips to gain information about a variety of careers.

This is a time consuming task of compiling the file and could be done by a committee from the faculty. One of the activities under Decision Making is to have the students compile a list of resource persons; this could be done and any added to the file which are not already listed. It is suggested, in order to facilitate use of the file, each card at least contain the name of the person, and/or company, address, telephone number and person to contact to make arrangements.

If the cards are categorized by the fifteen clusters, it simplifies finding a particular career and resource available.

It is also suggested that a questionnaire be developed for use by the teachers, an evaluation form after having a person speak to a class or a field trip has been taken.

Contributed by Rowena Smith, Lisbon High School

ORIENTATION FOR SPEAKERS AND FOR FIELD TRIPS

Orientation of a class should be a must in preparing a class or a small group before having a speaker visit the classroom or taking the class or group on a field trip. They should be prepared by knowing something about the career, the person speaking or in charge of the tour.

Value games can be played, even with elementary students, which help the student become aware of his values and aid him or her for the questions to ask a speaker or resource person.

The group taken on a field trip should be small enough to give each participant equal opportunity (i.e. a field trip to a garage to observe an auto mechanic at work) a large group would be unable to hear the mechanic's explanation about his work because of the noise in the garage.

The participants should be prepared to ask questions concerning the work, hours, preparation and other questions of concern to them.

It is also suggested to have the students help make plans, contacts for speakers, etc., and thank you letters after having a speaker or going on a field trip.

Contributed by Rowena Smith, Lisbon High School.

ATTITUDES AND VALUES

Concept:

Objective:

Activity	Role of Others	Resources

DECISION MAKING

Concept:

Goal:

Objective:

Activity	Role of Others	Resources

WORLD OF WORK

Concept:

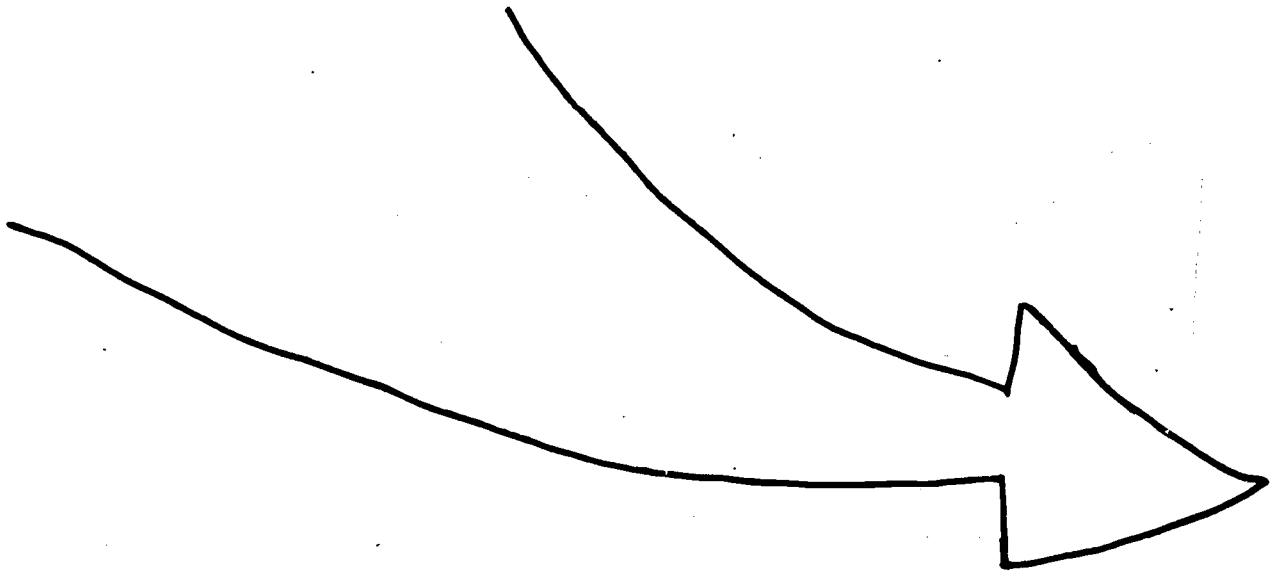
Goal:

Objective:

Activity	Role of Others	Resources

Activity	Role of Others	Resources

APPENDIX C



In addition to the workshop participants listed in the front of this document, some new people joined them in June 1975 and provided some new activities and units. This is consistent with the philosophy of continuing change.

Doris C. Barnes
Laconia Jr High School
Laconia, New Hampshire

Peter Hanson
Franklin High School
Franklin, New Hampshire

Dave Cawley
Hollis Area High School
Hollis, New Hampshire

Cheryl B. Harmon
Oyster River High School
Durham, New Hampshire

Annjude Chapman
Manchester West High School
Manchester, New Hampshire

Dorothy Jarvis
Manchester West High School
Manchester, New Hampshire

Jeanie Cresla
Manchester West High School
Manchester, New Hampshire

Sharon Merrill
Raymond High School
Raymond, New Hampshire

Pat Danielson
Thayer High School
Winchester, New Hampshire

Lynda Moore
Keene State College
Keene, New Hampshire

Mary Donovan
Manchester West High School
Manchester, New Hampshire

Ron Roy
Manchester West High School
Manchester, New Hampshire

Kathy Finnegan
Manchester West High School
Manchester, New Hampshire

Ronald Royer
Manchester West High School
Manchester, New Hampshire

Richard Gustafson
Keene State College
Keene, New Hampshire

Many suggestions have been made on integrating career guidance, counseling and placement developmentally. Appendix C includes several different unit approaches that have been tried out and proven worthwhile by those who have used them. We submit these, as we have the other components of the guidelines, as models to be adapted to classroom and/or group situations. Those who have submitted them welcome your comments.

1. Gilford Middle High School -- Adrienne Stevens
2. Alternative Approaches to Unit Planning -- Doris Barnes
3. Spile - A Foxfire type/local culture program -- David Cawley
4. Internship Program -- Richard Riley
5. Suggestions for Implementing the Guidelines Through Total Units -- James Iovino

The following Career Education Program is taking place at Gilford Middle High School. The program is centered around the exploration of careers at the middle-high school level. The concentration is on speakers, comprised of parents of students and local community members. Field trips are conducted with counselor and teacher. The counselor's role is one of getting into the classroom and teaching, to better know the student in his/her environment.

Career Education Approach to Middle School 6 - 8

The purpose of this approach is to supplement the regular academic program. A block of time is set aside for career education activities with counselor, teacher, and students. Activities to be involved would be in the areas of values and attitudes, decision making and the world of work. The activities should be centered so that the teacher participates and can follow through in the academic areas. The time block should not be a free period and the program of career education become separated from the regular academics.

Examples of grade level units:

- Grade 5 - Game book activities: Community Careering, Curriculum Careering, and the World of Workers
- Grade 6 - Bread and Butterflies Series, obtained through State Department of Education.
- Grade 7 - Popeye and Livelihood: Careers for Your Life Style
- Grade 8 - Activities and Career Counseling films on 40 occupations

High School Approach 9 - 12

An approach at the high school level can be in semester courses (18 wk semester course, 2 per wk, 1/4 cr) whereby coordination with department heads is undergoing on curriculum so that activities are not

overlapped. Counselor assigned to be liaison with various departments.

Examples of grade level units:

- Grade 9 - Careers I - a semester course which will include field trips, guest speakers, shadow day, the use of the NH Guidelines with world of work, decision making, and values and attitudes activities.
- Grade 10 - Careers II - Houghton-Mifflin Career Exploration Mini-course. Semester course for Grade 10 - The Assessment of Career Development, from Houghton-Mifflin.
- Grade 11 - Careers III - Semester course - Career Planning Program, Grades 8 - 11, from Houghton-Mifflin.
- Grade 12 - A semester course in which a student will develop his own program from the materials in the Guidance Office as to his own needs. Materials available to the students will be the occupational file, the Occupational Outlook Handbook, a career exploration field trip from Acoustifone Corporation, etc. Hopefully, from students who have gone through this series of career exploration in Grades 11 and 12, apprentice programs will be able to be arranged with our local industries.

Submitted by:

Adrienne Stevens
Gilford Middle High School

ALTERNATIVE APPROACHES TO UNIT PLANNING

The following mini course idea has been successfully used in the team teaching situation. Counselors can use the following outline to help the team get organized and in providing assistance to the team.

Grade 7 Attitudes and Values Mini-Course

The team should plan for a block of time to present a "Careers" Unit, i.e. (1) a 9 week mini course to meet three times a week or alternate days, (2) a three week mini course to meet every day for nine weeks.

I. The objective is:

- a. To present as many activities to study and understand your attitudes.
- b. To use values clarification methods to help understand better, one needs to know "how," "where," "when" and "why" these are necessary procedures to continue in your decision making as you approach the world of work.

II. Preparation to present to team teachers:

- a. Goal stated to clarify what the mini course could accomplish.
- b. Several objectives listed for them to consider as a team.
- c. At least three activities for each discipline or fifteen activities that could be presented interdisciplinary-wise.

III. Parental involvement:

- a. Parents should know about this "mini course". Its goals and objectives stated as well as activities to be carried out.
- b. To get them involved either in field trips or their "career interest" group presentation/discussion with students.

IV. Community involvement:

- a. Have several or "all" areas or "clusters" of various careers listed for teachers to draw on.

- b. List people, place of business, careers involved and telephone numbers for the instructors.
- c. Recommend "budget" items to be needed and help make them available -- tapes, recorders, cameras, films, etc.

Submitted by

Doris Barnes

SPILE

A Foxfire type local culture program/course which directly and indirectly involves all of the components of a career education program.

Students interview and photograph people in the Southern New Hampshire region about the lives they lead/have led, their jobs and interests. Students transcribe the interviews and eventually write stories from the transcriptions. They do the darkroom work necessary to send camera ready copy to the printer.

They also coordinate the financial and business elements of the program which are generated from the sale of the end product -- a quarterly magazine.

Given the face to face contact that students have with adults, very real experience is offered in values clarification (A farmer talking about the importance of hard work in his life); decision making (Who to pursue a story with and how, as well as reliving the significant career and life decisions the interviewees have made); and actual experience with a whole series of career options (reporter, writer, publisher, transcriber, dark room technician, photographer, sound technician, literary critic, illustrator, layout person, advertising, typing, photo retoucher, typist, copywriter, business manager, sales person, subscription services, cost accountant, mail clerk, telephone sales, file clerk, bookkeeper). Contacts to help set such a program up:

Dave Cawley, Hollis High School, Hollis, NH
Pam Wood, Kennebunk High School, Kennebunk, Maine
Eliot Wigginton, Rabun Gap, GA. c/o Foxfire Project

Murray Darst, IDEAS Foundation, Washington, D.C.

INTERN PROGRAM

Program is designed to take college oriented students from a small town with few career models and expose them to a series of professional work situations.

Students spend eight weeks working with professional adults for two hours a day. They are not paid and are given two academic credits. Internships are arranged in situations which hopefully allow students to experience all elements of a career, company, or agency. Students have interned in: engineering firms, pediatric clinics, sheltered workshops, newspapers, schools for the retarded, print shops, animal hospitals, elementary and pre-schools, libraries, law offices, and radio stations.

For information, contact:

Internship Program
Hollis Area High School
Hollis, NH 03049

Submitted by

Richard Riley

SUGGESTIONS FOR IMPLEMENTING THE GUIDELINES THROUGH TOTAL UNITS

- I. The best place to begin is with counselors and teachers who are interested in career education meeting to discuss the applicability of guidelines activities to their needs and the needs of their students.

- II. A series of activities should be chosen which represent the three components in the guidelines and which relate to the teacher's subject matter area. (Approximately three activities for each component and one introductory and one closing activity seem to make a good program.)

- III. The activities can be done once or twice a week until completed or daily until the unit is finished.

- IV. A suggested total unit used in the Derry School District with all eighth grade students included the following:
 - A. Values Activities
 1. Fire Simulation
 2. Forced Choice activities from Values Clarification, Simon, et al.
 3. Forced Choice activities from Values Clarification, Simon, et al.
 - B. World of Work Activities
 1. Parent questionnaire
 2. Slide tape - "Jobs and Gender" Guidance Associates
 3. Tracing a finished product from raw material to completion and listing careers involved.
 - C. Decision Making Activities
 1. Fallout Shelter
 2. Murder Game
 3. Kuder Interest Inventory or other Interest Inventory
 4. Tentative Life Plan

- V. For a High School Model used with ninth and tenth grade students, see Iovino/Abbott Activity Packet.
- VI. To conclude, this approach allows a team of teachers and counselors to build a unit based on need and interest that will take the students through all of the components in the guidelines in a developmental fashion.

Submitted by

James Iovino

The following series of activities are being used in the Salem, New Hampshire School District to help students evaluate themselves in a process toward making some tentative life-plans for themselves. Many of the activities can be modified to reach different grade levels or students of differing ability levels. However, the general sequence is important as a necessary way of building on each other.

ACTIVITY: A name learning activity

MATERIALS: None

- PURPOSE:**
1. To get to know the students as individuals.
 2. To begin building a trusting, cooperative atmosphere.
 3. To gain some knowledge of students' life goals.

DIRECTIONS: The students in a classroom or small group should form a circle. Then, starting on the left of the counselor, the students are asked to give their name and career or life goals. As they go around the circle, each person must repeat the names and goals of all the students up to him in the circle. This should build till the counselor tries giving everyone's name and goal. The counselor may even ask everyone to change seats before trying to do the naming. Since this activity should be helping to build trust and cooperation rather than putting anyone on the spot, the students should be instructed to help people who forget.

- LEADER ROLE:**
1. To acquaint himself with the names and goals of the group members.
 2. To observe how the members work together.

TIME: In a group of eight - 10 minutes.

In a classroom - approximately 30 minutes.

FOLLOW-UP DURING REMAINDER OF PERIOD: During the remainder of the first meeting, you can orient the students to the purposes of the program. You may also break down into small groups to discuss the goals or non-goals mentioned in the name learning activity.

This series of activities was developed and used successfully by James Iovino and Douglas Abbott.

ACTIVITY: Career Decision by Consensus

MATERIALS: Activity Sheet and Pencils

PURPOSE: To involve participants in a learning process that will help them:

1. Understand the factors involved in career development.
2. Learn how to work with other people in a cooperative effort.
3. Make decisions as a group.

DIRECTIONS: Self-Explanatory

- LEADER ROLE:
1. To observe the process that the group goes through in making decisions.
 2. To observe the leadership styles of individuals in the group.
 3. To observe how members get along with each other.
 4. To facilitate discussion and reactions on these things after the activity is over.

TIME: About one hour.

There is much discrepancy concerning the most important factors in a person's career development. Please rank the following factors from 1-15 in their order of importance to a person's career development as you see it. (#1 most important, #15 least important) After doing your personal ranking in the left column, do a group ranking in the right column.

Yours		Group
_____	Learning how to get along with others	_____
_____	Learning present and future job market trends	_____
_____	Learning a marketable skill(s)	_____
_____	Learning to adapt to change	_____
_____	Gathering career information	_____
_____	Acquiring a positive self-concept	_____
_____	Learning about filling out job applications	_____
_____	Learning to be responsible	_____
_____	Learning to recognize and accept one's values	_____
_____	Learning a decision making process	_____
_____	Learning about the value of money	_____
_____	Chance	_____
_____	Developing one's interests	_____
_____	Parental Values	_____
_____	Identification with another person	_____

ACTIVITY: Building a Tower

MATERIALS: Paper cups and throat sticks

PURPOSE: To involve participants in a learning process that will help them:

1. Work together as a group to complete a task.
2. Understand how they work with each other.

DIRECTIONS: You as a group are to build a tower in fifteen minutes.

LEADER ROLE:

1. To observe the process the group goes through in completing the task.
2. To observe leadership roles.
3. To observe how the group works together.
4. To observe how decisions are made.
5. To observe how conflicts are resolved.
6. To discuss the activity after it is completed.

TIME: About 50 minutes.

ACTIVITY: Understanding the Dynamics of Leadership

MATERIALS: Paper and pencils

PURPOSE: To help students identify the qualities of a good leader.

To help students identify the leadership qualities they possess.

To help the students understand how they function in a task situation.

To help students see how well they work with other people.

DIRECTIONS: Using groups of 5-8 students, the directions are:

1. The students are to identify and rank from 1-5 the qualities that make a person a good leader. First, they should do so individually, then they must reach a good consensus.
2. The last ten minutes should be devoted to a discussion of how many of these qualities they possess and how the group worked together.

LEADER ROLE: To give directions to help lead the final discussion based on his observations and those of group members.

TIME: 5 minutes - personal ratings
30 minutes - group ratings
10 minutes - group discussion

ACTIVITY: Understanding the Changing Forces Acting Upon Career Choice

MATERIALS: Blackboard and chalk

PURPOSE: To help students understand the specific forces acting upon their parents as they make career choices.

To help students understand specific forces acting upon themselves in making career choices.

DIRECTIONS: Have the class make a list of the factors that effected their parents career choices. Put list on blackboard.

When that is complete, have the students compile another list of the factors acting on them in making career choices.

In both lists, suggest the students consider economic, societal, and personal forces as well as any others that affect them.

After the lists are drawn up, the class should be broken into groups of about eight to discuss the factors which apply to them.

LEADER ROLE: 1. To put lists on blackboard or assign student to do so.
2. To facilitate the small group discussion.

The leader should look for discussions in the vital areas of finances, education, and family attitudes.

TIME: Approximately 50 minutes.

ACTIVITY: Life-Line

MATERIALS: Graph paper and pencils

PURPOSE: To help students understand the effect that their life experiences have had upon themselves.

To help students realize the control they have in planning their future.

To enable students to understand themselves and others.

DIRECTIONS: Each student is to draw a line on a side of the graph paper representing the way his life has gone from birth till present. Specific events can be pinpointed on the line. On the back of the paper, each student is to draw a line representing how he feels his life will go from this day on.

LEADER ROLE: The students should be directed to share their life-lines with the other students and they should explain what effect the events had on them.

The leader should help bring out the feelings produced by the event. He should be aware that some event will be so threatening that students may elect not to discuss them. Also, the last part of the life-line should develop a discussion on general direction of the line. Whether they feel they can control their future, and differentiate between hoping and feeling their life will go in the direction of the graph.

TIME: About 45 minutes.

200

ACTIVITY: Reality Testing

MATERIALS: Paper and pencils

PURPOSE: To enable students to learn what possible careers other members in the group think they are suited for.

To strengthen and enlarge the possibilities of career choice.

DIRECTIONS: Each student is given a piece of paper and is to vertically:

1. List the names of each member in the group
2. Beside each name, write down the possible careers suitable for that person,
3. Students should try to match career suggestions with personality, capabilities, talents, interests, etc.

LEADER ROLE: To assist the group to discuss the career suggestions for each student.

TIME: Approximately 45 minutes.

ACTIVITY: Understanding the Values that Motivate Us.

MATERIALS: Activity Sheets and pencils.

PURPOSE: To help students understand the values that are motivating them.
To foster understanding of different values possessed by students.

To help students understand why other students behave as they do.

DIRECTIONS: Group size should be 5-12 students.

The students are asked to fill in the activity sheets provided them.

After all members of the group have filled them out, the students should then share their ranking to discuss them with the group.

UNDERSTANDING THE VALUES THAT MOTIVATE

1. List the five things in life that are most important to you.

- 1.
- 2.
- 3.
- 4.
- 5.

2. List at least two instances in your life when you felt most alive.

- 1.
- 2.

ACTIVITY: Problem Solving Approaches

MATERIALS: Paper and pencils

PURPOSE: To identify the obstacles that might interfere with career fulfillment.

To encourage students to turn obstacles into challenges.

To enable student to set goals.

- DIRECTIONS:
1. Give a piece of paper and a pencil to every student.
 2. Fold the paper in half.
 3. On the left-hand side, list all the obstacles, problems, conflicts that might interfere with your career fulfillment.
 4. Discuss them in the group.
 5. On the right-hand side, turn each obstacle into a challenge.
 6. Discuss them in the group, emphasizing a plan of action to fulfill challenges.

LEADER ROLE: To facilitate open discussion.

TIME: 45-50 minutes

ACTIVITY: Interest Inventory - Aptitude Test

- MATERIALS:
1. Either the Kuder Interest Inventory or the Strong Vocational Interest Inventory can be administered to the students. The Kuder is easier to deal with because it is self-scoring, simple to interpret, and works in broad areas. The Strong is best machine scored, which is a disadvantage. However, it is more specific in its interpretation. Both inventories are quite valid.
 2. There are many aptitude tests available. Probably the best is the General Aptitude Test Battery (GATB). This test was developed by the Department of Employment Security and is generally recognized as a superior instrument. The Department of Employment Security, State of New Hampshire, offers the test to seniors, and might possibly test other students at your request. Also, the school or district can purchase the test and have the school counselor trained to administer the test.

Another available test that you may have and is well accepted is the Differential Aptitude Test. This test is all paper and pencil as opposed to the GATB which contains some involvement in tasks.

GOAL: To aid the students in determining interest and aptitude areas that they could be used in making realistic future plans.

LEADER ROLE: To administer the tests and lead a discussion of the results after the students get the results and look up in career information materials the areas that interest them.

TIME: Kuder - 45 minutes to take, 15 minutes to score, 10 minutes to draw graph. GATB - 2 hours to administer, DAT - 2-3 hours to administer.

Interpretation and discussion - 45 minutes.

ACTIVITY: Tentative Life Plan

MATERIALS: Life Plan Form and pencils

PURPOSE: To help the student formulate new knowledge gained about himself and his career plans.

To provide tentative closure for the career activities.

DIRECTIONS: Using the forms provided, draw up a life plan. Share and discuss the plan with the group.

LEADER ROLE: Facilitate a discussion of the important issues brought up by the forms.

The leader should be alert for conflicts, out of reach goals, poor planning, etc.

TIME: 40-50 minutes

TENTATIVE LIFE PLAN

THINGS I DO WELL	THINGS I NEED TO LEARN TO DO WELL
INTEREST AREAS IDENTIFIED	
THINGS I MUST STOP DOING	INTEREST AREAS IDENTIFIED
THINGS I MUST START DOING NOW	
THREE PROJECTS I CAN UNDERTAKE TO FURTHER MY CAREER GOALS	

CAREER PLANS FOR NEXT TEN YEARS

WHERE I PLAN TO BE 1 YEAR FROM NOW		
CAREER PLANS	EDUCATIONAL PLANS	OTHER FACTORS
WHERE I PLAN TO BE 3 YEARS FROM NOW		
CAREER	EDUCATION	OTHER FACTORS
WHERE I PLAN TO BE 5 YEARS FROM NOW		
CAREER	EDUCATION	OTHER FACTORS
WHERE I PLAN TO BE 10 YEARS FROM NOW		
CAREER	EDUCATION	OTHER FACTORS

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CAREER INFORMATION RESOURCE CENTERS

The Career Resource Center

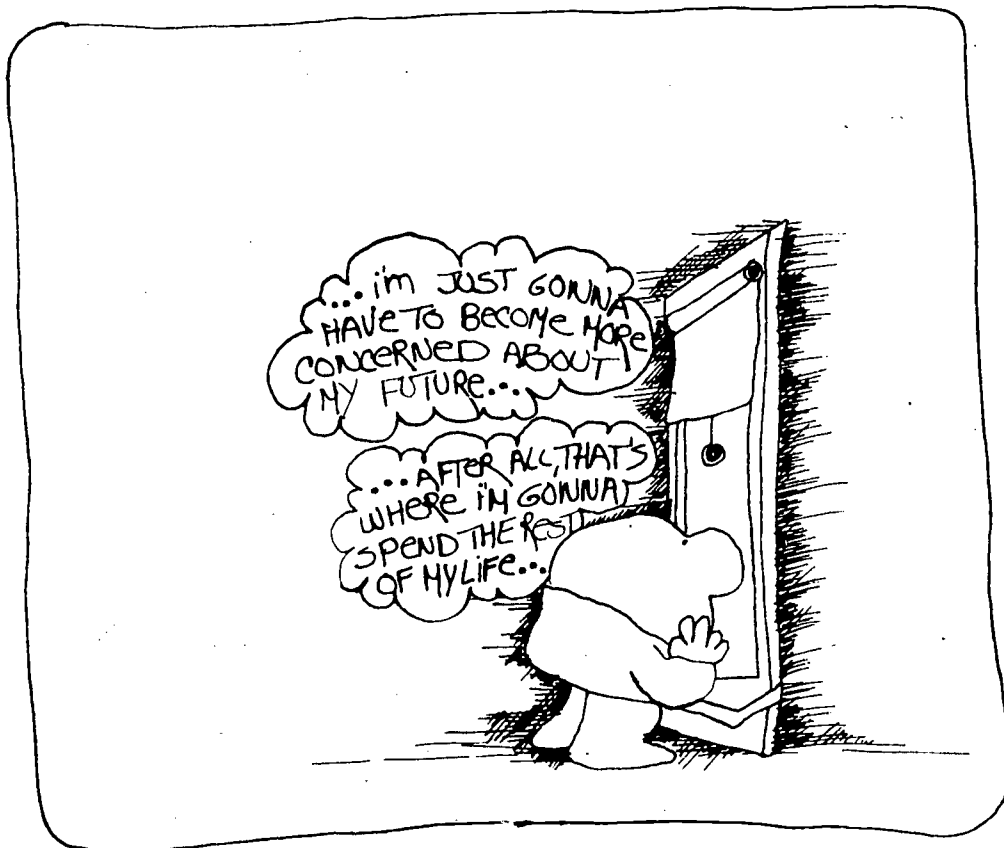
Facilities and Location

Activities and Staffing

Materials and Acquisition

Cataloging Materials

References



THE CAREER RESOURCE CENTER

A primary goal of education in a democratic society is to develop the maximum potential of the individual. Public schools pursue this goal through programs which provide opportunities for young people to come to know themselves and their potentials, to explore ways of developing themselves in the world of work, and to develop educational plans for achieving career goals. The student learns to understand himself better in relation to education and careers. While studying career development problems, the student begins to think of work opportunities to make judgments, and to ask questions of himself.

Guidance helps the student examine and analyze his own experience and relate it to the experience of others. Guidance also should make information for self-evaluation, with reference to educational and vocational opportunities available to students.

A comprehensive center should coordinate all available career exploration resources and make them accessible to students. Students should be given assistance in such areas as occupational planning, job entry and placement, financial aid information, and post secondary educational opportunities. The Center should be used for such activities as research, planning, self-explanation, and group sessions. The Center should generate more counselor-student contact.

The most apparent difference between the Career Resource Center and a traditional high school guidance program is the easy accessibility to students. Counselors have also noted that the Center attracts more students who are not college-bound, but who are interested in information on careers.

FACILITIES AND LOCATION

The planning of a resource center can be done by different people working in coordination with one another. The guidance department, the work experience coordinator, the librarian, administrators, and teachers. A suggested arrangement of the facilities is to divide a classroom into two small offices, a conference area, a guidance library, an area for student research, desk space for a secretary, and a small storage area (see illustration). The following may also be needed: a considerable quantity of shelf space, filing cabinets for unbound materials, furniture such as study tables and chairs, a table or desk for checking materials, small card files for record keeping, display racks for new booklets, and bulletin boards.

Location of the room is dependent upon availability of existing space. The size depends upon such factors as expected traffic, the number of materials and the extent to which the materials will be used.

Other factors to be considered are: (1) the distance of the library from the counselor's office and (2) should students and counselors use the materials together when other students are using the room for study. Students may prefer more privacy than a library often permits.

ACTIVITIES AND STAFFING

The activities and services of a career center should be tailored to the needs and size of the school. Activities should include the dissemination of occupational and educational information. Although the center is student-oriented and designed primarily for their use, it also provides a valuable source for teacher program planning. Community members will find the center useful when seeking part-time or full-time workers.

Many of the students' needs can be served by paraprofessionals, thus leaving the counselor more free time to work with the individual students and group counseling sessions.

Part-time volunteer parents and student aides can help a clerk with responsibilities. By being involved, parents and other members of the community will acquire first-hand experience with the educational process and develop a new support for education.

Decorating the center in a way that is appealing to young people will make the facility more attracting to students. With the contribution of student work and the donation of materials and furniture, much can be done without school budget money. The student investment in decorating materials will also be repaid by their interest and activity in the center.

Publicity is necessary to inform potential users of the availability of the resource center. Plans should be developed to permit a constant flow of information to prospective clients. Information put out on a regular basis to the community will serve to inform both parents and other school patrons of the available services.

MATERIALS AND ACQUISITION

Space, cost, and degree of utilization are considerations that will determine the cost of acquiring career information. A careful selection of career information is a must when budgets are limited. Consideration must be given to:

- (1) The group that will make use of the material
- (2) The nature of the community
- (3) The staff that will use the materials

- (4) How the materials will be used
- (5) Existing materials available
- (6) Auxiliary local resources
- (7) Funds available.

Materials should be appropriate to the specific needs of the users. A knowledge of the school's community will provide general information about those who will use the materials. The growing mobility of our society increases the likelihood that people will not remain within the community throughout their lives. The range and scope of occupations within the community should provide the basis for career considerations by the students and their parents. Materials should be purchased on the basis of their readability to insure their comprehension and use by the entire school staff.

Similarly, materials on careers should reflect the needs and interests of those who use them. If the materials are to be used only by the counselors in individual career counseling, then a wide range of items in single or duplicate copies is appropriate. If materials are to be used for instructional purposes in a group guidance or classroom setting, the range of materials could be narrowed down to accommodate the number of copies available for group use.

Existing materials already may be available in the form of resource information, collected by teachers for their use in the classroom. Some teachers may have developed files or collections of career materials for their classes, particularly in their own subject area.

Information may also be found in the local public library. Communication with the library should not only determine the extent of their present resources

but also will help eliminate any duplication of materials. Other local resources are 4-H clubs, youth centers, UMCA and YWCA, churches, and other groups operating active youth or adult programs.

After one person has assumed responsibility for selecting, purchasing, and organizing materials, the funds must be budgeted for career materials on a regular basis. Career information materials become rapidly outdated and are in need of continuous updating. Long-range plans should be developed to permit acquisition and replacement of reference materials. Some typical resources that need periodic replacement are: The Occupational Outlook Handbook and The Dictionary of Occupational Titles.

Working with a limited budget may require planning the development of a library of basic materials over an extended period of time. Some schools have found financial support through a public service project. If a service club wishes to help in starting the project but does not wish to be committed to future support, the school should be prepared to provide the funds for subsequent years before beginning the center. Funds may also be obtained through the State Department of Education, National Defense Education Act allocations, or state sources.

The size of the required budget is directly related to the stage of development of the career information, that is, whether it is a new service just getting started, or an existing library that just requires maintenance.

It is also important to establish criteria for acquiring materials. How is the information appropriate and best presented to the clientele? With limited financial resources it is imperative not to try to be all things to all persons. Defining one's objectives and sticking to them is necessary, if the program is to be a success.

Methods for evaluating information are useful when acquiring materials. The NVGA (1964) has produced a useful set of guidelines. Other guidelines are also listed in the references at the end of this section. The important criteria when considering materials are currency, accuracy, usability, reader appeal, and thoroughness.

Resources that should be included in the Center are reading materials, records, tapes, slides, audio-visual equipment, and assorted free materials. Specific items to be included are career briefs and vertical files listed under subject heading, reference materials, handout career folders and booklets, career audio-tapes, records, slides, filmstrips, career book collection, and ASVAB guides. Teachers and students should preview films before buying them.

A collection of technical and vocational school catalogs is required along with information on the availability of on-the-job training opportunities existing at the local level and in large industrial communities. (See Community Resources chapter)

Reference books that should be included in every library are as follows:

The Dictionary of Occupational Titles

The Encyclopedia of Careers

National Dictionary of Schools and Locations

The College Blue Book

Occupational Outlook Handbook

The College Handbook

SRA Occupational Briefs

The Career Index

Need a Lift (American Legion)

Books on job hunting, career development, and preparing a resume' should also be included. A list of resources within the community for career conferences and special programs should be used. Local universities, hospitals, professional groups, church groups, industries, United Community Services, and liaison offices of the armed services will often provide entire programs for career assemblies, and sometimes provide speakers and personnel directors for career conferences or individual interviews.

CATALOGING MATERIALS

A cataloging system is only as effective as the procedures for filing and retrieving the information. As materials come in quickly, it is imperative that a processing plan be developed so the staff is not incapacitated by the large volume of material. The classification system should be readily understood by the user. Consultation with the librarian is often necessary to effectively organize a school's needs. Options for filing are:

- Materials to be organized via clusters
- Relate materials to course of study options
- Organized by the Dictionary of Occupational Titles
- Variation of the standard library system
- Alphabetical order
- Special sections of the collection (teacher curriculum development, information on schools, etc) (Isaacson, 1966).

Scheduling the hours that the center will be open is dependent upon the individual school's structure. Suggested options might be a schedule based on regular school hours, or one tailored to the staff's hours. One suggested schedule is 1/3 counselor's time plus the 1/2 clerk's time. The use of para-professionals would aid in augmenting the hours. One center opens its doors only before or after school, during lunch hours and during class or study hall.

TYPES OF CAREER INFORMATION

Sources of Information	Job Duties/Tasks	Related Jobs	Industries where Jobs are Located	Local Employers or People in This Job	Future Outlook	Hours and Wages	Values/Life Style	Educational Requirements/ Opportunities	Training Requirements/ Opportunities	Special Requirements	Working Conditions	Ability/Aptitude Requirements	Physical Demands of Job	Interests Associated with Job	Relation of Job Tasks to Data, People, Things	Promotional Ladders
BOOKS: (suggested)																
D.O.T. (Vol, I & II)	X	X	X						X		X	X	X	X	X	
Handbook of Job Facts	X	X														
S.R.A. Dict. of Vocational Training Sources								X								
Armed Services Handbook								X	X							
Occupational Outlook Handbook	X	X			X	X		X	X		X	X				
PAMPHLETS																
APGA Publications																
S.R.A. Exploring the World of Jobs	X					X		X	X		X	X	X			
B'nai B'rith (Vocational)					X	X		X	X		X					
P.P.S. Publications																
MN Dept. of Educ.																
OCCUPATIONAL BRIEFS:																
Able Vocational-Technical Job Information Chronicle	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Career	X					X	X	X	X		X	X				
S.R.A.						X	X	X	X		X	X				
LOCAL SOURCES OF OCCUPATIONAL INFO:																
Job Slides, Tapes	X			X		X									X	X
Personal Interviews	X			X		X	X			X	X			X	X	X
Visits to Industry	X		X	X		X	X		X		X		X			
Tours Voc-Tech Facilities								X	X							
Chamber of Commerce			X	X												
Bur. Employment Security	X		X	X	X	X	X	X	X	X	X	X	X			
Community School Dir.	X	X				X	X	X	X					X		
School-Community Liaison Organizations			X	X						X						X

Figures 4 and 5 represent two successful methods of designing career counseling or career resource centers in New Hampshire - one in a corner of the counseling suite, and another in an area separate from the counseling area. These facilities are open and available to students and/or teachers at any time during the day.

Many of the needs of students are such that they may not have to see a counselor, but can be served by a paraprofessional or perhaps a fellow student. At the same time, students have more opportunity to see the counselor because he/she is not caught up in relaying routine information.

FIGURE 4
PORTSMOUTH HIGH SCHOOL

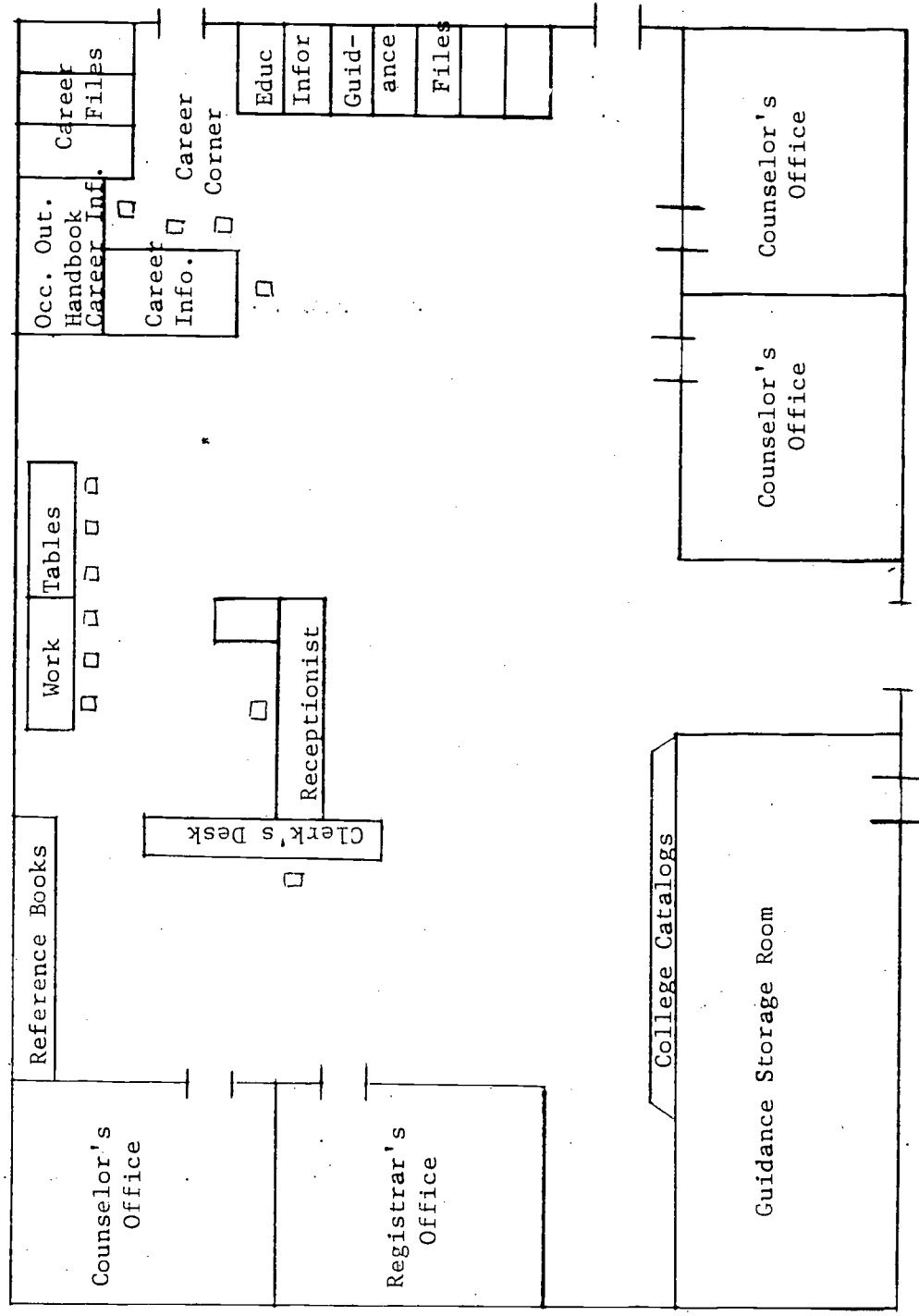
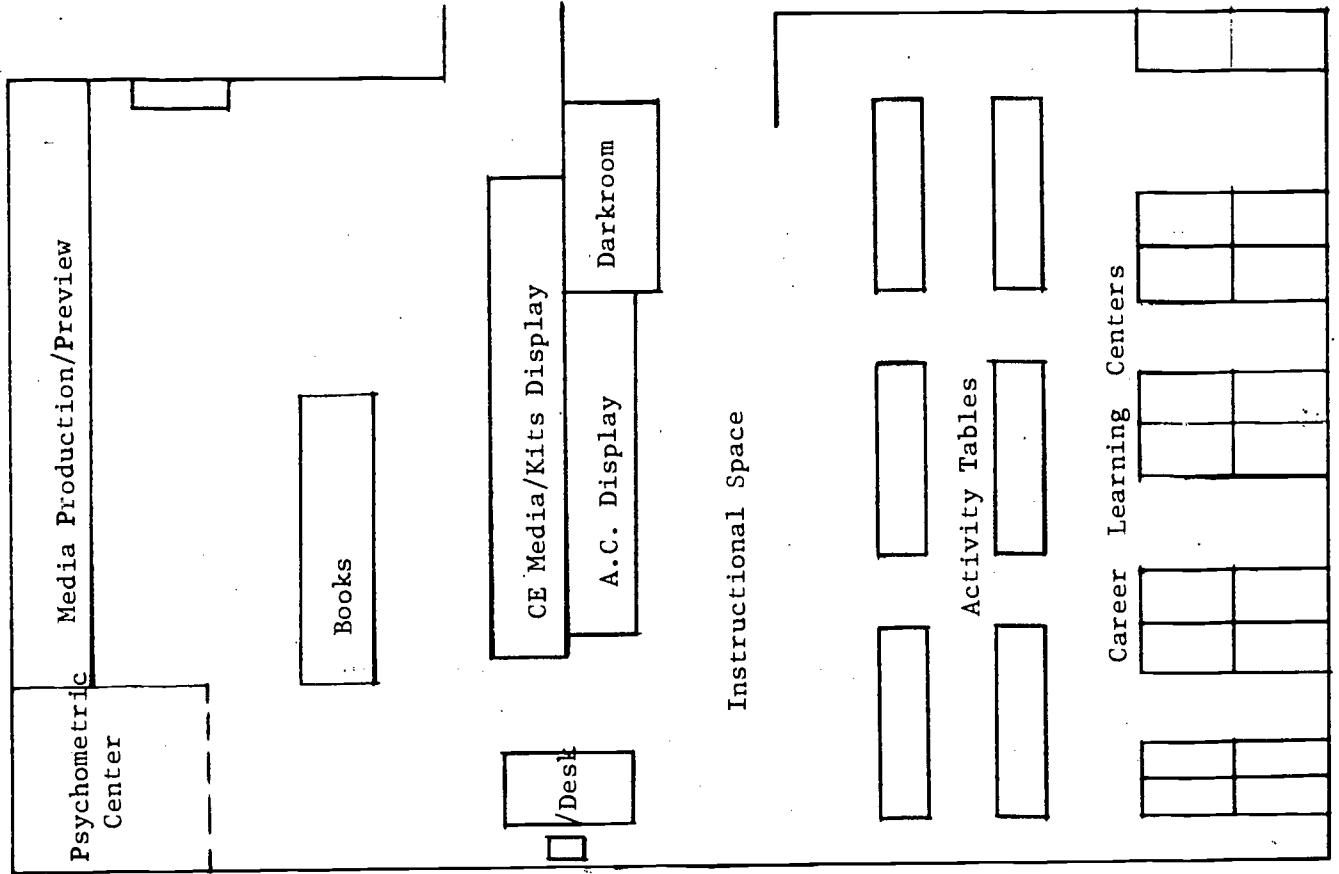


FIGURE 5

CAREER EDUCATION
RESOURCE/ACTIVITY CENTER



Concord Career Education Center
David Morin
Project Director

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COMMUNITY RESOURCES

Who is the Community?

How Can School and Community be Linked?

Who Should be on a Community Advisory Committee?

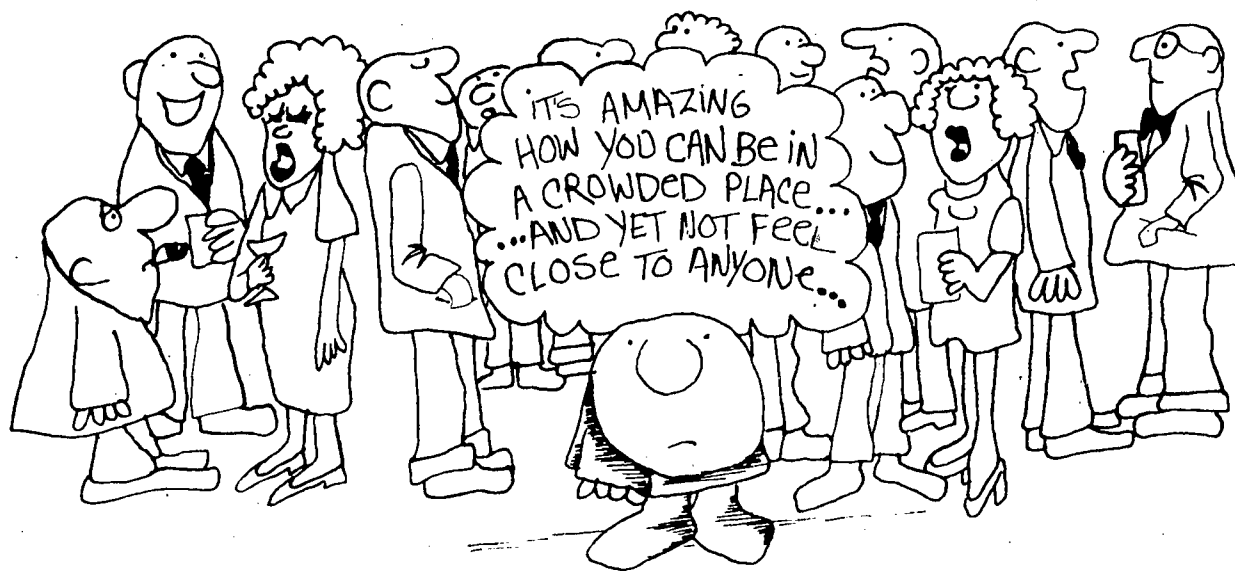
Communications

Activities Involving the Community

Administrative Support

Points to Consider

References



COMMUNITY RESOURCES

As the following quotation suggests, the concept of greater school-community involvement is not new to American public education. "As a necessary part of their regular educational programs, public education institutions should explore and make use of all the resources of the areas in which they live." (The Community School, 1938).

As recently as 1975, President Gerald Ford, when addressing the Ohio State University graduates, called for increased cooperation between education and the business sector. Although it is clear that this trend is widely followed in career guidance activities around the country, and the idea is receiving wide-spread acceptance among educators, its implementation has not progressed to its fullest potential by any means. It is the purpose of this section of the Handbook to offer the educator the ways and means of moving toward full utilization of community resources.

The possible areas of implementation suggested in this section should not be viewed as an end in themselves, but rather as a beginning. The source of stimulation for the creation of ideas that will more exactly meet the needs of a developing comprehensive career guidance program.

WHO IS THE COMMUNITY?

In order to properly utilize these ideas and activities, a sound understanding of what and who makes up a community is needed. According to Gysbers and Moore, 1974, it includes:

- 1) Students
- 2) Parents
- 3) School Staff
- 4) Labor Unions
- 5) Business and Industry
- 6) Civic Organizations

"Effective communication with these six groups will help facilitate program development, installation and maintenance. Communicating with these groups also will allow for a feedback program of both assistance and suggestions for further program development." (Gysbers and Moore, 1974).

HOW CAN SCHOOL AND COMMUNITY BE LINKED?

An important prerequisite for the formation of an advisory committee, is a critical analysis of the persons who constitute the power base in the community.

Before any school activities aimed at working with the community are begun, it is important to form a Community Advisory Committee. It can be the strength or weakness of a school-community program. If set up and maintained properly, it should have little difficulty in developing strong, healthy, school-community ties.

According to Gysbers and Moore (1974), an advisory committee does not determine policy. Its function is to interest and inform the public about career guidance, counseling and placement. There is a need for the occupationalists in the community to answer questions that students, teachers, counselors, and others in education have about specific occupations, particularly as they exist in the community. There also is a need for the active participation of the occupational community with the Community Advisory Committee, to give advice as to the nature of training requirements in the community.

The Community Advisory Committee also may provide extra funds, materials, and speakers to supplement tax-provided resources.

WHO SHOULD BE ON A COMMUNITY ADVISORY COMMITTEE?

This committee should represent a broad spectrum of community interest. (see following list). A typical Community Advisory Committee might include:

- 1) Superintendent or Assistant Superintendent
- 2) Guidance Director
- 3) Vocational Education Director
- 4) Representative from Business
- 5) Representative from Labor
- 6) Representative from Industry
- 7) Representative from Agriculture
- 8) Representative from Future Teachers of America, Chamber of Commerce
- 9) Newspaper Editors
- 10) Representatives from the Student Body
- 11) Representatives from Faculty

Others such as representatives from a local or nearby Department of Employment Security should be included on such a committee.

COMMUNICATIONS

In order to effectively communicate with the community, a wide variety of channels is needed. The following list offers various means for establishing community contact.

Periodicals and Special Publications

- Newsletters of special interest groups
- Daily and weekly newspapers

Radio

- Straight reporting (newsworthy events)
- "Spots" (public service announcements)

Television

- Educational stations (area-wide)
- Commercial stations

Audio-Visual Media

- Tapes, records
- Slides, slide films
- Flip-charts, transparencies

Posters and Signs

- Store window cards
- Bumper stickers
- Bulletin board materials
- Over-street signs
- Restaurant table tents

School Publications

- Annual Reports
- Periodicals
- Campaign literature
- Budget and finance materials
- Articles in technical journals
- Report card "stuffers"
- Reports to parents
- Special purpose pamphlets

Exhibits

- In school
- Out-of-school (libraries, store showrooms, etc.)
- Portable (audio-visual, demonstration models, etc.)
- Local industry displays

Direct Mail

- Information
- Solicitation
- Reminder items

Surveys and Polls

- Community surveys (student-conducted)
- Census data - tabulated and interpreted for school needs

Service and Referral

- Telephone inquiries

Public Forum

- Open house
- Study group
- PTA meetings
- Lecturers
- Discussion panels
- Symposiums
- Committee reports
- Advisory groups
- Parent's night
- Conferences for parents of pre-school children(?)
- Informal parent luncheons and daytime visits
- National Education Week
- Films and drama
- Independent community organizational meetings

Community-School Practice

- Community coordinating councils
- Lyceums
- Concerts

- Adult forums
- Lecturers
- Adult Education Programs

Home-School Visiting

- Home visits
- School visits (parents' night, open house)
- Informal teas
- Conferences of guidance persons with students and parents

The following are six suggestions for dealing successfully with various types of media.

- 1) All releases which are to be mailed and handed to editors should be prepared on a standard news release form.
- 2) News releases are typed, mimeographed or multilithed, and double spaced on 8½ x 11 inch paper. Write simply and clearly, starting with the action part of the news - who is doing what, when, where, and why.
- 3) Don't expect last minute consideration. Send your releases to city editors, radio, and television news desks so they will arrive three days before you want the item to be released.
- 4) Remember pictures. Many stories are enhanced by pictures.
- 5) Feature stories are more effective than hard news stories in explaining more about career education. Develop your ideas for a feature story, using a topic of public interest (how schools prepare students for careers ..., what's new in career education, etc.)
- 6) Send radio and television news desks the same releases you send to newspapers. (Publicity Handbook, National Vocational Guidance Association, 1607 New Hampshire Avenue, NW, Washington, DC 1972-73)
"Better School-Community Relations."

ACTIVITIES INVOLVING THE COMMUNITY

The following list of activities should help the counselor take full advantage of community resources, and to improve community involvement in the school system. These school-community involvement projects can serve to:

- 1) Up-date the counselor's knowledge of local job conditions.
- 2) Establish healthy relationships between counselors and business to aid school placement programs, etc.
- 3) To develop a community resource file.

Activities

What activities can educators plan for students? The following list, by no means, should limit what you, the educator, could do. Let it be a stimulus for the creation of new and perhaps better activities. Use your imagination!

- 1) Community Resources Day(s) or Week

Plan a community resources day(s) or week, when educators, business, industrial, farm and labor leaders from all phases of the local labor market may get together. Through such a meeting, guidance personnel and school administrators could plan a program of panel discussions, tours, talks, etc.

- 2) Community Surveys

"Community surveys involving personal contact with individuals in industry, business, professions, private agencies, and employment offices to provide up-to-date information for the community resource file. This file can be used by educators and community members to identify possible locations for work exploration, on-site visits,

classroom visitors, and job placement. Other useful resources to be placed in the file can be found through the local Chamber of Commerce, civic organizations, personnel associations, businessmen's associations, parents and teachers." (Gysbers and Moore, 1974)

3) Community Resource File

Set up a community resource file for students', teachers' and guidance personnels' use. It could consist of a list of community members who are willing to discuss their particular job field with students. The list should include such useful information as the time of day a speaker is available, as well as denoting where he can be reached.

4) "Youth Vocational Resources Conference"

Organize and conduct a "Youth Vocational Resources Conference." Invite representatives of various businesses, employment agencies, and youth service agencies to an informal discussion with school counselors. Students need not be involved in this activity. Such a meeting should be concerned primarily with helping to supply counselors with local job information about existing community resources and their accessibility. (Unger and Karlin, 1969)

5) Occupational Information Center for Education-Industry

The purpose of this project was to develop an agency to serve seven school systems in and around Atlanta, Georgia. Specifically, the goals of the center were:

- a. To provide for high school counselors and other educators in metropolitan Atlanta, a specific detailed source of up-to-date

information about employment opportunities, and to recommend ways in which students may prepare themselves to take advantage of these opportunities.

- b. To establish and maintain lines of communication between local business firms and school personnel.
- c. To develop projects on which to build and to improve communication.
- d. To update the training of counselors who work with high school students and to keep them informed on employment needs and trends in the metropolitan area.
- e. To assist principals and counselors in the development of career information programs for school assemblies, career days, faculty meetings, and parent meetings.
- f. To develop new ways of presenting career information to students, by such means as films, filmstrips, video-tapes, recordings, and other audio-visual aids. (Johnson, p.41, 1969)

6) Year-Round Career Conferences

Develop a series of career conferences to be scheduled throughout the year.

7) Career Weeks, Day and Clubs

Exemplary Programs:

- a. "Planning the Career Day" - Kentucky State Department of Education
- b. Everett Prep Clubs - Everett, Mass (Hansen, pp 62-63, 1970)

8) Coordinated Job Visitation Experiences

9) Industrial Visits and Tours

Exemplary Programs:

- a. Coordinated Job Visitation Experiences (Hansen, pp 63-66)
- b. Industry Hosts Students - Pittsburgh, Pennsylvania
"The Pittsburgh, Pennsylvania, 'Host a Student' Project . . . acquaints the students with the Chamber of Commerce program of work and business activities. Participating schools send students on a rotating basis, with the Chamber hosts paying student expenses."
- c. "Student Day in Industry" - Minneapolis, Minnesota
Parents ask to offer their employment settings as sponsoring hosts for ninth graders studying a career unit.
- d. "A Day at Work with a Kawanian" - Erie, Pennsylvania
Seniors have a chance to spend a day at work throughout the city.
- e. "Boss for a Day" - Miami, Florida. Any student in need of career guidance concerning work and self-understanding can attend a get-acquainted dinner and spend a day with an employer. Employers introduce students to workers, explain the general operation, acquaint the student with specific departments and encourage him/her to ask questions. In some firms, students are actually assigned work. (Hansen, p 66, 1970)
- f. "Special Interest Explorer Program" - BSA makes contact for high school student with a successful person in the career field of student's choice. (BSA - Boy Scouts of America).

- g. "Student Career Exploration Project" - Minneapolis.

In conjunction with the Minneapolis Rotary Club and Minneapolis Public Schools, a small (3) number of juniors from each high school are selected because of their high degree of interest and motivation in a job field. Arrangements are made for a meeting of students with a Rotarian to visit his place of work, and talk with him (and others) about the occupation and necessary training. The formation of a good relationship is emphasized, should the student benefit from it. (Hansen, pp 63-68, 1970)

10) Conduct Staff Development Sessions

"Conduct staff development session for school counselors and teachers for such purposes as understanding the economics of local industry, child labor regulations, services of the State Employment Service and follow-up activities. (Gysbers and Moore, p 45, 1974)

ADMINISTRATIVE SUPPORT

The importance of administrative support for community relations project cannot be overstated. Without administrative support, community relations will not function.

POINTS TO CONSIDER

1. In order to improve school-community relations, what is needed is not an expansion of the public relations efforts, but the creation of new ways of involving everyone.
2. School-community involvement may result in a business or citizen group assuming some instructional responsibilities in the school.

3. Educators must recognize responsible criticism. They also must preserve programs that are responsive to the community needs, while cooperatively working out definitions, goals, and programs.
4. Schools should publish a list of specific needs and activities with which they believe members of the business community could help.
5. Alternative forms of education should be fostered by the public school system rather than being allowed to flourish outside the public's control.

In conclusion, the community is a vast potential resource, often left untapped. While it is wasteful of much talent and energy not to involve the community in education - especially in guidance and career guidance - caution should be used with such involvement. The role of the community should not become one of creating policy. This should remain the function of educators.

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Local Human Resources

"Shadowing" - Alice Hildreth, Monadnock Regional High School

Richard Greenlaw, Laconia High School



COUNSELING

Guidance counseling can be expected to assume a key role in career education, for guidance is seen as a major factor in unifying all career-related experiences into a meaningful whole. Career development is the product of the individual's internalization of knowledge, skills and experience. Thus, the counselor's role is to make an impact on the process of career development.

Concurrent with career development is career counseling. In talking to the student about her/his future career, the counselor should envince a sincere interest and concern for the student. Since "career" is a broad term, the discussion between the counselor and student may range from educational plans to choice of occupation, life style, marriage plans, and part-time employment. The purpose of career guidance is to develop in the student an accurate self-knowledge and self-understanding. This includes an awareness of his/her present capabilities, interests, and values, plus the realization that these last two characteristics can and often do change.

The content of career guidance consists of facts about the process of career development. The emphasis and specific focus of this approach to career guidance may be made clearer by the following suggestions about the content of career development. This list is in no way considered to be inclusive; instead, it is intended to convey the general tone of a guidance program. Some basic assumptions about career guidance and the role of the counselor are:

- 1) Records should be kept for students, rather than about students.
- 2) Counselors should be aware that career development is fostered by exploratory activities, planned either by the student, the school or both.

- 3) Counselors should be aware of the role that values play in decision making.
- 4) Counselors should be aware of the harmful effects of stereotyping occupational roles.
- 5) Guidance should be concerned more with the process of choosing and less concerned with the specific content of a choice.
- 6) Real decision making experiences must be included as, for example, in the case of curriculum decisions within the schools.
- 7) The school should provide an environment that will allow students to change their minds without serious consequences.
- 8) Accurate information dissemination is a prerequisite to good decision making.
- 9) Guidance should include data that measure the characteristics of the student and predictive information about alternatives.
- 10) Guidance can aid in the development of an accurate self-concept through planned exploratory activities.
- 11) The content of guidance must include the nature of change in occupations.
- 12) Counselors should be able to understand and respect the demands and expectations placed upon students.
- 13) Counselors should express real concern for students.

The counselor's role, then, consists of three broad functions: consulting, counseling, and coordinating. Consulting is the act of developing programs which will have an impact on the total school curriculum and to career development activities. Coordinating refers to the planning, the organizing, and the facilitating of activities that will help students to reach the goals of career development.

There are many strategies that a counselor may employ to maximize the effects of these three functions as they relate to the developmental approach of career guidance. Traditional career guidance, counseling, placement and testing and information data, combined with new and emerging testing processes and materials resources are used in all three categories of guidance functions. The importance of these processes and resources is realized when they are directly related to the student's goals and objectives. The objectives and activities of counseling, consulting, and coordinating will assist counselor educators to wisely and effectively select, use, and evaluate career guidance, counseling, and placement processes and resources.

By definition, a guidance program must have the same objectives as those of the educational system. Educators and school counselors must work cooperatively to meet the career needs of the student. Because the counselor works with others, he needs a special set of skills to be effective. Severinsen (1973), for example, has postulated four general steps to bring about educational change.

- 1) Analyzing the present situation,
- 2) determining the changes that are required,
- 3) making the changes, and
- 4) stabilizing the new situation so it will be maintained.

The counselor will want to observe the factors that promote change and the factors which impede change. In order to achieve any needed changes, administrative support is necessary. An assessment of the current guidance program will reveal what revisions and changes are needed. Special attention should be given to placement, follow-up and evaluation during the assessment of the program.

Curriculum-based functions include working directly with students through class instruction, group encounters, or individual discussion. The guidance staff may work directly with teachers providing resources and consultation.

School counselors and teachers should serve as "advisors", "learner managers", or "development specialists." Personalized continuous contact and involvement with each student is stressed. This may involve cooperative planning with a number of significant individuals.

The counseling staff should be "on-call" so that students seeking information, crisis counseling, and teacher-parent specialist consultations, will receive immediate attention. An adjunct guidance staff composed of peers, paraprofessionals, and a volunteer support staff may be enlisted to aid counselors and teachers in carrying out "on-call" services.

Counseling is considered to be one of the primary functions of the guidance program. Seminars in peer counseling and parent education have been received with an enthusiastic response.

One of the objectives of career education is to get the community more involved and to increase the level of awareness in the schools and society in general. If the school is to play a significant role in the community, the community must be willing to cooperate by making available its facilities and resources to the school. The purpose of a parent educational model in a career guidance program is to solicit parent involvement in the schools in general and in particular, to increase their awareness of career education. These meetings should serve to teach them how they can contribute to their children's awareness and understanding of career planning skills, and to improve communication between parent and student.

Working parents should be encouraged to speak to student groups about their occupations. Parents and adolescents may meet together to discuss how personal values and attitudes determine career/life planning decisions and goals. During these meetings, parents and adolescents will not only increase their knowledge of themselves, but will also enhance their understanding of one another and improve their communication skills. Many of the values clarification and decision making activities in the guidelines may be used as vehicles to facilitate parent-student communication. Many of the concepts outlined in Dr. Thomas Gordon's, Parent Effectiveness Training, prove useful in structuring groups.

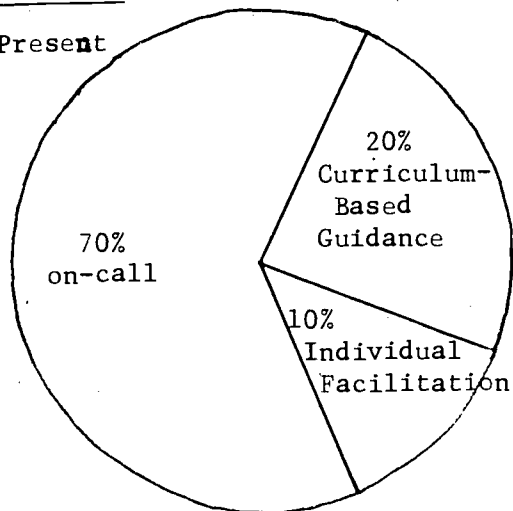
The community is a vast potential resource of talent and energy that can be utilized by involving the parents in education and especially in career guidance. Once a parent education program model has been established, the school will benefit from the feedback and follow-up.

Of the many activities that a counselor performs, two of the most important are establishing of priorities, and budgeting time. The following source suggests how counselors should distribute their time to meet the demands of a comprehensive career guidance program.

Counselor Present and Projected Time Distribution

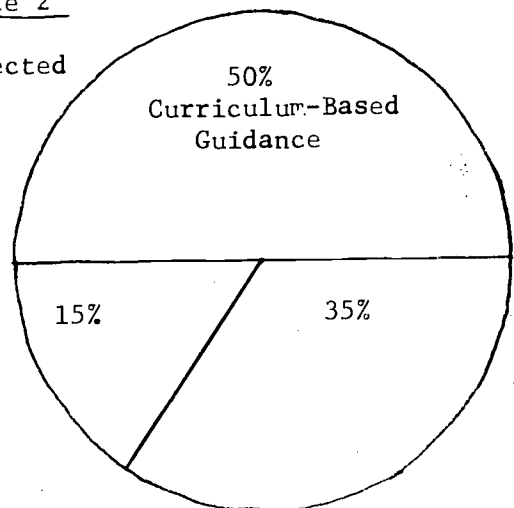
Circle 1

Present



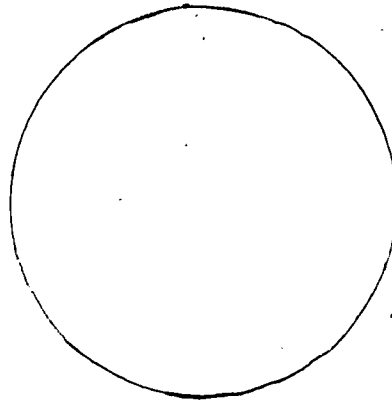
Circle 2

Projected

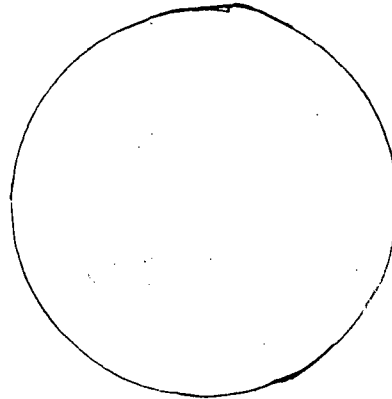


It might be helpful to the counselor if he draws his own diagram, beginning with a present time chart, an intermediate time distribution plan, and a third plan to represent the ideal time commitment to the guidance program.

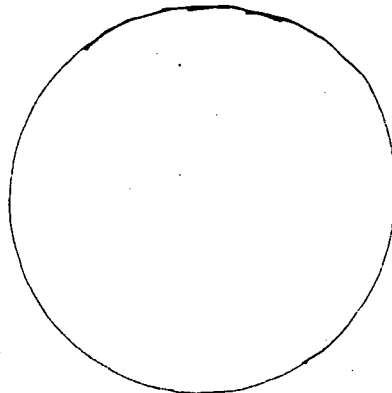
Present Time
Distribution



Intermediate Chart



Ideal Time
Distribution



Counselors serve to promote those conditions which are conducive to the development of a student's career, and to nurture a realistic sense of self which will equip the student to cope with change.

One of the most important functions a counselor performs is that of counseling a student who is having difficulty coping with the demands and expectations thrust upon him by his teachers, parents, and employers. When the counselor feels these demands and expectations are unfair and unrealistic, he has an obligation to the student to meet the demanding individuals in an attempt to reconcile the conflict.

PLACEMENT

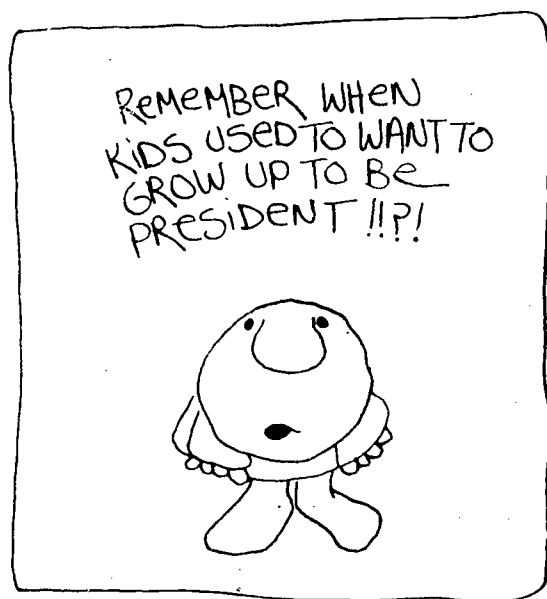
Rationale

Preliminary Considerations

Probable Services of a High School Placement Program

Hypothetical Situations

Materials



RATIONALE

The proof of the educational pudding is in the placing. If the educational process, in which the students have been involved for thirteen years, is doing its job properly, then the end product should be students graduating from high school who are:

- 1) Going to a job they want and are prepared with at least an entry level skill.
- 2) Going on to some kind of further education, possibly a four-year college or technical school, and understand why they are seeking this type of advanced education.
- 3) Getting married, going into the service, traveling, etc., but whatever the case may be, they know why they have made a certain decision and are aware of the consequences of their decision.

A student who knows why she is going to school or a job and knows where she is going, has a much better chance of success than a student who does not. Placement can help in the decision making process while a student is still in school, as well as place her in the spot where she will fit when her public school days are over.

The following information focuses on the services that a placement office can offer and gives some examples of the paper work involved and the types of problems that may be encountered.

PRELIMINARY CONSIDERATIONS

- 1 Placement should be a year-round operation if the lines of communication with employees are to be kept open and adequate student service provided.

- 2) The placement coordinator must become familiar with the needs of business and industry in his area. A general knowledge of local manufacturing processes is beneficial, as well as a knowledge of business problems experienced by the food service industry, the retail industry, and service business.
- 3) The dropout must be afforded placement services, and this is the responsibility of the placement office.
- 4) Parents should be informed in concise terms what specialized cooperative training programs are available, their children's responsibilities, the school's industries, and their own responsibilities in co-op programs.
- 5) The placement coordinator must be free of other school duties (no study hall supervision, etc.)
- 6) Leaving high school and entering the world of work is a crucial step. The way in which this step is taken, thoughtfully or thoughtlessly, with or without proper knowledge, inevitably has a deep and lasting effect on the student's entire life.
- 7) Placement is not enough -- follow-up is necessary to determine what has happened after a student is placed, to measure the value of the student and that of the educational system.
8. Follow-up after placement is a way of keeping the educational system up-to-date.

Basic Steps in Starting a Placement Service

The following list of suggested basic steps and alternatives in setting up a placement service might be helpful.

- 1) There must be an advertised place within the school called a placement office for students to go to when seeking job information.
 - a) This could be part of a guidance suite. The office could be located outside of the school in a district office facility.
 - b) It could be any unused space that is available. (It does not need to be large.)

- 2) Hire a placement coordinator.
 - a) A guidance counselor might serve as a part-time placement coordinator working limited office hours. However, it should be recognized that using counselors as placement people may constitute a conflict of roles. The counselor is supposedly a non-threatening figure to students and therefore should not be playing an evaluative role. Placement involves making judgments about students and giving references to potential employers. This might place the counselor in an evaluative role.
 - b) A teacher could be given two or three periods a day to do placement work.
 - c) There could be a self-placement program taught to students by counselors or teachers in group guidance sessions.

- 3) Advertise to the community the opening of the Placement Office.
 - a) Advertise the opening of the placement office to the students.
 - b) The coordinator may want to personally call on local business people to introduce himself.
 - c) The coordinator may want to write letters to personnel managers and business owners to introduce himself and explain the placement service.

- 4) Some forms should be prepared before the opening of the office, such as:
 - a) Student applications for work.
 - b) Request for help form (to be filled out by prospective employers).
 - c) Calling cards for the placement coordinator.
 - d) Introduction cards for students going out on job interviews.
 - e) Flyers advertising the placement service.
- 5) Post daily outside the office, want ads from the newspaper. Have available in the office, application blanks for Social Security numbers. Have copies of the child labor laws available. The placement coordinator should be thoroughly familiar with these. The coordinator should be familiar with the minimum wage laws which should also be posted outside the office.
6. Post Office hours.

Other steps that may be helpful and can be infused into the above pattern are:

- 1) Form an advisory committee consisting of school administrators and members of business, industry, and service organizations.
- 2) Make an occupational needs assessment of local business and industry and inform students of your findings.
- 3) Develop a follow-up system.
- 4) Develop a placement newsletter to let the student body and the community know students are being hired and where they are being hired.
- 5) Students could be interviewed at the school by an employer if there are several candidates to be interviewed on a given day.

- 6) Career fairs could afford an opportunity for students to talk with potential employers to see examples of the products made and the services performed. Actual interviews could take place at this time also.

PROBABLE SERVICES OF A HIGH SCHOOL PLACEMENT PROGRAM

1. Job Placement
 - a) Entire system
 - b) Vocational (placement only)
- 2) Organizing shadowing program
- 3) Organizing career seminars and career fairs
- 4) Gathering a file of resource people
- 5) Public Relations
- 6) Work-study program
- 7) Assist cooperative coordinator
- 8) Provide additional input to student files for guidance purposes
- 9) Dissemination of information concerning child labor laws, minimum wage laws, and social security
- 10) Dissemination of local job information
- 11) Coordination of special student needs with community resources such as Vocational Rehabilitation

- 12) Job development
- 13) Follow-up studies
- 14) Volunteer work experience

The following are brief descriptions of the services being offered.

Shadowing Program

Shadowing programs offer the student an excellent opportunity to see what a day on the job is like. These experiences prove most beneficial to the student who feels that he might like a particular line of work but is uncertain about it. A day or two - perhaps even longer - spent on the job shadowing a person whose work he is interested in, may help him make up his mind.

The placement office is in a unique position to arrange shadowing experiences because it is always in contact with the business community and knows where to go for various job experiences.

Career Seminars

Career seminars or career fairs could be organized by the placement office. One way to do this is to set aside one room as a resource facility for scheduled speakers, displays, and films. Career fairs may be run on a once-a-year basis for big displays utilizing the school gym, or they may take the form of mini-fairs which would concentrate on the various occupational clusters.

The names of skilled persons within the community should be kept on file so that the placement office gradually gains a list of resource people. When

the services of a resource person are used, the data should be indicated on his/her file card; using this method, one person is not overworked.

Public Relations

The placement coordinator has an excellent opportunity to act as a good public relations person, representing his school in the community.

Many people want to talk about education. Constructive criticism may be related back to the school principal through the placement person who, acting as a coordinator, may in turn explain school procedures to individuals of the community and how teachers and administrators feel. This produces a low-key, personalized public relations effort that may be most beneficial.

Work-Study

Work-study, work experience, and cooperative education are all terms that often mean the same thing, or may not, depending on local usage.

One definition of work-study is a program in which a student is dismissed from school early to work at a job for which he or she receives school credit, pay and job experience.

A second definition of work-study is the one recognized by the State of New Hampshire. It is a state-funded program designed to hire disadvantaged students to work within the school system. There is no school credit given, but students are paid from State funds to work as library aides, secretaries, etc.

Work experience programs are often short-term programs designed to give students some on-the-job experience as part of a decision making process. There is generally no pay involved.

Cooperative Education

Co-op programs give a student the opportunity to apply knowledge gained in the classroom to a real job situation. School credit and pay are given for the work experience. The State of New Hampshire recognizes this situation as a cooperative program.

Assistant to Co-op Coordinator

The placement office may be able to assist teacher co-op coordinators in finding on-the-job training openings for their students. The placement office, through its contacts in the business community, will often receive requests for help that may be filled by contacting the appropriate teacher coordinator.

It may be appropriate to consider using the placement coordinator instead of teacher coordinators in large cities. School systems that have a number of co-op programs probably should send many teacher coordinators out to talk with personnel managers. Employers may feel harassed by this and would appreciate dealing with one contact, the placement coordinator.

Dissemination of Job Information

A bulletin board - perhaps the portable type - should be used to post "Help Wanted" columns culled from daily newspapers, because students generally are not accustomed to reading the classified ads. They do take note of a "job board" however.

Job information may also be gained by the placement office through personal calls, letters, telephone calls, and generally observing what is going on in the community, i.e., construction jobs that might be available in new businesses. Placement personnel should also take note of seasonal employment.

Coordination of Student Needs with Community Resources

Many agencies within the community may provide assistance to students. The school placement office should contact these agencies to learn what programs are being offered to students. A few examples are Vocational Rehabilitation, the Employment Security office, and the Neighborhood Youth Corps. The relationship between the school placement service and the Employment Security Office should be clearly defined at the outset of the placement program, so the services of one will complement the services of others.

Job Development

In some cases, it may be necessary to try to develop jobs where none exist, i.e.:

- 1) Students might be encouraged to start their own businesses.
- 2) Employers might be encouraged to hire students, where they normally have hired other people.
- 3) Sometimes an employer insists on hiring students of higher ability to do jobs that students of lower ability could perform just as well and perhaps better. This requires some gentle persuasion on the part of the placement coordinator.
- 4) Summer labor pools may be formed to find summer employment for students who want to work after school closes.

Job development is a time-consuming activity, but it may be the only means of opening up some job opportunities to youths.

Follow-up

Contact with an employer should be maintained after placement has been made. This provides an opportunity for a counselor to help students who are having trouble adjusting to a job and provides an opportunity to seek the employer's assistance in joint training efforts. Perhaps, and best of all, maintaining contact with employers makes for good public relations and lets the school know just how effective its programs are in training the students to cope with their jobs.

Sometimes a student may lose a job over a misunderstanding between the student and the employer that can be corrected by the placement personnel.

This type of follow-up is of a short-term nature, but a long-term type, that would span over a period of five to ten years following a student's graduation, is also needed. This information will be useful in judging the effectiveness of school programs.

HYPOTHETICAL SITUATIONS

Hypothetical Situation #1

- 1) A bank calls for secretarial help.
- 2) The placement office checks with the co-op coordinator, the head of the business department, or an office practice teacher (whichever applies), to determine if there are any co-op available students who have not yet been placed.
- 3) If a co-op student is available they may be sent to the bank for an interview.

- 4) If all co-op students have been placed, the placement office should search through its own files seeking applicants who have indicated an interest in secretarial work and have some training.
- 5) Six or seven possibilities may be found in the search of the files. These applicants may then be interviewed by the placement office.
- 6) If no applicant is found in the files, post the job request on the help wanted board.
- 7) While conducting interviews, it is noted that one student who seems well qualified (trained) doesn't seem to possess, in the opinion of the interviewer, good habits of personal hygiene. The guidance counselor will be notified that in the opinion of the interviewer this situation could hinder the student's chances of being hired. The student should be made aware of this. This particular function may be handled by the guidance staff, a teacher, or by the placement office.
- 8) The number of applicants may have been narrowed down to just two or three. They will receive cards of introduction to the potential employer and be sent for interviews.
- 9) The student hired for the job should notify the placement office so that his name may be removed from the "applicants" file to the "students placed" file.

Hypothetical Situation #2

- 1) A student with special financial needs and poor job prospects due to past poor record seeks help.
- 2) The placement office may treat this request like any other (basically a matching procedure) matching this student's request for work with business requests for help; or

- 3) The placement office may actively seek an employer for this individual. It should be recognized that when this is done, the placement office is laying its reputation on the line in promoting any one individual whose chances for success are marginal.
- 4) If the placement office makes a special case of finding employment for this individual, then it may also want to point out, to any potential employer, all of the problems the student may have. A lack of skill may be the only problem and if so, this may prove to be no problem at all. However, drugs, alcohol, unreliability, etc., may be problems that the employer should be aware of before taking a chance in helping the student.
- 5) In this case, the placement office would seem to be involved in social work and it should be decided before the opening of the office how situations of this type are to be handled. It may be decided that this is where the greatest need lies, and therefore, most of the office's time will be devoted to this area.

Hypothetical Situation #3

- 1) It may be found that most applications are the type who have no skills to offer and who have had trouble finding work or holding a job.
- 2) Group guidance sessions could be arranged to deal with the subject of job hunting and holding, in which attitude, appearance, reliability, what the employer expects, how to fill out application blanks, and how to approach the interview might be topics of discussion.

- 3) The placement office should indicate to the employer a willingness to work together in trying to help an individual student to adjust and a mutual recognition of the student's problems before beginning should be helpful.
- 4) It may help to point out that aiding students to adjust to jobs may make them responsible tax-paying citizens of the future instead of a burden on society.

MATERIALS

A number of school systems here in New Hampshire and around the country have developed extensive handbooks on the design and delivery of placement services. Some of these are listed below for your future reference.

- New Hampshire Guidelines - Appendix A
Sample forms for placement related activities.
- Akron - Summit County Placement Department
Akron and Summit County Public Schools, Akron, Ohio 44308
Complete forms and procedures for a placement program.
- National Vocational Guidance Association
Booklets on job seeking skills. Can be obtained from APGA
Office, 1607 New Hampshire Avenue, Washington, DC 20007.

FOLLOW-UP

It's Time for a Change!

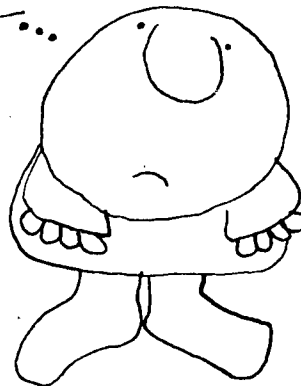
General Instructions on Surveys

Instructions for Conducting a Telephone Survey

Instructions for Conducting a Mail Survey

Sample Survey Instruments

IN THE GAME OF LIFE...
IT'S NOT WHETHER
YOU WIN OR LOSE
THAT'S IMPORTANT...
IN THE LONG RUN IT'S
WHETHER YOU MANAGE
TO SURVIVE...



As educational programs become more sophisticated in their design and implementation, educators become concerned about their ability to demonstrate the program's effectiveness. In traditionally academic areas, both the locally developed and nationally standardized measures are used to determine what the students are learning. In vocational programs, performance criteria measures how well the student has learned the occupational skills he will need to possess if he is to be successful at his occupation. Comprehensive career guidance programs must have objectives based upon needs assessment activities. While some progress toward these objectives can be assessed when the student is in school, the evaluation of the program's impact after a student leaves school is becoming increasingly important. Educators are trying to measure the "carry over" of the school experience and relate it to the challenges the graduate faces in the real world.

For a number of years, New Hampshire's high schools have been conducting follow-up studies of their graduates. These surveys have been primarily concerned with the assessment of the graduates' personal and career situations to determine how they have benefitted from the various academic or career guidance programs they had in school. Particularly close attention has been given to the graduates of vocational education programs to evaluate the effectiveness of their high school training.

A close examination of the follow-up questionnaires currently in use throughout the state and the nation quickly reveals a conspicuous lack of career guidance related questions.

IT'S TIME FOR A CHANGE!

The purpose of this section is to provide you with the basic knowledge and skills necessary to conduct a follow-up survey of graduates. Graduates are an excellent source of information on the effectiveness of career guidance programs. This feedback can provide useful information for program managers as they consider the effectiveness and modification of the program.

Below are general instructions for conducting a follow-up survey and specific instructions for conducting a telephone or mail survey.

GENERAL INSTRUCTIONS ON SURVEYS

These instructions cover an adequate easily administered student follow-up survey. More in-depth sophisticated surveys are possible if time and resources permit. If a more elaborate survey is desired, books and consultants are available on the subject. Advice and assistance are obtainable from the Research Coordinating Unit, State Department of Education, 105 Loudon Road, Concord, New Hampshire.

In conducting a follow-up survey by telephone or mail, general steps should be followed.

STEP 1: Outline Survey Objectives

Outline the objectives of the follow-up survey. Decide what types of information are required and what they will be used for. If in doubt about the need for a certain piece of information, leave it out. There is a tendency for surveys to become too long. The objectives used in constructing the sample telephone and mail surveys are listed in the specific instructions.

STEP 2: Identify Groups to be Surveyed

Decide who is to be surveyed. The surveys included here assume that a general follow-up of high school graduates is desired, but surveys can also be conducted of sub-groups such as women, vocational students, academic graduates, or dropouts.

Once the general group has been identified, then it must be decided what parts of that group will be surveyed. For example, it may not be practical to survey all past graduates. If there is a vast number of graduates, a random sample may be used.

STEP 3: Decide Survey Method

Next, determine the survey method to be used. Each method has its advantages and disadvantages. It is generally easier to ask for more information in a mail survey than a telephone survey. A mail survey generally takes longer, but is more effective in reaching the greatest number of people. A telephone survey is more useful in conducting a follow-up survey. However, it requires a larger staff and a goodly number of telephones. Determining which of the two methods is the more costly is difficult, as the cost of postage and toll calls is expensive.

STEP 4: Construct Questionnaire

Construct the survey questionnaire and related documents, both of which are described as part of the attached instructions. Each sample format was kept brief and was designed to solicit the most commonly desired information. Also included are some questions that could be included on the survey instrument, providing the graduates do not mind responding to them.

Both samples have been designed with few open-ended questions (requiring essay-type answers) so the majority of data can be computerized. The instructions on computerization are not included here because the types of systems to which local centers have access vary widely. Information about computer processing is available through the RCU in Concord. Contact the RCU before the questionnaire is used.

STEP 5: Pilot Test Questionnaire

First, test the proposed questionnaire on current students. The results should give a clear indication of the questionnaire's ability to elicit the desired answers from graduate students.

STEP 6: Conduct the Surveys

STEP 7: Analyze Results

Interpret and then summarize the data. As was mentioned, the tabulation process can be easily computerized. If this is not practical because a small number was surveyed, the data could easily be tabulated by hand, perhaps using students to assist. Using a clean copy of the survey questionnaire will help in tabulating the returns and should also be useful to display the data. Responses to any open-ended questions should be collected and typed on the attached sheets. The data also might be expressed by such graphic techniques as bar charts, graphs, or tables.

How the data is interpreted depends on the objectives of the survey. But a report should be written which summarizes the data, discusses the conclusions, and presents recommendations for future actions.

INSTRUCTIONS FOR CONDUCTING A TELEPHONE SURVEY

Once the objectives for a telephone survey have been outlined, the sample selected, and the names and present addresses and telephone numbers of graduates listed, then the following procedures should be taken. Attached is a copy of a sample telephone survey form. This form was designed to elicit the following information:

- Name, phone number, address
 - High school program of study
 - Present employment status
 - Did high school training help in getting the job?
 - General comments on the effectiveness of the career guidance program.
- Both can be answered prior to contact
- If unemployed, give reason(s)

In addition to the above, some of the following questions may be added to the survey instrument if it is desired. It must be understood that graduates might be reluctant to answer some of the questions which, to them, are of a personal nature:

- Job title
- Place of employment and type of business
- Age
- Salary (may be asked in ranges, for example, \$2,500 - \$5,000, \$5,000 - \$7,000 etc.)
- Is the graduate continuing his education, and if so, what courses is he taking?

STEP 1:

Call each name of the list. If contact with the graduate is made, proceed with the following steps. If contact with the graduate is not made, ask whoever answers when might be a good time to call back. Indicate the call-back

time and date on the list. If the graduate no longer lives at the recorded address, try to find out from the family how to reach him. Contact the telephone operator if this has failed. If there seems to be no way of contacting the person, indicate it on the list. By the end of the survey, each name should have "contacted" or "cannot be located" next to it. If contact is made, but the graduate declines to participate - which is unlikely - indicate this fact on the list also.

STEP 2:

The caller should introduce himself and say where he is calling from, describe the survey and the reasons for it and ask for the graduate's help. Attached is a sample introduction which may serve as a guideline. Assure the graduate that his answers will be kept strictly confidential.

STEP 3:

Once the graduate has agreed to participate, the caller may proceed to ask the questions, using a separate survey sheet for each graduate. The caller should ask the questions slowly and distinctly, and should show no reaction whatsoever to any answer. It is permissible to ask for clarification of an answer given to an open-ended question; but this should be done in a way that would not indicate approval or disapproval of the answer.

STEP 4:

Confirm the current address and telephone number, thank the graduate for his/her time, and ring-off.

STEP 5:

Summarize and analyze the data.

Sample Introduction to Telephone Survey Conversation

Below is a simulated conversation of a survey call. This should serve as an example, but should not be read to the graduate. Rather, the caller should act in a manner that is both natural and comfortable to him.

"Good evening, Mr. Jones. My name is Bill Brown and I am calling from ABC High School. We, in the Guidance Department, are searching for ways in which to make our guidance programs better serve the students' needs. We feel one of the best ways to do this is by contacting graduates like yourself, to find out how good a job you think we did in preparing you for the world .

We would be grateful if you would help us by answering a few questions. I assure you that all your answers will be strictly confidential. If it is convenient, may I please take just a few minutes of your time to ask you some questions?

SAMPLE QUESTIONNAIRE

ABC HIGH SCHOOL TELEPHONE SURVEY OF GRADUATES

Name _____

Phone _____

Address _____

Year Graduated _____

Male _____ Female _____

1. From what program did you graduate?

_____ College Oriented

_____ General Studies

_____ Other _____

_____ Vocational

2. Are you presently employed?

_____ Yes

_____ No

_____ Part-Time

_____ Full-Time

3. If employed, did you have vocational training in your employment area?

_____ Yes

_____ No

_____ Partially

4. If not employed, what is the reason?

_____ In Military Service

_____ Household/Family Responsibilities

_____ Continuing School Full-Time

_____ Travel or Other Self-Directed Activities

_____ 4-Year College

_____ Ill Health

_____ Vocational School

_____ Other _____

_____ Unable to Find a Job

5. In which ways did you use the Guidance Department? (Check all appropriate answers)

_____ Personal Counseling

_____ Academic Advising

_____ Interest Testing

_____ Financial Aid

_____ Job Placement

_____ College Application Procedures

_____ Career Information

_____ Military Information

_____ Other _____

6. Which service was most helpful? _____

7. Which service was least helpful? _____

8. What additional services would you like to see the guidance program offer?

INSTRUCTIONS FOR CONDUCTING A MAIL SURVEY

Once the objectives of the survey have been outlined, the sample selected, and names and present addresses of the graduates to be surveyed are listed, follow the instructions set forth below.

Attached is a copy of a sample mail survey. This sample was designed to elicit the following information:

- Name, address and phone number
- Present job description
- Reason, if unemployed
- Whether job is related to high school training, if not, why not?
- Whether continuing studies - what kind
- Pay scale and job title
- Comment on the career guidance program

Some of the following may be added to the survey instrument:

- Place of employment, kind of employer
- Age
- Salary (may be asked in ranges, multiple choice)
- Marital status
- Promotions received

STEP 1:

It is probably a good idea, if time and resources permit, to let each graduate surveyed know the survey is being sent. This may be done by telephone or postcard.

STEP 2:

Mail the survey and cover letter to each graduate. A sample cover letter is attached. The cover letter also should preferably be on official letter head and signed by someone the graduates are likely to know. It should include the reasons for the survey, the necessity of the graduate's help and assure confidentiality of the respondent's answers. Also mention the date the questionnaires should be returned. A week following receipt of the form should be sufficient to answer all the questions. It is also a good idea to enclose a stamped (or "no postage necessary") self-addressed envelope.

STEP 3:

Upon receipt of the questionnaires, check off the names of the respondents. After waiting about 7-10 days, send a reminder card to those who have not replied. (see attached sample). A second cover letter may be sent a week or two after the postcard and should include another envelope and survey instrument. A sample letter is attached. If there is still no response, the postcard/letter procedure may be used once more or follow-up telephone calls may be made.

STEP 4:

Summarize and analyze the data.

SAMPLE COVER LETTER FOR MAIL SURVEY

(Official Letterhead)

Date

Dear Graduate:

ABC High School is constantly seeking ways to strengthen its career guidance. One very good way to do this is to find out how the graduates of the school feel about their education and how successful the guidance program was in helping them select their post high school experience.

This is why we are writing to you and your fellow graduates of the Class of 1972. We are asking for your help in making the career guidance program at ABC even better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by February 12.

Please be assured that all replies will be held strictly confidential, and no information will show where it came from, other than to say "from the class of '72." We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call Mr. Smith at the high school, 345-6789.

Sincerely,

ABC High School

George Baker, Coordinator
Career Guidance Director

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SAMPLE SECOND FOLLOW-UP LETTER FOR MAIL SURVEY

(Official Letterhead)

Date

Dear Graduate:

Recently we sent you a career guidance questionnaire asking you to complete it and return it to ABC High School by February 12.

It is vital that we receive your form so that our information on how the Class of '72 feels about their career guidance experiences will be complete. Perhaps you have misplaced the original questionnaire; if so, enclosed is another copy along with a stamped, self-addressed envelope.

Won't you complete the form and return it to ABC High as soon as possible? Thank you.

Sincerely,

ABC High School

George Baker, Coordinator
Career Guidance Director

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OCCUPATIONAL FOLLOW-UP

Do Not Write In This Space

I. ABOUT YOU: Present Age - [] Years		Sex - <input type="checkbox"/> Female <input type="checkbox"/> Male		Marital Status - <input type="checkbox"/> Married <input type="checkbox"/> Unmarried	
II. ABOUT YOUR HIGH SCHOOL EDUCATION: Year you left High School 19____			Status: <input type="checkbox"/> Graduated <input type="checkbox"/> Left before Graduation <input type="checkbox"/> Earned diploma after leaving		
Type of High School program - <input type="checkbox"/> College Preparatory <input type="checkbox"/> General Studies <input type="checkbox"/> Vocational Studies		Area of Vocational Study - <input type="checkbox"/> Agriculture <input type="checkbox"/> Health <input type="checkbox"/> Trades & Industry <input type="checkbox"/> Business/Office <input type="checkbox"/> Industrial Arts <input type="checkbox"/> None <input type="checkbox"/> Distributive Education <input type="checkbox"/> Occupational Home Economics <input type="checkbox"/> Other _____ Specify			
Did you have a job while in High School - <input type="checkbox"/> No <input type="checkbox"/> Yes			Were you in a Co-op Program - <input type="checkbox"/> No <input type="checkbox"/> Yes		
III. AFTER HIGH SCHOOL: Did you attend school after High School - <input type="checkbox"/> No <input type="checkbox"/> Yes		Type of schooling - <input type="checkbox"/> Full time College <input type="checkbox"/> On the job training <input type="checkbox"/> Adult or apprentice <input type="checkbox"/> Part time College <input type="checkbox"/> Military School <input type="checkbox"/> Home Study courses		Did you complete this schooling <input type="checkbox"/> Yes	
IV. ABOUT YOUR FIRST FULL TIME JOB: How long after High School did you start - <input type="checkbox"/> Immediately <input type="checkbox"/> 10-12 Months <input type="checkbox"/> 1-3 Months <input type="checkbox"/> 1-2 Years <input type="checkbox"/> 4-6 Months <input type="checkbox"/> Still not working <input type="checkbox"/> 7-9 Months <input type="checkbox"/> Married and never employed <input type="checkbox"/> Other _____ Specify			How did you find the job - <input type="checkbox"/> Stayed on job I had in school <input type="checkbox"/> Thru friends <input type="checkbox"/> High School teacher or guidance office <input type="checkbox"/> Thru parents <input type="checkbox"/> School Co-op or Placement Office <input type="checkbox"/> Newspaper ads <input type="checkbox"/> Employment Office <input type="checkbox"/> On my own <input type="checkbox"/> Started my own business <input type="checkbox"/> Other _____ Specify		
In relation to <u>WHERE YOU LIVED WHILE IN HIGH SCHOOL</u> this job - was located - <input type="checkbox"/> In same town <input type="checkbox"/> Out of state <input type="checkbox"/> Out of town in state <input type="checkbox"/> Out of country			required a relocation of - <input type="checkbox"/> None <input type="checkbox"/> 51-100 miles <input type="checkbox"/> Over 200 miles <input type="checkbox"/> 1-50 miles <input type="checkbox"/> 101-200 miles		
Relation of the job to your High School Education - <input type="checkbox"/> Closely related <input type="checkbox"/> Slightly related <input type="checkbox"/> Fairly related <input type="checkbox"/> Not related		How well did High School prepare you for your first job - <input type="checkbox"/> Excellent preparation <input type="checkbox"/> Fair preparation <input type="checkbox"/> Good preparation <input type="checkbox"/> Poor preparation			
Job satisfaction - <input type="checkbox"/> Very satisfying <input type="checkbox"/> Satisfying <input type="checkbox"/> Not satisfying		Pay Scale - <input type="checkbox"/> Under \$50/week <input type="checkbox"/> \$51-100/week <input type="checkbox"/> \$101-150/week <input type="checkbox"/> Over \$150/week		Reason for leaving first job - <input type="checkbox"/> Still on the job <input type="checkbox"/> More challenge <input type="checkbox"/> Laid off <input type="checkbox"/> Entered military <input type="checkbox"/> Promoted <input type="checkbox"/> Entered school <input type="checkbox"/> More money <input type="checkbox"/> Marriage or pregnancy <input type="checkbox"/> Other _____ Specify	

Continued on other side

V. ABOUT YOUR PRESENT FULL TIME JOB:

What is your current status -

<input type="checkbox"/> Employed	<input type="checkbox"/> Unemployed Looking	<input type="checkbox"/> Unemployed Not looking	<input type="checkbox"/> Self Employed	<input type="checkbox"/> Other _____ Specify
-----------------------------------	---	---	--	---

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL this job -

is located -	required a relocation of -
<input type="checkbox"/> In same town	<input type="checkbox"/> None
<input type="checkbox"/> Out of town in state	<input type="checkbox"/> 51-100 miles
<input type="checkbox"/> Out of state	<input type="checkbox"/> 1-50 miles
<input type="checkbox"/> Out of country	<input type="checkbox"/> 101-200 miles
	<input type="checkbox"/> Over 200 miles

Relation of the job to your High School education -	How well did High School prepare you for this job -
<input type="checkbox"/> Closely related	<input type="checkbox"/> Excellent preparation
<input type="checkbox"/> Slightly related	<input type="checkbox"/> Fair preparation
<input type="checkbox"/> Fairly related	<input type="checkbox"/> Good preparation
<input type="checkbox"/> Not related	<input type="checkbox"/> Poor preparation

Job satisfaction -	Pay Scale	Do you think you will leave this job within 1 year from now -
<input type="checkbox"/> Very satisfying	<input type="checkbox"/> Under \$50/week	<input type="checkbox"/> No
<input type="checkbox"/> Satisfying	<input type="checkbox"/> \$51-100/week	<input type="checkbox"/> Yes
<input type="checkbox"/> Not satisfying	<input type="checkbox"/> \$101-150/week	<input type="checkbox"/> Undecided
	<input type="checkbox"/> Over \$150/week	

VI. FULL TIME EMPLOYMENT HISTORY:

How many full time jobs have you had since High School - []	How many of these jobs were related to your High School education - []
--	---

List all full time jobs since High School -

(If you have had more than six (6) jobs, list the first three and the last three)

- List First Job First and Proceed to the Current or Last Job -

Approximate Number of Months on Job	Job Title

Thank You for Your Time and Cooperation in this Survey

Guidance Program Questions

- 1) In which ways did you use the Guidance Department? (Check all appropriate answers)

<input type="checkbox"/> Personal counseling	<input type="checkbox"/> Academic advising
<input type="checkbox"/> Testing	<input type="checkbox"/> Financial aids information
<input type="checkbox"/> Job placement	<input type="checkbox"/> College application procedures
<input type="checkbox"/> Career information	<input type="checkbox"/> Military information
<input type="checkbox"/> Work experience programs	<input type="checkbox"/> Other _____

- 2) Which service was most useful? _____

- 3) Which service was least helpful? _____

- 4) Who has influenced you most in your post high school plans?

<input type="checkbox"/> Parents	<input type="checkbox"/> Friends
<input type="checkbox"/> Teachers	<input type="checkbox"/> Religious contacts
<input type="checkbox"/> Counselors	<input type="checkbox"/> Other _____

- 5) What type of encouragement for post high school education have you received?

Encourage college only

Encouraged college or technical or trade school

No encouragement noticed

- 6) Who was the most helpful to you in making your present career decisions? Indicate the order of importance by numbering 1, 2, etc.

<input type="checkbox"/> Teacher	<input type="checkbox"/> Yourself
<input type="checkbox"/> Counselor	<input type="checkbox"/> Religious contacts
<input type="checkbox"/> Parent	<input type="checkbox"/> Job contacts
<input type="checkbox"/> Friend	<input type="checkbox"/> No one

- 7) Who was the most helpful in exposing you to the ideas of work and different occupations? Indicate the order of importance by numbering 1, 2, etc.

<input type="checkbox"/> Teacher	<input type="checkbox"/> Yourself
<input type="checkbox"/> Counselor	<input type="checkbox"/> Religious contacts
<input type="checkbox"/> Parent	<input type="checkbox"/> Job contacts
<input type="checkbox"/> Friend	<input type="checkbox"/> No one

Please complete the following questionnaire by checking or completing those spaces that apply to you. Then, please return it to: Mr. Richard Cardner, Salem High School Guidance Department, Geremonty Drive, Salem, NH 03079

QUESTIONNAIRE FOR EARLY LEAVERS

1. How old are you? _____
2. Male _____ Female _____
3. What was the year you left school? (eg 1972, 1964 etc.) _____
4. What were your reasons for leaving school early? (Check one or more)

<ul style="list-style-type: none"> a. _____ To work b. _____ To support a car c. _____ Needed at home d. _____ Marriage e. _____ To travel f. _____ Military g. _____ Financial reasons 	<ul style="list-style-type: none"> h. _____ To leave home i. _____ Medical reasons j. _____ Transportation problem to school k. _____ Not interested in school l. _____ Discipline m. _____ Friends had left, I was pretty much alone n. _____ Other: What? _____
--	--
5. Did leaving school solve some of your problems? _____ Yes _____ No
If yes, which ones?

<ul style="list-style-type: none"> a. _____ Have job: supporting myself, not dependent on others b. _____ Have job: working, not a student, feel better c. _____ Have job: proud of my work d. _____ Have job: supporting others e. _____ Have job: have a car now f. _____ Able to travel g. _____ Doing what I want, not cooped up in school h. _____ Married 	<ul style="list-style-type: none"> i. _____ Have time for child j. _____ Joined military k. _____ Medical situation easier l. _____ Able to help parents m. _____ I feel better about myself n. _____ I found a place of my own to live in o. _____ People respect me more p. _____ Other: What? _____
---	--
6. What problems did you face after you had left school? (Check one or more)

<ul style="list-style-type: none"> a. _____ Unemployed b. _____ Trouble at work c. _____ Medical d. _____ Lack of interest - bored e. _____ Problems with marriage f. _____ Getting money enough to move to another city g. _____ Child rearing 	<ul style="list-style-type: none"> h. _____ Pregnancy i. _____ Money in general j. _____ Child Support k. _____ Living at home l. _____ Helping parents m. _____ Welfare agency hassles n. _____ Other: What? _____
--	--
7. How have you tried to handle the problem since leaving school? (Check one or more)

<ul style="list-style-type: none"> a. _____ Talk it over with the people involved b. _____ Seek advice or help from friends c. _____ Seek advice or help from an agency, church, school d. _____ Acquire a skill - what skill _____ e. _____ Learn more basic subjects. What subjects? _____ 	<ul style="list-style-type: none"> f. _____ At work get my work changed g. _____ Leave the situation h. _____ Going back to school i. _____ Nothing j. _____ Other: What? _____
---	--

8. Check what Salem High School could do to make it easier for people who will be leaving early to handle the problems you have faced after you left.

	Very Important to me	Important to me	Not Important to me
a. Stress practical reading _____	_____	_____	_____
b. Stress practical math _____	_____	_____	_____
c. Stress filing _____	_____	_____	_____
d. Stress typing _____	_____	_____	_____
e. Teach selling _____	_____	_____	_____
f. Teach shop skills _____	_____	_____	_____
g. Teach simple car repair skills _____	_____	_____	_____
h. Teach how to get a job _____	_____	_____	_____
i. Teach how to get along with employer, employees _____	_____	_____	_____
j. Teach how unemployment, welfare, other agencies work _____	_____	_____	_____
k. Advice on marriage, family relationships _____	_____	_____	_____
l. Advice on childraising _____	_____	_____	_____
m. Advice on personal budgeting _____	_____	_____	_____
n. Advice on dealing with landlords _____	_____	_____	_____
o. Advice on typical jobs for early leavers _____	_____	_____	_____
p. Advice on further job training _____	_____	_____	_____
q. Organize a discussion group of people of similar goals and problems _____	_____	_____	_____
r. Individual counseling _____	_____	_____	_____
s. Other _____	_____	_____	_____

9. What did you do when you left school? (Check one or more)
- | | |
|---|--|
| a. <input type="checkbox"/> Began working | d. <input type="checkbox"/> Marriage |
| b. <input type="checkbox"/> Travel | e. <input type="checkbox"/> Unemployed |
| c. <input type="checkbox"/> Military | f. <input type="checkbox"/> Other: What? _____ |
10. After you left school, where did you live?
- | | |
|---|--|
| a. <input type="checkbox"/> With parent or guardian | d. <input type="checkbox"/> With husband |
| b. <input type="checkbox"/> Alone | e. <input type="checkbox"/> With wife |
| c. <input type="checkbox"/> Friends | f. <input type="checkbox"/> Relatives |
11. Are you now enrolled in:
- | | |
|--|---|
| a. <input type="checkbox"/> A high school course | d. <input type="checkbox"/> High school equivalency program |
| b. <input type="checkbox"/> Correspondence School | e. <input type="checkbox"/> Other (What?) _____ |
| c. <input type="checkbox"/> Company training program | f. <input type="checkbox"/> None |
12. Did you ever take a program listed in 11? Yes No
13. Did you ever complete any program listed in 11? Yes No
Which one _____?
14. Now I would be much better off if I: (Check one or more)
- | |
|---|
| a. <input type="checkbox"/> Had more money |
| b. <input type="checkbox"/> Didn't have to live at home |
| c. <input type="checkbox"/> Knew how to get things done through agencies like welfare, unemployment, churches, etc. |
15. Now I would be much better off if I knew about: (Check one or more)
- | | |
|---|--|
| a. <input type="checkbox"/> Personal budgeting/living inexpensively | f. <input type="checkbox"/> Company personnel practices |
| b. <input type="checkbox"/> Family relations | g. <input type="checkbox"/> Getting a job |
| c. <input type="checkbox"/> Childrearing | h. <input type="checkbox"/> Dealing with landlord |
| d. <input type="checkbox"/> Marriage | i. <input type="checkbox"/> Dealing with employer |
| e. <input type="checkbox"/> Welfare/unemployment | j. <input type="checkbox"/> Dealing with other employees |
16. Now I would be much better off if I had better job skills like:
(Check one or more)
- | | |
|-------------------------------------|--|
| a. <input type="checkbox"/> Reading | d. <input type="checkbox"/> Selling |
| b. <input type="checkbox"/> Typing | e. <input type="checkbox"/> Crafts/industrial tools and skills |
| c. <input type="checkbox"/> Filing | f. <input type="checkbox"/> Simple car repair |
17. I would be much better off if I had: (Check one or more)
- | |
|---|
| a. <input type="checkbox"/> Friends in the same boat to talk to |
| b. <input type="checkbox"/> Advisors |
| c. <input type="checkbox"/> Other _____ |
18. Now I would be much better off if others were more aware of:
(Check or more)
- | |
|--|
| a. <input type="checkbox"/> My abilities |
| b. <input type="checkbox"/> My feelings |
| c. <input type="checkbox"/> My goals |
19. What did you like best about your life after you left school?
- | | |
|---|--|
| a. <input type="checkbox"/> Independent - come and go as I please | e. <input type="checkbox"/> Proud of my working skill |
| b. <input type="checkbox"/> Earning my own money | f. <input type="checkbox"/> Had my own standing in the community |
| c. <input type="checkbox"/> Working, not studying | g. <input type="checkbox"/> Lived in my own place |
| d. <input type="checkbox"/> Felt needed by my family | Other: _____ |
20. As you look back on your leaving high school, would you still make the same decision? Why?

EVALUATION OF CAREER GUIDANCE PROGRAMS

Evaluation

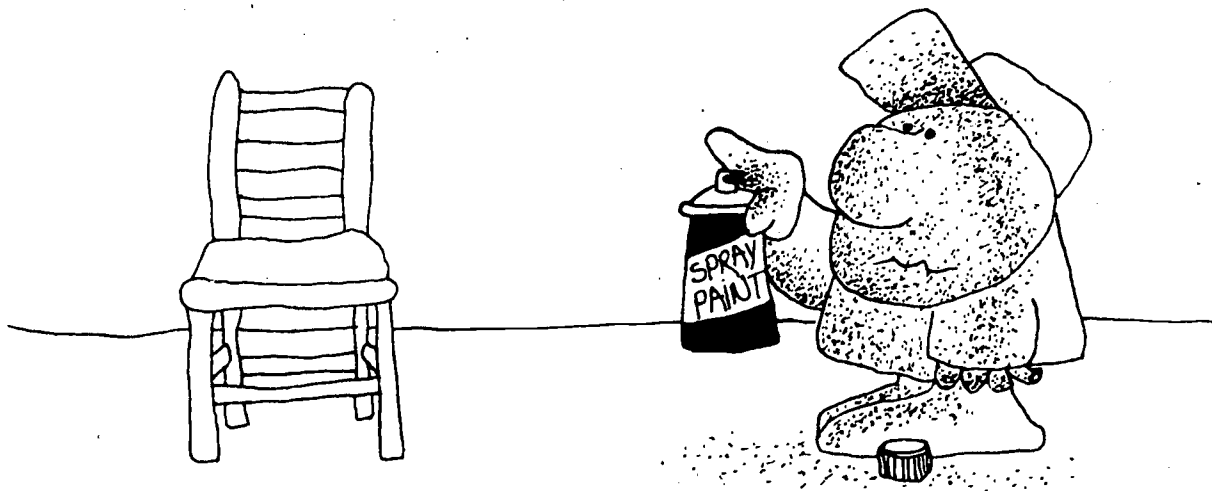
Input Objectives

Process Objectives

Product/Outcome Objectives

Evaluation Matrix

Evaluation Input



Illustrations from

"It's a Ziggy World"

by Tom Wilson

Sheed and Ward, Inc.

475 Fifth Avenue

New York, NY 10017 (1974)

EVALUATION

Professionals in the field of career education have for many years had an interest in evaluating guidance programs for the purpose of improving them. The approaches used have generally resulted in positive indications, but they have been inconclusive in answering the question: "Did career guidance make a difference?" As pointed out earlier in this Handbook, recent emphasis on accountability requires that career guidance programs seriously address themselves to the issues of evaluating and articulating the impact of their efforts.

Career guidance, counseling and placement and follow-up services are growing. Growth implies change, and change must be measured against some standard. The process of judging change against a standard is evaluation. The New Hampshire Model approach to evaluation will be at the conceptual level. It will provide the framework with which local school districts can assess their progress toward effectively implementing their career guidance programs.

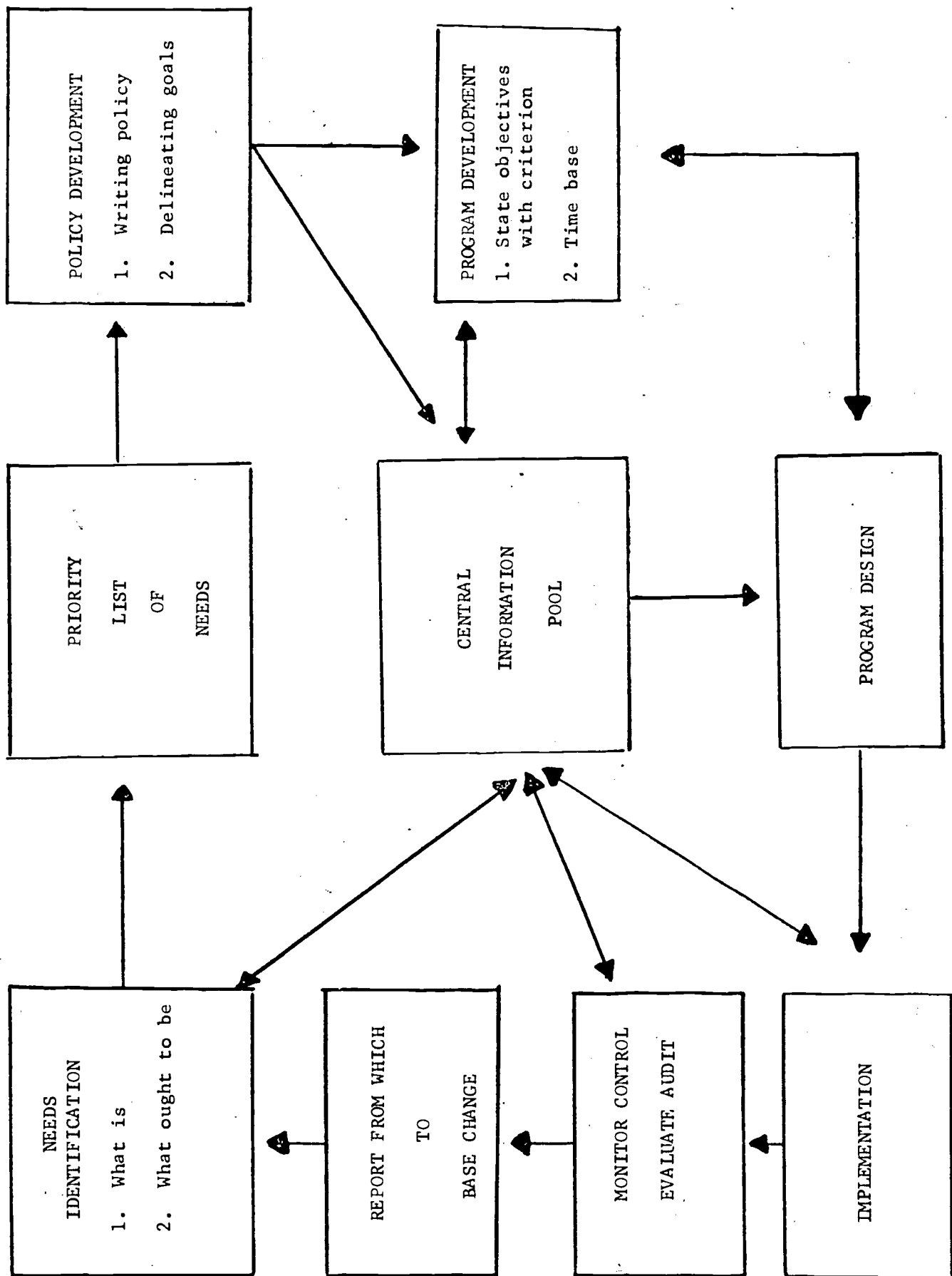
Program evaluation is but a systematic process of program development and implementation. Career guidance programs are no exception to this process. The cycle is illustrated again in Figure 6.

To briefly review the process:

- 1) Step one requires a comprehensive needs assessment for the career guidance program. Data is collected through program analysis, client analysis and resource analysis.
- 2) From the needs assessment, a priority list of needs is developed, from which flow policies that shape the structure and direction of the career guidance program.

MODEL FOR EDUCATIONAL PLANNING

FIGURE 6



- 3) Once the overall policies are established, specific objectives are developed for each area of identified need. The objectives may relate to the program components (process) or to student outcomes (product).
- 4) From objectives, specific program activities and procedures are developed which enable the career guidance staff to reach the stated objectives.
- 5) As these career guidance activities are implemented, evaluation questions begin to surface and an examination of the success of procedures and activities is required.
- 6) As the systematic flow of the model indicates, evaluation really becomes another needs assessment. Evaluation enables the counselor to assess whether he has been successful in closing the gap between "what is" and "what ought to be."

Generally, program objectives can be written to reflect three levels of program implementation. Traditionally, a program's success or failure has been judged by its results. To obtain the desired objective, one must first recognize and employ the necessary ingredients that will insure success of the program. Thus, a program manager should address program objectives at the following three levels if a complete picture of program efforts is to be gained.

INPUT OBJECTIVES

There are objectives or activities which must be achieved before a program is even in operation. They generally relate to size and qualification of staff, facilities, materials, scheduling structures, and other resources

needed to accomplish the career guidance program. If these elements are not present, then the following two levels of objectives cannot be achieved.

PROCESS OBJECTIVES

Process objectives describe the conditions and procedures which will occur when the resources achieved through the INPUT phase are in operation. These objectives generally relate to setting up specific aspects of the career guidance program, such as placement, follow-up, career resource centers, staff development workshops, advising systems, and publications. They are the things "done" by the staff with the use of funds, materials and facilities.

PRODUCT/OUTCOME OBJECTIVES

Product or outcome objectives are the most difficult to determine and the most difficult to assess. Product objectives address the specific changes in student-parent-administrator-teacher behavior which could result from the resources and procedures detailed in the INPUT and PROCESS objectives. Measurement of changes in attitude, knowledge, or patterns of behavior are often difficult, although more reliable and valid instruments are becoming available each year. Product objectives should include the following elements:

- A * Audience to be addressed
- B * Behavior desired
- C * Conditions under which the behavior will occur
- D * Degree to which the behavior will be exhibited -
standard of performance

All program and audience-related objectives must be related to the original statements on need. Only when we measure progress against the milestones we have set for our program can we be sure of our impact.

Good evaluation relies on a number of different people to assist in the evaluation process.

In recent literature, much emphasis has been placed upon testing. Although instrumentation is improving, the testing approach is only one method to consider when assessing program accomplishments.

Other forms of gathering information useful to the evaluation process are:

- Interviews
- Observations
- Follow-up Studies
- Case Studies
- Trend analysis of class profile
- Trend analysis of course selection and dropout rates.

The following matrix (Figure 7) indicates that, in the use of comprehensive program evaluation, there should be provision for:

- Self
- Peer
- Supervisory
- Third-Party, and
- Consumer.

FIGURE 7
EVALUATION MATRIX

	Self	Peer	Supervisor	Regulatory (Third-party)	Consumer
Institution					
Program	Career Guidance Staff self-study	Bring in other counselors from other schools	Superintendent School Board Other Administrators	State or Federal experts in the field Independent review by panel of experts	Students Community Parents
Personnel (teachers, counselors, administrators)					
Student					

EVALUATION INPUT

Only by using different levels of objectives, evaluated by different people using different modes, can a comprehensive picture be given of the strengths, weaknesses, and areas for improving any career guidance program.

Evaluation strategies and techniques should be determined at the same time the program objectives and activities are ascertained. If all parties concerned are fully aware of the total process to be followed, less ambiguity and stress will result. Many programs have found the following format (Figure 8) helpful in displaying the total sequence of the evaluation progress in a simple and complete manner.

Whatever evaluation process you select to meet your needs, it is essential that the evaluation activities be concerned with gathering evidence, based upon the accomplishment of stated objectives as related to identified needs. Evaluation activities, when conducted in an isolated framework, usually are performed poorly, become time consuming, frustrating, and most often useless.

FIGURE 8
EVALUATION DESIGN FORMAT

NEED	OBJECTIVE	PROCEDURAL-STRUCTURAL ACTIVITIES	EVALUATION METHOD, CRITERIA AND DATA	PERSON(S) RESPONSIBLE	DATE OF EVALUATION REPORT DUE

END