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ABSTRACT

Career development is approached in this guide for counselors through a self-concept model which focuses on the individual's perceptions of experiences in relation to exploring various occupations and careers. Chapter 1 is devoted to theoretical considerations involving a self-concept approach and the implications of this approach to career development. Chapter 2 outlines some vehicles that counselors and others may use to implement the self-concept model of career development through the use of suggested activities included in the remaining two chapters. Various exercises and activities in career development are presented for students at different age levels incorporating the assessment, awareness, and action phases of the self-concept model of career guidance counseling, and placement (12-15 activities for each level: Primary, Intermediate, Junior High, and Senior High). Guidelines are suggested for the participation of the educational staff, parents, and community in order to formulate a relationship between the educational and career aspects of life. Each chapter may be used as a single unit or combined depending on the need, time element, and other considerations influencing the user. A bibliography is included and discussions of psychological and sociological considerations of career counseling are appended. (TA)

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WHO?
WHERE?
WHY?

CAREER GUIDANCE, COUNSELING AND PLACEMENT:
A Developmental Self-Concept Approach

Burton F. Nolan
and
Lorraine O. Moore

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TABLE OF CONTENTS

Preface iv

Introduction v

Chapter I: Career Development Viewed Through a Self-Concept Model 1

Self-Concept, An Overview 1

Career Development 2

Chapter II: Vehicles for Implementing the Self-Concept Model 7

Introduction 7

Model 8

Group Procedures 8

Chapter III: Working with Students 11

Introduction 11

Primary Age Activities 13

Intermediate Age Activities 15

Junior High Age Activities 17

Senior High Age Activities 19

Chapter IV: Working with Educational Staff, Parents and Community 23

Introduction 23

Educational Staff 23

Parents 25

Community 25

Bibliography 27

Appendix A (Psychological Considerations) 31

Appendix B (Sociological Considerations) 33

Preface

Career guidance, counseling, and placement has again become a matter of national concern following the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. A number of programs have since been initiated and developed on state-wide as well as national levels. On the basis of current practices in Minnesota, there exists a number of exemplary programs utilizing the cognitive approach to career guidance, counseling and placement within the school structure.

Our intent is to develop a guide focusing on the affective and experimental components of career guidance, counseling, and placement.

We view career development as an integral part of the whole person's development expressed in terms of one's self-concept which is derived from interaction with a number of variables such as family, peers, community, school, etc. Out of this interaction with the above mentioned variables evolves a person's values, attitudes, and beliefs that in turn influence the person's behavior and their choice of alternative careers.

Placement is viewed by us as a continuous ongoing process which includes placement of persons into grade levels, subjects, activities, experiences, etc., as well as placement on a job and entry into college. Thus, placement is viewed in a comprehensive context rather than the limited view of only job placement.

The psychological and sociological implications for guidance personnel in career development, guidance, counseling, and placement involve knowledge and constant awareness of the relationship that exists between the constantly evolving self-concept and the person's development through the world of work.

Hopefully, the development of this guide will precipitate and/or expedite counselor awareness and commitment to career development from the perspective of the whole person. The consequences of such counselor awareness and commitment should result in more meaningful interaction between the educational process within the school and the life process within society.

Chapter I is devoted to theoretical considerations involving a self-concept approach and the implications of this approach to career development. Chapter II outlines some vehicles that counselors and others may use to implement the self-concept model of career development through the use of suggested activities included in the remaining chapters. Each chapter may be used as a single unit or combined depending on the need, time element, and other considerations influencing the user.

This monograph has been developed by the authors with assistance from Jules Kerlan, the Minnesota State Department of Education; Reynold Erickson, the Minnesota State Department of Education; and Dr. Norman Gysbers, Professor of Counselor Education at the University of Missouri. This guide was written with support from a U. S. Office of Education Grant through Dr. Norman Gysbers and the University of Missouri. We thank and gratefully asknowledge Mr. Erickson, Mr. Kerlan, and Dr. Gysbers for their assistance.

Introduction

From the inception of the guidance movement, career guidance, counseling, and placement have been a main impetus for expansion of guidance services. Frank Parsons spoke at length about the importance of career guidance as early as 1909. A brief historical perspective concerning the evolution of guidance and counseling in America illustrates that the educational and federal impetus for the guidance movement has evolved mostly with the purpose of vocational or career guidance and counseling. Some significant historical events in the guidance movement are:

1906 — Eli Weaver's booklet, *Choosing a Career*, is published.

1908 — Frank Parsons opened the Vocational Guidance Bureau of Boston.

1909 — Frank Parson's book *Choosing a Vocation* was published.

1911 — Harvard University offered the first university course in vocational guidance.

1929 — George-Reed Act passed by Congress providing federal support in the area of vocational education and opened the way for the establishment of occupational information and guidance divisions within various state departments of education. Other government support came as a result of the following bills:

1934 — George-Ellzy Act

1938 — George-Dean Act

1946 — George Barden Act

1938 — The Occupational Information and Guidance Service was organized within the U. S. Office of Education.

1958 — National Defense Education Act provided federal funds for the training of guidance and counseling personnel and for the strengthening of guidance services within the schools. The National Defense Education Act was passed by Congress as a response to a deep felt need concerning career guidance from the perspective of national defense.

More recently, career guidance, counseling, and placement have again become a matter of a national concern following the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968.

The preceding historical analysis of the evolution of the guidance movement illustrates the important roles that vocational guidance and career development have played within the guidance movement.

At the present time, the federal government's emphasis on career education contributes to the need for a comprehensive career guidance, counseling, and placement program within every educational institution. Student demands for relevancy in education adds another reason for implementing comprehensive career development programs within schools.

Outside the confines of our academic institutions, a number of sociological trends concerning the world of work appear more clearly. For example, Dr. Kenneth Hoyt mentions the increase in the ratio of youth unemployment to adult unemployment. Hoyt also mentions the record number of unemployed among college graduates.

A pattern of second careers seems to be emerging. People are seeking retraining in order to find a better job, a more appropriate career choice. In conjunction to the emerging pattern of second careers, Toffler states that with the increased pace of technology, the occupational life span of many highly trained workers will become shorter and shorter thus necessitating retraining and reeducating for another career at an increasing pace.

Another trend that appears within the world of work is the emphasis being placed upon working conditions in contrast to salary for many of the large unions contract negotiations. The monotonous line work within the automobile industry's assembly plants is evidence that high salaries do not necessarily mean that workers will achieve job satisfaction. People seem to be seeking more meaningful ways of expressing themselves through their work and thus working conditions are becoming more important.

The emerging role of women in our society will have increased influence on the work force and the life styles of families. Former and present life styles, socioeconomic class, demographic patterns, etc., have been basically determined by the husband's/father's occupation. Perhaps in the future life styles, socioeconomic status, etc., will be codetermined by both the husband's/father's and wife's/mother's occupation.

The above mentioned trends within the work world indicates a need for a comprehensive effort in the area of career guidance, counseling, and placement that *matches jobs to people* as opposed to matching people to jobs. This effort must maintain a developmental focus emphasizing the total self-development including such areas as academic personal, emotional, psychosocial, as well as career development.

Another consideration involving individuals within the work world is the psychological results of the ever increasing rate of technological change. A trend appears to be developing that indicates a shifting from extrinsic to intrinsic work rewards. Individuals develop a sense of identity through everything that they involve themselves with. For most Americans, work is an activity with which they are involved for approximately 40 hours per week. Thus, for a large portion of the American population their identify is very closely related to their role within the work world. The societal values that appear most frequently within the "now generation" focus on internal rewards such as individuality, the here and now, insight, awareness, feelings, etc. The mass media and the advertising world are bombarding the American public with propaganda based on the above mentioned rewards. Relating to the shift from extrinsic toward intrinsic rewards is the worker's and student's demand that work and education become more relevant.

The American population has a much higher standard of living which relates to their needs. Due to this increased standard of living, people have more free time to deal with higher order needs. According to Maslow, lower order needs such as food, shelter, etc., must be gratified before an individual can deal with higher order needs such as self-actualization. A larger segment of the American population appears to be in a position where they can deal with higher order needs due to the increased standard of life and the increased amount of free time.

Finally, change is occurring so rapidly that societal standards and values are changing at a more rapid pace. The quickness of societal value and standard change requires the individual to become more adaptable. The individual is being forced to constantly reevaluate and reestablish identity in relation to the social system. The individual in a modern technological society must assimilate and accommodate societal changes into one's concept of self at an ever increasing pace.

In conclusion, the historical perspective, the current emphasis on career education, the currently emerging trends within the world of work and the psychological effects of a modern technological society indicate the important role that career guidance, counseling, and placement has holds within the education and guidance movements; making it necessary to elaborate upon career development as it exists and to create new models for career guidance, counseling, and placement that contain the breadth of scope and emphasis required to meet societal demands.

Chapter I

Career Development Viewed Through a Self-Concept Model

Self-Concept, An Overview

How does one come to be one who is? What is the self? These are the two core questions that one must come to grips with in order to determine who you are, where you are going and why.

Who you are depends on the integration of the self as you see yourself, the self as others see you and your ideal self which are all influenced by the interaction with and reaction to environmental forces.

The development of the self begins at the point when the child recognizes the distinction between self and not self, between his body and the remainder of his visible environment and extends throughout one's lifetime. What one is at birth is basically biologically and genetically determined; what one becomes depends on how one interacts with environmental variables as family, peers, community, school, etc. From this interaction evolves one's values, attitudes, beliefs and goals which in turn determine one's behavior. How a person sees oneself in terms of one's ability to perform certain kinds of tasks; how one sees one's potential to develop skills and how one views oneself in relation to ultimate achievement level will strongly influence one's entire lifestyle. A person's self in reality becomes the sum total of all one can call one's own and at any given moment in time, the product of all one's transactions.

As expressed by Jersild:

> The self includes, among other things, a system of ideas, attitudes, values, and commitments. The self is a person's total subjective environment; it is the distinctive center of experience and significance. The self constitutes a person's inner world as distinguished from the outer world consisting of all other people and things.[1]

Developmentally, a child first identifies with one's parents, then neighbors, extending to peers, groups, community, school and ultimately to the nation and world. Later in life the process of identification may extend to loyalties and interests centered on abstractions and on moral and religious values; coinciding with Jean Piaget's and Erik Erikson's schemate representing the cognitive and personal development of the individual. (See Appendix A.)

The self derives its origin from the interaction between maturational events and personal social events. This includes the physical, mental, social and emotional development of each person; the implication of which is to fully understand oneself one must understand what interactions have taken place in the process of becoming who one is now.

To develop to one's fullest potential, the best that one is able to become, is dependent on many interacting factors. Critical in the early years of a child's development is the nature of the relationship to the adults who are primarily responsible for raising the child. If the relationship promotes the feeling of basic trust, autonomy, and initiative and the child is loved and taught how to love, how to deal with anxiety, failure, how to make friends, be a friend, how to resolve conflicts and make decisions then one can assume the child will most likely enter the school years with a healthy self-concept. Feelings of self-confidence, self-worth, etc., can then give greater assurance that the crucial task of developing competence successfully will become a reality; allowing the individual to view oneself as a capable and adequate person rather than an inferior and feckless one.

A person's idea of one's self-concept seems to be closely related to how the person behaves and learns. If we accept the premise that the self has two components: concept and feeling, we then need to consider both aspects in predicting how an individual will behave and learn. For example, a student may know that he or she is academically very capable, but unless he or she has self-confidence and a belief in oneself he or she will not be able to perform as an academically able student. This in turn is going to influence the person's total school performance, effect how one views oneself as a person and perhaps eventually influence one's career choice and ultimate life style. How a student perceives himself or herself as a person generally and as a student specifically will determine how he or she interacts with adults, peers, the system, (process of movement within a structure), community, etc.

Adolescence becomes another crucial period in the development of a person. It is a time when many other forces in addition to the previous ones make demands on the individual. It is a period of variable onset and duration marking the end of childhood and setting the foundation for maturity; signaled by an accelerated rate of growth; both physically and mentally. This results in more mature sexual development and further development of the capacity for abstract conceptualization. Socially, this is a period of intensified preparation for the assumption of an adult role, most likely to coincide with full-time pursuits in the world of work and/or preparation for entering such a pursuit. Today this period often coincides also with the seeking or the making of a decision regarding a marriage partner.

The previously established self-concept of the adolescent comes into question as he seeks out a sense of personal identity. This concept developed by Erikson results as a consequence of the accelerated growth taking place; due to the fact that the adolescent is no

[1] Arthur T. Jersild, *In Search of Self*, New York: Teachers College Press, Columbia University, 1952.

longer a child and not yet an adult. This requires the person to again determine who one is and what one is to become. The adolescents tend to alienate themselves from their parents and other adults and lean more to their peer groups for a sense of belonging; sometimes taking on the identity of the group as their own personal identity.

Accomplishing the task of finding one's identity results in increased awareness of self and a better understanding of where one is going based on what one is now and what one is capable of becoming; why becomes a philosophical issue that one strives to answer throughout one's evolving years. The answer is ultimately related to and dependent on how one views man and the function of man in relation to society.

Career Development, Guidance, Counseling and Placement as Viewed through the Self-Concept

Career development as viewed through a self-concept approach requires a refocusing of present efforts by counselors and other guidance personnel. The self-concept approach demands that the primary focus be on the individual; who one is rather than what one does; experiencing rather than reasoning from abstractions; how one views an experience rather than on the experience.

Who a person is as viewed from the perspective of the person has been determined by the person's perception of self integrated with how one feels others perceive one and who the person would like to be. The totality of these components comprise the person's self-concept which in turn controls one's behavior; the person's cognitive behavior centered around how one learns and the affective behavior centered around one's feelings. These must be compatible and intimately related for the person to function consistently and to strive toward what the person would like to become. An individual accomplishes this through selective choices that will maintain and enhance the self. A person's job and/or career evolves around his behavior based on the person's selective perceptions and is an integral part of the individual's daily functioning. What the individual is experiencing in relation to the perceptions of self and how one feels about the experience results in either an enhancing of the self or in feelings of inadequacy, worthlessness, and other negative feelings. Figure 1 expresses graphically the interacting forces that account for the development of the self. This model of self-development provides the basis for the discussion on the preceding pages and the pages to follow.

In light of the model and previous discussion it seems mandatory that from early childhood throughout adulthood an individual be free to explore and be provided with experiences (experiential rather than reasoning) that will help the individual know oneself in terms of identity, values, talents, needs, motivations, etc., in order to ultimately find the right place in the working world. This "right place" (it may be continually changing) will be dependent on the person's ability to answer such questions as:

1. How do I reason and think; insightfully or analytically or both?
2. Am I a listener, a reader, a thinker, a doer?
3. What is my need for economic security (closely related to or coincides with one's need for psychological security) versus the need for challenge, change, etc., which may sometimes result in no economic security or the loss of such?
4. Am I more effective as an individual when I work alone or am I able to function more fully as a member of a team?
5. Which promotes my full development as a person more, to be involved with a few people in a small organization or to be relatively unknown in a large organization?
6. How do I respond to pressure, can I take it, or can I not respond at all under pressure?
7. What is the most important aspect of work for me? Is it self-expression, money, security, prestige, etc.?
8. Would I better be able to become what I am capable of by being an employer, employee or self-employed?

These and similar questions will help an individual better determine who one is by focusing on the individual as opposed to exploring the various occupations and careers in terms of intellectual processes and through the consideration of aptitudes. The cognitive approach to career development and guidance becomes an outgrowth of the self-concept approach and as such takes on significance for individuals at different times throughout their development as a person. Readiness for the cognitive approach must systematically follow the affective development of the person within the context of career development.

Traditionally and still very apparent today is the emphasis placed on the cognitive development of the person within society to the exclusion or lack of emphasis on the affective development. Thus, technology has far outstripped human development. Characteristic of technological development is the emphasis on the observable as determined by the perceptions of its developers. Career development, as viewed through the self-concept approach can markedly reverse this trend by focusing on the individual and how one perceives what one is experiencing rather than on what is happening. Emphasis on the person's affective development could facilitate the achievement of an equilibrium between technology and humanness.

Key to making progress toward a more humanistically oriented society are the counselors and guidance personnel involved with youth throughout their school

years. The guidance staff can precipitate a new approach to career development based on experimental learning versus abstract reasoning. Opportunities for individuals to react to what they are experiencing rather than reacting to what they are thinking would become more probable through this approach. As Peter Druker so aptly puts it "don't try to reason out those things one can learn only from experience".[2]

An individual reacting to how one views an experience can learn much more about self as a person than if one reacted to the experience itself. Reacting to the experience itself can only increase one's knowledge about that kind of experience, not how one responds to or will respond in the future to a similar experience. Thus, if career development is to be viewed through the self-concept approach there will need to be a greater emphasis on the person experiencing and less emphasis on the experience itself. In contrast to emphasizing the teaching of cognitive knowledge only, there will need to be an equal emphasis on the teaching of a concept of self and the development of this concept of self. Counselors and guidance personnel accepting this approach will need to seriously react to and thoughtfully consider the following implications of such an approach:

1. The need for increased awareness and sensitivity to one's own development as a person through the context of work.
2. Increased involvement with more of a developmental psychological approach to counseling and education.
3. Placement of more emphasis on an interpersonal growth approach to career education.
4. The need for directed effort toward the modification of the current social stratification system to emphasize the development of the self-concept through work rather than extrinsic rewards.
5. The need for the development of new skills and and the refocusing of previous skills to confront counseling contacts on a more affective basis in regard to the world of work.
6. Increased knowledge about the total world of the client and how it affects one's attitudes, behavior, etc.
7. Increased self-awareness and insight concerning the person's self-concept development, basic needs and the relationship that exists between who I am and what I do.
8. The need for more knowledge about the extrinsic and intrinsic reward systems of work and awareness of how the person's needs can be related to extrinsic and intrinsic work rewards.
9. Consideration to and possible development of peer counseling.
10. Expansion of the numbers and types of counseling contacts to include staff and people in the community to increase their awareness of their development as a person and how they might become more effective in working with the whole person by using the self-concept approach.
11. Extension of counseling, guidance and placement services beyond the school structure and beyond the school years.

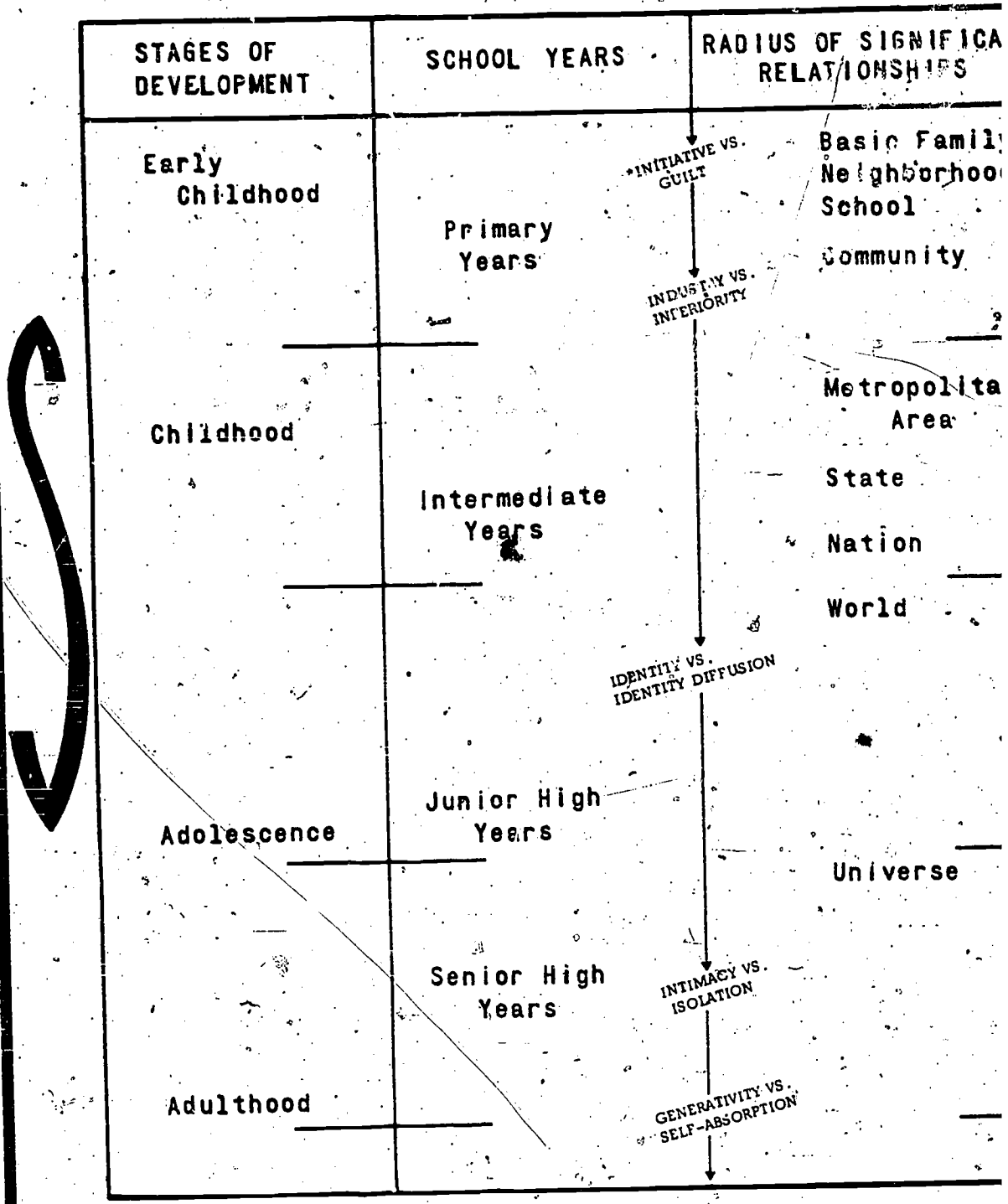
Consideration of these implications may be expressed in terms of the following goals that a comprehensive career development program organized around the self-concept model might adopt:

1. Self-understanding.
2. Awareness on the part of each individual concerning one's development as a person, strengths, weaknesses, talents, needs and motivation.
3. Acceptance of who one is.
4. Understanding of how one relates to others and interacts with others to allow effective communication to take place.
5. Make progress toward and/or arrive at one's own set of values, belief and goals.
6. Become aware of one's full potential as a human being and work toward the fulfillment of same.
7. To establish one's identity through the world of work experiences.
8. Experiencing of tasks and jobs to test one's perception of self.
9. To learn how to be an employee or employer.
10. To find and secure the right place in the working world; one that will enhance the self and perpetuate one's striving toward becoming the best one is able to become.
11. To come to the realization that work is an integral component of one's life as expressed through the self-concept.

[2] *Psychology Today* "A Conversation with Peter F. Druker on the Psychology of Managing Management" by Mary Harrington Hall. March, 1968/Vol. 1 No. 10.

(Figure I)

CONCEPTUAL FRAMEWORK FOR



* BASED ON ERIK ERIKSON'S PERSONALITY DEVELOPMENT THEORY

** BASED ON JEAN PIAGET'S COGNITIVE DEVELOPMENT THEORY

THE DEVELOPMENT OF THE SELF

SIGNIFICANT PEOPLE		FOCAL MODE OF LEARNING
Parents - Siblings Playmates Significant Adults Teachers	PRE-OPERATIONAL	Exploring Experiencing
	CONCRETE OPERATIONS	Imitating Observing
Significant Adults Peers	EXPERIENTIAL / PRACTICAL	Identifying Identifying with Questioning Organizing
Peer Groups Models of Leadership	FORMAL OPERATIONS	Conceptualizing Testing Changing Conceptions
Out Groups Partners in Friendship, Sex, Cooperation, Competition Partners in Intimacy	ABSTRACT	Applying

Chapter II

Vehicles for Implementing the Self-Concept Model

Introduction

This chapter will focus on the task of implementing career development, counseling, and placement into an educational system with the intent that the self-concept model will become a viable and integrated part of that system.

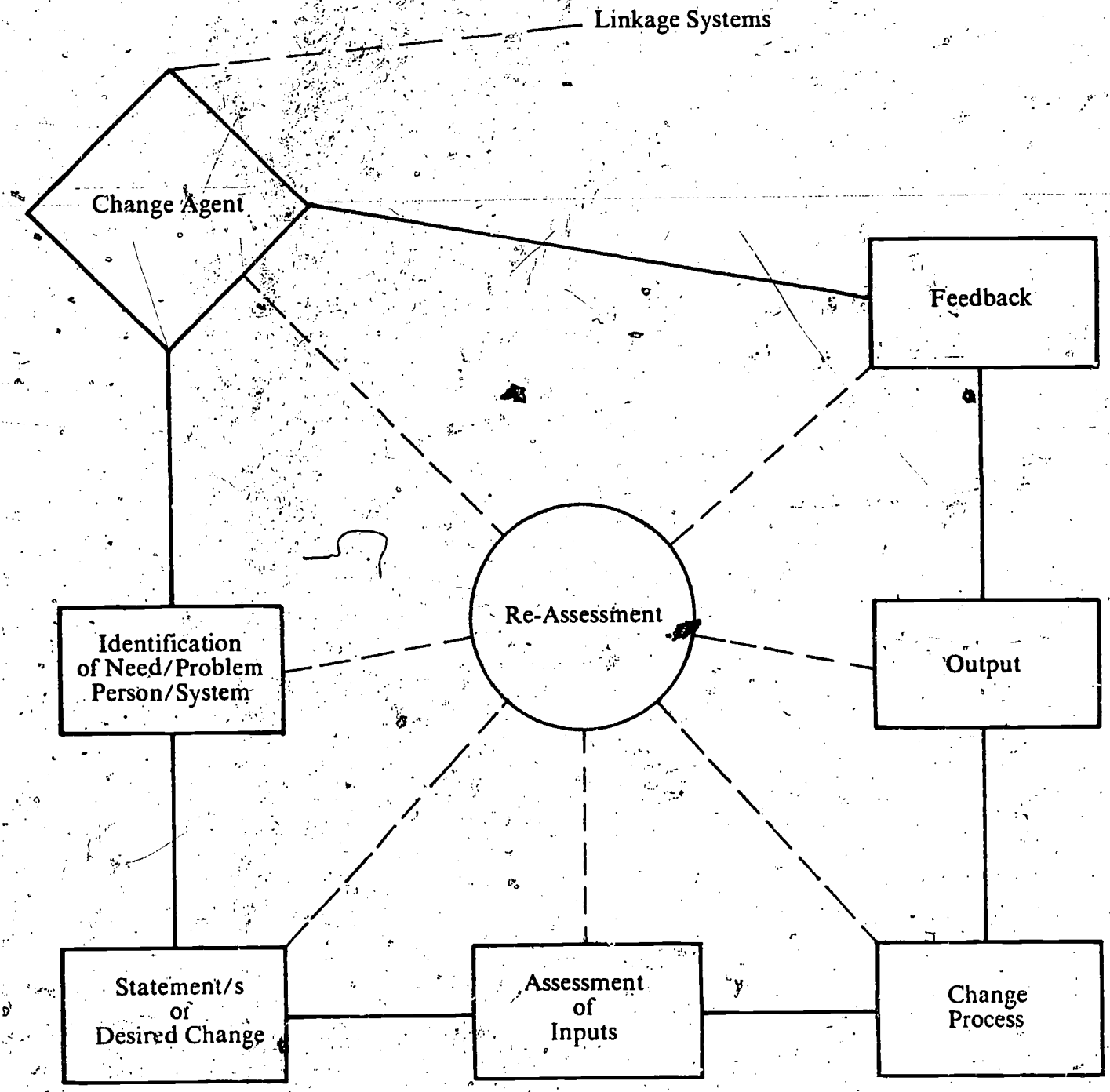
A pattern of career development existant in many schools today is that of providing (usually through the guidance department) opportunities for students to explore career experiences by means of field trips, career days, guest speakers, career materials, etc. These experiences are usually thought of as extracurricular offerings but do not generally provide the systematic approach to career development which is essential for helping the student bring together all of the knowledge about himself and the world of work desirable for making a mature decision. This approach represents an attempt to meet the career needs of students, but fails to incorporate the person as the center of decision making as exemplified by the self-concept model of career development.

Viewing career development through a self-concept approach necessitates that the guidance staff become involved in the total world of the client which further necessitates expansion of the numbers and types of counseling contacts and extension of guidance, counseling, and placement services beyond the school system (see Chapter I).

Total restructuring of the curriculum may be needed to bring about the accomplishment of a career development program as viewed in the above way. Such an approach has the advantage of mobilizing the total instructional resources of the school and constitutes a total systematic program of career development.

The first vehicle needed to implement such a program is that of an expanded model of counseling; incorporating the skills of one to one counseling and applying them to a systems approach to counseling. Since a system represents interrelationships of people within a general structure, an expanded model of counseling becomes an appropriate framework for developing a systems approach. An example of an expanded model of counseling appears on page 8.

COUNSELING FOR BEHAVIOR CHANGE: A MODEL



Group Procedures

Working with groups is a necessary facilitative vehicle to accomplish the task of implementing a career development program incorporating a systems approach. Groups may vary in purpose, size, composition, task, complexity, etc. Generally, groups can be classified into four major categories: conversation, instruction, decision making, and discovery groups.

A conversation group is basically composed of group members interacting with each other on a more or less casual basis similar to social dialogue. This type of group is only occasionally used by professional helpers and then only as a means of getting acquainted and/or establishing rapport.

Instructional groups are brought together most often to show or explain to participants something; ranging

from classes on pottery to formal classes in statistics. Instruction groups range in size from a few participants to several hundred participants. In more formal instructional groups most of the activity is performed by the leader. Representative of this type of group is the traditional classroom approach to learning. Informal instructional groups operate from the premise of intrinsic learning with the leader as a facilitator of learning. An example of this approach is the open-ended class meeting concept developed by Glasser. Using this concept the leader (counselor, teacher, etc.) leads a group (class) in a discussion free of right or wrong answers about a topic viewed relevant by the participants. This type of meeting encourages possibilities for many alternative opinions, solutions, contributions, etc., and encourages individual thinking. This format can be used effectively with adult-student groups, student groups, and adult groups.

Decision groups are formed with the primary purpose to arrive at a consensus or decision on some matter. The major requirements of skillful decision making include: 1) examination and recognition of personal values of the leader and each participant of the group, 2) knowledge and use of adequate relevant information, and 3) knowledge and use of an effective strategy for converting this information into an action.

The general intent of *discovery groups* is to provide an atmosphere in which individuals can explore and discover new and more adequate understandings of themselves and their relationships to the world. The emphasis of such a group is on the process of experiencing rather than specific outcomes. A workable example of this type of group is the Human Resources Group in which each member of the group may use other members of the group as a resource to get to know oneself better and to facilitate change in one's behavior. In this type of group, one can test behavior (old or new) in the group before exposing one's behavior in society. To accomplish the purpose of "discovery" in a human resources group each member should do or select one of several alternatives: 1) identify and take action to develop certain specific strengths, 2) select a problem and work on ways to handle it, 3) select a goal (alternative career decisions, etc.) and work on ways of reaching it. Models other than the one above can be used for discovery groups depending on the needs of the members. Other examples of discovery groups might include: sensitivity groups, encounter groups, and positive peer culture groups.

A useful vehicle to open communications between parents and students is the Family Council concept based on Adlerian principles of psychology. This idea perpetuated through the work of Rudolph Dreikurs via Family Education Centers encourages parents and their children to carry on open discussions with each other on a regular basis. Through such discussions students can discover the values and expectations of their parents, share their values and expectations, resolve conflicts, set goals, etc. As a part of this process students can explore educational and career plans with their parents in an open and honest manner and hopefully secure parental help and support for their career decisions.

Another vehicle that has been used successfully to bring about open communications through human relations training is the dyadic encounter. The dyadic encounter, a structured interchange between two people, can function as a vehicle for interpersonal sharing. The dyadic encounter structured around self-concept, identity, aspirations, career awareness, values, attitudes, experiences, etc., can be utilized within a classroom or other group setting to encourage open examination of certain topics and the establishment of open communication between two people. Members of the dyad get to know each other and experience sharing with each other. Dyadic encounters can vary from highly structured experiences to more free floating spontaneous interactions. An example of a highly structured dyadic encounter would be:

> Two junior high school students are members of a dyad. The instructions for the dyadic encounter are: "Member A will talk for four minutes about what work means to him. Member B will *only listen* for these four minutes, she cannot talk. Member B cannot ask any questions or make any statements. At the end of four minutes, Member B will feedback to Member A what she heard Member A saying about what work means to him. At this time Member A may verbally clarify statements and interpretations that Member B has not accurately fed back. Then the roles are reversed and Member B will talk for four minutes about what work means to her and Member A will *only listen*." At the completion of four minutes the feedback process is repeated.

An example of a less structured dyadic encounter would be:

> Two junior high school students are members of the dyad. The instructions to the dyad are as follows: "You have ten minutes to get to know each other better especially concerning each other's attitudes toward work. At the end of ten minutes I will call time and we will process out the experience."

These examples illustrate two dyadic encounters involving career development. The counselor can adjust almost any type of experience to the dyadic encounter. This vehicle is particularly valuable in career development work within the classroom or with large groups.

A few basic skills that facilitate the previously mentioned career development vehicles are observation skills, nonverbal behavior skills, and general communication skills such as the ability to give feedback and the ability to process out group experiences. If group techniques are going to be the vehicle for career development, the staff involved with the career development

program need to use observation skills in order to facilitate the group experience.

Staff members often times become totally involved in the group experience and utilize their involvement as a social modeling technique to facilitate learning. However, in certain group experiences the staff needs to be totally involved in another way, by observing the interactions, verbalizations, nonverbal behavior, etc., that are occurring within the group. Observing group interactions is very difficult work and can hardly be viewed as a passive role. The observer must constantly move in order to survey the group process. The observer must concentrate on such factors as nonverbal behavior of group members; time factors, i.e., how long one member appears to be talking in relation to listening; physical distances between people; physical movement of group members; who is communicating with whom; who is being excluded; who is excluding themselves; who is controlling the group; and group direction changes or topic changes. The staff members' observations can facilitate the overall group process. At the conclusion of a class or experience, the staff members should share their observations with the group being careful to note that the observations are *not fact* but merely the staff members' perceptions of what occurred. Each of us can practice observing almost anytime — just look, listen, and feel what is occurring *around you*. The key is that the perception is based on external events; what is happening around you as opposed to how you are reacting internally to what is happening around you. The frame of reference must be external. With some practice, almost everyone can learn adequate observation skills to utilize the various vehicles mentioned in this chapter.

Nonverbal behavior skills consist of two separate but related areas; the ability to nonverbally express oneself and the ability to perceive and interpret nonverbal behavior in other people and oneself. Staff members involved with career development should be able to express themselves in nonverbal manners. Some of the games, structured learning experiences, and group exercises require that a certain amount of nonverbal behavior occur in order to facilitate the learning or growth process. Also, the ability to express oneself in nonverbal means enhances the ability to accurately perceive and interpret the nonverbal behavior of others. As mentioned previously, good observation skills require the accurate perception and interpretation of nonverbal behavior that occurs within the group context. Since our dominant means of communication is verbal, developing skills concerning expression and perception of nonverbal behavior requires some practice. This practice can take place in any interpersonal relationship, where we try to communicate without sound. We can practice nonverbal communication with our children, friends, spouse, pets, etc. We can also practice observing nonverbal behavior in students, teachers, friends, and other people in our daily frame of reference. With a little practice, the whole area of nonverbal behavior becomes a significant communication medium to facilitate personal growth.

Two general communication skills that are necessary in order to utilize the previously mentioned vehicles for career development are skills relating to feedback and skills needed to process out experiences. In group settings, feedback is the mechanism by which an individual or group obtains the reactions of other individuals within the group. Feedback should always be nonjudgmental and based on specific observable behavior. Feedback is the expression of interpersonal or intrapersonal feelings concerned with a person's identity and open communication of that identity. The staff members involved with career development groups need to be able to express their feedback openly and honestly to the group and to individual members of the group without judging, or putting their values (staff members) on the group or individual members of the group. Also, the staff need to be skilled enough to prevent other members of the group from putting their values, feelings, and needs onto the group or individual members of the group. The feedback process is essential to open communication within the group, but the feedback must be nonjudgmental and must be based on specific observable data.

The career development vehicles depend upon processing out experiences either on an individual or group basis. Processing out merely means discussing the experience from the perspective of the person who has experienced the process. The goal of processing out experiences is to understand the experience from another or the other person's frame of reference. Another person's experience with an exercise or the group may help another member derive meaning from the experience. Processing out also gives the staff feedback concerning the value of the group experience from the perspective of individual group members. The key to successfully process out an experience is to keep the discussion in terms of the person who has experienced the process and this person's frame of reference. When an experience is processed out, the leader or staff member should allow an adequate amount of time, at least 15 minutes, in order to pursue in-depth the reactions of class or group members. Processing out experiences often requires patience and persistence on the part of the group leader.

The vehicles designed to implement the self-concept model of career development: expanded counseling program; group experiences including; instructional groups, decision making groups, discovery groups, the Family Council concept, and the dyadic encounter have been briefly presented along with the basic skills that facilitate the utilization of these vehicles. The vehicles and the skills mentioned in this chapter are considered minimal for the establishment of a comprehensive career development program based on the self-concept model.

Chapter III

Working with Students

In contrast to teachers dealing primarily with cognitive knowledge about the external world, counselors concern themselves more with teaching about self, the affective development of the person. Career guidance, counseling, and placement requires that the counselor employ a developmental approach concerning the teaching about self. The counselor can teach the student about self-concept development and can relate the student's experiences, needs, and values to the self-concept. The counselor teaches students about self-understanding, self-acceptance, and the self in relation to others. The guidance staff can also teach the students interpersonal relations skills that contribute to the student's total development. Focussing on the world of work, the counselor together with the student can determine the student's developmental level. The developmental level can be defined as the stage of self-development where a student sees himself/herself. The developmental level zeroes in on self-concept and related interpersonal and environmental factors. The self-concept model for career guidance, counseling, and placement is constantly concerned with two components: assessment and awareness. Counselor assessment of the student's developmental level is critical to an accurate determination of the student's readiness for experimental learning or the student's need for certain types of experiences that will facilitate one's development. The guidance staff can provide experimental learning or put students into contact with experiential learning situations that provide students with more realistic knowledge concerning the work world. Also, the assessment of developmental level, needs, readiness, etc., provides the guidance staff with needed input concerning the types and variety of experiences that should be structured into a person's career development. The assessment-awareness-action diagram appears in Figure 3.

Concommitant with assessment is student awareness. The counselor together with the student examine the student's value and definition of work, self-development in relation to work, and decision-making and choices of alternatives. The process that the counselor may utilize can vary from individual counseling, to group counseling, to peer counseling. The goal remains student knowledge and awareness about who one is in relation to the world of work. Student awareness is necessary for an accurate evaluation of self. Student awareness is often a by-product of knowledge about self and knowledge about the world of work. Awareness implies an increased understanding of the dynamics concerning the interrelatedness of the self as one sees oneself, the self as seen by others, and the ideal self. The expanding student awareness may lead to a greater discrepancy between the three components of self. When this discrepancy becomes greater, there is a tendency on the individual's part to take action aimed at minimizing the discrepancy.

The self-concept model incorporates the action phase as the experiential component decided upon by the joint effort of the student and the counselor. The action stage consists of the student hypothesis testing in regard to the work world. This stage affects both the assessment and awareness stages of the student's development. The experiential learning (negative or positive) contributes to increased awareness resulting in personal growth. Personal growth leads to different assessment, awareness, and action levels. Thus, the assessment, awareness, and action processes illustrated in Figure 3 are circular.

Figure 3

SELF-CONCEPT MODEL FOR CAREER GUIDANCE, COUNSELING, AND PLACEMENT: A Counselor-Student Action Diagram

Person:	(Counselor)		(Student)	(Student & Counselor)
Procedure:	Assessment	&	Awareness	Action
Overview:	External Evaluation		Internal Evaluation	The Person & The Environment

The self-concept model for career guidance, counseling, and placement provides an overview that can be helpful in counseling with clients presenting problems that appear on the surface to be noncareer development type problems, but are related to self-development and therefore are in reality related to career development. Some of the specific client concerns that can be viewed and approached from the spectrum of career counseling are:

1. Existential neurosis — Client's need for meaning in life.

2. Anomie — Client's feelings of aloneness in a super industrial society. Client's feelings of not belonging.
3. Boredom
4. Self-concept development—Client's development through creative risk taking, experiencing, experimenting, and expressing oneself through the world of work.
5. Identify confusion — Who am I? Why am I? Where am I going?
6. Client needs for recognition and achievement.
7. Client needs for self-esteem and acceptance.
8. Client tensions deriving from very little or no clear cut plan about the future. We must remember that urban man is future oriented and thus the world of work must be viewed through a developmental context.
9. Client problems relating to family communications.
10. Client hostility toward authority.
11. Client underachievement.

The above are just a few presenting problems that may be viewed through the self-concept model for career development.

The remainder of this chapter focuses on experiences representing the developmental self-concept approach to career guidance, counseling, and placement.

The experiences that are suggested in this chapter will follow a developmental framework utilizing the following guidelines:

1. Concomitant with educational progression is the movement from a concrete to an experiential to an abstract learning focus.
2. Assessment of an individual's cognitive, affective, and social development leads to a plan of action.
3. Career guidance, counseling, and placement should be person-oriented as opposed to content oriented.
4. Planning a course of action leads from where an individual is regardless of grade level or age and building towards that next developmental task. A person's career development must be predicted upon the person's readiness level.
5. Experiences should be developed from a broad base incorporating those experiences that focus directly on the development of the individual's self-concept, those experiences centered around an individual's play, hobbies, relationships with others, interaction with the community, and voluntary commitment to service with n the environment.
6. In planning experiences, consideration should be given to making certain experiences available, but allowing that individuals partaking in these experiences be permitted to experience from their own frame of reference.
7. Maximizing the potential of experiences only becomes possible when appropriate follow-up becomes an integral part of the experience.
8. Incorporate all of the individual's environment in the planning of experiences, i.e., the individual, family, staff, peers, community, etc.
9. Planners of experiences must concern themselves with both felt and unfelt needs of students throughout development, implementation and processing of the experiences.

The following exercises are some examples that the authors feel are appropriate for each of four age ranges.

	Age	Activities	Level
I.	5-8 years	play	primary
	Purpose — to learn about oneself.		
II.	9-11 years	play and hobbies	intermediate
	Purpose — to increase self-awareness and expand one's environment.		
III.	12-14 years	play, hobbies, and service activities	junior high
	Purpose — to increase self-awareness and awareness of others; to experience the world of work through hobbies and community service.		
IV.	15 years and up	work experience and service activities	senior high
	Purpose — to crystalize one's identity and the realities involved with career development and the world of work.		

The authors emphasize the importance of assessing where an individual is regardless of grade level or age.

The activities are divided according to level mainly as a general approach emphasizing certain types of activities.

Primary Age Activities

Primary Age
Observation Activity

Primary students experience the world of work through a game designed to utilize the students' observation skills.

A. Some afternoon following school, students are asked to observe and keep count of as many working people as they happen to come in contact with on the way home or during their play time.

B. The next day, the students are asked how many people they saw working and some of the things that they observed.

C. The experience is then processed out by the counselor or guidance person working with the students. (Processing refers to an open discussion technique whereby emphasis is placed on what the discussers experienced as opposed to the counselor's values or someone saying this is what you should have gotten from the experience.)

This activity can be done with any number of students.

Primary Age
Work-Role-Expression Activity

In a play situation, students can be asked to play a particular role related to a particular work setting and then allowed to freely express themselves within a play situation. An example would be to have a group of students doing what they feel certain workers in the community do. A play situation could be established which asked one student to be a teacher, another to be a school administrator, another to be a policeman, etc., so that within the context of play, a student is allowed to experience a work role. Again, upon completion of this experience, the counselor should process the experience with the students.

This activity can be done with from 4 to 15 students.

Primary Age
School Experience Activity

This exercise utilizes the entire staff of a school. Students are asked to observe and interact, if they so choose, with people that are working within the confines of the school building. Personnel within the school should be notified by the counselor that such an exercise will take place in order to maximize the amount of cooperation from school personnel. Students should then have the exercise explained to them in such a way that the process observation and interaction is stressed as opposed to any goals or specifics that the counselor may feel important. The entire experience is only meaningful if the students can view the work process through their own frames of reference. Upon completion of the exercise, which can last from one-half hour to three hours on from one day to many days, the counselor again should spend at least 45 minutes to one and one-half hour processing out the exercise.

This activity can be done with from 5 to 25 students.

Primary Age
Environment Activity

Walk around the block observing everything that you can. Back at school, students act out, draw, or construct what was most significant to them. Each student should share with other class members. The teacher can point out the importance of each individual's choice will depend on what the person felt was significant. Explore the reason for the choice.

This activity can be done with from 5 to 25 students.

Primary Age
Interest Center Activity

Create several interest centers by developing several miniature worlds such as: doll house, farm, fort, working models of machinery, etc., including people and animals. Allow the students an unstructured period to choose which miniature world to become a part of and to experience this world through play. After this experience, the students can be urged to share the experience chosen, why chosen, and if they preferred to play alone or with others. Discuss with the students, the people in their lives who engage in the same experiences as they did.

This activity can be done with from 5 to 25 students.

Primary Age
People and Work Activity

Read a book about people and their work such as: *Let's Look Under the City, Plenty to Watch, The Big Book of the Wild West, Your Breakfast and the People Who Made It, Taxis and Toadstools,* etc. Have the students choose costumes from a clothes box and act out what was read to them. Discuss how the actor felt while playing a particular part. Create your own stories focussed on what you like to do and act them out. Create stories telling others who they are and act them out. Share feelings with other class members and tell what they learned about themselves.

This activity can be done with from 5 to 15 students.

Primary Age
Take Your Partner Shopping Activity

Class or group is randomly divided into dyads. Pictures mounted on cardboard are displayed all around the room. The pictures depict items that might be purchased in a store. Each child is instructed to carefully walk around the room (store) examining all of the pictures. After the children have milled around the

room viewing all of the pictures, they are instructed to select a picture of something that they would most like to be able to give to their partner. Each child then presents the picture to their partner telling the partner why the child selected that particular picture for the partner. The children return to the total group where they share with the group the picture that their partner selected for them and the reason that the partner selected the picture.

This activity can be done with from 10 to 25 students.

Primary Age
Descriptors Activity

Children are asked to brainstorm words that people use to describe children. Staff members record these words on 3"x5" index cards. After the class has generated 25 to 30 words, the cards are spread out face up on a table. Each child chooses five words to describe himself/herself. The student takes the five words and moves to a study carrel where a tape recorder is located. The child then presses the record button and says, "I am. . ." listing the five descriptors that the student has chosen. Then the child stops recording so that all that is recorded is: I am plus the five words that the child has selected. The child then returns the five cards to the table where they are placed face up. The next child proceeds in a similar manner. When the group has completed taping, the tape is played back one child at a time. After each child's response, the group tries to select who is on the tape and why they feel that it is such and such a person. (This activity requires that the staff member alternate the order of the tapes that are played back so that guessing is not predicated on class seating or the order people went to the tape recorder.)

This activity can be done with from 15 to 25 students.

Primary Age
I Like You Because . . . Activity

The class is divided into dyads by random selection. In pairs, each partner completes the sentence, "I like you because . . ." about his/her partner. This exercise can either be done through verbal or written expression. When the class has completed the task, each child has completed his/her turn; the class meets and shares their experience. The sharing procedure can be done either by each child saying one of the significant descriptions that the partner stated or by the partner specifying one of the "I like you because . . ." descriptors that he/she completed.

This activity can be done with from 5 to 15 students.

Primary Age
Circle Activity

A group of students sit in a circle. One child verbally describes some characteristics (three or four) of another circle child. The group of children can then try to identify who is being described. The staff member can then process out the exercise discussing with the children the description that has been given and how the individual being described reacts or feels about the description.

This activity can be done with from 5 to 15 students.

Primary Age
The Who Am I Activity (Verbal)

Students pick three words to describe themselves, none of which can be their names. The students then tell the rest of the group what the three words are and why they selected the three words.

This activity can be done with from 5 to 15 students.

Primary Age
The Who Am I Activity (Nonverbal)

Students can act out who they are without any verbal clues. Each student can spend one minute communicating to the other students who he or she is.

This activity can be done with from 5 to 15 students.

Primary Age
The Feeling Activity

Students are asked to act out how they would look and behave if they felt happy, sad, discouraged, etc. The children are then asked to relate these feelings to experiences involving people and situations in which one feels each of several different ways. The group discusses these feelings and experiences.

This activity can be done with from 5 to 20 students.

Primary Age
Kinesthetic Activity

The staff member fosters the development of awareness of one's kinesthetic self by having individual's respond to music through felt movements. The staff member discusses what each individual learned about their body and ways to feel external stimuli through body movement.

This activity can be done with from 5 to 15 students.

Primary Age
The Self-Portrait Activity

Students make self-portraits by studying their features in a mirror. The student or students share with the staff member and/or other members of the group what they have discovered about themselves.

This activity can be done either on an individual basis or in a group setting.

Intermediate Age Activities

Intermediate Age Descriptors Activity

A number of careers are listed on a blackboard, being careful to leave space to write under each career listing. The class or large group is divided into a number of small groups (3 to 5 members). The basis for this activity is the listing of words that describe the specific careers listed on the blackboard. The staff member reads the career and says start. The groups have two minutes to list as many words that describe that career as they can. During the two minutes, each group brainstorms as many descriptors as possible. Each small group has one member who records all the descriptors. At the end of the two minutes the staff member calls stop! Each group is asked the number of words describing the career that they have generated. Then the group with the largest number of words is asked to list them on the blackboard under the career. The group is then asked how each word listed relates to the career. After the descriptors are explained, the other groups are asked to list words that they have thought of that are not already listed. These new words must then be related to the career that is listed in the same procedure followed by the winning group.

This activity can be done with from 15 to 35 students.

Intermediate Age Group Hobby Activity

A class or large group is divided into a number of small groups (3 to 5 members). The small groups are asked to develop a group hobby. In order to move further, the groups have to define the word hobby for themselves, and then carefully examine or research three hobbies before selecting the one group hobby. After discussion and examination of possible alternatives, the group is asked to decide on one hobby that will become a group project for them. The project can last as long as one whole school year. During the year, the members of the small groups are allowed time to work on their project. Once every three weeks, each group reports to the large group concerning the progress of their hobby.

This activity can be done with from 15 to 35 students.

Intermediate Age Animal Fantasy Activity

The children write down what type of animal they would like to be on pieces of paper. The papers are folded and put into a cardboard box. One student is assigned the task of removing the papers one by one from the box and reading them to the group. After all of the pieces of paper have been read, the group is asked to think of which member of the group would select each animal. The group discusses each animal and who they feel selected that animal. In the discussion, the group members are asked to state specific reasons why they feel that a certain member would want to be a certain animal. After the group reaches a conclusion on each animal, a student records that decision. The process is repeated until each member of the group is matched with an animal selection. Then, each group member is asked to share which animal they selected to be and the reason for that selection.

This activity can be done with from 8 to 15 students.

Intermediate Age T.V. Activity

This activity is a seven day learning activity. The class begins with the Sunday T.V. programs with the students listing all the careers depicted on the T.V. shows that they normally watch. The format can be flexible. Each day, the students will create posters listing the careers that they saw depicted on the previous day's television shows. This activity begins with the listing of the names of the shows and all the careers depicted in the shows; then record this information onto poster board. A cover is made for the "Classroom Career T.V. Guide" and this guide is kept in an easily accessible place for further reference. A group discussion on the frequency of certain careers as well as the numerous kinds of careers recorded could be a possible follow-up activity.

This activity can be done with from 5 to 35 students.

Intermediate Age Career Categories Activity

The group or class is divided into three or four teams. The teams have five minutes to list through brainstorming as many careers, jobs, occupations, professions, etc., as they can. After the brainstorming is completed the teams are asked to divide their team list into categories such as helping careers, building careers, public service careers, etc. Another variation of this activity would be to ask the teams to divide their list into five or six categories which they can determine. Following the categorizing of the team list, the teams are asked to share their overall list and the list of categories. In the processing out of this activity the emphasis should be placed on the categorization of careers.

This activity can be done with from 18 to 40 students.

Intermediate Age Hobby-Career Activity

A class or group project focuses on students researching their hobbies. Each student is asked to state what his/her hobby is. The students are then asked to make a poster illustrating their hobby and various careers that relate to or involve that hobby. On poster day, each student presents the poster to the group explaining the hobby and the relationship to the various careers.

This activity can be done with from 5 to 20 students.

Intermediate Age
"The Me Nobody Knows" Activity

Each student is asked to create a picture titled "The Me Nobody Knows" and then share their thoughts and feelings with one other member of a small group. In an individual setting the student would be asked to write about how he/she felt during the process of creating the picture and verbalizing one's feelings about sharing something about oneself in this way.

This activity can be done either on an individual basis or in a small group setting.

Intermediate Age
Skills and Abilities Activity

The staff member has each student list the things that he/she can do well. The staff member together with the student relate each thing to a particular job or occupational endeavor that will allow one to use this ability in the best way. The staff member should start from known jobs and work into discovering other possibilities via the use of a film, book, and/or a visit to a factory, department store, or other vocational setting. The staff member should encourage students to make this an ongoing project throughout the year; discovering new skills and relating them to specific jobs or kinds of work.

This activity can be done either on an individual basis or in a small group setting.

Intermediate Age
World of Work Portrait Activity

The counselor can work with intermediate age level students by using art as a medium. One exercise that could be utilized would be asking a group of intermediate age level students to work together on a large picture of people working. There need be no further directions than those that have already been stated. Then the same students could be asked to draw themselves working. This would be an individual project. The third part of the exercise would be to draw themselves working in 20 years. (Again, the third part of the experiment would be done individually.) The counselor would then process out the experience focusing on the differences of the three drawings.

This activity can be done with from 3 to 15 students.

Intermediate Age
Hobby Activity

A group of students is asked by the counselor what hobbies they are involved with. After a group discussion of the hobbies, the students are asked to work in pairs — dyads. The students are then requested to work on their hobbies together with their partner. A process session follows the exercise during which the partners or the new persons experiencing the hobbies are requested to discuss what the experience was like for them. What did the partner experience? What was difficult for the partner to do or to understand? How did the partner feel about the experience?

This activity should be done in groups of no more than 10 students.

Intermediate Age
Five Most Important People Activity

The students are asked to list who they feel are the five most important people within their community on a piece of paper. Then the students are asked to list what these people do and why they feel that these people they listed are important. The exercise can then be processed out by the counselor requesting that each student share what they have written on their piece of paper, however, not forcing any student to share. This exercise leads into a discussion of the students' values, and the relationship of these values to the world of work. Such issues as:

1. How do the people that we view as important get to be important to us?
2. Why does the community value certain people?
3. Is one job any more important than another? If so, why?
4. How does the community and society affect your career selection?

This activity can be done with from 8 to 14 students.

Intermediate Age
Toy Repair Activity

Students bring toys no longer used at home: repair them and bring them to a children's hospital. The teacher discusses with the students beforehand what kinds of toys different age groups like. The students should then visit the children in the hospital and interact with them. Students could also tour the appropriate areas of the hospital and talk to as many hospital employees as possible. After the experience in the hospital, the students should be encouraged to share their feelings about being in a hospital, how did it feel to help someone, would they like to do any of the tasks that they saw the hospital employees performing, why.

This activity can be done with from 3 to 15 students.

Intermediate Age
T.V. Performance Activity

Visit a television studio to observe a show (preferably a variety show) in progress. Return to school and ask the students to create a television show in which one group constructs a mock camera and set, while another group presents various acts that are written, directed, and produced by the students. Present the show to another class or group. The staff person should help the students select a task that relates to an interest or special ability. After the student production of the

show is completed, discuss how each student felt doing the part that they did. Also, discuss what each student learned about himself/herself.

This activity can be done with from 10 to 25 students.

Intermediate Age
Listening-Feeling Activity

Play a record such as *Grand Canyon Suite*. Have the students close their eyes and with a crayon, pencil, or finger paints create what they feel in each of the different parts of the record. After the record is completed, have each student look for figures, symbols, shapes, etc., that they can create or recall from their symbols. Discuss their feelings and relate their feelings to the composer. Relate individual's feelings to how they generally feel and what they were thinking during the music. Have the students write down 2 or 3 things that they learned about themselves from this experience and share these things with other members of the class in a small group setting.

This activity can be done with from 5 to 25 students.

Junior High Age Activities

Junior High Age
The Most Important Decisions Activity

The counselor asks the students to list in order of priority the five most important decisions that the student expects to make during his or her lifetime. The counselor and the student discuss the manner in which these decisions will be made considering such factors as: external pressures, time involved, input, process, change, and other elements affecting the decision making process. The same general format can be applied to a group situation.

This activity can be done on an individual or group basis.

Junior High Age
Concept of Work Activity

The class or group is divided into dyads. The counselor explains to the group that they will be taking part in an activity designed to increase their awareness of another person, their partner. Each member of the dyad interviews the other member for 5 minutes. The interviewer is instructed to structure the interview around the topic of work. Member A interviews Member B for 5 minutes and then roles are reversed for another 5 minutes. After each member has experienced both the interviewer and the interviewee roles, the counselor asks the group what they learned about: the other person, the other person's concept of work, the other person's plans for the future, and any other questions relating to who the person is and the person's concept of the world of work. At the conclusion, the experience is processed out with the emphasis on the group members feelings when the person was the interviewer and when the person was the one being interviewed.

This activity can be done with from 10 to 20 students.

Junior High Age
Service Activity

The counselor and a small group of students experience volunteering their time to work in a service activity. The counselor and the group decide on the type of service activity that they will become involved in. Together the group members discuss such factors as time commitment, type of service, types of work involved with various service activities, material or tools needed, involvement of others, etc. After the group has discussed the various components of such a project, they are asked to decide on the one service activity that they want to undertake. The counselor takes part in this activity with the students. Upon the project completion, the counselor processes out the experience with the group.

This activity can be done with from 8 to 12 students.

Junior High Age
The Catalogue Activity

The counselor initiates a class or group project that would involve the students developing a catalogue listing service organizations within their community that junior high school level students could involve themselves with. In developing the catalogue, the work would be divided according to small group interests. Also, the topic of service organizations is broad and could be divided into specific subgroupings based on interests. When completed, the catalogue could be distributed to all junior high students.

This activity can be done with any number of students.

Junior High Age
Class Occupation Activity

The counselor utilizes a large group setting to request that each student share with the group what they feel is their favorite class this semester. The counselor writes the responses on a blackboard or a piece of paper. After everyone has responded the counselor asks the group to relate various occupations to specific classes. A way of doing this would be to ask those individuals who like physical education the best to get together in a small group and list what jobs relate to their physical education class. The small group could then discuss how physical education relates to these jobs. The same procedure would be followed for each of the classes listed.

This activity can be done with from 15 to 30 members.

Junior High Age
Problem-Discussion Activity

The counselor asks the group what they feel is the most difficult problem facing them. The group is requested to decide on one problem. Each member of the group is asked what they feel is the most difficult problem. After each member has shared their opinion or feeling; the group is asked to discuss each response. The counselor focuses on whether or not members of the group can identify with or understand the opinion or feeling of the original respondent. The counselor deals with the individual members in terms of their developmental needs and the relationship of problems facing them to their overall development as a person.

This activity can be done with from 8 to 10 students.

Junior High Age
Work Skills Course

The counselor can design a course to teach the necessary skills to be a competent baby sitter. The course would deal with the following topics: what children of different ages are like, how does one best relate to children of different ages, how to plan activities for children, and the safety and health needs of children.

The students should practice their skills with supervision by the staff member. Mothers with preschool children would be invited to come to the school for formal and informal sessions. (One such session might be centered around the topic of psychological and social development of children.)

As a part of this ongoing course, effort could be made into seeking out what child care services the community offers for working parents and mothers who wish to engage in activities during the day.

The counselor should constantly relate experiences, skills, feelings about working with young children, etc., to future work related possibilities.

This course can be done with from 5 to 25 students.

Junior High Age
Strength Identification Activity

The counselor asks students to identify their strengths by meeting together as a group to talk about what strengths are, how one can identify one's strengths, and how one can best utilize one's strengths. The group members are asked to relate strengths to possible future occupations by identifying what strengths are necessary for success in several different occupations being aware of commonalities and differences across occupations. This can be an ongoing weekly project until students are comfortable with and able to work through this process in a meaningful way.

This activity can be done with from 5 to 15 students.

Junior High Age
Volunteer Activity

A student could be urged to volunteer his services to some community project or to some community agency. The student could put in a limited amount of time at no salary. However, the volunteer work could become part of a project or part of a course related to his educational — vocational goals. Therefore, there should be a way of making a volunteer work project part of the school curriculum. The student could work a limited amount of time for a specified period. During this time the student could meet with the counselor either individually or in a group with other students who are involved in such a project to process out how one feels about the experience taking into consideration various components of the work and the relationship between the academic learning and the experiential learning as a volunteer.

This activity can be done either on an individual basis or in group setting.

Junior High Age
Work Day Activity

The counselor could make arrangements for students to spend a day with a person employed in a certain occupation. The exercise would focus on placing each student with someone employed in a different occupation so that as many occupations as possible are represented within the contacts of the group of students. The student would then spend one full working day with the person to whom he or she was assigned. One benefit of such an exercise is that the student experiences work within the work environment. The student interacts with the person to whom he or she was assigned within the vocational setting. After the experience, the students are asked by the counselor to share their experiences as well as their reactions to the experience.

This activity can be done with from 8 to 12 students.

Junior High Age
Career Interview Activity

Each student is asked to select a number (from 2 to 5) of people within their own community whom they admire. Then the students are asked to interview these people concerning their career development. The students can develop a number of questions designed to get at the important decisions that people make during life which affected their career development. When interviewing the people that the student has selected, the student should focus on how the person got to be involved with their current occupation. What was the process of career development for these people? What important choices were made? What important choices remain to be made? Who affected their career development, etc? After the interviews, the students can share the results of their work. Also, this experience should

be processed out with an emphasis on what choices the students will have to make, who is influencing them, etc.

This actvity can be done with from 8 to 20 students.

Junior High Age
Agency Volunteer Activity

Have the students visit one or more community centers to find out what kinds of volunteer work is available. Possible centers may include a day care center, a youth service agency, hospital, recreation center, the Red Cross, a volunteer service bureau, etc. Have the students volunteer individually, in pairs, or in small groups to contribute a few hours a week to a community service agency or project. Conduct ongoing discussions consisting of what the students are experiencing, what are the students learning about the world of work, and how do they see themselves relating to the world of work in light of these experiences.

This activity can be done either on an individual basis or in a group setting.

Junior High Age
Hobby Sharing Activity

Have the students visit a Senior Citizen's community center to learn about the hobbies of senior citizens. The students should talk with the senior citizens in terms of how the senior citizens got started in their hobbies, is the hobby related to the work that they did, etc. The students can also talk with their parents, relatives, neighbors, etc., to find out what hobbies that they are interested in and if these hobbies are related to their career. The students could also be given the task to decide on a hobby, read about it, and then become involved with the hobby. Have a hobby sharing time each week where individual students can share with other students what they are doing. Encourage students to team with each other and work together on hobbies.

This activity can be done with from 10 to 25 students.

Senior High Age Activities

Senior High Age
Social Stratification Activity

The counselor asks students to rank in order of status a list of 20 to 25 careers. The counselor then discusses the responses that the students generated focusing on the variables on which the students based their decisions. Each student is asked to share their own definition of status and the factors that affect status. The counselor and group members discuss how their perceptions of status affect their career development.

This activity can be done with from 8 to 15 students.

Senior High Age
Follow-up Activity

The counselor meets with students that are involved in on the job training, vocational education programs, or working in either a paid employment or service activity setting. The counselor and student discuss the student's reactions and feelings concerning the work experience. The counselor and student work on clarifying the student's feelings and attitudes about the work experience, and how this work experience fits with the student's self-image. The counselor focuses on the relationship between identity, career development, and the student's current experience within the work world.

This activity can be done individually or in a small group.

Senior High Age
Lifestyle Activity

The counselor and students discuss the word lifestyle carefully defining their terminology and relating lifestyle to careers. The group lists other aspects of "lifestyle" besides a person's work. Each member of the group is asked to observe five people in different careers, focussing their observations on the lifetyles of these five people. The group member interviews one of these five people to gather more information about the person's lifestyle. Individual group members share their experiences within the group. The counselor facilitates discussion concerning the member's observation, lifestyles, and career development. The counselor asks the group members to share some observations concerning their own lifestyle and the effect that their lifestyles may have on their career development.

This activity can be done with from 8 to 15 students.

Senior High Age
Paid Employment Activity Survey

The counselor and students do a community survey aimed at identifying paid employment opportunities available to high school students. The survey is performed as a work activity with each member of the group having designated responsibilities. The group must decide what type of survey to do and the means by which they intend to carry out the survey. The students and the counselor decide on what questions to ask and other relevant information that is needed. After the survey is completed, the students together with the counselor and a member of the state employment service discuss the relationship of specific paid employment opportunities to careers. The information obtained is compiled into the high school employment opportunities guide which is distributed to students.

This activity can be done with from 15 to 40 students.

Senior High Age
Unpaid Employment Activity Survey

Counselor and students do a community survey aimed at identifying unpaid service activities available to high school students. The survey is performed as a work activity with each member of the group having designated responsibilities. The group must decide what type of survey to do and the means by which they intend to carry out the survey. The student and counselor decide on what questions to ask and relevant information that is needed. After the survey is completed, the students together with the counselor and a member of the state employment service can discuss the relationship of specific service activities to careers. The information obtained is compiled into the high school service activities guide which is distributed to students.

This activity can be done with from 15 to 40 students.

Senior High Age
Student-Staff Work Activity

Each member of a class or large group is assigned to a staff member in the school. The student spends an entire day with the person to whom they are assigned. The students are required to take part in the work responsibility of the person to whom they are assigned. Student assignments would be made randomly with the *entire* school staff participating in the experience. The counselors prepare both the staff and students for the work day so that the student expectations for the day are congruent with staff expectations. The emphasis of the day should be on the student experiencing the work of the staff in a hands-on manner. Soon after the experience, the counselors meet with the students and process out the experience focussing on the students' attitudes, feelings, reactions, etc., while experiencing the work day.

This activity can be done with from 20 to 50 students.

Senior High Age
Career Description Activity

The counselor asks students to select careers that interest them. The counselor has the students write a description of the career based on the students' feelings concerning what work the career involves. The counselor and the students discuss the written descriptions of the careers. The students visit the vocational setting where the practitioners of the careers selected are employed. The students have the opportunity to interact with practitioners and to observe the vocational setting. When the students return to school, the counselor requests that the students write another description of the career based on their experiences observing and interacting with personnel employed as practitioners of the career selected. The counselor and students discuss the discrepancies between the original description and the experienced-based description.

This activity can be done on an individual or group basis.

Senior High Age
Experiencing Discussion Activity

The counselor holds a discussion focussed on "experiencing"; what the concept means and how one can best utilize each new experience in terms of becoming more aware of one's feelings and thinking. The discussion should focus on the transactions that one experiences with others and the environment.

Each student is encouraged to engage in at least one new experience during a week's time, react to the experience and then share these reactions with others in a group setting at the end of the week.

After doing this as a small group for a few weeks, encourage students to continue this process on their own until it becomes a part of their way of viewing and processing new experiences.

This activity can be done with from 5 to 15 students.

Senior High Age
Family and Cultural Background Activity

Students complete the following exercise.

Students are asked to imagine themselves moving back in time. What are your ancestors like 75 years ago? What are your parents/relatives like now?

1. Does your cultural heritage affect you in any way today (i.e., in your sexual roles, your work choices, your educational aspirations, etc.)?
2. List at least one thing that you do now that is culturally determined.
3. Think of the things that you presently do. Can you identify some of them that involve subcultures? List those that do.
4. Identify patterns of thinking and behaving that exist in your family. List the patterns that you are repeating. List the patterns that you have changed.

Relate the information that you learned about yourself from this exercise to your interests, educational and vocational goals. Should you change your thinking in any way to better reflect who you are?

This activity can be done either on an individual basis or in a small group setting.

Senior High Age
Descriptors Activity

Students are asked to do a research project where each student is asked to interview 10 adults, 10 adolescents, and 10 elementary school students. The students doing the research are requested to ask only one question: *Who are you?* The researchers then note what the person says in response to this question. When someone responds by giving his name, this is just noted or tallied but the main concern of the researchers should

be how people describe themselves when asked who they are. After all the students have had an opportunity to obtain the necessary data; the students can roughly tally the results using specific categorical tallies of responses. Then the results are noted for the three different populations. The experience should then be processed out utilizing reference to the results and the relationship between how people view themselves in relationship to what people do.

This activity can be done with from 10 to 20 students.

Senior High Age
Definitions Activity

A. Each student writes his/her definition of the word *work*.

B. Each student writes his/her definition of the word *occupation*.

C. Each student writes his/her definition of the word *career*.

The group's members are then asked to share the definitions of each word. First of all, the definitions of the word *work* then *occupation* and *career*. These definitions are then recorded either on a blackboard or on a sheet of paper. Then the students are asked to brainstorm to come up with any other definitions that may not have been listed. Students are then asked what these terms imply that is not directly stated. Next, the counselor processes out the exercise by focusing on two things:

1. How much the definitions are related to the students' experiences within the world of work?
2. How much of the definitions are related to things that students have heard or picked up from other people?

This activity can be done with from 5 to 25 students.

Senior High Age
Occupation-Status Activity

A listing of various professions and occupations as utilized in N.O.R.C. Studies is given to the students. The students are then asked to rank the stated occupations based on the status that each occupation has within our social stratification system. The students can either rank order the occupations or order the occupations based on a zero to one hundred point system. Then the students' ranking of occupations based on social status can be compared with the National Opinion Research Center findings along with various other research findings in occupational sociology such as the Purdue Opinion Research Polls. A discussion should follow the exercise considering the following areas:

1. What do you feel occupational stratification is based on?
2. Will these current occupations remain in the same position in the future?
3. In the future, what could affect the occupational stratification position?
4. How does such an occupational stratification system affect you? Your career choice? Your education? Your life style? Your political and social beings? Your definition of success? Your self-identity? Your goals and aspirations?
5. How does a stratification system perpetuate itself?

This activity can be done with from 8 to 20 students.

Chapter IV

Working with Educational Staff, Parents, and Community

Introduction

A comprehensive career guidance, counseling, and placement program established in any educational setting should not only involve the students, but also educational staff, parents, and the community. The establishment and maintenance of a career development program will be very difficult without the full cooperation of the teachers, administrators, and other school personnel. An effective career development program should involve parents. Counselors should work with parents in explaining the career guidance program and in explaining the career guidance program and in examining the role that parents play in the career development of their sons and daughters. Also, some parents may feel a need to learn more about the work world of today and the relationship between education and career development within the framework of societal needs. Finally, the guidance personnel can work within the community in order to utilize expertise, provide opportunities that enhance the career guidance, counseling, and placement program, and link the educational world with the vocational world.

A discussion of the implications for a comprehensive career development program involving educational staff, parents, and the community follows.

Working with Educational Staff

Guidance counselors involved with career development, should involve themselves with the entire educational staff. Everyone from food personnel and maintenance personnel to the principal and the superintendent have distinct contributions that each can make. A comprehensive career guidance, counseling, and placement program can be defined as a *systematic* effort involving *all* educational personnel aimed at the total development of the person (cognitive and affective development within the context of psycho-social maturity). The degree to which the school counselor involves these personnel reflects the counselor's creativity, scope, and depth. The number of staff participants and the amount of staff participation will be directly correlated with the success or lack of success of the comprehensive career guidance program.

In order to assure that career guidance has the breadth of scope necessary to accomplish its goals; guidance personnel must become involved with the area of systems development. Systems development can be defined as an approach toward organizational change that considers the various parts of an organization that are interrelated to the whole. When one part or system of the organization is changed the entire organization is changed. The school is an organization and the various populations within the school are systems: teachers, maintenance personnel, administrators, guidance staff, etc. The counselor's effort to utilize one's potential must be aimed at facilitating the various noncounseling populations to work together as a unified whole. In order to meet this need the counselor must become familiar with process consultation. The counselor involved with career guidance will experience both being utilized and sought out as a consultant and seeking out other members of the educational staff as consultants. According to Fullmer and Bernard (1972) the specific goals of consultation are:

1. To improve and enhance the learning environment for students, teachers, parents, and administrators.
2. To improve communication by enhancing the information flow among the significant persons in the learning environment.
3. To bring together persons of diverse roles and functions to engage in the common task of enhancing the learning environment of significant others.
4. To extend the services of experts.
5. To increase the ability of the educational staff to deal with a wider range of differences among students.
6. To help others in the process of learning how to learn about behavior.
7. To help create an environment containing all the significant components of a good learning milieu.
8. To trigger self-help organization.[3]

In relation to process consultation, knowledge and skill in group communication greatly facilitates the counselor's work. Much of the guidance personnel's contact with the educational staff occurs within the context of group situations; staff meetings, committee meetings, in-service training, etc. Thus, the importance of guidance personnel becoming skilled in group procedures cannot be overstressed.

The guidance staff can utilize the following developmental techniques in working with other educational staff in initiating and implementing a comprehensive career guidance, counseling and placement program.

[3]Daniel Fullmer and Harold Bernard, *The School Counselor-Consultant*, Boston: Houghton-Mifflin Co., 1972.

1. Assessment -- The guidance personnel should assess current programs operative within the school and the community dealing with the general area of career development and determine the need for additional programs utilizing a comprehensive guidance, counseling and placement approach. The self-concept model of career development can serve as a vehicle to implement such an approach. In Minnesota, the current emphasis on career education provides an excellent beginning point from which to assess the degree to which the students affective domain will be dealt with in any systematic fashion relating to his career development.

2. Exploration — Once a need has been established, the guidance staff can explore the possibility of developing a more effective program in career guidance, counseling, and placement by becoming involved with already existing programs. Counselors should make every effort to relate their career development program to other existing programs involving career development both in the school and in the community.

3. Involvement — Guidance personnel can ask members of the educational staff to serve as consultants to the guidance department in the area of career development. At this point the counselors may choose to involve administrators, maintenance personnel, etc. The more people involved the broader the base and the more diverse the input into the career guidance program. Each person that is involved with the career guidance program possesses distinctive skills, abilities, and experiences relating to the world of work.

4. Development — The guidance staff together with consultants gather input and develop a program. In the developmental stage, guidance personnel should become involved with behavioral objectives in order to more explicitly define their programs.

5. Explanation — Immediately following the program development, the guidance staff should explain their program in as detailed a format as possible to the other educational staff. Thus, teachers, home-school liaisons, social workers, administrators, etc., are made aware of the proposed career guidance, counseling and placement program in their school. By using the guidance staff as models for self-examination concerning their involvement and experience with their own career development, the explanation stage can be made more realistic. Modeling self-examination of one's own career development can facilitate self-examination of their career development by other staff members. At this point, the self-concept model can provide the basic approach for self-examination. Thus, the staff can become more vitally involved with the proposed career guidance, counseling, and placement program.

6. Commitment — The guidance personnel should indicate their commitment to career guidance and also acknowledge the contributions and the commitment of the other staff members serving as consultants. It is imperative that a clear indication of the guidance staff's commitment to the career guidance program be communicated to the educational staff. The counselors may at this time volunteer to assist teachers in the classroom by running task-oriented or process-oriented group discussions relating subject matter with work and the student's affective development.

7. Adjustment — The guidance staff should request feedback concerning the proposed career guidance, counseling, and placement program from other educational staff members. The staff consultants and the guidance staff should then carefully examine the feedback and make necessary adjustments within the program. The adjustments within the program are then communicated to the other educational staff.

8. Establishment — The guidance staff institutes the comprehensive career guidance, counseling, and placement program. The self-concept model for career guidance, counseling, and placement is utilized in the everyday functioning by the guidance personnel.

9. Communication — Guidance personnel make a constant effort to give and receive feedback concerning their career guidance program to teachers, administrators, and all other school personnel. Counselors have the responsibility to keep the educational staff informed of program changes and new needs that might develop.

10. Evaluation — The guidance staff should constantly evaluate their career guidance, counseling, and placement program. Teachers and students can be surveyed concerning the value of the career guidance program and any recommendations that might increase the program effectiveness.

The guidance personnel involved with career guidance, counseling, and placement must be concerned with and involved in the total learning environment. The staff must concern themselves with the concept of experiential learning. The total learning environment includes the community where a student spends 16-18 hours per day. For students, the school should be a microcosm of the real world, of society in general. Therefore, counselors involved with career development need to work with other education staff to make sure that these two societies are reflective of each other and that career guidance, counseling, and placement in the schools is accompanied by an emphasis on career development in the community.

Working with Parents

A comprehensive guidance program focused on career development via the self-concept implies that guidance personnel need to become involved in the total world of the student and how it effects his attitudes, behavior, etc. Parents are very influential in students' career development.

Developmentally, a child first identifies with his parent following the recognition of the distinction between self and not self, between one's body and the remainder of one's visible environment. Critical to the development of self and how one sees oneself as a person throughout the school years and beyond is the relationship that existed and presently exists between child/student and parents. Parents establish the emotional climate in which the individual first experiences reality; they serve as human identity models and establish basic attitudes, beliefs, values, etc., which are ultimately incorporated into who one is and who one will become.

Two critical areas which guidance personnel must explore are an individual's current self-appraisal as it is related to the individual's perceived parents opinion of him/her and the individual's parents perception of his/her worth, abilities, morals, sexuality, physical attributes, intelligence, health, future, etc.

The first area can be pursued by meeting with students individually and/or in groups to discuss how one's home environment influences how one perceives oneself in light of the above variables and how this influence is incorporated into one's concept of self. Increased awareness of how one comes to perceive oneself through an honest appraisal of the factors influencing this perception can lead to the reassessment of who one is and who one would like to become. Consequently, through this process one can begin to establish an identity which is more internalized versus taking on someone else's identity and centering behavior on external expectations.

The second critical area of concern is to become involved with parents of students through some planned and systematic way. This may mean moving out of the school building and into the homes of students to interact with the family in their natural environment. Dialogue centered around how parents perceive their children in terms of worth, abilities, etc., can be crucial in understanding the total world of the student.

Intervention on the part of counselor becomes necessary if discrepancies exist between how a particular student perceives himself/herself as compared to what that student's parents perceive. This intervention may need to involve counselor, parents, and student working together to achieve an integration of the perceptions.

Calling together groups of parents to teach them about self-development and the interrelatedness of behavior and self-concept in terms of themselves and their offspring could lead to better understanding, hence better communication between parents, students and the school.

The choosing of a career is dependent on such factors as: one's perception of self in relation to the world of work, the expectation of parents and significant others, the knowledge and exposure to the world of work, one's achievement level, who one would like to be, etc.

Guidance personnel need to become aware of parents expectations in regard to what they hope their son or daughter will become. These expectations may reflect *their* needs more than the needs of their son or daughter, may reflect unrealistic goals based on misperceptions of who their son or daughter would like to be, may be based on *their* value system which is not necessarily the value system of their son or daughter and may be based on limited or outdated knowledge and experience in the world of work.

Awareness on the part of the counselor of the interrelatedness between student-parent expectations as it effects career choices should lead to increased interaction between student and parent which is initiated and maintained on a continuous basis by the counseling staff.

To achieve the goal, to find and secure the right place in the working world; one that will enhance the self and perpetuate one's striving toward the best one is able to become, makes it mandatory that guidance staff be intricately involved with parents of students as part of their function within the framework of a comprehensive career development program.

Working with the Community

In order to facilitate a comprehensive career guidance, counseling, and placement program, the counselor must become involved with the community. The counselor must move out of his office and school into the community where the counselor can involve representatives from business, industry, labor, civil service, and various professions with the career development program. Representatives from these populations know job requirements, entry level skills, exact job descriptions, occupational mobility, personal characteristics of successful individuals, and the job market. This information provides extremely valuable input into a career guidance program. These representatives can also help provide the needed experiential component for a career development program. Contacts with representatives from business and industry can also greatly assist the guidance personnel in career placement. The guidance staff should utilize the community resources available. The process by which the counselor might enlist the services of these representatives is as community consultants to the school.

A comprehensive career development program will involve the implementation of the experiential learning

model. The new concepts in career development demand that a counselor move out of a school setting to become involved with significant others in the establishment of experiential learning programs outside of the school. Assuming that territory defines relationships, it is imperative that students experience the reality of the work world. The importance of the environmental framework involved with career guidance, counseling, and placement is illustrated by Robert O'Hara's (1971) comment:

> "Through the process of differentiation and integration there is gradually formed a vocational self-image. The key element in the formation of this self-image is the process of interaction with other people met in the vocational environment. The vocational self-image grows and develops as the student evaluates himself, as others evaluate him, and as he perceives their evaluations."[4]

Another consideration for the counselor involved with career guidance is the formation of working relationships with community counseling agencies. Community counseling agencies vary from state employment services to counter-culture agencies. Community counseling agencies can contribute a great deal to a school based career development program. Working relationships with community agencies can offer the guidance staff the following services:

1. Community agencies can provide resource personnel and materials to assist guidance staffs with career counseling and placement.
2. Community agencies utilize extensive referral services involving the total counseling spectrum. Included in the referral sources are employment counseling and job placement as well as job training centers. The referral procedure as it exists in community counseling agencies usually is far more extensive than the few referral agencies used by schools.
3. Community agencies offer strong community support bases from which they operate. These support bases can provide valuable community support for comprehensive career guidance programs.
4. Counter-culture agencies provide the guidance personnel with an opportunity to learn more about youth culture.
5. Community agencies also provide alternatives for students that the guidance staff cannot reach. The community agencies can serve as excellent referrals.

In the area of community involvement as in the area of educational staff involvement, the guidance staff find themselves involved with the consulting process. Some strategies that guidance personnel may employ in working with the community:

1. As previously mentioned, the guidance staff can utilize community resources as consultants. Generally, the representatives from the community have a great deal of knowledge to contribute to a comprehensive counseling effort.
2. Counselors can establish work study, internship, and apprenticeship programs involving the business, industry, union, and professional community representatives.
3. The guidance personnel can build a strong support base within the community.
4. The guidance staff can become involved with students and parents on their territory.
5. The counselors can become more familiar with the values and attitudes of the youth culture.
6. The guidance staff through involvement with counter-culture agencies can demonstrate their commitment to the student and at the same time establish rapport.

For a further discussion of sociological considerations see Appendix B.

[4]Robert P. O'Hara. "Guidance for Career Development", in David Cook (Ed.) *Guidance for Education in Revolution*, Boston, Allyn and Bacon Inc., 1971.

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Appendix A
(Psychological Considerations)

Psychological Considerations

Man is a biological, psychological and intellectual being continuously interacting with his environment in an evolving developmental way. Assuming that one's actions are determined by who one is and who one would like to be makes it imperative to look at career guidance, counseling and placement from a developmental viewpoint in order to coincide with man's progressing through a series of stages based on physical growth, psychosocial growth, and intellectual growth patterns. These growth patterns have been defined and elaborated by Erikson, Piaget, Tohlberg, Havighurst, and others.

According to Erikson, Piaget, etc., an individual moves from one stage to another in a systematic way as determined by the person's having mastered the tasks at a particular stage to some degree of adequacy which then precipitates a readiness to move onto the next stage. Each succeeding stage increases in its demands on the individual in terms of complexity of skills (cognitive, affective, interpersonal, etc.) required to master the tasks in that stage.

Use of the term stage to describe development is in reality making a descriptive summary statement directing one's attention to a particular set of behaviors at a particular time. The particular set of behaviors observable at each stage is the product of its antecedents and simultaneously coincides with preparation for the next stage in one's development. Thus, the development through the concept of stages is progressive and cumulative. Also, it involves differentiation at a more complex level with increasing age and experience.

Figure 1 illustrates a conceptual framework incorporating Erikson's and Piaget's developmental stages superimposed on the development of self. This conceptual framework encompasses the primary years through senior high school years. The framework for the development of self is based on ideas from Piaget's and Erikson's developmental stages combined with the authors' perceptions derived from a variety of educational experiences.

In order to initiate, establish, and maintain a comprehensive career development program, counselors need to concern themselves with the implications of this developmental framework in terms of planning specific programs geared to varying age groups. The stages of development portion of the conceptual framework is self-explanatory as is the school years segment. The developmental stages of Erikson that apply to the school years encompassed within this framework are: Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Diffusion, Intimacy vs. Isolation, and Generativity vs. Self-Absorption. These stages relate to the individual's psychosocial development in terms of defining the radius of significant relationships and significant people. (Note the direction of movement from significant people within the immediate environment to significant people within the concept of the universe.) The radius of significant relationships represents the territorial confines defining the progressive movement of the individual from the basic family unit to the universe. This movement is defined both in terms of people and ideas; people being further defined in the significant people segment of conceptual framework. Piaget's stages of cognitive development encompassed in this framework are the end of the preoperational stage, the entire concrete operations stage moving into the formal operations stage which progresses in complexity as students reach senior high school. These stages provide the basis for the focal mode of learning which is progressive and cumulative as expressed in Figure 1 under the heading "Focal Mode of Learning".

The underlying implications of Piaget's Theory is that the learning process must incorporate three basic components: abstract, experiential, and practical. The abstract component can be defined as vicarious learning resulting from the reading of books, viewing films, etc. The experiential component refers to learning that comes about as a direct result of experience in a life setting. The third and final component, the practical component includes direct application of knowledge gained vicariously, direct application of knowledge gained experientially, or a direct application of knowledge gained from an integration of the abstract and experiential components. The focus and the amount of emphasis placed on each component varies according to the developmental age of the individuals. For example, in planning a career development program for primary grade level youngsters the counselor should focus on the experiential learning, Piaget's concrete stage. (Focusing on one component, either abstract, experiential, or practical does not imply the mutual exclusion of the other two components but rather a weighting of emphasis on a particular component.) A career development program focusing on the intermediate years should be weighted on the experiential component, but incorporating more of the abstract and the practical components. During the junior high years, the career development program should focus on almost a balanced weighting between abstract, experiential, and practical learning. A career guidance, counseling, and placement program in the senior high school should focus on the abstract component but still incorporate the experiential component. A senior high career guidance program should also focus on the practical component to allow students to test out their knowledge and experiences. The following figure, Figure 4, graph-

ically represents the weighting formula that could serve as a guide for the planning of career development programs at various developmental levels.

Implications of the above mentioned psychological considerations will be further elaborated in Chapter 3 by dealing with specific aids, activities, and examples.

Figure 4

GRADE LEVEL — CAREER DEVELOPMENT COMPONENT FOCUS

Grade-Level	Component (approximate breakdown)		
	Abstract	Experiential	Practical
Primary	25%-17½%	50%-65% X	25%-17½%
Intermediate	30%-20%	40%-60%	30%-20%
Jr. High	35%-32½% X	30%-35%	35%-32½% X
Sr. High	50%-65% X	20%-15%	30%-20%

X — Represents Primary Focus of Career Development Program

Appendix B
(Sociological Considerations)

Sociological Considerations

The role of the guidance person in career development necessitates examination of the sociological implications related to the world of work. A sociological topic most crucial to career guidance, counseling, and placement is the concept of occupational mobility as it relates to the occupational stratification system. Research points to the conclusion that occupational mobility within our social system is limited. The limits affecting occupational mobility appear to be a result of several factors: unequal access to training, lack of knowledge of and exposure to the world of work, societal stereotypes or career opportunities for women and minority groups, an occupational distribution and motivation system based upon extrinsic rewards, and control over entry into occupations by unions and professional organizations.

Some counselors are defining their roles in a political-social context. The American Personnel and Guidance Association is becoming more actively involved with political legislation and social issues affecting the counselor and his role within society. Career guidance, counseling, and placement necessitates that the counselor role be partially defined in terms of political and social action. Counselors involved with career development must work within their local communities, states, and on a national level to facilitate social change that would eliminate or curtail some of the limitations that support an occupational stratification system based on limited opportunity and limited mobility.

Some strategies that guidance personnel may employ to work toward changing the current occupational stratification system are:

1. Counselors through local, state, and national professional organizations can work through political and social action to open the access to training, experience, and actual job opportunities.
2. Counselors can become involved with career education and contribute their expert power in an effort to expose students to the opportunities that the world of work provides. This involvement should focus on a systematic effort to provide an interpersonal affectively oriented component to career education models.
3. Counselors can work to alter stereotypes concerning job opportunities, roles, values, and goals that affect a student's career development. The counselor's interaction with teachers, administrators, and staff can facilitate a change in attitudes that contribute to placing limitations on a person's career development. The guidance personnel through individual and group counseling can work to expand student awareness concerning the opportunities available in the world of work.
4. Counselors can work with local unions and professional organizations to create opportunities for experiential learning as well as to attempt to open the access to membership within these organizations.
5. Counselors can visit and interact with employees of various local industries and businesses. During the interaction process, guidance personnel can learn much about employee job satisfaction and the employee's feelings concerning occupational mobility within that specific work setting.
6. Counselors can become involved with two areas of sociology: the sociology of occupations and social stratification. These two areas of sociology contribute much research that may aid the counselor to better understand the sociological implications that accompany career development.