

ED 140 033

CE 011 321

AUTHOR Newlon, Betty J.; Even, Brenda B.
TITLE Career Education: The Consultant Approach.
INSTITUTION Arizona Univ., Tucson. Coll. of Education.; Missouri Univ., Columbia.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE [76]
GRANT OEG-0-71-4463
NOTE 20p.

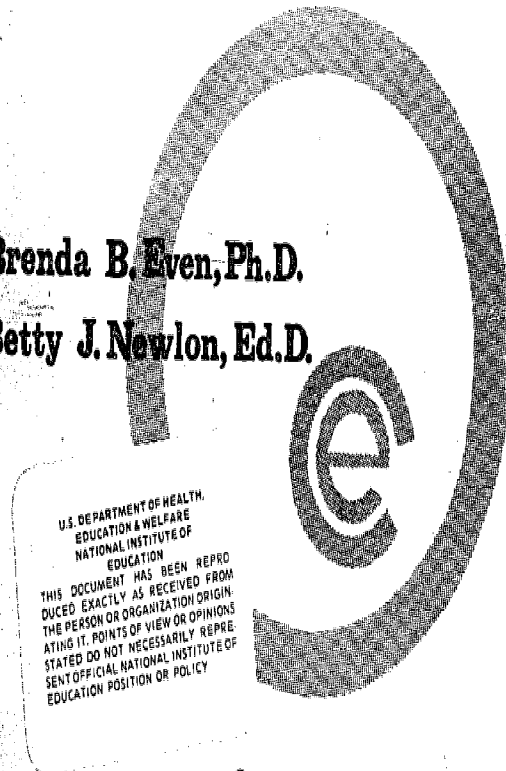
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Career Education; Consultants; *Counselor Role; Counselors; Educational Strategies; Elementary Secondary Education; *Guidance Functions; *Guidance Programs; *Models; *Occupational Guidance; Professional Services; Program Descriptions; Program Planning

ABSTRACT
 The school counselor is viewed as the most effective career education change agent in the guidance model presented in this booklet. The model, termed "developmental career guidance," is primarily presented in full-page illustrations showing the counselor's (with a combined consultant function) role in the following cooperative relationships: The counselor and administrator, teacher, student, parents, and community. The planning and implementation process of the consultant strategy is also illustrated. A step-by-step guide for establishing the consultant strategy is outlined. The authors suggest that if there is no counselor in a school, the model can be made applicable to another resource person serving as a career education change agent. Available resources and materials available from the University of Arizona Career Education Project are listed. (TA)

ED140033

**CAREER EDUCATION:
 The Consultant Approach**

**Brenda B. Even, Ph.D.
 Betty J. Newlon, Ed.D.**



CE 011 321

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * made by EDRS are the best that can be made from the original. *



This guidance model was developed in cooperation with the career guidance, counseling and placement project, University of Missouri-Columbia, funded through a grant (OEG-O-71-4463) from the U.S. Office of Education, Bureau of Occupational and Adult Education and was originally published in Career Guidance Strategies in Arizona, 1975.

COVER DESIGN AND ILLUSTRATION
Jenean Thomson

EDITORIAL PRODUCTION
Brenda B. Even, Ph. D.

EDITORIAL ASSISTANT
Suzanne E. Delap

Who Can Do Career Education and Promote Career Development?



There are as many ways to implement Career Education as there are people actively involved in Career Education programming. For example, teachers can implement Career Education in the classroom; principals can support Career Education in the school, and parents can encourage their children in work exploration. Even the community can become involved in broadening students' educational experiences. However, perhaps the most effective Career Education change agent is often overlooked when Career Education invades the school --- THE COUNSELOR ! ! !



Why Pick On The Counselor? ...for a number of reasons. . .



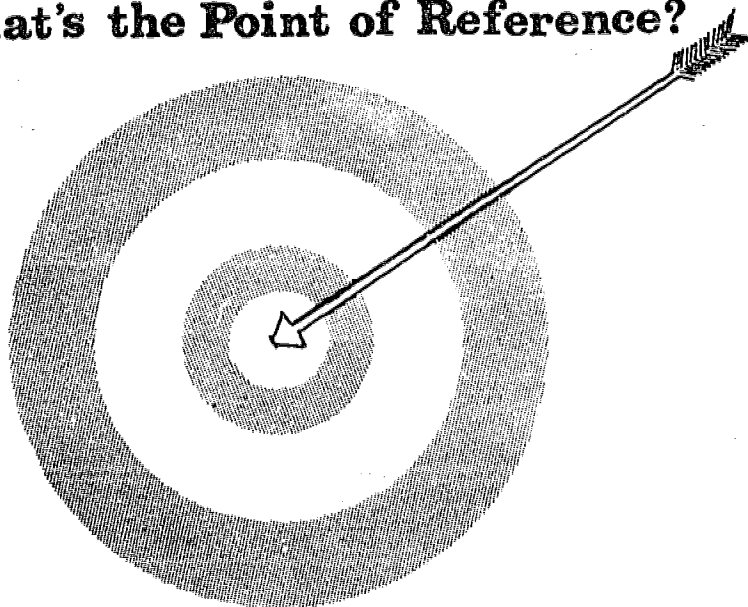
● Counselors have more time flexibility for Career Education activities.

● Counselors have acquired additional interpersonal skills and techniques.

● Counselors have more direct contact with teachers, parents, administrators, and the community.

● Counselors have been searching for a new way to become more involved in the educational process.

What's the Point of Reference?



For the Consultant Model, Career Education equals DEVELOPMENTAL CAREER GUIDANCE.¹

DEVELOPMENTAL --- of or connected with a specific step or stage in growth.

CAREER --- the pattern of one's progress through life, as well as one's longitudinal advancement in a vocation.

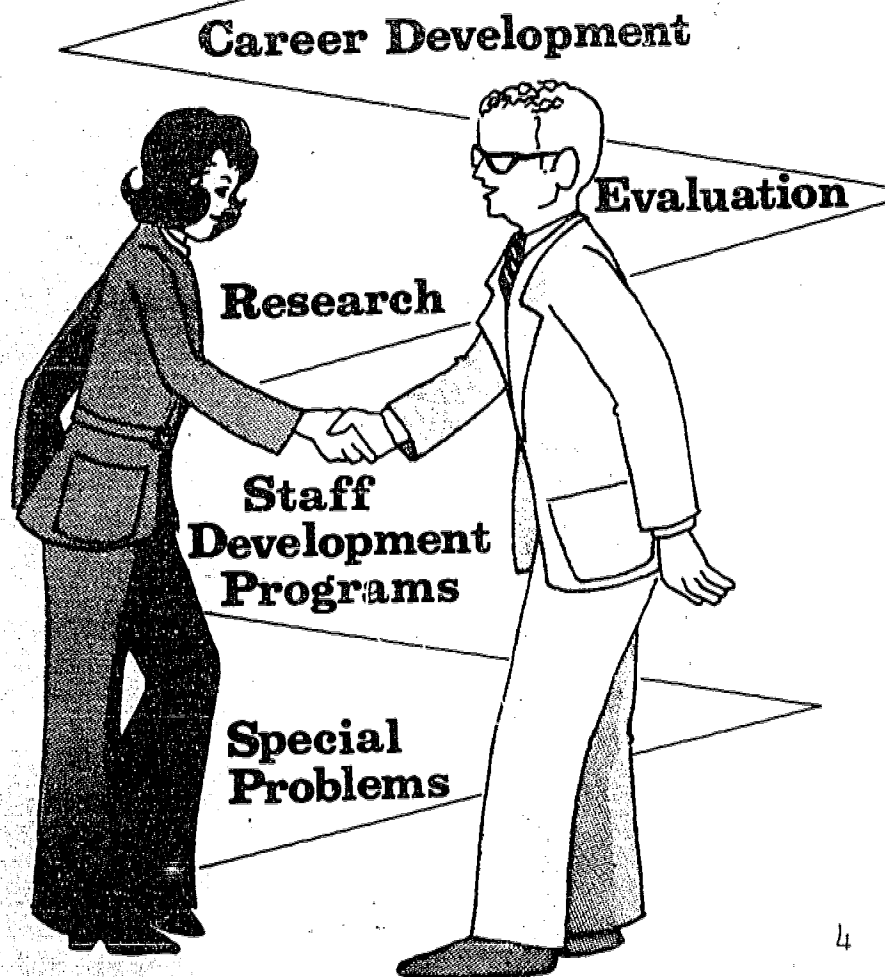
GUIDANCE --- that unique aspect of the educational process which specifically deals with assisting young people to analyze their needs, assess their potentialities, outline their life goals, determine a plan of action and begin to accomplish it.

¹Even, Brenda B. "Integrating Career Education into Teacher Preparation." Unpublished doctoral dissertation. Tucson, Arizona: University of Arizona, 1975.

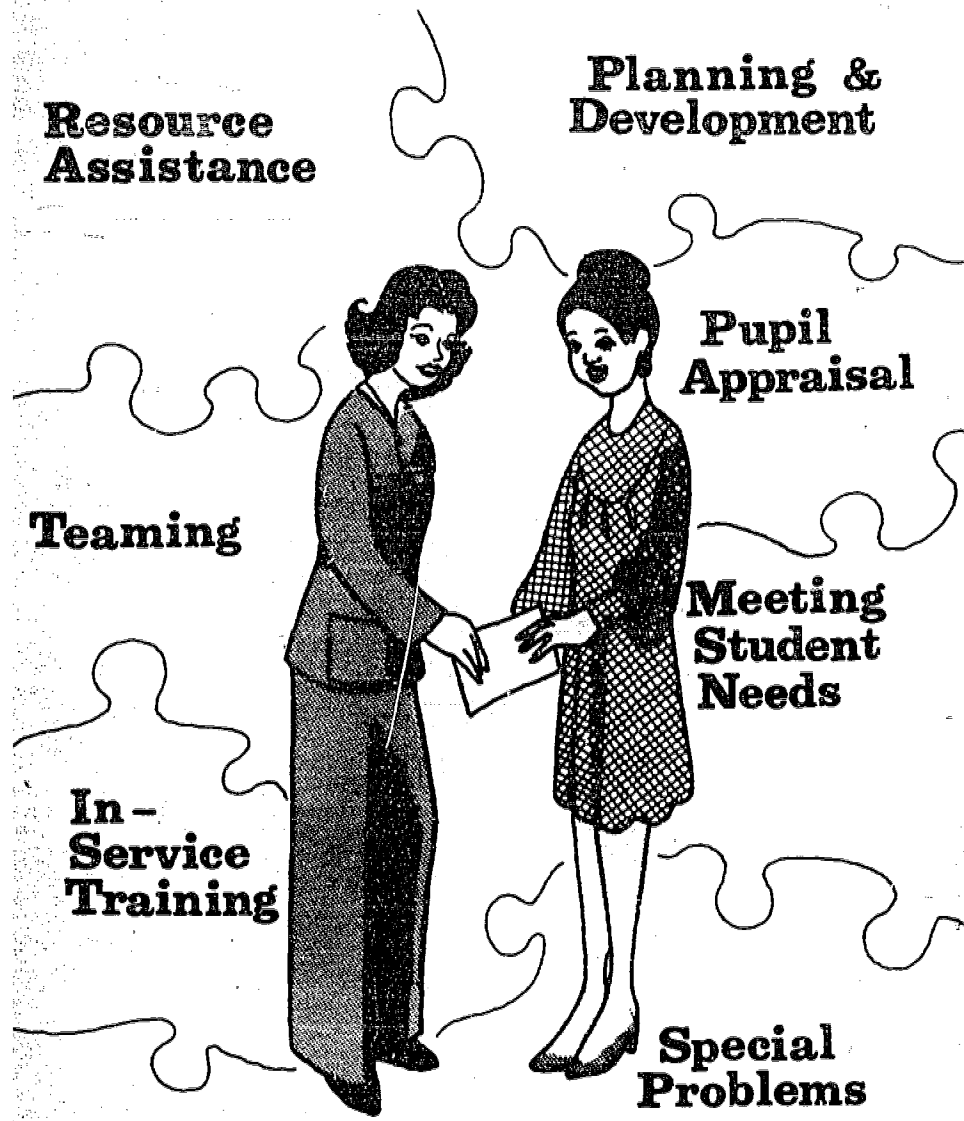
What Does The Model Look Like?

Developmental Career Guidance, combined with the Counselor as a Consultant, results in the following cooperative relationships:

The Counselor And The Administrator working together in terms of...



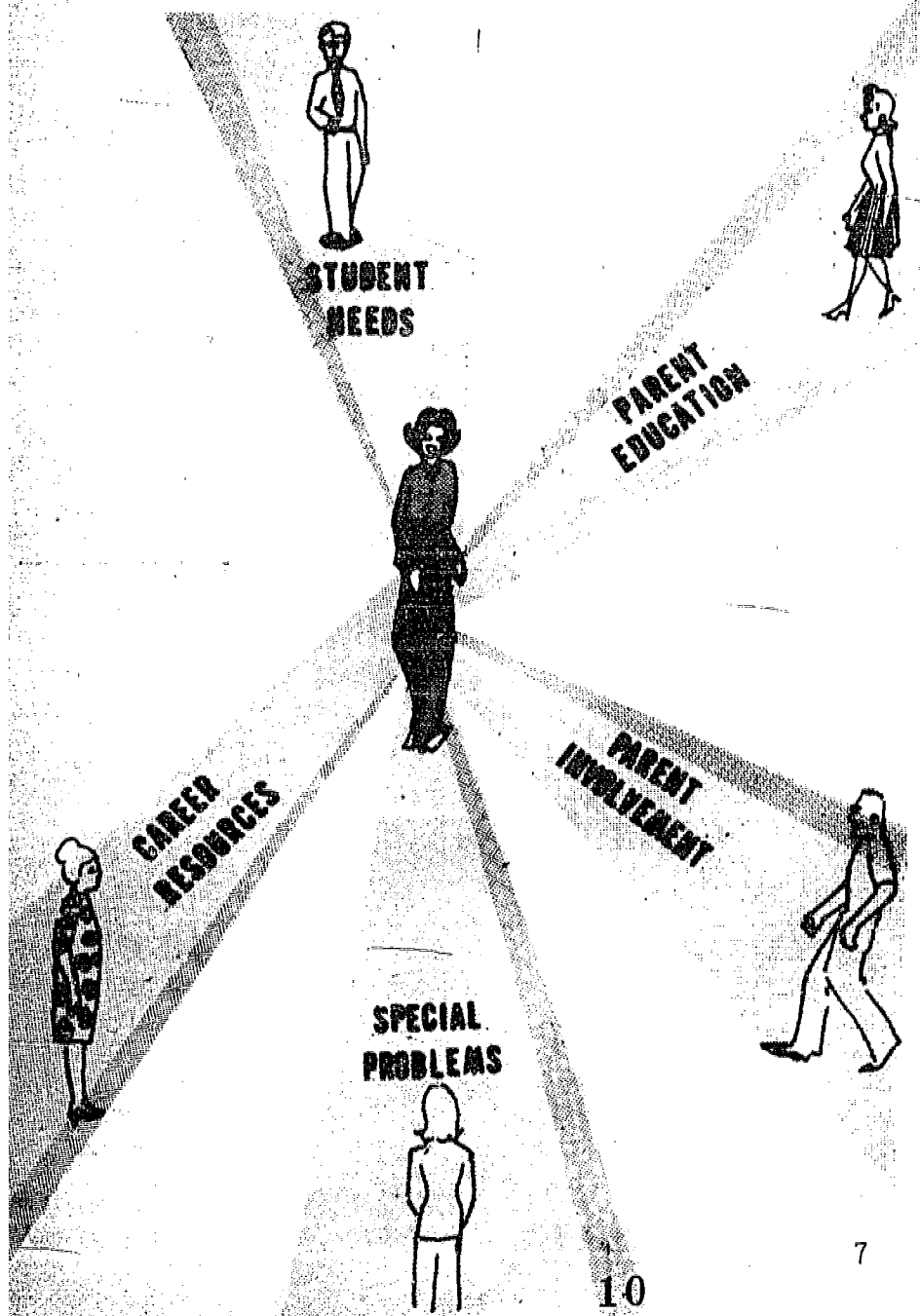
The Counselor And The Teacher working together in terms of. . .



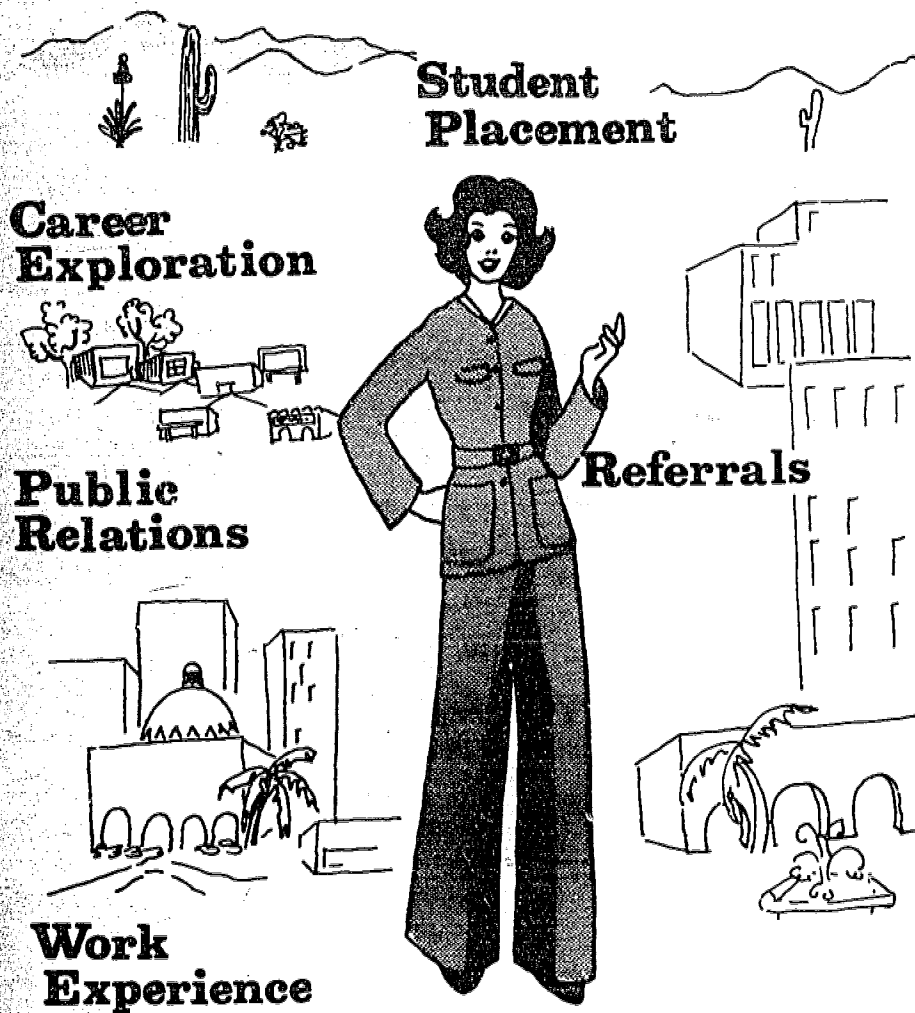
The Counselor And The Student working together in terms of. . .



The Counselor And The Parents working together in terms of . . .



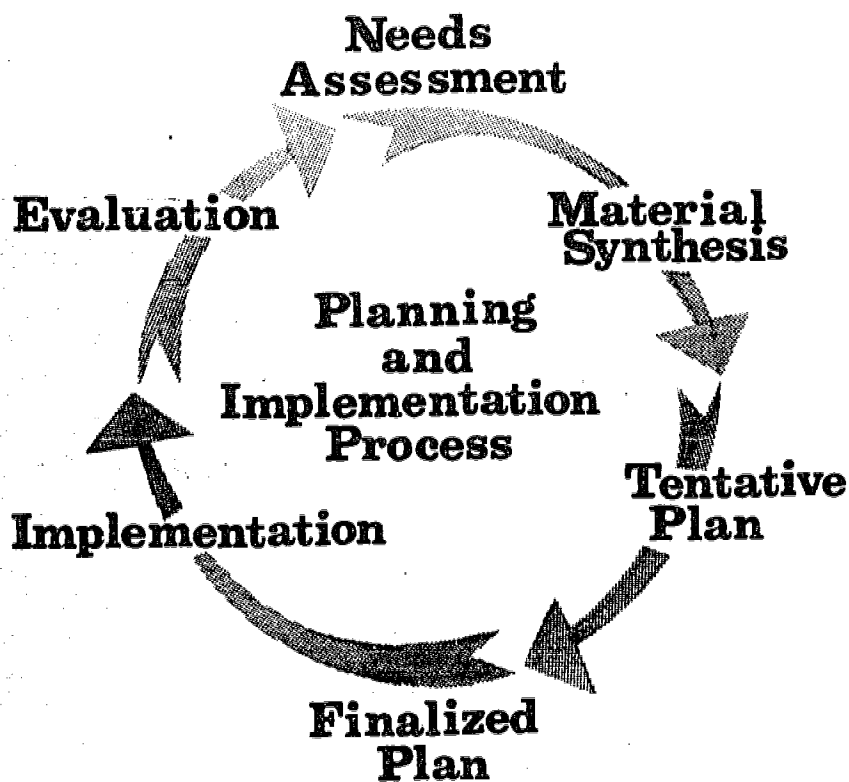
The Counselor And The Community working together in terms of. . .



Community Resources

What Is The Implementation Process

The following illustrates the continuous planning and implementation process of the consultant strategy:



What Happens When . . . ?

It is important to remember that educational changes occur more easily when one follows the directions in the recipe and omits none of the ingredients! There are a number of steps one should follow when establishing the consultant strategy.



Step-by-Step Consultant Ingredients

1. Define the role.
2. Examine the objectives.
3. Assess specific needs.
4. Contact principal and discuss role.
5. Outline possible program and submit for approval.
6. Familiarize remainder of school personnel with consultant role.
7. Use and publicize information center.
8. Seek out those who wish to become involved.
9. Assist those interested in determining their needs.
10. Suggest ideas and materials for Career Education activities.
11. Check resources.
12. Assist interested individuals in the total process of developing Career Education activities.
13. Team to present Career Education activities or model the presentation.
14. Examine the effectiveness of activities.
15. Continue the procedure with other interested individuals.
16. Evaluate the procedure and initiate changes.

What Activities Can The Consultant Be Involved In? ... Career Education activities can include. . .

- Decision Making Opportunities
- Career Research
- Vocational Interest Inventories
- Leisure Time Involvement
- Appreciation and Attitude Development
- Educational and Career Awareness
- Ability and Aptitude Identification
- Work Exploration Experiences
- Vocational Preparation
- Guest Speakers
- Observation Trips
- Goal Setting Experiences
- Manpower Needs
- Work Attitudes
- Saleable Skills



What If There's No Counselor?

So the school doesn't have a counselor. Other members of the school community - - - principal, teacher, parent, librarian, and community representative - - - can serve as the Career Education change agent. The model, process, and step-by-step ingredients of the consultant strategy are still applicable, but it will be necessary for individuals other than counselors to adapt them to fit their own frame of reference.



What Are Some Available Resources?

American School Counselor Association. "Role of the Secondary School Counselor," School Counselor, Vol. 21, No. 5, May 1974.

American School Counselor Association. "Unique Role of the Elementary School Counselor," School Guidance and Counseling Journal, Vol. 8, No. 3, March 1974.

American School Counselor Association. "Unique Role of the Middle/Junior High School Counselor," Elementary School Guidance and Counseling Journal, Vol. 8, No. 3, March 1974.

Bingham, William C., ed. Accountability: Process and Product. Rutgers University: Proceedings of the Rutgers Guidance Conference, 1971.

Career Education and You the Teacher, The Arizona State Department of Education, Phoenix, Az., 1974.

Career Education Matrix, The Arizona State Department of Education, Phoenix, Az., 1974.

Christensen, Oscar C., "Education: A Model for Consultation," Elementary School Guidance and Counseling, Vol. 7, No. 2, October, 1969.

Christensen, Oscar C., "Parent Education: A Model for Consultation," Elementary School Guidance and Counseling, Vol. 7, No. 2, December 1972.

Even, Brenda B., ed. Career Education Activities: A Handbook for Counselors. Developed in a state-funded Career Education Institute directed by Betty J. Newlon, Ed.D. Tucson, Arizona, University of Arizona, 1974.

Even, Brenda B., ed. In-Service Training Packets. Tucson, Arizona: Pima County Developmental Career Guidance Project, 1974.

Gysbers, Norman C. and Moore, Earl J., eds. Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective. University of Missouri-Columbia, February, 1974.

Hillman, Bill W. "Two Methods of Facilitating Classroom Learning: Implications for the Counselor-Consultant," University of Arizona Department of Counseling and Guidance, Tucson, Arizona.

Hoyt, Kenneth B. "Vocational Guidance for All: New Kinds of Personnel Needed," American Vocational Journal, Vol. 45, No. 5, 1970.

Koplitz, Eugene D. Guidance in the Elementary School: Theory, Research, and Practice. Dubuque, Iowa: William C. Brown Company Publishers, 1968.

Lauver, Philip J. "Consulting with Teachers: A Systematic Approach," The Personnel and Guidance Journal, Vol. 52, No. 8, April 1974.

Lifton, Walter M. Can We Run Fast Enough to Catch Up? Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971.

National Advisory Council on Vocational Education, 6th Annual Report, June 1, 1972. Counseling and Guidance: A Call for Change.

"Preparation of Occupational Guidance Counselors," Final Report North Carolina State Department of Education, 1973.

Richins, Duane. "The Counselor's Role in Career Education," Career Education: Third Yearbook of the American Vocational Association, Washington, D. C.: American Vocational Association, 1973.

Welsh, Barton W., Stanger, Norman R. "Two Vocational Educators Look at the Counselor's Role in Career Development," Thrust for Educational Leadership, Vol. 2, No. 4, 1973.

Materials Available From The University Of Arizona Career Education Project

Contact Persons

Brenda B. Even, Ph. D.
Betty J. Newlon, Ed. D.
Career Education Project
College of Education, Room 206
University of Arizona
Tucson, Arizona 85721

University of Arizona Career Education Project.
Career Education Bibliography. Tucson, Arizona:
University of Arizona Career Education Project,
1975.

A bibliography of materials available in the
Project's Career Information Center, including
price, publisher, source and content.

Even, Brenda B., ed. Career Education Activities:
A Handbook for Counselors. Developed in a state-
funded Career Education Institute directed by
Betty J. Newlon, Ed. D. Tucson, Arizona:
University of Arizona, 1974.

This Handbook is especially designed to aid the
counselor in implementing the counselor-consultant
approach. It is also a handy tool for
teachers who wish to integrate Career Education
into their classroom activities.