ABSTRACT
        A two-day training program is described that may be
used by individuals or in preservice or inservice experiences to
teach participants the knowledge and skills required to design,
develop, and evaluate competency-based career guidance programs in
whatever their work setting may be. It is appropriate for all career
guidance personnel, including counselors, counselor educators, career
education specialists, vocational guidance personnel, and specialists
in pupil personnel services. The workshop provides a step-by-step
approach to developing competency-based career guidance programs from
the beginning stage of determination of needs to the final stages of
implementation and evaluation. The program is presented as a single,
integrated training package that can be used by career guidance
personnel through self-instruction, or as a pre-or inservice workshop
of approximately two days in length. Instructions for the facilitator
(either the team chairperson or the workshop coordinator) are
provided in the facilitator's guide at the end of the participant
materials. (Author)

Competency-Based Career Guidance Program Design:
A 2-Day Training Workshop

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Libby Benjamin

Helen L. Mamarchev

SUCCESSFUL OUTCOME

EVALUATION

RESOURCES
Staff
Facilities
Materials

PERFORMANCE
OBJECTIVES

NEEDS
ASSESSMENT

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COMPETENCY-BASED CAREER GUIDANCE PROGRAM DESIGN:

A 2-DAY TRAINING WORKSHOP

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COMPETENCY-BASED CAREER GUIDANCE PROGRAM DESIGN:

A 2-DAY TRAINING WORKSHOP

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Throughout this decade in our nation the concept of career development has gained increasing emphasis in the total educational process-- the concept that educational experiences should be designed to respond to student needs for life skills as well as academic knowledge. Whereas career education was once narrowly defined as occupational awareness, exploration, and skill-training, educators now recognize that decision-making skills, value clarification, and self-knowledge are crucial to satisfying occupational choice and rewarding experiences in all aspects of living. Thus, the design and implementation of effective delivery systems for career development programs have become a major concern of educators, as well as of parents, legislators, and interested community members.

Need

Recent trends in career education have caused the career guidance program to play a crucial role in career development programs. National student needs assessment data, such as the ACT National Assessment of Student Needs, as well as similar data collected by statewide assessment programs (e.g., Michigan, Iowa, Florida) indicate that students identify help in career planning as their number one need. Demands are escalating for more viable occupational information services. Schools and colleges are experiencing greater interest in and use of placement services. Teaching personnel are asking for assistance in using community resources

and developing career-relevant instructional programs. Underlying these new pressures is the emphasis on accountability--outcomes evidence that whatever program is adapted achieve what it purports to do. Meeting all of these demands requires the development of career guidance programs with clearly defined goals and objectives which effectively intermix the talents and skills of personnel within and outside of the school.

Purpose

Planning career guidance programs that can fulfill their potential contribution to the total.career development program requires special knowledge and skills on the part of all career guidance personnel, including counselors, counselor educators, career education specialists, vocational guidance personnel, and specialists in pupil personnel services. Because the roles they must fill may be new to some of these individuals, they will need inservice training to refresh and enhance their competencies. This document describes a 2-day training program that may be used by individuals or in preservice or inservice experiences to teach participants the knowledge and skills required to design, develop, and evaluate competency-based career guidance programs in whatever their work setting may be.

We believed it especially important in developing this program that it be transportable, competency-based, and able to be used in a wide variety of settings. We also wished to emphasize action and skill-building rather than mere acquisition of knowledge--so the focus is on doing, on putting into practice what is learned. At the conclusion of the training experiences, participants will have developed an Action Plan that they can immediately put to use in their own career guidance program.

This program incorporates the attitude that the most effective method of accomplishing the tasks of career guidance program design and implementation is through the team approach, the cooperative and collaborative efforts of those persons most directly associated with or responsible for the career guidance program. Counselors have traditionally operated as individual entrepreneurs committed to doing within a broad framework of guidance services whatever was most personally appealing. Consequently, it has been difficult to describe in any specific way what it is that guidance does for whom. Counselors who have tried to develop cohesive programs have often been thwarted or have failed because of lack of administrative and staff support and understanding. Our viewpoint, therefore, is that career guidance programs have a greater potential for success if counselors collaborate with others who are responsible for the institution's educational commitments and goals to determine the specific objectives, outcomes, and content of the career guidance program.

Description

The workshop provides a step-by-step approach to developing competency-based career guidance programs from the beginning stages of determination of needs to the final stages of evaluation and implementation. The program is presented as a single, integrated training package that can be used by career guidance personnel through self-instruction or as a pre- or inservice workshop of approximately two days in length. (Time guidelines are provided for workshop usage.) The user should note that instructions for the facilitator (either the team chairperson or the workshop coordinator) are provided in the Facilitator's Guide at the end of the participant materials.

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The basic components of this systematic approach to career guidance program design include:

1. Needs assessments of students, staff, counselors, resources, and the existing program;

2. Consensus-seeking strategies for enhancing the team experience;

3. Tasks to clarify goals and objectives;

4. Establishment of performance indicators, i.e., criterion levels, for the objectives;

5. Design of the program in terms of each person's role and the overall time framework for accomplishing the goals;

6. Resources identification and assessment;

7. Evaluation procedures;

8. Methods for overcoming barriers to the implementation of career guidance programs; and

9. Behavioral strategies for acting as change agents within the back-home setting.

We suggest that participants in the program conduct a needs assessment of students, staff, and counselors before they come to the workshop, if they have not already done so. Forms that can be used for assessing needs are included in the training program materials in Appendix B of Day 1.

The materials are divided into two workshop days, and approximate times are specified for each portion of the program in the Facilitator's Guide. The Guide follows the participant materials and contains complete instructions for implementing the program.

The program is best facilitated with a team or teams of participants who work together in the same setting in career guidance program

development. We suggest that the team be composed of four to six people, and include counselors, teachers, and at least one administrator. All of the activities are designed to be performed by these teams.

Upon completion of the program, participants will possess the knowledge and skills, and, we hope, the motivation necessary to implement the Action Plan which they have developed throughout the program. In this way they will be able to respond effectively and efficiently to the needs of those for whom their career guidance program is intended.

The next page begins the participant section of the competency-based career guidance training program.

INTRODUCTION

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Up to now, career guidance activities have been ancillary services to the instructional program, separated from the instructional process. The shift to a life career development orientation is having major impact on school staffs, students, and the delivery of guidance services in a number of ways:

Career guidance: life career development

1. Students are better able to see how their school studies relate to their life goals for work and further education.

2. Counselors, teachers, administrators and community people are coming together in new kinds of relationships.

3. Career guidance personnel are being required to assume new roles and functions.

4. Career guidance personnel are beginning to view their efforts as related parts of a total program rather than as disparate "activities."

Thus, career guidance has the potential to unite school staffs, in ways never before experienced, for the benefit of all.

To take advantage of the emphasis on life career development as an integrating force in education, a team approach is needed. Counselors, teachers, vocational educators, administrators, parents, and other community members must work together as a team to plan a comprehensive program. The assumption is that such a team, representative of persons with varying backgrounds and educational experiences, can develop

Team approach needed

a program that will serve the guidance needs of all students.

To insure consistency and sequence in the career guidance program, coordination is a "must." Therefore, key personnel from every educational group must come together as a task force to brainstorm ideas, to plan, to choose action strategies--in short, to develop the program and get it going.

You are the Spearhead Team for your school. You have agreed to take responsibility for developing your career guidance program--for assessing needs, setting goals, developing objectives, and creating the Grand Design for the Right Plan for your particular needs.

It is the purpose of this program to help you do just that. It will:

Purposes of program

1. teach you the processes of program development,

2. help you make some decisions about the direction your particular program will take,

3. provide specific resources for your unique needs,

4. show you some ways to evaluate the effectiveness of your prospective program, and

5. suggest ways you can turn your program plan into a reality in your work setting.

Perhaps as a result of being able to do these things, you will feel a new sense of confidence and some excitement about putting your plan to work--and, be motivated to <u>do it!</u>

Your team will be the _leaders_ in your career guidance
program development, and your task will be to involve others
back home in further planning and in actually carrying out
the program. A challenging task, but far from impossible.

So--let's begin.

PROGRAM GOAL

The major purposes of this 2-day training program are to help you
learn the process of career guidance program design and implementation,
obtain resources that will be of immediate help to you in your work, and
develop an Action Plan for your own career guidance program. It is
designed for <u>teams</u> of career guidance personnel, including counselors,
teachers, administrators, and other staff, who are committed to spear-
heading the development of a vibrant, workable career guidance program
in their work setting.

Our hope is that, as a result of the program activities, teams will
become imbued with a new sense of excitement and commitment to career
guidance, and will have the knowledge, skills, and motivation to follow
through with their Action Plans.

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Day 1 of this program is designed to help you achieve the following objectives:.

1. To identify effective consensus-seeking behaviors, to rate your team's consensus-seeking behaviors on a rating scale, to work toward improving your team's consensus-seeking behaviors.

2. To write five goals for your career guidance program to which all team members are committed, including a rationale for choosing each goal.

3. To prioritize your five goals.

4. To develop three demonstrable and measurable performance indicators for each of your five goals.

5. To determine how you currently spend your professional time, to determine ways to make your work more efficient, to identify possible new roles and functions you might assume.

6. To complete in detail a career guidance program schedule.

OUTLINE

Approximate Time	Activity	Objectives
1 1/4 hours	<u>Introduction</u> Opening activities, review of new life career development focus in career guidance programs, the need for teaming, and resulting new roles for counselors.	
4 1/2 hours	<u>Needs Assessment--Review</u>	
	<u>Consensus-seeking--Building</u> teamwork	1
	<u>Goal-setting</u>	2, 3
	<u>Performance indicators</u>	4
	<u>Designing the program</u>--My role	5
	--The schedule	6
1/4 hour	<u>Wind-Down</u>	

As part of your pre-workshop tasks you were asked to con-
duct a needs assessment of appropriate respondents and to deter-
mine which of the needs listed were most important to each of
the groups surveyed. Why were you asked to do this? You
probably feel that you know what is needed in your school, in
your program, for your students. But do you?

We know of a school that two years ago spent over $20,000
on a drug education program for high school students. Subse-
quent evaluations showed that the students neither liked the
program nor benefited from it, and this year the program was
scrapped. If the policy-makers in that school had conducted
a needs survey, they might have discovered that students were
not interested in such information and have been more cautious
about setting out on such an expensive venture.

Another example: In the traditional form of pre-
professional training, counselors devote major emphasis in
their practicum experiences to one-to-one counseling techniques.
Yet, in survey after survey, students indicate that their need
for individualized help in resolving personal problems is
minimal.

If a career guidance program is to be effective, it must
focus on the behaviors and skills needed and desired by all
persons involved in it. Determination of these needs is the
very heart of the planning process. Such information allows
us to be more specific than just to say that students need help

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in career development or that the current program is inade-
quate; it permits us to focus on specific targets for program
efforts.   It gives us:

1. a rationale for setting goals,

2. a starting point,

3. a direction,

4. a basis for evaluation,

5. authorization to continue or permission to stop.

A complete needs assessment model requires that data be   *3 areas to survey*
collected and analyzed in three areas:

- Program
- Clients
- Resources

The purpose of the program analysis is to identify all of
the existing guidance services that are currently being   *Program*
offered. Appendix A (How to Develop a District Master Plan for
Career Guidance and Counseling, ED 112 342) contains a series
of activities and questions that you will want to consider as
you begin mapping the future of your career guidance program.

Appendix B contains three sample surveys which can be
used to determine needs of clients: counselors, staff, and   *Clients*
students. (Many other examples of survey instruments may be
found in ERIC and in a number of books and resource materials
(see Suggested Readings at the end of this section, p. 19]).
In order to gain the widest spectrum of needs and points of
view, however, two other groups of people should be included in

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the client survey: parents and community members. Some of the questions used in all of the surveys might be identical; some would need to be rephrased; some new ones would have to be devised.

Resource analysis consists of assessing the capabilities of the school's staff, facilities, materials, and funding. Trends should be noted, such as changes in numbers of respon- sibilities of staff; areas of expertise should be identified. The guidance staff should assess their present facilities, make a floor plan, and note possible areas not now in use that could be made available for future efforts. All materials should be identified and listed in a systematic fashion, and availability and amount of funding should be determined.

Conducting and analyzing a needs assessment involves the commitment of everyone on the staff. And once these tasks have been completed, it is crucial that the results be disseminated and used to result in a plan for change and progress. Otherwise, the whole process will have been meaning- less and a waste of time. The data collected should provide a pretty clear picture of "what is" and offer some solid clues as to "what ought to be." Program planners should thus be able to identify some of the discrepancies between the two, determine which ones are of most importance, decide which ones they can realistically tackle, and begin to develop a plan of action--with the comforting knowledge that they are working on what is needed by the people they wish to serve

Resources

Needs assessment: the impetus for change and growth

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To review, then, the needs data you collected pertains to the needs of three groups of clients--counselors, staff, and students. In addition, you should have analyzed your current resources and your program before you undertake any major developmental steps.

Very shortly your team will be identifying specific goals for your career guidance program from your needs assessment data. Successful achievement of these goals requires that each team member support the importance of the goals and be committed to their implementation. Being a good team member involves skills that can be learned, and the next activity will help you to become more aware of these skills as you begin the team tasks.

SUGGESTED READINGS

Campbell, R. E., et al. Career guidance: A handbook of methods.
    Columbus, OH: Chas. E. Merrill Publishing Company, 1973.

    Available from: Chas. E. Merrill Publishing Company
                     1300 Alum Creek Drive
                     Columbus, OH 43216

Career development: Guidance and education special issue. Personnel and
    Guidance Journal, May 1975, 53.

    Available from: American Personnel and Guidance Association
                     1607 New Hampshire, N.W.
                     Washington, D.C. 20009
                     (202) 483-4633

Hays, D. Needs assessment! Who needs it? Ann Arbor, MI: ERIC/CAPS, 1976.

    Available from: ERIC/CAPS
                     Suite 2108, School of Education Building
                     The University of Michigan
                     Ann Arbor, Michigan 48109

Position paper on career development. MVGA-AVA Commission on career
    guidance and vocational education. Washington, D.C. APGA, 1973.

    Available from: American Personnel and Guidance Association
                     Publication Sales Department
                     1607 New Hampshire, N.W.
                     Washington, D.C. 20009

Tiedeman, D., et al. Key resources in career education: An annotated
    guide. (Stock #017-080-01667-2)

    Available from: Government Printing Office
                     Office of Superintendent of Documents
                     Washington, D.C. 20208

You've undoubtedly heard the saying, "A camel is a horse put together by a committee." Many of us tend to think about group activities in terms of our experiences with unproductive efforts rather than in terms of creative idea-sharing. This is because groups are usually put together to work on a task without any thought being given to how they are to become a functioning unit.

Individuals are supposed to know automatically how to be good group members. In truth, few do. Democratic voting is supposed to reflect a satisfactory collective judgment because members have been "involved." In truth, it doesn't.

Synergy

Synergy is group energy, and is an example of the concept that the whole is more than the sum of its parts. Collaboration in planning and problem-solving leads to outcomes that are often superior to those any individual member could generate.

A synergistic group is not without conflict; indeed, conflict is seen as helpful and means that group members are owning and sharing their feelings and ideas. The synergistic view of conflict means examining what appears to be opposite or at odds in terms of its commonalities rather than its differences. It means breaking out of the "either-or" syndrome to look for bridging elements, for linkages, for a fusion of

seemingly polar points of view. Synergism is achieved when the process of working heightens the sharing and the interaction and leads to outcomes that are truly group-developed.

Consensus

Consensus is a synergistic outcome. It means that <u>all</u> members of the group have reached <u>substantial</u> agreement, although not necessarily unanimity. It is not a majority decision, which often means that there are powerful pockets of minority resistance. Conflict is viewed as an asset. Reaching a goal becomes the result of a group effort. The feeling of achievement emanates from the group rather than from individuals. Individuals who do not subscribe entirely to the group decision are viewed as catalysts for constructive growth rather than as blockers. "Horsetrading" is not allowed because it often covers up what may be genuine resistances to the group decision.

*Substantial agree-
ment required.*

Hidden agendas

A word should be said about individual motivations of group members. Any task group works on at least two levels: the level of the actual task as it is understood by each group member, and a deeper level involving the hidden or undisclosed needs and motives of each person. These motivations are personal and subjective, and relate to needs for belonging, acceptance, recognition, self-worth, power, and productivity, among others.

*Personal
motivations*

Such needs are not necessarily "selfish" or "wrong." The
quest to satisfy personal needs through group membership is
natural and common to all of us. If one individual's needs
block another's, or if one individual's needs block the pro-
gress of the group, however, then a problem occurs. Individuals
must learn to fulfill their needs in a way that does not raise
obstacles for other members of the group. In consensus-seeking
individuals do not try to "win." They try to reach a group
decision that reflects commitment in varying degrees of all
members.

Suggestions for consensus-seeking

Consensus-seeking is hard work, but the payoff in helping
the group function effectively can be dramatic. The following
are a number of suggestions for helping groups achieve
consensus[1]:

<div style="text-align: right">Guidelines</div>

1. Members should not try to "win" as individuals. What
    is "right" is a collective group judgment.

2. Conflict should be viewed as helpful.

3. Members should both hear and have a chance to be
    heard.

4. Tension-reducing behaviors are okay, so long as con
    flict is not smoothed over prematurely.

5. Group process should be discussed when work is
    becoming ineffective.

6. The best results flow from a fusion of information,
    logic, and emotion.

---

[1] Adapted from A Handbook of Structured Experiences for Human
Relations Training, Volume IV, Pfeiffer and Jones, 1973.

In the next activity you are going to be or to observe a typical group working on a task. If you are participating in a workshop, some of you will be asked to observe certain individuals; others will be observers of the group process. If you are working in your back-home setting as a Spearhead Team, you will not need the Role-Play Observation Sheet. Please see the Facilitator's Guide for instructions.

Role-Play Situation

A career guidance needs assessment conducted at Madison High School
revealed that:

1. Students needed most help in:

   a. choosing a career,
   b. knowing how the courses they were taking related to their
      career plans,
   c. making decisions.

2. Counselors needed most help in:

   a. group guidance techniques,
   b. designing and maintaining a career resource center,
   c. developing career guidance practices for special student
      groups.

3. Teachers needed most help in:

   a. consulting with parents,
   b. helping students acquire effective study skills,
   c. relating their school subjects to occupations.

The principal appointed the Guidance Director to be chairperson of
a committee of the principal, counselors, and teachers to study the
assessment data and develop some goals for next year.

Today is the second meeting of the committee. In its first session
the group went over the data and listed the needs for each population in
order of priority. Today the committee is to develop at least two goals
for the career guidance program which the whole Madison staff will support.

Background

Guidance is "under the gun" at Madison because the last bond issue
failed and there is talk of abolishing the entire guidance program.

The school board at its last meeting inquired about the data from
the needs assessment and indicated that it wants "results." Board mem-
bers had just returned from a seminar on competency-based education and
were turned on to implementing these ideas and practices in Madison
schools.

Mixed feelings abound at Madison over this new approach to program-
ming. The staff is not totally satisfied with the Guidance Department
and would like to see improvement, but most of them don't want any sweeping
changes in their own functions as a result of the needs assessment.

The guidance director was a teacher, half-time counselor, and full-
time counselor for eight years before he/she was appointed director three

years ago. Older teachers on the faculty remember the director as a
teacher and have never accepted the new role.

The principal has been at Madison for two years and enjoys a reputa-
tion as an enthusiastic and dedicated leader, if somewhat conservative.
The principal evidences no strong support for guidance and is willing to go
the way the wind blows so far as retaining or terminating guidance services.

One counselor and one teacher volunteered to be on the committee;
the Director asked another counselor and another teacher to serve also.

Role-Play Observation Sheet

1. How active was the committee member whom you observed?

2. How committed was the member to the task of the group?

3. How effective was the member as a listener?

4. To what degree did the member seem motivated by personal concerns?

5. What approach did the member take in attempting to influence the group?

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Process Observation Sheet

Atmosphere

1. To what degree were the committee members cooperating with each
   other?

2. What was the feeling tone at various stages?

Participation

3. Who were the high and low participators?

4. What was the relationship between level of participation and
   the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?

6. What motives did you infer for each of the members?

Circle the number that, in your judgment, represents the way members on your team behave. Write the reason for your scoring in the section labeled "Comment." When you have finished, discuss the scores together, come to a group judgment about the appropriate number, and place that number in the "Score" column.

	Hardly any of us do this ever	Once in a while we do this	About half the time we do this	We do this most of the time	This is a real strength of our team	SCORE	
						Pre-workshop	Post-workshop
Express ideas freely	1	2	3	4	5		
Comment:							
Express feelings openly	1	2	3	4	5		
Comment:							
Listen to others	1	2	3	4	5		
Comment:							
Look for commonalities in differing points of view	1	2	3	4	5		
Comment:							
Honor comments of all team members	1	2	3	4	5		
Comment:							
Discuss group process when needed	1	2	3	4	5		
Comment:							
Work toward team goal rather than individual goals	1	2	3	4	5		
Comment:							
				Total Score:			

Each local school is unique in terms of staff, students, climate, facilities, resources, problems, weaknesses, and strengths. The needs assessment has helped you at this point to determine what is and make some judgments about what ought to be. You have listed the needs in order of priority of each of the groups surveyed, and it is now time to set some goals for your career guidance program.

Why set goals?

Why not be spontaneous, and just develop activities or resources as needs arise? After all, needs change, and flexibility is supposed to be a very positive component in any program. Freedom is what we want—freedom to change, adapt, adjust to ongoing demands.

Paradoxical as it may seem, setting goals and providing a structure allows for even more freedom and flexibility. With a defined direction and assigned responsibilities, program implementors are far more able to make necessary shifts and adjustments than if they have to gear up from scratch—design a strategy, seek out resources, make arrangements with teachers, orient students, and find a facility.

Structure allows more freedom

Efforts that are purposeful, leading to a designated goal, are more effective than efforts that are random or disjointed. Goal-directed activities are more efficient than ones which are unplanned and unorganized. The next step in planning

How goals help

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becomes easier when goals are explicit. The management of the
developmental program is facilitated when goals are attainable.
Reaching specific goals inspires a sense of achievement and
accomplishment for program developers and clients. And, with
clear goals, individuals are far more likely to inventory
available resources, acquire new, relevant resources, and use
those resources.

This is not to say that there is no room for spontaneity
or serendipity in program development. In fact, some of the
most effective innovations have been developed by persons
working toward goals and discovering side benefits or observing
effects they were not looking for.

Your goals

Each team will prepare five "Goal Sheets." Your task is
to mesh so far as possible the needs of all groups into five
clear *goals* that you feel committed to implementing in the
months ahead.

>   *Example:* Students indicate that their No. 1
>   need is "developing confidence." Counselors
>   indicate that their No. 3 need is "assisting
>   students to develop self-understanding and
>   feelings of self-worth."

These needs can be considered to "mesh" with each other, and
a goal can be developed that will respond to both needs.

However, *goals may not mesh at all.* The top five needs
on each of your three needs assessments may appear to be
unrelated to each other. In that case, you will have to
examine all of the priority needs and come to a group judgment

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as to which ones appear to be paramount. Each goal should re-flect commitment to some degree by all members of your team.

An important point to remember is that the goals you set *must evolve from the needs data* so as to possess a defensible and accountable *rationale*. In the space provided, your team should indicate the need or needs from which each goal was derived. For this you would simply write in the prioritized need from your data which served as the basis for setting that particular goal.

Your goals may be for your <u>program</u>, that is, what you deliver to students; or they may be for your <u>staff</u>, that is, skill-building or improved relationships for the team itself and/or total school staff. <u>For every goal you set, however, you must present a rationale as to how that goal will impact on the students.</u> For this, after all, is the over-riding goal of all career guidance efforts: to design and deliver a program that will be of benefit to the clientele you serve.

> *Example:* You decide that your goal is for students to learn about occupations that would be appropriate to their particular needs, strengths, and interests. Your <u>rationale</u> is that students indicated that their second highest need was to identify some possible job opportunities. You also would include the rationale that "possible job opportunities" does not take into con-sideration individual needs. Therefore, your goal includes the words "appropriate to their...."

In the example given above, your goal sheet would look like this:

```
+------------------------------------------+
|                                          |
|         GOAL SHEET - No. 1               |
|                                          |
+------------------------------------------+
| GOAL STATEMENT:  9th-grade students will learn about |
|    occupations that would be appropriate to their    |
|    particular strengths and interests.               |
+------------------------------------------+
|                                          |
| Need:  9th-grade students indicated that one of their |
|    strongest needs was to identify possible job       |
|    opportunities.                                     |
+------------------------------------------+
|                                          |
| Rationale:  Student need statement ranked No. 2 in   |
|    needs assessment.  Individual interests and capa-  |
|    bilities must be considered in identifying jobs    |
|    that will be rewarding and satisfying.             |
+------------------------------------------+
```

To review, then, a *goal statement* is a general statement about how students (or staff) will change as a result of the program.

A *need* is a statement which reflects an identified desire or want by a particular group.

The *rationale* is a statement which establishes a connection between the goal statement and the need.

GOAL SHEET - No. _____

GOAL STATEMENT:

Need:

Rationale:

Performance Indicators	Target Group	Who Delivers?	When?	What Will It Cost?
1.				
2.				
3.				

PERFORMANCE INDICATORS

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In the last session your team identified five goals for *Specifying the target*

your career guidance program to which you are all committed.

The goals are the moon of the program; the team guides the

rocket ship; performance indicators (PI's) mean that the Eagle

has landed. PI's are statements that tell you clearly what

individuals can do now that they couldn't do before, or what

they can do better, having experienced your program. They

tell you whether the space shot has been successful. They

are the <u>outcomes</u> of your efforts in terms of client behavior,

the moon rocks that prove you reached your destination. With-

out PI's you would still be fumbling at the dials of your

computer, wandering around the sky, hunting for the target

moon.

Performance indicators are stated in terms like the *Performance indicators*

following:

> The individual is able to describe the major
> expenses of a family of four.

Using our example from the previous session, the PI's

might look like this:

Performance Indicators

1. Every student will be able to list three strengths he/she possesses.

2. Every student will be able to list three areas of personal interest.

3. Every student will be able to identify at least three occupations that relate to his/her strengths and interests.

4. ...

PI's are extremely important in the program development process. Not only do they legitimize your program so far as documenting the outcomes, they also become the heart of the evaluation of its effectiveness. Carefully written PI's make everything that follows easier. Goals move from vague, idealistic visions to attainable targets; individuals performing guidance functions deal with clear and manageable processes; clients in the program sense direction and possess verifiable evidence of growth and change.

PI's critical to evaluation

The next step in planning your career guidance program is to develop performance indicators for each goal. Be sure to deal with behaviors. Use measurable terms like "demonstrate," "list," "give three examples of," "identify." Phrases like "will understand" or "will learn about" do not provide precise enough descriptions of behaviors for program managers to evaluate.

Criterion levels

You will note that the PI's given in the example are stated in specific, measurable terms. In other words, you have established a *criterion level* for the PI. A *criterion level* is the level of accomplishment that you will accept as evidence that the desired outcome has been achieved.

Minimum criterion level. You may wish to state the *minimum* level of accomplishment which all students should be able to master (as in the example given on page 38).

Optimum criterion level. Or, you may wish to state your PI so as to indicate the *optimum* level of accomplishment that you desire:

> *Example:* 50% of the students will be able to identify ten occupations that would be appropriate to their strengths and interests.

Accuracy criterion level. Another way of stating a PI is to use an accuracy level of performance. Although this is not appropriate to the example given earlier, the following is an example of an accuracy criterion level:

> *Example:* All 9th-grade students will be able to describe two life goals for themselves that meet at least three of the four criteria for successful goal-setting.

Dated criterion level. Still another way of stating a criterion level for a PI is to set up a *date* by which a certain activity is to be accomplished.

> *Example:* All students will have developed a brochure about an occupation in which they are interested by October 15, 1978.

The kind of criterion level that you establish depends on how important that PI is to achieving the overall goal and

Minimum

Optimum

Accuracy

Dated

how significant achieving that goal is for your total career guidance program.

You and the other members of your career guidance team will need to include criterion levels in each of the perfor- mance indicators that you develop for the goals on your Goal Sheets. You will be using your PI's (with criterion levels) later on in this workshop when you come to the module on "Evaluation."'

For each of the five goals, then, your task is to list at least three PI's in the space provided--clear, demonstrable, measurable statements to provide clear evidence that, indeed, your Eagle has landed!

You have now worked as a team to develop goals for your
career guidance program and to determine performance objec-
tives for the client population. The next step will be to
complete the rest of the data on the Goal Sheets.

Before you tackle this part of the program design, it
will be advisable to step back and think through clearly how
you perceive your role in the total design--what new functions
you may perform; how you can fit any new responsibilities
into what you are already doing; what you want to or will have
to be responsible for; what present activities you may have
to omit, or allow others to do. Your eventual goal will be
for your team to reach consensus on expectations for and
determination of the roles of each individual team member,
and of the team, in implementing your Action Plan.

*How can you
fit in?*

Begin by discussing the following questions:

1. <u>Who</u> will have major and/or minor responsibilities in
delivering this PI?

2. What role will <u>I</u> play in facilitating this PI?

3. What effect and/or change will these new roles have on
my <u>present</u> roles and responsibilities?

As you discuss these questions, jot down suggestions which
seem appropriate to helping meet the team's goals on the sheet
entitled, "Ideas Generated From the Discussion."

Then, fill in the "Who Delivers" and "Target Group" por-
tions of the Goal Sheets based on "Ideas Generated From the
Discussion.

IDEAS GENERATED FROM THE DISCUSSION

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DESIGNING THE PROGRAM:

THE SCHEDULE

DESIGNING THE PROGRAM: THE SCHEDULE

Goals and performance indicators represent the bony
skeleton of the program design. Planning the schedule--the
who, the how, the when--puts flesh on the bones. This can be
an exciting process, one that taps the creative powers of
everyone involved. Deciding who the target group will be,
choosing the best methods and resources, determining when
and where and who will be responsible--all of these are compo-
nents that, carefully thought out, will make the program rich
and meaningful, or, without careful planning, dry and unin-
teresting.

Deciding who, what, and how

Be specific. Clear identification of persons, times,
and places will do much to translate your goals into realities;
and your plan into a program that really makes a difference!

WIND-DOWN

You have now finished Day 1 of this program, and we hope you have
a clearer idea of how to reach consensus, to set goals and objectives
for your program, to establish performance indicators, and to allocate
roles and responsibilities for those who will be involved in the program.

Day 2 will take you deeper into the process of program design by
teaching you the skills of resource acquisition, evaluation, overcoming
barriers, and gaining adoption of your program. The goal, of course,
is for you to complete your Action Plan so that you can put some of
your new skills to work immediately!

HOW TO DEVELOP A DISTRICT MASTER PLAN
FOR CAREER GUIDANCE AND COUNSELING

Thomas J. Jacobson
Anita M. Mitchell

"Those who fail to plan-plan to fail." Planning as an activity is extolled by many but practiced by few. This article is addressed to involvement in planning and deals with:
1. Issues that should be considered by those who are interested in initiating the planning process in their school or school district.
2. The planning process that was used in one high school district to develop a master plan for career guidance and counseling.
3. The impact that this planning process has had on guidance personnel and others throughout the school district.

Since its inception, the specialty of guidance and counseling has operated without a curriculum and without specified learning tasks and materials. Student outcomes of guidance intervention, if defined at all, have been unilaterally determined by the individual counselor. Failure to define and communicate guidance curriculum and intervention processes has caused the public to question the value of counseling services. Time spent in planning a career guidance and counseling program can provide a school district with:

1. A framework for the superintendent and principals to develop, manage, evaluate and modify their guidance programs.
2. A counseling and guidance program that is defined from a number of different viewpoints of counselors, students, parents, teachers, administrators, and community business people.
3. Counselors, administrators and community personnel with skills in the planning process.
4. A model against which to measure all counseling and guidance programs in the district.

THE PROCESS

Decision makers and implementers. Before program planning can begin, decision makers must be identified, and the decision areas defined. Typically, there will be a district office administrator and an administrator from each participating school designated

decisions, and an expressed commitment to the program. These persons then identify tentative decision points. Another level of program planning is the coordination function. This could be the responsibile administrators, but is more likely to be their designee, who is tipically the director of guidance of each school. This person is responsible for managing people and information during the planning, implementing and evaluation of the program. The third level of the process is reviewer/reactor function. Representatives of students, teachers, counselors, parents, and community (buisiness, industry, labor, and government) are identified, and their commitment to the reviewer/reactor function is established. As each part of the program progresses, preliminary plans are submitted to the reviewer/reactor panels for review/reaction; input is then seriously considered in the modification of plans as the system is developed by decision makers.

System design. Before starting to put the parts of the system together, decisions need to be made concerning the theoretical base of the program. There are several good theoretical models available on which to base your program. The Grossmont Union High School District adopted the California Model for Career Development (1); a district might develop its own model, based on whatever theory is consistent with the district philosophy (which may need clarifying). If this step is bypassed, the system is almost sure to collapse at some point of its construction. It is the linkages between and among program components that give a plan its system quality and internal consistency. Once the model has been selected or designed, and has been endorsed by each of the three levels of participants previously described, the parts of the system must be stated and defined in terms of tasks, talent, and time.

Task, talent, time analysis. As soon as the participating groups (administrators, coordinators, and reviewer/reactor groups) have agreed on the steps to be taken in developing a master plan for career guidance, a Task, Talent, Time (T-T-T) chart should be prepared. This states the objectives of the planning process, with each objective divided into specific tasks or activities to be performed; (Task) for each task you will designate the person who will be responsible, (Talent) the date on which it should be completed, (Time) and the method for determining whether or not it has been done. Additional colums are then completed, indicating actual date of completion, and comments about any deviation from time or evaluation criteria.

four functional levels are awareness (knowledge), internalization
in terms of self (the students relate the knowledge to their own
life plans), action, (the students utilize the knowledge and
understanding in their own career planning), and evaluation, (the
students evaluate the effects of their action and decide whether
to persist in the same direction, change directions, or leave
that learning as completed or abandoned). There should be enough
objectives stated to provide the needed evidence, but not enough
to be cumbersome.

Resource assessment. Before determining which strategies should
be employed for moving students toward attainment of selected
priority objectives, it is necessary to define the limit of the
resources with which such implementation must take place. This
means a careful assessment of available personnel (both time and
talent), available space (for individual, small and large group
meetings), equipment, materials, and budget. Resource assessment
must also consider the availability of these resources, such as
questioning how teachers feel about having students taken from
their classes for guidance activities, and about teaming with
counselors in implementing a guidance unit. What is the disposition
of the Board of Education toward career guidance? How supportive
is the administration? What is the availability of volunteer
workers? What will the support of business and industry be? When
all resources and constraints have been listed, a task force
familiar with the situation should consider ways to remove the
constraints, and thus increase the resources. Refined lists of
resources will also help determine the feasibility of utilizing
alternate implementation strategies.

Selection of strategies. Strategies for assisting students in
their progress toward objectives selected for implementation need
to be developed. One of the best sources of possible strategies
is the Current Program Assessment explained earlier. Examination
of the data from that assessment will usually result in the
identification on one or more creative, feasible, affordable
strategies that work. Brainstorming with staff might produce
viable alternate strategies in addition to published sources of
strategies such as Campbell, et al (2). The strategy selected
should be one that can be implemented with the least commitment
of resources (people, time, materials) and a high degree of
effectiveness. The person(s) implementing the strategies should
be involved in the selection of strategies.

Any model could serve as an umbrella for a vast number of goals
and it will be important to limit goals to those that are most
appropriate and desirable in your particular school situation.
Possible goals are listed, stated in terms of student needs, and
used as a basis for the desired outcomes assessment and current
program assessments described below. Once these priority needs
have been identified, goal statements should be refined to reflect
appropriate and desirable goals which address the needs. Implementing
only a limited number of the goals in the first year may be opted
for, but all the goals of an ideal program for the district or
school to give direction to future program implementation stages
should be defined.

Needs assessment. This term is often misused and misunderstood.
Needs are not unstructured, off-the-top-of-the-head wants, but
rather, statements of value or position related to a specific,
theoretical model. A needs assessment must have two parts, a
desired outcome assessment and a current program assessment. To
determine needs, you first present the possible student outcomes
of the conceptual model to representatives of all those involved
in and with the school (students, teachers, counselors, admin-
istrators, parents, and representatives of local business, industry,
labor and government) and ask them to select the outcomes they
feel are most important. Priorities are derived from the results
of these selections.

     Next, a current program assessment is conducted, again
using the possible student outcomes derived from the conceptual
model. All school faculty are asked to identify each of the
student outcomes addressed in their program, the students who are
the recipients of such instruction, the methods and materials of
implementation, and the evaluative criteria used for determining
that the outcomes have been achieved. This process gives all
staff members an opportunity to relate their own programs to the
conceptual model, and emphasize the good things they are doing
in career guidance. It also provides some management data for
individuals, departments, and grade levels to see each concept
in relation to the curriculum, methods, and materials already being
used successfully, and evaluation strategies that are already
working. In this way, resident experts and promising practices
are located and form a base for program development.

Statement of objectives. Just as there are a number of goals that
can be stated for each concept, a number of objectives can be
stated for each goal. It is important to decide at which develop-
mental level each goal will be addressed (introduced, reinforced

addressed in the initial implementation of the program have been
decided and the strategies to be used, it is important to determine
whether current staff competencies are sufficient to implement
these strategies. For this purpose, an analysis of staff competencies
needs to be completed, selecting strategies and developing a list
of needed competencies. For instance, if one of the strategies
is to engage ten students in an ongoing peer counseling experience,
it is important to know if any staff member has the competence
to train and monitor peer counselors. Once the list of needed
competencies has been developed, a survey of the staff will be
needed to determine each staff member's area of competence. Analysis
of results of the survey will clearly indicate the areas in which
staff development is needed.

Staff development. Staff development should be provided by the
school or school district with no cost to staff members. Determining
who should be involved in any staff development unit is based on
deciding who will be involved in implementing each strategy. If
those implementing the strategy do not have the requisite competencies,
they should be included in that portion of the staff development
program. Others may also be invited to participate. Leaders for
individual staff development units may be secured from many sources.
Often, the very best source is the staff of the school or district
itself.

Staffing strategies. It would appear simple to use staff members
in their areas of competency, but this is not always feasible.
For instance, a math teacher may have interpersonal skills that
a counselor lacks; but this is not cause for giving the counselor's
interpersonal activities to the math teacher. On the other hand,
if one group of teachers has the competencies and is implementing
programs in one area of career guidance, it would be foolish to
take this unit out of their department and train the teachers in
another department to do the same thing. In determining staff
strategies, the administrator needs to look at program needs,
staff competencies, current responsibilities of each staff member
and attitudes of staff members toward change

Criterion measures. In any system, there must be procedures for
determining the efficacy of each of its parts. The whole purpose
of implementing a career guidance system is to help students
acquire behaviors that will facilitate their career development
To determine whether or not the parts are working, it is necessary
to apply criterion measures for each

determine baseline, or, where the students are in the area that
the unit covers, and if they need the instructional unit; pos.-
testing determines whether the strategy was effective. Emphasis
is not on the teacher or on the learner, but on the program
component: 'Does it work? This furnishes information for modification
of strategies. Sometimes it also shows that the objective needs
to be refined, or even that the population selected for implementation
of the strategy was poorly chosen. Again, a linkage is developed,
showing where the system is not working and giving information
to the decision makers, who then must make decisions about modification
and recycling of specific program components.

Evaluation. Program evaluation is comparatively simple if a record-
keeping system is developed to help plot individual students'
progress in terms of mastery of specific objectives. Students
should have a profile showing the desired objectives. As their
performances on pre- or postcriterion measures support their
mastery of an objective, the teacher (or counselor) dates and
initials the cell of the profile that represents that objective.
This makes it easier to perceive each student's career development,
and counselors and students have information that suggests the
next step interventions. Students can be grouped for units, based
on objectives not yet mastered, and program evaluation can be
accomplished by analyzing progress of individuals and groups.

Budget projections. Once the parts of the system have been designed
and analyzed for internal consistency, the budget will need to
be prepared. To determine budget, a task, talent, time analysis
will need to be prepared, based on your best judgement of the
resources that will be needed to carry out each part of the
program. Budget must reflect utilization of current resources
as well as justification for added expenses. Since each budget
item should be related to specific objectives the budget cannot
be prepared until decisions have been made concerning the goals
and objectives to be implemented, strategies to be used, staff
to be involved, staff development activity needed, and evaluation
design and procedures to be followed.

Impact of the planning process. What kinds of problems are
encountered when starting the program planning process? The
easiest problems to cope with are the procedural or mechanical
ones such as how to write goals and objectives, run meetings,
disseminate information, etc. The most difficult problems to

through and implementation. Our experiences in the Grossmont
Union High School District suggest that the following reactions
can be expected from staff during the different phases of the
planning process:

Phase I-Decision to plan. "We need it." Dedication-"Let's
do it." Devotion-"We'll support it." Perseverance-"All the way
through to finish the program plan."

Phase II-Participation in the planning process. "Taking
too long." "We are too busy." "I have other priorities."
"There is too much commitment demanded." "I am depressed and
want this project off my back." "I wanted to participate but
not this much." "I thought if I slowed down and did not participate
things would stop." "I can begin to see what you mean." "I
don't understand this process." "This plan is going to make us
change a lot of things we are doing."

Phase III-The plan is completed. "We are glad the plan is
completed." "That's not our plan, it's a district plan." "Put
it on the shelf, it is irrelevant to our program." "The data and
responses in the report don't reflect us; we are different."
"The plan is being rammed down our throat." "We won't implement
a district plan." "We are too busy right now." "We wanted a
plan, but not one that would make us do anything different."
"We are not sure we want to follow through with this plan."

Phase IV-Implementation of the plan begins. "We won't
touch that plan." "They can't make us do it." "Their plan,
not ours-but there is no local plan." "We are beginning to
see how implementing the plan can help." "We have stopped
philosophizing, and arguing, and are now trying to get going on
planning our program." "We know we need a program and are working
on ours now." "We have our program on paper, have developed a
needs survey to determine what additions to add to our program
and have a year-long calendar worked out." "We have a plan and
are making changes in our program." "Our plan is giving us
something to use with the administration to argue for and support
a guidance budget, a change in facilities, additional staff."

SUMMARY

Can the process used in planning the Grossmont Union High
School District Master Plan for Career Guidance and Counseling
be applied to other guidance program areas? It can, it has been
and is currently being applied to other guidance areas, most
recently in a Social Work Services Program.

The Grossmont Union High School District...

COUNSELOR NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a counselor I need assistance in:	little	some	much	great
1. communicating effectively with other school personnel				
2. communicating effectively with student populations				
3. communicating effectively with parents				
4. communicating effectively with community members				
5. examining and dealing with personal biases				
6. using group counseling techniques				
7. establishing a career guidance team				
8. functioning effectively in groups				
9. utilizing paraprofessionals in career guidance programs				
10. acting as a consultant when appropriate				
11. updating existing knowledge and competencies				
12. developing and practicing change agent skills				
13. utilizing information retrieval systems				
14. developing and administering a needs assessment instrument for students				

As a counselor I need assistance in:	little	some	much	great
15. establishing career guidance goals and objectives based on needs assessment data				
16. translating goals and objectives into performance indicators				
17. developing a career guidance action plan for implementation				
18. designing and administering competency-based evaluative instruments				
19. assessing evaluated data to determine impact of career guidance programs on students				
20. utilizing evaluated data to redesign career guidance programs				
21. surveying former students to improve current career guidance programs				
22. formulating reports and disseminating results				
23. developing strategies for student advocacy				
24. publicizing ongoing career guidance activities				
25. designing and conducting inservice staff development programs				
26. designing and maintaining a career resource center				
27. assisting students in assessing personal characteristics				
28. assisting students in clarifying their needs, values, roles, objectives, and goals				
29. assisting students in developing interpersonal skills				
30. assisting students in understanding and exploring life career options				

As a counselor I need assistance in:

	little	some	much	great
31. assisting students in acquiring and practicing career decision-making techniques and processes				
32. assisting students in developing and implementing personal action plans				
33. assisting students in exploring occupational and educational placement opportunities				
34. assisting students in developing employability skills				
35. assisting students in educational placement				
36. assisting students in job placement				
37. assessing personal, educational and career concerns of special student populations				
38. identifying special student groups and generating career guidance programs to meet their unique needs				
39. collecting and disseminating information to all educational personnel regarding special student populations				
40. eliminating stereotyping in career guidance programs				
41. assisting students in exploring the changing nature of life/work/leisure patterns throughout the aging process				
42. incorporating futuristic thinking and planning in career guidance programs				
43. other:				

STAFF NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a staff member I need assistance in:	little	some	much	great
1. communicating effectively with other school personnel				
2. communicating effectively with student populations				
3. communicating effectively with parents				
4. communicating effectively with community members				
5. examining and dealing with personal biases				
6. functioning effectively in groups				
7. acting as a consultant when appropriate				
8. updating existing knowledge and competencies				
9. developing and practicing change agent skills				
10. utilizing information retrieval systems				
11. understanding career guidance goals and objectives based on needs assessment data				
12. translating goals and objectives into performance indicators				
13. infusing career materials into the curriculum				

As a staff member I need assistance in:

		little	some	much	great
14.	designing and administering competency-based evaluative instruments				
15.	assessing evaluated data to determine impact of career activities on students				
16.	utilizing evaluated data to redesign career activities				
17.	designing and conducting inservice staff development programs				
18.	assisting students in understanding and exploring life career options				
19.	assisting students in acquiring and practicing career decision-making techniques and processes				
20.	assisting students in developing and implementing personal action plans				
21.	assisting students in exploring occupational and educational placement opportunities				
22.	assisting students in developing employability skills				
23.	assisting students in educational placement				
24.	assisting students in job placement				
25.	eliminating stereotyping in materials used by students				
26.	assisting students in exploring the changing nature of life/work/leisure patterns throughout the aging process				
27.	incorporating futuristic thinking and planning in career activities				
28.	other:				

STUDENT NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a student I need assistance in:	little	some	much	great
1. developing confidence				
2. understanding myself as a person				
3. making and getting along with friends				
4. dealing with personal problems				
5. getting along with my parents				
6. getting along with the opposite sex				
7. identifying my interests				
8. understanding how my sex and/or race may influence my career choice				
9. understanding the changing roles and expectations of men and women				
10. understanding my values and the values of others				
11. realizing how important people influence my career choice				
12. understanding how the things that are important to me affect my career choice				
13. making decisions				
14. knowing what may happen because of a decision				
15. taking responsibility for my decisions				
16. being able to work well with others				

As a student I need assistance in:	little	some	much	great
17. choosing a vocational school or college to attend after high school				
18. learning about financing further training or education				
19. planning and choosing course selections				
20. knowing how the courses I am taking relate to my career plans				
21. knowing how to prepare for careers in which I am interested				
22. developing a plan for job preparation and personal growth				
23. learning more about possible job opportunities				
24. understanding my abilities and aptitudes				
25. doing some in-depth exploration of materials about jobs which relate to my interests and abilities				
26. getting to talk with people employed in an occupation which is interesting to me				
27. understanding the various educational alternatives and how they relate to me				
28. getting actual on-the-job experience to know what it is like to be employed				
29. developing a skill that will help me earn money				
30. knowing how to interview and complete an application for a job				
31. knowing where to start looking for a job				
32. finding a part-time job while in school				
33. finding a job after graduation				
34. other:				

DAY 2

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RESOURCES

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This section of the program is designed to help you collect, evaluate, and utilize career guidance resources in an organized manner. The text suggests systematic procedures, and the appendices contain various tools for resource acquisition.

OBJECTIVES

On completion of this section of the program, you will be able to:

1. Describe career guidance resources available in your local setting.

2. Plan strategies for acquiring new resources.

3. Evaluate any resource using the Career Resource Evaluation Sheet.

4. Utilize a systematic plan to identify appropriate resources for a given activity.

OUTLINE

1. Collection of resources

2. Evaluation of resources

3. Utilization of resources

4. Summary

Ever have the daydream that you've won the "grocery sweepstakes"? That's the deal where you're given one hour to fill as many grocery carts as possible with all the food you can carry. What would you pick first--what costs the most, what your favorite food is, what you don't have already at home? It would probably be smart to have your strategy all worked out, just in case .... As a matter of fact, when it comes to gathering up anything, it helps to have a method to your madness.

A method to your madness

Developing a method is just what this section is all about. We are all aware that career resources are out there. Now that's good news, and that's bad news. The good news is that resources are an integral part of any program and are very necessary. The bad news is that with so much varied material it can be difficult to know what to have on hand, what to ditch, and, hardest of all, what to spend money on. What we need is a systematic way to collect, evaluate and utilize resources.

Phase I--Collection of resources

Phase I involves collecting resources, which consists primarily of three steps, the first of which is assessing and writing down the people and things that are available to you.

> **STEP 1:** Assess and inventory
> existing resources in your setting.

Now, once you know what you have, you're usually pain-fully aware of what you haven't. So, you next have to identify what you need.

> **STEP.2:** Identify needed resources.

This is a subject upon which generally everyone has an opinion, so ask around. *Ask students.* Look at your students' needs assessment and find out the subjects they want to explore. If kids are saying they want help in exploring alternate life styles, you might want to get a copy of <u>I Was A Teenage Werewolf</u>.

Ask faculty. Since they are often the deliverers of career guidance in the classroom, they will express a need for certain materials. As any self-respecting English teacher will tell you, you can't survive without a dictionary!

And don't forget the man on the street. *Ask the community* for their suggestions. Parents in particular will have a vested interest in material related to career education outcomes for students. Solicit their ideas about needed career resources.

Consider, too, that there are *standard references* in career guidance. (For a helpful listing, see Appendix A.) Take a look at these accepted references. Perhaps you see something you just can't go without any longer. You may also

Who to ask

Standard references

be pleasantly surprised to see how many standard items you already have.

Now that you've separated the "haves" and the "have nots," you must look into your crystal ball. Try to envision what resources will be useful in the future and how you will acquire them.

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┌─────────────────────────────────────┐
│ STEP 3:  Develop and acquire         │
│ new resources.                       │
└─────────────────────────────────────┘
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Sources to be tapped should include *faculty*. Breathes there a teacher who hasn't had a multitude of summer jobs often far removed from his/her teaching duties? Survey your faculty for information about staff members who can provide role models and/or training in unusual skill areas.

Likewise, the *community* is filled with untold numbers of individuals working everyday at their jobs who can act as resources. Personal contact with them is the foolproof way to solicit their assistance. A letter followed up by a telephone call is probably the most effective approach to finding out who is willing to help and how.

The length to which the *commercial publishers* have gone to produce material on career guidance is evident in the number of brightly colored promotional pamphlets and brochures that land in your mailbox each day. Publishers are definitely sources of new material. Just remember the words of your favorite Latin teacher, CAVEAT EMPTOR! And in case you're

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masochistic enough to want to contact any of these people,
there's a listing of commercial publishers in Appendix B.

On a national level another resource base is the
Educational Resources Information Center (ERIC). This system
constitutes the largest body of educational information in the
public domain. Within its finely indexed system is a wealth
of career materials, resources and activities. For more
information about how to use ERIC, see Appendix C.

If you have followed these steps religiously and now find
yourself up to your armpits in books, games, films, microfiche,
cassettes, firemen, lawyers, doctors, and Indian chiefs, you
had best move on to the next phase.

Phase II--Evaluation of resources

A recent Guidepost ran an article identifying character-
istics of the gifted, one of which was a penchant for
collecting things. So, now that you've earned your genius
rating by collecting everything about career guidance not
nailed down, you must consider those measures necessary to
maintain quality resources. To aid in just such a process,
the Office of Career Education commissioned a project to
design a systematic approach to evaluating career education
material. That project's authors were quick to recognize:

ERIC

Evaluating materials is, of course, a subjective
task. The evaluator (assessor) interprets terms,
regardless of definition, on the basis of his own
background and professional training as well as
his own view of what is "best" in instruction in
his locale. This is as it should be since career
education as a curriculum thrust can only be
viable in a given situation if it contributes to
that which the local people decide is best.[1]

Out of this realization comes a six-step system of evaluation

of materials:

1. identification

2. quality

3. special conditions for use

4. content bias

5. research data provided

6. summary evaluation

From these six steps comes the *Career Resource Evaluation*

Sheet. This evaluation format can be used for books, films,

people, computer programs, the Bureau of Labor Statistics,

ad infinitum. Its function is to provide you with a systematic

means of evaluating a resource. No material is likely to

rate a perfect score (100), but any resource which can generate

a 60 is worth considering. If you like to compare resources

by score, you maybe have found an aid to prioritization for your

budget... Use your imagination.

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[1]Peat, Marwick, Mitchell and Co. A systematic approach
to evaluating career education materials at the local level.
Washington, D.C.: Office of Career Education, 1974, p. 2-3.
(ERIC Document Reproduction Service No. ED 109 381)

Activity 1-Rate the Resource

This activity provides you with a written evaluation form to help you make decisions about the quality of a particular resource.

Our task is to select a resource from our "dugout," and using the Career Resource Evaluation Sheet, rate the resource. Ask yourself the ultimate question. Would you buy it?

Activity 1 is designed to take you through a SYSTEMATIC method of evaluation in the form of the *Career Resource Evaluation Sheet*. Now there may be one or two doubting Thomases among you who say, "I'll never use this! It takes too much time! I've got better things to do than fill out forms!" Before you toss this formal evaluation, consider its merit in the face of a cost accountant on your Board of Education who wants to know exactly how you decide what career resources to purchase. The results of such an evaluation then become a concrete measure of your efforts.

If you are not presently personally accountable for every penny, perhaps a written evaluation isn't necessary. Hopefully, though, you will still retain a mental picture of the major elements in reviewing resources. Going through the written evaluation once now, should give you some guidelines for your mental evaluation later.

Phase III--Utilization of resources

Welcome to phase III! You have now evaluated all your resources and possess an appropriate collection of materials for your setting. Plus, you have the means to evaluate any new

CAREER RESOURCE EVALUATION SHEET

Check the appropriate column that answers the question - *Is this aspect of the resource suitable for use in my setting?*

TITLE _____

	NO WAY!	ROCKY ROAD	ADEQUATE	BETTER THAN AVERAGE	TERRIFFIC!
1. cost		)			
2. packaging					
3. type of material (teacher's manual, workbook)					
4. grade, reading and/or comprehension level					
5. use with special groups, i.e. handicapped					
6. subject area					
7. instructional approach (small group; individual)					
8. easily identifiable objectives					
9. clearly explained methods					
10. sound theoretical base					
11. measurable evaluation					
12. flexible, adaptable for many uses					
13. clearly stated instructions for success					
14. staffing needs (teacher, counselor, other?)					
15. physical facilities, special equipment					
16. stereotyping sex roles					
17. racial, ethnic, religious bias					
18. job denigration					
19. statement of previous success of material					
20. awareness of future trends					
Total # of checks in column					
Multiply # of checks by ------ and put total in box below	1	2	3.	4	5
Add across to get grand total					

Grand

material you may acquire. Now, where are you going to put everything? And how are you going to use all this neatly organized material?

At this juncture you should consider a *retrieval system*—that is, a way of getting your hands on what you want when you want it. You should be able, in a succinct fashion, to tell someone what resources are available in your setting and how to find them. You may want to institute the use of a filing system, a community resource guide, or a Labrador retriever, or revitalize your photographic memory. But do something! Don't succumb to the temptation that someone will always know where almost everything is. Such *laissez faire* approaches have led to the storage of overhead projectors in boiler rooms where their only use was at the janitors' coffee break when they played tic-tac-toe.

So, given the ability to retrieve material, where do all these resources fit into your career guidance plan? In your systematic approach to career guidance, you have already assessed needs, developed goals and performance indicators. In addition, you have begun to identify implementation steps for those indicators. For every implementation step you will probably need a RESOURCE or two. As you mentally tick off who's doing what with which materials, you are utilizing resources. Systematically, your tasks require you to:

Retrieval System

1. Select people

2. Select materials

3. Select physical facilities
   and equipment

A breakdown of these tasks is found in the *Resource Diamond*
on the following page.

Activity 2- Resource Utilization

The purpose of this activity is to give you practice
in systematically identifying resources to be used.
Using the task analysis displayed in the *Resource
Diamond,* your task will be to identify resources for each of
the implementation steps you have outlined for the performance
indicator selected. (Use the form on page 74 to complete
this activity.)

RESOURCE DIAMOND

THE BULL PEN: relief is here.
Make sure you have back up power,
no matter what you do.

THE DUGOUT: where dreams
are made...

2nd
Base

SELECT
MATERIALS

examine materials in relation to physical needs

-consider any totally new resources

-review standard references for possible new acquisitions

decide on necessary hardware equipment-

- review existing resources in your setting

decide on space necessary-

-brainstorm resource needs from the ideal to the real

-ask deliverers about resource need

73

3rd
Base

SELECT
PHYSICAL
FACILITIES

SELECT
PEOPLE

1st
Base

When heading for home,
realize-that 2nd and
3rd could be reversed in
the process depending on the
limitations at home.

-identify knowledgeable, available persons

-identify available persons

on
deck
circle

Being on deck means thinking
about what outcome you want to
effect when its your turn to bat.
Remember-you won't always hit a homerun.
Sometimes it's more important
to just get on base...

-identify knowledgeable persons

74

73

HOME PLATE

RESOURCE UTILIZATION

GOAL STATEMENT NO. ___:

Performance Indicator No. ___:

Implementation Steps	Resources Available	Resources Needed
1.		
2.		
3.		

Summary

So now you've learned how to collect, evaluate, and systematically choose career resources. Now you know every-thing, right? WRONG! Why you're just catching up! In another thirty seconds, you'll be behind again. Oops, too late! With the fast pace at which society clips along, resources are constantly becoming dated. That's why it's so important to be prepared for the future.

Granted you may well have mastered current information--but how long will it last? At some point you will want to renew your knowledge. Naturally, you'll want to approach such a renewal systematically. Here are a few strategies to help you along the way:

1) Keep updated on new materials coming out monthly in ERIC.

2) Contact your State Department of Education periodi-cally about publications.

3) Get on the mailing list of the organizations which reflect new trends in the field.

4) Go to conferences, seminars, workshops. Check out new ideas you hear about.

The important thing to remember is to be aware. Changes are taking place all the time. Whether you want to assimilate those changes into your program or not will depend on your systematic evaluation, and you can't evaluate what you do not know.

Finally, don't give up your daydreams! Who knows, you may be in a supermarket someday and someone will walk up to

you and say, "Hello, aren't you my son's counselor? Has

he talked to you about going to Mars to study next term?"

From <u>Career Resource Center: A Handbook for Implementation</u> - ED 112 213

CAREER INDEX. Chronicle Guidance Publications, Inc., Moravia, New York 13118. Published annually. $11.00

Lists free and inexpensive literature by careers and also by organizations that publish that literature.

EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS. Saterstrom, Mary H. and Steph, Joe A. Educators Progress Service, Randolph, Wisconsin 53956. Published annually. $8.75

Sources of free films, filmstrips, and printed materials.

NGVA BIBLIOGRAPHY OF CURRENT CAREER INFORMATION. Publications Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. 1973. $2.00

Very good list of available literature arranged by careers. Each listing is evaluated according to NVGA standards and vocabulary level. A second part describes and evaluates career films.

OCCUPATIONAL LITERATURE: AN ANNOTATED BIBLIOGRAPHY. Forrester, Gertrude. H.W. Wilson Co., 950 University Avenue, Bronx, New York 10452. 1971. $15.00

Excellent source for starting an occupational library. Material is listed alphabetically by occupation with asterisks by some to indicate better quality.

SENIOR HIGH LEARNING RESOURCES FOR CAREER EDUCATION. N.J. Occupational Resource Center, Building 871, R.M.C. Plainfield Avenue, Edison, New Jersey, 08817. 1973. $1.00 (Jr. High and Elementary editions also available for $1.00 each).

Very handy list of a variety of resources ranging from simulation games to films. Includes ordering information and annotations.

CAREER EDUCATION NEWS. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606. $30.00 for annual subscription.

Newsletter published twice a month from September thru June.

COUNSELOR'S INFORMATION SERVICE. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W. Washington, D.C. 20036, $9.00 for yearly subscription.

A quarterly annotated bibliography of current career and educational literature.

INFORM. National Career Information Center, APGA, 1607 New Hampshire Avenue, Washington, D.C. 20009. $15.00 per year for APGA members and $25.00 per year for non-members.

This monthly newsletter identifies a variety of sources for free and inexpensive career information.

THE PERSONNEL AND GUIDANCE JOURNAL. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. 20.00 per year or included in membership.

These monthly issues contain a section that includes reviews of recently published professional materials.

THE VOCATIONAL GUIDANCE QUARTERLY. National Vocational Guidance Association, a division of American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. $8.00 for yearly subscription or included in membership.

Each quarterly issue contains an evaluation of current career information. Very helpful for updating purposes.

OTHER USEFUL SOURCES

BARRON'S GUIDE TO THE TWO-YEAR COLLEGE. (Vol. 1) Barron's Educational Series, Inc. 113 Crossways Park Drive, Woodbury, New York 11797. 1972. $3.95.

OCCUPATIONAL PROGRAM SELECTOR. (Vol.2) 1972. $2.50

Volume 1 provides information on 1230 colleges.
Volume 2 identifies two-year colleges through an occupational program index.

CAREER OPPORTUNITIES FOR TECHNICIANS AND SPECIALISTS. J.G. Ferguson Publishing Company, Chicago, Illinois. 1970. $44.75 for set of five or $11.95 per book.

Set includes: Health Technicians; Engineering Technicians; Marketing Business and Office Specialists: Community Services and Related Specialists; And Agricultural, Forestry, and Oceanographic Technicians. Highly recommended. Particularly

relevant since many jobs in the future will require less than a four-year college diploma but more than a high school diploma.

CAREER WORLD. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040. $2.95 per copy per year (minimum 15 orders to one address.)

Excellent periodical published monthly during the school year for secondary school students. Contains interesting articles on a variety of careers.

COMPARATIVE GUIDE TO AMERICAN COLLEGES. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N.Y. 10016. 1972. $5.95.

Very helpful source for basic information about four-year colleges across the country.

COMPARATIVE GUIDE TO TWO-YEAR COLLEGES AND FOUR-YEAR SPECIALIZED SCHOOLS AND PROGRAMS. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N.Y. 10016. $7.95, for hard cover and $3.95 for paperback.

Particularly useful for locating programs in such fields as Art, Dance, Theater, etc.

CONCISE HANDBOOK OF OCCUPATIONS. J.G. Ferguson Publishing Company, Chicago, Illinois. 1971. $11.95

Short job descriptions of 400 occupations.

DICTIONARY OF OCCUPATIONAL TITLES. U.S. Government Printing Office, Washington, D.C. 20402.

Vol. 1 Definition of Titles, 3rd Edition, 1965. $5.00

Vol. 2 Occupational Classification and Industry Index. 3rd Edition, 1965. $4.25

Supplements 1 and 2 - Selected Characteristics of Occupations by Worker, 1966. $2.75. Traits and Physical Strength, 1968. $1.25

Training Manual. 3rd Edition, 1965. Part A - 25¢, Part B - $1.75.

Necessary reference if literature is filed according to the DOT code.

JOB GUIDE FOR YOUNG WORKERS. U.S. Government Printing Office, Washington,
D.C. 20402, 1969. $1.50

    Provides an overview of occupations in a concise and easily
    readable format.

JOBS FOR WHICH A COLLEGE EDUCATION IS REQUIRED. 10¢
JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS GENERALLY REQUIRED. 10¢
JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED BUT NOT
ESSENTIAL. 10¢
JOBS FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE. 10¢
JOBS FOR WHICH JUNIOR COLLEGE, TECHNICAL INSTITUTE OR OTHER SPECIALIZED
TRAINING IS USUALLY REQUIRED. 10¢. U.S. Government Printing Office,
Washington, D.C. 20402.

    These pamphlets are very helpful when looking at jobs in
    terms of the educational requirements. They could be kept
    in the reference section or placed in literature racks for
    students to browse through and keep if desired.

LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE. 4th Edition. 1973.
Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020.
$7.95

    Lists schools that offer training in more than 250 careers.

LOVEJOY'S COLLEGE GUIDE. Simon and Schuster, Inc., 630 Fifth Avenue,
New York, N.Y. 10020. $4.95.

    Provides the reader with a nationwide list of two-year and four-
    year colleges. Also includes an academic program index.

OCCUPATIONAL OUTLOOK HANDBOOK. 1972-1973 Edition. U.S. Government
Printing Office, Washington, D.C. 20402, $6.25.

    An absolute must for a Career Resource Center. Multiple copies
    should be available. In addition to the HANDBOOK, the
    Occupational Outlook Reprint Series can be purchased for $16.55
    and the 128 pamphlets can be stored in the occupational file.

    For faster service try ordering through the regional office
    of the Bureau of Labor Statistics. The New York Area Office
    is located at 1515 Broadway, New York, N.Y. 10036.

OCCUPATIONAL OUTLOOK QUARTERLY. Bureau of Labor Statistics, Washington,
D.C. 20212. $4.30 per year.

    A necessary companion to the OCCUPATIONAL OUTLOOK HANDBOOK.

ON THE JOB. J.G. Ferguson Publishing Company, Chicago, Illinois. 1970.
$7.95

A collection of 65 jobs discussed by actual people performing
that job. They are written in the first person and include
insights into the life styles involved as well as the daily
work experiences.

PROFILES OF AMERICAN COLLEGES. Barron's Educational Series, Inc.,
113 Crossways Park Drive, Woodbury, N.Y. 11797. $5.95.

Reference book that provides a thumbnail sketch of four-
year colleges listed by state.

SELECTED HEALTH CAREERS IN NEW JERSEY. Division of Planning and Research,
Labor and Industry Building, P.O. Box 359, Trenton, N.J. 08625. 1973.

Descriptions of health careers with lists of institutions that
provide preparation within the state.

TRADE AND TECHNICAL SCHOOL DIRECTORY (NORTHEASTERN UNITED STATES).
Chronicle Guidance Publications, Inc., Moravia, New York 13118. 1971.
$3.00.

Lists and describes trade and technical schools in the
Northeast. Also provides an index to majors.

YOUR JOB AS A REPAIRMAN OR MECHANIC
THINKING OF AN OFFICE JOB?
FOREIGN LANGUAGES AND YOUR CAREER
SOCIAL SCIENCE AND YOUR CAREER
BIOLOGY AND YOUR CAREER
SCIENCE AND YOUR CAREER
LIBERAL ARTS AND YOUR CAREER
ENGLISH AND YOUR CAREER
THE OUTDOORS AND YOUR CAREER

U.S. Department of Labor, Bureau of Labor Statistics, 1515 Broadway,
New York, N.Y. 10036. 1972. Single copies free.

These leaflets list occupations that relate to various
disciplines. Information for ordering the Occupational
Outlook Handbook reprints is also provided. The leaflets
could either be kept in a reference section or placed in
literature racks for distribution.

KITS AVAILABLE

OCCUPATIONAL EXPLORATION KIT   Science Research Associates, Inc.
259 East Erie Street, Chicago, IL 60611. 1972 $143.35.

This kit contains 400 occupational briefs. It also has an
exploration program that allows students to answer questions
about their educational plans, word ability, math ability,
and interests. Using overlay cards, numbers appear that
match the answers and refer to some of the 400 briefs in the
kit.

OCCUPATIONAL MICROFILE. Chronicle Guidance Publications, Inc., Moravia,
N.W. 13118. $60.00. Updating Service, $41.00.

A microfilm edition of the Chronicle Guidance Briefs. The
information appears on microfiche which are filed in a small
metal box. When used with a microfiche reader-printer,
students are able to produce their own career briefs.

OCCUPATIONAL VIEWDECK. Chronicle Guidance Publications, Inc., Moravia,
N.Y. 13118. 1972. $85.00.

An exploration kit that solicits responses in the following areas;
interest, temperament, educational plans, physical demand, etc.
Using overlay cards for their answers, students receive names
of suggested occupations to explore.

SKILLED CAREERS KIT. 150 career briefs and job guides. $45.00.

CLERICAL CAREERS KIT. 150 career briefs and summaries. $45.00.

BUSINESS CAREERS KIT. 120 career briefs and summaries. $37.20.

SCIENCE AND ENGINEERING CAREERS KIT. 120 career briefs and summaries.
$37.20.

HEALTH CAREERS KIT. 120 career briefs and summaries. $37.20.

PROFESSIONAL CAREERS KIT. 550 career briefs and summaries. $81.00.

Careers, Inc., P.O. Box 135, Largo, Florida 33540.

The above kits can be purchased separately or as a package.
The prices include one year's subscription to the updating
service. After the first year, there is a fee for updating.

VIEW-VITAL INFORMATION FOR EDUCATION AND WORK. Central Jersey Industry
Education Council, 71 Main Street, Woodbridge, New Jersey 07095.
$50.00. ($25.00 per year for updating.)

A set of aperture cards that describe 99 occupations that exist
in central New Jersey. Some of the information would apply only
to the job as it exists in this geographic region (Somerset and
Middlesex Counties). Since the information is on microfiche,
users must have access to a microfiche reader. The set is ex-
panded every year.

Excerpted From CORE COUNSELING COMPETENCIES- ED 128 757

CAREER INFORMATION

Federal Agencies. Almost all federal agencies publish information concerning occupations. Information about government publications of all kinds may be obtained by ordering the monthly catalog from the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. This catalog lists all the materials published during the previous month. An alternate method of obtaining most information pertinent to counselors is to ask to be placed on the mailing list of the agencies which publish the bulk of federal occupational literature. These agencies include the Department of:

- Agriculture
- Defense
- Health, Education and Welfare
- Interior
- Labor (source of the Dictionary of Occupation Titles and the Occupational Outlook Handbook)
- State
- Treasury
- Civil Service Commission
- National Science Foundation
- National Aeronautics and Space Administration
- Office of Economic Opportunity

State Agencies. The sources at the state level which would probably provide the greatest amount of information would be the Department of Public Instruction and the State Employment Service.

Commercial Publishers. The following companies publish subscription services or series of monographs, pamphlets or books which deal with career information.

- Bellman Publishing Co., Box 172, Cambridge, Mass. 02138

- B'Nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036

- Careers, Largo, Fla. 33540

- Chronicle Guidance Publications, Moravia, N.Y. 13118

- Finney Company, 3350 Gorham Ave., Minneapolis, Minn. 55426

- The Guidance Centre, 371 Bloor St. W., Toronto, Ontario, Canada

- Institute for Research, 537 S. Dearborn St., Chicago, Ill. 60605

- Julian Messner, 1 West 39th St., New York, N.Y. 10018

- Personnel Services, Inc., Box 306, Jaffrey, N.H.

- Research Publishing Co., Box 1474, Madison, Wis. 53701

- Science Research Associates, Inc., 259 E. Erie, Chicago, Ill. 60611

- Vocational Guidance Manuals, 235 East 45th St., New York, N.Y. 10017

- Western Personnel Institute, 10th and Dartmouth, Claremont, California

- World Trade Academy Press, 50 E. 42nd St., New York, N.Y, 10017

The reader is referred to the books: Career Information in Counseling and Teaching by Isaacson, Allyn and Bacon, 1973, The Information Service in Guidance by Norris, Zeran and Hatch, Rand Mcnally, 1973, and Personalizing Information Processes by Hollis & Hollis, The Macmillan Company, 1970 for comprehensive listings of sources of printed information.

- ERIC means Educational Resources Information Center. ERIC produces a collection of microfiche of documents relating to all facets of education.

- There is a wealth of information about career guidance in ERIC.

- You can use the ERIC system by going to any institution which has an ERIC microfiche collection. (A listing of locations of ERIC collections in Michigan follows.)

- Go to the ERIC collection nearest you and ask a librarian to show you
    1) the Thesaurus of ERIC Descriptors
    2) the Resources in Education (RIE) index

- The Thesaurus lists all the words by which ERIC documents are indexed. Check the descriptor "career education". (It's on page 30.) You can use any of the words under that descriptor to look up documents about career education in RIE.

- Now go to the RIE. There are monthly editions (they're skinny) and there are annual editions (they're fatter). RIE's have a section called document resumes and a section called subject index. Look at the top of the page in the RIE until you find the subject index. Your subject is career education. Look for it in the subject index. Under that subject will be a list of titles and numbers that look similar to this:

    Career Information Center: Staff Roles
                                ED 127 461

You can read an abstract (summary) of that article by looking in the front part of the RIE in the document resume section for the ED number 127 461 or whatever number you choose.

- If you like what you read you may want to examine the entire document. To do this you will have to ask the librarian where the microfiche are located. She will either show you how to retrieve the microfiche or she will get it for you. In either case the only information you will need is the ED number.

- Although all ERIC documents are on microfiche, they can be ordered as paper copies. Ordering information is always in the back of the RIE.

- This searching process can also be done on computer but that costs still more money. If you are interested in a computer search, write or call the address below.

ERIC/CAPS

Counseling and Personnel Services
Information Center
Suite 2108 The School
of Education Building
The University of Michigan
Ann Arbor, Michigan 48109
(313) 764-9492

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ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Career Education*
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and techhical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services*
University of Michigan,
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings: theoretical development of counseling and guidance; use and results of personnal procaduras such as testing, interviewing, disseminating, and analyzing such information; group work and case work; natura of pupil, student, and adult characteristics; personnal workers and their ralation to planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Early Childhood Education*
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on *Educational Management*
University of Oregon
Eugene, Oregon, 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and thaory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evalueting educational facilities.

ERIC Clearinghouse on *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mantalfy handicapped, physically handicappad, amotionally disturbed, speech handicapped, laarning disabilitias, and tha gifted; behavioral, psychomotor, and communication disorders, administration of spacial education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on *Higher Education*
George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036
Telephone: (202) 296-2597

Various subjects relating to collage and university students, college and university conditions and problams, college and university programs. Curricular and instructional problams and programs, faculty, institutional research. Fedaral programs, professional education (medical, law, atc.), graduate aducation, university axtension programs, teaching-laarning, planning, governance, financa, avaluation, intarinstitutional arrangements, and management of highar educational institutions.

ERIC Clearinghouse on *Information Resources*
Syracuse University
School of Education
Area of Instructional Technology
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microtaaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computars, and cabla talevision, communication satellites, microforms, and public talaVision.

ERIC Clearinghouse for *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Davalopment, administration, and evaluation of public and private community junior collages. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on *Languages and Linguistics*
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on *Rural Education and Small Schools*
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education*
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for *Social Studies/Social Science Education*
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

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TRUE CONFESSIONS OF AN ERIC USER

This is the school. Education is a tough business. I know. I'm a counselor. (Dum-dee-dum-dum-dum.)

It was 8:05, Monday morning. I was sitting at my desk looking at a stack of schedule conflicts when my phone rang.

"Yes?"

"Smith, is that you? Get over here right away!" The receiver slammed in my ear. As I recognized the voice of the gravel-throated principal, I grabbed my yellow legal pad and left the office at an anxious trot wondering what new task was about to be added to my already over-loaded day.

"You wanted to see me, sir?" I mumbled as I walked into the principal's office. There he was chewing on the end of a BIC pen, sitting behind his desk.

"Yes, Smith. I've got a proposition for you. You've been crabbing about the lack of support for guidance activities around here, and I'm not saying you don't have a legitimate complaint... Well, anyway, here's a chance to do yourself some good. A man from the State department education came to Central Office yesterday with a matching funds proposal. They're looking for programs in career guidance in the classroom. Now if you can get together an outline for some activities, I think the Superintendent would be willing to loosen the purse strings since a matching grant of $800 is involved. Well?!"

"Yessir! Of course I'll be glad to work something up." I couldn't believe my ears. The principal was finally thinking of the guidance depart-ment as something other than a schedule-changing bin. "I know a couple

of the faculty, who'd go along with some activities. And with money for

materials, I think this could generate the kind of visibility we need!"

"OK, OK! Stow it," the principal said, being somewhat overwhelmed

by my exurberance. "Just get the outline together so we can get this

ball rolling. This is the chance you've been waiting for so don't let

me down!"

"No, sir! I won't."

"Alright, have your material into me and I'll personally deliver it

to the State Department Office on Wednesday afternoon. I've got a meeting

there then anyway."

Suddenly, the room began to spin. I felt as though everything was

closing in on me. "Wednesday, sir?" I whispered weakly, "but that's the

day after tomorrow...".

"Good heavens, Smith! I can read a calendar!" The principal grimaced

as he threw his pen on his desk. "If you're going to start whimpering

about the time, let's forget the whole thing!"

"N-No, sir," I stuttered, "I'll have everything by Wednesday." I

grabbed my yellow legal pad and headed for my office, heart in hand.

I had only one chance--ERIC. We'd become acquainted while I was

taking a course at the Evening College that fall. It was the quickest

system available for the retrieval of instructional educational material

that I knew of. As soon as school was out, I made it to the library and

began searching the latest RIE Index for relevant material. Looking

under topics like classroom guidance activities, classroom materials, and

career education, this is what I came up with:

ED 105 280 A Handbook for Career Guidance Counselors, Illinois
       University, Urbana, Department of Vocational and Technical Education

       This handbook provided me with ideas about informing the school
about career guidance, identifying usable programs and determining
experiences which contribute to the development of career planning skills.
There were detailed suggestions for activities and resources as well as
instructional materials, all of which would be helpful to the classroom
teacher.

ED 105 221 Career Development for the Upper Grader, Chicago Board of
       Education

       This meaty document supplied me with specific behavioral objectives
and suggestions for classroom guidance activities suitable for ninth
graders with an emphasis on group guidance techniques in the classroom.
I figured that the use of a systematic approach with objectives would
catch the state department's eye!

ED 114 524 The Comprehensive Career Education System: Guidance Component
       7-9, Educational Properties, Inc. Irvine, CA

       Here was another systematic approach to career information in the
classroom. This document contained numerous examples of objectives and
activities as well as suggested resources. The material was divided
according to the California model for guidance--appreciation and attitudes,
self-awareness, decision-making, career awareness, employability skills.
I could adapt many of these activities into the plan I was working on.

ED 104 846 Career Orientation and Exploration: Lesson Plans for Grades
       Eight and Nine. Doniphan R-1 School District, MO

       This was just what the doctor ordered to help me convince some over-
worked teachers that there was room for career guidance activities in
their classes. I could give them these lesson plans which provide everything
from lecture outlines to spelling lists along with pre- and post-tests.

At this point I felt I had enough material to provide a ninth grade class

with a mini-unit on career guidance. Together with the teacher using

group guidance techniques, we could concentrate on career orientation and

self-awareness.

       The next day, I convinced one of our ninth grade English teachers

to agree to work with me. I showed him the material I had gotten through

ERIC and we planned a program to meet for one hour twice a week for 6 weeks. I worked up an outline of the program and submitted it to the principal that Wednesday afternoon.

The rest is history. Our proposal was funded. The career guidance activities were so successful, it became a career guidance mini-course required for all ninth graders. I now have a microfiche reader in my new office as Director of Guidance, and I owe it all to ERIC!

EVALUATION--GOAL

The major purpose of this section of the program is to help you become acquainted with the process of evaluation--the basic types of evaluation, the key to effective evaluation, and components of a comprehensive evaluation model. You will be able to identify the types of evaluation which will best assess the outcomes of your career guidance program. You and your team members will be using your Action Plan throughout this section of the program. Hopefully, such a combined effort will not only insure the attainment of specific performance indicators, but will also insure the continuation of an effective career guidance program in your school.

OBJECTIVES

When you have completed this section of the program, you will be able to:

1. Specify appropriate and inappropriate uses of basic evaluation methods.

2. Identify a nine-step comprehensive evaluation model for use in your career guidance Action Plan.

3. Design process and product evaluation strategies for your career guidance Action Plan.

4. Build an evaluation component into your career guidance Action Plan.

OUTLINE

1. Introduction
2. Types of evaluation
3. Key to effective evaluation (includes activity exercise)
4. A comprehensive evaluation model: an overview
5. Process/product evaluation
6. Post assessment (includes activity exercise)

Introduction

EVALUATION! A word that strikes fear in the hearts of those who must decide if a program is successful or not. It's often looked on as the "Mt. Everest" of any program because you tend to associate it with the steep cliffs of multivariate analyses, t-tests, and chi-squares. But, fear not! The mountain is climbable! In this module you will be learning how you can develop evaluation methods which will best assess the career guidance performance indicators you establish for the goals of your career guidance Action Plan. And you will do it just like those hardy souls who successfully climbed Mt. Everest--one step at a time.

Let's all start out on the same foot by deciding what evaluation is. Evaluation is defined as *a process of identifying, collecting, analyzing, and interpreting information so that decisions can be made.* These decisions will be helpful in developing, implementing, and improving your career guidance program. So it's important to remember from the moment you start designing your career guidance program that evaluation is an essential, ongoing part of your program-- particularly important in this age of accountability and tight budgets. If you haven't developed your Goal Sheets with this in mind, however, don't panic! Later in this module you will actually critique your Goal Sheets to see if your performance indicators can be evaluated by one of the evaluation methods discussed in this section.

Evaluation is not that hard!

Definition

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Why evaluate anyway? We've already alluded to educational accountability and tight budgets, but there are other reasons why evaluation is an important activity. Four major purposes include:

1. To ascertain whether or not established objectives have been met.

2. To determine why established objectives may or may not have been met.

3. To provide cost analysis data to see if a program is operating efficiently so that it may be improved or altered.

4. To assist in developing recommendations to school personnel as to the program's need, continuation, modification, or expansion.

In short, an effective evaluation can provide the ammunition you may need to keep your program and perhaps even your job from being eliminated when it comes time for budget trimming.

Types of evaluation

And now to the heart of the matter! You know what evaluation is. Now it's time to identify the basic types of evaluation with which we should all become familiar. Miller (1974, p. 31) has ably done this for you.

Type 1: Context: This is the type of evaluation you do with a needs assessment. This topic was discussed in the first day's module.

Purpose of evaluation

Context Evaluation

Type 2: Input: This is an evaluation of guidance
                 methods. It refers to the strategies
                 used in the career guidance program,   Input
                                                               Evaluation
                 such as the interventions of counselors,
                 teachers, administrators, paraprofes-
                 sionals, parents, and students.

Type 3: Process: This focuses on methods/strategies being
                 used to help students achieve the de-
                 sired outcomes of the career guidance   Process
                                                               Evaluation
                 program. It is often referred to as
                 monitoring, seeing if the program is
                 being implemented as you planned it and
                 how efficiently the program is being
                 managed.

Type 4: Product: This determines the extent to which the
                 career guidance program meets the
                 established outcomes by measuring the   Product
                                                               Evaluation
                 changes in student behaviors which have
                 resulted from their participation in
                 your career guidance program.

In this module you will focus on *process* and *product*
evaluation methods. Later sections will help you more
clearly distinguish the differences between these two types
of evaluation and decide on appropriate evaluation strategies
for your objectives.

For the purposes of this module, you should recognize
that evaluation refers to the assessment of all aspects of

your career guidance program. Individual student evaluation, often referred to as grading, is a part of the evaluation process, since it can be used to measure the mastery level attained by students. But individual student evaluation is only an incidental part of product evaluation. The assessment methods you will be designing for your entire career guidance program will consist of both *product* and *process evaluations*.

Key to effective evaluation

- The key to effective evaluation is a clear statement of the objectives for your career guidance program. You have already defined the performance indicators for each goal so that you can identify the expected or desired outcomes to be achieved. In other words, if a performance indicator isn't stated in measurable terms, then it will be hard to determine if it is ever achieved.

Now that your goal and its performance indicators have been clearly defined, you have also established a level of accomplishment that you will accept as evidence that the desired outcome has been achieved. This is the *criterion level* for that performance indicator. Establishing the criterion levels BEFORE you implement your Action Plan will help you set up the appropriate evaluation method for your particular purposes. REMEMBER that the criterion level you set for each performance indicator will ultimately help you decide if you have reached a particular objective.

The following activity will help you determine if you have clearly stated the objectives of your career guidance

Clearly stated objectives-- key to successful evaluation

Clear criterion levels

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program. Each team should analyze each Goal Sheet using the
form, "Key to Effective Evaluation."

If you have trouble with this activity, you should review
your goals and performance indicators. If you cannot clearly
define the criterion level for determining whether or not the
performance indicator is achieved, then you will not be able
to evaluate your career guidance program effectively.

Once this activity has been accomplished, you will be
ready to learn about the components of a comprehensive
evaluation model.

GOAL STATEMENT NO. _____

Are the following categories on the Goal Sheet clearly stated?

	Yes	No
Performance Indicators (with Criterion Levels)	___	___
Target Group	___	___
Who Delivers	___	___
When	___	___

Are the following categories on the Resource Utilization Sheet clearly stated?

	Yes	No
Implementation Steps	___	___
Resources Available	___	___
Resources Needed	___	___

If you can answer "yes" for each category, then you have a clear understanding of your objectives. You will then be able to decide on what type of evaluation (process or product) you should use.

A comprehensive evaluation model

Let's pause for a moment to see where we are in this
assault on evaluation. Recall that evaluation is an essential,
ongoing part of your career guidance program which has to be
dealt with from the very beginning. However, we don't want you
to feel as if you <u>have to</u> set up all your evaluative criteria
and measurement instruments right this minute.

What we <u>do</u> want you to achieve is a familiarity with the
evaluation process so that you and the other members of your
career guidance team will feel more comfortable when eventually
you do establish your evaluation procedures.

Now let's look briefly at the components of a comprehen-
sive evaluation model.

<div style="float:right">Evaluation
model
components</div>

1. Set up an evaluation subcommittee representative of
   those who have responsibility for the career
   guidance program.

2. Decide on the purpose of the evaluation.

3. Identify the objectives to be evaluated by looking at
   the performance indicators and criterion levels that
   you will accept as evidence that the desired outcome
   has been achieved.

4. Plan the design for the evaluation. Decide on whether
   you are doing a process and/or product evaluation.
   (The next section of this module will help you with
   this decision.)

5. Identify information sources. Remember to involve
   <u>*students*</u> in your evaluation.

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6. Develop data collection instruments.

7. Collect, analyze and interpret data.

8. Present results or evaluation to school personnel, students and community.

9. Use data to make recommendations for program revision/improvement.

This model shows you that evaluation is an extensive process. You and the other members of your career guidance team will want to make certain that your evaluation method follows this procedural model.

The remainder of this module will focus on components 4 and 6 of the evaluation model, so you can begin to evaluate your Action Plan.

Process/Product evaluation

Process and product evaluation have already been defined for you in this module's section entitled <u>Types of Evaluation</u>. Let's briefly review what each means. *Process Evaluation* refers to the evaluation of the method or strategy used to help students achieve the desired outcomes of your career guidance program. *Product Evaluation* refers to measuring student behavioral change as a result of participation in the career guidance program.

Before moving on though, let's stop for a moment and talk about criterion-referenced versus norm-referenced tests. Criterion-referenced tests tell whether or not students have met the outcomes. Norm-referenced tests compare your students'

scores with the scores of a standardized population. For
example, saying that a student scored at the 70th percentile
on a standardized math test only has meaning in reference to
the student groups who were tested when the test norms were
established. Scores of a criterion-referenced test describe
the kinds of behavior and skills a student can demonstrate
without comparing him/her to other students. For example,
saying that a student successfully completed 75% of the items
on a test has meaning in itself without requiring any comparative measures.

So, a criterion-referenced measurement instrument is the
correct choice for doing a product evaluation. You will be
gathering data which you can directly interpret on the basis
of the criterion level you have already established. (You
shouldn't interpret these statements as a put-down of norm-
referenced tests. Just realize that these tests must match
your objectives for proper use. You have to make that
decision.)

Product Evaluation. Let's look at an example of a
student goal statement to see how *Product Evaluation* can be
used. If your goal statement is that *students will be able*
to identify factors that influence decision-making, you might
want to establish a performance indicator and criterion level
like the following:

> All ninth-grade students will be able to identify
> three personal values which they will incorporate
> in their career planning decision-making process.

Choosing the
right instrument

Product
evaluation

In this case you are trying to measure student behavior, so you will be using *Product Evaluation*. Once you have determined the type of evaluation, you have to decide on a measurement technique or instrument. To measure whether students have achieved this performance level, you could use a criterion-referenced item such as the following:

Write three personal value statements which
- affect your decision-making process:
1.
2.
3.

By scoring the responses you could determine what percentage of students had successfully met the criterion level which you had established. For instance, if 24 out of 25 students were able to write three personal statements, you could say that 96% of the students were successful in reaching the established criterion level for your performance indicator.

What we have just illustrated is a *minimum* or basic criterion level where your expectation is that all or nearly all participants will be able to reach a certain level of performance if your instructional program is working effectively. A very large percentage, if not all, students in your program should be able to reach this basic level of performance.

You may also, however, wish to establish an *optimum* level which would reflect the performance level of a relatively small percentage of the more advanced students, such as 25% of the participants. By using an optimum criterion level in addition to the basic criterion level you would be

Minimum level

Optimum level

able to identify not only what all students were able to

achieve, but also how many students could demonstrate an

advanced level of achievement. To measure the optimum level

of performance you could use the following criterion-

referenced item:

> Write as many additional personal value state-
> ments as you can which affect your decision-
> making process:
>
> > 4.
> > 5.
> > 6.
> > 7.
> > 8.

A dual criterion level approach such as the one just

described can be useful in indicating both a basic level of

accomplishment as well as possible upper levels of achievement.

Process Evaluation. Now let's look at an example of a

staff goal statement to see how *Process Evaluation* can be

used. If your goal statement is that *staff members will in-*

fuse career guidance material into the classroom curriculum,

you might want to establish a performance indicator and

criterion level like the following:

> Two counselors and three teachers will present
> an infusion model at a staff meeting by
> December 15, 1978.

In this case you are trying to monitor whether or not

this strategy for developing a method to infuse career

guidance materials has been accomplished, so you will be

using *Process Evaluation.* An appropriate instrument to use

for this type of evaluation is a simple checklist. For

example, the instrument could contain this item:

Process evaluation

Checklist

Two counselors and three
teachers presented an
infusion model at a staff
meeting by December 15, 1978   _____   _____

If the performance indicators are clearly identified, then

it is relatively simple to form clear statements which can

be answered in terms of "Yes" or "No."

    You will find a list below of measurement techniques   *-Measurement*

techniques

that you can use in your evaluation method. You will have to

decide which instrument or combinations of instruments will

measure your objective best. But, if you have clearly stated

your performance indicators and criterion levels, it will be

much easier to set up your evaluation strategy.

: Possible Measurement Instruments/Techniques

Paper and Pencil Instruments

Criterion-Referenced Tests   ⎫ Can be used before
Norm-Referenced Tests   ⎪ and/or after a pro-
Questionnaires   ⎪ gram to assess
Attitude Surveys   ⎬ behavior change OR
Rating Scales   ⎪ to monitor program's
Checklists   ⎪ progress
Records   ⎭

Measurement Techniques

Behavioral Observation
Critical Incidents
Interviews

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Let's restate the definitions of *Product* and *Process*
Evaluation before taking the next step:

Product Evaluation: *measures changes in student
behavior to determine the extent
to which the career guidance
program meets the established
outcomes.*

Process Evaluation: *evaluates methods/strategies
being used to help students
achieve desired outcomes;
monitors the career guidance
program in terms of implemen-
tation and efficiency.*

Now that you are into the rarified air of this module,
you are ready for the Post-assessment.

Post-assessment

You are about to make that final assault on the process
of evaluation where you will apply what you have learned to
your newly developed program. When you have completed this.
activity, you will have reached the pinnacle of the evaluation
process. So, don't give up now--you only have a short
distance to go!

In the Post-assessment activity, you will be completing
the Evaluation Sheet for the Goal Sheet you used in the
Key to Effective Evaluation activity in this module.

Step 1: Fill in the Goal Statement number and Performance
Indicator number at the top of the sheet.

Step 2: Identify the type of evaluation needed to assess
your Performance Indicator. (Refer to the
definitions of process and product evaluation
if necessary.) Write the appropriate type of

evaluation under the heading, "Type: Process

or Product."

Step 3: Select an evaluation instrument or technique

from the Possible Measurement Instruments/

Techniques chart. Write the name of the

instrument/technique you have selected under the

heading, "Instrument/Technique."

Step 4: Make up a sample item for your instrument/

technique. Write this under the heading,

"Sample Evaluation Item."

GOAL·STATEMENT NO. _____ :

Performance Indicator No. _____ :

Type: Process or Product	Instrument/Technique	Sample Evaluation Item

You and the other members of your career guidance team
will need to complete this activity for each of your goals
and their respective performance indicators. Remember that
an effective evaluation procedure may mean the ultimate sur-
vival of your career guidance program. It takes time to
evaluate, but you now have the skills necessary to accomplish
this task.

Evaluation an
imperative

APPENDICES:

Evaluation Checklist
Glossary
References

APPENDIX A: EVALUATION CHECKLIST

This checklist is provided as a guideline to help you determine
the quality of your evaluation strategy.

	Yes	No
1) Was the evaluation method part of the development of the career guidance program rather than a "tacked-on" activity?	_____	_____
2) Does the evaluation monitor the progress and efficiency of the career guidance program?	_____	_____
3) Does the evaluation measure the extent to which the established outcomes are met by measuring changes in student behaviors?	_____	_____
4) Is the evaluation method carefully planned to avoid duplication of effort?	_____	_____
5) Are the measurement instruments/techniques selected to provide the necessary data required?	_____	_____
6) Is the evaluation process used to establish staff development/in-service education programs?	_____	_____

If you have answered "no" to any of these questions, you should

carefully examine why and be able to justify that decision.

APPENDIX B: GLOSSARY

Context Evaluation:
refers to the evaluation done when a needs assessment is performed.

Criterion-Referenced Tests:
measure the skills and behaviors students have learned; determine whether or not students have met established outcomes.

Evaluation:
means the process of identifying, collecting, analyzing, and interpreting information so that decisions can be made.

Input Evaluation:
refers to the evaluation of strategies and interventions of guidance methods which are done by counselors, teachers, administrators, paraprofessionals, parents, and students

Norm-Referenced Tests:
refers to standarized tests which have comparative norms

Process Evaluation:
evaluate methods/strategies being used to help students achieve desired outcomes; refers to monitoring the career guidance program in terms of implementation and efficiency.

Product Evaluation:
determines the extent to which the career guidance program meets the established outcomes by measuring changes in student behavior.

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APPENDIX C: REFERENCES

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OVERCOMING BARRIERS

OVERCOMING BARRIERS--GOAL

This section of the program is designed to help you identify, analyze, and react to the forces promoting and hindering the implementation of your career guidance goals and objectives and/or Action Plan during the school year.' By pinpointing these forces you will be able to plan effective strategies and tactics to deal with forces that act as barriers to achieving the desired outcomes of your Action Plan.

OBJECTIVES

When you have completed this portion, you will be able to:

1. Identify specific forces in your organization promoting or hindering career guidance practices and/or your Action Plan.

2. Select specific deterrents to career guidance practices and/or your Action Plan which you can effectively reduce in the immediate future.

3. Identify practical strategies to overcome barriers "back home" which will hinder the implementation of your Action Plan.

OUTLINE

1. Hitting a home run
2. A guide for overcoming barriers
3. Pinpointing barriers (includes worksheet)
4. Prioritizing barriers (includes worksheet)
5. Strategies and tactics for overcoming barriers (includes worksheet)

Baseball is a sport most of us know about. It's something we played as youngsters, perhaps in high school or college. We read about baseball in "Sports Illustrated," hear games on the radio, see them on T.V., and have our own ideas about the BIRD.

Well, the BIRD has more than athletic skills; he's a natural entertainer, a real clown on the mound. Yet, he did not become a success overnight--he had to tackle a lot of barriers before he achieved his fame.

Assessing personal barriers

As the BIRD became successful by constantly working to improve his own skills and eliminate ineffective behaviors, so one becomes successful by critiquing his/her strengths and weaknesses. But this is not enough. No assessment of an individual has meaning without consideration of the forces that exist within and outside of the person. We do not live in an isolated environment, but within spheres of real people, real things, and real events which restrict, deter, enhance, or promote our own goals and objectives. The same kinds of forces have impact on the goals and objectives of your team-- in this case, the Spearhead Career Guidance Team which will implement the Action Plan that you are developing.

The BIRD's success is not his alone. It depends upon the Detroit Tigers working constructively together as a team to beat the opponent. To do this every member of the baseball team knows what he can do best, and realizes that he must

Teamwork

constantly practice to keep his skills sharp. He is always

ready to learn new ways to enhance his performance. He also

knows what his opponents can do, and is fully aware of their

strengths and weaknesses and the barriers they represent to

his own success.

It is within this framework that we would like you to

examine those barriers back home which might impede the imple-

mentation of your career guidance programs and, more specifi-

cally, your Action Plan.

Please examine A Guide for Overcoming Barriers on pages

118 and 119.

The Guide highlights a number of points for you to con-

sider:

1. Barriers often exist for legitimate reasons.

2. School personnel other than those directly involved

   in guidance services can be very effective in helping

   you implement your plan.

3. Implementing a program and overcoming barriers to an

   Action Plan works best when team members have

   specific roles and functions based on their strengths

   and weaknesses.

Jim: Newly hired counselor

Mary: Chairperson of the English Department

Barrier	Rationale For Barrier	Plan of Action
In general the staff at Highland School believe there is no justification for student field trips to the business-industry community.	Field trips take students away from structure in the classroom.	Devise a method by which field trips are structured learning experiences.
	Field trips are not carefully planned and organized.	Coordinate field trip activities with those staff members affected by the trips.
	At least two staff members state that field trips have no bearing on helping students to learn.	Devise a means by which student field trip experiences can be related to academia.

OVERCOMING BARRIERS

Person Responsible	Specific Steps Of Implementation	Time Line	Anticipated Outcomes
Jim	Meets with other members of counseling staff and develops a Field Trip Questionnaire (FTQ) which students must complete.	By the end of: 10-79	Counseling staff start to communicate more effectively with each other.
Jim	At a general faculty meeting the reasons for the development of the FTQ are explained.	10-79	Greater communication exists between the entire school staff and the counseling staff.
Jim	Meets with Mary since English classes are usually affected by field trips. Together they work out a system whereby English teachers have a two-week notice of an anticipated field trip.	10-79	The English staff and the counseling staff establish greater rapport.
Mary	Develops a format that students are to follow in writing up their field trips. These reports become a requirement of 9th grade English classes. Staff members see merit in the approach.	11-79	English staff views field trips positively.
Mary	Calls a special meeting of the English department in which it is determined that FTQ's will be graded and required assignments in English classes.	12-79	English staff justifies FTQ requirement.

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PINPOINTING BARRIERS

The following forces in my organizational setting I would consider to be deterrent forces or barriers in meeting the goals and objectives of our Action Plan for next year and/or more effective career guidance policies, practices, and implementation strategies. (Briefly describe each of these deterrent forces in the spaces to the right of the letters.)

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

Directions For The

PRIORITIZING BARRIERS WORKSHEET

Each team member is to share information from his/her
"Pinpointing Barriers Worksheet" with other team members.
Using consensus techniques teams then rank order the barriers
on the "Prioritizing Barrier Worksheet." For example, the
barrier you list first would be the most critical barrier in
respect to your team's Action Plan. List only those barriers
members of your group believe they can respond to effectively
and as a result lessen or reduce in the future. One person
on the team should act as a recorder for this exercise.

PRIORITIZING BARRIERS WORKSHEET

Priority   Barriers

1

2

3

4

5

Directions For The

STRATEGIES AND TACTICS FOR OVERCOMING BARRIERS WORKSHEET

Team members are to work on the "Strategies and Tactics

for Overcoming Barriers Worksheets" together. On the worksheet,

write one of the barriers your team has identified on your

"Prioritizing Barriers Worksheet." Then, each team will work

together to determine the specific steps you would take to

eliminate or lessen the impact of the barrier on implementation

of your Action Plan. Use one worksheet for each barrier.

On the back of each worksheet list the outcomes you anticipate

would occur as a result of carrying out your plan of action.

STRATEGIES AND TACTICS FOR OVERCOMING BARRIERS WORKSHEET

Barrier	Plan of Action	Person Responsible	Specific Steps of Implementation	Time Line *

*On back side of this sheet, state anticipated outcomes from your plan of action.

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MAKING CHANGE WORK FOR YOU

This section of the program is designed to assist career guidance personnel to develop a positive perspective towards change and to improve the effectiveness of their career guidance Action Plan by applying change agent concepts to its implementation within their school systems.

OBJECTIVES

When you complete this portion you will be able to:

1. Identify your personal attitudes toward the change process.

2. Utilize characteristics of the change agent relationship in promoting career guidance implementation strategies.

3. Apply specific change agent tactics to assist in the adoption of a career guidance action plan.

OUTLINE

1. What makes change happen?

2. Perspectives on Change Inventory

3. What does your score mean?

4. The new you

5. My name is ... and I am a change agent at ...

6. Your role with the super new ingredient of "change agent"

7. Establishing change agent relationships

8. Change agent characteristics

9. The bugles are blowing

10. Tactics

What makes change happen?

Few of us have thought seriously about *how* change occurs, how programs and organizations change, how we ourselves are able to change our behavior or our ways of doing things. Most of us, when we think about change, think of *what* needs to be changed, not of *how* the change can occur. Both are important. But in our thinking and planning we are frequently frustrated in dealing with the *what to do* because we lack confidence in our ability to do it. Consider the following quotes:

> "I stopped reading about innovations in careers a long time ago--I already have far more ideas than I'll ever be able to put into practice."

> "Who needs new ideas? I can't do half the things I want to do now."

> "Don't talk to me about planning new programs. No matter how good the plan is, it probably won't ever get off the ground."

Perhaps you have experienced some of these same frustrations. If you are like most people, even though you have some ideas about how change occurs, you haven't ever really organized your thoughts about change. Although we all agree that change will and does occur, we differ as to how it occurs and in our notions about who is responsible. As a Spearhead Team you will be making plans for helping your school to develop and/or change its career guidance program. How successful your team will be depends, in part, upon how you have devised your approach to change. As spearheaders, you need to get it together.

To help you sort out your thoughts on change, we have
devised a Perspectives on Change Inventory. (We've really got
class here; we hope you've noticed.) You should respond with
your basic feelings about the change process in responding to
the Inventory. This isn't a test. It's a way of helping you
to examine your feelings about change and to develop a strategy
to make change work for you.

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Perspectives on Change Inventory

Directions: *Read each statement and decide whether you generally agree (A) or disagree (D). Place a check beside your choice on the line before each statement. Your facilitator will tell you how to interpret your scores.

A___ D___ 1. A person can accomplish more doing things by him/herself than by involving others.

A___ D___ 2. Involving people with diverse backgrounds in a project has great potential for helping it to be successful.

A___ D___ 3. A person working inside a program is usually in a better position to change that program than someone working outside the program.

A___ D___ 4. Really important program decisions should be the responsibility of the director or top administrator.

A___ D___ 5. Almost anyone can acquire the skills and attitudes necessary to get people to work well together.

A___ D___ 6. Realistically, unless a person holds an administrative position, it is unlikely that she/he can do much to change the program of which she/he is a member.

A___ D___ 7. The acceptance of a proposed idea or activity is directly related to how emphatic the change agent is about having the change adopted.

A___ D___ 8. Working for group consensus is to be preferred over majority rule as a way of making decisions.

A___ D___ 9. Individuals should stick pretty much to what they were hired for and leave questions about changes to the administrators.

A___ D___ 10. Establishing a group climate where differences/conflict are freely expressed improves the likelihood that change can be accomplished.

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Scoring Sheet

Directions: Give yourself <u>one</u> point for each of your answers which corresponds with the keyed answer. Total possible score = 10.

1. D
2. A
3. A
4. D
5. A
6. D
7. D
8. A
9. D
10. A

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What does your score mean?

Perhaps responding to those statements was perplexing, even irritating. Does one of these statements reflect how you felt? "There isn't one answer." "I agree both ways." "It's a matter of degree." "It depends on the situation." All of these responses are appropriate. It isn't our intention to make a diagnostic judgment or to classify anyone. What we are interested in is helping you to identify your basic perspective towards change--is change something you, the individual, have an important role in, or is change the responsibility only of those in leadership positions?

On this Inventory, a high score is indicative of the belief that the individual can be a personal force for change, irrespective of administrative responsibilities. A low score is indicative of the belief that the responsibility for change is reserved for a select few within any system.

You will now have the opportunity to discuss your perspective on change with other members of your team. Your facilitator will provide you with specific instructions. In your discussion we suggest you focus on the following questions:

1. What are the consequences if only a few people in a system adopt interest in and responsibility for change?

2. What would a system be like where many people were "turned on" to becoming forces for change?

3. Can your system be a "turned on" system? Why? How?

The new you

Persons actively involved in career guidance program de-
velopment indicate that they typically need to cope with three
major tasks. The first is developing a definition of their
role which includes responsibility for change; the second is
assisting others, particularly decision-makers and administra-
tors, to perceive them as change agents; and the third is
acquiring specific change agent skills. In the last section
of this module, "The bugles are blowing," we will be dealing
with change agent skills--specific tactics that you can use in
your career guidance Action Plan. In this section you will
have a chance to consider the implications of your assuming
greater responsibility for change.

My name is ... and I am a change agent at ...

In working to assist in career guidance programming in
your school, you will be adding new responsibilities for change
to your present role. Sound rather neat? Most persons who
have become so involved report that it is a compelling and
engrossing experience. You are where the action is. What you
are doing makes a difference. It is important, however, that
you clarify for both yourself and others what your enhanced
responsibilities are, and what they mean for you and those
with whom you will be working. You know the saying, "Zebras
can't change their stripes." Well, you are adding some stripes,
and you had better be ready to explain to others the New You.

<u>Your role with the super new ingredient of "change agent"</u>

In considering your new role, it may help you to reflect upon the disadvantages that might accrue to working within your system to bring about change--what some call being an "internal change agent." Most situations, after all, have trade-offs. So let's begin with some of the less positive aspects of your new position.

First, you may be so close to the situation (the school, staff, students, parents, your lover, etc.) that you don't have a balanced view. You may lack perspective. Second, you may take on the new role without ever really redefining your role or having the administrative support to carry it out. Third, it may be just another add-on, something more for you to do but no time allowed to do it. And fourth, you may have the title Change Agent Supreme without the practical skills and know-how to make it work. So you see, being a change agent is not all peaches and cream--you could flub up badly. But not if we can help it.

Now for the good part. As an insider you: (a) know the system like the back of your hand; (b) know what will work and what won't; (c) know the important, needed changes in your career guidance program and are prepared to work for them; and (d) can communicate with others because you know them and can swap stories and hairy tales with the best of them. Right!

On examination, the good probably outweighs the bad.

Establishing change agent relationships

  Your role and effectiveness as a change agent will be
determined in large measure by the type of relationships you
form--with other Spearhead Team members and with staff in your
system. This subject has been the object of considerable study
and research, and out of this has grown a consensus as to what
are the characteristics of an ideal change agent relationship.
The following <u>nine</u> characteristics represent the results of
these studies.

*Ideal change agent
 relationship*

Reciprocity:	both parties should be able to give and take freely of ideas and suggestions
Openness:	willingness to be open to new ideas and approaches
Realistic Expectations:	establishing realistic expectations as to what can be accomplished at the onset of the relationship
Expectations of Reward:	assisting the client to see the possible rewards that can occur
Structure:	establishing a goal-directed relationship with defined roles and working procedures
Equal Power:	reducing disproportionate power among the parties to minimize the importance of power in the decision making
Minimum Threat:	working to reduce anxiety and threat about potential changes
Confrontation of Differences:	open discussion of differing viewpoints and feelings
Involvement of All Relevant Parties:	relating to and involving all people likely to be involved in the change

These items were adopted from: Havelock, R. The change agents guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

Change agent characteristics

Knowing what are the desirable change agent characteristics is, of course, valuable. But what is important is whether you and your team members can apply them to the implementation of your career guidance Action Plan. Knowing is good, but using is super.

For the next activity you will work in your teams. Each team member is to choose one or more change agent characteristics and study it (them) to see how it (they) can be used to facilitate the implementation of the career guidance Action Plan. You will then share your utilization ideas with other team members and incorporate your suggestions into your plans.

The bugles are blowing

The response of many people to change can be likened to the weather--it is something you talk about but don't do anything about. Frequently you have the desire, but you don't have the necessary change agent skills. So, rather than rush headlong into ignorance and confusion, you wait for someone else to take the initiative. And you sit back passively and wait. This section is intended to <u>change</u> that situation. (Notice how we stay in there with <u>change</u>!) We intend here to provide you with a number of tactics and behaviors used successfully by change agents for over--well, we don't want to get carried away with our own rhetoric. Simply, we believe that, used judiciously, the following tactics can be of real help to you in making change occur.

*The "look" of a
change agent*

Forward! Action!

Discuss each of the tactics with your team members. Your
task will be to adopt two of the tactics for use in your Action
Plan. Be precise! Indicate how and when you will use the tac-
tics you have chosen. Hopefully (we really mean to say, "You
will be able to ....," but modesty becomes us) you will develop
a repertoire of both tactics and applications which your
Spearhead Team can immediately use. The stakes are high,
excitement permeates the air, the bugles are blowing--so, gen-
tlepersons, join with your team and may the best team win the
coveted triple-crown of imagination, innovation, and invention.
You're off!!

Tactics

The following approaches/procedures can be used indi-
vidually or combined into a general plan. They are not an
overall strategy, but, rather, specific behaviors which can
be used whenever and wherever they seem appropriate to
internal change agents.

1. <u>Highlighting the need for change</u>. One of the most
important and least frequently emphasized tactics is for
change agents to sensitize a system to the need for change.
Unless there is a generalized readiness to develop new, or
reconsider existing, goals and procedures, a change effort
may well be futile. Change teams may devote a major part of
their initial efforts to helping a system look at itself and
review where it is and where it wants to be. Some actions
that may be taken are: (a) having people share images of

Highlighting the
need

what things could be like; (b) introducing data on the opera-
tion of the system (surveys of opinions and feelings, etc.);
(c) holding meetings to check out how people feel about the
need to learn if there is a shared feeling about the need
for change; and (d) offering alternative models to the present
system for review and discussion.

2. <u>Using knowledge power</u>. To change or not to change is
frequently decided by who has the most knowledge power, i.e.,
the person most informed on the issue. In particular, the
use of a national information system such as ERIC arms the
change agent with relevant, current project and practice
data regarding what has been tried, under what conditions,
and with what outcomes. Systematically undertaking a search
of an area or topic provides excellent documentation that a
problem exists and also suggests ways of responding to it.

3. <u>Zero-based piloting</u>. The adroit change agent is
sensitive to the natural suspicions that people have to
try-outs. It is a common suspicion that once introduced,
a practice is never dropped. The change agent makes clear
that the trial adoption of a new practice is time-limited
and experimental. In particular, a zero-based adoption
strategy is used--at the end of the planned-for life of the
innovation, it is automatically discontinued. A debriefing
session is held to review the history and outcomes of the
innovation; if it is favorably reviewed, it is given a "new
life." Zero-based piloting encourages trials and experimen-
tation and allows innovations to prove themselves or be dropped.

<div style="text-align: right;">

Using knowledge power

Zero-based piloting

</div>

4. <u>Low profiling--spreading the rewards</u>. In many

situations, people's response to a new idea is directed as

much to the person(s) introducing the idea as to the idea

itself. While that may be to the advantage of the change

agent, it may also lead to jealousy and resentment toward the

change agent and hinder the adoption of ideas. Many are the

ideas that have been rejected because of a desire to deny

credit to the change agent for their development.

Particularly in volatile situations, it may be wise for

the change agent to divest her/himself of identification with

the innovation. It may be far more diplomatic, and far more

effective, to give nominal credit to a high influential or

decision-maker for the innovation. If someone else is more

closely associated with the development of an innovation, the

change agent may also be in a better position to work for its

adoption.

5. <u>Knowing when to act</u>. "There is a right time for

everything" is an adage to which we should give particular

heed. Knowing when to intervene, to propose an innovation,

is frequently as important to the outcome as the quality of

the innovation itself. No one can prescribe with any cer-

tainty what are the best times to intervene--both crisis and

tranquil periods can offer favorable opportunities, given

that other factors are appropriate. The crucial point is

for the change agent to give careful attention to studying

both the system and key influentials within the system in

deciding when it is time to act. Assessing the system's

current needs, examining the attitudes of key influentials,

and reviewing other competing demands and interests are
minimum requisite steps. And, of course, the patience to act
only when you determine it is right, and to take on only as
much as needed, are critical timing factors.

6. Knowing which forces to respond to. Any goal or
objective evokes both supporting and restraining forces.
When faced with the choice of whether to emphasize the
supporting forces or respond to the restraining forces, there
is a natural tendency to push harder for the "why we should
do something" and ignore the "why nots." Unfortunately,
what often happends is that as you increase the support, you
also escalate the restraints. The result is a head-to-head
impasse. A more adroit approach is to let the supporting
forces stand, and concentrate on identifying and coping with
the restraining forces. If the change agent is able to reduce
or eliminate the restraining forces (the why nots), the
supporting forces (the whys) will press for adoption and
assist the change agent in reaching the goal. Sometimes
forceful is foolish and coping is copacetic!

Summary

Though we may not fully understand it, change is
something that we all experience. -Perhaps we understand
even less well that we can be an active force for change in
the systems in which we work. At a time when institutional
credibility and leadership are often questioned, it seems
particularly critical that we regard change as too important
to leave to just a select few. Career guidance, if it is to

Pinpointing responses

be effective, requires the participation of all school staff.
You, regardless of your position, can acquire the skills to be
an effective change agent, and can be the dynamic force behind
making change happen.

CONCLUSION

You should now be well on your way to developing an Action Plan which will help you design and implement a career guidance program that will meet the needs of those you serve in your back-home setting.

Before leaving this session, however, you should re-assess your Consensus-Seeking Behaviors Rating Scale both individually and as a team, just as you did earlier in the workshop experience. Complete the Post-workshop column on those two sheets and discuss any changes with your team members.

As you continue to develop your career guidance program, keep in mind that many programs are often successful because they are based on the combined efforts of all team members and a systematic plan of follow-up. You now have the skills necessary to increase your program's chances for success. Good luck--keep at it!

FACILITATOR'S GUIDE

NOTES FOR THE WORKSHOP FACILITATOR

Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials at times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the module. Your confidence and serenity will communicate to participants and give them a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop:

1. Study the module and this Guide thoroughly. Note how sessions fit together and build on each other. Read the content of each session in the module itself. Become familiar with the main points.

2. Prepare any materials needed ahead of time. Each portion of this Guide has a section describing what will be needed in that session. You also may decide to use name tags, registration forms, etc.

3. Decide if you want registration forms and, if you do, how these will be handled.

4. Have plenty of blank paper, newsprint, felt pens, an easel,

a blackboard, chalk and eraser, and a module copy for each participant.

5. Check the room arrangement. There should be one table and enough chairs for each team. People will need room for their materials. There should be enough space between tables for teams to work together without bothering or being bothered by others.

6. Check with the hosts on the heat or air-conditioning and the lighting.

7. Meet with other members of the facilitation team to clarify who is responsible for what, and make final plans for running the workshop.

8. Decide how to handle the coffee breaks, lunch, etc.

At the Workshop:

1. Arrive ahead of the scheduled time to begin. Organize your materials; check the room arrangement, see about ash trays, check the lights and temperature, make any last minute adjustments that may be needed. And allow some time to compose yourself before participants. arrive.

2. Greet early participants as they arrive. This may become impossible when the group becomes larger, but it begins the setting of a friendly and informal tone.

3. Start on time if at all possible, and stick to the schedule.

4. Keep the tone light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to their career guidance program development.

5. Maintain a feeling of urgency, but not a hassled kind of pressure. Keep things moving so that participants will be alert and motivated.

6. Be enthusiastic. Your excitement will set a model for others.

7. In discussions, honor the contributions of each participant. Try to make each person feel important to the group.

8. Do some process checking from time to time. Ask how things are going, keep participants aware of time limits, warn them ahead of time, etc.

9. Have fun. Relax. Enjoy. Trust the group. You're helping them to do what they want to do and need to do.

GETTING STARTED

Total time: Welcome the participants to the workshop.

10 min.   Introduce yourself and your facilitation team members to the
group. Tell something of your background and describe your role
in the workshop.

Answer any questions that may arise. Now move into the get-
acquainted activity.

GET-ACQUAINTED ACTIVITY

Total time: "Hum-Dinger"
25 min.

Purposes: To provide a way for participants to meet each other in

small groups.

To facilitate contact between all members of a large

group in a climate of informality and humor.

To explore a novel way of generating movement and

activity.

To set a positive tone for the workshop.

Preparation: Decide how many groups of about five can be formed

from the total group. Choose titles of familiar songs

("Jingle Bells," "Home on the Range," "Goodnight, Ladies,"

etc.), one for each of the proposed groups. Write the names

of the songs on slips of paper, one slip for each person.

Example: If you have 28 people, you might decide to form 6

groups: 4 groups of 5 and 2 groups of 4. This means that

you would write the names of 6 songs on 28 slips of paper, 5

slips for one song, 5 for another, etc.

(2 min.) **Procedures:** Introduce the activity in any way that is comfortable

for you: "We are conducting a talent search," "We realize

how much hidden talent is in the room," "People sometimes

need help in saying hello," etc.

Tell them that they will be given the name of a song

which they are not to reveal to anyone. Then distribute the

papers with song titles, one to each person. Try to give

each member of the same team a different song title

At a given signal, tell them that each person is to stand up, start humming or singing the song, and find others who are singing the same tune. Advise them of the number of groups and the appropriate size of the groups.

(5 min.)   Tell them that when their group finds each other, they should draw some chairs together and wait for further instructions. Then tell them to stand and begin the search for the other group members.

When all groups have formed, tell them the following:

"Each person in each group has two things to do:

1. Introduce yourself to the others in your group, and

2. Tell the others about some part of your career guidance program that you believe is a real strength.

Each person should take no more than 3 minutes to present this information, and anyone in the group may choose to begin."

(15 min.)   Then tell the groups to begin. While members are interacting, you should keep tabs on their progress by walking among them. Try to keep them moving at the same pace, and advise them of how much time they have left about 5 minutes before time is up.

(3 min.) Follow up: When the activity is concluded, persons may wish to share general kinds of reactions in the total group, but any discussion should be kept very short. At this point you move into the Communications Activity. People should remain in the same groups for this activity.

COMMUNICATIONS ACTIVITY

Note: There is no reading material in the participants' materials for this activity.

Total time: 27 min.

Purposes: To open lines of communication among participants, and between participants and workshop facilitators.

To emphasize the importance of communication and how it affects feelings and behavior.

Preparation: Write the following questions on the chalkboard or newsprint.

1. How did you become a member of your team--who gave you the message, how was it given?

2. What were (are) your feelings about being on your team? Were they affected by the type of communication? What other influences affected your feelings about being on your team?

3. What are your feelings about and motivation toward this workshop?

(2 min.) Procedures: Display the questions and ask all participants to consider the questions and think how they would answer them. They do not have to write their responses. Now ask that each parti-

(15 min.) cipant share verbally her/his answers with other group members. Each person should take no longer than 3 minutes. Keep tab on the groups' progress by walking among them, and try to keep them moving at the same pace. Warn them 5 minutes before time is up.

(10 min.) Follow up: At the conclusion of the activity, conduct a total group discussion about communication, focused on questions like the following:

1. What methods of communication seemed to foster positive attitudes?

2. What kinds of communication did not seem to produce positive attitudes? Or even caused negative feelings?

3. What can we learn from this experience?

After the discussion, have all participants return to their original teams and proceed with the Introduction.

INTRODUCTION

<u>Total time:</u>
<u>15 min.</u>

Explain that the introductory activities were designed to help them get to know one another better, to learn about significant strengths in other career guidance programs (when there are more than one team), and to help them realize anew, from their own experience, the importance of effective communication and its lingering impact on subsequent attitudes and behaviors. Explain that they will now get into the "meat" of the workshop.

Distribute the participant materials and ask participants to read the Introduction. Then go over the Goal and the Objectives with the participants, emphasizing that the objectives are outcomes that they may expect to realize from having participated in the program.

Review the Day 1 Outline. Answer any questions that may arise.

Total time: | **Purposes:** To review the purposes for conducting a needs assessment.
15 min.

To provide models for conducting needs assessments of students, staff, and counselors.

Preparation: None.

Procedures: Ask participants to read the "Needs Assessment" material, pp. 15-18. When they have finished, emphasize for them the important points of the reading:

1. Determination of needs is the first step in planning a competency-based career guidance program. It provides:

    a. a rationale,

    b. a starting point,

    c. a direction,

    d. a basis for evaluation,

    e. authorization to continue or permission to stop.

2. Data should be collected and analyzed in three areas: program, clients, resources.

    a. <u>Program</u> means all guidance services.

    b. <u>Clients</u> means everyone involved in the program: students, faculty, administrators, parents, community.

    c. <u>Resources</u> means staff, facilities, materials, money.

3. Needs assessment involves the commitment of everyone in the client groups.

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4. The results of the data analysis should be <u>disseminated</u> and <u>used</u> to promote change and growth.

' Explain that very shortly the team will be identifying some goals for their career guidance programs--and this will mean being able to come to a<u>gree</u>ment or consensus as to what the goals will be. Often this stage can be a stumbling block in the team's functioning, as various team members exhibit resistance or are unable to contribute in a positive way to the group. Therefore, it is appropriate to begin this day of teamwork with some practice in consensus-seeking.

At this point, move to the next activity, "Consensus-seeking."

Total time: | **Purposes:** To teach effective consensus-seeking behaviors in task
37 min.

groups.

To observe how needs assessment data can be translated into

realistic goals.

Preparation:

1. Prepare roles for the six role-players.

   a. Print the following titles in large letters on six pieces of paper or cardboard:

      Principal
      Guidance Director
      Physical Education Teacher
      Business Teacher
      Counselor 1
      Counselor 2

   b. Tie string on each so that the role players can wear the titles around their necks.

   c. Write the same titles on six small pieces of paper.

2. Duplicate six copies of the "Role-Play Observation Sheet." (Do this only if more than six people are participating in the workshop.)

3. Duplicate enough copies of the "Process Observation Sheet" for all other members of the group. (Same qualification as in No. 2.)

4. Duplicate the ███████ described on p. 159 and cut them apart.

5. Have a sheet of newsprint and a felt pen available for each team.

(5 min.) | **Procedures:** Have the group read the text on "Consensus-seeking." Emphasize the following points:

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1. Synergy is group energy and means that the whole is more than the sum of its parts.

2. Conflict is unavoidable and is viewed as helpful when individuals look for commonalities in differing points of view.

3. Consensus means substantial agreement among members, but not necessarily unanimity.

4. Everyone should recognize that all of us have various kinds of needs and motivations. Some we may try to hide from others; some may be hidden even from ourselves.

5. Successful group behavior involves sensitivity to the needs of others and often requires compromise or subjugation of our own needs.

(10 min.)   Explain that the participants are now going to observe or act as a task group at work. Have them read the "Role-play situation" and "Background" in the text.

Ask for six volunteers to assume the roles. Give each of the role players a role and the accompanying cardboard title. Have them leave the group to study their roles. They should not reveal the role description to anyone.

Now ask for six volunteers to act as observers (when there are extra people). Each observer will be a "shadow" to one of the role players. Give each "shadow" the title of a role player and a copy of the "Role-Play Observation Sheet."

Tell the rest of the group that they are to be group pro- cess observers and give each person a copy of the "Process Observation Sheet" on which to take notes.

After you have distributed both forms, tell the group

that the purpose of the role play is twofold:

(1) to identify effective consensus-seeking behaviors,

(2) to observe how to translate needs assessment data into goals.

Ask participants to form a circle of six chairs in the center of the room, with six additional chairs placed so that the "shadows" can observe their respective role players. The rest of the group should sit so that they can observe the role play clearly.

While they are doing this, meet with the six role players. Tell them that their task is to use the data provided and come to consensus on two goals for Madison's guidance program. The more sincerely they can perform their roles, the more effective the role play will be. Tell them they will have 15 minutes for the activity. Answer any questions they may have and then start the activity.

(15 min.) Use your judgment on time. If the role play is lively, you may wish to extend it.

(7 min.) Follow up: Following the role play, conduct a discussion around the following points:

1. What behaviors helped the consensus-seeking?

2. What behaviors impeded the process?

3. Who were the influential members? How?

You may wish to have someone record on newsprint the positive and negative behaviors observed in the role play as they are discussed.

Now have the team members return to their teams, and

distribute one "Consensus-seeking Behaviors Rating Scale"
to each individual and one copy of a different color to each
team. Explain the directions and have everyone complete the
scale.

Then have the teams discuss their individual ratings and
come to consensus on the appropriate number for the team.
Have them put the number decided upon by the team in the
"Score" column of the single team copy.

Ask each team to identify at least one consensus-seeking
behavior which they, as a team, wish to improve. Tell them
to star it on their rating scales. During the two days of the
workshop they are to practice and work on improving this behavior.
At the end of the workshop, the teams will rate themselves again
on the behaviors to see if improvement has occurred.

Do not allow too much time for this, and keep things moving,
as you are now ready to move into the next activity, "Goal
Setting."

Principal. You are a former coach. Essentially you support guidance services but you think it's up to the director to prove the worth of the department and personnel. Lately you have been examining the department critically. You think the director could exhibit more leadership. You and the P.E. teacher have a lot in common; you know the business teacher is highly respected in the school; you think Counselor 1 has "far out" ideas; you feel closer to Counselor 2 because you sense stability and know she/he will cooperate.

Guidance Director. You know that the guidance program and personnel have to "deliver," or perish. You are anxious to set some realistic, highly visible goals that will attest to the necessity for, and effectiveness of, the guidance program. You feel that the principal has been somewhat negative toward you lately and you want to impress him/her with your leadership skills and dynamism. You are anxious to be fair and impartial, but you do want to get the job done. You are grateful to the P.E. teacher and Counselor 1 for volunteering and hope the business teacher and Counselor 2 will support you.

P.E. Teacher. You are just starting your teaching career and are full of ideas and enthusiasm. You volunteered to be on this Committee because you like action and want to see changes made in this doddering old school. You are impatient with the Director and Counselor 2 because they never seem to accomplish anything. Counselor 1 is more your style. You are properly respectful of the principal and the business teacher because of their power, but not at all intimidated. You interrupt often and continually put forth new, sometimes bizarre, ideas. Secretly you want to be a counselor--you think you could "turn around" the whole department.

Business Teacher. You are an "influential" at Madison. Other staff members rely on your opinions and judgment. You believe in vocational education; after all, you've been teaching employability skills for years. Career guidance is something else, and you don't fully understand it or see the need for it. You are on this committee because you were asked to be, but you're not about to be "carried away" and commit yourself to some hair-brained ideas. You feel a responsibility to all other staff members, and you know they are depending on you to protect their interests.

Counselor 1. You volunteered to serve on the committee because you want to see changes made in the Guidance Department. You're capable, energetic, a "do-er." You use humor frequently and may appear not to attend to the discussion. However, you are impatient when things move slowly and really are task-oriented. Often you seek closure prematurely because of your desire to get on with the task. You relate well with everyone, although you don't have too much respect for your Director and think the principal is too conservative.

Counselor 2. You have seen new programs come and go over the years and feel that this is another idea that will blow over. You are dependable and conscientious but rarely volunteer. You don't offer ideas but simply try to clarify what your role and responsibilities will be in any new program. You keep neat files and like to administer and score tests. You offer to be the recorder for the meetings. You resent Counselor 1 because she/he threatens to disturb the status quo. You'll do what the Committee decides, but you hope any changes will be minimal.

Role-Play Situation

A career guidance needs assessment conducted at Madison High School revealed that:

1. Students needed most help in:

    a. choosing a career,
    b. knowing how the courses they were taking related to their career plans,
    c. making decisions.

2. Counselors needed most help in:

    a. group guidance techniques,
    b. designing and maintaining a career resource center,
    c. developing career guidance practices for special student groups.

3. Teachers needed most help in:

    a. consulting with parents,
    b. helping students acquire effective study skills,
    c. relating their school subjects to occupations.

The principal appointed the Guidance Director to be chairperson of a committee of the principal, counselors, and teachers to study the assessment data and develop some goals for next year.

Today is the second meeting of the committee. In its first session the group went over the data and listed the needs for each population in order of priority. Today the committee is to develop at least two goals for the career guidance program which the whole Madison staff will support.

Background

Guidance is "under the gun" at Madison because the last bond issue failed and there is talk of abolishing the entire guidance program.

The school board at its last meeting inquired about the data from the needs assessment and indicated that it wants "results." Board members had just returned from a seminar on competency-based education and were turned on to implementing these ideas and practices in Madison schools.

Mixed feelings abound at Madison over this new approach to programming. The staff is not totally satisfied with the Guidance Department and would like to see improvement, but most of them don't want any sweeping changes in their own functions as a result of the needs assessment.

The <u>guidance director</u> was a teacher, half-time counselor, and full-time counselor for eight years before he/she was appointed director three

years ago. Older teachers on the faculty remember the director as a
teacher and have never accepted the new role.

The principal has been at Madison for two years and enjoys a reputa-
tion as an enthusiastic and dedicated leader, if somewhat conservative.
The principal evidences no strong support for guidance and is willing to go
the way the wind blows so far as retaining or terminating guidance services.

One counselor and one teacher volunteered to be on the committee;
the Director asked another counselor and another teacher to serve also.

Role-Play Observation Sheet

1. How active was the committee member whom you observed?

2. How committed was the member to the task of the group?

3. How effective was the member as a listener?

4. To what degree did the member seem motivated by personal concerns?

5. What approach did the member take in attempting to influence the group?

Process Observation Sheet

Atmosphere

1. To what degree were the committee members cooperating with each other?

2. What was the feeling tone at various stages?

Participation

3. Who were the high and low participators?

4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?

6. What motives did you infer for each of the members?

Circle the number that, in your judgment, represents the way members on your team behave. Write the reason for your scoring in the section labeled "Comment." When you have finished, discuss the scores together, come to a group judgment about the appropriate number, and place that number in the "Score" column.

	Hardly any of us do this ever	Once in a while we do this	About half the time we do this	We do this most of the time	This is a real strength of our team	SCORE	
						Pre-workshop	Post-workshop
Express ideas freely	1	2	3	4	5		
Comment:							
Express feelings openly	1	2	3	4	5		
Comment:							
Listen to others	1	2	3	4	5		
Comment:							
Look for commonalities in differing points of view	1	2	3	4	5		
Comment:							
Honor comments of all team members	1	2	3	4	5		
Comment:							
Discuss group process when needed	1	2	3	4	5		
Comment							
Work toward team goal rather than individual goals	1	2	3	4	5		
Comment:							

Total score:

GOAL-SETTING

Purposes: To have each team of participants set five goals for their career guidance program, developed from the needs assessment data, with accompanying rationale.

To have teams prioritize their five goals.

Preparation: Duplicate five "Goal Sheets" for each team.

Procedures:

1. Have participants read the text. Stress the important points.

    a. Goals make efforts more effective.

    b. Goals make efforts more efficient.

    c. Goals make planning steps easier.

    d. Achieving goals inspires confidence and is a motivating force.

    e. Goals encourage planners to identify and use resources.

2. Take time to discuss program and staff goals. Participants may be confused about these and have questions. The important point is that every goal should impact positively on the learners.

3. Using the example in the text, show how the Goal Statement is developed from the Need. Then show how the Rationale relates the Goal Statement to the Need. Answer any questions about how to develop Goal Statements.

4. Distribute five Goal Sheets to each team. Tell them to leave the Goal Number blank for the time being.

5. Tell participants that it is the task of each team to identify five goals from the needs assessment data and write one of the five goals on each of the Goal Sheets provided.

(1 hr.)   6. Tell participants that once they have identified five goals to which the team is committed, they should also prioritize the goals. Have them put the appropriate numbers in the spaces provided, the order of priority to be determined by consensus.

Remind teams of the following:

a. The need from which each goal was derived should be stated.

b. A rationale must also be clearly stated for each goal as to how it will impact on students.

7. Tell participants they will have approximately one hour for this activity.

Follow up: Circulate among participants as they are defining their goals. Be available to answer questions or clarify issues. When teams are finished with the task, ask them to transfer their goal statements to newsprint for posting around the room. In this way teams maintain a feeling of cohesiveness, and have a chance to satisfy their curiosity about what other teams are doing and what they are planning for their guidance program. Encourage discussion among the different teams as time permits.

PERFORMANCE INDICATORS

Total time: **Purpose:** To have each team of participants develop at least three
75 min.
performance indicators (PI's) for each of their five goals.

Preparation: None.

Procedures:

(15 min.)   1. Have participants read the text. Emphasize with them
the following points:

a. PI's represent behavior clients will display as a
result of experiencing the program.

b. PI's are statements of what clients can do as a
result of the program.

c. PI's deal with behaviors, and teams should make
sure that their PI's are stated in measurable terms.

d. Criterion levels must be stated clearly for each PI.

2. Show the performance indicators developed for the goal
in the example from the previous session. This will be further
preparation for the activity in the next step.

3. On the blackboard or newsprint, using a goal developed
by one of the teams, work with the total group to develop at
least three performance indicators. Have group members develop
appropriate PI's. Doing this activity as a total group will
provide a clear example for participants and will forestall many
questions.

4. Tell the teams that they are to develop at least three
PI's for each goal. They should write them on their Goal Sheets
in the space provided.

(1 hr.)   5. Tell them they will have approximately one hour for this activity.

6. Answer any questions and then tell the teams to begin. Circulate among them to answer individual questions and monitor their progress.

DESIGNING THE PROGRAM: MY ROLE

Total time: <u>Purposes</u>: To have participants complete the "Who Delivers?" por-
<u>45 min.</u>

tion of the Goal Sheets.

     To have participants determine who will have major or

minor responsibilities in facilitating the PI's.

     To have each participant determine the role he/she will

perform in implementing the Action Plan.

     To have participants assess the effects that possible

changes in roles will have on their present roles and responsi-

bilities.

<u>Preparation</u>: Be sure to have copies of page 43, "Ideas Generated from

the Discussion," available for each participant.

<u>Procedures</u>: Have participants read the text.

     Explain that this activity is critical to the "Who Delivers?"

section on the Goal Sheets. Before they can complete that por-

tion of the Goal Sheet, they must clarify their roles and roles

others will play in implementing their Action Plan.

     Tell teams that they are to review each PI and discuss who

will deliver it.

     Refer participants to the questions on page 42 in their ma-

terials and have teams discuss them together. As they interact,

they may wish to take notes from the discussion, and page 43 has

been provided for that purpose.

     During the discussion, teams should determine who will

deliver each PI and should complete the "Who Delivers?" portion

of the Goal Sheets. (If they also can complete the "Target

Group" section at the same time, so much the better.

Allow 30 minutes for the discussion and completion of the specific portion of the Goal Sheets.

Note: Often such a discussion becomes highly interactive, and teams need more time. If participants are not ready to stop when 30 minutes are up, you might suggest that they continue their discussion after the workshop is formally concluded, which will be in just a few minutes.

Then, bring the total group together for the final activities of the day.

DESIGNING THE PROGRAM: THE SCHEDULE

Total time:
Variable

Purposes: To have participants furnish as much as possible of the data required to complete each of the five Goal Sheets (not necessarily in the workshop setting).

To imbue participants with a sense of excitement about the task.

Preparation: You will want to see if the workshop room is available in the event teams wish to have a place to work together in the evening.

Procedures: Have participants read the text. Discuss with them the need to be very specific in supplying data for the Goal Sheets.

Explain that there will be a mini-session tomorrow on _Resources_ in which they will have a chance to review their own resources and learn where to find and use others. They will use a separate form, which will be attached to the Goal Sheet.

If time remains, participants may begin completing their Goal Sheets. If the scheduled workshop time has elapsed, tell them that they may need to do some homework in order to come to tomorrow's session with the Goal Sheets as complete as possible before continuing the program.

Answer any questions, including ones about where people can get together to continue their work during the later afternoon, evening, or early morning.

WIND-DOWN ACTIVITY

Total time: 15 min.

Purposes: To orient participants to tomorrow's schedule.

To provide an outlet for participants' thoughts and feelings.

To provide evaluative data for workshop facilitators.

To provide a sense of closure to the workshop experience.

Preparation: Write these two sentence fragments on a sheet of paper and duplicate enough copies for each participant:

"Now I am thinking..."

"Now I am feeling..."

Leave plenty of space after each fragment. (You also can, distribute blank paper and have participants write the sentence beginnings for themselves.)

Procedures: About 15 minutes before the planned workshop time is up, thank the participants for coming and for their hard work.

Take a few minutes to provide a preview of Day 2, discuss expectations, clarify scheduled starting and ending times, provide any necessary structure for the evening.

Answer any questions about the day's activities.

Then tell them that there are two very brief statements for them to complete as the closing activity. They should write as much or as little as they wish.

Tell them they may or may not sign their names, as they wish.

Tell them where to put the completed statements.

Distribute one form or blank paper to each participant

and tell them they may leave whenever they are through.

End, Day 1

RESOURCES

Total time:
60 min.

(2 min.)   Review module goal and objectives, and module outline.

                Answer any questions that may arise.

COLLECTION OF RESOURCES

Purposes: To examine the process by which teams gather materials.

To provide a systematic approach to resource collection.

Preparation: If possible, have some of the materials described in

Appendices A, B, and C available for participants' perusal.

Procedures:

(5 min.)   1. Have all participants read the introduction and

"Collection of resources" section.

(5 min.)   2. Discuss STEP 1 in relation to the back-home setting.

Have participants discuss use of the guidelines. Are they

helpful?

(2 min.)   3. Look quickly at STEP 2, "Identify needed resources."

Emphasize consultation with students, faculty, and community

members. Also point out the Standard References in Appendix A.

(2 min.)   4. Move briskly along to STEP 3, "Develop and acquire new

resources." Emphasize communicating with others for ideas--

faculty, community. Refer to Appendices B (Commercial Publishers)

and C (How to Use ERIC) for further information.

EVALUATION - ACTIVITY 1·

Purposes: To provide team members with format for written evaluation.
To give team members an opportunity to go through a systematic evaluation of a resource.

Preparation: Have, on hand enough resource materials for each group to be able to select one for this activity. Call the area where materials are stored the "dugout."

Procure an overhead projector to display the transparency if you decide to make one.

Procedures:

(3 min.)   1. Ask each participant to read the text on "Evaluation of resources." Answer any questions. Emphasize the need for systematic evaluation. Mention helter-skelter methods by which we too frequently make decisions.

(2 min.)   2. Display the transparency (if you have made one) of the Career Resource Evaluation Sheet and demonstrate scoring (see example). If you do not have a transparency, go over the Evaluation Sheet carefully with participants.

(9 min.)   3. Ask one member of each team to select a resource from the dugout. Then have each group work together to fill out the Career Resource Evaluation Sheet and rate the resource.

(3 min.) Follow Up: Discuss the procedure with the teams.

UTILIZATION OF RESOURCES - ACTIVITY 2

Purposes: To identify systematic steps for deciding what resources to use. To have team members decide on resources to use in the Implementation Steps of their PI's.

Preparation: Make sure each team has its Goal Sheets from the first day.

Procedures:

(3 min.) 1. Ask participants to read text on "Utilization of resources" up to the box which says Activity 2.

(7 min.) 2. Discuss the Resource Diamond.

    a. Start with the base outline.

    b. Then discuss the portion that deals with people selection and problems (between home plate and first base).

    c. Then discuss the second portion describing the selection of materials (between first and second base).

    d. Then on to the third portion that deals with physical facilities.

    e. The fourth part (Homerun!!) is a flourish upon which to end.

(12 min.) 3. Ask team members now to look at the Resource Utilization chart. Have the team select a goal and PI from their Goal Sheets to enter on this chart. Then, using the systematic thinking illustrated by the Resource Diamond, have them complete the Resource Utilization chart.

Follow Up: Circulate among the groups, answering any questions and

SUMMARIZING

Purpose: To end this section and to point out further references.

Preparation: Read the summary and go over its major points.

Procedures:

(5 min.)   1. Emphasize that this section is essentially a systematic

review of what most counselors are already doing.

2. Review ways to keep information updated.

3. Mention Appendix, particularly Appendix C, "How to

Use ERIC."

EVALUAT

Total time:
60 min.

(2 min.)   Review module outline, goal, and objectives.

Answer any questions that may arise.

INTRODUCTION

Purposes: To familiarize participants with the definition of
evaluation.

To explain the purpose of evaluation.

To explain that evaluation focuses on total program assess-
ment in this portion.

Preparation: Be able to define the term "evaluation."

(3 min.) **Procedures:** Have participants read this section quickly.

TYPES OF EVALUATION

Purposes: To define and make distinctions between context, input,
process, and product evaluation.

Preparation: Provide examples for each type of evaluation. Emphasize
that this portion will focus on *PROCESS* and *PRODUCT* evaluation--
participants will learn how to do these later on in the module.

(5 min.) **Procedures:** Briefly describe each type of evaluation to the partici-
pants.

1. Context - a needs assessment

2. Input - evaluates guidance methods, i.e. intervention
   strategies of counselors, teachers, administrators,
   paraprofessionals, parents and students

3. **Process** - monitoring; seeing if the program is being

   implemented as planned and how efficiently it is

   being managed; focusing on the methods and strate-

   gies used to achieve the goals of the career

   guidance program

4. **Product** - evaluates changes in student behavior to see

   if career guidance program is meeting established

   outcomes/goals

Note: Be prepared to answer questions about the difference between

overall program evaluation and individual student evaluation

(grading).

KEY TO EFFECTIVE EVALUATION

Purposes: Identify the key to effective evaluation.

Complete the activity; *Key to Effective Evaluation.*

Preparation: Make sure each team have their GOAL SHEETS with them.

Procedures:

(3 min.)   1. Ask each participant to read the text.

(3 min.)   2. Explain that all categories found on the Goal Sheet

should be clearly defined in order to decide on the type of

evaluation most appropriate for that performance indicator.

(10 min.)   3. Ask the team to select one Goal Sheet. Have them com-

complete the *Key to Effective Evaluation* sheet.

(2 min.) **Follow Up:** Tell participants to review goals and performance indica-

tors if they had difficulty with the activity.

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A COMPREHENSIVE EVALUATION MODEL

Purposes: To provide a comprehensive evaluation model to show parti-
cipants how extensive the evaluation process is.

To familiarize participants with the evaluation process.

Preparation: Be familiar with the text.

Procedures:

(5 min.)
1. Have participants quickly read the nine steps of the model.

2. Emphasize components 4 and 6 of the model.

Follow Up: Indicate that the rest of this portion will focus on compo-
nents 4 and 6, i.e., evaluation design and development of data
collection instruments.

PROCESS/PRODUCT EVALUATION

Purposes: To make clear distinctions between process and product
evaluation.

To explain the differences between criterion-referenced
and norm-referenced tests.

To provide examples of possible measurement instruments/
techniques.

Preparation: Be familiar with text.

Provide verbal examples of measurement instruments/techniques
if participants are unfamiliar with them.

(4 min.)
Procedures: 1. Use example 1 (Student Goal) to discuss PRODUCT
EVALUATION.

- type of evaluation

- evaluation instrument, i.e., criterion-referenced
vs. norm-referenced tests

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(2 min.)   2. Quickly move through example 2 (Staff Goal) to discuss
        PROCESS EVALUATION.

                - type of evaluation

                - evaluation instrument, i.e., checklist

(2 min.)   3. Briefly review possible measurement instruments/techniques.

POST-ASSESSMENT

Purposes: To take the participants through a complete evaluation
process for one goal statement.

        To bring together concepts introduced in this section.

Preparation: Make sure each team has Goal Sheet and *Key to Effective
Evaluation* sheet used in the first activity for this section.

(1 min.) Procedures: 1. Tell participants to use the same goal and performance
indicators as they did in the first activity of this portion.

(10 min.)   2. Tell them to fill in the type of evaluation
(PROCESS/PRODUCT) and measurement instrument/technique for each
performance indicator. Tell them to write down an example of an
item which might be used as a part of the evaluation instrument.

(1 min.)   3. Tell participants that they should complete this Post-
Assessment for each of their Goal Sheets for an effective evalua-
tion of their career guidance Action Plan.

Follow Up: Circulate among groups and monitor progress; ask for ques-
tions, comments.

APPENDICES

Purpose: To provide participants with tools to aid in the evaluation
          process.

Preparation: Be familiar with what is contained in each appendix.

Procedures:

(2 min.)   1. Briefly review each appendix.

                        a. A: Evaluation Checklist

                        b. B: Glossary

                        c. C: References

(2 min.)   2. Emphasize that this section provides a brief overview of
          the evaluation process.

Total Time:
60 min.

Purposes: To have individuals and teams analyze barriers in their
back-home organizations that might prevent or hinder implementa-
tion of their Action Plan compiled during the workshop.

To have team members share their list of barriers with one
another.

To have teams plan the steps they will take to overcome
barriers that may prevent or hinder the implementation of their
Action Plan.

Preparation: Before the workshop, duplicate additional copies of
"Strategies and Tactics for Overcoming Barriers."

Procedures:

(3 min.)
1. Have participants read the goal and objectives. Discuss
with participants the kinds of barriers that they might encounter
in implementing their Action Plans. Don't spend too much time on
this portion.

(10 min.)
2. Have participants read silently "Hitting a Home Run" and
ask them to examine carefully the chart labeled, "A Guide for
Overcoming Barriers." Discuss the chart and the concepts outlined
in the reading.

(7 min.)
3. Ask them to turn to the "Pinpointing Barriers Worksheet"
and read the directions. Tell them that it is not important to
have filled in all of the spaces.

(10 min.)
4. Ask participants now to share the information on their
worksheet with each another. Inform participants that they are to

use consensus techniques in prioritizing the barriers already
developed by each team member into barriers that all of the team
can agree upon. Ask participants to turn to "Directions for the
Prioritizing Barriers Worksheet" and have them read silently
along with you.

(20 min.)   5. Briefly discuss the labels on the "Strategies and Tactics
for Overcoming Barriers Worksheet." Tell teams to list one of
the barriers they have previously identified in the column labeled
"Barrier" on the worksheet. Tell them that as a team they are to
determine specific steps they will take to eliminate or lessen the
impact of the barrier on the implementation of their Action Plan.—
Tell participants to use "A Guide for Overcoming Barriers" as an
example in completing the task. Ask teams to complete one "Strategies
and Tactics for Overcoming Barriers Worksheet" for each barrier.
Emphasize that teams are to list anticipated outcomes on the back
of each worksheet. Tell participants they have 20 minutes to com-
plete the activity. Distribute additional worksheets as needed.

(7 min.)   6. Ask team members to share the content of their plan with
other participants.

(3 min.) Follow Up: Discuss the usefulness of incorporating these exercises into
the development of each team's Action Plan.

Total time:
60 min.

(2 min.)   Review outline, goals, and objectives. Answer any questions

that may arise.

WHAT MAKES CHANGE HAPPEN?

(8 min.)   <u>Purposes</u>: To stimulate participants into thinking about how change

occurs.

To help participants recognize how their attitudes toward

change effect the success of their Action Plan.

To enable participants to measure their attitudes toward

change with the <u>Perspectives on Change Inventory</u>.

<u>Preparation</u>: Have enough <u>Perspectives on Change Inventory</u> sheets

and <u>Scoring Sheets</u> for all participants.

Procure an overhead projector and prepare a transparency of

the <u>Perspectives on Change Inventory</u> marked with the correct

answers. If you decide not to do this, then duplicate scoring

sheets for the group.

<u>Procedures</u>:

1. Ask each participant to read the text.

2. Have the participants complete the <u>Perspectives on</u>

<u>Change Inventory</u>. Emphasize that they should mark the statements

"A" (agree) or "D" (disagree) according to their most basic

feelings.

3. Have participants look at the Scoring Sheet and calcu-

late their score. Use the transparency to aid this process.

WHAT DOES YOUR SCORE MEAN?

(15 min.) **Purposes:** To explain the meaning of the score participants cal-
culated for their Perspectives on Change Inventory.

To provide an opportunity for team members to discuss their
attitudes toward change.

Preparation: On the board or newsprint write the questions that par-
ticipants are to focus on for their discussion.

Procedures:

1. Tell participants to read the first two paragraphs in
this section.

2. Explain the meaning of a high score and a low score.

3. Tell participants to read the rest of this section and
then begin discussion within their team. Keep the questions as
an easily viewable reference.

4. After a few minutes, ask for general reactions from the
total group. Keep the discussion fairly short, but allow a vari-
ety of viewpoints to be expressed. The major emphasis here is
on having participants examine their feelings toward change, not
defend or justify their scores.

THE NEW YOU, MY NAME IS... AND I AM A CHANGE AGENT AT..., YOUR ROLE WITH THE SUPER NEW INGREDIENT OF "CHANGE AGENT"

(5 min.) **Purposes:** To provide cognitive material about the role of change
agent.

To identify three tasks with which members of a career
guidance team will usually have to cope.

To define implications associated with becoming a change
agent.

Preparation: Be familiar with the content of these three sections.

Procedures:

1. Tell participants to quickly read these three sections.

2. Emphasize the three tasks presented in the section entitled "The new you."

3. Remind the participants that the last section of this module will deal with specific change agent skills which can be incorporated into each team's Action Plan.

ESTABLISHING CHANGE AGENT RELATIONSHIPS

(5 min.) Purpose: To present nine characteristics of an ideal change agent relationship.

Preparation: Become familiar with the nine characteristics of an ideal change agent relationship. Be able to provide a "real-life" example for each characteristic.

Procedures:

1. Briefly discuss each characteristic with participants. Provide "real-life" examples where necessary or appropriate.

CHANGE AGENT CHARACTERISTICS

(8 min.) Purpose: Enable team members to identify one or more change agent characteristics which they can use to facilitate the implementation of their Action Plan.

Preparation: None.

Procedures:

1. Tell the participants to read the text.

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2. Tell each team member to choose one or more change agent characteristics which could be used to facilitate the implementation of the Action Plan.

3. Have participants discuss ways in which they see themselves as a change agent with other members of their team.

THE BUGLES ARE BLOWING, TACTICS

(15 min.) Purposes: To describe specific behavioral tactics used by change agents which can be implemented in an Action Plan.

To have teams adopt two of the tactics for use in their Action Plans.

Preparation: Write on the board or newsprint the six change agent tactics.

Procedures:

1. Have participants quickly read the section entitled "The bugles are blowing."

2. Display the six change agent tactics. Tell teams that they will be selecting two tactics to adopt for use in their Action Plans.

3. Describe each tactic briefly. Provide "real-life" examples where appropriate and necessary.

Repeat the instructions, i.e., teams should select two tactics to use in their Action Plans. Tell teams to discuss how and when these tactics can be used.

5. After a few minutes, ask one or two individuals to share their ideas with the whole group.

SUMMARY

(2 min.) <u>Purposes</u>: To bring together the concepts presented in this section.

To provide encouragement and support for team members using

change agent tactics in their Action Plans.

<u>Preparation</u>: None.

<u>Procedures</u>:

1. Explain that change is something experienced by all.

2. Tell participants that the success of their Action Plan

may depend on their ability to use change agent tactics.

<u>Follow Up</u>: Circulate among the teams; ask for questions, comments.

CONCLUDING ACTIVITIES

al time:
) min.

min.) **Consensus-seeking Behavior Rating Scale.**

Have participants turn back to page 29 in their materials, the "Consensus-seeking Behavior Rating Scale." Ask them to complete the "Post-Workshop" column with the rating that each person believes is appropriate for the team.

Then have the team complete the same column on the team form. Members will need time to discuss their ratings and determine whether or not improvement has occurred in their team's functioning.

xible, **Feedback from participants**
min.
most) Ask the leader of each Spearhead Team to provide a short statement of the team's reactions to the workshop and to the implementation of the Action Plan. Time should be limited to two or three minutes per team.

Wind-down

Thank the participants for coming and indicate that there is one final task--the evaluation of the workshop. Ask participants to complete it thoughtfully, as the data will be used to assess the outcome and make any needed revisions in content.

Evaluation

Distribute an evaluation form to each participant for completion. Each facilitator should also complete an evaluation form of the workshop itself.

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