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ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in planning, implementing, and evaluating community involvement and public relations activities as a part of an overall career guidance program. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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Improve Public Relations and Community Involvement



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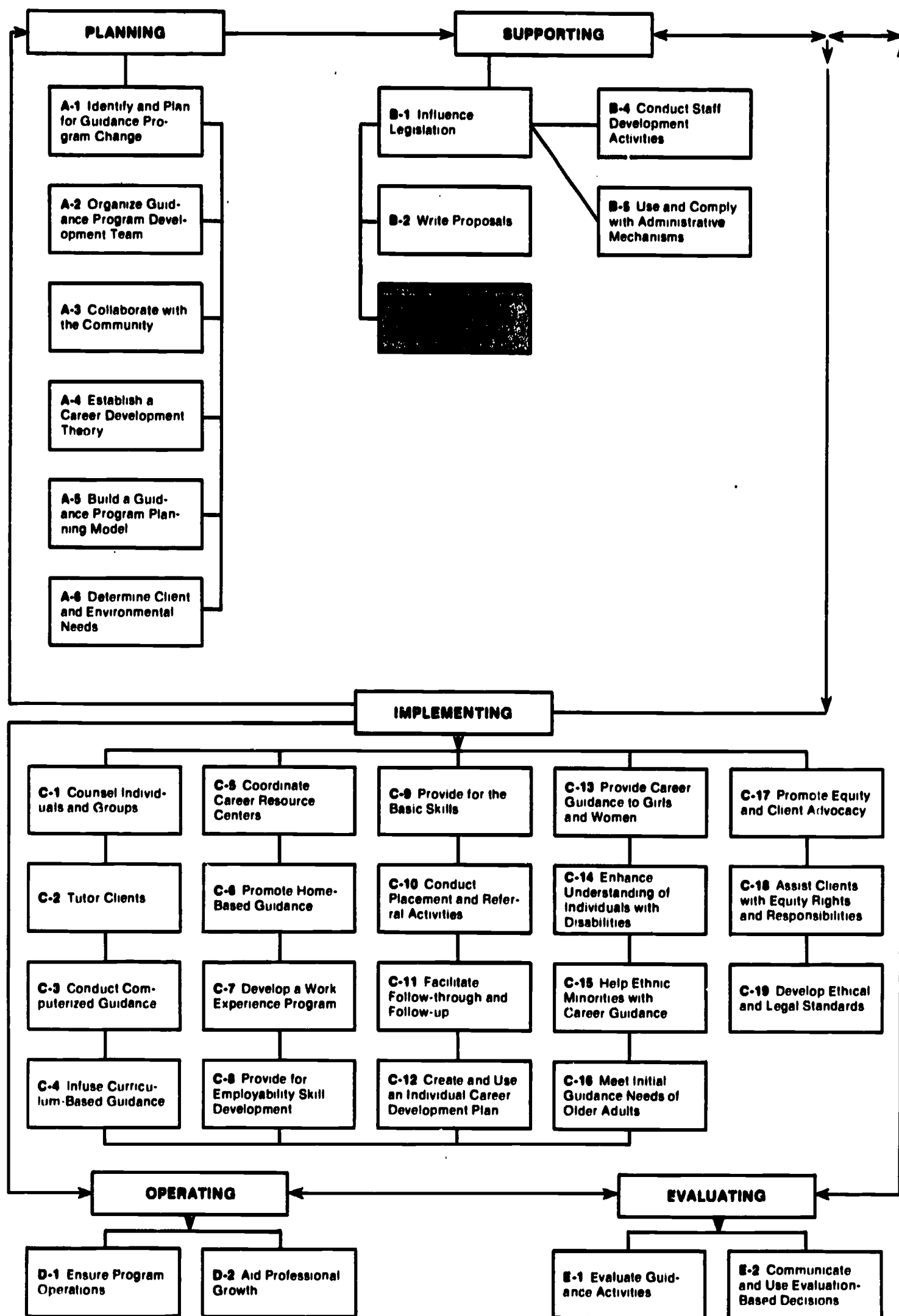
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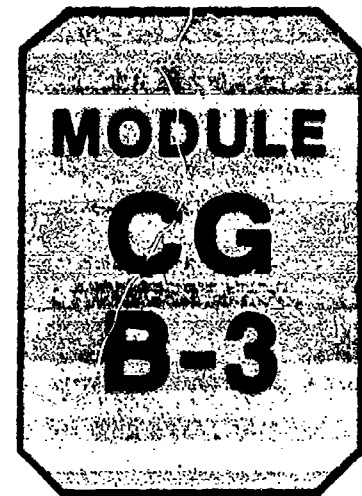
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COMPETENCY-BASED CAREER GUIDANCE MODULES



Improve Public Relations and Community Involvement



Module CG B-3 of Category B — Supporting Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically received nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. Over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education



The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABOUT THIS MODULE

IMPROVE PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

GOAL

After completing this module, career guidance program personnel will have increased skills to plan, implement, and evaluate community involvement and public relations activities as a part of an overall career guidance program.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories. The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be most critical in terms of difficulty for inexperienced implementers, and they are not an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then

complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.

2. Turn directly to the learning experience(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Conducting public relations and expanding community relations are two important and interrelated components of a comprehensive career guidance program.

Public relations has been defined in many ways: as the art of working effectively with people; as the art of building public friendships. The National School Public Relations Association describes public relations as "a management function which interprets public attitudes, identifies the policies and procedures of an individual organization with the public interest, and executes a program of action to encourage public involvement and to earn public understanding and acceptance."

For our purposes, public relations is defined as the **continuous communication** and interpretation of the career guidance program to the public **to gain** understanding and support for its goal of meeting the career development needs of youth and adults.

How well this is accomplished depends on how well others understand the career guidance program and on how well we understand their attitudes toward our efforts. The influence career guidance personnel have on improving their program rests upon their ability to guide public opinion and to be responsive to it in meeting individuals' and society's needs. This will require taking the public into partnership through public relations.

There are many **reasons** for conducting public relations activities. Among them are the need to present accurate information, gain public support for career guidance, and develop staff morale.

Career guidance personnel can reach their goals only if the public understands the intent, impact, and potential of a comprehensive career guidance program. This means that a continuous flow of accurate information is required. It is our task to communicate: to dispel a lack of understanding and misinformation. This will require careful attention to the information presented so that it accurately describes how individuals are helped as a result of the career guidance program and appropriately details the guidance techniques and materials used.

In addition, career guidance personnel should become skilled in maintaining the public's support and cooperation. At a first step, we need to identify and organize all of the individuals in a community who can have an effect on the program. The following list is not comprehensive but suggestive of typical groups found in many communities.

Students/clients	Service clubs
Instructors	Civic groups
Agency board	Churches
School board	Alumni
Parents	Athletic boosters
Taxpayer groups	Labor unions

Once this is done, the next step is to design ways of getting the career guidance program to these audiences by every available means and as often as possible. The more the guidance program message can be told effectively, the more likely we will receive the personnel, money, and moral support needed to meet the guidance needs of those we serve.

Community involvement is a name for a series of related activities designed to bring community members into **direct contact** with the career guidance program. Community involvement aims at using community personnel, facilities, and/or materials to provide overall program support or to accomplish specific program activities.

Most community members will want to cooperate with the career guidance program for one or more of the following reasons:

1. Involvement helps business and industry to meet their public service responsibilities
2. Cooperation ensures a greater input in the development and revision of career guidance programs, and educational/agency policies.
3. Participation in career guidance activities provides an opportunity to better understand and evaluate the agency's effort in terms of local community needs.
4. Participation by community persons results in considerable personal satisfaction from

helping individuals develop their interests, abilities, and attitudes.

5. Participation in cooperative programs results in an improved public image of the organizations involved.

6. Most members of the community have a genuine concern for youth and adults and want to do whatever they can to help them realize their fullest potential.

Assessing the Current Community Involvement Effort

Competency 1

Assess the current nature and extent of community involvement in the career guidance program, and determine areas for improvement and expansion.

Assessment is a major aspect of planning and implementing any component of a comprehensive career guidance program. The general steps involved in conducting an assessment are followed regardless of what you are assessing. These procedures are described in the module CG A-6, *Determine Client and Environmental Needs*. The major decisions which need to be made are **from whom** are you going to request information, **what** are you going to ask, **how** are you going to **obtain** the information, and **how** are you going to **use** the information. Since you are attempting to determine the current status of your community involvement effort, you should request information from persons who are involved with the program and those whom you think should be aware of your efforts. Program staff and clients are two populations which should be

surveyed. The persons within the community who are considered a part of your community involvement effort should also be contacted. In addition you may want to learn the perceptions of the "broader" community.

The methods that you use to survey these different populations could vary. For example a personal interview could be used with program staff members, a telephone interview could be employed for selected community participants in the program and written questionnaires might be used with clients and other community members.

The question that you ask can take one of several formats. Sample 1 contains examples of four formats with a sample question for each format.

Sample 1

Example Formats

1. Open-ended Response

The career guidance program is participating in the following community involvement efforts to facilitate the career development of its clients.

- 1.
- 2.
- 3.

2. Yes/No Response

The clients have the opportunity to participate in work site experiences.

Yes	No
_____	_____

3. Multiple Choice Options

Clients have the following opportunities:
(Check as many as apply)

Field Trips	_____	Employer-based Education	_____
Work Experience	_____	Job Observation	_____
Job Fairs	_____	Other	_____
Work Study	_____		_____

4. Scale Ranking

I participate in presentations given by members of the community.

Do Not Participate		Sometimes Participate		Always Participate
1	2	3	4	5

The **content** of the assessment needs to be **specific** to what you want to know. If you are desiring information on the status of the current community involvement effort, you will need to construct your survey items in relation to the goals and activities that are outlined for the community involvement effort. You are wanting to find out how the current effort is operating and whether it should be expanded. The questions you ask different populations will vary.

The **method** you use to receive the information can be one of the following or a combination thereof. **Personal interviews** provide a chance for in-depth information to be obtained; however, they take a considerable amount of time to complete. Through **telephone interviews**, you can receive much of the same information that you would with a personal interview. Some time would be saved with this method, but it would still

be time consuming. A **mail questionnaire** reaches a large number of people in a short time period, but there may be some difficulty in getting the form back. Also, people do not have the opportunity to ask for clarification of questions. Your choice of method will depend largely upon the number and type of people you want to survey, the desired depth of responses, and the amount of staff time that will be devoted to the assessment.

Once the information has been collected, organized, and summarized, it needs to be **used**. This set of data shows you how your community involvement effort is currently being conducted and perceived, and provides suggestions on how you might expand it. You may be able to act on all of the suggestions that are provided. Therefore, you should prioritize the improvement and expansion efforts in the order in which you will complete them.

Planning the Community Involvement Effort

Competency 2

Develop an action plan for expanding community involvement in the career guidance program that includes a rationale, goals, objectives, implementation tasks, staff roles and responsibilities, time line, budget, and an evaluation component.

Effective community involvement activities do not just happen. Nor, can these activities be separated from the basic career guidance program--they need to **relate directly** to the career development needs of the clients. Careful planning is required so that this aspect of the career guidance program is compatible with and supportive of the total program.

You have begun your planning by determining the status of your current community involvement effort and deciding upon what direction you

will go when improving and expanding the activities. The next step is to develop an **action plan**. This plan will provide the specifics on how the community involvement effort will be conducted. Components of such a plan would include: a rationale or need statement, goals, objectives, implementation activities, time lines, resources, cost, and an evaluation procedure.

Sample 2 is an example of an action plan. The format (and possibly the content) could be adopted when you develop your plan.

Sample 2

Career Guidance Program Improvement Action Plan

Community Involvement

Description of Need: An effort needs to be made to involve the community in the career guidance program's activities.

Goal Statement: To promote a systematic approach to program-community cooperation through community involvement efforts.

Objectives: 1. The career guidance program development team will develop a procedure whereby community members will be involved in career guidance program activities.

Activities:

- 1.1 Identify community members who would be interested in participating.
- 1.2 Organize information received from above survey.
- 1.3 Develop and use system for career guidance personnel to involve community members in their client-centered activities, such as group discussions, career fairs, demonstrations, field trips, shadowing experiences, etc.

Person(s) Responsible:

- 1.1 Subcommittee of three individuals
- 1.2 Subcommittee
- 1.3 Career guidance program team and other personnel

Resources Needed: 1.1 Survey forms
1.2 None
1.3 Dependent on activities selected

Cost: 1.1 Minimal duplication
1.2 None
1.3 Dependent on activities selected

Evaluation: The career guidance program development team will review clients' progress to determine whether community involvement is having a positive effect.

The community involvement effort uses community personnel, facilities, and materials to provide overall program support or to accomplish specific program activities.

The implementation strategies or activities used to bring community members into direct contact with the career guidance program are great and varied. The following are some ideas of how the community can become involved with the career guidance program. The community is full of resource people, and through a resource assessment you can determine which persons in the community would be interested in participating in the career guidance program. They can do anything from being a support staff person in the

career resource center (or another place where career guidance is occurring) to presenting their occupations and other aspects of their career development to the clients. The community can become an extension of your career guidance program when community members allow your clients into their work places for a variety of activities.

When developing your action plans for community involvement, keep in mind that the activities are to relate to the other portions of your career guidance program. The community involvement planning cannot and should not be completed in isolation from other program planning.

Developing Objectives for Public Planning

Competency 3

Develop objectives for your public relations effort that state observable outcomes, the conditions for realizing the outcomes, how they will be measured and the criteria level for attaining them, and obtain administrative support for accomplishing the objectives.

Just as you planned for your community involvement effort, you need to plan for your public relations effort. It is best to develop specific objectives for your public relations effort so that it can evolve **systematically**. Consider the goals of the career guidance program since public relations activities must be correlated and sequenced with the **overall** career guidance program. Public relations is important and easily can become a full-time job. However, you need to be sure that you

do not allocate more time to it than you or other members of the career guidance program team can handle. With clear and understandable objectives you can obtain support from the administrator in your agency to go out and really promote the career guidance program.

Remember the **A,B,C,D** rule of writing objectives. Each objective statement should have an actor(s), an observable behavior, a condition(s) under

which it is completed and an indicator of the degree of success necessary to complete the objective

Some sample objectives follow

- 1 The career guidance program development team leader will participate in at least one local television talk show to present the career guidance program.
- 2 Given promotional posters, a member of the career guidance program development team will obtain exhibit space in at least five local stores to display information on the career guidance program.
- 3 By at least the second month of the program, members of the career guidance pro-

gram development team will send a bulletin to staff at each of their agencies describing the career guidance program

4. A member of the career guidance program development team will write a leaflet on an activity occurring within the career guidance program to be distributed to clients and other interested personnel a month before the activity.

Your objectives will pretty well spell out your public relations effort. Therefore, it is necessary to have some public relations ideas prior to developing objectives. Sample 3 lists some resources and approaches that can be used in your public relations effort.

Sample 3

Community Involvement/Public Relations: Resources and Approaches

Printed Word

Advertising
Billboards
Bulletin Boards
Bumper Stickers
Cartoons
Direct Mail
Displays
Handbooks
Leaflets
Mottos/Slogans
Newspapers
Reprints
Special Publications

Spoken Word

Announcements
Proclamations
Speakers' Bureaus
Special Programs/
Weeks
Speeches
Telephone

Sight and/or Sound

Tape Recordings
Filmstrips/Slide
Tapes
Motion Pictures
Photographs
Posters
Radio
Slides
Television

Printed Word

Attention can be drawn to your career guidance activities by buying **advertising space** in the newspapers, magazines, broadcasts, or even on outdoor billboards. However, notices like these can be expensive. Consider placing an ad in your newspaper or local newsletters advertising your program

Outdoor **billboards** are an effective, but rather expensive means of advertising. If one is available, make good use of it by making it informative and attractive. Some billboard companies have billboards available at no charge to nonprofit organizations and associations.

If you use a career guidance **bulletin board** put it in a place often passed by the people you want to

reach. Make the bulletin board fresh, snappy, and informative. Use it to highlight and display new programs, new courses, occupations, and school catalogs. Always put a date on announcements. Be sure to change it regularly. Plan to post notices on bulletin boards in schools, churches, or libraries, but be sure you get permission first. Also, remove them once they have served their purpose.

One way of projecting messages onto the streets and highways is to put them on **bumper stickers** to place on automobiles. This is a good way to call public attention to an event or issue. Bright, vivid colors and the use of catchy slogans or cartoons makes them even more eye-catching.

Use **comic drawings** to illustrate ideas and provide information. They can be used to enliven and draw attention to posters, bulletin boards, and bumper stickers. If captions are used, they should be short and to the point. Perhaps students can be recruited to help make up original cartoons.

Mailings can be used to inform individuals of special events or to keep them informed about the career guidance program. These messages can take a variety of forms--post cards, letters, or letters with enclosures. If possible, send letters first class addressed to an individual, not to occupant. If first class is not possible consider obtaining a bulk mailing rate. If you plan extensive mailings you will need to make up a mailing list, perhaps classifying the names so that any group or individual can be singled out for a particular message. Put news media personnel and other important contacts on your mailing list. This will give them regular contact with you and your organization, as well as permit them to become familiar with the work you are doing. Also, it will acquaint them with names of the key people in your program and explain how the career guidance program fits into the educational and community scheme of things.

Select a theme and then choose materials for a **career guidance display**. Set it up where as many people as possible will see it--in public and school libraries, banks, shopping centers, shop windows, and near the lunchroom so individuals can browse around and ask questions. Have someone on hand to answer questions. Supply the display with occupational information, college and vocational-technical school catalogs, or other guidance materials and programs offered. If the purpose of your display is to acquaint people with

the career guidance program as a whole, have it represent as many phases of the program as possible. Usually, however, an exhibit will feature some particular project such as career information. Do not overlook opportunities to use displays at teachers' organizations and other educational and child welfare groups. A portable exhibit that can be used more than once might be profitable in the long run. If a portable exhibit is used do not forget to change its contents as the exhibit is used with different audiences.

Leaflets are a convenient means of stimulating interest, answering questions, and spreading information about the career guidance program. The use of color, cartoons, and slogans make them more appealing and attractive to the reader.

Catchy, clever sayings are sometimes used to spice up publicity. They are phrases that are easily fixed in a person's mind and repeated. These might be used as a theme for a certain event and placed on the literature publicizing it. **Slogans** are sometimes printed on buttons, badges, or bumper stickers. Remember, however, slogans are not solutions in themselves to community involvement/public relations problems.

An excellent way of reaching members of your community is through the **local newspaper**. Know the politics of your institution and if press releases must go through a public relations person make use of that person and supply the facts. Otherwise, write your own, but contact the newspaper to find out to whom and how you should submit your articles. Be sure the information is accurate, timely, and brief. Tell only the essential things; omit unnecessary details. Begin with the most important facts first; fill in details later. The information should be of public interest; make it readable. Do not use technical language, jargon, or acronyms. Keep newspaper personnel informed of all your important guidance activities. If enough interest is generated, they may be interested in writing a feature article on the career guidance program.

With so many publications out today it is hard to read them all. Sometimes, however, you do come across an article that is interesting, and you may want to share it with others. You can clip the article out. Write to the publications office, and usually obtain **reprints** of that particular article. Once you have the reprints put them on bulletin boards, hand them out to your colleagues, enclose them in letters to people who might be interested

in them, or use all or part of the information in speeches or articles you might present.

Use all sorts of **publications** to publicize information about the career guidance program. Your community might have a local shoppers' guide or a neighborhood association newsletter. Also many local service organizations have newsletters. Check around to find out about all of these local resources. Use them to carry information to their select audiences.

Spoken Word

Spot announcements are a good way of using radio and television broadcasting services. All broadcast media are required by the FCC to denote broadcast time to public service announcements. Messages must be planned so as to be put across in a minute or less time. Word the announcement simply and briefly. Do not start off with the main point. Give listeners a chance to fix their attention to what you are saying. If there is enough time, repeat key words or facts.

Proclamations are official announcements that usually come from government leaders such as a mayor or governor. Their purpose is to proclaim a certain day, week, or month as a special time in which emphasis should be placed on a particular group or event; for instance, American Education Week or National Career Guidance Week. For example, if effort is directed through the right channels you could obtain a proclamation for National Career Guidance Week in your community. After you obtain the proclamation, work on special ways of using that week to promote careers. In fact, continue that effort throughout the year.

Prepare a list of available **speakers** to assist with the career guidance program. Describe briefly the qualifications of the speakers and the topics they are prepared to discuss, such as vocational education. Invite these resource people to conduct workshops in their special areas. Develop a speakers' bureau in your career guidance programs. Be prepared to speak to community groups on activities of your speciality.

Some speeches made for radio and television audiences or at civic meetings might be recorded and **played back** for other groups. Others might be typed and then distributed in manuscript form. Offer to be a speaker to community leaders who

often appear before the public and find out if they would appreciate items of interest to incorporate in some of their speeches.

Sight and/or Sound

Tape recordings are easy to make, inexpensive, and can be used over and over again. Recordings of speeches, spot announcements, dramatic or musical presentations, broadcasts, or informative conversations can be used to relay ideas to individuals or groups.

Filmstrips and slide tapes are good audiovisual media which can be used to enhance a guidance program. They can be ordered from many different companies for a rental fee or you can create your own. Keep a record of good materials that you have seen so that you can incorporate them in your own presentations.

Films are another way of informing the public about the guidance program. A speaker's main point may be enhanced by a realistic portrayal on film. They are more expensive than filmstrips, but it may be worth the extra money to get your point across. Obtain catalogs and keep a listing of effective films.

The old cliché that a picture is worth a thousand words is really true. A good **picture** can sometimes tell the whole story. It draws interest and makes a whole story come alive. Be prepared by always having a camera available. Candid action shots can really provide interesting pictures that show what the guidance program is doing. If you know of a special event coming up, be sure to have a photographer there! Action shots can enhance a news story, poster, bulletin board, or leaflet. Portrait photos of speakers or fellow workers can also be used with articles in newspapers and magazines.

Innovative **posters** are an effective way of publicizing events. They can be placed in shop windows, libraries, and school buildings for a couple of days or weeks. Get permission to locate them and determine a suitable method and place to hang them. Make them eye-catching. Use vivid colors and interesting pictures or designs. Include only the necessary information. Make them understandable. Be sure to remove them once they have served their purpose. Place posters in the classrooms. Have each poster emphasize one typical student need and the appropriate guid-

ance activity available. Change the placement of posters periodically for more exposure.

Radio is an excellent medium available for your use. Radio stations pride themselves on their record of public service. Take advantage of your opportunities to use free public service broadcasting time. Talk with the program director at the station. Many stations have programs which highlight community activities in a discussion-type format and would welcome your program ideas. Spot announcements also can be useful. Make the program interesting; remember that a simple twist of the dial can put an abrupt end to your message. Catch the interest of your audience at the beginning. Be sure to repeat important ideas later on in the broadcast. Use people with good radio voices. Check the possibility of using clients.

Be short and concise. Radio time is expensive, so do not waste it; you will want to be invited back again. Do not forget to send letters of thanks and appreciation to station personnel for providing public service time.

Most programs have a **slide projector**, so make use of this form of visual equipment. You can rent

slides, or better yet, make your own. It is an inexpensive way of personalizing a program, meeting or exhibit. Have someone with a camera take 35mm slides of career guidance activities going on in your program. Use these slides to portray a special community need, such as child guidance clinic, or simply to show the program activities of one of your counselors. Many programs have the equipment to photograph charts and graphs, title slides, and illustrations from books.

You can capture the attention of many people through the **television** medium, so use it wisely. Study the programs your local stations offer to find out what possibilities might be open to you. Become acquainted with the staff at the television station and work with them to develop programs that will be of interest to your community. If your station announces events of civic interests send notices of your programs and events. Develop a special television program on the guidance program and its contributions to the community. If your community has an educational television station be sure to maintain contact with the station and work together to develop programs.

Planning an Ongoing Public Relations Effort

Competency 4

Develop a plan for an ongoing public relations effort that states a rationale, goals, objectives, tasks and other activities, roles and responsibilities of staff and others, a time line, evaluation component, and budget.

As mentioned in Competency 3, there is a need to **plan** your public relation effort. The plan that you develop for this effort will probably take a format similar to the one presented for community involvement.

When developing the plan remember the overall nature of the plan. It should be--

- sincere in purpose and execution.
- in keeping with the total career guidance program's purpose and characteristics.

- positive in approach and appeal.
- comprehensive in scope.
- continuous in application.
- clear with simple messages, and
- beneficial to both the sender and the receiver.

The plan should be based upon **needs** established through an assessment of current public relations efforts. The relative impact that each

resource may have on various publics needs to be considered. These resources then need to be translated into public relations strategies. As you develop your plan, remember to state a rationale, goals and objectives, activities, roles and responsibilities of staff and others, a time line, an evaluation component, and a budget

Sample 4 lists information that you might want to communicate and means of reaching the public. Sample 5 describes activities that you could incorporate into your public relations plan

Sample 4

Information of Importance to Public

1. **Accomplishments of Program - staff, students, community.**
 - News Releases
 - Radio, Television
2. **Goals of Program**
 - Advisory Groups
 - Newsletters
 - Speakers: PTA, Service Groups
 - Personal Contact
3. **Needs--funds, materials, human resources, involvement of community**
 - Surveys
 - Speakers
 - Personal Contact-Business, Labor, Industry
 - News Releases
 - Advisory Groups
4. **Problems in Implementing Program**
 - Board and Administration Contacted by Facilitator
 - News Releases
 - Speakers
5. **Progress Reports on Program--positive and negative**
 - Advisory Groups and Facilitator Report to Board, Administration, Staff and Public
 - Radio and Television Spots
 - Speakers: PTA, Service Groups
 - Newsletters
 - News Releases
6. **Evaluation Results**
 - Advisory Groups and Facilitator
 - Periodic or Final Formal Reports to Board, Administration and Public
 - All of Above
 - Any Additional

7. Special Events

- News Releases
- Radio, Television
- Newsletters
- Handbills
- Speakers
- Posters

8. Human Interest--student, staff, community member

- All of above

Sample 5

Sample Activities

August:

1. Prepare a news release to send to the local media explaining the new program.
2. Write a pamphlet describing the program in detail. Send to various community groups.
3. Announce in the career guidance newsletter how adults can apply for the program.

September:

1. Prepare a news release with pictures to send to the local media describing the first few sessions.

November:

1. Have a panel discussion with several participants in the program on local TV during National Career Guidance Week.

December:

1. Prepare a news release which describes the outcome of the program on decision making and values clarification for the local media.
2. Have a panel of participants discuss the outcome of the program at the December meeting of one of your local service clubs.

Learning Experience 1

Assessing the Current Community Involvement Effort

OVERVIEW

COMPETENCY

Assess the current nature and extent of community involvement in the career guidance program, and determine areas for improvement and expansion.

READING

Read Competency 1, on page 7.

INDIVIDUAL LEARNING OBJECTIVE

Develop an assessment procedure to assess the current nature and extent of community involvement in your program.

INDIVIDUAL ACTIVITY

Develop an assessment procedure.

INDIVIDUAL FEEDBACK

Recheck your assessment procedure.

GROUP LEARNING OBJECTIVE

Discuss the results of your assessment indicating the nature and extent of community involvement in your program.

GROUP ACTIVITY

Respond to assessment items as they relate to community involvement.

INDIVIDUAL ACTIVITY

Develop an assessment procedure.

In this activity you will develop an assessment procedure that will help you determine the nature and extent of community involvement in your program. As you develop the assessment procedure keep in mind how you would use it in your own program. Read Competency 1 on page 7 prior to completing this activity.

Decide on the population(s) which you are going to survey, the method(s) you are going to use, and what information you are going to gather. Develop an outline of an assessment procedure with sample survey items.

A. Population(s)

B. Method(s)

C. Information to be Gathered

INDIVIDUAL FEEDBACK

Recheck your assessment procedure.

Review your assessment procedure with a colleague(s) to determine if you have developed an assessment procedure which is feasible for your setting. Keep in mind general assessment guidelines.

GROUP ACTIVITY

Respond to assessment items as they relate to community involvement.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
<p>A. Establish Activity</p> <ol style="list-style-type: none">1. Explain to participants that they will be identifying ways the community can be involved in a career guidance program.2. Have participants complete the Individual Activity.3. Indicate that they will be working in small groups. <p>B. Small Group Activity</p> <ol style="list-style-type: none">1. Divide the participants into small groups of approximately five people each.2. Have each group review the assessment procedures developed by its members.3. Have each group compile the sample survey items into one list.	<p>Use large sheets of paper.</p>

Facilitator's Outline	Notes
<ol style="list-style-type: none">4. Ask group members to answer the survey items based upon their agency's community involvement program.5. Have group members discuss their responses.6. Bring the groups together and have them share the results.	

Learning Experience 2

Planning the Community Involvement Effort

OVERVIEW

COMPETENCY

Develop an action plan for expanding community involvement in your program that includes a rationale, goals, objectives, implementation, tasks, staff roles and responsibilities, time line, budget, and an evaluation component.

READING

Read Competency 2 on page 9.

INDIVIDUAL LEARNING OBJECTIVE

Develop an outline of an action plan.

INDIVIDUAL ACTIVITY

Outline an action plan.

INDIVIDUAL FEEDBACK

Check your outline of an action plan against set criteria.

GROUP LEARNING OBJECTIVE

Present the outline of your action to members of your advisory council.

GROUP ACTIVITY

Present the outline of your action plan in a role play situation.

INDIVIDUAL FEEDBACK

Check your outline of an action plan against set criteria.

Check to ensure that your outline contains all of the appropriate areas:

- A rationale statement
- Goals and objectives
- Implementation strategies
- Staffing
- Time lines
- Budget
- Evaluation procedures

Then review it with a colleague to determine if content is appropriate for your overall program.

GROUP ACTIVITY

Present the outline of your action plan in a role play situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
<p>A Establish Activity</p> <ol style="list-style-type: none">1 Tell the participants that they will first complete the Individual Activity and then participate in a role play situation using the information from the Individual Activity2 Ask the participants to review their outlines against the list of elements to be included in an action plan	

Facilitator's Outline	Notes
<p>B. Role Play</p> <ol style="list-style-type: none"> 1. Divide the participants into small groups and have each group work up a short presentation they would give to members of their advisory council. 2. Pair up the groups and assign one group to be presenters and one group to be the advisory council. Indicate that each group will have a chance to play each role. 3. Give the participants in each group approximately 15 minutes to tell about their action plan. 4. At the end of the activity have the groups provide feedback to each other concerning the presentations. 	<p>Have large sheets of paper and magic markers available.</p>

Learning Experience 3

Developing Objectives for Public Relations

OVERVIEW

COMPETENCY

Develop objectives for your public relations effort that state observable outcomes, the conditions for realizing the outcomes, how they will be increased, and the criteria level for attaining them, and obtain administrative support for accomplishing the objectives.

READING

Read Competency 3 on page 10.

INDIVIDUAL LEARNING OBJECTIVE

Write objectives for your public relations program.

INDIVIDUAL ACTIVITY

Write a number of public relations objectives.

INDIVIDUAL FEEDBACK

Receive feedback from colleagues concerning your objectives.

GROUP LEARNING OBJECTIVE

Present your public relations objectives to an administrator.

GROUP ACTIVITY

Present your public relations objectives to an administrator in a role play situation.

INDIVIDUAL FEEDBACK

Receive feedback from colleagues concerning your objectives.

Share your written objectives with a colleague. Remember to check to see if the objectives conform to the A, B, C, D approach.

GROUP ACTIVITY

Present your public relations objectives to an administrator in a role play situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
<p>A. Establish Activity</p> <ol style="list-style-type: none">1. Have participants complete the Individual Activity.2. Indicate that participants will role play presenting their objectives to an administrator. <p>B. Role Play</p> <ol style="list-style-type: none">1. Request that the participants pair up into role playing teams.2. Tell them that two roles will be acted out in the role playing situation and that each person will have the opportunity to perform each role.<ul style="list-style-type: none">• The roles are (1) a staff member who will present the program's public relations objectives and (2) the administrator.	

Facilitator's Outline	Notes
<p>3. Specify that the person playing the staff member will use the objectives he/she has written. Indicate that the administrator role player has a dual role--responding to the presentation and providing feedback.</p> <p>4. Give the participants 10 minutes to play one role and another 10 minutes for the second role play. Once the role plays are completed allow 10 minutes for the team members to provide feedback to each other concerning their presentations.</p> <p>5. Ask for individual reactions to activity and summarize important points on large sheets of paper or chalkboard.</p>	<p>Have large sheets of paper and magic markers available.</p>

Learning Experience 4

Planning an Ongoing Public Relations Effort

OVERVIEW

COMPETENCY

Develop a plan for an ongoing public relations objectives, effort that states a rationale, goals, tasks and activities, roles and responsibilities of staff and others, a time line, evaluation component, and budget.

READING

Read Competency 4 on page 14.

INDIVIDUAL LEARNING OBJECTIVE

Write a sample plan for an ongoing public relations effort.

INDIVIDUAL ACTIVITY

Write a sample plan in outline form.

INDIVIDUAL FEEDBACK

Have a colleague review your plan.

GROUP LEARNING OBJECTIVE

Write a sample plan for public relations showing how various activities for public relations are selected to be used with a number of different audiences.

GROUP ACTIVITY

Prepare a sample plan.

INDIVIDUAL FEEDBACK

Have a colleague review your plan.

When you have finished your plan share it with at least one other person to obtain reactions to it. Be sure it covers the points described in the reading.

GROUP ACTIVITY

Prepare a sample plan.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
<p>A. Establish the Activity</p> <ol style="list-style-type: none">1. Indicate to the participants that they will be going through an activity which will result in one type of plan for the public relations program.2. Divide the participants into small groups (approximately three persons in each group). <p>B. Complete Activity</p> <ol style="list-style-type: none">1. Have each group complete the hand-out "Developing an Overall Public Relations Plan" on page 33.2. Have the groups share their plans if there is time.	

Handout

Group Number _____

Developing an Overall Public Relations Plan

1. List as many audiences as possible.



2. Select from your list above the top four audiences and write them below.



6. Brainstorm some ideas for improving communication with each of your four top-priority audiences. List all ideas below.

7. Look over your list of ideas generated during the brainstorming session. Consider any other ideas you have become aware of from other sources such as the readings in this module. Pick the 10 ideas that most appeal to you and write them below.

#1

#2

#3

#4

#5

#6

#7

#8

#9

#10

8. Refer back to the last step (7) and cross out the five activities that you think would be most difficult to accomplish.
9. List the five remaining activities below and rank them according to your preference.

#1

#2

#3

#4

#5

10. To the right list your top four audiences.

11. Put an X beside the two audiences most likely to be affected by or involved in each of the activities listed above.

A
U
D
I
E
N
C
E
S

12. Write the activity from the preceding list (step 9) that you find most appealing.

13. Estimate how much time it will take to do this activity.

14. Schedule a time (e.g., next Monday) for doing, or for beginning the activity.

15. Make up a five-minute-a-day plan for the next month. Plan to accomplish and repeat your top-priority activity within the next four weeks. Follow a similar schedule for fulfillment of your other top four activities (step 9) during the coming semester. Be supportive of colleagues in this endeavor and try to involve, as frequently as possible, a variety of community members.

The ideas for the 15 steps described in this outline, as well as the basic format, were adapted from *The Banach-Barkeley Brainstorming Book* which was written by Dr. William J. Banach and Ann H. Barkeley of Banach, Barkeley and Moore, 53938 Sunderland, Utica, MI 48087. The document is available from the Ontario Men's Public School Teacher Federation, 1260 Bay Street, Toronto, Ontario, Canada M5R 2B7.

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

- | | | | |
|------------------------|-----------------|-----------------------------------|---------------------------|
| 6 Elementary School | 10 JTPA | 14 Youth Services | 18. Municipal Office. |
| 7 Secondary School | 11 Veterans | 15. Business/Industry Management. | 19. Service Organization. |
| 8 Postsecondary School | 12 Church | 16 Business/Industry Labor | 20. State Government |
| 9 College/University | 13. Corrections | 17 Parent Group. | 21. Other. |

Workshop Topics	PREWORKSHOP NEED FOR TRAINING <i>Degree of Need</i> (circle one for each workshop topic).					POSTWORKSHOP MASTERY OF TOPICS <i>Degree of Mastery</i> (circle one for each workshop topic).				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Developing an assessment procedure.	0	1	2	3	4	0	1	2	3	4
2. Responding to assessment items that relate to community involvement.	0	1	2	3	4	0	1	2	3	4
3. Developing an outline of an action plan.	0	1	2	3	4	0	1	2	3	4
4. Presenting an outline of your action plan.	0	1	2	3	4	0	1	2	3	4
5. Writing a number of public relations programs.	0	1	2	3	4	0	1	2	3	4
6. Presenting your public relations objectives to an administrator.	0	1	2	3	4	0	1	2	3	4
7. Writing a sample plan in outline form.	0	1	2	3	4	0	1	2	3	4
8. Preparing a sample plan.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Public Relations and Community Involvement

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

Group's Degree of Mastery

Not Taught Little (25% or less) Some (26%-50%) Good (51%-75%) Outstanding (over 75%)

Note: Circle the number that best reflects your opinion of group mastery.

	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
Total	_____	Total	_____
(add up)		(add up)	

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ . Actual Total Score _____ Compared to Maximum Total* _____ .

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Improve Public Relations and Community Involvement*

Module Number: CG B-3

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Respond to assessment items that relate to community involvement.	<ol style="list-style-type: none">1. Look for assessment items that have the characteristics in the reading.2. Observe participants to determine if they were able to respond to the assessment items.
Group Activity Number 2: Present the outline of your action plan in a role play situation.	<ol style="list-style-type: none">1. First examine the outline of the action plan of each participant. Did these plans contain such categories as--<ol style="list-style-type: none">a. rationale,b. goals/objectives,c. implementation,d. staff responsibilities,e. time linesf. budget, andg. evaluation.2. Look for the following characteristics in the role play:<ol style="list-style-type: none">a. clear purposeb. stated goals and objectivesc. outline presented was logical
Group Activity Number 3: Present your public relations objectives to an administrator.	<ol style="list-style-type: none">1. Look for the following characteristics in the role play situations:<ol style="list-style-type: none">a. outlined purpose in clear, concise mannerb. material tailored to audiencec. logical organization of content
Group Activity Number 4: Prepare a sample plan.	<ol style="list-style-type: none">1. Collect the handouts from each group and review with the following in mind:<ol style="list-style-type: none">a. were the worksheets filled out by each group?b. Did the groups work together?c. Did the activities listed seem feasible?

REFERENCES

Gysbers, Norman C. *Developing Effective Public Relations*. Palo Alto, CA: American Institutes for Research, 1978.

Stein, Walter M. and Axelrod, Valija. *Community Relations and Involvement: A Procedural Guide to Facilitate School and Community Cooperation*. Columbus, OH: The National Center for Research in Vocational Education, 1977.

ADDITIONAL RESOURCES

Materials listed in the resource section are ones that can provide you with additional knowledge for improving your career guidance program's public relations and community involvement efforts.

Business-Industry-Labor Linkages: Handbooks for Improving Personnel Development Programs. The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, 1977. Cost \$25.00

The eight handbooks in this series are designed to improve vocational teacher education linkage with business, industry, and labor. The strategies to achieve this goal are indicated by the handbook titles: (1) Staff Development, (2) Advisory Committees, (3) Cooperative Internships, (4) Personnel Exchange Programs, (5) Workshops, (6) Site Visits, (7) Resource Persons, and (8) Program Support. Each handbook contains the following sections: introduction, approach to development (including a model), alternative approaches, administrative details, planning notes, selected references, and resource materials.

Communications Survival Kit--To Help Counselors Help More Students More Effectively. Shirley Porter Williamson and Bill Braden. Division of Guidance Services, Kentucky Department of Education, Frankfort, Kentucky 46601, 1976. Cost \$3.00

The purpose of this publication is to assist counselors in planning, developing, and implementing a public relations program for the guidance department at the local level. The chapters are titled: Whys and Wheres of Guidance Public Relations, Hows of Guidance Public Relations, and Help for Guidance Public Relations. Even though this document is geared towards local school counselors, many of the very practical suggestions can be used in various settings.

Community Relations and Involvement: A Procedural Guide to Facilitate School and Community Cooperation. Walter Stein and Valija Axelrod.

The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, 1977. 72 pages.

This publication is a part of a series entitled The Rural America Guidance Series. The orientation of this handbook is (1) to help the practitioner to identify community resource personnel, facilities, and sources of materials and funding; (2) to lay out strategies for involving the identified resources in the career guidance program; (3) to expand the career guidance program in the areas of self and interpersonal relations, career planning and decision making, and life role assumption; and (4) to suggest techniques for evaluating program effectiveness. The content of this handbook is applicable to various settings.

Developing Effective Public Relations. Norman C. Gysbers. The American Institutes for Research, P.O. Box 1113, Palo Alto, California 99302, 1978. Cost \$3.20

This module is designed to provide the reader with the knowledge and skills needed to plan and carry out guidance related public relations activities. A number of learning experiences have been organized around a workshop format. The format involves the module used in activities designed to increase one's understanding of public relations, knowledge of public relations resources, expertise in making presentations, and skill in developing a public relations plan.

Increasing Guidance Effectiveness Through School-Community Cooperation. The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, 1978. 581 pages. Cost \$25.50

Rural and small schools, because of staff, funding and isolation restrictions often view the availabil-

ity of cooperative linkages with business, industry, and labor as limited because there is neither a wide variety of these organizations, nor many systematic procedures for cooperation available in the rural communities. This book provides background information and rationale for establishing cooperative agreements, and guidelines for developing leadership and community support, planning and implementation. Most of the book consists of descriptions of existing cooperative agreements (some informal single-contact; some formal comprehensive) that can be adapted by career guidance personnel in various settings.

Keys to Community Involvement Series, Vol. 1-15. Northwest Regional Educational Laboratory,

710 S.W. Second Avenue, Portland, Oregon 97204.
Cost: \$2.00 Each; \$24.00 for Set of 15.

This series of 15 short booklets was designed to strengthen skills in group processes, working cooperatively with others, and planning and carrying out new projects. The booklets are based on the more comprehensive materials developed in the Rural Education project. They include helpful worksheets, forms, and charts. The short titles of the booklets are: Community Groups, Group Decision Making, Community Councils, Innovative Projects, Successful Projects, Effective Groups, Group Progress, Measuring and Improving Group Effectiveness, Finding the "Right" Information, Community Surveys, Using Consultants, and Group Leadership.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier Consortium Director
 Robert E. Campbell Project Director
 Linda A. Pfister Former Project Director
 Robert Bhaerman Research Specialist
 Karen Kimmel Boyle Program Associate
 Fred Williams Program Associate

American Institutes for Research

G. Brian Jones Project Director
 Linda Phillips-Jones Associate Project Director
 Jack Hamilton Associate Project Director

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Norman C. Gysbers Project Director

American Association for Counseling and Development

Jane Howard Jasper Former Project Director

American Vocational Association

Wayne LeRoy Former Project Director
 Roni Posner Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard Project Officer
 Holli Condon Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
 Past President
 National Parent-Teacher
 Association

Dr. Frank Bowe
 Former Executive Director

Ms. Jane Razeghi
 Education Coordinator
 American Coalition of Citizens
 with Disabilities

Mr. Robert L. Craig
 Vice President
 Government and Public Affairs
 American Society for Training
 and Development

Dr. Walter Davis
 Director of Education
 AFL-CIO

Dr. Richard DiEugenio
 Senior Legislative Associate
 (representing Congressman Bill
 Goodling)
 House Education and Labor
 Committee

Mr. Oscar Gjernes
 Administrator (Retired)
 U.S. Department of Labor
 Division of Employment and
 Training

Dr. Robert W. Glover
 Director and Chairperson
 Federal Committee on
 Apprenticeship
 The University of Texas at Austin

Dr. Jo Hayslip
 Director of Planning and
 Development in Vocational
 Rehabilitation
 New Hampshire State Department
 of Education

Mrs. Madeleine Hemmings
 National Alliance for Business

Dr. Edwin Herr
 Counselor Educator
 Pennsylvania State University

Dr. Elaine House
 Professor Emeritus
 Rutgers University

Dr. David Lacey
 Vice President
 Personnel Planning and Business
 Integration
 CIGNA Corporation

Dr. Howard A. Matthews
 Assistant Staff Director
 Education (representing Senator
 Orin G. Hatch)
 Committee on Labor and Human
 Resources

Dr. Lee McMurrin
 Superintendent
 Milwaukee Public Schools

Ms. Nanine Meiklejohn
 Assistant Director of Legislation
 American Federation of State,
 County, and Municipal Employees

Dr. Joseph D. Mills
 State Director of Vocational
 Education
 Florida Department of Education

Dr. Jack Myers
 Director of Health Policy Study and
 Private Sector Initiative Study
 American Enterprise Institute

Mr. Reid Rundell
 Director of Personnel Development
 General Motors Corporation

Mrs. Dorothy Shields
 Education
 American Federation of Labor/
 Congress of Industrial
 Organizations

Dr. Barbara Thompson
 Former State Superintendent
 Wisconsin Department of Public
 Instruction

Ms. Joan Wills
 Director
 Employment and Training Division
 National Governors' Association

Honorable Chalmers P. Wylie
 Congressman/Ohio
 U.S. Congress

Developed By



Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance

- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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