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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel gain additional skills needed to ensure that career guidance concepts are integrated in the curriculum by others and/or personally incorporating career guidance curriculum in their own instruction. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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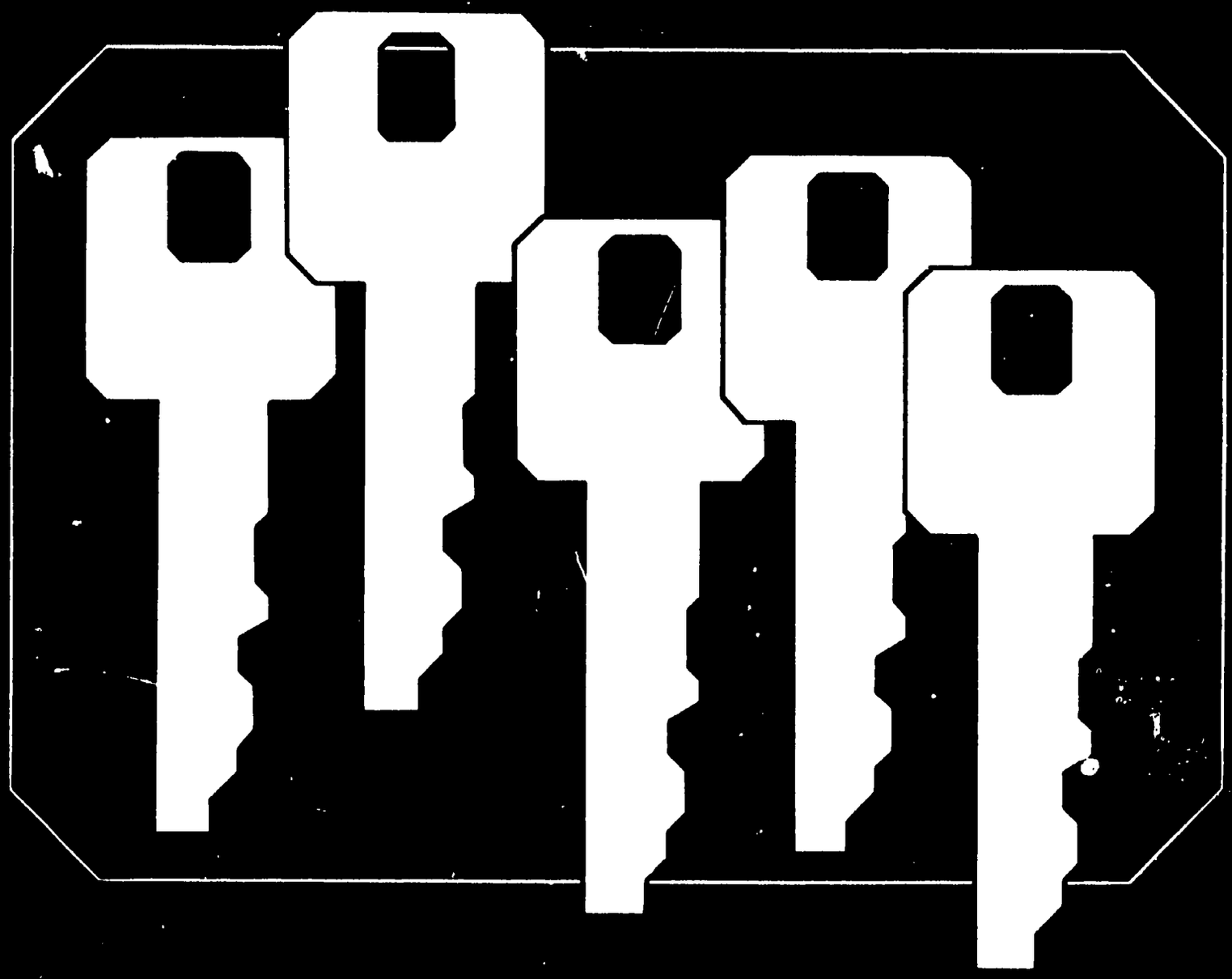

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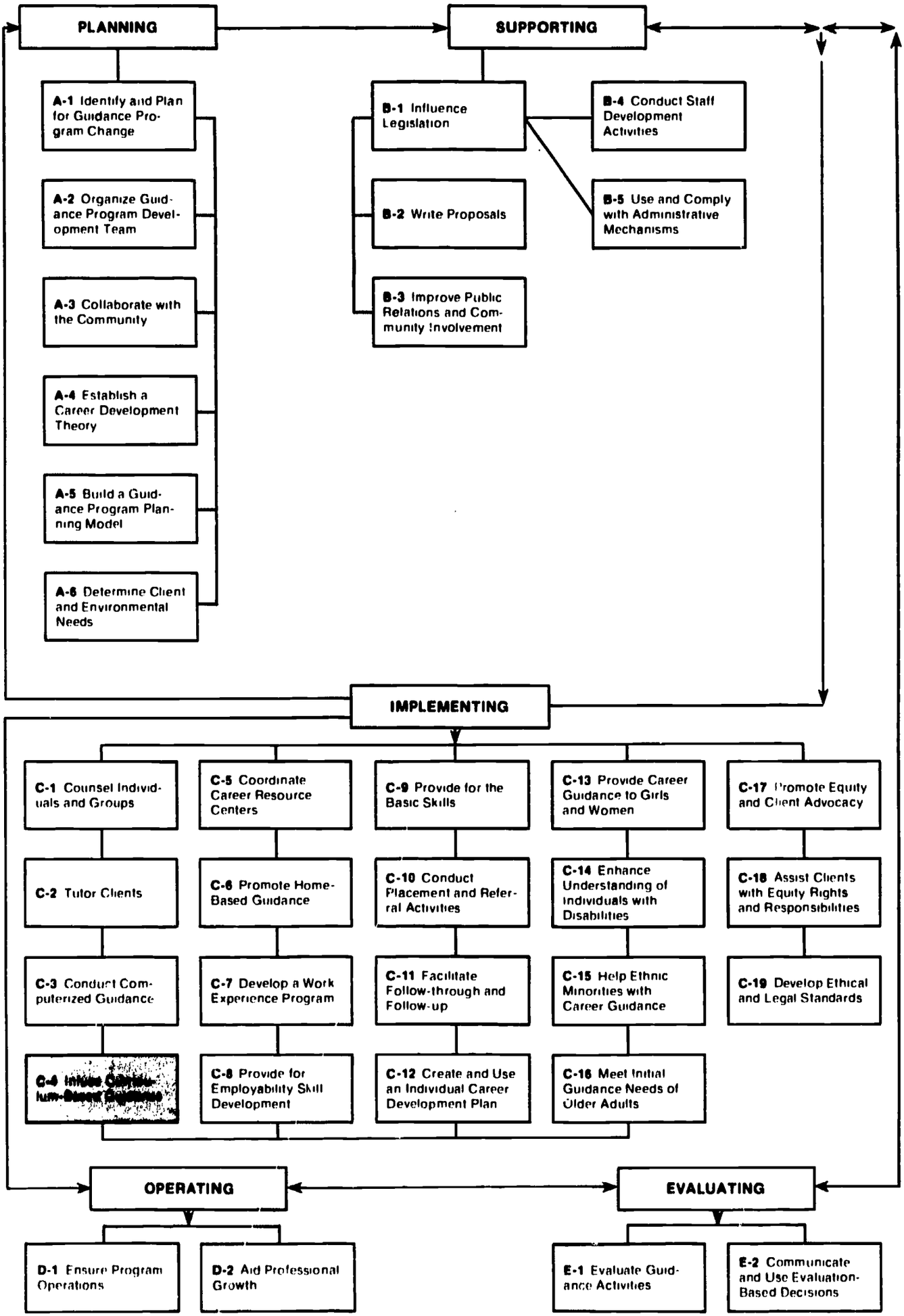

Infuse Curriculum-Based Guidance

Module CG C-4 of Category C — Implementing
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 recieved 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
THE OHIO STATE UNIVERSITY
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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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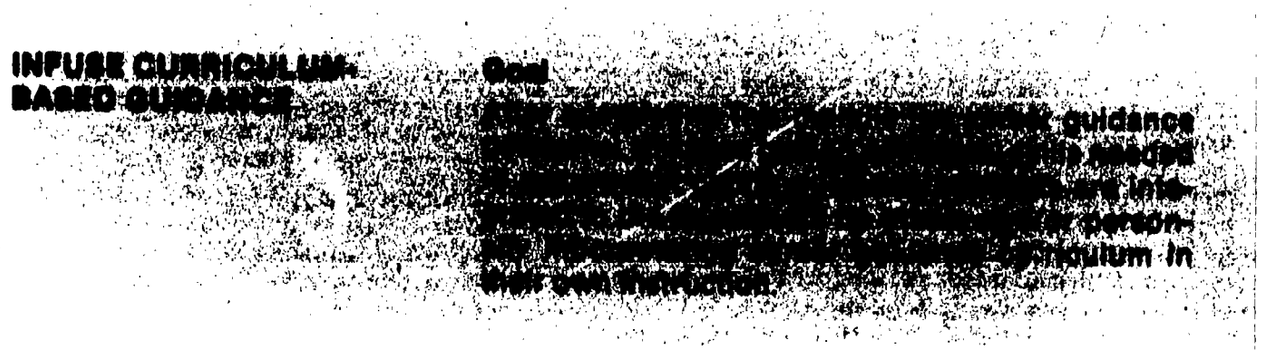
ABOUT THIS MODULE



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Competency 2. Obtain, either by adopting, adapting, or developing, career guidance curriculum materials that include goals, objectives, instructional content, learning activities, and assessment measures 9

Competency 3. Describe the advantages and disadvantages of the infusion approach (linking guidance concepts and activities to subject matter in existing courses), the unit approach (adding separate guidance curriculum units or courses to the existing program), or a combination of the two, and select the appropriate approach(es) for the program 16

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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 experiences(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

What is the curriculum-based component of the career guidance program? It is an **incorporation of career-related experiences into the established courses of study** within an educational agency or any other instructional setting. Through varied experiences students/clients receive assistance in acquiring self-knowledge and in experiencing the world of work and career alternatives for the purpose of informed career decision making and future planning.

Why have a curriculum-based component to your career guidance program? For openers, it **increases the career guidance staff** since the classroom instructors become career guidance providers to their students. Secondly, it is a means of **expanding the contact learners have with career guidance** and allows them a way of seeing how their course work relates to their career goals and plans. Through a curriculum-based component, career guidance activities can be integrated into the total educational and training program.

As you complete this module, remember that the competencies and related learning experiences addressed represent the most critical skills needed by you, but by no means are they the only ones. This module will attempt to provide you with the information and skills necessary to ensure that the curriculum-based component of your career guidance program is properly established.

Describing How Theory Can Be Implemented

Competency 1 Describe how career development and choice theory can be implemented within a total guidance curriculum.

Theory is a **statement of how one thinks facts relate** so that a prediction might be made. When theories are tested and found to be true, they become principles. Presently we have a lot of theories about how an individual chooses and succeeds in a career. We can look at patterns, but cannot make predictions in individual cases.

Theories help us state assumptions and test our hunches out. They **provide direction**. If you are to invest a lot of energy in providing career guidance, then you need to direct that energy into areas that make a difference. Therefore, a few brief words about career development theory will help you focus your efforts into productive areas. (Additional information on theory is contained in module CG A-4 *Establish a Career Development Theory*.)

At the turn of the century and into the 1920's guidance professionals followed Frank Parsons, who thought that for each occupation, there was a person who had the ideal skills for that occupation. This was called the "square hole - square peg" theory because you found the right person for the right job. Since that time other individuals have determined that career choice is much more complicated than this.

Donald Super of Columbia University found that most individuals go through several stages before they reach a final career decision. This is called the developmental theory of career choice. It recognizes that you change and the world around you changes. In other words, you should make career decisions based on the best information about yourself and the career(s) you are considering.

Robert Carkhuff emphasizes the importance of concrete and meaningful information (about you and the careers you are considering) and a structured decision-making process. This is called a rational problem-solving approach to career choice.

The approach or model recommended in this module is a combination of the developmental and problem-solving approaches. It emphasizes accurate and meaningful information and a systematic and structured exploration and decision-making process. It is a logical model which recognizes that individuals move through certain stages, i.e., you become aware that you might like to be a doctor, you explore what becoming a doctor is all about, you make a decision to become a doctor and finally you take action--you start preparing to be a doctor.

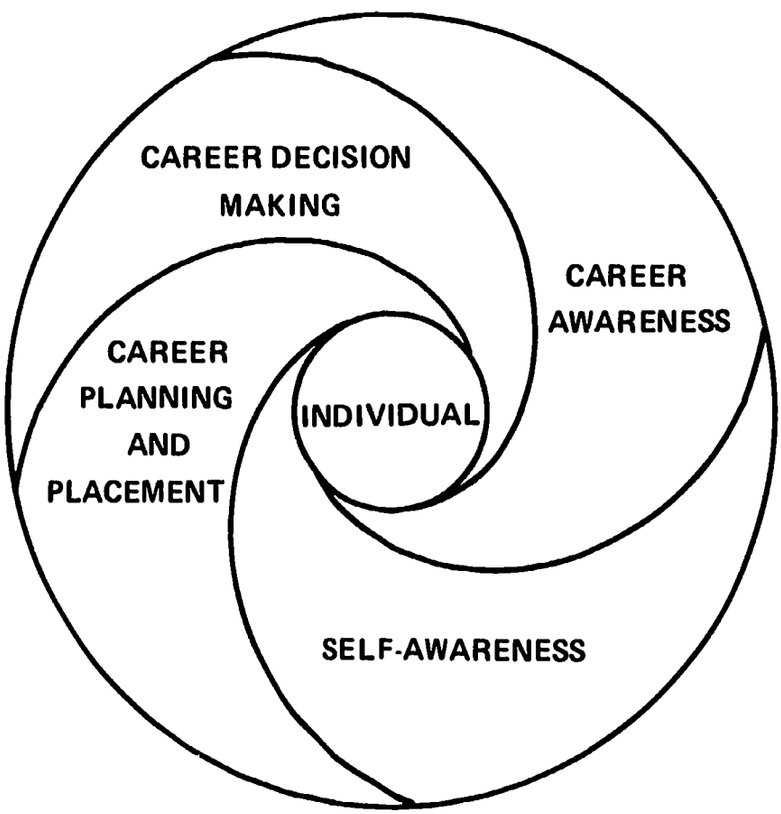
This model will make more sense to you when you examine the outcomes (skills and knowledge) you will want clients to achieve in your career guidance program.

Career Development Outcomes

A model becomes meaningful when you put it "into operation," or when you define its parts and design a program to put it into action. This includes defining outcomes and learning activities to help individuals achieve those outcomes. The outcomes for this model are divided into four major components: (1) self-awareness and assessment; (2) career awareness and exploration; (3) decision making; and (4) planning and placement. You move through these four major areas in a more or less sequential manner. Once the cycle is completed, you will likely repeat the cycle because taking action will provide new self and career information for your new decisions and subsequent action plans. Figure 1 illustrates how these four components relate to the individual.

Figure 1

Career Development Components



Examples of goals in the four areas of career development are presented below.

Self-Awareness and Assessment. For individuals to recognize similarities and differences between their physical, intellectual and emotional characteristics and those of others.

Career Awareness and Exploration. For individuals to understand the relationship between an occupational role, its setting and life style.

Decision Making. For individuals to identify situations and events in their life that involve making decisions.

Planning and Placement. For individuals to plan personal programs to reach identified career goals.

The goals can be further broken into performance indicators or objectives. For example, a performance indicator for the self-awareness goal stated above might be:

> For the individual to explain why one individual who works very hard might achieve academic success similar to that of another individual who does not work as hard.

Many agencies have developed guides which contain career development goals. One such standard reference is *A Reference Guide: Career*

Development Goals and Performance Indicators, Michigan Department of Education, 1972. You can use performance indicators or objectives already existing in guides like the one above or you can develop your own. The module CG A-5 *Build a Guidance Program Planning Model* outlines how to develop goals and objectives.

Career Development Delivery Systems

Given client outcome statements organized around a career development model, you can use a variety of techniques and strategies (delivery systems) to help individuals achieve the outcomes--orientation groups, career resource centers, individual or small group counseling, classroom curriculum, field trips, internships, day on-the-job, computerized career guidance systems, and so forth. In this module you will focus on strategies or techniques which you can use in the classroom curriculum.

Adopting, Adapting, and Developing Materials

Competency 2

Obtain, either by adopting, adapting, or developing, career guidance curriculum materials that include goals, objectives, instructional content, learning activities and assessment measures.

Adopting career guidance materials means that you use materials that someone else has written and change them very little to meet your local needs.

Adapting career guidance materials means that you use someone else's materials but change or revise them to meet the need of your particular situation.

Developing career guidance materials means that you start from the beginning and write your own materials, including goals, objectives, content, learning activities, and assessment measures.

What Is Included in Curriculum Materials?

Prior to discussing how to adopt, adapt, and develop curriculum materials, it is important to know the major parts of effective curriculum materials.

Generally, the following parts are included:

Goals. A goal is a **general statement** about the direction you want someone to take. For example, "Students will learn how to assess their strengths and weaknesses." The statement does not tell you how they will do it or how well they will do it, but it does tell you what they will do.

Objectives. Objectives are **more detailed** than goals. They tell you under what conditions individuals will learn and how well they will learn. An example--"After reading the course syllabus (pages 15-25), all students will write their height and weight and compare those figures with the height and weight of their parent(s) or guardian(s)."

Content. Content is the **information** you want someone **to learn**. Many times straight information can be provided by a well organized lecture **or** clients can read the information.

Learning Activities. Learning activities are **what individuals do** to better understand the content. Following our example, you might have students investigate and identify the height, weight and body shapes of as many relatives they can get the information from, and then tell why they think they look the way they do. This would help them understand more fully why they are short or tall or have a ski-jump nose.

Assessment. Assessment is the way you **determine how effective your learning strategies help individuals achieve the objectives**. Another way

of stating it is to ask yourself the question "What will I accept as evidence that the students have learned what I want them to?" In our example, you might have students produce charts or graphs with all the data on height, weight, and so forth, recorded on them by the relative's name and relationship. To test for understanding, you might have them indicate what about the relative is like or unlike themselves.

The Process of Adopting

Adopting career guidance curriculum materials helps you avoid "reinventing the wheel." The basic, but not always easy task, is to identify materials which possess all the parts discussed above and also have the same goal or one similar to the one that you have. You should always match goals and to the extent possible you should match the objectives to your client objectives.

Many good materials have been produced by national, state, and local projects in career education and career guidance. Some of these materials can be found in the ERIC (Educational Resource Information Center) system which has various clearinghouses. Two of these clearinghouses address career development. The ERIC Clearinghouse for Adult, Career and Vocational Education is housed at the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. The ERIC Clearinghouse for Counseling and Personnel Services (CAPS) is housed at the University of Michigan, Education Building, Ann Arbor, MI 48104. In addition, career education and career guidance materials may be obtained through the National Diffusion Network, U.S. Department of Education, 1200 19th St., N.W., Washington, DC 20208. Also, state departments of education have offices of career education and/or guidance which have access to exemplary career guidance materials produced through projects in their states. Many states have statewide occupational information systems which you might learn about through your state departments of education and labor, your local school office, or your employment service office. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever your material source, you will want to select the curriculum materials according to some established standards and procedures.

The Process of Adapting

When you adapt materials, you need to select materials which are close to your goal(s) and objective(s). Try to select materials which match at least your program goal and one or more objectives. If possible, try to find materials that have learning materials fitting your "style" of teaching. You may find materials that fit your objectives, but you do not want to use the learning activities. In that case, you will need to examine other materials or talk with other people to identify learning activities which you want to use.

Many career guidance materials have been developed using the format suggested earlier in this module--goals, objectives, content learning activities, and assessment. An example of this type of material is *Ideas for Activities, Career Exploration Grades 9-12* produced by a career project in Michigan which designed student and staff materials to help individuals explore life-career options (Career Exploration Project, Wayne County Intermediate School District). Project materials can most easily be accessed by contacting your State Office of Career Education. You will become acquainted with more resources in the learning activities.

Materials are indexed in several ways.

1. By **subject area**--careers relating to social studies, English, and so forth;
2. By **level**--career guidance activities by grade levels K-3, 4-6, 7-8, 9-12, college and adult, and so forth;
3. By **occupational cluster**--career materials in marketing and distribution, in manufacturing, in hospitality and recreation, and so forth;
4. By **delivery area**--classroom, guidance programs, career resource centers, and so forth;
5. By **life-career role**--occupational role, leisure/role, community role and family role; and
6. By **career development content**--self-awareness, career awareness, decision-making, planning and placement, and so forth.

When you examine materials for adaptation, you will probably use one or more of the categories to help you find materials which "zero in" on your needs. This is especially true when using the ERIC system.

The Process of Developing

As defined earlier, the process of developing involves writing your own materials. You need to start with goals and objectives since they help define what it is that you need to do. Once you have your goals and objectives stated, you should complete each of the following steps:

1. Outline the basic information that you want clients to learn. Consult career guidance materials to help you organize the information.

2. Develop or identify learning activities that will help clients learn or apply a principle or concept.

3. Develop or identify assessment items that will tell you how much or what your clients have learned. Remember to ask yourself the question, "What evidence will I accept that they have learned what I want them to?" Many materials already developed have their own assessment items. Figure 2, Sample Assessment Items, contains some assessment items that could be used with an activity on interpersonal relations.

4. Use a checklist similar to the one in Figure 3, Career Guidance Material Checklist, as a guide to help you develop your own materials.

Testing Materials

You should determine if the materials have been tested with learners. Usually information is available through technical reports prepared by the publisher or through project reports. You should not look on this matter as a research project but rather as a check to see if the materials have been used with clients similar to yours. If the materials have not been pilot tested, you cannot be sure whether the activities are appropriate or will work with your clients. It is best to check.

You can conduct your own pilot test. Select eight to ten clients and have them participate in some of the activities within the materials. Then have them "feedback" to you their opinions about the activities. Figure 4, Learner Evaluation Form, provides examples of useful feedback. Did they understand the goal(s) the activity(ies)? What did they learn? You also can ask some of your colleagues to critique the materials, especially individuals who may have implemented similar activities in the past.

Based on the results of your pilot test, you will probably want to make some changes in the materials you are adopting, adapting, or developing.

Figure 2

Sample Assessment Items

Have you ever wondered what people are really like? The next ten questions ask you to think about this.

1. Most people like each of their friends for different reasons.
   A. Yes
   B. No

2. People sometimes have trouble getting along with others because different things are important to them.
   A. Yes
   B. No

3. People who are friends always like to do the same things.
   A. Yes
   B. No

4. Most people enjoy being with people who are in some ways like themselves.
   A. Yes
   B. No

5. Some people just do not want to be leaders.
   A. Yes
   B. No

6. Some people like being alone more than other people.
   A. Yes
   B. No

7. While some people like to do things outside, others really do not.
   A. Yes
   B. No

8. People seem to have about the same interests and values when you really get to know them.
   A. Yes
   B. No

9. It is O.K. that not all people like to do the same things.
   A. Yes
   B. No

10. Life is more interesting because people are good at different things.
    A. Yes
    B. No

Figure 3

Career Guidance Material Checklist

The following checklist should be used as a tool while building an instructional unit and evaluating it as a finished product.

Name of Material _____

_____

1. It has a life role focus and addresses at least one of these? Which one? Yes___ No___

   ___ Occupational ___ Citizen
   ___ Leisure ___ Family

2. It specifically references career development outcomes stated in the unit/module. Yes___ No___

3. It provided for student participation either through "hands-on" and/or simulation using community input or contact. Yes___ No___

4. It makes use of occupational information, community support services, career guidance, and placement services (uses the counselor in planning and delivery). Yes___ No___

5. There is a realistic use of time. Yes___ No___

6. Resources are used realistically (use obtainable resources in appropriate quantity and type; community resources; and suggest alternative approaches, if possible). Yes___ No___

7. It is developed sequentially (use step by step approach leading to specified skill, appreciation or knowledge outcome). Yes___ No___

8. It uses a simple and clear writing style. Yes___ No___

9. It defines technical terms. Yes___ No___

10. It uses a variety of learning activities. Yes___ No___

11. It provides for student feedback. Yes___ No___

12. It includes activities with a clear delivery statement. Yes___ No___

13. It has detailed teaching strategies, student tasks, and resources. Yes___ No___

14. It includes clearly stated evaluation criteria as well as a measurement/evaluation device(s). Yes___ No___

15. The material is free of sex stereotyping? Yes___ No___

16. The material is free of racial stereotyping? Yes ____ No ____

17. Would you use or adapt this unit? Yes ____ No ____

18. If No, what changes would make it acceptable? Yes ____ No ____

_____

_____

_____

Figure 4

Learner Evaluation Form

To be completed by student.

Goal: _____

_____

Objective: _____

_____

Instructions: Listed below is a short description of the method used in our career [illegible] program in which you have participated. This method was used to help you achieve the goal listed on this form. Will you please help by answering each of the questions asked below? You can also provide comments. Remember that the only right answers to the questions are those that you give. In the multiple-choice questions, place an "X" in the one box that best describes the way you feel.

Method Used: _____

_____

_____

1. Did this method help you achieve the above objective?

   ___ Yes
   ___ No

2. Was this method interesting to you?

   ___ Yes
   ___ No

3. Provide any comments or suggestions for improving this method:

_____

_____

_____

_____

_____

_____

_____

Infusion vs. Unit Approach

Competency 3

Describe the advantages and disadvantages of the infusion approach (linking guidance concepts and activities to subject matter in existing courses), the unit approach (adding separate guidance curriculum units or courses to the existing program), or a combination of the two, and select the appropriate approach(es) for the program.

Infusion is a curriculum development process that integrates career guidance client outcomes into the existing curriculum. Infusion may require you to reorient learning activities, develop both educational and community resources to support your learning activities, and develop evaluation procedures which measure student outcomes. A preliminary step to applying the infusion process is to **identify what you will infuse**. The goals of your career guidance program provide the framework for this identification. Ideally, the goals and objectives are developed as a result of a locally planned and implemented goal setting process which reflect your learners' needs.

You then need to examine local curriculum guides and identify **areas in which the infusion process can occur**. Also you should examine appropriate curriculum materials developed by other schools and publishers. The next step is to write instructional objectives that relate to career development and subject area goals.

The infusion process is not difficult to implement, but in order to really "make it work" career guidance should be integrated **into the total curriculum**. Most teachers are willing to do this with the assistance of counselors, administrators, the community, and parents. The infusion process requires time for teachers to identify goals, write student outcomes and develop new learner activities; an active support system to provide necessary resources; and a wholehearted commitment on the part of the community. Also the teachers' efforts should be coordinated to eliminate duplication. The effort is worth it since clients see instruction as more relevant.

Another way career guidance concepts can be taught is the **curriculum unit approach**. Teachers using this approach must either search out units developed by others and adapt them to the clients' needs or develop units on their own. Many times when specific units are taught, career guidance is viewed as an "add on" and not an integral part of the total curriculum. However, in the unit approach **career guidance concepts** are not "hit or miss" but are **taught in a systematic fashion**.

Whichever approach you use is up to you. The things you need to consider beforehand as follows:

1. **Time.** Revision requires less time than initial creation. Given the limited time generally available to most teachers for curriculum creation, it seems certain that better results can be achieved by revision or adoption of effective materials.

2. **Support Services.** Will you have the support you need when you need it?

3. **Resources.** Are the materials to be used easily available?

4. **Training.** Does the method you choose (infusion or career guidance unit) take special training?

A combination of both approaches (infusion and unit) may be your best route. This combination approach would assure that clients receive the necessary competencies and at the same time relate what they are studying to their future lives.

Variety of Learning Approaches

Competency 4

Identify feasible organizational patterns for instruction such as large and small group instruction, cocurricular activities, learning/interest centers and self-instruction, weigh the merits and drawbacks of each and select those most useful for the program.

In any learning situation it is important to motivate the learner. Educational research has found that a variety of teaching methods will help keep the learner's interest up.

We all learn different ways, use of a variety of learning strategies in a group will be beneficial. In learner-centered strategies, the learner takes some action or exhibits thinking in order for the process to continue. Also, learning strategies which require the learners to apply a concept or principle will help them learn and **use** the concept or principle more quickly than when they learn the principle in some abstract way. For instance, a child will learn how to make change quicker by actually having to make change than by looking at pictures of dimes, quarters, and nickels.

Employing several learning strategies will provide you the opportunity to try new methods and increase your teaching effectiveness. However, you should also realize that in certain situations one learning strategy may be more effective than another. For instance, using a good lecture or demonstration with 500 people in the class would probably be more effective than a laboratory experiment. You also will probably feel more comfortable using certain learning strategies.

Using Large Group Instruction

Large group instruction employs learning strategies with a group of 15 or more people. The methods that you can use efficiently with larger groups are somewhat different than those best employed with small groups.

The **advantages** of large group instruction are the following.

1. Large group instruction is an **efficient** way to transmit information. If your presentation is organized and uses graphics and demonstration techniques, you can reach hundreds of people at one time.
2. Lecture is the most efficient learning strategy, but other learning strategies can be used. The lecture is a **familiar** and easy way to teach.
3. Large group instructions allow more **time for you to concentrate** on your presentation, use more audiovisual resources, and organize the content.

Some of the **disadvantages** of a large group are described below.

1. Use of activities that require **feedback or monitoring are difficult**. Most of the communication is one way with very little chance for instructors to find out how they are coming across to the learner.
2. It is **difficult to respond to individual differences**. If a client has a problem or does not understand a point, it is difficult and sometimes inefficient to respond to that person in a large group setting.
3. **Managing the tasks** of giving directions, accommodating different learner speeds, answering questions and handling materials and equipment **is difficult** in a large group.
4. **Interchange or discussion** among members of the group **is limited**. Therefore, fewer ideas are presented and the learner is involved only in thinking processes.
5. It is **more difficult to assess learner progress**. The assessment is mostly of a paper and pencil nature and focuses on remembering or applying facts

Small Group Instruction

Small group instruction employs learning strategies with groups with less than 15 members but more than 5. Generally, the smaller the group the more the interchange and possible attention to individuals. Theoretically, more learning is possible under these conditions.

The **advantages** of small group instruction are presented below

1. It is relatively **easy to monitor individual progress**.

2. More ideas are discussed by participants, and there is a greater **opportunity for interchange among group members**

3. It is **easier to respond to individual differences** and problems of the learner.

4. You can use learning strategies that **employ the comparison and contrasting of different values and ideas**.

5. It is comparatively easy to manage the application of facts, concepts and principles You **can manage the logistics**, be more aware of how each person is performing and can answer questions when they arise.

6. Group members have a chance to **become accustomed to and work with each other**.

7 An individual's **performance can be evaluated easily**. Not only do you have the paper and pencil assessments possible, but you can also observe the learning directly. This helps you diagnose problems sooner and redirect the learning activity if necessary.

The **disadvantages** of small group instruction follow

1 Sometimes **individuals are uncomfortable** because they feel they are expected to talk or perform in front of others. It is important that you structure small groups so that individuals have the opportunity to "pass" if they feel uncomfortable talking to or performing in front of the group.

2 The smaller the group, the **less cost-efficient** it tends to be In other words, it takes more bodies to teach and manage the learning process than with larger groups

3. Usually, the **amount of preparation for small group** instruction is equal to or **greater than that for large group instruction**, plus you will need to make greater allowances for individual differences and paces of learning.

4. Although small groups present greater opportunities for handling learner problems and concerns, you may also find that smaller groups encourage some individuals to **bring out social or emotional concerns not related to learning tasks** and may in fact inhibit learning, both for the individual and the group. When this happens, you are faced with addressing the concern and holding the group up or isolating the person and allowing the group to go ahead without you as you deal with the person individually.

Cocurricular Activities

Cocurricular activities are carried out along with the regular instructional process or curriculum. They may be indirectly or directly related to the curriculum. An **indirect** activity would be an individual running for the president of an association. It might not relate directly to any course work; however, the person would apply skills and knowledge learned in several classes. A **direct** relationship can be illustrated by people performing an independent study in the community that is related to the requirements of a career class.

The **advantages** of using cocurricular activities approach are the following.

1. The activities provide opportunities for learners to **try skills and knowledge** on their own and encourages learner independence.

2. They help individuals **learn how to manage their time**. It also may teach them the necessity and process of prioritizing tasks when they do not have enough time.

3. They involve **resources from the community** and in your agency (but outside of class) in the learning process.

4. The approach is **reality-oriented**. Simulations in classrooms can be artificial and contrived. Getting and holding your own job or making speeches for the class presidency put your skills "on the line."

5. Because of the reality situation, cocurricular activities usually provide learners with **immediate feedback** on their performance. When you get the job, you know you have succeeded.

The **disadvantages** of using cocurricular activities approach are presented below.

1. It is **difficult to assess the learner's success**. You must rely on the judgments of others or infer performance from some produced product.

2. It **takes a lot of time** to properly develop, organize and manage effective cocurricular activities. You have to: (a) enlist the cooperation, and possibly the support, of a sponsor, (b) assist in developing a plan for what clients will do, (c) monitor the process, and (d) help evaluate the learning.

3. To take best advantage of this approach, the **learner must be self-directed**. If the learner is dependent on others, the time necessary to manage the activity increases.

Learning-Interest Centers

Learning-interest centers are identifiable places in the school or agency **where materials and personnel are housed** to provide specific information and services. For example, a career resource center provides information and help for clients who want to explore careers. A reading center provides assistance to individuals who have reading problems or concerns. A resource center sometimes is established to provide special assistance for special education students and staff. There are many other types of centers which provide specialized help for users. In this module, we will use the career resource center as our prime example of a learning-interest center. For additional information on career resource centers see module CG C-5 *Coordinate Career Resource Centers*.

The **advantages** of a learning-interest (career resource) center follow:

1. The center helps the clients to easily **identify a source of help** once they have determined specific needs

2. Usually centers are **staffed** with people to help with the questions and concerns of users.

3. Since the resources and services are **focused on one general** area, the center helps users not only identify the resource but also **use** it to solve their problems or concerns.

4. As opposed to a class or other required activity, most **users come** to the center **on their own** or on someone's recommendation. Thus, they are more likely to be motivated to use the center than if they were going to a required class.

5. The career resource center can help **support other curriculum areas**, e.g., assist users in identifying careers related to social science. Since it can help the instructors, it is hoped that they will feel a part of the center, refer more clients to the center, and use center materials and services.

The **disadvantages** of learning-interest (career resource) centers include the following.

1. It **costs "new" money** to organize equipment and staff a beginning career resource center. If the center is not very successful, it may be among the first to go when budget cuts are made.

2. You need to be very careful that you are **sure** the type of center you want to establish will in fact **meet client needs**. The best organized and well-stocked career resource center will not be used unless clients have a bonafide need in that area.

3. Unless the center is well established, you need to use a **variety of strategies** to get individuals to use the center.

4. Materials need to be constantly **updated**.

5. If space in a building is scarce, it may be difficult to obtain an **adequate area** for a center.

Self-Instruction

Self-instruction **relies on individuals to provide their own direction** for learning. It uses paper and pencil or computer-based learning programs which provide immediate feedback on an individual's performance. For instance, a learner may answer a series of questions on decision making after reading a related text. The answer key provides the correct answers and some possible additional readings for any missed questions. Some self-instructional programs request the learner to answer missed questions a second time. On a computer, a higher level of interchange is possible between the learner and the program. The learner can be asked to answer questions, compare information, work problems, and so forth. Although the instructors may check for progress or problems at certain intervals, the responsibility for learning is on the learner.

The **advantages** of this approach are the following.

1. It is **very flexible**. The learner usually can complete the program at any time.

2. The learning program can be selected to **meet each user's specific needs**, and can cover a large range of difficulty. Theoretically, materials or programs can be developed for any area.

3. It provides **immediate feedback** on the client's performance which allows for immediate learning and redirection.

4. After initial development of the program or material, it is a very **cost-efficient** instructional method.

The **disadvantages** of self-instruction include the following.

1 Depending on the number of potential users, the **initial development costs can be very high**

2 Many self-instructional materials **can become boring**. Efforts must be made to change the pace and focus of the materials to keep the learner's interest. The computer can keep interest much easier than other materials because it can "talk" to the learner.

3. There is very **little or no opportunity to discuss ideas** or what you have learned. To some extent, the computer can answer predetermined questions or concerns, but in most cases that is limited.

4. All of the **responsibility for learning rests with individuals**. Although their progress can be monitored, the learners still must decide to read the material or "get on" the computer. It requires individual self-discipline and a minimal level of independence.

5. If a **computer** is used, some **scheduling problems** may arise.

Individual Contracting and Internships

In contracting or structuring internships, the instructor works out an **agreement with the learner** that specifies the learning objectives, the tasks that will be completed, the criteria that will be used for evaluation, who else will be involved, and the length of the time for the activity. Usually such agreements are at least partially completed outside the school or agency building. For example, a counselor and learner agree that the learner will spend two hours two days a week working at a law office. The learner agrees to complete certain tasks that provide one with knowledge about law careers. The agreement specifies what the learner, the law office, and the counselor will do to complete the internship. Usually the learner will report to the instructor or sponsor on periodic intervals. Many times a report or product may be required at the end of the experience.

The **advantages** of this learning strategy are the following.

1. It is **flexible**. It can be scheduled at different times and many tasks may be carried out at any time.

2. It **meets individual needs**. The experience can be designed to meet almost any kind of learner need.

3. It can provide **immediate feedback** on the learner's performance. If desired, discussions can be scheduled with either the instructor or sponsor whenever a concern or problem arises.

4. It **uses community resources**. These resources can be in the form of a person (e.g., the lawyer), a place (e.g., the law library), or an event (e.g., a trial).

The **disadvantages** of the approach include the following.

1. It is **time consuming** to set up and supervise.
2. Sometimes it is **difficult to obtain community resource people**.
3. It requires a **high level of responsibility** and independence on the part of the learner.
4. The instructor has very **little control** over the learning process.

Selling Your Product

Competency 5 [illegible]

As a leader in the career guidance program, you must see that staff becomes acquainted with the strategies and techniques of incorporating career guidance activities into their curriculum. You will **orient and assist staff** in their efforts to design, implement, and revise career guidance programs. One of the most effective ways to do this is to implement a staff development program.

Planning of a staff development program is briefly discussed in this section. For further information use module CG B-4 *Conduct Staff Development Activities*. The best staff inservice programs are the ones in which the staff has had input on the program's goals and objectives. If staff members feel a part of a program from the beginning they are more willing to implement it and initiate activities.

A big consideration is the amount of time the inservice will take. The time allotment depends on the goals and objectives of the inservice program. Can the material be covered in one day? Five days? There must be enough time to present skills, hold small group practice sessions, respond to questions, and develop plans for using newly acquired skills.

How much time does staff have? Can writing time be paid for if you ask them to develop infusion activities or adapt units? There needs to be a **variety of incentives** to get staff involved. If inservice is held during working hours, staff must be released from regular duties. Vacation time or weekend workshops may require payment of stipends. Sometimes it is possible to get a local university to provide credit for workshop and guidance curriculum development experiences. Your development committee should decide what is best for your situation.

After the staff members have become acquainted with the concept of career guidance, they will still need your constant support to get the program underway. Many will not appear to accept the concept readily. What can you do?

- Show them how effective career guidance activities can be by arranging for them to **observe career guidance lessons** taught by their peers.
- Provide them with a **day away from the building** to visit and speak with employers in the community. Employers can become spokespersons for career guidance impressing on individuals the need for an ongoing program.
- Offer to **teach some career guidance lessons** in their classrooms. Ask them to stay in the room and assist with small groups. The enthusiasm generated by the learners should be catching!
- Set up a **field trip** for learners to a business or industry located in the community. Ask

the instructor to assist you in the preparation for the trip.

- Arrange for **guest speakers** to present their occupations. Be sure the occupations relate to the staff person's curriculum area.

- Publish a **monthly newsletter** where you highlight different career guidance activities. In your article quote some of the learners' reactions to activities.

- Provide **one-page career guidance activity lessons** to instructors on a regular basis.

- Form a **career guidance curriculum committee** and obtain release time for staff members who are writing units.

- Give **recognition** to hard-working staff either in building newsletter or broader communication pieces.

These are but a few of the ways to increase commitment on the part of staff. Develop some of your own and pass them on.

Learning Experience 1

Describing How Theory Can Be Implemented

OVERVIEW

COMPETENCY	Describe how career development and choice theory underlying the career guidance program can be implemented within a total guidance curriculum.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Discriminate among four career development areas.
INDIVIDUAL ACTIVITY	Examine sample career development outcome statements and classify them according to four career development areas.
INDIVIDUAL FEEDBACK	Compare your career development classification sheet with the key.
GROUP LEARNING OBJECTIVE	Rank sample career development outcomes for your setting, both individually and as a member of a group.
GROUP ACTIVITY	Complete an individual ranking of career development outcomes for your small group and then complete a ranking which reflects a group consensus.

INDIVIDUAL ACTIVITY

Examine sample career development outcome statements and classify them according to four career development areas.

Prior to starting this activity, read Competency 1 on page 7. Complete the Career Development Classification Sheet below. Through this activity you will learn to discriminate among the following four career development areas--self-awareness; career awareness; decision making; and planning and placement.

Career Development Classification Sheet

Directions: Please read each of the career development outcome statements listed below and by comparing them to the statements in the text indicate to which category you feel it belongs (circle your choice).

SA Self-Awareness
CA Career Awareness
DM Decision Making
P/P Planning and Placement

1. Individuals will know definitions of terms such as values, interests, abilities, and skills.	SA	CA	DM	P/P
2. Given descriptions of people's goals, along with information on their experiences, interests, and abilities, individuals will recognize appropriate learning experiences including education and training activities for those people.	SA	CA	DM	P/P
3. Individuals will recognize characteristics of the decision-making process.	SA	CA	DM	P/P
4. Individuals will plan personal programs to achieve identified goals in one or more of the four life role areas.	SA	CA	DM	P/P
5 Individuals will identify information and skills necessary to gain further education, training, and employment related to identified career goals.	SA	CA	DM	P/P
6 Individuals will identify situations and events in their four life roles that will involve making decisions.	SA	CA	DM	P/P
7 Individuals will recognize what factors (setting, occupation, peers, ages, government policies) influence citizen roles.	SA	CA	DM	P/P
8 Individuals will recognize that people possess unique combinations of such characteristics as values, interests, abilities, and skills.	SA	CA	DM	P/P

9. Individuals will recognize examples of the effect of people's experiences (home, school, and community) on their intellectual, physical, social, and emotional characteristics. SA CA DM P/P

10. Individuals will recognize that stereotypes (e.g., sex role and occupational stereotypes) exist and that they can influence life role options. SA CA DM P/P

11. Given descriptions of people, individuals will be able to identify and evaluate family, occupational, citizenship, and/or leisure options for those people. SA CA DM P/P

12. Individuals will recognize how what one learns in school now can be applied to achieving life goals both now and in the future. SA CA DM P/P

13. Individuals will recognize that change in self-concepts can be the result of exploratory experiences, learning, physical growth, and/or maturation. SA CA DM P/P

14. Individuals will identify experiences that they have had and would like to have to promote self-development. SA CA DM P/P

15. Individuals will recognize that numerous educational and training choices will be available in the secondary school and in postsecondary institutions and agencies. SA CA DM P/P

16. Individuals will demonstrate understanding of the relationship between various educational and training choices and life goals SA CA DM P/P

17. Individuals will identify levels of training required for various occupations. SA CA DM P/P

18. Individuals will identify factors affecting job success in addition to job performance (responsibility, interpersonal relations, appearance, etc.). SA CA DM P/P

19. Individuals will recognize the interdependence of occupations. SA CA DM P/P

20. Given an occupational setting, individuals will identify the similarities and differences among jobs in the setting in terms of kind of work, education required, income, training, entry requirements, work conditions, and other factors. SA CA DM P/P

21. Given life role situations, individuals can identify personal characteristics and interpersonal skills that are appropriate to these roles. SA CA DM P/P

22. Individuals will identify examples of interpersonal skills such as listening, attending, responding, and initiating skills. SA CA DM P/P

23. Individuals will assess progress and redesign life goals in the four life role areas. SA CA DM P/P

24 Individuals will demonstrate initial career investigation by indicating awareness of a number of occupations. SA CA DM P/P

25 Individuals will identify and give examples of how they can use sources of occupational information. SA CA DM P/P

26. Individuals will utilize interpersonal skills in current life situations in the four life role areas. SA CA DM P/P

27. Individuals will explain and give examples of how leisure activities can provide entertainment, opportunities for self-expressions, and opportunities for personal development or learning. SA CA DM P/P

28. Individuals will describe the influences on their present family role (setting, occupations, peers, age, government policies). SA CA DM P/P

29. Individuals will recognize and understand the variety of family structures. SA CA DM P/P

30. Individuals will recognize that geographic mobility can influence one's life role options. SA CA DM P/P

31. Individuals will be able to discuss how their life roles differ from those of an adult. SA CA DM P/P

Number Correctly Classified [ ]

INDIVIDUAL FEEDBACK

Compare your [illegible] the key.

Using the master classification sheet that appears below, determine the number of statements you classified correctly and record that number in the space provided at the bottom of your sheet.

Master Career Development Classification Sheet

Directions: Please read each of the career development outcome statements listed below and by comparing them to the statements in the text indicate to which category you feel it belongs (circle your choice).

SA Self-Awareness
CA Career Awareness
DM Decision Making
P/P Planning and Placement

1. Individuals will know definitions of terms such as values, interests, abilities, and skills.	SA **(CA)** DM P/P
2 Given descriptions of people's goals, along with information on their experiences, interests, and abilities, individuals will recognize appropriate learning experiences including education and training activities for those people.	**(SA)** CA DM P/P
3. Individuals will recognize characteristics of the decision-making process.	SA CA **(DM)** P/P
4 Individuals will plan personal programs to achieve identified goals in one or more of the four life role areas.	SA CA DM **(P/P)**
5 Individuals will identify information and skills necessary to gain further education, training, and employment related to identified career goals.	SA CA DM **(P/P)**
6. Individuals will identify situations and events in their four life roles that will involve making decisions.	SA CA **(DM)** P/P
7 Individuals will recognize what factors (setting, occupation, peers, ages, government policies) influence citizen roles.	SA **(CA)** DM P/P
8 Individuals will recognize that people possess unique combinations of such characteristics as values, interests, abilities, and skills	**(SA)** CA DM P/P
9 Individuals will recognize examples of the effect of people's experiences (home, school, and community) on their intellectual, physical, social, and emotional characteristics.	**(SA)** CA DM P/P

10. Individuals will recognize that stereotypes (e.g., sex role and occupational stereotypes) exist and that they can influence life role options. SA (CA) DM P/P

11. Given descriptions of people, individuals will be able to identify and evaluate family, occupational, citizenship, and/or leisure options for those people. SA CA (DM) P/P

12. Individuals will recognize how what one learns in school now can be applied to achieving life goals both now and in the future. SA CA DM (P/P)

13. Individuals will recognize that change in self-concepts can be the result of exploratory experiences, learning, physical growth, and/or maturation. (SA) CA DM P/P

14. Individuals will identify experiences that they have had and would like to have to promote self-development. (SA) CA DM P/P

15. Individuals will recognize that numerous educational and training choices will be available in the secondary school and in postsecondary institutions and agencies. SA (CA) DM P/P

16. Individuals will demonstrate understanding of the relationship between various educational and training choices and life goals. SA (CA) DM P/P

17. Individuals will identify levels of training required for various occupations. SA (CA) DM P/P

18. Individuals will identify factors affecting job success in addition to job performance (responsibility, interpersonal relations, appearance, etc.). SA CA DM (P/P)

19. Individuals will recognize the interdependence of occupations. SA (CA) DM P/P

20. Given an occupational setting, individuals will identify the similarities and differences among jobs in the setting in terms of kind of work, education required, income, training, entry requirements, work conditions, and other factors. SA (CA) DM P/P

21. Given life role situations, individuals can identify personal characteristics and interpersonal skills that are appropriate to these roles. (SA) CA DM P/P

22. Individuals will identify examples of interpersonal skills such as listening, attending, responding, and initiating skills. (SA) CA DM P/P

23 Individuals will assess progress and redesign life goals in the four life role areas. SA CA DM (P/P)

24 Individuals will demonstrate initial career investigation by indicating awareness of a number of occupations. SA (CA) DM P/P

25 Individuals will identify and give examples of how they can use sources of occupational information. SA (CA) DM P/P

26. Individuals will utilize interpersonal skills in current life situations in the four life role areas. (SA) CA DM P/P

27. Individuals will explain and give examples of how leisure activities can provide entertainment, opportunities for self-expressions, and opportunities for personal development or learning. SA (CA) DM P/P

28. Individuals will describe the influences on their present family role (setting, occupations, peers, age, government policies). SA (CA) DM P/P

29. Individuals will recognize and understand the variety of family structures. SA (CA) DM P/P

30. Individuals will recognize that geographic mobility can influence one's life role options. SA (CA) DM P/P

31. Individuals will be able to discuss how their life roles differ from those of an adult. SA (CA) DM P/P

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

Facilitator's Outline	Notes
A. Set Up Activity	
1. Explain to participants that they will be ranking various career development outcomes.	
2. Have participants read Competency 1 on page 7, or present the information using a lecture format.	
3. Divide the group into small groups of approximately five persons each.	If group members are from the same work setting or school district, you could group them by work setting.
B. Ranking of Outcomes	
1. Direct each individual participant to complete the handout Career Development Outcome Assessment (ranking scale) that appears on page 31.	

Facilitator's Outline	Notes
2. Ask eacn group to determine the five top-ranked career development outcomes for their group. This can easily be done by calculating the total of all the individual rankings (example: 3+4+2+5+3=15) and circling the items which have the highest score. In case of ties at the fifth-ranked item, go on to the sixth, seventh, etc., ranked items until you have included all the ties.	
3. Convene the total group together.	
4. Use the same method you used in the group activity to determine the top-ranked items for the total workshop group. Use each small groups top five items, not the total list.	
5. When all small groups have reported, total the scores for all items and circle the top five items for the total group. Settle ties the same way as you did during the group activity.	Have all 31 career development outcomes on a flipchart or transparency and record the small group scores next to the item as they are reported.
C. Summary	
1. Have the group verbally classify all top-ranked items into the four career development areas. See the Master Career Development Classification Sheet in the Individual Activity for the key.	
2. Remind all participants that they can use the ranking procedures to either create a career development awareness or a career development needs assessment in their own settings.	

Career Development Outcome Assessment

Directions: Please read each of the career development outcome statements listed below and rate the importance of each statement. Use the scale on the right of the statement for the rating. The code for the rating is below.

Not Important = 1
Little Importance = 2
Somewhat Important = 3
Important = 4
Very Important = 5

1. Individuals will know definitions of terms such as values, interests, abilities, and skills.	1	2	3	4	5
2. Given descriptions of people's goals, along with information on their experiences, interests, and abilities, individuals will recognize appropriate learning experiences including education and training activities for those people.	1	2	3	4	5
3. Individuals will recognize characteristics of the decision-making process.	1	2	3	4	5
4 Individuals will plan personal programs to achieve identified goals in one or more of the four life role areas.	1	2	3	4	5
5. Individuals will identify information and skills necessary to gain further education, training, and employment related to identified career goals.	1	2	3	4	5
6. Individuals will identify situations and events in their four life roles that will involve making decisions.	1	2	3	4	5
7. Individuals will recognize what factors (setting, occupation, peers, ages, government policies) influence citizen roles.	1	2	3	4	5
8. Individuals will recognize that people possess unique combinations of such characteristics as values, interests, abilities, and skills.	1	2	3	4	5
9. Individuals will recognize examples of the effect of people's experiences (home, school, and community) on their intellectual, physical, social, and emotional characteristics.	1	2	3	4	5
10 Individuals will recognize that stereotypes (e.g., sex role and occupational stereotypes) exist and that they can influence life role options.	1	2	3	4	5
11 Given descriptions of people, individuals will be able to identify and evaluate family, occupational, citizenship, and/or leisure options for those people.	1	2	3	4	5

12. Individuals will recognize how what one learns in school now can be applied to achieving life goals both now and in the future.	1	2	3	4	5
13. Individuals will recognize that change in self-concepts can be the result of exploratory experiences, learning, physical growth, and/or maturation.	1	2	3	4	5
14. Individuals will identify experiences that they have had and would like to have to promote self-development.	1	2	3	4	5
15. Individuals will recognize that numerous educational and training choices will be available in the secondary school and in postsecondary institutions and agencies.	1	2	3	4	5
16. Individuals will demonstrate understanding of the relationship between various educational and training choices and life goals.	1	2	3	4	5
17. Individuals will identify levels of training required for various occupations.	1	2	3	4	5
18. Individuals will identify factors affecting job success in addition to job performance (responsibility, interpersonal relations, appearance, etc.).	1	2	3	4	5
19. Individuals will recognize the interdependence of occupations.	1	2	3	4	5
20. Given an occupational setting, individuals will identify the similarities and differences among jobs in the setting in terms of kind of work, education required, income, training, entry requirements, work conditions, and other factors.	1	2	3	4	5
21. Given life role situations, individuals can identify personal characteristics and interpersonal skills that are appropriate to tnese roles.	1	2	3	4	5
22. Individuals will identify examples of interpersonal skills such as listening, attending, responding, and initiating skills.	1	2	3	4	5
23. Individuals will assess progress and redesign life goals in the four life role areas.	1	2	3	4	5
24 Individuals will demonstrate initial career investigation by indicating awareness of a number of occupations.	1	2	3	4	5
25. Individuals will identify and give examples of how they can use sources of occupational information.	1	2	3	4	5
26. Individuals will utilize interpersonal skills in current life situations in the four life role areas.	1	2	3	4	5
27. Individuals will explain and give examples of how leisure activities can provide entertainment, opportunities for self-expressions, and opportunities for personal development or learning.	1	2	3	4	5
28 Individuals will describe the influences on their present family role (setting, occupations, peers, age, government policies).	1	2	3	4	5

29. Individuals will recognize and understand the variety of family structures.	1	2	3	4	5
30. Individuals will recognize that geographic mobility can influence one's life role options.	1	2	3	4	5
31 Individuals will be able to discuss how their life roles differ from those of an adult.	1	2	3	4	5

NOTES

Learning Experience 2

Adopting, Adapting, and Developing Materials

OVERVIEW

COMPETENCY	Obtain, either by adopting, adapting, or developing, career guidance curriculum materials that include goals, objectives, instructional content, learning activities, and assessment measures.
READING	Read Competency 2 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Discriminate among adopting, adapting, [illegible] rials and decide which approach is best [illegible]
INDIVIDUAL ACTIVITY	Read short descriptions of material use and [illegible] the three ways of using career guidance curriculum materials.
INDIVIDUAL FEEDBACK	Compare your answers with the ones provided.
GROUP LEARNING OBJECTIVE	Examine sample curriculum materials and determine the extent to which they include essential components of adequate curriculum materials.
GROUP ACTIVITY	Evaluate sample curriculum materials to determine whether or not they meet essential and adequate characteristics of curriculum materials in a team of two or three people.

INDIVIDUAL ACTIVITY

Read short descriptions of material use and match them with the three ways of using career guidance curriculum materials.

Before starting this activity, read Competency 2 on page 9. Read the three descriptions below and determine which approach was used.

A. Ken was in charge of the career education program at his high school and was given the responsibility of coming up with a career guidance course for ninth and tenth graders. In the summer, he analyzed a student needs assessment that had been conducted the prior year and identified the top five student needs in career development, which he translated to five goal statements. He then obtained several examples of career guidance curriculum materials from the regional career education office. After examining them all, Ken decided that he could use parts of most of the materials to come up with the career guidance course materials. Some parts had to be modified to meet the needs of special needs students. The process Ken used to come up with the career guidance curriculum was _____.

B. Barbara worked at the local employment service office. Her boss wanted her to design a series of seminars to help displaced homemakers enter or re-enter the labor force. The unique problems of this group had been well-documented by office records and past studies. It was easy for Barbara to identify the major goals for the seminar. However, when she evaluated several curriculum resources on employability skills she found that none of them were appropriate for the special population to be served. Consequently, she had to write content, learning activities, and assessment procedures for each of her major goals. Barbara used the process of _____.

C. Sue was a counselor who worked with disadvantaged students in a special summer youth program funded by JTPA. She was given the responsibility of designing the career exploration portion of the summer program. The goals were obtained from the original proposal, but the career exploration curriculum needed a lot of work. She visited with several other summer youth program directors and found that the career exploration materials used by one of them met her needs with only minor revisions. The approach she used was _____.

INDIVIDUAL FEEDBACK

Compare your answers with the ones provided.

The key for the preceding activity is:

A. Adaption

B. Development

C. Adoption

GROUP ACTIVITY

[illegible]

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

Facilitator's Outline	Notes
A. Introduce Activity	
1. Explain to the group that they will be evaluating a few pages of sample curriculum materials.	
2. Have participants read Competency 2 on page 9 or present the information in lecture form.	
B. Examining Curriculum	
1. Divide the participants into small groups of two or three individuals each. People from similiar work settings should be in the same group.	
2 Provide each small group with a sample of career guidance curriculum material.	Handout 1, "Teacher/Guidance Personnel Guide for Career Exploration Cruisemate" may be used or other sample curriculum could be provided participants.

Facilitator's Outline	Notes
3. Instruct each small group to examine (as a team) their sample material and complete Handout 2, "Career Guidance Material Checklist."	
4. Have each small group report back to the larger group, giving the results of their analysis and how they might use the material.	
C. Summary/Feedback	
1. Point out the similarities and differences between analyses of the same material resources. This will help participants develop better discrimination skills for evaluating materials.	
2. If possible, prepare a master checklist for the sample material(s) examined. After the feedback session, give the master checklist to each small group and have them compare it to their answers for the same material.	Handout 3 is a completed checklist for the materials in Handout 1.
3. Ask group members to provide reasons if their answers differ and they believe they are correct.	

Handout 1

Teacher/Guidance Personnel Guide for Career Exploration Cruisemate by Career Exploration Project, Wayne County Intermediate School District (Michigan)

(Note this document does not contain student materials for Career Exploration Cruisemate.)

Step 1

Objective:

To inform students of the purpose of the Career Exploration Cruisemate.

Strategy:

The instructor will make a statement (see sample below) to the class focusing on the purpose of the Career Exploration Cruisemate. The instructor will also explain how it will be used in his/her class, for example, time span, grading procedure, etc.

Have students read the introductory pages (5 minutes). The instructor may want to obtain feedback from the class after his/her introduction, or he/she may choose to move right into the second step.

Sample Statement: We will be using this Career Exploration Cruisemate to help us look at some of our everyday experiences in a new way. This new way of looking at our experiences will help us see how we can use what we do not to help plan for what we want to do as a life career.

Step 2 (25 minutes)

Objectives:

For students to understand the terminology used in Cruisemate.

For students to understand that they can make a better career choice by planning for it in a knowledgeable manner.

Strategies:

Have students read definitions as a group or individually. The instructor will then give the students an opportunity to express their understanding of the new vocabulary. This may be done in a discussion led by the instructor. The following are examples of the kinds of questions that will reveal a student's understanding. How does this definition of, for example, "career" differ from your understanding of the word? Can you define this word in another way? How does, for example, "Career Awareness" differ from, for example, "Career Exploration"?

After the discussion of definitions is complete, the instructor will ask the students to share any new ways they have of thinking about planning for a career. This may be done orally or in written paragraph.

Before moving on, the instructor will summarize the ideas generated thus far, stressing basic concepts of career exploration; for example, a career should be the result of planning which involves self awareness, information seeking skills and decision making skills.

Step 3 (2 minutes)

Objective:

For students to understand the nature of the experiences they will log and the varied methods of reporting.

Strategy:

Ask students if they have any questions regarding the information. Show samples of materials that may be included in the notebook, for example, magazine pictures that tell a story, a poem, a list of titles of related books the student has read as well as the usual narrative accounts.

Step 4 (1 minute)

Objective:

To introduce students to Kreigie.

Strategy:

Point out Kreigie to the students, and explain that he is a cartoon character who will guide them through the Cruisemate and share the experiences he had using it with them.

Step 5 (15 minutes)

Objective:

For students to grasp the seven major skill and experience areas in career exploration.

Strategies:

If students are reading aloud, the instructor should ask for related examples or experiences after each paragraph is read.

If students are reading silently, the instructor should tell them to think of examples in each skill area (stepping stones) and be prepared to share examples from at least one of the areas.

Step 6 (15 minutes)

Objective:

For students to understand that a life experience may contain one or more of the skill areas (stepping stones).

Strategies:

To emphasize point 15 on page 11, give students an example of an experience they have had as a class and show how it's related to one or more of the stepping stones.

For further emphasis ask students to share experiences they have had and relate them to the stepping stones.

After students relate their experiences, point out how the stepping stones recur and how they appear in random order.

Step 7 (25 minutes)

Objective:

For students to understand the nature of the checkpoints and their relationship to the stepping stones.

Strategies:

The instructor will introduce the checkpoints with a brief explanation of them. The instructor may explain that under each of the stepping stones are certain skills and experiences that will help the student reach the stepping stones. She/he will explain that when a person has acquired each of these skills or becomes more proficient in them, he/she then has mastered one of the seven major skill areas needed to make a wise career choice.

The instructor will then tell the students to read the first major area and the skills and experiences listed under it. He/she will tell them that a discussion will follow. The same procedure will be followed for each of the succeeding categories.

The following list contains general questions that can be used with all stepping stones and specific questions related to a given category. The instructor may use these or questions he/she devises to foster discussion.

General Questions

Why do these skills belong under this stepping stone?
Why are these skills (or a specific skill) important in planning or preparing for a career?
Are there some people who seem to have more of these skills than other people? Why or why not?
How do people acquire these skills or experiences, or a given skill or experience (name one)?
After looking at each of these skills, do you feel you have a better understanding of the stepping stone (name it)?
Please explain.

Specific Questions

Developing Yourself

How do abilities differ from interests?
How can you find out about your abilities?
Is making friends a skill?

Seeking Information

Why are these checkpoints important in planning and preparing for a career? Do you know how to find this kind of information, or will you need help?

NOTE. "Financing" and "vocational" are words with which your students may have trouble and require your help.

Participating in Life Roles

What is leisure time?
How are these skills related to career exploration?

NOTE: The instructor will want to emphasize that there are four life roles, and that the sum of what a person does in these four roles is what constitutes his/her career.

Experiencing Careers

How can working at a part-time job help you plan or prepare for a future career?
What is a vocational program?

Traveling the Path to Employment

Does a person really have to learn how to get a job?

Making Decisions

What is the difference between a vocational school and a college?
What does making decisions have to do with choosing a career?

NOTE: Many colleges, in particular community colleges, also offer vocational programs.

Setting Goals and Carrying Them Out

Will your choice of a career be influenced by the courses you took in high school?
Is your choice of courses in high school influenced by a career goal that you have set?

Step 8 (15 minutes)

Objectives:

For students to learn what supplies will be necessary.

For students to understand the nature and use of the notebook they will be instructed to obtain.

For students to become familiar with Career Dividers.

Strategies:

Have students read pp. 15, 16, 17, 18, and 19. Ask students to obtain an 8-1/2" x 11" notebook or a looseleaf binder.

NOTE: A notebook will necessitate some gluing at times, and a binder will require access to a hole puncher.

Explain what is meant by collage.
If possible, show a sample of a notebook that has already been prepared, stressing the variety of methods of recording that can be used, for example, pictures, poems, etc.

Present the Career Dividers to the class, and ask the students if they have any questions about their use.

NOTE A Career Divider is the page with a Skill-A-Lyzer on one side and the Experience Log on the other The Career Dividers are packaged with the student booklets.

Have students cut off the three grade levels listed to the side of the Skill-A-Lyzer, leaving the grade level in which they are currently enrolled. This then serves as a divider for their journal.

Step 9 (10 minutes)

Objectives:

For students to understand the use of the Skill-A-Lyzer.

For teachers to understand the potential use of the information contained on the Skill-A-Lyzer.

Strategies:

Have the students read page 21, then have the students look at their Skill-A-Lyzer. Point out that the items listed are some of the checkpoints that they read about earlier. Explain that the column labeled Career Journal Page References is to be used to record the page number of the journal on which they recorded an experience related to that particular skill. Explain that students will be responsible for numbering the pages of their journal.

Have the students read the examples provided. Then illustrate the example, using the Skill-A-Lyzer.

Have students read the explanation of the key on page 22, and then explain how they will use it.

NOTE: It is recommended that students rate themselves before they begin experiences and after they have had a chance to record some experiences. The instructor may choose to make extra copies of the Skill-A-Lyzer for students to rate themselves on a regular basis, for example, once a month.

Strategies:

Teachers can assist students by using the data on the Skill-A-Lyzer. The suggestions below are merely a few of the possible uses. Instructors should feel free to use the information collected in any way that will assist the students.

The information contained on the Skill-A-Lyzer can be used to determine students' individual needs; for example, a student with L (Lost, need help) for "Understanding my abilities and aptitudes" may not know about services available from the counseling department or may be afraid to seek a counselor's help.

The data collected can be used to determine the needs of the entire class, for example, if a majority of students rate themselves L (Lost, need help) for "Understanding my abilities and aptitudes"; there may be a general lack of knowledge about the counseling services available.

The data could be used to plan activities for the student; for example, a student who is unaware of the counseling services might need an explanation of these services from the instructor and the instructor's help in making an appointment.

The data could be used to plan activities for the entire class, for example, if a class is unaware of counseling services the instructor could invite the counselor to give an explanation of guidance services to the class and explain the procedure for making appointments. More extensive planning could include having small group counseling sessions to interpret test data for students.

Keep a chart in the classroom and record individual student's mastery of the skills and experiences. Perhaps, a method of certifying students could be established.

Step 10 (15 minutes)

Objective:

For students to understand the use of the Experience is recorded under the Life Role in which it occurred.

NOTE: The word "Voila" p. 26 may be unfamiliar to students; therefore, the instructor should explain its foreign origin and meaning.

Step 11 (5-10 minutes)

Objective:

For students to clarify any problems or concerns they have with the Cruisemate.

Strategy:

Ask students if they have any questions regarding the use of the Cruisemate, and respond to any difficulties or concerns they may have.

Step 12

Objective:

For the instructor to evaluate student progress and obtain feedback.

Strategy:

A form has been included in the student's copy of the Career Exploration Cruisemate to enable the student to evaluate it. Have students complete the form after they have had sufficient time to record a number of experiences and evaluate their personal growth.

Instructors may also obtain feedback on an informal basis by observing the students' interest as they use Cruisemate within the classroom setting and asking for their opinion at regular intervals.

Maintain a record of each student's experiences listed on the Skill-A-Lyzer. Perhaps, a system of certifying students in the Skills and Experiences could be established; for example, a chart could be set up in the classroom with appropriate decals used to show student mastery of the skill.

The instructor may choose to design a test to assess the student's awareness and mastery of skills and to assess further needs.

Step 13 (15 minutes)

Objective:

For the instructor to evaluate the effectiveness of the Career Exploration Cruisemate in helping students understand Career Exploration.

Please complete the brief evaluation form to determine the usefulness of the Career Exploration Cruisemate to students in your class.

The percentage of students who were enthusiastic about using Cruisemate was:

1. 0-25%
2. 26- 50%
3. 51-75%
4. 76-100%

The percentage of students achieving an improved rating on 75% of the Skills and Experiences listed on the Skill-A-Lyzer after using Cruisemate for six weeks was:

1. 0-25%
2. 26- 50%
3. 51-75%
4. 76-100%

Students in my class prefer to use Cruisemate

a. In a class setting
b. Independently

The percentage of students finding Cruisemate easy to understand and use was:

1. 0-25%
2. 26- 50%
3. 51-75%
4. 76-100%

The percentage of students planning to use Cruisemate in the future was:

1. 0-25%
2. 26- 50%
3. 51-75%
4. 76-100%

The percentage of students finding the Skill-A-Lyzer rating system helpful was:

1. 0-25%
2. 26- 50%
3. 51-75%
4. 76-100%

Step 14 (30 minutes)

Objective:

To provide evaluation information to material developers.

NOTES

Handout 2

Career Guidance Material Checklist

The following checklist should be used as a tool while building an instructional unit and evaluating it as a finished product.

Name of material _____

1. It has a life role focus and addresses at least one of these? Which one? Yes ___ No ___
   ___ Occupational ___ Citizen
   ___ Leisure ___ Family
2. It specifically references career development outcomes stated in the unit/module. Yes ___ No ___
3. It provided for student participation either through "hands-on" and/or simulation using community input or contact. Yes ___ No ___
4. It makes use of occupational information, community support services, career guidance, and placement services (uses the counselor in planning and delivery). Yes ___ No ___
5. There is a realistic use of time. Yes ___ No ___
6. Resources are used realistically (use obtainable resources in appropriate quantity and type; use community resources; and suggest alternative approaches, if possible). Yes ___ No ___
7. It is developed sequentially (use step-by-step approach leading to specified skill, appreciation or knowledge outcome). Yes ___ No ___
8. It uses a simple and clear writing style. Yes ___ No ___
9. It defines technical terms. Yes ___ No ___
10. It uses a variety of learning activities. Yes ___ No ___
11. It provides for student feedback. Yes ___ No ___
12. It includes activities with a clear delivery statement. Yes ___ No ___
13. It has detailed teaching strategies, student tasks, and resources. Yes ___ No ___
14. It includes clearly stated evaluation criteria as well as a measurement/evaluation device(s). Yes ___ No ___
15. The material is free of sex stereotyping. Yes ___ No ___
16. The material is free of racial stereotyping. Yes ___ No ___
17. Would you use or adapt this unit? Yes ___ No ___
18. If No, what changes would make it acceptable? Yes ___ No ___

_____

_____

_____

NOTES

Handout 3

Career Guidance Material Checklist

The following checklist should be used as a tool while building an instructional unit and evaluating it as a finished product.

Name of material Teacher/Guidance Personnel Guide for Career Exploration Cruisemate

1. It has a life role focus and addresses at least one of these? Which one? Yes X No ___
   - X Occupational
   - ___ Leisure
   - ___ Citizen
   - ___ Family
2. It specifically references career development outcomes stated in the unit/module. Yes X No ___
3. It provided for student participation either through "hands-on" and/or simulation using community input or contact. Yes X No ___
4. It makes use of occupational information, community support services, career guidance, and placement services (uses the counselor in planning and delivery). Yes X No ___
5. There is a realistic use of time. Yes X No ___
6. Resources are used realistically (use obtainable resources in appropriate quantity and type; use community resources; and suggest alternative approaches, if possible). Yes X No ___
7. It is developed sequentially (use step-by-step approach leading to specified skill, appreciation or knowledge outcome). Yes X No ___
8. It uses a simple and clear writing style. Yes X No ___
9. It defines technical terms. Yes X No ___
10. It uses a variety of learning activities. Yes X No ___
11. It provides for student feedback. Yes X No ___
12. It includes activities with a clear delivery statement. Yes X No ___
13. It has detailed teaching strategies, student tasks, and resources. Yes X No ___
14. It includes clearly stated evaluation criteria as well as a measurement/evaluation device(s). Yes X No ___
15. The material is free of sex stereotyping. Yes X No ___
16. The material is free of racial stereotyping. Yes X No ___
17. Would you use or adapt this unit? Yes X No ___
18. If No, what changes would make it acceptable? Yes X No ___

Note - The complete set of materials reflects above answers.

NOTES

Learning Experience 3

Infusion vs. Unit Approach

OVERVIEW

COMPETENCY	Describe the advantages and disadvantages of the infusion approach (linking guidance concepts and activities to subject matter in existing program), or a combination of the two, and select the appropriate approach(es) for your program.
READING	Read Competency 3 on page 18.
INDIVIDUAL LEARNING OBJECTIVE	Outline the steps for infusing a career guidance unit.
INDIVIDUAL ACTIVITY	Examine your own curriculum for appropriate career guidance and begin to develop a career guidance infusion activity.
INDIVIDUAL FEEDBACK	Compare your career guidance infusion activity with the sample.
GROUP LEARNING OBJECTIVE	Determine whether the infusion or unit approach is most appropriate for your setting.
GROUP ACTIVITY	Debate the pros and cons of the infusion and unit approaches and determine which is the most appropriate for your setting.

INDIVIDUAL ACTIVITY

Examine your own curriculum for appropriate areas to infuse career guidance and develop one infusion activity.

Read Competency 3 on page 16. You will be developing a career guidance infusion lesson using the Career Guidance Planning Sheet found on page 53.

Step 1: State a goal from the career guidance program if you already have locally developed goals. If not, use the following goal statement. Career Awareness--The student will become aware of positive and negative aspects of different working conditions.

Step 2: Examine your curriculum to determine which areas are best for infusion of this goal. Example: You are a social studies teacher. You have chosen a unit on industrialization which you teach to a ninth grade American History class.

Step 3: Identify learner outcomes. First, check the text you are using or other curricula units for learner outcomes. If you need to write outcomes be sure to state in observable, measurable terms what the learner will do.

Step 4: Select unit activities: Selection of unit activities is something you do all the time. As you plan lessons and units, you decide how you will teach them, what your role will be, what the students role will be, what materials and other personnel support you will need. Some of the activities which you use may not need to be changed in order to achieve career guidance objectives. Others may need more extensive alterations or additions.

Step 5: After selecting an activity, develop the implementation steps.

Step 6: Record resources needed to implement the steps.

Step 7: Decide if a classroom teacher will implement this alone, with counselors, media personnel, community assistance, team teaching, etc. Identify names of implementators, what classes the activity will be presented to, and approximately when will the activity take place.

Step 8: State which technique you will use to evaluate how well the student performed.

Career Guidance Planning Sheet

Goal Statement

Career Development Performance Indicator/Objective

Implementation Schedule

By?

For?

When?

Implementation Steps	Resources

Evaluation

INDIVIDUAL FEEDBACK **Compare your career guidance infusion activity with the sample.**

Career Guidance Planning Sheet

Career Development Planning Area:

Infusion Area:
The Scientific Method: Science

Goal Statement

4.0 To plan personal programs to reach career goals:
Career Planning Goal

Career Development Performance Indicator/Objective

4.1 Given a long range career goal the individual can outline the specific steps to take while still in school to pursue that goal.

Implementation Schedule

By: 2 Counselors
For: All 8th Grade Science Classes
When: Plan will be developed by the end of February; implemented once a week.

Implementation Steps	Rescurces
. Present how to write a program: the step-by-step approach (see Guide to Program Development). 2. Have students write step-by-step programs for things they already know how to do. (Example: sharpening a pencil, answering the telephone. Students exchange these written programs and other students try to follow them. Class can see that by following the program the goal can be reached. 3 Have students elect a personal goal, such as improving their grade in a class or earning money for a new bike. Have them write a program for their personal goal. Students should share and discuss their programs with the class 4 A sample career plan should be passed out and discussed. Then students should select a career goal and write steps necessary to reach that goal 5 Review program steps	"Guide to Program Development" Sample Career Plan

How to Help Yourself, the Art of Program Development; Robert L. Carkhuff, Human Resource Development Press, Amherst, MA, 1975

Evaluation

Students select a career goal and list the major steps they will take to reach that goal.*

*Criterion level to be established by facilitator(s) before implementing this activity.

GROUP ACTIVITY

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

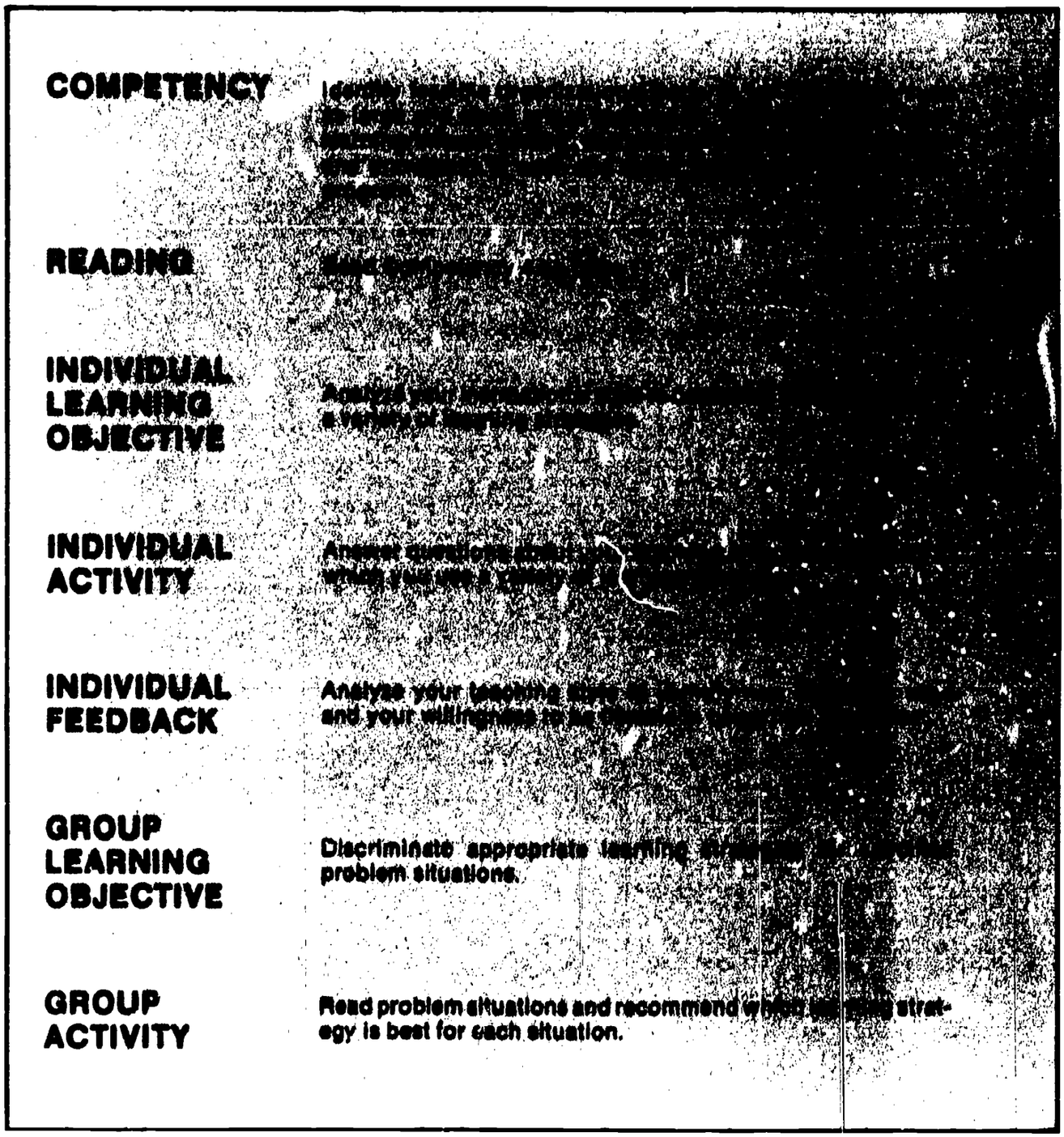
Facilitator's Outline	Notes
A. Establish Activity 1. Indicate to participants that they will be learning about infusion and unit approaches to curriculum-based guidance and then determining which is the most appropriate for their situation. 2. Have participants read Competency 3 on page 16 or present the information to them. B. Infusion vs. Unit Approach 1. Divide the group into two smaller groups. 2. Assign the first group infusion and the second group unit approach and ask them to prepare an argument on why their approach is the best and the negative aspects of the other approach. 3 Have the groups present their arguments within the structure of a debate	

Facilitator's Outline	Notes
4. Make a list of the pros and cons of each approach as they are mentioned using newsprint or the chalkboard. C. Which Is Best? 1 After reviewing the information presented in the debate, have participants individually determine which approach is best for them, or how they would combine the two. 2. Ask a small number of participants to explain to the group which approach they chose and why. 3. Indicate that both approaches are viable means of providing curriculum-based guidance.	

Learning Experience 4

Variety of Learning Approaches

OVERVIEW



INDIVIDUAL ACTIVITY

Answer questions about your teaching style and the extent to which you use a variety of learning strategies.

Read Competency 4 on page 17. Analyze your instructional style by listing on a piece of paper all the different strategies you used the last time you taught a lesson or presented in front of a group.

Next, answer the following questions about your preferred learning style.

1. If you conducted ten class sessions or workshops, how many times would you use your favorite learning strategy? _____
2. Do you feel your favorite strategy meets the needs of most learners? ____ Yes ____ No
3. Do you feel using other strategies involves more work? ____ Yes ____ No
4. Have you recently used a new learning strategy or one which you do not often use? ____ Yes ____ No
5. If so, what strategy did you try? _____
6. Of the six learning strategies discussed in the reading, which ones have you used in the last week or the last time you taught a class or led a group?

_____ _____

_____ _____

_____ _____

INDIVIDUAL FEEDBACK

Although there are not clearcut answers to the preceding questions, if your answers reveal a pattern of sticking to one method (seven or more times out of each ten class sessions) or not trying any new learning strategies recently, you should consider varying your style more.

GROUP ACTIVITY

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

Facilitator's Outline	Notes
A. Introduce Activity 1. Explain that participants will be reading problem situations, recommending effective learning strategies, and presenting to the group rationale for selecting specific strategies. 2. Have participants read Competency 4 on page 17 or present the information in lecture form. B. Study Problems 1. Divide participants into small groups of three to five members each. 2. Instruct participants to read the situations on the handout "Problem Situations" and decide which recommendation is best. 3. Have each group give the rationale for the decision, including references to the reading.	

Facilitator's Outline	Notes
4. Although there is always some room for debate, the suggested key is: A. 3 B. 3 C. 2 or 3	

Handout

Problem Situations

Problem Situation A: Ned has been teaching for over 25 years and primarily uses a lecture method in large groups. He teaches mathematics so the subject matter does not change much from year to year. Recently the school principal asked students to evaluate all the teachers they had. Needless to say, Ned did not fare too well. The students' chief complaint was that although Ned knew his stuff, he was very dry. To spice up his classes, Ned should--

1. prepare more interesting lectures;

2. use small group instruction; or

3. use lectures and self-instruction.

Support your recommendations by citing advantages and disadvantages from the reading and give rationale for your selection.

Problem Situation B: Cynthia recently completed a three week training session on using encounter groups. She is now so sold on small groups that most of the work in her chemistry classes is done in small groups. Many of her students have stated that they do not always understand the facts and principles from the small group discussions. In order to help these students out, Cynthia should consider--

1. using self-instructional materials;

2. continue using small group instruction; or

3. a well prepared lecture in a large group.

Again, examine the reading and provide reasons for your selection.

Problem Situation C: Samantha and Oliver supervise students on work experience under a summer youth program funded by JTPA. Most of their time is spent at job sites making sure participants show up on time and practice good safety habits. Most of the kids are fairly responsible; however, a few do not show up and when they do, they create problems. To help deal with this situation Samantha and Oliver should--

1. call all the participants together in a large group and lecture them on the positive effects of punctuality and other desirable work habits;

2. consider conducting small group discussions so responsible students can provide positive examples to the troublemakers; or

3 set up a learning center so participants can view filmed interviews with personnel directors as they talk about reasons for not hiring and why some employees do not last.

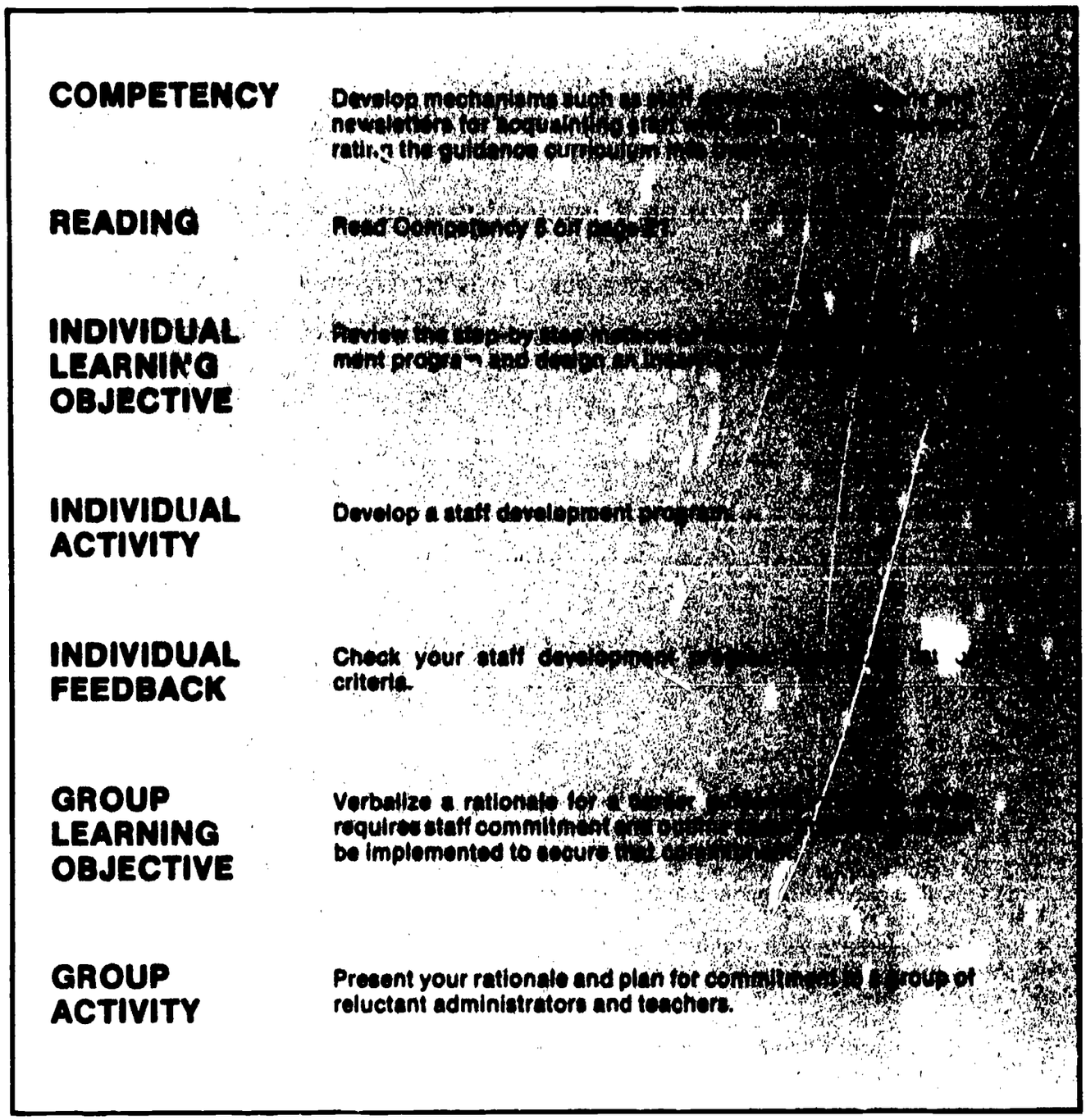
Provide a rationale for your selection.

NOTES

Learning Experience 5

Selling Your Product

OVERVIEW



COMPETENCY	Develop mechanisms such as staff [illegible] newsletters for [illegible] rating the guidance curriculum [illegible]
READING	Read Competency 5 [illegible]
INDIVIDUAL LEARNING OBJECTIVE	Review the step-by-step [illegible] ment program and design an [illegible]
INDIVIDUAL ACTIVITY	Develop a staff development program [illegible]
INDIVIDUAL FEEDBACK	Check your staff development [illegible] criteria.
GROUP LEARNING OBJECTIVE	Verbalize a rationale for a [illegible] requires staff commitment and [illegible] be implemented to secure that [illegible]
GROUP ACTIVITY	Present your rationale and plan for commitment to a group of reluctant administrators and teachers.

INDIVIDUAL ACTIVITY **Develop a staff development program.**

In this activity, you will need to review the checklist for an effective inservice program presented below and Competency 5 on page 21. Then fill out the career guidance program staff development planning form

Checklist for an Effective Inservice Program

1. Assess the inservice needs at least one month prior to approximate inservice date.

2. Compile results of assessment. Based on results, career guidance coordinator and staff development subcommittee plan inservice.

3. Set the goal: (WHY are you having the inservice?)

4. State your objectives: (WHAT do you want to accomplish?)

5. State WHEN inservice is to be held.

6. Decide WHO will be inservice participants; counselors only, counselors and teachers, administrators, all staff?

7. Plan HOW you will meet goals and objectives of inservice:

   A. small groups B. stations C. large groups

8. Inservice format:

   R - review (what has taken place before?)
   O - overview (what will you do today)
   P - present (the skill or competency)
   E - exercise (what activity will staff be involved in?)
   S - summary (what happened at the inservice?)

9. Assign tasks, if necessary (at least one week prior to inservice.)

10. Prepare (gather materials):

    A. run off or duplicate worksheets
    B. books, curriculum guides
    C agenda for counselors - design and duplicate
    D evaluation forms - design and duplicate

11. Check a few days prior to inservice to be sure all details are covered.

12. Go!

13. Evaluate to allow staff to react to inservice.

14. You and subcommittee meet again to--

    A. go over evaluations,
    B. make suggestions for future inservices, and
    C. plan follow-up for this inservice.

Career Guidance Program Staff Development Planning Form

1. Workshop goal: _____

2. Where will the workshop be held? _____

3. When (date, time)? _____

4. How many people will participate? _____

5. Who? (circle one) Teachers Counselors Administrators
   Other - Specify

6. Describe the setting (large group, small group, in library, gym, classroom).

7. What audiovisual equipment is needed?

8. What materials are needed (handouts, books, etc.)?

9. Dollars budgeted for this (how much)?

10. What resource people will be conducting the workshop?

11. What previous workshops have been held for this group?

    A. Materials used?

    B. Concepts covered?

12 What are the objectives of the workshop?

13. What are the travel arrangements?

14. What are the dates for planning sessions?

15. How will the workshop be evaluated?

16. What type of follow-up will occur?

17. Comments

INDIVIDUAL FEEDBACK

Check your staff development program against a list of criteria.

Be sure the worksheet, "Career Guidance Program Staff Development Planning Form," is completed. Answer the following questions about your staff development plan.

In your staff development program did you:

	Yes	No
1. Make provisions to include an assessment of teachers inservice needs prior to designing your program?	____	____
2. Develop goals and objectives for the inservice?	____	____
3. Plan all the physical details of the inservice including date, time, place, room, lunch arrangements, etc.	____	____
4. Include an **activity** (a "do step") for workshop participants (example: writing career education objectives, examining resource materials)?	____	____
5. Provide evaluation of and follow-up for the workshop?	____	____

If you answered "No" to any of these questions, go back and improve on your staff development plans.

The following is a sample plan for a three day workshop.

SAMPLE THREE-DAY FORMAT
Workshop Participants: Counselors, Teachers, Administrators

	MONDAY	TUESDAY	WEDNESDAY
	Review - Assessment of counselor competencies	**Review** - Yesterday's task	**Review** - Yesterday's task
	Overview - The day's activities--take pretest, present goals and objectives of the workshop	**Overview** - What we will do today	**Overview** - What we will do today
	Present - Large group--*Expanding Cooperative Efforts between Counselors and Teachers*' Lessons I and II presented by university consultant	**Present** - Large group--*A Reference Guide: Career Development Goals and Performance Indicators*--ISD consultant presents and demonstrates how to use it	**Present** - Small group work: finish planning sheet
	Exercise - Small group--list ways counselors and teachers could work together	**Exercise** - Small group--counselor/teacher team practices using guide and chooses goals and performance indicators from the guide which correspond to their chosen activities	
	LUNCH	**LUNCH**	**LUNCH**
1 00	**Present** - Lessons III and IV of *Expanding Cooperative Efforts between Counselors and Teachers* presented by university consultant	**Present** - How to use career guidance planning sheets	**Present** - How to evaluate career guidance planning sheet
	Exercise - Expand list to include more possible activities Divide into counselor/teacher teams Choose three activities or units to plan and implement	**Exercise** - Counselor/teacher team works together to write one plan for the goals and performance indicators using career guidance planning sheets	**Exercise** - Counselor/teacher team writes the evaluation part on the planning sheet
	Summary - What was accomplished today?	**Summary** - What was accomplished today?	**Summary** - Where do we go from here? Possible follow-up workshops When will we implement our plan? Take post-test

'Adapted from *Career Education Workshop Implementation Handbook*. Michigan Department of Education. 1974

GROUP ACTIVITY

Present your rationale and plan for staff commitment to a group of reluctant administrators and teachers.

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

Facilitator's Outline	Notes
A. Set the Scene 1 Divide the large group into small groups of four members each. 2 Have participants read Competency 5 on page 21 or present the information in lecture form. 3. Indicate that they will be involved in a role playing activity. The roles are: a school principal, an English teacher, a media specialist, and a career guidance counselor. The career guidance counselor presents a rationale to the others (who serve as reactors) for a staff involved career guidance program. B. Present Role Play 1 Have group members determine their role playing assignments. 2. Provide role players with their role play descriptions contained on the Role Play Parts handout. 3 Provide reactors the Role Play Feedback Sheet. 4 Allow time for participants to study their parts. 5 Have groups conduct role play. C Summary 1 Have reactors provide verbal feedback to the counselors. 2 Bring the total group together and discuss the experience	

NOTES

Handout

Role Play Parts

Principal

Prior commitments kept you from attending this meeting when it was scheduled twice before. You are interested in career guidance, but you feel there are so many other more pressing needs in your building. You are concerned that if your staff gets involved in career guidance, too much time will be taken from the academic areas. You have additional concerns in terms of how much a career guidance program will cost.

English Teacher - Head of Department

You see career guidance as the job of the counselors in your building. You feel your curriculum load is large enough and do not want to take on extra work. However, you have always cooperated with other staff members on new programs and are, at least, willing to listen. Your concern is that your existing program will be interrupted.

Media Specialist

You are already overloaded with work and one more request will add to your frustration. You have heard a lot about career guidance and career resource centers in other buildings but you are not convinced they are worth the time and effort. Yet you are aware that the students in your building lack career development knowledge and skills.

Career Guidance Counselor

You need to present a rationale for staff involvement in a career guidance program. You should cover the following points in your presentation:

1. Need for career guidance program.
2. Teacher involvement and counselor support.
3. Infusion approach will **add** to academic areas.
4. As a career guidance counselor I will:
   (a) conduct inservice program.
   (b) (other activities that they can choose from pages in reading section of module)
   (c)
   (d)

NOTES

Handout

Role Play Feedback Sheet

During the presentation and discussion, did the career guidance counselor cover the following:

	Yes	No
1 Reasons for a counselor-teacher team effort in a career guidance program?	☐	☐
2. What my role in the career guidance program will be?	☐	☐
3 What he or she will do to assist me with my role in the program?	☐	☐
4. How this career guidance program will help my students?	☐	☐
5. What this will mean in terms of my existing curriculum lessons, activities, and schedule?	☐	☐

How do you feel about the career guidance program now?

--accept program because _____

_____

_____

--still reject program because _____

_____

_____

Role Play Observation Checklist

The career guidance counselor . . .	Was characteristic present?	
	Yes	No
1 Was persuasive.	☐	☐
2 Provided a logical argument.	☐	☐
3 Gave a clear presentation of facts.	☐	☐
4 Had the career development needs of the students in mind.	☐	☐
5 Mentioned at least 3 ways he or she would assist teachers.	☐	☐
6 Described the inservice plan to the committee	☐	☐

NOTES

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 *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Discriminating among four career development areas.	0	1	2	3	4	0	1	2	3	4
2 Ranking sample career development outcomes for your setting.	0	1	2	3	4	0	1	2	3	4
3. Discriminating among adopting, adapting, and developing materials and deciding which approach is best in your work setting.	0	1	2	3	4	0	1	2	3	4
4 Examining sample curriculum materials and determining the extent to which they include essential components of adequate curriculum materials.	0	1	2	3	4	0	1	2	3	4
5 Outlining the steps for infusing a career guidance activity.	0	1	2	3	4	0	1	2	3	4
6 Determining whether the infusion or unit approach is most appropriate for your setting.	0	1	2	3	4	0	1	2	3	4
Analyzing your instructional style to determine your openness to a variety of learning strategies.	0	1	2	3	4	0	1	2	3	4
8 Discriminating appropriate learning strategies for specified problem situations	0	1	2	3	4	0	1	2	3	4
9 Designing an inservice program on a planning form	0	1	2	3	4	0	1	2	3	4

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
10 Verbalizing a rationale for a career guidance program which requires staff commitment.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Infusing Curriculum-Based Guidance	0	1	2	3	4	0	1	2	3	4

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' participation 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.				
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
Learning Experience 5					
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)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (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).

NOTES

Performance Indicators

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

Module Title: *Infuse Curriculum-Based Guidance*

Module Number: CG C-4

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Complete a ranking of career development outcomes and reach a group consensus.	1. Was the group able to come to a consensus? 2. Were participants able to classify top-ranked items into your career development areas?
Group Activity Number 2:	
Evaluate sample curriculum materials	1. Did small groups arrive at an evaluation similar to that on the master checklist?
Group Activity Number 3:	
Debate pros and cons of the infusion and unit approaches and determine which is the most appropriate for their settings	1. Were the points brought up in the debate appropriate, did they relate to the text? 2. Were the participants' selections of approaches workable based upon your knowledge of their settings?
Group Activity Number 4	
Recommend appropriate learning strategies for specific situations	1. Did participants select the answers to the situations provided in the facilitator's outline?
Group Activity Number 5:	
Present rationale and plan for commitment to a group of reluctant administrators and teachers.	1. Through observation, could you determine that the career guidance counselors were able to commit the others? 2. Were group observers able to observe items in the Role Play Observation Checklist?

NOTES

REFERENCES

Campbell, Robert; Rodebaugh, Helen; and Shaltry, Paul. *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models* Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978

A Reference Guide: Career Development Goals and Performance Indicators. Lansing: Michigan Department of Education, 1974.

Career Exploration Project. Wayne, MI: Wayne County Intermediate School District, n.d.

ADDITIONAL RESOURCES

Materials listed in this section are ones that can provide you with additional knowledge and skill in the area of curriculum-based guidance.

Benson, Arland *Implementing Career Education: Planning and Management*. Roseville, MN: Roseville Area Schools, 1977.

This booklet follows the steps for planning and implementing a career education program, developing support and overcoming opposition, and developing cooperative relationships with other schools, employers, and community agencies. It describes the interaction of the following career education components: shared decision making; community participation; curriculum development; career learning centers; and staff development. It outlines the development of a management plan and touches on funding sources.

Models for Career Education in Iowa. Des Moines: Department of Public Instruction, 1974.

This publication describes the experiences of nine project schools as they progressed through the sequential steps of staff and program development, from the initial conceptual stage to setting a time table for implementation. Practical examples are provided, including forms and sample objectives

Norton, Robert et al. *Staff Development in Career Education for Elementary School*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1975.

This publication is an elementary teacher inservice training package designed to assist in the installation or enrichment of elementary career education There are seven modules in the package each containing text, study exercises, and references Modules are design to be used individually as well as part of the package. The following may be useful in infusing guidance into instruction: "Module III: Self-concept Development" assists the reader in defining self-concept by examination of several theories and relating reader self-concept to career choice; and "Module V: Curriculum" explains infusion of career development concepts and the creative problem solving process.

Ryan, Charles W *Career Education in Higher Education: An Infusion Model*. Orono: The University of Maine, 1977.

The document presents a model for infusing career education into postsecondary curriculums and provides concrete examples of how career education can be infused into different department areas, i.e., language, life science, business, counseling, etc. The units were written by individuals representing 25 curriculum areas.

Tips for Infusing Career Education in the Curriculum. Boulder, CO: Social Science Education Consortium, Inc., 1975.

Individuals considering an infusion approach to career guidance will find several concrete examples in this document, especially in the social studies area. Following a conceptual discussion, a process is presented and four complete units are provided. An additional chapter provides concrete tips on involving the community.

Torrance, Paul E. *Sociodrama in Career Education*. Atlanta: University of Georgia, 1976.

This is an enlightening and practical guide for using sociodrama as a technique to teach career

education It compares and contrasts sociodrama with role playing and creative problem solving. Practical suggestions are given and a variety of techniques to implement them are described. Finally, the author demonstrates how sociodrama can be used with the **Bread and Butterflies** program, a popular career education program for 9-12 year olds.

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

University of Missouri-Columbia

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
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Dr Robert W Glover
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Mr Reid Rundell
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General Motors Corporation

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

Dr Barbara Thompson
Former State Superintendent
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