

## DOCUMENT RESUME

ED 286 680

RC 016 400

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**TITLE** Facilitator's Guide to Staff Training for the Rural America Series. Module VIII: Placement. Research and Development Series No. 1491.

**INSTITUTION** Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

**SPONS AGENCY** Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

**PUB DATE** Oct 78

**GRANT** G007605052; G007605225

**NOTE** 30p.; For related documents, see ED 142 760, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.

**PUB TYPE** Guides - Non-Classroom Use (055)

**EDRS PRICE** MF01/PC02 Plus Postage.

**DESCRIPTORS** Adult Education; Career Education; \*Career Guidance; Cooperative Programs; Elementary Secondary Education; \*Guidance Programs; Job Placement; \*Leadership Training; Learning Activities; Learning Modules; \*Placement; Postsecondary Education; Program Development; Program Guides; \*Rural Schools; Small Schools; Staff Development; Student Placement

**IDENTIFIERS** \*Facilitators; \*Rural America Series

**ABSTRACT**

The eighth module of the Rural America staff training series is designed to help individuals gain a better understanding of the placement process. The module begins with a brief introduction to placement in terms of definitions and the current status of placement in the participants' schools, addressing questions of who provides leadership for placement, what kinds of assistance students receive, and who is receiving placement assistance. Issues to consider when developing specific activities that assist students are discussed; these include student needs and available family, school, and community resources. Five major steps necessary to develop a placement program are outlined: locating placement opportunities, securing placement opportunities, developing placement opportunities, maintaining placement opportunities, and evaluating placement programs. The following types of placement opportunities to be identified are presented: private employment, public employment, apprenticeship, military, education, volunteer, civic, and alternative. Ways in which to provide information to students through articles in local and school papers, bulletin boards, and guest speakers are described. Ways to develop student competence in completing application blanks, taking employment tests, money management, and interviewing skills and in preparing resumes through information packets, job-hunting clubs, seminars, and regular assistance are considered. (NEC)

# FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE RURAL AMERICA SERIES

## MODULE VIII: PLACEMENT

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### Cooperative Rural Career Guidance System



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
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

**FACILITATOR'S GUIDE TO STAFF TRAINING  
FOR THE *RURAL AMERICA SERIES***

**MODULE VIII: PLACEMENT**

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These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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The National Center for Research in Vocational Education

Grant No.: G007605052

Northern Michigan University

Grant No.: G007605225

## FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state departments of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This module, "Placement," deals with a vital but often neglected facet of the career guidance program. The module takes participants through a discussion of the current status of the placement programs in schools. It then deals with what the desired status might be by teaching the basic elements of a placement program. In conjunction with other modules of the *Guide*, this one assists rural and small school counselors and educators with development of truly comprehensive career guidance programs.

Robert E. Taylor  
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The National Center for Research  
in Vocational Education

## TABLE OF CONTENTS

FOREWORD .....	iii
ACKNOWLEDGEMENTS .....	vii
MODULE OVERVIEW .....	VIII-1
FACILITATOR OUTLINE.....	VIII-5
• Transitional Placement and Developing a Plan for Placement .....	VIII-5
• Developing Placement Plans.....	VIII-13
• Module Summary.....	VIII-15
LISTING OF PARTICIPANT MATERIALS .....	VIII-16
LISTING OF TRANSPARENCY MASTERS.....	VIII-21

## ACKNOWLEDGEMENTS

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## MODULE VIII: PLACEMENT

### Module Overview

#### Instructional Time

Approximately 1 hour

#### Module Description

This module is designed to help individuals gain a better understanding of placement. The module begins with a brief introduction to placement in terms of definitions and the current status of placement in the participants' schools. Five major steps necessary to develop a placement program are then discussed. Participants are encouraged to come up with additional activities under each major step that could be used to make placement more effective. At least one handbook, *Transitional Career Placement in the Rural Schools*, for every two participants is required for this module. If that number of handbooks is not available, duplicate the key sections of the handbook for use with the module.

#### Goals and Objectives

The participants will:

Goal 1 Gain an understanding of placement as an important aspect of a comprehensive career guidance program.

Objective 1.1 Identify five major steps necessary for developing a comprehensive plan for placement.

Objective 1.2 Develop strategies for increasing students' opportunities for placement.

#### Agenda

5 min.	Introduction	Large Group Presentation	
35 min.	Transitional Placement and the Five Elements of Placement	Large Group Presentation and Discussion	VIII-5
30 min.	Developing Placement Plans	Small Group Activity	VIII-13
5 min.	Module Summary	Large Group Presentation	VIII-15

## Module Evaluation

This module relies upon a large amount of participant interaction in group discussions. The facilitator should observe the degree to which participants are taking an active role in the module. Small group worksheets can be collected and analyzed with regard to the group's ability to understand and carry out module assignments.

If this module is used independently of others, then the module-specific questionnaire found in the participant materials should be administered. If it is part of an extended (multiple-day) workshop then the questionnaire contained in Appendix A should be utilized.

## Relationship to the *Rural America Series*

See chart on next page.

## THE RURAL AMERICA SERIES (HANDBOOKS)

### PROBLEM IDENTIFICATION

Support Information	Planning Process
State of the Art	Planning and Implementation
Model	Needs Assessment
Career Guidance Resources	Behavioral Objectives
	Resource Assessment
	Evaluation

### PROBLEM RESOLUTION

Career Guidance & Counseling Strategies	Support Functions	Supplemental Areas
Career Counseling	Staff Development	Facilitator's Guide
Desk Reference	Community Relations and Involvement	Cooperative Agreements
Individualized Counseling and Placement	Community Perspectives	Case Studies
<b>Transitional Career Placement (Module VIII)</b>		
Career Guidance Practices		

This module, *Transitional Career Placement in the Rural Schools*, describes one of the major programmatic areas for the resolution of career guidance and counseling problems. Placement is a critical function that must be attended to if an overall program is to be comprehensive in scope. Placement as described in the *Rural America Series* consists of five elements that rest upon a base of student needs and that require the support and involvement of school and community resources.

**ACTIVITY TITLE:**

Transitional Placement and Developing a Plan  
for Placement

**DURATION:**

35 minutes (or more  
depending on the amount  
of participant discussion)

FACILITATOR OUTLINE	NOTES
<p><b>A. What is the Current Status of Placement?</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ask participants to identify (1) who in their school is responsible for placement, (2) what that individual's responsibilities for placement are, and (3) what types of students are being served. List the participants' responses on the chalkboard in three columns. Use the cues provided below to encourage participant involvement in the discussion.</p> </div> <ol style="list-style-type: none"> <li>1. Who provides leadership for placement?           <ul style="list-style-type: none"> <li>● Placement director or coordinator</li> <li>● Counselor</li> <li>● Distributive education teacher</li> <li>● Vocational education director</li> <li>● Others</li> </ul> </li>   <li>2. What kinds of assistance are students receiving?           <ul style="list-style-type: none"> <li>● Educational placement</li> <li>● Job placement</li> <li>● Referrals to non-school agencies</li> <li>● Other (provision of information related to educational and job placement)</li> </ul> </li>   <li>3. What other kinds of activities can be considered to be placement?           <ul style="list-style-type: none"> <li>● Helping students obtain scholarship information</li> <li>● Arranging for diagnostic treatment at social service agencies</li> <li>● Assisting students in developing job-seeking skills</li> <li>● Other</li> </ul> </li>   <li>4. Who is receiving placement assistance?           <ul style="list-style-type: none"> <li>● College-bound youth only</li> <li>● All students</li> <li>● Vocational students</li> <li>● Minority students</li> <li>● Female students—male students</li> <li>● School leavers</li> <li>● Others</li> </ul> </li> </ol>	<p><b>Note:</b> See the module summary for an alternative procedure for the presentation of this module.</p>

FACILITATOR OUTLINE	NOTES
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5. Discuss the similarities and differences that can be drawn from participant responses.

Ask participants to think about the school's responsibility for placement and to identify the pros and cons associated with the school's assuming the placement function. Write the responses on chalkboard.

Cues:

**PROS**

- School has good understanding of students
- School represents focal point of community—especially in rural areas
- Other

**CONS**

- Lack of time
- Other agencies are better equipped
- Lack of qualified individuals to assume leadership
- Other

**B. What is the Desired Status of the Placement Component?**

1. Placement can be defined as the process of assisting each student to take the next step in his/her career development. Thus, placement describes a series of transitions that an individual makes throughout life. Examples are:

- The transition from elementary to junior high school
- The transition from secondary school to postsecondary
- The transition from school to work (this will be the main focus of this module)

2. The specific activities which schools develop to assist students in placement should reflect consideration of the following issues:

- Needs of students
  - What students will be served?
  - What are their special needs?
  - Is attention being devoted to seniors? early school leavers? students with poor academic records? economically disadvantaged?
- Family resources available
- School resources available

FACILITATOR OUTLINE	NOTES
<ul style="list-style-type: none"> <li>● Community resources available               <ul style="list-style-type: none"> <li>— Job employment (or security) service</li> <li>— Manpower Council or CETA</li> <li>— Vocational Rehabilitation</li> <li>— County Social Service Agencies</li> <li>— Local Labor Unions</li> <li>— Local Service Groups</li> <li>— Local Business Groups</li> <li>— Colleges and Training Institutions</li> <li>— Small Business Administration</li> <li>— Other</li> </ul> </li> </ul> <p>3. Note that many student needs have been identified through the student career development needs assessment process and that resources will have been identified through a comprehensive community resource assessment.</p>	<p>p. 31, <i>Transitional Career Placement in the Rural School</i></p> <p>See Modules III and IV</p>
<p><b>C. Basic Elements of a Placement Program</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ask participants to turn to page 47 of the Placement handbook.</p> </div> <ol style="list-style-type: none"> <li>1. Explain that the windmill illustrated serves to provide an overview of the major program objectives for the placement program.</li> <li>2. Briefly discuss each of the windmill blades in turn.           <ul style="list-style-type: none"> <li>● Locating               <ul style="list-style-type: none"> <li>— To locate existing placement opportunities.</li> </ul> </li> <li>● Securing               <ul style="list-style-type: none"> <li>— To increase probability of students being able to secure desired placement opportunities.</li> </ul> </li> <li>● Developing               <ul style="list-style-type: none"> <li>— To develop or create placement opportunities for students.</li> </ul> </li> <li>● Maintaining               <ul style="list-style-type: none"> <li>— To maintain placement opportunities.</li> </ul> </li> <li>● Evaluating               <ul style="list-style-type: none"> <li>— To evaluate the effectiveness of the placement program.</li> </ul> </li> </ul> </li> <li>3. As indicated, the placement windmill stands on a base that consists of:</li> </ol>	<p>p. 47</p>

## FACILITATOR OUTLINE

## NOTES

- Carefully analyzed and defined student needs
- Shared responsibilities (by teachers, parents, and volunteers) for the delivery of the placement program
- Leadership for the program supplied by the counselor (or counseling staff)

### D. Element I—Identifying Placement Opportunities

Ask participants to turn to pages 61-62 in the handbook.

If more than one facilitator is available, a suggested option is to have two facilitators present the remainder of this section. The first facilitator would present Element I, the second facilitator, Element II, and so forth.

1. Discuss the types of placement opportunities that should be identified to better serve students.
  - Private employment opportunities
  - Public employment opportunities
  - Apprenticeship opportunities
  - Military opportunities
  - Educational opportunities
  - Volunteer opportunities
  - Civic opportunities
  - Alternative opportunities
2. Highlight several activities that can be carried out to facilitate the identification process (use "Suggested Activities" on page 61 to guide the discussion).

Ask participants if they are currently engaged in activities similar to these.

Ask a few of them to describe what they are currently doing.

Ask participants if they can identify additional activities that they may have used in their districts.

3. Describe ways in which information that is obtained can be provided to students.
  - Articles in local and school papers
  - Bulletin boards
  - Guest speakers
  - Others

pp. 61-62

OPTION



FACILITATOR OUTLINE	NOTES
<p><b>E. Element II—Securing Desired Placement Opportunities</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ask participants to turn to pages 87-89 in the handbook.</p> </div> <ol style="list-style-type: none"> <li>1. Discuss the subobjectives and several of the suggested activities presented in the chart. <ul style="list-style-type: none"> <li>● For example, to develop student competence in <ul style="list-style-type: none"> <li>– completing application blanks</li> <li>– taking employment tests</li> <li>– money management</li> <li>– interviewing skills</li> <li>– preparing resumes</li> <li>– other</li> </ul> </li> <li>● Activities for the above subobjectives might include <ul style="list-style-type: none"> <li>– information packets</li> <li>– job-hunting clubs</li> <li>– seminars</li> <li>– regular assistance</li> </ul> </li> </ul> </li> </ol> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ask participants to expand and more fully develop (in a discussion mode) activities associated with subobjective.</p> </div> <ol style="list-style-type: none"> <li>2. Explain that rural to urban living requires new adjustment and coping skills for many students. <p style="margin-left: 40px;">Pattern is for out migration of rural youth. However, many school leavers return to the community because they have not developed skills for coping with urban life.</p> </li> </ol>	<p>Facilitator 2, if applicable</p> <p>pp. 87-89</p>
<p><b>F. Element III—Developing Placement Opportunities for Students</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Ask participants to turn to page 98.</p> </div> <ol style="list-style-type: none"> <li>1. Discuss the "Subobjectives" and several "Suggested Activities" presented on the chart.</li> </ol> <div style="border: 1px solid black; padding: 5px;"> <p>Ask participants to brainstorm ways in which the school could have an influence on developing greater job placement opportunities for students.</p> </div>	<p>Facilitator 1</p> <p>p. 98</p>

FACILITATOR OUTLINE	NOTES
<p>2. Dialogue with participants to determine whether the counselor (if he/she is to take on greater responsibility for placement) has the flexibility to leave the school to interact more closely with the community.</p> <p>This type of discussion usually points to the fact that counselors appear to lack flexibility. They (counselors) have not yet had sufficient experience to be perceived as accountable due to the lack of detailed program plans. Ideas set forth in the <i>Rural America Series</i> should help ease the concern.</p> <p><b>G. Element IV—Maintaining Placement Opportunities</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ask participants to turn to page 103 of the handbook.</p> </div> <p>1. This chart provides a review of the fourth major aspect of the placement program and includes two major sub-goals:</p> <ul style="list-style-type: none"> <li>• Reinforcing school/community cooperation.</li> <li>• Providing follow-through services to all students.</li> </ul> <p>2. In providing follow-through services, the school is faced with making several important decisions about the extent of resources that can be expended to meet the needs of former students.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ask participants to describe follow-through services that their school provides.</p> </div>	<div style="text-align: center;">  </div> <p>Facilitator 2</p> <p>p. 103</p>
<p><b>H. Element V—Evaluating the Effectiveness of the Placement Program</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ask participants to turn to page 109.</p> </div> <p>1. Evaluation represents the fifth aspect of the placement program.</p> <p>2. Two major subobjectives are presented to help determine placement program effectiveness.</p> <ul style="list-style-type: none"> <li>• To evaluate program in terms of objectives selected.</li> <li>• To evaluate adequacy with which program meets individual needs.</li> </ul>	<p>Facilitator 1</p> <p>p. 109</p>

FACILITATOR OUTLINE	NOTES
<p>Inform participants that the Placement handbook contains numerous worksheets and forms that relate to various aspects of placement.</p>	
<p>Ask participants how many of them evaluate their placement programs and what techniques they are using to evaluate the programs.</p>	

**ACTIVITY TITLE:**

Developing Placement Plans

**DURATION:**

30 minutes

FACILITATOR OUTLINE	NOTES
<p><b>A. Up to Now</b></p> <ol style="list-style-type: none"><li>1. Five functions or elements of a placement program have been discussed.</li><li>2. The program may seem somewhat ideal and perhaps too large for a rural school to fully implement.</li><li>3. Even though many ideas regarding the program have been described, they may not relate to your local situation.</li></ol> <p><b>B. Theory to Practice</b></p> <div style="border: 1px solid black; padding: 10px;"><p>Divide participants into 5 small groups and pass out the hand-out, "Developing Placement Plans," p. VIII-17. Assign each group one of the five elements of the placement program.</p><p>Each group should review the element assigned to it for about 5 minutes and then deal with the following set of questions:</p><ul style="list-style-type: none"><li>• How applicable are these activities to our set of local conditions?</li><li>• Which ones are not applicable and why aren't they applicable?</li><li>• Even if your districts do not have adequate resources to fully implement a placement program, identify the five most cost-effective first steps that you would choose for initiating this specific element of the program.</li></ul><p>Each group should feel free to add activities to the list of activities contained in the handbook.</p></div> <ol style="list-style-type: none"><li>1. After 20 minutes or so, call upon a representative from each group to describe its ideas and suggestions.</li><li>2. List suggestions on the chalkboard.</li></ol>	

FACILITATOR OUTLINE	NOTES
<ol style="list-style-type: none"><li data-bbox="234 289 967 382">3. Point out that what the groups have done is to translate an "ideal" placement program into the practical terms of their local districts and situations.</li><li data-bbox="234 415 939 487">4. What they've produced collectively is a plan of placement program implementation for rural schools.</li></ol>	

**ACTIVITY TITLE:**

Module Summary

**DURATION:**

5 minutes

FACILITATOR OUTLINE	NOTES
<p><b>A. Review the basic concepts of the module</b></p> <ol style="list-style-type: none"> <li>1. The placement program needs to be systematically planned and developed.</li> <li>2. Five major elements of placement are important in developing the program. <ul style="list-style-type: none"> <li>• Locating placement opportunities</li> <li>• Securing placement opportunities</li> <li>• Developing placement opportunities</li> <li>• Maintaining placement opportunities</li> <li>• Evaluating placement program</li> </ul> </li> <li>3. Stress that for each major element, the handbook contains numerous suggestions and examples.</li> </ol> <p><b>B. Relationship to the <i>Rural America Series</i>.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Show the transparency, the <i>Rural America Series</i>, p. VIII-23.</p> </div> <ol style="list-style-type: none"> <li>1. Explain that placement represents one of the major program options in addition to counseling and career guidance practices.</li> <li>2. Placement (i.e., job placement) deals with the end product of other career guidance program activities.</li> <li>3. Placement is a necessary program activity, which despite its cost, must be addressed by a comprehensive career guidance and counseling program such as the one shown on the transparency.</li> </ol> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>As an optional way of presenting the module, select 5 participants in advance who you know have had some prior programmatic experience in placement.</p> <p>Make copies of this module for them and then ask them to develop a panel presentation with each individual taking one of the elements of placement. One of these individuals should be assigned the role of acting module facilitator.</p> </div>	

## LISTING OF PARTICIPANT MATERIALS

<b>Material</b>	<b>Page(s)</b>
Developing Placement Plans	VIII-17
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	VIII-18

## DEVELOPING PLACEMENT PLANS

Element No.

Applicability of Element Activities to Local Schools (check one)

High

Medium

Low

Advantages of Element Activities

Disadvantages of Element Activities

Activities that are not applicable to local schools and reasons for their inapplicability (list main ones)

Activity

Reason

Five Most Cost-Effective First Steps

1.

2.

3.

4.

5.

## RURAL AMERICA SERIES

### Module Questionnaire: Placement

NAME (Optional) \_\_\_\_\_ TITLE \_\_\_\_\_

INSTITUTION \_\_\_\_\_

ADDRESS \_\_\_\_\_ TELEPHONE \_\_\_\_\_

**DIRECTIONS:** Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

- On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the placement process.	
1	2	3	4	Increased understanding of the five basic elements of placement.	
1	2	3	4	Developed skills in placement program planning.	
1	2	3	4	Increased understanding of how to use the <i>Transitional Career Placement in the Rural Schools</i> .	

- To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success			
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL

**Materials/Processes**

**Comments**

**Materials**

- |   |   |   |   |                                     |
|---|---|---|---|-------------------------------------|
| 1 | 2 | 3 | 4 | Transparencies                      |
| 1 | 2 | 3 | 4 | <i>Rural America Series</i> handout |

**Processes**

- |   |   |   |   |                              |
|---|---|---|---|------------------------------|
| 1 | 2 | 3 | 4 | Lecture Presentations        |
| 1 | 2 | 3 | 4 | Small Group Work Sessions    |
| 1 | 2 | 3 | 4 | Question and Answer Sessions |

**Organizational Aspects**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Module Organization in Terms of the Logical Flow of Ideas |
| 1 | 2 | 3 | 4 | Important Concepts Reinforced                             |
| 1 | 2 | 3 | 4 | The Mix of Activities Helpful in Maintaining Interest     |

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

*Liked Most*

*Comments*

*Liked Least*

*Comments*

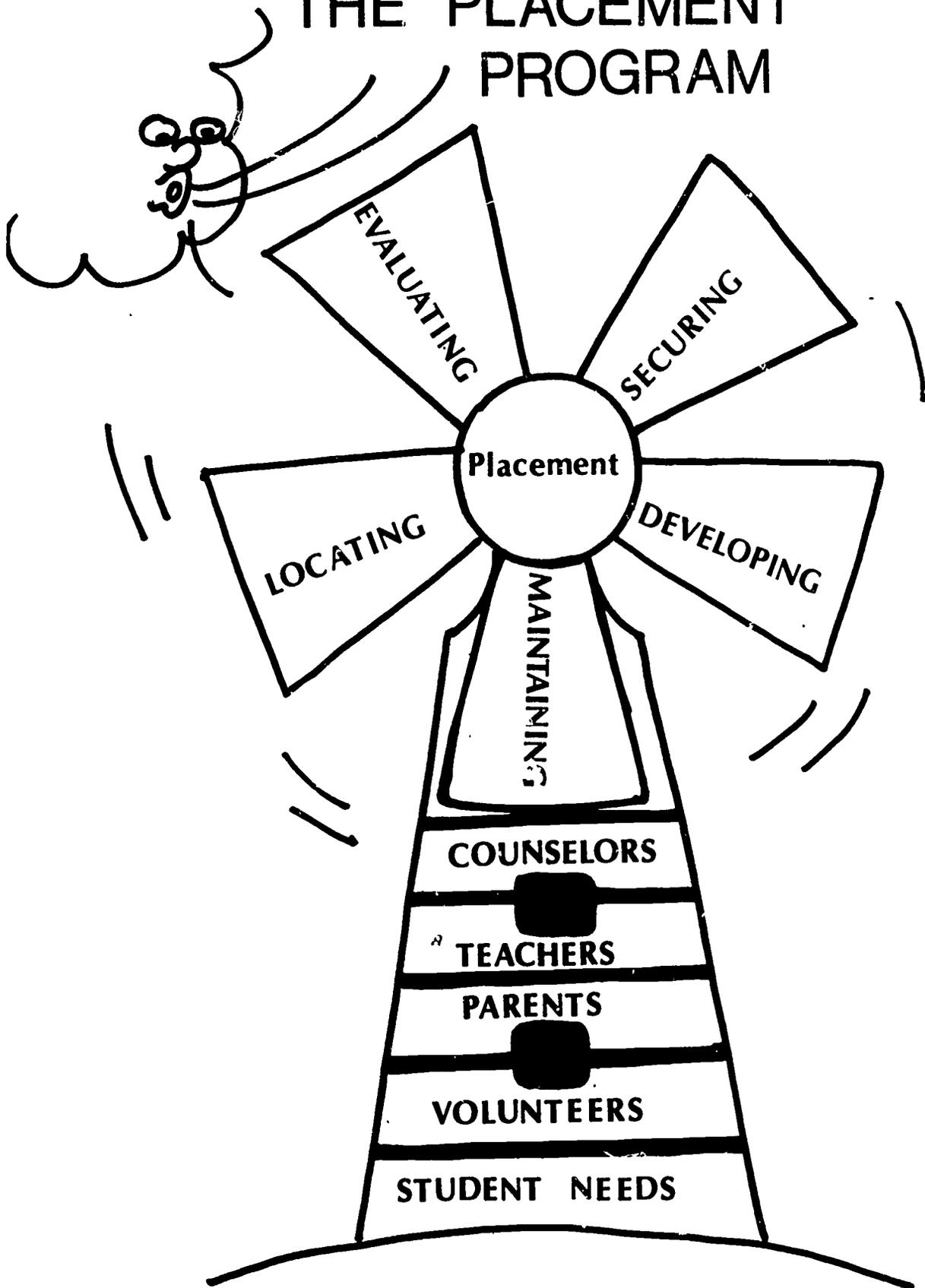
4. **SUGGESTIONS:** Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

## LISTING OF TRANSPARENCY MASTERS

<b>Transparency</b>	<b>Page(s)</b>
The Placement Program	VIII-22
The <i>Rural America Series</i>	VIII-23

# THE PLACEMENT PROGRAM



## THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION		PROBLEM RESOLUTION		
Support Information	Planning Process	Career Guidance & Counseling Strategies	Support Functions	Supplemental Areas
State of the Art	Planning and Implementation	Career Counseling	Staff Development	Facilitator's Guide
Model	Needs Assessment	Desk Reference	Community Relations and Involvement	Cooperative Agreements
Career Guidance Resources	Behavioral Objectives	Individualized Counseling and Placement	Community Perspectives	Case Studies
	Resource Assessment	Transitional Career Placement		
	Evaluation	Career Guidance Practices		

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

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Career Guidance Program Support Information Documents

State of the Art Review  
Life Role Development Model  
Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation  
Career Development Needs Assessment  
Behavioral Objectives  
Resource Assessment  
Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School  
Desk Reference: Facilitating Career Counseling and Placement  
An Individualized Approach to Career Counseling and Career Placement  
Transitional Career Placement in the Rural School  
Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development  
Community Relations and Involvement  
Rural Community Perspectives Toward Career Development

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