

THE IDENTIFICATION OF CAREER DEVELOPMENT
THEORIES IN SEVEN GRADE-TEN CAREER EDUCATION COURSES

by

SUSAN LYNN MITCHELL

B.Ed., Northern Illinois University, 1971

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty of
Education

ACCEPTED
FACULTY OF GRADUATE STUDIES

DATE

29th Mar 81

We accept this thesis as conforming
to the required standard

Max R. Uhlemann, Ph.D.

David R. Stronck, Ph.D.

R. Vance Peavy, Ed.D.

Joel Newman, Ed.D.

© Susan L. Mitchell, 1980

UNIVERSITY OF VICTORIA

December 1980

All rights reserved. This thesis may not be reproduced in whole or in part, by mimeograph or other means, without the permission of the author.

Supervisor: Professor Max R. Uhlemann

ABSTRACT

This research was an analysis of the classroom behavior of seven career education teachers in terms of eight theories of career development. The theories of career development included in this study were: accidental, trait-factor, developmental, decision-making, economic, sociological, personality, and social-learning.

The study was conducted with seven grade-ten career education teachers in the Greater Victoria School District No. 61. All teachers became involved on a voluntary basis. However, the seven teachers who volunteered to partake in this study represented 100% of all the grade-ten career education courses taught in the 1979-80 school year in the district.

A review of the literature indicated that the ideal career education program is founded on an explicit philosophy and set of assumptions. By explicitly stating the philosophy and assumptions of their program, teachers can check the consistency and compatibility of their activities and how these actions relate to the expectations of students, their parents, and other members of the school system and society at large. In addition, an explicit statement of philosophy can help in planning the future direction of program development: to guide the writing of goal statements

and the selection of strategies to help students achieve their goals.

To aid in analyzing the classroom behavior of career education teachers in relation to the philosophy to which they address their courses, a summary chart listing each theory, major assumptions, and program implications was developed. This chart was used to identify classroom activities relating to each theory. The identified program implications from the chart were then used to interpret backwards to the assumptions and theories held by the teachers.

It was found that the career education teachers were most influenced by the developmental and decision-making theories of career development. As well, many teachers used interest inventories with their students which indicated the influence of the trait-factor and personality theories. The overall impression however, was that teachers did not think about career education in theoretical terms.

The findings of this study have implications for the development of career education programs in high school settings and particularly in the Greater Victoria School District.

If a program has been in operation, it in fact has a philosophy and set of assumptions already. But these may not have been thoroughly studied and articulated. Thus, it appears that there would be considerable merit in moving

the career education program into the core school curriculum so that district wide leadership could be provided in defining and describing the program, resulting in an explicit statement of philosophy and assumptions.

Examiners

[REDACTED]
Max R. Uhlemann, Ph.D.

[REDACTED]
David R. Stronck, Ph.D.

[REDACTED]
R. Vance Peavy, Ph.D.

[REDACTED]
Joel Newman, Ed.D.

TABLE OF CONTENTS

Chapter		Page
	Abstract	ii
	Table of Contents	v
	List of Tables	viii
	Acknowledgments	ix
I	Introduction to the Study	1
	The Nature of Career Education	1
	History	5
	Nature of the Problem	7
	History	9
	Purpose of the Study	12
	Implications of the Study	13
	Delimitations	14
	Definition of Terms	15
	Career	15
	Career Development	15
	Career Education	15
	Overview of the Study	16
II	Review of the Literature	18
	Career Development Theories	18
	Accidental Theory: The Unplanned	19
	Career	
	Trait-Factor Theory: Matching Persons	21
	and Jobs	

Chapter	Page
Developmental Theory: Stages of Vocational Maturity	22
Decision-Making Theories: The Process of Rational Choice	26
Economic Theories: Money is a Motivator	32
Sociological Theory: The Influence of Background	34
Personality Theories: What You Are is What You Choose	37
Social Learning Theory: A Lifetime of Learning	40
Relationship of Theory to Career Programs	47
III Methodology	52
Research Design	52
Sample	52
The Subjects	52
The Schools	53
Limitations of the Study Due to Sampling Procedure	53
Procedure	54
Telephone Introduction	54
Initial Visit to the Schools	55

Chapter		Page
IV	Results	58
	General Observations	58
	Analysis of Career Education Courses	59
	School A	59
	School B	64
	School C	68
	School D	72
	School E	76
	School F	81
	School G	85
V	Discussion	89
	Summary and Discussion of Results	89
	Implications of the Study	97
	Suggestions for Further Research and Development	99
	Reference Notes	102
	References	103
	Appendix A	107
	Appendix B	129
	Appendix C	131
	Appendix D	133

LIST OF TABLES

Table		Page
I	The Relationship of Career Development Theories to Career Guidance Programs.	49
II	Major Components of Career Education Course: School A.	63
III	Major Components of Career Education Course: School B.	67
IV	Major Components of Career Education Course: School C.	71
V	Major Components of Career Education Course: School D.	75
VI	Major Components of Career Education Course: School E.	80
VII	Major Components of Career Education Course: School F.	84
VIII	Major Components of Career Education Course: School G.	88
IX	Career Development Theories Represented in Each Career Education Course.	90

ACKNOWLEDGMENTS

The present study has been facilitated greatly by the assistance of many individuals. I would particularly like to acknowledge the contributions made by the following:

- I am sincerely grateful to Dr. Max Uhlemann, my Committee Supervisor, and all members of my Committee for their patience and comments.
- I also wish to express a special thanks to the staff at the NEED Crisis Line for their support and understanding.
- I am indebted to all the teachers of career education who became involved in this study.
- I extend my warmest thanks to my typist, Sarah Baylow, whose speed and accuracy greatly assisted the preparation of the final draft of the thesis in the minimum possible time.
- Finally, I wish to dedicate this work to my husband, Ted, in appreciation for his constant support, friendship, and "gentle" pushes.

Chapter I

INTRODUCTION TO THE STUDY

The purpose of this study is to analyze the behavior of career education teachers in the Greater Victoria School District No. 61 (GVSD) in terms of eight theories of career development. As an introduction to this study, a discussion of the nature of career education, and more specifically its conception in the GVSD, follows.

The Nature of Career Education

There is no lack of definitions of career education. Scholars, educators, administrators, and other sources have written a multitude of articles dealing with theory, practice, experiments, curriculum development, and criticism of career education. Edwin Herr's (1972) synthesis is an excellent distillation of the many descriptions of career education that have evolved. In his summary of the literature on career education, Herr suggests that the term can mean, in relationship to different contexts and purposes, at least the following:

1. An effort to diminish the separateness of academic and vocational education.
2. An area of concern which has some operational implications for every educational level or grade from kindergarten through graduate school.

3. A process of insuring that every person exiting from the formal educational structure has job employability skills of some type.
4. A direct response to the importance of facilitating individual choice-making so that occupational preparation and the acquisition of basic academic skills can be coordinated with developing individual preference.
5. A way of increasing the relevance or meaningfulness of education for greater numbers of students than is currently true.
6. A design to make education an open system in that school leavers, school dropouts, adults can reaffiliate with it when their personal circumstances or job requirements make this feasible.
7. A structure whose desired outcomes necessitate cooperation among all elements of education as well as among the school, industry, and community.
8. An enterprise requiring new technologies and materials of education (i.e., individualized programming, simulations).
9. A form of education for all students. (p. 10)

Sidney P. Marland, Jr. (most often cited as the creator of the career education movement in 1971) would hasten to add that the concept of career education is too large an idea in its ultimate potential to be neatly defined, catalogued, and prescribed (Marland, 1974). Marland, as the first Assistant Secretary for Education to be appointed

under the provisions of the U.S. Education Amendments of 1972, has continually declined to lay out a concrete definition of career education, believing that:

if the notion has merit, it must be defined within general parameters jointly developed by the teachers, counselors, board of education members, college faculties, superintendents, and deans, and the constituencies of parents and students whom we serve (McClure-Buan, 1973, p. ix).

Marland does however, embrace a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons--the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education. (Marland, 1974, p. 308)

Taken as a whole, these ten concept assumptions can be viewed as representing the philosophical base for current career education efforts.

History

During the period since January, 1971, the U.S. Office of Education has undertaken to implement a major reform and redirection of the American education structure (Herr, 1972; Marland, 1974). "The term which has been used to describe this movement is career education" (Herr, 1972, p. 3). The term itself is new, but the substance represents a complex set of ideas which can be traced historically through those lines of philosophy and theory which are pertinent.

In viewing the legislative heritage to which career education falls heir, it is clear that philosophical shifts have transpired. The early belief systems which supported vocational education legislation up to the 1960's accentuated the view of vocational education as separate from the rest of education (Herr, 1972). It addressed program development in terms of the categories and needs defined by the occupational structure of society. It gave little direct attention to individual decision-making or to the importance of vocational guidance in facilitating such personal behavior (Marland, 1974).

The legislation of the 1960's has virtually rejected all of the assumptions upon which vocational education previously has been based. The Vocational Education Act of 1963 and the Amendments of 1968 (U.S. Congress, 1969) spoke of employability as having a longitudinal character as well as "both affective and cognitive dimensions" (Herr, 1972, p. 44). They emphasized the need to both reestablish linkages between vocational education and general education and to heighten the clarity of purpose of each in contributing to both skills of employability and personal growth. It is this breadth and unity that makes the new curricular approaches to career education different (Gimmestad, 1975, p. 153).

Current descriptions of career education clearly extend the philosophical base laid by the Vocational Education Act of 1963 and the Amendments of 1968 (Herr, 1972, p. 44). Most of these projects report a significant emphasis on individual preference, values clarification, understanding and being able to relate one's own characteristics to occupational and educational alternatives, and the teaching of decision-making skills (Gimmestad, 1975; Herr, 1972; Letson, 1973; Marland, 1974). The concept of career education stresses the design of materials and procedures that respect the wide range of individual differences of students, both in stages of maturation and in interests and abilities (Gimmestad, 1975). Such emphases have seemed to find their

roots in the growing body of theory and research about career development and in the apparent demands upon self-definition which is a characteristic of our current levels of social and technological complexity (Herr, 1972, p. 56).

In summary, career education has evolved and is evolving into a new and systematic interrelationship among vocational education, vocational guidance, and career development theories. As yet, there is no single career development theory but there are theories which combine and explain much about the attitudes, knowledge, and skills which contribute to or impede career development. What is demanded by the concept of career education is an approach which pulls the pieces together in accord with principles of human development and sound instructional methodology.

Nature of the Problem

Do students need help in planning their lives and choosing a career? The answer seems to be a definite "yes". In the most thorough study of students' vocational decision-making in Canada, Raymond Breton (1972) indicated that only 40% of high school students felt that they were adequately prepared to make an occupational choice. Further, some 34% of students had no occupational goal whatsoever. Unfortunately, the answer to the question, "Do students know they need help?" is not nearly as clear. In a 1960 survey of Project TALENT (Flanagan, Davis, Dailey, Shaycroft, Orr, Goldberg, and Neyman, 1964), a unique longitudinal study by

the American Institute for Research, approximately 28% of the 12th grade male students and 43% of the female students reported that their present choice of an occupation was either "very definite" or "completely decided". Another 40% of the male students and 36% of the female students indicated their choice was "fairly definite". However, follow-up studies after this sample of students completed high school made it clear that career choices were often unrealistic and based on inadequate information (Flanagan and Ross-Eft, 1975). For example, 7 out of 8 boys and 19 out of 20 girls who had indicated definite career plans had changed their minds about them five years after high school.

Making career decisions can be complicated and confusing, especially in an austere economic climate. Today's high school students are faced with a wide array of options to choose from, yet often they have only a vague idea of what these alternatives are like or how to provide for them. It is a long and often painful process for young people to attain an accurate image of their own interests, abilities and values. No process is more important to a satisfying and productive life. A well planned and clearly defined career education program can facilitate this decision-making process (Gimmestad, 1975; Sanderson and Helliwell, 1978).

The nature of the problem in the GVSD is that there has never been a consistent district-wide policy on career education as there has been in the U.S. This has limited

the breadth and unity of the new curricular approaches to the developing concept of career education. As well, there has never been a central office based director with sole responsibility for coordinating career education activities in the GVSD. Consequently, the career education courses in the district are locally approved and developed, i.e., not part of the core curriculum, and without a comprehensive implementation plan or explicit set of assumptions upon which to base general goals, behavioral objectives, and on-going evaluation.

History

It should be noted that there is a definite lack of written history of the development of career education in Victoria (then and now) which makes it difficult to give an authoritative or detailed perspective. Much of what follows has been gleaned from internal memoranda shared by Employment and Immigration Canada, interviews with Mr. Bill Sloan who has been quite active in the area of career education in the GVSD, and a survey of attitudes and career education programs in School Districts No. 61 and No. 63 completed in 1976 (Note 1).

Career education in the GVSD began around 1972 as a joint effort between Canada Manpower and a committee representing the school district headed by Ms. Kory Regan, then curriculum consultant for career education. The culmination of this joint effort was a career education program for grade twelve entitled Career Exploration 12. The philosoph-

ical underpinnings of this program relied heavily on Maslow's hierarchy of needs with accompanying lesson plans from Canada Manpower. Copies of School District No. 61's Career Exploration 12 program were distributed by the Department of Education to most of the School Districts in British Columbia and helped form the nucleus for programs in other parts of the province.

During this period of growth, a need for a coordinated curriculum design in the province evolved. In June of 1974 the Secondary Advisory Committee of the Department of Education placed a motion on its books to establish a committee to study the topic of career education courses and/or work experience to discuss this problem. To date, no action has been taken by the Curriculum Division. Activity in the area of career education has been under the auspices of the Division of Integrated and Supportive Services and is presently governed by Pupil Services within the School District's central administrative structures. In April, 1980, an outside consultant (Sinclair, Note 2) hired by the District recommended that they create a position of Director of Career Education under the Assistant Superintendent--Curriculum to coordinate the entire career counselling program including work exploration/experience/study and assist in the continued upgrading of teachers in this regard.

Around 1977, Mr. Bill Sloan, then a District Counsellor in charge of work experience, joined forces with three other

counsellors to begin planning a grade 10 Career Education Program. The result of their efforts was a program titled Career Planning 10 which incorporated much of the recent research on career development. Initially, this course guide (Appendix A) included sixteen pages covering suggested curriculum for career development programs and eight general goals of career development. This program was instituted in the GVSD in the autumn of 1978.

The grade 10 program grew to include a manual of suggested activities and resources organized under seven major headings:

- A. Self-Awareness
- B. Job Awareness
- C. Decision-Making
- D. Life Planning
- E. Educational-Vocational Planning
- F. Leisure Planning
- G. Job Search Skills

Gradually, Mr. Bill Sloan became a central contact person for teachers in aid of beginning a career education* course. If a teacher were interested, Mr. Sloan would set up a meeting with the interested party and the principal of that school to discuss how best to proceed. Thus, a new career course would begin with human support from a colleague rather than printed support from administration.

Mr. Sloan would typically proceed from the initial meeting by producing a list of recommended materials (Appendix B) from which the potential career educator could choose to order. The actual ordering and budgeting would be done through the Curriculum Division. There are no textbooks for the Career Planning 10 program. The materials described above would be resources for the teacher to begin planning his particular course.

At this stage of development, the Career Planning 10 guide and the manual of activities would be also available. Mr. Sloan would continue to be available for consultation and perhaps even teach a few of the beginning lessons. The specifics of the individual courses, however, would be the domain of the teacher.

Purpose of the Study

The prime focus of this study is to analyze the behavior of seven local career educators in terms of eight theories of career development. This research aims to extend present understanding of the content and procedures employed in the grade 10 career education program presently taught in the GVSD. Data for this study was collected through structured interviews with teachers from each Career Education course. Data collection focussed on both unique and common elements of the seven grade 10 courses.

The purpose of this study was inspired by Edwin Herr in his review and synthesis of foundations for career education in the U.S.:

Frequently, it is evident in examining project reports that what is described is what will be done or has been, not why it has been done, not the terminal behavior expected of clients. In these cases, one must extrapolate from other than direct expressions, the philosophy to which projects are addressed. (Herr, 1973, p. 56)

Implications of the Study

The present research has implications for the development of career education programs in high school settings. Several studies have emphasized the need for career education based on career development theories (Osipow, 1973; Pietrofesa & Splete, 1975). A clear philosophy and explicit set of assumptions is a necessary foundation for building a well planned program with clearly defined general goals, behavioral objectives, and on-going evaluation (Gimmestad, 1975; Sanderson & Helliwell, 1978). By studying the existing courses in career education in the GVSD, and describing the content and procedures employed in terms of career development theory, progress can be made towards assisting educators, counsellors, and administrators to develop programs to help students plan realistically for and achieve genuine satisfaction from the life roles they choose.

Delimitations

This study does not claim to measure the psychological dimensions of vocational maturity or any other psychological constructs. Rather, it represents a practical approach to helping career education teachers, counsellors, and administrators obtain some of the information needed to design meaningful career education courses based on a clear philosophy and explicit set of assumptions.

The reader should note that the findings documented in this report represent findings at a particular moment in time and that they are a cross-sectional view of career education courses taught in seven schools in the GVSD. Data gathering was limited by the number and length of interviews due to the nature of voluntary participation. Moreover, the data gathering procedure for describing and relating the career education courses to career development theory has limitations in the sense that much of the data was extrapolated from other than direct expressions. The primary reasons for limited generalizability relate to empirical program differences and not just to the lack of theoretical orientation in planning and development, however. As well, these findings do not preclude the possibility that the programs in these schools may have changed considerably since they were studied.

Definition of Terms

Career

There is no one definition of career with which all theorists and practitioners agree. In this study, however, the term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his personal and social behavior, learning to learn skills, social responsibility, and use of leisure time (Gysbers & Moore, 1975; Mitchell, 1975).

Career Development

"Career development is a process that occurs over a life span and is significantly influenced by self-concept and by social, physical, and psychological forces in one's world" (Pietrofesa & Splete, 1975, p. 1). This ongoing process includes developing, implementing, evaluating, and revising plans to define a life style as one lives life and makes a living.

Career Education

The concept of career education has been discussed earlier in this chapter. One difficulty in choosing a precise definition for the purpose of this study is that "career education is a very large and complex proposition, carrying various levels of abstraction according to the setting" (Marland, 1974, p. 91). Since the setting of this particular study is Victoria, British Columbia, perhaps the local definition of career education is best employed.

According to the outline for the "Career Planning 10" course in the GVSD, career education:

involves broadening vocation and personal awareness, and establishing vocational planning and decision-making skills. The emphasis should be upon teaching individuals to make informed decisions for themselves. The Career Educator is responsible for teaching students how to make informed career decisions but ultimately the students are responsible for deciding their career directions.

Overview of the Study

This thesis is presented in five chapters and four appendices.

Chapter I has set forth the background of the problem and the purpose of the study.

Chapter II contains a review of selected literature under the major heading of career development theories. As well, the relationship of each theory to career education programs will be outlined.

The methodology employed in the study is described in Chapter III.

Chapter IV gives a presentation of the results and describes the sample of career education courses in terms of the main theories emphasized.

The thesis concludes with a discussion of the implications of the findings; suggestions for further research are given. Course outlines and relevant forms appear in the appendices.

Chapter II

REVIEW OF THE LITERATURE

Career Development Theories

The ideal career education program is founded on an explicit philosophy and set of assumptions (Marland, 1974; Osipow, 1973; Pietrofesa & Splete, 1975). A well-supported career development theory can be used to predict what may make a difference in people's lives.

How do theories relate to a career education program? Teachers involved in career education tend to be action-oriented people. Each day they are faced with pressing problems which require that they make immediate decisions. Frequently, they view theories as vague and abstract and not very relevant to the situations they deal with.

In fact, however, there is some theory (or more likely, various ideas reflecting different theories) underlying every career development program and the actions of every teacher. By explicitly stating the philosophy and assumptions of the current program, teachers can check the consistency and compatibility of their activities and how these actions relate to the expectations of students, their parents, and other members of the school system and society at large. In addition, an explicit statement of philosophy and assumptions can help in planning the future direction of program development: to guide the writing of goal statements and

student objectives and the selection of strategies to help students achieve their goals.

The career development theories which will be discussed in this chapter are:

Accidental
Trait-factor
Developmental
Decision-making
Economic
Sociological
Personality
Social learning

In addition, the relationship of each theory to career education programs will be outlined. These theories will be referred to in Chapter IV in relation to each career education course description.

Accidental Theory: The Unplanned Career

The accidental theory of career development is based on observations of individuals. Miller and Form (1951), two occupational sociologists, analyzed the occupational backgrounds of a large group of young people and concluded that:

One characteristic is outstanding in the experience of most of the case histories that have been cited. In their quest of a life work theme has been a vast amount of floundering, and chance experiences appear to have

affected choices more than anything else. No single motivating influence appears which has finally crystallized into a wish for a certain occupation. Chance experiences undoubtedly explain the process by which most occupational choices are made. (p. 660)

Osipow (1969) expanded on the accidental theory, noting:

it employs few, if any, constructs to explain the relationship between events in the lives of individuals.

This view may be summarized in a single sentence:

People follow the course of least resistance in their educational and vocational lives. It may be a moot point as to whether the 'least resistance theory' is more valid than one of the more self-conscious views of career development. The fact remains that in many cases people do react to their environments and follow those avenues educationally and vocationally which they perceive to be open to them with a minimum of difficulty.

The accidental or least-resistance theory has some significant implications for career education. The theory assumes that individuals have a tendency to pursue alternatives that they are already familiar with and that they think will be easy for them. People are likely to delay making decisions and then grasp opportunities that arise without considering how they fit into a career plan.

According to this theory, a career program should expose students to many alternatives and help them acquire the

knowledge and skills that enable them to take more control over their own lives.

The remaining theories presented in this chapter usually assume that career development is or should be a logical, systematic progression of events in an individual's life.

Trait-Factor Theory: Matching Persons and Jobs

From its early beginnings in the 20th century until shortly after 1950, vocational psychology was mainly concerned with the study of occupations. Using this approach, called trait-and-factor, an occupation was studied by examining characteristics of people engaged in it (Parsons, 1909). The basic concept is to match an individual's traits (aptitudes, interests, achievements, etc.) with important job factors (work requirements, necessary skills, etc.). Trait and factor theory is based on the idea of individual differences and evolved from the testing and psychometric movement. It assumes that 1) the individual possesses a unique pattern of capabilities and potentialities (traits); and 2) there is a set of qualities (factors) which are possessed by workers who are successfully functioning within any job category; and 3) the individual's traits can be matched with the factors of an occupation to predict if an individual will be successful. Testing is an important tool in helping the individual identify his own traits and how they relate to key factors of various occupations.

Most theorists now generally consider the trait-factor theory insufficient by itself and would recommend its integration with other approaches (Osipow, 1973). For example:

- It should focus more on vocational selection as a developmental process rather than emphasizing a specific choice point.
- It should take into account other predictors of success, such as values, energy level, perseverance, etc., in addition to characteristics of the individual that are easy to measure.
- The decision-making process itself should be stressed as people often do not use the information in a logical way.

Developmental Theory: Stages of Vocational Maturity

In the early 1950's a new approach to vocational psychology was developed primarily from the work of Donald Super (1953) and Eli Ginzberg (1951). Their work was the basis of a career model of vocational development which viewed the vocational choice and adjustment of an individual in a developmental context. Career was defined as "the sequence of occupations, jobs and positions occupied during the course of a person's working life" (Super, 1969, p. 3). This developmental concept widened the horizons of vocational psychology enormously. It included an individual's choices and experiences before and after working life and took into account psychological and social factors which might affect

vocational choice. This approach emerged in reaction to theories which considered vocational choice to be made basically at one point in time. Furthermore, this theory states that an individual does not choose an occupation, but rather makes a series of occupational and occupationally related decisions at different stages which constitute vocational development and result in vocational choice. There is not just one best job for a person, but each person is capable of doing many jobs. Practitioners should not only help people at the critical choice points, but over long periods of time, and assistance should be appropriate to the level of vocational maturity of individual students.

Developmental self-concept theory: Donald Super.

Donald Super is considered to be a leading proponent of the developmental approach in vocational psychology (Pietrofesa & Splete, 1975), and has developed a comprehensive theory which emphasizes self-concept. Self-concepts are formed in early experiences with other people and situations; they are translated into occupational terms through identification, experience, and observation and are implemented as the individual makes educational and occupational plans and modifies them based on experiences. Thus, vocational choice is an expression of self-concept. As well, Super suggested that the vocational behaviors an individual exhibits are a function of his particular stage of life development.

Super (1957) also developed a scheme to illustrate the various life stages. The stages are: growth, exploration, establishment, maintenance and decline.

In the growth stage (birth - age 14), Super saw the self-concept developing through identification with key figures in the family and school. As well, interests and capabilities become more important with increasing social participation.

The exploration stage (15 - 24) is characterized by the individual assessing his needs, interests, capacities and values, making tentative choices which are tried out in fantasy, discussion, or part-time work. He takes tentative steps to establish himself in the world of work, finding a beginning job and trying it out.

A suitable work field is found in the establishment stage (24 - 44), and the individual has a desire to earn a permanent place in the occupation of his choice. There may be some job change, some shifting within the occupation, but a person may establish himself with a trial period.

In the maintenance state (45 - 65) the individual builds a place in the world of work, and in decline (65+), work activity changes and ceases as physical or mental powers cease or decline.

While all individuals proceed through the same general developmental stages, they vary in their sequence of jobs or career patterns. Common types of career patterns are summarized below.

Male Career Patterns

1. Stable - direct entry into life work
2. Conventional - one or more trial jobs leading to
stability
3. Unstable - sequence of occupations
4. Multiple trial - a series of trial jobs, no career

Female Career Patterns

1. Stable homemaking - no job, homemaking
2. Conventional - works briefly, then homemaking
3. Stable working - continuous work
4. Double-track - combination of marriage and work
5. Interrupted - work, homemaking, work

Super's approach has generated considerable research on patterns of occupational choice and vocational development. Other "developmentalists" emerged such as Crites (1961), Tiedeman (1963), and Gribbons and Lohnes (1968). Diverse theoretical approaches were explored, drawing from behavioral science concepts such as personality and social organization.

As Osipow (1975) pointed out, regardless of the theoretical orientation, all approaches seem to imply that there is something systematic about people's careers and their development. However, one must realize that generally these concepts and theories were designed to understand the career development of a middle class,

probably white, American male. Thus application of the concepts, let alone the derived data, to such groups as women is clearly problematic (p. 3).

Unfortunately, very little of the research has been directed toward the effects of various guidance strategies on development, and most of the studies have been done with males.

The influence of the developmental approach can be clearly seen, however, in recent developments in career education. There is increasing emphasis on providing guidance services at all age levels, on developing materials and approaches which are appropriate for various levels of vocational maturity, and on expanding career guidance into other areas than just job choice, such as self-concept development.

Decision-Making Theories: The Process of Rational Choice

Although the developmental approach stresses vocational selection as an ongoing process, there are some critical decision points where an individual makes important choices. They usually come at the ninth grade, the twelfth grade, and at any point where there is a change in job or educational plans.

As mentioned in the introduction (Chapter I) however, it must be noted that individuals need to have experiences in making decisions throughout the career process. As Herr (1970) states:

The assumption that students cannot make realistic choices until senior high school or later is coming under scrutiny from various vantage points. In the first place, many young people do not make it to senior high school. They absent themselves from formal schooling before this time. They make choices to enter the labor market, to get married, to join the military or simply to populate the street corners of America, but they do make choices. Accordingly, one can conclude that whether or not the outcome of these choices are good and whether theories support the efficacy, choice-making does occur at a relatively early age for many people. Thus, guidance strategies must be able to effect a climate from the elementary school forward which provides opportunities by which the choices, which for some young people must be made at early ages, become informed choices. (p. 38)

People make decisions in different ways. Some have realistic occupational goals and pursue them in a systematic manner; some have tentative goals and explore various ways of clarifying and implementing them; others drift or stay in jobs without making explicit the options which are open to them. Sometimes people systematically consider alternatives and make a commitment to a choice, while at other times they are not conscious of making a decision at all. The decision-making theories focus on the process of making

a choice, and they assume that vocational selection is a rational process. They imply that career guidance should teach students decision making skills for use throughout their lives in making informed realistic plans which are very likely to result in satisfying outcomes. While the trait-factor approach emphasized information, this approach stresses how to use this information to make wise choices.

Career decision-making may be viewed as a kind of "increasing approximation" method (Gelatt, 1962). When confronted with a set of alternatives for an educational-vocational problem, an individual collects information designed either to lead to a plan to deal with the problem or to identify more information essential to solving the problem. The sequence is thus: collect information, assess the information and predict outcomes of various courses of action in terms of probability and desirability, identify alternatives, evaluate and select, and finally implement the decision. The implementation may either terminate the problem or be a preliminary solution designed to provide more information, in which case the process would be completed.

Gellatt, Varenhorst, and Carey (1972) have stated that a very important step in learning decision-making skills is to understand and clarify values. They contend that once values are identified a person can set goals and objectives and thus make satisfactory decisions. Katz (1963) also

indicates that values affect perceptions and these perceptions in turn are important in making a particular decision or in formulating a method of choosing. Values-clarification techniques are increasingly seen as part of the decision-making process.

Tiedeman and his associates have been major contributors to the field of vocational development. Tiedeman and O'Hara (1963) have conceptualized decision-making in relationship to career choice. They view occupational development as a continuous process. An individual faces a series of lifelong problems and decisions and goes through certain stages in the decision-making process.

During the first general stage, a person anticipates a problem and becomes preoccupied by it. It may be an immediate problem, such as deciding on a course for the next term, or a long-range problem, such as selecting a career. The person begins to explore possibilities, generally in a highly imaginary, fantasy-oriented way as the individual projects himself into the alternatives. In the crystallization stage, the person makes a tentative decision or series of decisions, which lead to an actual choice of a goal and related activities. Clarification involves an elaboration of plans and leads into the second major phase, that of implementation and adjustment. As the person begins to implement his choice in the induction stage, the degree of success experienced determines whether he goes

back to the exploration state or continues through reformation and integration, leading to stabilization. This sequence is repeated as the person experiences new problems. A person may not necessarily go through the process successfully, but may go back and forth among the stages and may have overlapping of stages.

Like all theories, Tiedeman's work is not static; rather it has evolved over time on the basis of new research results and insights. In 1972, Miller and Tiedeman expanded the concept of decision-making as a process and recommended that counselors help students become aware of how they make decisions by having them verbalize what they do. Students need to know both the steps involved in decision-making and also how these steps relate to their own behavior. The authors give this description of the role guidance personnel can play:

- (1) providing the language framework necessary for the individual learner to comprehend more completely his behavior (both current and past) by introducing the appropriate formal statements about the decision-forming process;
- (2) illuminating the existing decision-making steps underway within the individual at that moment and simultaneously relating these present behaviors; and
- (3) encouraging the individual who is at that point gaining insights into his past and momentary behavior

to (a) think ahead, (b) specify potential means of satisfying future needs which now are better understood, (c) create his own plan for fulfilling future ends of which he is now more aware, and (d) implement his then created decision with the realization that his actual future self-structure is now more fully known... (p. 4).

Recently, Tiedeman has been working in association with Peatling (1974) to further expand his theories. In this paper the concept of self-directed development as he gains in understanding. Career educators can facilitate this growth by giving students a language for describing states and concepts and by encouraging them to examine and analyze their own decision-making style. The authors explore the potential for using a computer to assist students in this process. They also apply the analogue of factor analysis as a technique for better understanding the major elements and developments of personality.

Tiedeman's ideas are complex and fascinating in their evolution. The idea that counselors using computers and sophisticated statistical techniques can help students construct their own careers or lives suggests areas of research.

At present, however, the decision-making theories have resulted in some practical, interesting, and motivating materials for use in career education. These materials can help educators implement a program which emphasizes the decision-making process.

Economic Theories: Money is a Motivator

The economic approach is basically a type of decision-making model by which people weigh the utility or benefit of various alternatives. Both monetary and non-monetary rewards are considered in determining utility, but the economists have focused on those variables which are most easily quantified, such as potential or lost earnings and the cost of schooling in relation to economic returns. These theories assume that economic return is a major motivator in making occupational choices, that people make decisions in a rational way, and that people have accurate information on the costs, rewards, and risks or probabilities.

Kaldor and Zytowski (1969) have described a system, which, in a complex way, appears to be a variant of subjective estimate of probabilities methods. Kaldor and Zytowski seem, in an implicit way, to go beyond the consideration of the utility of the outcome for the chooser as an important variable and, instead, include the effect that the "costs" to the individual interact with his estimates of probabilities of various outcomes. In other words, they imply that what an individual will choose depends on his estimates of the likelihood of various outcomes in combination with the expense in time, effort, etc., of producing each outcome.

One major question economists have studied is return on investment in education. A college education has generally increased a person's lifetime earning potential, and

the younger a person is when he begins his training, the more time there will be to benefit through higher wages. Costs which must be considered are not only educational costs, such as tuition, extra living expense, and books, but also foregone income, which is the income people would earn on a job if they were working rather than going to school. Foregone income can be a sizable sum and would generally double the costs of training. Foregone leisure is also an important factor which is often not considered. Schultz (1963), in his review of various studies on return on investment for college education, found that the measured return based on total cost of education to the student was about ten percent per annum. A problem in interpreting this conclusion is that the people who attend college may differ in significant ways from those who don't, and these differences may account for their greater financial success. The economic studies generally have not adequately controlled variables such as intelligence or socioeconomic background to account for these differences. Furthermore, there is increasing evidence that cultural and economic changes are resulting in a reduction in the return of higher education.

The implications for career education programs is that economic factors are important in vocational selection and that students should have access to the best available information on the economic outlook for various fields (Sanderson & Helliwell, 1978; Schultz, 1963). Ten years ago counsellors

were encouraging students, particularly women, to become teachers, and now there is a substantial surplus of teachers (at least in Victoria and most other larger cities). Also ten years ago, there were many scholarship programs to encourage young people to earn a doctorate, and now professional conferences are a scramble as Ph.D.'s attempt to make job contacts. Yet there are many jobs in service and technical fields which do not require a college education. The idea that a college education will assure a person a better job is breaking down as a higher percentage of students attend university and compete for a limited number of positions. People planning their careers need to be apprised of the realities of the supply-and-demand outlook in various areas and the implications of an economic down-turn. The current emphasis of the career education movement on saleable skills, contact with the world of work, and occupational information should help deal with this problem.

Sociological Theory: The Influence of Background

Sociologists deal with the process by which occupations are passed on from generation to generation, the impact of environmental factors on options and decision, and the meaning of work in our society. This approach differs from the other theories outlined in this review of literature primarily in its emphasis. The sociological point of view is fundamentally based on the notion that elements beyond the individual's control exert a major influence on the course

of his entire life, including his educational and vocational decisions (Osipow, 1973). Theorists in this group assume that one's social background has much to do with the choices one considers and makes. Influencers include occupation and income of parents, sex, race, ethnic group, religion, place and type of residence, family stability, size of family, birth order, values of peers, school environment, and community. Lipsett (1962) has summarized the role of social variables in vocational development.

Many studies have explored the relationship between occupational attainment and family background, primarily using male subjects. In a major work, Duncan, Featherman, and Duncan (1972) found a high correlation between father's occupation and education, and son's education, income, and occupational status. They also found that intelligence was an important factor which contributed to attainment. High income and status were related to a lesser extent to being white and from a small, stable family.

A study reported by Sewell and Shah (1968) focused on the effects of socioeconomic background and intelligence on college plans and performance. They found that for young men the effects of socioeconomic status and I.Q. were about equal on college plans, but intelligence was substantially more important for graduation from college. For young women, the family background played a more important role in determining who attended college, but once they were enrolled,

the influence of socioeconomic status and I.Q. were very close.

Berman (1972) conducted a study which points out how factors such as sex, race, and socioeconomic background can limit a person's perspective of occupational choice. He collected information on the career aspirations of girls attending a New York City high school. He found that 57% wanted to be secretaries, nurses, or teachers. Of the blacks, 35% wanted to be nurses; 34% of the Chinese wanted to be bookkeepers or accountants and the Puerto Ricans primarily wanted to be social workers. The sample was small and the data collection procedure was not refined, but the study is valuable in that it illustrated how background may influence aspirations.

The sociological theories have not been widely applied to the field of counselling, probably because they emphasize groups rather than individuals and because they do not deal very much with the process by which the variables influence people (Osipow, 1973). Program implications are that vocational selection is a developmental process and that students may have a limited perspective on job choices due to their background. Herr and Cramer (1972) state:

Perhaps the most important point gleaned from sociological studies of vocational development and choice is that while the vocational preferences of individuals across various social or economic classes are essentially

the same, lower class expectancies are not congruent. In other words what they would prefer to do is not what they expect to be able to do. (p. 44)

Program directions that are suggested may be to begin career guidance at the elementary grades, to expose students to more alternatives, to develop approaches to increase the options of special groups of students, and to provide students with skills in goal setting, planning, and decision making which will enable them to exercise more control over their own lives. Programs which include parents may be considered; counselors, teachers, and other educators should take time to examine their own biases and to explore how the school environment is influencing their students.

Personality Theories: What You Are is What You Choose

The major assumptions of the personality theories is that individuals have certain needs and that they seek satisfaction for these needs through occupational choice. Furthermore, people select a career area which is appropriate for their personality type. Personality theories are similar to some of the developmental approaches, but they incorporate a viewpoint of psychoanalytic or clinical psychology and emphasize the importance of early childhood experiences, needs, and personality traits in occupational selection.

Anne Roe (1956, 1957) was the first theorist who viewed personality as a primary determinant. The theoretical under-

pinnings of her work came from her interest in sociology, anthropology, and psychology. She was chiefly concerned with the effects of early childhood experience on the development of personality and on occupational choice. Depending on early parental attitudes and how completely early needs are satisfied, Roe postulated that an individual moves towards persons or "non-persons" (1957), both in personality and in occupational choice. She found that warm parent-child relations encourage the child to select jobs that allow need satisfaction through interaction with other people, while cold parent-child relations influence the child to select jobs with a minimum of contact with other people. Based on her theory, Roe (1957) developed an occupational classification system which predicted that people with particular early home environments would gravitate towards particular occupational environments.

Roe's work generated considerable research, most of which indicates that her theory as originally proposed is not an adequate representation of crucial features of vocational development (Osipow, 1973). Despite these results, Roe's contributions are considered valuable because she was the first theorist to stress the importance of considering early experience, personality and individual needs in vocational choice.

Another major personality theory was developed by John Holland (1959, 1966). Holland extended Super's developmental

idea and Roe's work and added a novel approach as well. Like Super, he viewed career choice as an extension of personality and believed that an individual attempts to implement broad behavioral styles in the context of the world of work. Like Roe, he developed a classification system for occupations. The novel element of Holland's work is his notion that people project their views of themselves and the world of work on to occupational titles.

He defined six occupational environments which he assumed included all the major kinds of American work environments (1959). As well, he used these six classifications to describe six model personal orientations or personality types. These six occupational and personality types are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Holland maintained that people tend to choose occupational environments that match their personal orientation.

This theory is closely related to the trait-factor approach in that it assumes that the congruence between the personality and the work environment will lead to higher vocational achievement and satisfaction.

The personality approaches are intriguing with their emphasis on the importance of early childhood experiences and the clustering of personality types into certain occupational areas. However, research studies have not lent strong support to Roe's theory due to difficulties in

measuring the variables (Osipow, 1973). Roe's theory would seem to imply a need for individual counseling or therapy for people with career problems. Such intensive personal attention may be desirable, but it is not practical in many situations. Research on Holland's work suggests that the theory will exert an influence on career counselling for some time, stressing the need for accurate self-knowledge and information on occupations so that students can make appropriate choices. A drawback of this theory at this time is that "few suggestions are made for the treatment of problems in career choice, and for identifying relevant vocational counselling goals" (Osipow, 1973, p. 78). Although comprehensive in many ways, Holland's theory falls down somewhat in respect to explanation of why people develop in various types. On the positive side, Holland's theory has been well integrated into other major instrumentation and classification systems (e.g., the Strong-Campbell Interest Inventory and the Dictionary of Occupational Titles).

Social Learning Theory: A Lifetime of Learning

Recently, a group of researchers (Krumboltz, Mitchell, and Gelatt, 1975) took another approach in examining career development. They felt that the existing models did not adequately explain what happens to a person in the career selection process, and they applied a social learning theory model to this problem.

The basic assumption of the social learning theory is that career development occurs through a learning process that is far more complex in humans than in laboratory animals. People use their thinking abilities to interpret events and link them in their minds with things they expect will happen in their future. They can act or delay acting, based on what they predict will be the effect of their behavior. They learn to make predictions through observations of others as well as through their own experiences. A rewarding experience does more than increase the chance that the behavior preceding it will occur again. It also provides information for the person to analyze and use in the future to create situations that will be personally rewarding.

The social learning theory assumes that people should understand the forces that determine their choices and that it is possible for them to increase the variety of alternatives they consider open to them. This theory also recognizes that environmental and institutional forces may create conditions that thwart the development of some individuals. Frequently, system changes may be more appropriate than trying to help individuals adjust to institutions (Krumboltz et al., 1975).

According to this theory, career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. At each decision

point the decider has one or more responses or decision options. Internal (personal) and external (environmental) influencers (constraints or facilitators) shape the number and nature of those options and the way in which individuals respond to them. Choices are not irreversible. Given appropriate learning experiences and skills, individuals can guide their own career development to make it more effective and satisfying.

The social learning theory identifies four factors that influence the nature of career decision making (CDM). Influencers include:

1. Genetic endowment and special abilities, such as race, sex, physical characteristics and handicaps, intelligence, muscular coordination, and musical and artistic ability.

2. Environmental conditions and events such as employment and training opportunities, policies for selecting workers, physical disasters, and social and technological changes.

3. Learning experiences of two types:

Instrumental Learning Experiences (ILEs) in which the individual acts on the environment to produce certain consequences.

Associative Learning Experiences (ALEs) in which the individual's pattern of response is a reaction to forces in her/his environment.

4. Task Approach Skills (TASs), the set of skills, performance standards and values, work habits, mental processes, mind sets, and emotional responses individuals bring to each new task or problem they face.

As the influencers interact in a person's experiences, three types of outcomes occur. Self-observation generalizations (SOGs) result when, as an outcome of learning experiences, individuals can observe their own performance, make comparisons, and make and report generalizations about performance. An SOG is defined as "an overt or a covert self statement evaluating one's own actual or vicarious performance in relation to learned standards" (Krumboltz, Mitchell, & Jones, 1978, p. 107). A statement like "I'll never sing like Streisand, but I sing better than most of my friends" is an SOG. Not all SOGs are necessarily this explicit and may or may not be accurate.

People tend to remember generalizations more readily than the observations on which they are based. Krumboltz et al. (1978) suggests that when people complete an interest inventory, the "interests" are merely SOGs generalized from prior learning experiences. He goes on to say:

Sometimes psychologists speak of interests as if they cause occupational selection. However, in the theory presented here, interests are seen as consequences of learning experiences. It is the learning experiences themselves that have an impact on an

individual's future development of educational and occupational skills and selection of a course of study, an occupation, or a field of work.

The most important self-observation generalization of the CDM study consists of preferences: Preferring to work at one task and avoid another... These preferences become an important outcome of learning experiences--the building blocks of career decisions (p. 109).

The second outcome of the interaction of influences is new or altered TASSs, the mental abilities and emotional predispositions the individual uses to cope with the environment, interpret it in relation to his SOGs, and make predictions about future events. The CDM skills of clarifying values, setting goals, generating alternatives, seeking information, estimating, planning, re-interpreting past events, choosing alternatives, and generalizing are TASSs.

The final outcome resulting from the interaction of influencers is action. Each behavior (the outcome of the processes described above) generates consequences which affect the relative frequency of similar behaviors in the future. Entry behaviors are especially significant because they represent an observable step in a career progression. Examples include applying for a specific job, accepting a training opportunity, or changing a college major.

Some important views and implications emerge for the career educator from the social learning theory of career selection. Krumboltz (1978) does an exquisite job of clarifying his theoretical perspective in relation to some of the other theories of career development discussed earlier. The implications of social learning theory to career counselors and clients, as outlined by John Krumboltz et al.:

1. Occupational placement is the result of a complex interaction of genetic components, environmental events and conditions, and learning experiences which result in the development of various task approach skills.
2. Career selection is a mutual process influenced not only by decisions made by each individual involved but also by social forces which affect occupational availability and requirements. People select, and are selected by, careers.
3. Career selection is a lifelong process. It does not take place at one point in time, but is shaped by events and decisions that occur from infancy through the retirement years.
4. Career selection is caused--not accidental--but the interaction of causal events is so complex that the prediction of occupational selection for any one individual is virtually impossible with any degree of certainty.

5. Career indecision is due to the unsatisfactory nature of an insufficient number of career-relevant learning experiences or to the fact that the person has not yet learned and applied a systematic way of making career decisions. Indecision is a natural result of not yet having had certain learning experiences. An undecided person has no reason to feel guilty or inadequate.

6. Career counselling is not merely a process of matching existing personal characteristics with existing job characteristics, but instead is a process of opening up new learning experiences and motivating a client to initiate career-relevant exploratory activities.

7. The responsibilities of a career counsellor, then, are as follows:

- a) to help the client learn a rational sequence of career decision-making skills,
- b) to help the client arrange an appropriate sequence of career-relevant exploratory-learning experiences, and
- c) to teach the client how to evaluate the personal consequences of those learning experiences. (p. 127)

Relationship of Theory to Career Education Programs

Each of the career development theories described emphasizes a certain aspect of the career decision-making process and contributes to our knowledge in this area. Most of these theories rely more on description than on explanation. "There is a tendency to describe career development process in very general terms, probably more general than is useful to researcher and practitioner alike" (Osipow, 1973, p. 288). Further, some theorists seem to be working harder than others at developing practical techniques which teachers and counselors can apply to help people in their career development. Together these theories give perspective and understanding of the purpose behind various guidance methods and a basis for evaluating the comprehensiveness of career education programs. The methods used in guidance programs put into practice the assumptions of career development theories.

Certainly no career education program can meet all the needs suggested by all the theories of career development. Rather, teachers must set priorities and focus on program goals which they determine to be most important and most feasible to attain. The purpose of this review of career development theories is to make explicit some of the assumptions underlying the theories and the implications of each theory for career education programs.

Table 1, on the next three pages (adapted from Sanderson and Helliwell, 1978) summarizes the relationships of career development theories to career education programs. The framework of this chart will be used in Chapter IV to analyze the course activities in the seven grade 10 career education courses in the GVSD. The method employed in the process of analyzing each course will be described in Chapter III.

From an extensive review of the literature, no studies were found which examined career education programs using the method proposed in this study. Thus, no literature review of previous work in this area is presented.

Table 1

THE RELATIONSHIP OF CAREER DEVELOPMENT THEORIES TO CAREER GUIDANCE PROGRAMS

Theory	Assumptions	Program Implications
ACCIDENTAL	<ol style="list-style-type: none"> 1. People tend to pursue alternatives that are familiar to them. 2. People tend to delay making career decisions. 3. People often choose available alternatives without considering their career plans. 	<ol style="list-style-type: none"> 1. Expose students to many alternatives. 2. Help students know about and acquire the skills that enable them to exercise more control over their lives.
TRAIT-FACTOR	<ol style="list-style-type: none"> 1. Individuals possess unique patterns of capabilities and potentialities (traits). 2. A particular set of qualities is possessed by successful workers in each job family (factors). 3. It is possible to predict the success of each individual in each job family or occupation. 	<ol style="list-style-type: none"> 1. Assess individual's traits. 2. Obtain lists of the factors necessary for success in each job. 3. Match each individual with the right job.
DEVELOPMENTAL	<ol style="list-style-type: none"> 1. Vocational development occurs throughout life. 2. Occupational choice is a series of decisions, not just one. 3. There are stages of vocational life. 4. Individuals have different patterns of vocational development. 5. Many factors influence occupational choice. 	<ol style="list-style-type: none"> 1. Provide guidance services at all ages. 2. Develop materials and services for each level of vocational maturity. 3. Do not restrict vocational guidance to job choice.

Theory	Assumptions	Program Implications
DECISION- MAKING	<ol style="list-style-type: none"> 1. Vocational selection is a rational process. 2. This process includes: <ol style="list-style-type: none"> a) a decision maker; b) a decision; c) alternatives; d) evaluation of alternatives; e) the selection of an alternative; and f) actions to implement the selection. 3. People are able to use information to make wise choices. 	<ol style="list-style-type: none"> 1. Teach students the decision-making process. 2. Make information available to them. 3. Include values clarification techniques.
ECONOMIC	<ol style="list-style-type: none"> 1. People make rational decisions. 2. Economic return is a major factor in vocational choice. 3. Accurate information on cost, rewards, and risks is available. 	<ol style="list-style-type: none"> 1. Provide students with information on the economic outlook of various occupational areas, the rate of return of education or training, and sources of financial aid. 2. Help students recognize a college education does not assure a good job.
SOCIOLOGICAL	<ol style="list-style-type: none"> 1. Vocational selection is a developmental process. 2. A person's background influences the choices he or she makes. 3. A person's background may limit his or her perspective on alternative job choices. 	<ol style="list-style-type: none"> 1. Begin career guidance in elementary grades. 2. Expose students to more alternatives. 3. Develop approaches to include the options special student groups perceive. 4. Help students learn career decision-making skills so that they may exercise more control over their lives. 5. Include parents in school guidance programs. 6. Have school personnel examine their own biases and explore how the school environment is influencing students.

Theory	Assumptions	Program Implications
PERSONALITY	<ol style="list-style-type: none"> 1. Individuals develop needs in early childhood that they seek to satisfy in their choice of an occupation. 2. Personality types tend to cluster in certain occupations. 3. People should choose a career area appropriate for their personality type. 	<ol style="list-style-type: none"> 1. Provide counseling or theories for people with career problems. 2. Provide information to students about personality types and their relation to occupation so students may make appropriate choices.
SOCIAL-LEARNING	<ol style="list-style-type: none"> 1. Career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. 2. Human learning is cognitively mediated and under a person's control. 	<ol style="list-style-type: none"> 1. Help students understand the forces that influence their career choices. 2. Help them expand the range of career alternatives they consider through career-relevant exploratory-learning experiences. 3. Help students learn career decision-making skills and self-reinforcement so they may exercise control over their career development.

Chapter III

METHODOLOGY

The methodology used to investigate the research problem identified in Chapter I is described in this chapter. The research design, sample selection, and data collection procedures are presented.

Research Design

This research represents an analysis of classroom behavior of career education teachers in terms of eight theories of career development as outlined in Chapter II. The summary chart listing each theory, major assumptions, and program implications was used in the process of analyzing each course to extrapolate from descriptions of classroom activities, the philosophy to which the courses in this study were addressed. More particularly, the program implications outlined in the chart were used to identify classroom activities relating to each theory. Finally, the identified program implications were used to interpret backwards to the assumptions and theories held by the teachers.

Sample

The Subjects

The subject sample for this study consisted of seven teachers of grade 10 career education courses in the GVSD. Two schools had more than one teacher of career education. In both instances, two or more sections of the same course

were taught. These were developed in the style of the teacher who had taught it first, and course material was identical. In these two cases, both of the teachers were interviewed although their two sections were treated as one course.

A letter requesting cooperation and permission to conduct this study as part of a broader research project, "Assessment of Career Education in the Greater Victoria School District", was sent by Dr. David R. Stronck to the school district superintendent. Local authorities (principals, teachers, or counselors) volunteered to participate.

The Schools

There are 10 junior secondary schools in the GVSD. One of these schools only goes up to grade 9, so was not eligible for the Career Planning 10 course. Career education courses are taught in all but two of the eligible junior secondary schools in the GVSD. Of the seven grade 10 courses that are presently being conducted, all volunteered to participate in this study and were interviewed.

Limitations of the Study Due to Sampling Procedure

Subjects used for this study were not randomly selected for participation. Teachers became involved on a voluntary basis. It is gratifying, however, that seven teachers did volunteer to partake in this study, for this number represents 100% of all the grade 10 career education courses taught during the 1979-80 school year in the GVSD.

The results of this research are specific to the seven courses in career education studied in the GVSD. Generalization to other Grade 10 career education courses would be questionable, although the description of these courses in terms of theoretical emphases may stimulate program planners elsewhere to clearly define the philosophy guiding their programs.

Procedure

This study was designed to use the structured interview method for gathering information because the initial telephone contact with teachers of career education indicated clearly that both the school and the career education courses were quite diverse. The same kinds of information were gathered in a systematic fashion at all schools so that cross-site comparisons could be made, but it was obvious also in view of the diversity that the greater depth and explanatory power obtained through interviews would be highly desirable in describing the courses and in interpreting the findings in terms of career development theory.

Telephone Introduction

Data collection for this study began in mid-April, 1980, when introductory phone calls were made arranging times of interviews. All of the telephone introductions followed the same format (Appendix C) stressing appreciation for willingness to participate in the study, the importance of career education, and the need to gather information

about the specific courses that were presently being taught in the GVSD. As well, teachers were asked to gather an extra copy of the course outline they used, and any other materials that they thought would be useful in understanding the content and objectives of their respective courses in career education. It was characteristic of the teachers to depart from the researcher's telephone format and engage in conversation covering points which were of more immediate concern to them at the time, frequently discussing the need to hire more support staff and to have a district director or coordinator of career education. Most of the teachers stated they did not have a course outline in written form other than the forms given to them by Mr. Sloan. This investigator was impressed by the openness and the busyness expressed by the teachers on this initial phone call, and quite a few of the interview appointments had to be scheduled for three and four weeks after the initial telephone contact.

Initial Visit to the Schools

All of the schools in this study were visited at least once during April and May, 1980. The same structured set of interview questions was used each time (Appendix D). Detailed notes were taken of the answers given to interview questions and of any other information obtained during more informal conversation. All interviews were conducted in the schools and lasted approximately one and one half to two hours. When possible, a tour of the facilities employed for

the purpose of career education was conducted. On two occasions, it was feasible to sit in on a career education course in progress and on three occasions to review student journals and reports.

Individual interviews were guided by a common structure. The questions asked during the course of each interview generally fell under the following classifications:

1. goals and objectives,
2. how goals were formed,
3. training activities,
4. materials development and adaptation,
5. dissemination of materials, and
6. criteria for assessment of course and grading of students.

These classifications were used to organize both unique and common elements of the seven courses. Each classification represented a potential source of information regarding the theoretical orientation held by the teachers. For example, from the statement of goals and objectives (classification 1), the interpretation of philosophical beliefs as outlined in the list of assumptions provided by Table 1 in Chapter II may be deduced. From the statement of how goals were formed, theoretical influences may appear. From the description of training activities, program implications as listed in the chart become apparent. Other program implications become obvious through an examination of course

materials and criteria for assessment. In summary, these six classifications were used to organize and identify distinctive characteristics which allowed the interpretation of the seven career education courses according to Table 1 in Chapter II.

Chapter IV

RESULTS

General Observations

Following is an account of the information obtained from interviews with the teachers of career education in the GVSD. The results presented are an analysis of notes taken during and immediately after each interview. This analysis is based on information each teacher volunteered concerning himself and his course, or information supplied in printed form such as outlines, worksheets, handouts, etc. used in the course. It should be noted that the activities and materials described for each course represent what the teacher reported during the interview, and it is possible that additional activities and materials were actually used in the course.

At times it will be noted that questions remained unanswered. Teachers were generally cooperative and communicative, but sometimes gave the impression of avoiding a direct answer to a question. Instead, their conversation was often directed to immediate concerns about their course and career education in the GVSD. In these instances the interviewer would listen empathically, and then refocus on the interview question.

The teachers were asked to describe their courses by answering the questions in Appendix D. Each response was

then organized into the six categories listed in Chapter III. Particular attention was paid to the philosophical orientation of each teacher as expressed directly or indirectly in terms of major goals, beliefs, activities, materials, and criteria for assessment. This chapter will present the description of each career education course. Each analysis gives background information on the course prior to 1979-80, the structure of the course, and a description of the key course characteristics and activities in tabular format. As well, the relationship of the course to theories of career development is outlined, using Table I in Chapter II as a guide to which philosophy the course is being addressed. Each school will be labelled A through G. Each teacher will be referred to in the masculine gender for ease of reading and for the sake of anonymity.

Analysis of Career Education Courses

School A

Career education was first offered in School A during one semester in the 1977-78 school year. The course was offered both semesters the following year. In the 1979-80 year, the course had again doubled and two sections were taught each term; the teacher who developed the course taught one section while a new teacher led the other section. Course content was reported as identical in both sections.

The two teachers were well organized for the interview session and very excited by their course offering. They provided the only written philosophy and list of goals for career education of all the schools visited.

An outstanding feature of this course was the structure which was chosen to eliminate the disadvantages of most work experience programs. Unlike most schools offering career education and work experience, School A incorporates work experience into the school timetable rather than being in addition to it. That is, the block timetable is structured in such a way that the career education blocks (B & C and E & F) always occur together and are evenly spaced throughout an eight day cycle. The purpose for this schedule is threefold:

1. A belief that other work experience programs that take students out of school for a period of a week or two have more negative effects than positive ones. For example, a two week period on a job location is not enough time for a student to become familiar with the nuances of being a new employee. Also, a student's constant subject teachers (Math, English) have the right to expect that a student will catch up on work missed. For some students who need work experience and may have difficulties in school, the added pressure can be a negative influence.

2. By programming the work experience into the timetable, a student does not miss any other class.

3. Although the time per day on the job is less, it is extended over a twelve week period on two separate locations. This offers a student experience over a longer time and under varying conditions, without missing school or homework time.

The work experience program at School A was a big attraction for students. Approximately 80% of all students who participate obtain paid summer employment based on recommendations from work experience employers and the career education teacher. See Table 2 for more specific information.

Relationship to career development theories. The career education course at School A appears to contain elements from several of the career development theories outlined in Chapter II. However, primary organization seems to be around the social learning and developmental theories.

In examining the relationship to the social learning theory, the main assumption which seems to be in operation is that career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. One program implication based on this assumption is to help students understand the forces that influence their career choices. Evidence for a belief in this assumption is the six weeks devoted to career development theory and interest testing by this teacher. Another implication based on this assumption is to help students expand the range of career alternatives they consider through career-relevant exploratory-learning experiences. This aim

seems to be achieved through the emphasis on two separate work experiences with over fifty different placement areas available through employer contacts developed by the teacher.

Turning to an examination of the developmental theory as it relates to this course, one assumption that stands out is that occupational choice is a series of decisions, not just one. A belief in the assumption is indicated by the philosophy of the teacher, with its emphasis on self-awareness to better equip students to make decisions towards satisfying future considerations. Another assumption suggesting a developmental orientation is that there are stages of vocational life. The program implication is to not restrict vocational guidance to job choice. This teacher very clearly stated that he did not want to encourage premature career choices at the grade 10 level. Instead, he aimed to acquaint students with a variety of careers that they may consider in the future, based on a growing self-awareness.

In addition to these major theoretical influences, the use of interest inventories, CHOICES, and the CCDO in the course relate to the trait-factor and personality theories. The influence of these theories on the teacher, however, seem to be integrated with a developmental approach. That is, testing is not used as an end in itself to make a career choice, but as a means of gathering information to increase self-awareness.

Table 2

Major Components of Career Education Course: School A

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
To acquaint students with their own acquired skills.	Discussion with teachers of existing Grade 12 courses and Mr. Sloan.	6 weeks of Career Education Theory: - Discussion of self awareness-- attitudes and expectations.	No Text. List of course objectives given to students.	Career Education Centre. - all the career materials kept there.	Impact of Course: - General feedback from employers invited both verbally and in writing. - Anonymous evaluation by students at end of course.
To help students become familiar with a variety of careers and occupations that they may consider in the future.	Theory based on workbook, <u>Planning Your Future</u> (B.C. Ministry of Education & Canada Employment & Immigration Commission)	- Discovery of skills, abilities and personality traits.	Worksheets based on daily lessons from <u>Planning Your Future</u> formed basis for student notebook.	- students have free access. (However, area is exceptionally small.)	
To teach students effective job search and interview techniques.	Structure of the course chosen to eliminate disadvantages of most work experience programs (i.e., missing subject classes).	- Practical information about job search and interview techniques. Project: Comparison of a variety of occupations.	Little use of audio-visual products or learning games. Testing: - Kuder - Canadian Occupational Interest Inventory (COII) - CHOICES		Criteria for Grading Students: - Assignments (student notebook, worksheets, cover letter, resume). - Major project comparing 3 occupations based on CHOICES.
To convince students of the importance of career and future planning.	Emphasis is to not urge students into early career decisions.	Work Experience:	CCDO		- Employer evaluation (attendance, attitude, ability, appearance, punctuality).
To involve students in at least 2 work experience situations.		- 2 separate work experience placements at 7 weeks each. - Work consists of on site employment 2 hours per day every other school day for 7 week period.	Liaison with community for quality work experience program.		
		Student Notebook.			

School B

There were many unique features about the career education course at School B. For example, this course was but one segment of a broad and innovative vocational career program in the school. As well, the participants enrolled in the course were a mixture of grade 8, 9, and 10 students from throughout the school district. These students often came from diverse cultural backgrounds, and many of them spoke English as a second language.

This course was in its first year of operation during 1979-80. There were two sections of this full year course, each taught by a different school counsellor. Course content was reported as identical in both sections. Work experience was employed as part of the overall program. However, as students are required to be 15 years of age or over to participate in work experience, many students were ineligible for this component of career education. See Table 3 for more specific information.

Relationship to career development theories. The career education course at School B appeared to be organized primarily around the developmental and sociological theories of career development.

To begin with, one of the assumptions underlying the developmental theory is that vocational development occurs throughout life. The program implication based on this belief is to offer guidance services at all ages. This

course was offered to a mixture of grade 8, 9, and 10 students which represent all the age groups in the school. A second assumption of this theory which appeared to influence the teacher is that individuals have different patterns of vocational development. The program implication which relates to this assumption is that the instructor adapted activities (by including drawing, pasting, creating photo essays, and showing many films) to meet the various levels of vocational maturity of his students. In addition, the belief that occupational choice is a series of decisions, not just one, and that many factors influence occupational choice, are indicated by the program implication of not restricting vocational guidance to job choice. It is evident through the course activities that this teacher aimed to acquaint the student with a variety of lifestyles, not merely jobs, and that choosing a career was not the ultimate goal of the course. In summary, four assumptions underlying the developmental theory of career development appear to have influenced the behavior of the teacher at School B.

The sociological theory of career development seems to be evident in this teacher's behavior as well. One major assumption of this theory is that vocational selection is a developmental process. The relationship of this belief to the course has been outlined above. A second assumption underlying the sociological theory is that a person's background influences the choices he or she makes. The teacher

of this course emphasized approaches that would increase awareness of different lifestyles and the options that students perceive. He also tried to involve parents in the program. A third assumption which becomes apparent is that a person's background may limit his or her perspective on alternative job choices. This teacher generally put emphasis on broadening the scope of jobs that students perceive rather than focusing on a few careers in detail.

An additional bit of evidence of the influence of sociological theory is based on the program implication of having student personnel examine their own biases and explore how the school environment is influencing students. The teachers and staff at School B espouse a team approach to career education and as far as possible, the administration encourages personnel to examine their own biases and to support the team effort.

In addition to these major theoretical influences, the use of Holland's Self-Directed Search, the COII, CHOICES, and the CCDO in the course relate to the trait-factor and personality theories. The influence of these theories on the teacher, however, seem to be integrated with a developmental approach. That is, testing is not used as an end in itself to make a career choice, but as a means of gathering information to increase self-awareness.

Table 3

Major Components of Career Education Course: School B

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
No written goals and objectives.	Background of Teacher:	Emphasis on concrete tasks:	No text.	Career Counselling Centre:	Impact of Course:
Goals adapted from Career Planning 10 Guide.	- Partial author of Career Planning 10 Guide	- drawing cover family trees.	Adaptation of Career Planning 10 Guide to younger students.	- Manpower materials	- <u>Assessment of Career Development Test.</u>
Areas covered: - self awareness - decision making - job awareness - attitudes - life planning - job search skills - how to keep a job	- B.A. Guidance - Career Counselling courses, U.B.C. Extension.	- films, slides. - journals - notebook of work-sheets used throughout course.	Canada Manpower materials: - <u>Job Search Guide</u> - <u>Career Planning Guide.</u>	- CCDO - job information - resource materials	- attitudinal change (journal, behavior in other classes). - feedback from parents.
Emphasis on: - expanding awareness - breaking down rigid stereotypes.	Nature of Overall Program: - variety and ages of students. - language difficulties. - cultural differences.	- major project: select 3 careers of interest and write report on all 3. - job visitation - use of business telephone and classified ads, use of abbreviations in office memorandums.	Buttrick & Watts Career Series. <u>Career Survival Skills</u> material (Bell & Howell). Visual aids: - films (B.C. Telephone) - Games, e.g. <u>Career Game.</u>	- classroom allows easy access except when in use for group discussion. File in teacher's office: - teacher's personal resources. - resources GVSD. - Interest Inventories.	Criteria for Grading Students: - journals - homework assignments - quizzes - class participation - work in on time.
			Testing: - <u>Holland's The Self-Directed Search</u> - COII - CHOICES	- <u>Assessment of Career Development Test</u> (American College Testing Program).	
			CCDO Materials from publishers.		

School C

The career education course at School C has been taught by the same teacher since 1978. This course runs over a five month period and meets three hours per week for a total of sixty hours. Three full days are devoted to work experience during the course.

Throughout the interview, this teacher stressed two points. First, he stressed the long term developmental nature of the class. Thus, he expressed a desire to leave students with more issues raised than answers. Furthermore, he hoped that students would use values clarification techniques long after the course was over. The second point raised was the importance of designing the course so that it parallels the world of work--the "real world". This belief is reflected in the tone and structure of the course. See Table 4 for more specific information.

Relationship to career development theories. The career education course at School C appears to be organized primarily around the developmental and decision-making theories of career development.

In examining the relationship to the developmental theory, the main assumption made is that occupational choice is a series of decisions, not just one. A belief in this assumption is fairly explicit as demonstrated by this teacher's emphasis on preparing students for change. Indeed, the teacher's primary message to the students is that you

can't predict the future, but you can have back up plans and need to develop a variety of options. Yet another assumption underlying the developmental theory is that there are stages of vocational life. One important implication of this belief is that materials and services need to be developed for each level of vocational maturity. It seems this teacher believes that grade 10 students have reached a stage of development where they need to learn certain attitudes and work habits. This belief is expressed through the business-like structure of the course which allows students to experience the immediate consequences of poor work habits, i.e., getting fired from the course if they fail to participate. One final belief which seems to be held by this teacher is that individuals have different patterns of vocational development. The program implication of holding this assumption is to not restrict vocational guidance to job choice. In the same vein, this teacher said that it was difficult to assess the impact of the course, due to the developmental nature of career maturity. He believed that while certain students remained quiet in class, it was a "thoughtful" quiet and that they were feeling the impact of the course nonetheless. Feedback from past students of career education confirmed this teacher's belief in the long term effects of the course.

Turning to the decision-making theory as it relates to this course, one assumption which appears to be in operation

is that people are able to use information to make wise choices. A belief in this assumption (even though this teacher claims to have not taught a decision-making model) is expressed through the emphasis on values clarification techniques. As well, the expressed desire to leave students with more issues raised than answers, indicates a belief that students are able to use information to make wise choices.

In addition to these major theoretical influences, the use of the GATE, COII, CHOICES, and the CCDO in the course relate to the trait-factor and personality theories. The influence of these theories on the teacher, however, seem to be integrated with a developmental and decision-making approach to career education.

Table 4

Major Components of Career Education Course: School C

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptations	Dissemination of Information	Criteria for Assessment
<p>No written goals and objectives.</p> <p>Goals adopted from Career Planning 10 Guide.</p> <p>Areas covered:</p> <ul style="list-style-type: none"> - self awareness - job awareness - job search skills - prioritizing <p>Emphasis on:</p> <ul style="list-style-type: none"> - course to parallel work of "real work". - raising issues. - action reflection model. - value clarification for Life Style planning. 	<p>Varied each time course taught.</p> <p>Background of Teacher:</p> <ul style="list-style-type: none"> - teacher of English and Typing (business orientation). - Personal philosophy based on developmental concept that change causes stress. <p>Students need to develop "backup plans".</p>	<p>Aim: To be flexible and responsive to student needs.</p> <p>Daily journal.</p> <p>Written reports of each class discussion including a personal report of new learning or information gained.</p> <p>Work experience.</p> <p>Structure of course to run as microcosm of real business world.</p> <p>Trips to community colleges.</p>	<p>No text.</p> <p>Career Planning 10 Guide.</p> <p><u>Three Boxes of Life</u> (Richard Bolles)</p> <p>Canada Manpower materials</p> <ul style="list-style-type: none"> - <u>Creating a Career.</u> <p>Extensive variety of resource people as speakers (including past students).</p> <p>Testing:</p> <ul style="list-style-type: none"> - GAIB - COII - CHOICES <p>CCDO</p>	<p>Materials kept in central locations within school, but were not always available to students.</p> <p>Career Education was taught in two different classrooms. Materials were brought to each class.</p>	<p>Impact of Course:</p> <ul style="list-style-type: none"> - impression from student journals. - feedback from employers' reports. - written evaluation by students at end of course. - Difficult to assess course at times due to developmental nature of career maturity. <p>Criteria for Grading Students:</p> <ul style="list-style-type: none"> - very subjective-- based on student effort and attitudes. - admitted to failing students (one of few teachers who does so). - notebooks - reports on work experience.

School D

The career education course at School D was offered for the first time during the 1979-80 school year. This course meets approximately four hours per week over a twelve week period. Work experience was offered at School D, but it was completely separate from the career education course, and arranged through another teacher in the school.

At the time of the interview, the teacher who had taught the course both terms not only described what he had done, but also made suggestions for reorganizing the course. For example, he would include behavioral objectives and would not follow the Career Planning 10 Guide so closely, e.g., begin the course with practical job search skills rather than self-awareness. Furthermore, this teacher felt that the emphasis of the course should be placed on practical skills, a "nuts and bolts" approach, and consequently would like to add more experiential activities. He stated that the nature and vocabulary of many exercises in the Career Planning 10 lesson aids proved too difficult for most of his students, and graduated levels of materials need to be developed, i.e., modified and advanced, to accommodate a variety of student abilities.

This teacher expressed concern throughout the interview about maintaining a high standard in the quality of his course. He felt that the subject area was vital to the development of a high school student, and wanted to see the

course become a required course rather than an elective subject. His worst fear was that a career education course would become a dumping ground for students who were unable to succeed in academic subjects and he stressed the need for all students to take career education. See Table 5 for more specific information.

Relationship to career development theories. The career education course at School D appears to be organized primarily around four theories of career development. These are as follows: trait-factor, personality, decision-making and developmental.

To begin with, the trait-factor and personality theories are apparent in the self-awareness emphasis of the course. Approximately one half of the course is devoted to consideration of personality types, needs, interests and how these traits relate to different kinds of work. This approach seems also to indicate the influence of decision-making theories. One of the assumptions inherent in this theory is that vocational selection is a rational process, and that the key elements of this process include: evaluation of alternatives; the selection of an alternative; and actions to implement the selection. One of the program implications arising from this assumption is that a wide variety of information must be made available to students. Thus, information gathered on personal characteristics and interests and on specific occupational types related not only to the trait-

factor and personality theories but to the decision-making approach as well. Further evidence of this assumption in action is the teaching of the decision-making process and risk-taking strategies. In addition, a belief that people are able to use information to make wise choices is apparent in the emphasis placed on values clarification techniques.

Turning to an examination of the developmental theory as it relates to this course, one of the basic assumptions is that there are stages of vocational development. The implication derived from this belief and evident in this teacher, is the expressed need to develop materials for each level of vocational maturity and to offer career education to all students.

Table 5

Major Components of Career Education Course: School D

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
<p>Students given copy of goals from Career Planning 10 Guide.</p> <p>Areas covered:</p> <ul style="list-style-type: none"> - self awareness - job awareness - decision making - creative job search techniques. <p>Emphasis on:</p> <ul style="list-style-type: none"> - practical skills, "nuts and bolts" approach. - experiential learning. 	<p>Influences on goal formation:</p> <ul style="list-style-type: none"> - Career Planning 10 Guide. - M.Ed. Project on career education. - Material from <u>What Color is Your Parachute?</u> (Bolles) 	<p>6 weeks of course covering:</p> <ul style="list-style-type: none"> - assessing personality traits - interest areas - attitudes toward work - job satisfactions <p>Extensive use of handouts (especially for section on self-awareness).</p> <p>Tasks:</p> <ul style="list-style-type: none"> - Student notebook - CCDO to increase job awareness. - job search skills - values clarification techniques - applying for social insurance number. 	<p>No text.</p> <p>Career Planning 10 Guide.</p> <p>Exercises from teacher's M.Ed. project on career education.</p> <p>Changes planned for future programs:</p> <ul style="list-style-type: none"> - include behavioral objectives. - begin with practical job search skills rather than self awareness. - more concise experiential worksheets. - materials with graduated levels of difficulty. <p>Extensive use of audio visual aids.</p> <p>Testing:</p> <ul style="list-style-type: none"> - SAFRON Students' Interest Inventory - CCDO <p>Little use of community speakers and field trips.</p>	<p>Placement of Materials:</p> <ul style="list-style-type: none"> - Career Education classroom - School library - job postings in rear of classroom. <p>Easy access to all information.</p>	<p>Impact of Course:</p> <ul style="list-style-type: none"> - assessment through one test on career education vocabulary. <p>Criteria for grading students:</p> <ul style="list-style-type: none"> - test score - student notebook (neatness and organization). - Final grade based on effort, improvement, attitude, quality of work. <p>High academic standards.</p>

School E

The Career Planning 10 course at School E was initiated by the current teacher in the preceding school year. At the time of the interview, the course was scheduled to run once a year, from September through January and to meet approximately three hours per week. Work experience was a flexible, though integral, part of the course and students could choose to go to a work placement for one full day per week over the school year or have exposure to two or three jobs for a shorter time. This year's course had 24 students enrolled, 18 of whom were working one full day per week at work experience placements.

The quality of work experience, as well as the quantity, was emphasized in this course. The teacher did not want his students to merely have the work experience of going to a job; he stressed that the experience should be in a career area of the student's choice. He believed that particularly the students enrolled in the modified program were given a chance to develop and test their capabilities within the arena of the real working world. While it is expected that some students will drop out of school after grade 10, this teacher hoped that the successes achieved by some in work experience may motivate continued schooling. Furthermore, the teacher at School E expressed a desire for follow-up contact with work experience students in the next year. His concern was to note student progress and, where appropriate, encourage continuation of work experience.

Parents were used extensively as resource persons and many of the work experience placements were arranged through the parents' place of employment. Although contact with parents and other community members was extensive, this teacher felt isolated from colleagues and expressed a concern that time be made available to meet with other career education teachers in order that ideas be shared.

One final characteristic that was unique to this course was the involvement of the principal and staff. The principal's support was offered through class visits when the multifaceted responsibilities of the work experience program were underlined. As well, he supported and allowed students to choose the amount of time they personally wanted to spend on the work experience. Throughout the work experience, this career education teacher shared progress reports on his students with other teachers in the school. This report was aimed to gain support for the work experience program and to invite feedback pertaining to student responsibility-taking on making up school work. See Table 6 for more specific information.

Relationship to career development theories. The behavior of the teacher at School E seems to relate most clearly to the sociological theories of career development. The main assumption made is that a person's background may limit his or her perspective on alternative job choices. The most outstanding program implication derived from this

assumption, as demonstrated at School E, is the involvement of parents, other teachers, and community members in the career education activities, and especially in the work experience placements. As well, the special attention given to developing approaches to increase the options of the students in the modified program demonstrates a sociological approach to career development.

In addition, the behavior of this teacher relates to the social learning theory of career development. One assumption which appears to be in operation is that career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. Program implications based on this assumption include helping students understand the forces that influence their career choices and helping them expand the range of career alternatives they consider. Evidence in this teacher's behavior includes the emphasis on empathic listening and communication skills, enabling students to thoughtfully share their attitudes, feelings, and the variety of influences in their lives. Another program implication based on this assumption is to help students learn self-reinforcement and decision-making skills so they may exercise control over their career development. This program implication is evident in the course at School E in at least three ways. First, in this teacher's strategy that the work experience will especially motivate students in the modified program to

continue schooling. Second, in this teacher's plan to follow up students during the next school year to encourage and reinforce the continuation of work experience. Third, in this teacher's expressed goal of helping students develop a plan of on-going training in relation to career interests.

Table 6

Major Components of Career Education Course: School E

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
No written goals, yet short term goals verbalized.	Consultation with Mr. Bill Sloan.	Nature of activities depended on interests of students.	Career Planning 10 Guide and lesson aids.	Materials kept in teacher's office:	Impact of Course:
- To increase self awareness through empathic listening.	Lesson aids, Career Planning 10 Guide.	Emphasis on student responsibility taking:	Changes planned for future programs:	- Office small and used for counseling purposes throughout day.	- Feedback from work experience employers, parents and other teachers.
- To increase career awareness through in depth exploration of career interests and career entry requirements.	Teacher's Background:	- contacting employers	- Extend length of course.	- Materials not readily available for student use.	Criteria for grading students:
	- Communications skills course instrumental in forming experiential and personal sharing focus.	- ongoing work experience (students allowed to choose amount of time in work experience).	- Planning time for developing second level of training for grade 10 students.	More readily accessible open area will be made available as a career centre in new section of building in 1980-81 school year.	- class participation.
Emphasis on:		- organizing field trips (U.Vic, Empress Hotes).	- Gain student support for planning a career fair or cooperating with another school in such an endeavor.		- work experience reports.
- Developing a plan of ongoing training in relation to career interests.		- arranging for guest speakers.			- Periodic phone calls with employers, approximately every 4 weeks, after which a work experience form was filled out.
- Importance of work experience in student's interest area.		Parents used as resources (many work experience placements made in cooperation with parents as the employers).			
		Extensive use of audio tapes in practice of communication skills.			
		Assignments:			
		- resumes			
		- role playing interviews.			

School F

At the time of the scheduled interview with the teacher of career education in School F, the career exploration course at the school was barely one week old. This was the first time career education had been offered at the school, and there was a minimum of information available about the course.

This particular school was on the quarter system and a new quarter was just beginning. The teacher of career education, a counsellor at the school, claimed that he was extremely short of planning time for the course, since his primary responsibility was to help students with course selection and changes, and this was a very busy time. Nevertheless, this teacher was very cooperative during the interview and described his course as an elective, open to grade 9 and 10 students, and designed to meet approximately 3½ hours per week for 10 weeks. About 30 students were enrolled in the course.

At the time of our interview, specific training activities were not fully planned. However, this teacher spoke freely about his ideas for the course and said he would emphasize self-exploration, an honest appraisal of capabilities, and learning about the decision-making process. More specifically on the latter, he would focus on the need to have many alternatives and not necessarily on making a decision.

Above all else, this teacher would like to see student attitudes about careers change to include lifestyle. He wanted to teach students how to handle new situations in life and how education, work, and play need to balance in each stage of life. He expressed a desire to make the course creative and fun for the students. In his own words, "if you're gonna be unemployed, be unemployed from something you like." See Table 7 for more specific information.

Relationship to career development theories. It is difficult to relate the behavior of the teacher at School F to career development theories. This teacher was just beginning to develop a philosophy for his career education course and it will surely grow and change. At this point in time however, he seems to stress both the decision-making and developmental theories of career/life planning.

In examining relationship to the decision-making theory, the main assumption made is that vocational selection is a rational process which emphasizes the generating of and evaluation of alternatives. The program implications that follow from this assumption are to teach students the decision-making process and to make information available to them. A belief in the assumption is expressed by the instructor's emphasis on teaching students how to analyze new situations and the importance of having back-up plans.

The influence of the developmental life/planning theory is apparent also in this teacher's behavior. The main

assumption made is that there are stages of vocational life. The program implication derived from this assumption is that materials and services need to be developed for each level of vocational maturity. Throughout the interview, this teacher questioned how much career education is beneficial for each grade level and whether or not the schools should be slotting students into specific careers at the grade 9 and 10 levels. He therefore stressed the need to have many alternatives in the decision-making process, without necessarily making a final decision.

One final comment on relation to theory: this teacher expressed a concern to make his course fun and rewarding for students as they explore the area of career planning. If this concern were interpreted as helping students learn career decision-making skills and self-reinforcement, then a relationship to the social learning theory of career development could be cited in addition to the theories already mentioned.

Table 7

Major Components of Career Education Course: School F

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
<p>No written goals, yet long term goals verbalized.</p> <p>To provide students with some perspective on their career/ education plans.</p> <p>To teach students:</p> <ul style="list-style-type: none"> - To make decisions more effectively. - To develop self-confidence. - To discover a sense of purpose. - To become aware of career and education possibilities available and how to look for them. - To determine how to achieve individual goals set by each student. - To prepare for each developmental stage in life. - To make course fun and creative for students. 	<p>Background of Teacher:</p> <ul style="list-style-type: none"> - Personal experience with world of work (several career changes). - Teacher's own experience leads to philosophy emphasizing self exploration, honest appraisal of capabilities, allowing for many alternatives, and learning about the decision making process. - Teacher's aim is to see student attitudes regarding careers change to include lifestyle. <p>Influenced by:</p> <ul style="list-style-type: none"> - in service workshops sponsored by GVSD. - consultation with Mr. Bill Sloan. - <u>What Color is Your Parachute</u> and <u>Three Boxes of Life</u> (R. Bolles). 	<p>At time of interview specific training activities were not fully planned.</p> <p>General ideas for activities:</p> <ul style="list-style-type: none"> - Group discussion with focus on self appraisal. - Discussion and research of occupations related to interest and ability. - Fantasy exploration of suitability of jobs in relation to preferred lifestyles. - Homework assignments, e.g. written analysis of student timetable and decision making styles. - Involve other students in school, e.g. video-taping drama students role-playing job interviews to demonstrate different attitudes. 	<p>Materials not highly developed at time of interview.</p> <p>Materials used:</p> <ul style="list-style-type: none"> - <u>Three Boxes of Life</u> (R. Bolles). - Career Planning Guide (Canada Manpower). - Career Planning 10 Course Outline. - Bibliography of career education materials (Kory-Regan). <p>Films and video-tape equipment.</p> <p>Future planning:</p> <ul style="list-style-type: none"> - Expand course to full year in order to include practical skills of resume writing and work experience. 	<p>Materials kept in counsellor's office.</p> <p>Few materials for student use.</p> <p>Limited availability.</p>	<p>Impact of Course:</p> <ul style="list-style-type: none"> - No plans for assessing impact. <p>Criteria for grading:</p> <ul style="list-style-type: none"> - Level of involvement. - Enjoyment of career exploration activities.

School G

This was the introductory year for the grade 10 career education course at School G. The course was taught for the full school year and was scheduled to meet approximately three hours per week. One hour per week until Christmas was devoted to work experience in a volunteer setting; two to five full days of work experience in a business setting were included in the second term of the course. Additional work experience was available as an entirely separate course elective with another teacher. See Table 8 for more specific information.

Relationship to career development theories. The career education course at School G appears to be organized primarily around the decision-making and social-learning theories of career development.

In examining the relationship to the decision-making theory, the main assumption made is that vocational selection is a rational process. The program implication stemming from this assumption is to teach students the decision-making process. Evidence in this teacher's behavior includes a full six weeks devoted to decision-making strategies and setting priorities for the future. As well, one of the two major resources used by this teacher was Deciding, A Leader's Guide. Another assumption apparently held by the teacher is that the decision-making process includes (a) a decision maker; (b) a decision; (c) alternatives; (d) evaluation of

alternatives; (e) the selection of an alternative; and (f) actions to implement the selection. Program implications based on this assumption included making information available to students and values clarification techniques. A belief in the assumption is indicated by the three months spent gathering information through the use of the CCDO and CHOICES. In addition, values clarification played a major part in the evaluation and selection of alternatives generated by use of the CCDO.

Turning to an examination of the social learning theory as it relates to this course, one assumption which seems to be in operation is that career decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life. Program implications based on this assumption include helping students understand the forces that influence their career choices and helping them expand the range of career alternatives they consider. Evidence in this teacher's behavior include the six weeks spent on communication skills, enabling students to thoughtfully discuss their attitudes, feelings, and the variety of influences in their lives. As well, the teacher helped students expand their range of career alternatives in many ways. First, students compared the results of the COII, SAFRON, and CHOICES, culminating in a thorough career exploration of approximately 25 different job areas. Second, by providing two different work experiences within the course.

Perhaps the major assumption held by this teacher, however, is that human learning is cognitively mediated and under a person's control. The program implication based on this assumption is helping students learn career decision-making skills and self-reinforcement so that they may exercise control over their career development. This teacher stated that his main goal was to teach students to be responsible in making lifestyle decisions and to understand how career development fits into the total life span. A major emphasis was placed on motivation and taking responsibility for decision-making, even though students often felt the course was overly academic for an elective.

In addition to these major theoretical influences, the use of the COII, SAFRON, CHOICES, and the CCDO in the course relate to the trait-factor and personality theories. The influence of these theories on the teacher, however, seem to be integrated with a decision-making approach to career development. That is, testing is not used as an end in itself to make a career choice, but as a means of gathering information about a variety of careers.

Table 8

Major Components of Career Education Course: School G

Goals & Objectives	Formation of Goals	Training Activities	Material Development & Adaptation	Dissemination of Information	Criteria for Assessment
<p>No written goals although a number of goals were verbally expressed:</p> <p>To teach students:</p> <ul style="list-style-type: none"> - To develop effective communication skills. - To establish priorities as part of decision making process. - To increase self awareness through exploration of interest and attitudes. - To know how to relate to people in work force. - To develop a sense of "how the game is played". - To develop career awareness. - To learn job application process. - To make work related decisions that are complimentary to life style needs and interests. 	<p>Background of teacher:</p> <ul style="list-style-type: none"> - Attendance at Canada Manpower workshops. - Previous job experience (present position is fourth major career). <p>Teacher's own experience leads to philosophy that emphasis be placed on idea that job success depends on attitudes and motivation rather than on ability.</p> <p>Consultation with Mr. Bill Sloan.</p>	<p>Written assignments:</p> <ul style="list-style-type: none"> - Class notes - Log/diary (what happened in each class and how they felt about it).. - Newspaper clippings - Interviews with employed people. - Commentary on T.V. programs related to class activities. <p>Classroom discussion arising from communication and values clarification exercises.</p> <p>Work experience in volunteer setting.</p> <p>Work experience in business setting.</p> <p>Student Responsibilities:</p> <ul style="list-style-type: none"> - choosing work experience setting. - writing letter of permission to subject teachers. - writing evaluation of work placement which was kept on file as resource for future students. <p>Major Project:</p> <ul style="list-style-type: none"> - comparison of the SAFRON, COII and CHOICES results. <p>Three months devoted to use of CCDO.</p>	<p>Career Planning 10 Guide and lesson aids.</p> <p><u>Deciding: A Teacher's Guide</u> (College Entrance Exam Board).</p> <p><u>What Color is Your Parachute?</u> (Bolles)</p> <p>CCDO</p> <p>Testing:</p> <ul style="list-style-type: none"> - COII - SAFRON - CHOICES <p>Little use of community speakers and field trips.</p> <p>Visual aids occasionally used (not particularly good quality).</p>	<p>Materials kept in teacher's office.</p> <p>Not easily available to students.</p> <p>University catalogues kept in main school library.</p> <p>Additional resources in Career Library-- another building with limited access for Grade 10 students.</p> <p>Media instructional material available from school district office.</p>	<p>Impact of Course:</p> <ul style="list-style-type: none"> - Student feedback forms completed at end of course. - Number of students obtaining paid jobs based on their work experience. <p>Criteria for grading students:</p> <ul style="list-style-type: none"> - Results of daily assignments. - Quarterly quizzes and projects. - Diary entries. - Work experience evaluation.

Chapter V

DISCUSSION

The purpose of this chapter is to present a summary and discussion of the results of the study, to outline implications of this research, and to offer suggestions for further research.

Summary and Discussion of Results

The prime focus of this study was to relate the behavior of seven local career educators to eight theories of career development outlined for this research--accidental, trait-factor, developmental, decision-making, economic, sociological, personality, and social-learning. For discussion purposes, the emphasis placed on these career development theories by the teachers is summarized in Table 9. Of the eight theories discussed in Chapter II, the developmental theory was most evident in the behavior of the career educators. One possible explanation for this finding is that career guidance, once understood as a somewhat simple process of matching personnel to jobs, is now understood in the context of the complex process of human development. As stated by Gysbers et al. (1973):

The single-occupational-choice-at-a-point-in-time focus of the early practitioners of career guidelines has given way to a broader, more comprehensive view of the individual and his development over the

Table 9
 Career Development Theories Represented
 in Each Career Education Course

Theory	School							Row Total
	A	B	C	D	E	F	G	
Developmental	2	2	3	1	0	3	0	11
Decision-Making	0	0	2	1	0	3	3	9
Social Learning	3	0	0	0	2	0	2	7
Trait-Factor	1	1	1	2	0	0	1	6
Personality	1	1	1	2	0	0	1	6
Sociological	0	2	0	0	3	0	0	5
Economic	0	0	0	0	0	0	0	0
Accidental	0	0	0	0	0	0	0	0

Note: 0 = not present
 1 = present
 2 = important
 3 = more important

lifespan. The trait-and-factor approach to career guidance has been placed in proper perspective... Now it is understood and appreciated as one methodology which has a part, but only a part, to play in promoting and enhancing a person's total development. (p. 113)

Thus, the developmental theory appears to underly many of the other theories of career development and shows up most often in the behavior of the career education teachers in this study.

The second most evident theoretical influence in the courses was the decision-making approach to career development. To understand this finding, it should be understood that students require help with the decision-making process because it has become far more difficult to deal with career planning than in previous generations (Herr, 1972; Miller & Tiedeman, 1972). Also, such decisions now involve more serious questions concerning personal values and life styles than students generally realize. Another way of understanding these findings is that the decision-making approach forms an important component of the economic, sociological, and social-learning theories as well, and consequently is highlighted in the behavior of the career education teachers in this study.

In reference to the ranking of the next three prevalent theories, the social-learning, trait-factor, and personality

theories of career development were equally evident in the courses. One possible reason for the presence of social learning theory is that it explains what happens to a person in the career selection process by applying a human learning model to the problem. An important component of the theory is to explain the cause of occupational preferences and behaviors, while the trait-factor and personality theories are static and attempt to merely organize and categorize the interests that do eventually emerge. Consequently, the development of occupational preferences and skills are likely to be more systematic under the social learning theory. In fact, the recognition that occupational preferences are learned, not pre existing, might well change the whole orientation of career education, for the schools will have a big role to play in providing a large variety of educational experiences that might lead students to clarify their occupational preferences. This change is already taking place in the GVSD with greater emphasis placed on career-relevant activities, such as work experience.

With respect to the trait-factor and personality theories evidenced in these results, this approach represents the traditional, scientific basis of career development. In broad outline, this approach seems quite useful in any general model of career education, although it needs to be integrated into developmental models of self/career awareness, as mentioned earlier in this chapter.

The final theory to be discussed, which is primarily evident in the behavior of only two teachers, is the sociological. This theory assumes that a person's background influences the choices he or she makes and may limit perspective on alternative job choices. Program implications involve a systems approach to career education and emphasize the needs of special students. One possible explanation for the presence of this theory in only two courses is that a systems approach is more difficult to organize and maintain than some of the other approaches discussed. A systems approach implies cooperation from parents, administrators, and other staff personnel which may not be easy to obtain. However, it should be noted that one of the basic concept assumptions of the career education movement mentioned in Chapter I is cooperation among all elements of education as well as among the school, industry, and community (Herr, 1972).

Although elements of these career development theories have been cited for each course, the overall impression is that all of the career education courses in this study were tailored to local needs and resources, and there is little evidence that teachers thought about implementation in theoretical terms. They based their planning on empirical observation and experience in their schools, and not on any abstract ideas as to what career education should look like.

Most of the teachers relied heavily on the Career Planning 10 guide for developing their course. Only one teacher had written specific goals for his courses. Not so coincidentally, this same teacher had arranged for the entire timetabling in School A to allow students a regular schedule of work experience without missing any other subject classes.

It would appear that the career education courses have two distinct characteristics: A new course or a new teacher would most often rely solely on the Career Planning 10 guide and Mr. Sloan's assistance. Yet a teacher who has taught the course a few times would have collected additional resources and would pick and choose activities according to class interest or as topical issues came up in class discussions. It is interesting to note that five of the seven courses in this study were in their first year of operation. Four of these new teachers stated that they felt isolated and would like to know what other teachers were doing in career education.

None of the schools used a textbook, and none of the teachers received extra pay or time off to develop their course. In addition to the Course Planning 10 guide and Canada Manpower materials, course content often depended heavily on the one or two major resources that a teacher was familiar with and possessed. For example, the course at School A was based primarily on Planning Your Future

and the course at School G was based largely on Deciding, A Teacher's Guide.

The hardest question for teachers to answer during the interview was, "What do you actually do in your course and why?" All teachers except the teacher at School A claimed that their course changed a great deal each time they taught it and that the course was constantly evolving.

There were common elements in the program, however. For one, the Career Planning 10 guide lists seven areas to be covered: self-awareness, job awareness, decision-making, life planning, leisure planning, and job search skills. Of these, the four areas which seem to be consistently emphasized were: self-awareness, job awareness, decision-making, and job search skills. The Career Planning 10 guide was based on 65 hours of class time, but regardless of time limitations, these four areas were covered in all but one course (School F).

Another common element in these courses was the dedication of teachers to prepare students for the "real world". Most teachers seemed to care deeply for their students and expressed concern that today's youth seem to have had an easy life and expect to find a job easily as well. Preparation for the real world often included lessons in "how not to get a job". For this purpose, the movie, "Nine Came Trying" was highly recommended by all teachers who have shown it to their class.

One final common thread among these teachers was the excitement they had for the concept of career education. Collectively, they believed that career education should be required for all students. Some school administrators reportedly were using the career education course as a dumping ground for students who didn't seem to fit into more academic subjects. In each case, when this occurred, the career education teacher felt thwarted because many of the concepts in career education (i.e., self-awareness, lifestyle, how to use the CCDO) required a certain amount of academic achievement, maturity, and student involvement. These teachers would prefer to keep career education an academic course geared to challenge the average student, and include graduated materials to accommodate a variety of learning styles.

Another way that teachers expressed their excitement about career education was their creativity and willingness to seek out new and different materials, because often courses were implemented with a minimum of materials on hand and without a working budget. As well, many teachers strived to make the course relevant by including materials available in the community. Examples include, "A Student Guide to Banking", "Canadian History of Labour", and articles from Reader's Digest or Maclean's.

In summary, there was little evidence that teachers thought about implementing their courses in theoretical

terms. Most teachers possessed one or two major resources which dictated activities of the course. There was a definite lack of specific and concrete information regarding course goals and objectives, which gave the impression of a lack of pre planning.

On the other hand, all teachers seemed very enthusiastic and dedicated to the concept of career education. Teachers generally approached this concept by combining skills of how to think and reflect with practical skills of how to cope in the real world.

Implications of the Study

The findings of this study have important implications for the development of career education programs in high school settings and particularly in the GVSD. Career education has its genesis in career development theories. As yet, there is no single career development theory, but there are theories which combine to explain much about the attitudes, knowledge, and skills which contribute to or impede career development.

Fundamentally, career education is a new and evolving concept in the GVSD. All of the career education courses in this study were tailored to local needs and available resources, and there is little evidence that teachers thought about implementation in theoretical terms. Certainly, elements of career development theories were extrapolated

from other than direct expressions. If a program has been in operation, it in fact has a philosophy and set of assumptions already. But these may not have been thoroughly studied and articulated.

Several studies have emphasized the need for career education programs based on a clear philosophy and explicit set of assumptions (Osipow, 1973; Pietrofesa & Splete, 1975). The philosophy of a program represents an integration of ideas taken from theories. In summary, a statement of philosophy and assumptions does the following:

1. Provides a rationale for the program and a clearer idea of what it is trying to do.

2. Lets staff check the consistency and compatibility of their activities and examine how these relate to the expectations of students, their parents, and others in the school system and society.

3. Facilitates communication of the purpose of the program.

4. Aids the planning for the future of the program.

As a consequence of these ideas and the findings of this study, it appears that there would be considerable merit in moving the career education program in the GVSD into the core school curriculum so that district wide leadership could be provided in defining and describing the program. Comprehensive systems approaches should be developed that would integrate services and objectives.

The implementation of any career educational model will require district-wide commitment to an explicitly stated career education program philosophy. Full time leadership and responsibility must be provided by dedicated professionals to coordinate a broad based program.

Long term implications are for the district to: (a) provide leadership in defining and describing career education; (b) employ a curriculum specialist to coordinate the regular academic program with that of career education; including coordination between the present grade 10 and grade 12 career education courses; (c) serve as a clearing house for information on career education; (d) report overall development of career education programs and the findings from studies related to career education; (e) institute ongoing evaluation of career education programs; and (f) analyze policy implications of basic career education issues.

Suggestions for Further Research and Development

Current researchers have argued that an integrated approach is fundamental to career education's theoretical structure (Marland, 1974; Pietrofesa & Splete, 1975). As might be expected in any "ground-breaking" effort, there is, indeed, the need for further thinking and writing at the level of philosophical analyses. As recommended by Crawford (1973):

A challenging theoretical task for basic researchers in any discipline--perhaps even an essential step for further progress--might consist of constructing a paradigm of the concept of Career Education, suggesting its essential properties and its implications for the reform of schooling. The results of such an effort could stimulate scholars to deal with one or more aspects of the concept in especially great depth. (p. 261)

However, at the same time there are other tasks that need to be done concurrently: Social scientists, for example, would perform a great service by testing the underlying assumptions of career development theories in a career education situation and articulating further propositions that could be supported or refuted by gathering empirical data on a systematic basis.

In addition, more longitudinal research is needed both during the school years and following high school graduation. Some elements that could be explored are career-related research in human learning, needs, educational goals and objectives, and life skills. Comprehensive longitudinal studies following the career development of high school students would prove invaluable in formulating an integrated, sound theoretical framework on which to base systematic research in the future.

In any event, the first step in the process for stating the philosophy and assumptions of a career education program is to identify what already exists. This study has attempted to identify certain elements of eight career development theories in seven grade 10 career education courses in the GVSD. Whether or not the philosophy of this career education program is the best possible to assist students in dealing with their specific career planning concerns, is an area for further research.

Reference Notes

1. Huggett, P. & Sloan, B. A survey of attitudes and career education programmes in school districts #61 and #63. Unpublished manuscript, University of Victoria, 1976.
2. Sinclair, G.W. Unpublished draft of recommendations to GVSD, April, 1980.

References

- Berman, Y. Occupational aspirations of 545 female high school seniors. Journal of Vocational Behavior, 1972, 2 (2), 173-177.
- Breton, R. Social and academic factors in the career decisions of Canadian youth. Ottawa: Department of Manpower and Immigration, 1972.
- Crawford, D. Implications for future research. In L. McClure & C. Buan (Eds.), Essays on career education. Portland: Northwest Regional Educational Laboratory, 1973.
- Crites, J.O. A model for the measurement of vocational maturity. Journal of Counseling Psychology, 1961, 8, 255-259.
- Duncan, O.D., Featherman, D.L., & Duncan, B. Socioeconomic background and achievement. New York: Seminar Press, 1972.
- Flanagan, J.C., Davis, F.B., Dailey, J.T., Shaycroft, M.F., Orr, D.B., Goldberg, I., & Neyman, C.A. The American High School Student. Pittsburgh: Project TALENT office, University of Pittsburgh, 1964.
- Flanagan, J.C. & Russ-Eft, D. An empirical study to aid in formulating educational goals. Palo Alto: American Institute for Research, 1975.
- Gelatt, H.B. Decision-making: A conceptual frame of reference for counseling. Journal of Counseling Psychology, 1962, 9, 240-245.
- Gelatt, H., Varenhorst, B., & Carey, R. Deciding. Princeton: College Entrance Examination Board, 1972.
- Gimmestad, M.J. Curricular approaches and self-help techniques for career development. In R.C. Reardon & H.D. Burch (Eds.), Facilitating career development. Springfield, Ill.: Charles C. Thomas, 1975.
- Ginzberg, E., Ginsburg, S.W., Axelrod, S., & Herma, J.L. Occupational choice: An approach to a general theory. New York: Columbia University Press, 1951.

- Gribbons, W.D. & Lohnes, P.R. Emerging careers. New York: Teachers College Press, Teachers College, Columbia University, 1968.
- Gysbers, N.C., Drier, H., & Moore, E.J. Career guidance: Practice and perspectives. Worthington, Ohio: C.A. Jones Publishing, 1973.
- Gysbers, N.C. & Moore, E.J. Beyond career development-- life career development. Personnel and Guidance Journal, 1975, 53 (9), 464-452.
- Herr, E.L. Decision-making and vocational development. Boston: Houghton-Mifflin, 1970.
- Herr, E.L. Review and synthesis of foundations for career education. Columbus: ERIC Clearing House on Vocational Information, The Ohio State University, March, 1972. (ERIC Document Reproduction Service No. ED 059 402)
- Herr, E.L. & Cramer, S. Vocational guidance and career development in the schools: Towards a systems approach. Boston: Houghton-Mifflin, 1972.
- Holland, J.L. A theory of vocational choice. Journal of Counseling Psychology, 1959, 6 (1), 35-45.
- Holland, J.L. The psychology of vocational choice. Waltham, Mass.: Blaisdell, 1966.
- Kaldor, D.B. & Zytowski, D.G. A minimizing model of occupational decision-making. Personnel and Guidance Journal, 1969, 47, 781-788.
- Katz, M. Decisions and values: A rationale for secondary school guidance. New York: College Entrance Examination Board, 1963.
- Krumboltz, J.D., Mitchell, A.M., & Jones, G.B. A social learning theory of career selection. In J.M. Whiteley & A. Resnikoff (Eds.), Career Counseling. Monterey: Brooks/Cole Publishing, 1978.
- Krumboltz, J.D., Mitchell, A.M. & Gelatt, H.B. Applications of a social learning theory of career selection. Focus on Guidance, 1975, 8 (3), 1-16.
- Letson, J.W. The potential of career education. In L. McClure & C. Buan (Eds.), Essays on career education. Portland: Northwest Regional Educational Laboratory, 1973.

- Lipsett, L. Social factors in vocational development. Personnel and Guidance Journal, 1962, 40, 432-437.
- Marland, S.P., Jr. Career education. New York: McGraw-Hill, 1974.
- McLure, L. & Buan, C. (Eds.). Essays on career education. Portland: Northwest Regional Educational Laboratory, 1973.
- Miller, A.L. & Tiedeman, D.V. Decision making for the '70's: The cubing of the Tiedeman paradigm and its application in career education. Focus on Guidance, 1972, 5 (1), 1-14.
- Miller, D.C., & Form, W.H. Industrial sociology. New York: Harper & Row, 1951.
- Mitchell, A.M. Emerging career guidance competencies. Personnel and Guidance Journal, 1975, 53 (9), 700-703.
- Osipow, S.H. What do we really know about career development? In N.C. Gybers & D.H. Pritchard (Eds.), National Conference on Guidance, Counseling, and Placement in career development and educational-occupational decision-making. (ERIC Document Reproduction Service No. ED 041 143) Columbia, Mo.: University of Missouri, 1969.
- Osipow, S.H. Theories of career development. New York: Appleton-Century-Crofts, 1973.
- Parsons, F. Choosing a vocation. Boston: Houghton-Mifflin, 1909.
- Peatling, J.H. & Tiedeman, O.V. Designing Self: A Group Theory of Constructionist Personality Reconstruction. July, 1974. (unpublished paper)
- Pietrofesa, J.J. & Splete, H. Career development: Theory and research. New York: Grune & Stratton, 1975.
- Roe, A. The psychology of occupations. New York: Wiley, 1956.
- Roe, A. Early determinants of vocational choice. Journal of Counseling Psychology, 1957, 4 (3), 222-227.
- Sanderson, B. & Helliwell, C. Career development theory. Palo Alto, Calif.: National Consortium Project, American Institute for Research, 1978.

- Schultz, T.W. The economic view of education. New York: Columbia University Press, 1963.
- Sewell, W.H. & Shah, V.P. Social class, parental encouragement, and educational aspirations. American Journal of Sociology, 1968, 73, 559-572.
- Super, D.E. A theory of vocational development. American Psychologist, 1953, 8, 185-190.
- Super, D. The psychology of careers. New York: Harper & Row, 1957.
- Super, D.E. Vocational development theory: Persons, positions, and processes. The Counseling Psychologist, 1969, 1 (1), 2-9.
- Tiedeman, D.V. & O'Hara, R.P. Career development: Choice and adjustment. New York: College Entrance Examination Board, 1963.
- U.S. Congress. Vocational Education Act of 1963. (Pub. L. 88-210, 88th Congress, H.R. 4955.) Washington, D.C.: U.S. Government Printing Office, December, 1963. (ERIC Document Reproduction Service No. ED 018 611)
- U.S. Congress. Vocational Education Amendments of 1968. (Pub. L. 90-576, 90th Congress, H.R. 18366.) Washington, D.C.: U.S. Government Printing Office, 1969. (ERIC Document Reproduction Service No. ED 039 352)

APPENDIX A

CAREER PLANNING 10

Paul Smith
Susan Leitch
John Clazie
Bill Sloan
Career Education
June 1978

I.	<u>INTRODUCTION AND RATIONALE</u>	
II.	<u>THE GOALS OF CAREER DEVELOPMENT</u>	
III.	<u>SELF-AWARENESS</u> (Internal information)	
	1. Areas to consider	
	2. Holland's Personality Types	15 hours
	3. Interests	
	4. Abilities	
	5. Testing Guidelines	
	6. Attitudes to Work	
	7. Self-Concept	
	8. Data - People - Things	
IV.	<u>JOB AWARENESS</u> (External information)	
	1. Occupational clusters	
	2. Local job market conditions	
	3. Regulating governing employers and employees	
	4. Labour law	15 hours
	5. Interviews to obtain job information	
	6. Job study	
V.	<u>DECISION MAKING</u>	
	1. Basic model for decision making	
	2. Use of model	5 hours
	3. Common strategies for decision making	
	4. The probability of success (risk)	
VI.	<u>LIFE PLANNING</u>	
	1. The need for a planned life style	5 hours
	2. Decisions to be made now and in the future	
VII.	<u>EDUCATIONAL-VOCATIONAL PLANNING</u>	
		5 hours
	1. An assessment of educational routes to a variety of careers	
	2. A tentative plan for each student	

.../

Table of Contents (cont.)VIII. LEISURE PLANNING

1. Categories of leisure activities
 2. "Pay-offs" obtained from leisure activities
 3. Priorizing of pay-offs and related activities
- 5 hours

XI. JOB SEARCH SKILLS

1. Attitude
 2. The law - social insurance
 3. Finding openings
 4. Resumes - applications - letters
 5. Interviewing skills
- 15 hours

X. EVALUATIONXI. ROLE OF WORK EXPERIENCE/WORK OBSERVATION Appendix AXII. FORMS IN USE IN THE DISTRICT Appendix B

65 hours

SUGGESTED CURRICULUM FOR CAREER DEVELOPMENT PROGRAMSINTRODUCTION

Statistics indicate that of the 1/4 million young people that leave school annually 30% have no career goals, while another 30% may have unsatisfactory goals. While students may not actually enter the labour force until they leave high school, and even effort put into the learning process predetermines the range of occupations open to them in a much earlier period.

Career decision-making is often "accidental". A chance move, a chance meeting, a chance experience may dictate the decision. There are traditional factors at work in the present process, such as sex roles, family occupations, and the influence of a particular socio-economic community. There is nothing wrong with following a father's occupation or in wishing to become a secretary, but when traditional factors unconsciously predetermines a student's choice of occupation, they automatically narrow the choice of that individual. If the individual follows a career path traditional to sex, income level, or social background and is not aware of alternatives or other possibilities, it cannot be said that the individual has made a free or "informed" choice. Obviously, the individual is not free to choose if he or she is not aware of all the choices.

The answer to these traditional and accidental influences is to make students aware of all the alternatives and possibilities open to them and to teach career decision-making as a conscious process. The important thing is that the individual has the tools to make an informed choice.

Career education is also important because it forms the bonds between the individual and his or her needs, the education system, and the world of work. Thus, teaching career education as a decision-making process can help prevent such incongruities as a student with a real but undefined interest in electronics from dropping out in grade 10, and give educators the means through which they can make the all important connections between the individual's needs, they education system, and the world of work.

A basic and very relevant question is simply, "What is Career Education?" It involves broadening vocation and personal awareness, and establishing vocational planning and decision-making skills. The emphasis should be upon teaching individuals to make informed decisions for themselves. The Career Educator is responsible for teaching students how to make informed career decisions but ultimately the students are responsible for deciding their career directions.

THE GOALS OF CAREER DEVELOPMENT

- I. Develop a clearer, more positive understanding of self - their interests, abilities, values and interpretations of the events in their lives.
- II. Develop greater control over their lives through decision-making and planning.
- III. Develop personal and interpersonal skills and attitudes essential to success in school and work.
- IV. Develop greater respect for other people and the work they do.
- V. Develop a clearer concept of successful work behaviour - the attitudes, skills, and responsibilities demonstrated by successful people at school and at work.
- VI. Develop skills necessary to gather, process and act upon information about self in relation to a constantly changing environment.
- VII. Develop a relationship between their immediate experiences and decisions and their evolving career development.
- VIII. Develop an understanding of the relationship between what they learn in school and the problems and activities outside the school.

Concepts:

1. Understanding of self
3. Interpersonal skills
6. Compiling and processing information
7. Present experiences influence career development.
8. School activities influence adult roles

Suggested Activities:

1. Pie Chart - 8 areas
 - interests, aptitudes, attitudes, achievements (GATB)pie chart)
 - Counsellor's Resources Book (Manitoba)
2. 6 Personality Types of Holland. Unit 309, page 16
Self-Directed Search Manual

CARE SHOULD BE EXERCISED THAT STUDENTS DO NOT STEREOTYPE AND THINK ONLY IN TERMS OF ONE PERSONALITY TYPE.

3. Interests - Manpower's Occupational Checklist (which are you interested in?)
 - leisure time as an indicator of your interests
 - Career Game by Encyclopedia Britannica
 - Posters relating school subjects to careers (if you like or excel in a subject here are some careers that might interest you.)
 - Impact of Past Important Events on Career Development page 25 Manual (Loughary) - worksheet p. 25
 - "Career Survival Skills"
 - "Planning Your Future" p. 16, 17 "Assessing Your Interests"
 - A Self Inventory - an analysis using a hand-out with fill in the blanks
 - Abilities Checklist p.30 "Who's Hiring Who"
4. Abilities (aptitudes)
 - self-estimates using CHOICES booklet
 - self-estimates using CCDO appendices

.../

4. Abilities (cont.)

114

"Planning Your Future" p. 22-31

Saffran p. 10-11. Self-estimates of interests and abilities

Index to Canadian Occupations (list of factors - interest, ability, temperament, etc.)

Attitudes:

"Creating A Career" - How Do You Feel About Work? Unit 2.
Instructor's Manual

"Planning Your Future"- Proj. 1, p. 4
- Proj. 11, p. 5 - What Satisfaction Do You
Expect From Work?

Loughary "Career Survival Skills" p. 48 - Manual 63
"Ranking Career Pay-offs"

Job Satisfaction Questionnaire

A Presentation of the Acceptable Job Attitudes

Human Relations at the Office - Weston Walch

MANPOWER handouts - Job Keeping Skills
- How not to be Hired

DECIDING VALUES: If you had an annuity of \$50,000 a year how would you spend your time? (activities you would enjoy if you didn't have to worry about the basic needs.)

Self Concept:

"Planning Your Future" p. 11-14 - Planning

A Career Planning Guide Chap. 5, p. 39-51

Sentence 'Completion Exercises'

Know Thyself

Personal Inventory

Identifying Personal Character Traits

Planning Your Future p. 17

Discussion and Things - long summary p. 371-375

Data - People - Things:

CCDO classifications - p. 1169-1171 Vol. 1

Guidelines

CAUTION:

Testing is a controversial subject and should be approached with caution. It is an area that could produce a lot of conflict if not handled properly.

Be sure and read all administrative manuals before using any test or inventory. If you do not feel secure about using a certain instrument please call for outside assistance from the special counsellor or school psychologist. Frequently assistance with the first few sessions will give you the confidence to administer it on your own.

All testing materials must be rigidly controlled since their validity relies heavily on their novelty. Testing materials should not be freely available for the public to use improperly.

Testing is a process that should consist of three parts:

1. Pre-Session:

In this section the clients should be

- a) made to understand the purpose of using the tests
- b) made as comfortable as possible about the subject of tests
- c) made to understand that tests DO NOT HAVE ALL THE ANSWERS

HAND-OUT: What to expect from Tests

2. Testing Session:

All materials and instructions should be controlled as per instructions to ensure uniformity in the testing situation. All instructions should be read from the administrative manuals and stop-watches used to avoid errors in timing.

3. Post-Session:

In this section the client should be

- a) made aware of his results and the interpretation of them
- b) again cautioned against too literal an interpretation of the results (scores should be discussed in ranges rather than specific numbers).

It should be pointed out to all students that testing is but one facet of self awareness. Other factors such as physical capacities, academic achievement, and attitude to work must also be considered. Caution students against a negative or too positive attitude resulting from scores since the other factors must be considered.

Students should be asked to write up their version of the interpretation. This would provide the counsellor with a cross-check of the student's perception of the testing. Another good control would be to have the students estimate their scores on the tests before they write them.

INTEREST INVENTORIES

<u>TEST</u>	<u>COMMENTS AND EVALUATION</u>	<u>SUGGESTED GRADE</u>	<u>COST 1978</u>	<u>ADMINISTRATION TIME</u>
SELF-DIRECTED SEARCH (1977 edition) (also Form E for simple language version)	respected, widely utilized, can be assigned for comple- tion outside the classroom	9 - 12	\$16.65/25	(no time limit in all cases) 1 - 2 hrs.
SAFRAN (revised)	no norms, good as a discussion item, Canadian	9 - 12	\$17.00/35	40 minutes
CANADIAN OCCUPATIONAL INTEREST INVENTORY	not validated, good as a discussion item	9 - 12	paper costs only	approx. 30 - 40 minutes
KUDER CP	pin-punched scored	9 & 10	\$13.45/25	30 - 40 minutes
KUDER DD (college oriented)	respected, suggests college major subjects as well as occupational areas	11 & 12	\$45.00/20	30 - 40 minutes
STRONG-CAMPBELL INTEREST INVENTORY (SCII)	widely accepted as most valid strong statistical background	11 & 12	approx. \$2.00 per student	untimed approx. 45 minutes
GORDON OCCUPATIONAL Check List (students who are not college bound)	non-college bound high school students weak on statistical data; useful to facilitate discussion	9 - 12	approx. \$8.00/ 35	approx. 30 - 40 minutes

.../

INTEREST INVENTORIES (cont.)

<u>TEST</u>	<u>COMMENTS AND EVALUATION</u>	<u>SUGGESTED GRADE</u>	<u>COST 1978</u>	<u>ADMINISTRATION TIME</u>
CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM C.O.P.S.	useful instrument for discussion purposes free choice format	9 - 12	\$8.25/25	30 - 40 minutes
MINNESOTA VOCATIONAL INTEREST INVENTORY	non-professional occupations males only	9 - 12	approx. \$14.00/ 25	45 - 50 minutes

APTITUDE TESTS

GENERAL APTITUDE TEST BATTERY G.A.T.B.	good (best at present time) keyed to C.C.D.O.	11 & 12	no cost, avail- able from Research and Testing	4 hours
DIFFERENTIAL APTITUDE TEST Forms S and T	old, respected test, 8 scales, very long, revised 1972	11 & 12 (perhaps 10 but length a problem)	approx. \$35.00/ 25	over 3 hours
CAREER ABILITY PLACEMENT SURVEY C.A.P.S.	short test, economical of time	9 - 12	\$54.00/30	1 hour

Concepts:

4. Respect for others and their work
5. Familiarization with role - models
6. Compiling and processing information
7. Present experiences influence career development
8. School activities influence adult roles

Suggested Activities:

1. Job Families, Clusters, Classifications, Subject Posters and Related Occupations, CCDO Classifications Vol. II
2. Local Job Market (opportunities etc...) Careers B. C., Careers Canada; F.O.I.L.; Career News for Students; C.U.F.O.R.; Speaker from Chamber of Commerce; Manpower, Business
3. Unions:
 - hand-outs on origins - role - structure
 - different unions in same company
 - labour leader in to speak
4. Labour Law:
 - Workers Compensation
 - minimum wage
 - Labour Relations Act
5. Interviews:
 - family and street interviews - what exactly does your parent do?
 - what do you do?
 - what do you like most?
 - what do you like least?
 - would you do it again?
6. Job Study:
 - stereotyping of jobs - party (types of people)
 - Bolles - Quick Job Hunting Map
 - CCDO - Outlines - Codes, Clusters etc...(see Resource List)
 - Careers Canada
 - Careers B. C.
 - Concise Handbook of Occupations - book

Resources:

1. Audio-visual - The Career Development Education Progress Corp.
 - An interview with 60 workers - 60 tapes)

.../

2. Career Development Sound Filmstrips Guidance Associates of Pleasantville, N. Y.
 - Career Values - what really matters to you
5 tapes/F.S.
 - People Who Create Art
4 tapes/F.S.
 - Jobs and Gender
2 tapes/F.S.
 - People Who Influence Others
4 tapes/F.S.
3. Career Exploration Series
 - 110 relevant "demand" occupations
 - 22 boxes each containing 6 filmstrips
 - 3 cassettes
 - 2 counsellor keys and 50 student rating charts
4. Careers in Focus - 42 filmstrips
5. Slides - locally produced
15 occupations (lacking an audio component at present)
6. Training Opportunities
 - apprenticeship lists
 - Vista - B. C. institutions
 - Canadian Universities
 - Spectrum (Western Canada)
 - Individual Calendars
 - Charts - vocational questionnaires
 - educational questionnaires
 - Cosgrave - different degrees offered in Canada
 - disciplines and their careers
 - P.S.C. of Canada
7. Resource People
 - People working in the field
 - Students or apprentices training in the job
 - Personnel Managers
 - Recent Graduates
 - Chamber of Commerce
 - Retired People
 - Manpower and how to use it (4 pages on their services)
8. Books
 - A Career Planning Guide - Manpower
 - Chap. 7 Studying Occupations p. 81-89
 - Chap. 8 Locating Occupational Information p. 91-100
 - Chap. 10 Types of Education and Training p. 111

Concepts:

1. Understanding self
3. Interpersonal skills
6. Compiling and processing information

Suggested Activities:

1. Description of basic model
Exercises from "Deciding" can be used throughout this unit
2. Use of model - "Decision Making" videotape
3. Common strategies for decision making (values)
4. The probability of success (assessing the amount of risk in decisions)

Resources:

1. "Deciding" student's workbook on how to make decisions and "Deciding" a Leader's Guide
 - College Board Publication Orders,
Box 2815,
Princeton, New Jersey 08540
2. "Discussions and Things"
 - Ferguson-Florissant School District,
655 January Avenue
Ferguson, Missouri 63135
3. "Career Survival Skills"
"Decision Making and Implementation" - Loughary
 - Charles Merrill Publishing Co.
Bell & Howell Co.
Columbus, Ohio 43216
4. "Values Clarification"
 - Simon, Howe, Kirschenbaum, Hart Publishers,
New York, N. Y. 10003
5. "Life Goals - Setting Personal Priorities"
(kit - 3 cassettes, 3 filmstrips and book)
 - Human Relations Media Centre,
Pleasantville, N. Y. 10570
6. Video tape - "Decision Making"

TWO PLANS FOR DECISION MAKING

- A.
 - 1. Define decision including when it must be made.
 - 2. Write down the existing alternatives that you already know.
 - 3. Seek information on other alternatives.
 - 4. Evaluate alternatives and their consequences.
 - 5. Decide tentatively.
 - 6. Implement decision.
 - 7. Re-evaluate the decision.

 - B.
 - 1. Reorganize and define decision to be made.
 - 2. Know what is important to you and what you wish to accomplish.
 - 3. Examine the information about alternatives you already know.
 - 4. Seek and examine new alternatives.
 - 5. Assess the risks and costs involved in choosing each alternative that is available.
 - 6. Develop a plan or strategy for what you want.
 - 7. Implement the plan.
- - -

LIFE PLANNINGConcepts:

1. Understanding of self
2. Decision making
3. Interpersonal skills
6. Compiling and processing information
7. Present experiences influence career development
8. School activities influence adult roles

Suggested Activities:

1. The need for a planned life style

Creating A Career:

Your Work Future p. 9-14

2. Decisions to be made now and in the future

Discussion and Things: It is now five years in the future p. 367

- things to consider - life style
- Super's Rainbow Chart
- Life Roles

Concepts:

1. Understanding of self
2. Decision making
6. Compiling and processing information
7. Present experiences influence career development
8. School activities influence adult roles

Suggested Activities:

1. An assessment of educational routes to a variety of careers
 - high school graduation requirements
 - post-secondary entrance requirements (limitations through choice of subjects)
 - apprenticeship requirements
 - sheet showing requirements for graduation
2. A tentative plan for each student (tentative plan for next two years)

Deciding-Launching Out! Counsellors Resource Book for Groups
in Guidance Unit 307 p. 19

LEISURE PLANNINGConcepts:

Decision making
Compiling and processing information
School activities

Suggested Activities:

1. Categories of Leisure Activities
Career Survival Skills
2. Pay-offs obtained from leisure activities
Career Survival Skills
3. Priorizing of pay-offs and related activities
- grid and Career Survival Skills

Concepts:

1. Understanding of self
2. Decision-making
3. Interpersonal skills
4. Respect for others and their work
5. Familiarization with role - models
6. Compiling and processing information
7. Present experiences influence career development
8. School activities influence adult roles

Suggested Activities:

1. Attitude to work:
 1. film - Nine Came Trying (men)
film - three interviews (women)
film - three interviews (men)
 2. Planning Your Future - section on attitude p. 133-138
 3. Human Relations at the Office
Masons Young
J. Weston Walch, publisher
(Courtesy to Employer and Fellow Employees)
 4. Handouts - "How to Avoid Being Hired"
questions employers ask
 5. Study suggestions made by employers in back of LIP book
 6. Planning Your Future - "Examining Job Prospects"
employer - employee expectations p. 79-87
 7. Invite guest speaker - Personnel interviewers
2. Locating a Job opportunity:

Resources:

1. Alternatives to College, Hecht-Traub
2. Planning Your Future - Creative Search p.68-78
- Analyzing Ads
3. A Job Search Guide -- Locating Job Vacancies p. 15-24
4. You and Your Job p. 1-9
5. Manpower course - "Creative Job Search"
for classes contact Manpower
6. Manpower's handouts on job finding

.../

3. Application Forms:

1. Manpower's Guide for the Job Hunter
(class set recommended - free from Manpower)
- 2.a) Completing a selection of application forms
(sample forms from Manpower - see 4. below)
Use of Personal Data Sheet - Manpower
- b) The World of Work J. Walch, publisher
Letters of Application p. 30-37
(business cards, business letters)
Manpower Registrations, Federal Civil Service
applications, Public Service Commission
- 3.a) Manpower handout sheets - resumes
- b) Creating A Career Sec. 2 Unit 10-12
p. 10-25 - resumes, letters
- c) A Job Search Guide Chap. 15 p. 39-49 - resumes, letters
- d) Planning Your Future - Resumes and covering letters
p. 108-131
4. A Job Search Guide
Application forms and special tests Chap. 7
p. 63-73

4. Interview Skills:

1. A Job Search Guide Chap. 11, 12
Interview Preparation
2. Creating a Career Chap. 14, 15
Preparation and conduct during
an interview
3. Planning Your Future p. 132-142
Attitude in sample interviews
4. Role-playing of interviews - film "Nine Came Trying"

GUIDELINES: Suggested methods of evaluation

- a) Regular Journal:
 - a listing of new learning or information gained each session
 - satisfactory completion of the journal is essential

- b) Notebook: (in addition to journal)
 - complete running index or table of contents
 - complete collection of all handouts and assignments

- c) Attendance:
 - stress regular attendance, promptness and proper equipment to instill a proper attitude for work

- d) Class Participation:
 - subjective evaluation of attitude

- e) Work Observation Evaluation form from the Employer:
 - work observation and street interviews evaluated

- f) Major Assignments:
 - resumé
 - application forms

- g) Formal Tests:
 - see attached samples

APPENDIX B

CAREER PLANNING 10

130

	<u>Order from:</u>	<u>Price:</u>
Can. Classification & Dictionary of Occupations - Vol. I)	UVic Bookstore	\$20.00@
- Vol. II)		20.00@
	<u>3 copies each</u>	
Canadian Occupational Groups	<u>6 copies</u> "	10.00@
Creating A Career	"	20.00
	<u>1 copy only</u>	
Career Survival Skills (manual and workbook)	"	30.00
Values Clarification	"	7.50
Planning Your Future	Directed Study Centre, B.C.I.T. 3700 Willingdon Ave. Burnaby, B.C. V5G 3H2	5.00
Deciding - A Leaders' Guide and Workbook	College Board Publication Orders, Box 2815, Princeton, New Jersey 08540	5.00
Counsellor's Resource Book for Groups in Guidance	Manitoba Textbook Bureau, 277 Hutchings St. Winnipeg, Man. R2X 2R4	8.00
The Three Boxes of Life	Ten Speed Press, P. O. Box 7123, Berkeley, Calif. 94707	7.95
The Quick Job Hunting Map - beginning version	"	1.25
- advanced version	"	1.25
What Colour's Your Parachute?	"	7.95

APPENDIX C

TELEPHONE INTRODUCTION TO CAREER EDUCATION TEACHERS

Hi, my name is Susan Koval, I'm part of the research team from the University of Victoria involved in the assessment of the career education courses in the Greater Victoria School District. I believe that you were to receive a memo dated April 9th, 1980 from Cindy Widell advising that one of our research team members would be contacting you to set up an interview appointment. We really appreciate your willingness to participate in this study, and would like to negotiate a time for us to get together. We would need between 1-1½ hours of your time. When would be convenient for you?

It is not the intent of the study to evaluate the effectiveness of any teacher or counselor. The study is designed to consider the appropriate systems which are most beneficial to students, and the first step is to gather information about the specific courses which are already being taught in the area of career education. That's why we need your help: the purpose of the interview is so that you can educate us about your course. It would be helpful if you could arrange to have an extra copy of your course outline and of any other materials that you think would be useful in understanding the content and objectives of your career education program.

Do you have any questions?

Thank you again for your cooperation.

See you on _____.

APPENDIX D

OUTLINE FOR THE INITIAL VISIT TO THE SCHOOLS

Structured Interview

- A) What is the name of your course?
- B) What are your objectives?
- Short term goals:
- Long term goals:
- C) How did you become familiar with these instructional goals and objectives?
- D) Do you have a course outline? If yes, may we have a copy?
- E) What do you actually do in your course?
- What activities do you lead or initiate?
- What activities do students take responsibility for?
- F) How long is your course?
- Full year? Half year?
- How many hours per week?

continued ...

G) What type of instructional materials do you use for career education?

List of goals and objectives?

Curriculum guides?

Career education units or lessons?

Audio-visual products?

Bibliographies of career education materials?

Career education reference materials such as the Canadian Classification and Dictionary of Occupations or Careers Canada?

Catalogs of community speakers?

Catalogs of community trips?

Work experience programs?

Books, games, and student materials?

Information about available jobs?

Interest and/or aptitude testing?

Computer information services of CHOICES?

General information about career education throughout your school system?

Other (please specify).

H) Where are career education instructional materials available in your school system?

Available upon request from a central location within the district?

Available from a central location within the school

building?

Placed permanently in each classroom?

- I) How do you assess the impact of your course?
- J) What are your criteria for grading students?
- K) What other kinds of questions do you think we should be asking?
What would be important for us to look at in terms of assessing the impact of your course on students?
- L) Do you wish to keep this confidential?

Thank you for your cooperation today. We appreciate you sharing your thoughts and feeling about the course. The information that you and others have provided will help us to improve our services and provide better courses for present and future participants. Do you have any questions?

VITA

Surname: Mitchell

Given Names: Susan Lynn

Place of Birth: Chicago, Ill., U.S.A.

Date of Birth: August 11, 1948

Educational Institutions Attended, with Dates of Entering
and Leaving:

Northern Illinois University, Dekalb, Ill. 1966 to 1971

University of Victoria, B.C. 1975 to 1980

Degrees, Diplomas, Etc., Awarded, with Dates and Names
of Institutions:

B. Ed. (Sec.) 1971 Northern Illinois University

Honors and Awards:

Illinois State Scholarship, 1966-67; 67-68; 68-69; 69-70.

Talented Student Scholarship, 1970-71.

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis or dissertation (the title of which is shown below) to users of the University of Victoria Library, and to make *single copies only* for such users or in response to a request from the library of any other university, or similar institution, on its behalf or for one of its users. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis

THE IDENTIFICATION OF CAREER DEVELOPMENT THEORIES IN SEVEN
GRADE-TEN CAREER EDUCATION COURSES

Author



Signature

Susan Lynn Mitchell

Name

December 12, 1980

Date