Developing and testing of a comprehensive program of career awareness for fourth-year undergraduates at a selected counselling center.

Marvin Harrison Hadsall

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DEVELOPMENT AND TESTING OF A COMPREHENSIVE PROGRAM OF CAREER AWARENESS FOR FOURTH-YEAR UNDERGRADUATES AT A SELECTED COUNSELLING CENTER

A DISSERTATION PRESENTED

BY

MARVIN HARRISON HADSALL

SUBMITTED TO THE GRADUATE SCHOOL OF THE UNIVERSITY OF MASSACHUSETTS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF EDUCATION

EDUCATION
DEVELOPMENT AND TESTING OF A COMPREHENSIVE PROGRAM OF CAREER AWARENESS FOR FOURTH YEAR UNDERGRADUATES AT A SELECTED COUNSELLING CENTER

A Dissertation Presented

By

Marvin Harrison Hadsall

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Dr. Bob Suzuki, Member

Dr. William Mellen, Member

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ABSTRACT

Development and Testing of a Comprehensive Program of Career Awareness for Fourth-Year Undergraduates at a Selected Counselling Center

(September 1977)

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Directed by: Professor Harvey Scribner

This study was designed to test and evaluate a comprehensive program of career awareness (Career Development Program) for fourth-year undergraduates at the Memorial University of Newfoundland Counselling Centre. The career awareness program, including its methods and procedures, was analyzed to ascertain its effectiveness in preparing students for the job market, and to discover from the experience new ways of dealing with career awareness for university level students. The underlying assumption of the program is that a more highly developed career awareness and career development program would allow students to deal with other wide ranging concerns so as to contribute greatly to a more meaningful integration of their academic program with their future career goals. The Career Development Program described in this study focused upon three areas of development:

1. assessment and development of the self;
2. exposure to career options and opportunities;
3. training in job search skills, including resume writing and interviewing.

Subjects for the study were one hundred and twenty-three fourth-year undergraduates that volunteered for the experiment. Subjects were placed randomly in five groups. Group I received Phase I of the treatment focusing on the career planning process. Group II received Phase II of the treatment focusing on the job search process. Group III received the full treatment (Phases I and II). Groups IV and V served as control groups, receiving minimal assistance. The difference between them was that the former group volunteered, while the latter group did not.

The treatment consisted of thirteen weeks of training, with all groups receiving varying amounts of the treatment, from all thirteen weeks (Group III) to none at all (Groups IV and V). The forms for evaluating the treatment were divided into process evaluation and product evaluation. Produce evaluation was concerned with the overall impact of the Career Development Program. This consisted of pre- and post-tests for the purpose of measuring differences among experimental groups, between experimental groups and control groups, and between the two control groups. The criteria by which groups were compared were the scores from the pre- and post-tests. The second kind of evaluation involved the testing of the content of the treatment that each experimental group received.

One-way analysis of variance, on the pre- and post-tests, was
calculated to determine whether there was any significant gain in career awareness and/or increase in job search skills. Afterwards a post-hoc fallacy comparison (Scheffe procedure) of the data was performed. Results of the study appear to indicate that the Career Development Program tested and implemented at the Counselling Centre of Memorial University is useful in assisting students in clarifying their career objectives and assisting students in developing an effective job search strategy. Subjects in Groups I, II, and III showed a dramatic increase in their feelings about career planning and the job search process. Thus, as a result of an increase in career awareness, a clarification of career goals, and an increase of confidence in job search skills was demonstrated by students who took the Career Development Program.

The program presented in this study is significant because it has been developed and field tested for undergraduates at Memorial University, an environment where nothing like it had been tried before. The program also demonstrates what can be accomplished by counselling center personnel. This study adds to the existing body of materials and research in the area of career development for university level students.
ACKNOWLEDGEMENTS

Many people contributed to the completion of this dissertation. Of particular importance was the assistance of my committee, Dr. Harvey Scribner, Dr. Bob Suzuki, and Dr. William Mellen, who were a constant source of helpful suggestions, constructive criticisms, and encouragement.

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CHAPTER I
INTRODUCTION TO THE STUDY

Counsellors, teachers, and administrators within the university have, for some time, been aware of the crisis of career direction being experienced by many students at Memorial University of Newfoundland. Too obvious have been those students who have entered with no clear academic or career goals, those who have come with unrealistic or inappropriate directions, and those who have found themselves lost and discouraged when their plans are disrupted by their inability to continue in the desired direction. As well, many students are discouraged and disillusioned by what they perceive to be the very limited range of opportunities open to them as a result of their university education. In short, a large number of Memorial students appear to lack an effective approach to developing realistic and satisfying career and educational plans.

The extent to which these problems prevail among the student population has been partially documented by a number of recent studies and reports. For example, in the Report of the Committee on Junior Studies (September 1974) it was reported that a large number of students appeared to be uncertain about their career and educational directions. Even more significant, however, was the overwhelming indication that students felt they were not receiving sufficient help in resolving the problem. In data on the career plans of first year students at Memorial University recently collected by the Counselling Centre, those ques-
tioned reported a substantial degree of uncertainty about their career and educational direction. Furthermore, many students felt that they were lacking the information and skills needed to make a good decision and that they should have more help to assist them in the planning process.

Many of the problems outlined above would appear to be rather firmly rooted in the education system which has failed to provide the necessary aids for sound career development. A large number of the students entering Memorial University come from schools having virtually no guidance program and little in the way of comprehensive factual information about careers and the world of work. Many students come from environments where they have had few role models of a very wide variety of occupations, especially the professionally oriented occupations toward which the university would normally lead. Even in those schools where guidance services are available, the scale of operation is such that adequate individual attention cannot be given to the needs of all the students who require assistance. Even in those environments where a variety of role models is available, few students are challenged to explore adequately their relationship to them.

In general, the development of career plans appears to be random: a small percentage of students do receive the kind of sound assistance they need; others, perhaps through their own innate abilities and good fortune, develop plans toward successful and satisfying objectives; but a great many, even among those going to university, require some degree of guidance in order to set realistic and satisfying directions for themselves. If, indeed, the University is a vehicle for the
development of the person towards a more satisfying, enriched life, then it would seem that this University should accept as one of its central concerns attention to the need of its students to find and pursue suitable career directions.

To foster the optimum in career development among the students who enter and graduate from Memorial University, it would appear necessary to meet a number of basic objectives which may be outlined as follows:

1. Stimulate awareness of the need for a systematic approach to planning and deciding;
2. Assist students in developing such a planned approach;
3. Stimulate awareness of the multiplicity of career and educational awareness;
4. Provide sound, accurate information regarding the relevant career alternatives;
5. Provide sound, accurate information regarding programs of study to pursue in order to achieve one's goals most effectively;
6. Challenge students concerning the appropriateness of their choices and thoroughness of their plans;
7. Assist students to become aware that as the foundation of career planning a knowledge of their interests and abilities in relation to their values is necessary;
8. Provide students with the opportunities to develop the skills needed to achieve their plans not only the academic skills, but also the knowledge of how to seek out and obtain the most
satisfying employment to achieve fulfillment once they have left the university.

Some efforts have been made in the past to satisfy these needs, but obviously they have not met with much success. Remaining basically within its own walls, the Memorial University Counselling Centre has offered to students various types of career-planning assistance. The evidence indicates that when help is provided, whether in the form of individual client contact or group contact, it has had a positive impact towards the development of more realistic and satisfying career and educational directions. However, a central problem remains, only a small percentage of those apparently needing or even desiring assistance come to the Counselling Centre for such help. A surprisingly small number of students avail themselves of the informational services provided by the Counselling Centre. There appears to be a reticence among students to approach the Counselling Centre and/or to come to grips with some of the important issues of planning a career.

Statement of the Problem

The purpose of this study is to test and evaluate a comprehensive program of career awareness for fourth-year undergraduates at the Memorial University of Newfoundland's Counselling Centre. The career-awareness program, including its methods and procedures, will be analyzed to ascertain its effectiveness in preparing students for the job market, and to discover from the experiences of the program new approaches to meet the challenges posed for universities in developing a career-awareness program. The underlying assumption of the program
under study is that a more highly developed career-awareness and career development program would allow students to deal with other wide ranging concerns so as to contribute greatly to a more meaningful integration of their academic programs with future career goals.

The program presented in this study is not trying to encourage or promote the work ethic, nor is it suggesting that students follow a particular career or social goal. Neither is it presenting itself as the answer to the crisis of unemployment of university students. It is, however, trying to encourage students to think more rationally about their career development, so that they will have a better understanding of where they are going or where they can go in the "world of work." It also attempts to demonstrate to the university community a more effective way of assisting students in making the adjustment from the university to the "world of work."

The Need and Significance of the Program

One of the most significant failures of higher education has been its lack of accountability to the people it professes to serve, i.e., its graduates. In the past colleges and universities did not have to worry about graduates getting employment or fulfilling career goals and objectives. A college degree was a goal in itself and the holder was almost guaranteed a prestigious and adequately salaried position. Today, however, a college degree is not a "ticket" to a job or success. It has been estimated by the Canadian Manpower Bureau that at least 25% of the 95,000 graduates (includes undergraduates and graduate students) of Canadian universities, class of 1976, have not found jobs,
while another 25% are underemployed (Worth, 1976). Those graduates that are having the most difficult time are the 32,000 arts graduates, which constitutes about one-third of the total student body. In the United States the problem is equally critical. Projections from the U. S. Department of Health, Education, and Welfare estimate that soon there will be almost 600,000 arts graduates a year, compared with only 150,000 fifteen years ago.

The dramatic increases in Canadian and American universities during the 1960's developed in part because of an increase in the number of post-secondary institutions and a liberalization of admission requirements, aggravated by children of the baby boom (1945-1955) clamoring for admission into universities. At the present time higher education is available to almost anyone who wants it. The 1970's has seen a continual growth in enrollment. In Canada...

this expansion and growth, of course, resulted in an increasing number of graduates. In 1970, 60,000 students graduated with bachelor degrees from Canada's universities. This year, there were 81,000 bachelor graduates—a 33% jump in five years. (Worth, 1976)

The most difficult job market for university graduates is in Atlantic Canada (Newfoundland, Nova Scotia, Prince Edward Island, and New Brunswick). In Newfoundland, the situation is especially grim, because of an unemployment rate of over 17.5 percent for the first quarter of 1975 according to the Manpower and Immigration Review for the Atlantic Region (Volume IX, Number 1). For the next couple of years in Newfoundland the average unemployment rate is expected to remain about 15%, while only a maximum real economic growth rate of 2% is predicted (Climate for Development Atlantic Region, 1976).
It is this author's contention that institutions should be more responsible in preparing their students for the present economic situation. At the present time Memorial University of Newfoundland has not instituted any programs that would prepare students for the "world of work," except the few career planning programs at the University Counselling Centre. This author believes that what is needed by Memorial University is a comprehensive career development program that can prepare its students for the economic realities that they will have to face once they graduate. The career development program described in this study will attempt to help students focus on three phases of development:

1. assessment and development of the self;
2. exposure to careers and the "world of work;"
3. training to the skill of obtaining employment.

The program will also attempt to demonstrate to the administration and faculty how to develop and implement a career development program for the University and how it will assist students to be better able to cope with their own career development. Although much of the program has been borrowed from existing materials, the goals, procedures, and exercises are original in scope. The three phases of career development that the program emphasizes follows much of the matter that was developed by Kirts and Fisher (1973). What makes the present study unique is that the curriculum (Phases I and II) developed at Memorial University of Newfoundland attempts to measure the effectiveness of the program by testing for career awareness. Since few programs on the university level have been field tested for effectiveness, this
study will hopefully add much to the existing material in this area. The Career Development Program presented in this study focuses on a comprehensive model for fourth-year undergraduates.

Definition of Terms

Career. Time-extended working out of a purposeful life pattern through work undertaken by the individual (A.V.A., 1976).

Career Counselling. The utilization of techniques including group, individual and a variety of media for the dissemination of occupational information, and modifications of existing curriculum to meet student needs. Career counselling assists the student in career planning and decision-making; enabling the student to view life styles and personal satisfactions; and investigates education, work and leisure options.

Career Development. A process that is lifelong involving a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Education. A comprehensive educational program focusing on occupations and careers. Not only job information and skill development needs are provided for, but also assistance in developing attitudes about the personal, psychological, social and economic significance of work.

Career Pattern. The sequence of occupations during the lifetime of the individual. Career patterns indicate long term trends, such as
upward movement, erratic changes, or dead-end sequences.

Career Planning. A process involving assisting the individual to develop as complete an understanding of himself as possible and as complete an understanding of the world of work as possible, and then assisting him in integrating these so that effective decisions can be made (Isaacson, 1966).

Decision Making. A systematic process in which various types of information are utilized and analyzed according to explicit procedures and outcomes are evaluated in terms of their desirability. There is a combination of the affective with the cognitive domains so that there will be a balance of objective and subjective rewards (Tolbert, 1974).

Education. The totality of experience through which one learns.

Job. A piece of work. This work is defined by the individual.

Job Satisfaction. The interaction between the worker and his job can result in satisfaction. The degree to which the worker's needs are met determines the level of satisfaction.

Life Goal. One that permeates all the aspects of one's life at any time. To attain it may involve all the areas in one's life. It may be reached in a short time or never. The important element is the effort to attain, not the attainment. A life goal is based upon and determined by a set of values that govern, bind together and give meaning to all the activities of a person's life (Jones, 1970).

Occupation. A term referring to a person's regular work, business, pursuit or means of earning a living.

Placement. Helping the individual locate a job, apply for it, and make a satisfactory initial adjustment to it.
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Occupation. A term referring to a person's regular work, business, pursuit or means of earning a living.

Placement. Helping the individual locate a job, apply for it, and make a satisfactory initial adjustment to it.
Self-Concept (or self-structure). May be thought of as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the precepts and concepts of the self in relation to others and the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive and negative capabilities.

Self-Concept (three dimensions). (1) The self as viewed by the individual—his own idea of himself, or his ego; (2) his social self—how he thinks others view him, or his "social" stimulus value; and (3) the self that he would like to be, or his ideal self. The self-concept is the central core of personality. It is a persistent and pervasive pattern of ideas, attitudes, and values. It permeates the person's inner world of thinking and meaning (Cunha, et al., 1972).

Skill. A developed aptitude or ability relating to a specific job or occupation.

Trait. A characteristic and relatively permanent mode of behavior, the outcome of heredity and environmental factors.

Values. The worth or excellence or the degree of worth, ascribed to an object or activity or class thereof. Value is a function of the valuing transaction and not of the object. Although values as a concept can be viewed in an abstract way, it simply defines for the individual what ends or means to an end are desired. It should be kept in mind that an individual's values are often products of the social system that has been imposed on the individual (English and English,
Value System. The more or less coherent set of values that regulate a person's conduct, often without his/her awareness that they do so. The set of values overtly accepted by a person or by a social group.

Valuing, Processing of. According to Rath, et al. (1968), there are seven subprocesses involved:

A. Prizing one's beliefs and behaviors
   1. Prizing and cherishings
   2. Publicly affirming
B. Choosing one's beliefs and behaviors
   3. Choosing from alternatives
   4. Choosing after consideration of the consequences
   5. Choosing freely
C. Acting one's belief
   6. Acting
   7. Acting with a pattern, consistency, and repetition.

Vocation. The person-centered aspect of work, the psychological conception of work as the behavior of individual persons (Super, 1957).

Work. A conscious effort, other than that involved in activities whose primary purpose is either coping or relaxing, aimed at producing benefits for oneself or others (Hoyt, 1972).

Methodology

The study described here is an attempt to evaluate the effectiveness of a Career Development Program for fourth-year undergraduates in
providing students with an understanding of the career-planning process and a development of an effective job-search strategy. Students involved experienced a twelve-week Career Development Program especially designed for students at Memorial University of Newfoundland.

It was hoped that, as a result of the program, students would be:

1. Provided with a personal reference point to stimulate their career awareness and assist them in developing a plan for their own career development.

2. Able to gather information that would assist them in their career development so that they would be able to make better career and educational plans and decisions.

3. Able to develop an effective job-search strategy to pursue their educational and career goals in a systematized and meaningful approach. It should be noted, however, that the C.D.P. will encourage the individual to clarify those values and goals that the individual will find satisfying and fulfilling. For example, if the individual aspires for a career as a social worker or an accountant, he or she would be encouraged to live up to those goals and values. By using the resources of the university in a more effective way the individual would be able to try and achieve their career plans. Then, using job seeking skills, developed as a result of the program, individuals could seek those jobs that fulfill their career objectives. Essentially, individuals taking part in the program would be in a better position to control their own future, because they not only would be more cognizant of their own
goals, but better informed about the vocational development in general. The bleak economic picture in North America and the general state of the economy makes it vital that all future works have a better understanding of the job market as well as an awareness of career development.

The Career Development Program is a comprehensive and developmental approach to vocational development, which will hopefully allow Memorial University to be more accountable to its "products," i.e., its graduates. The implication is that learning is a lifelong process and graduates must be prepared for changes by becoming more vocationally aware.

The study concerns itself not only with the end results, or how the treatment is in building career awareness in fourth-year undergraduates, but also includes an evaluation of the content of the treatment. Through the use of pre- and post-tests the study measures the gain in career awareness. Three experimental groups were compared with two control groups. To test the treatment the three control groups were given varying degrees of the treatment. Group I was given the Career Planning Process (Phase I), while Group II was given the Job Search Process (Phase II), and Group III was given the Career Planning Process and the Job Search Process (Phases I and II). Control Groups I and II received no treatment, with the difference being that the latter group did not volunteer. To evaluate the content of the treatment questionnaires were given to all participants in the control groups.
CHAPTER II
REVIEW OF LITERATURE

The value and importance of assisting students in their career growth and development has begun to be recognized by colleges and universities across North America during the past three decades. Much of the research, development, and implementation of career development programs are based upon career development theories which can be categorized as follows: trait-factor, psychoanalytical, developmental, sociological, decision making, and needs. Several authors (Sanford, Freeman, Perry, Chickering) have concentrated numerous hours on analyzing and reporting various developmental activities experienced by the university age student. Universities and colleges are realizing that they owe more to their students than assisting in the intellectual growth, but also in the development of the complete person, i.e., intellectual, social, psychological, and emotional person. Thus, in response to community and student requests, universities are placing greater emphasis on career planning and placement activities.

Section one of the Review of Literature concerns the philosophical and theoretical background of career development. The second section focuses upon various exemplary approaches to career development that are presently in operation at the post-secondary level. The third section is concerned with evaluations of various career development programs at the post-secondary level. The last section consists of a description of other approaches to career development that could be
used to supplement or improve existing programs.

Philosophical and Theoretical Background to Career Development

Career development theory is an area that has only recently developed into a discipline that has been described as being in a stage "... roughly analogous to that of adolescence" (Zaccaria, 1970, p. ix). None-the-less, much relevant research, development, and innovation has taken place over the last few years and thus it is imperative that one have a knowledge of career development theory if understanding of career development programs is to take place. There are some limitations that must also be considered. First, many of the assumptions behind the different theories are tentative and only partly research-based. Second, much of the existing research is based upon data that have come from middle-class white males (Herr and Cramer, 1972). And third, career development theory is "... not a general theory of development that could serve as a basis for all counselling and guidance" (Tolbert, 1974, p. 29).

The Trait-Factor Career Theory. The main focus of the Trait-Factor or Acturial Theory of career development is based upon Parson's (1909) concept of "matching men-and-jobs." The theory attempts to explain that all individuals differ in development and growth, thus career development is a matter of matching an individual's interests and abilities with job opportunities. The trait-factor view of career development was instrumental, according to Osipow (1968), in the growth of the vocational testing movement. As a result, interest inventories
like the Kuder Preference Record (KPR), the Strong Vocational Interest Inventory (SVIB), and the Self Directed Search (Holland), and aptitude tests such as the Differential Aptitude Test and the Guilford-Zimmerman Aptitude Survey, use the trait-factor theory as their basis. One of the most widely used books in the career counselling field, the Dictionary of Occupational Titles (DOT), uses the trait-factor approach. Crites (1975) states that philosophically, the trait-factor theory has always stressed the uniqueness of the individual, but little else has been developed, such as hypothetical constructs that are common in other theories. It does adhere to the scientific problem solving schemata. In Williamson's (1939a) study of trait-factor career counselling, the diagnosis of where the client is vocationally is fundamental. As he sees it, the client has four choices: (1) no choice; (2) uncertain choice; (3) unwise choice; and (4) discrepancy between interests and aptitudes. A course of action would then be suggested by the counsellor based upon the choice of a client.

Next comes the process, which Williamson (1939b) has delineated into six steps. Which are:

1. Analysis or collecting data from many sources about attitudes, interests, family background, knowledge, educational progress, aptitudes, etc. by means of both subjective and objective techniques.

2. Synthesis or collating and summarizing the data by means of case-study techniques and test profiles to highlight the client's uniqueness or individuality.

3. Diagnosis or describing the outstanding characteristics and problems of the (client), comparing the individual's profile with educational and occupational ability profiles, and ferreting out the causes of problems.

4. Prognosis or judging the probable consequences of problems, the probabilities for adjustments, and thereby
indicating the alternative actions and adjustments for the client's consideration.

5. Counselling — cooperatively advising with the client concerning what to do to effect a desired adjustment now or in the future.

6. Follow-up — repeating the above steps as new problems arise and further assisting the client to carry out a desirable program of action. (p. 214)

The first four steps in the process are centered on the counsellor, while only the last two are centered on the counsellee. Thus the counsellor is the major source of information about self characteristics and occupational factors. According to Herr (1970), the counsellee has to put a great deal of faith into the insight and interpretation of the counsellor. The choices that are made by the client are therefore not entirely from his own insight and understanding of him/herself, but partially from statistical findings and counsellor input.

**Developmental Theories.** These theories focus upon the developmental stages of life that are unique and sequential and thus make up the lifelong process. Although the individual has a measure of control and freedom of choice, the environment plays a significant role. The major theorist of this approach to career development and vocational counselling are Donald E. Super, Eli Ginzberg, and David V. Tiedman.

The major elements of Super's (1957) approach are: vocational life stages; vocational self-concept; and career patterns. Accordingly, as the individual develops psychologically there is also a development towards vocational maturity. The life stages of vocational development begins with the growth stage (birth to 14 years of age). The self-concept develops here through the identification with individuals from the family or school. In the early part of the stage, needs and
fantasy are predominant, although interests and abilities become increasingly important as the individual participates in his/her environment. The next stage is the exploration stage (ages 15-24). The individual begins to examine the self, tries out roles, investigates different careers, develops leisure activities, and pursues part-time work. Needs, interest, abilities, values and opportunities become all important and tentative career decisions are made. The establishment stage (ages 24-64) follows. Although there are some early career trials and changes, the individual has found a permanent vocational place. The last step is the declining stage (age 65 and over). It is characterized by a deceleration of activity on a physical and mental plane. A new role is developed and the individual partially participates or becomes an observer of activities around him/her, according to Tolbert (1974).

Super (1969) has done much research in the area of career development. One of the more significant concepts from his research suggests that "... when the self-concept and vocational self-concept are congruent, individuals tend to be better satisfied with their work" (Tolbert, 1974, p. 37). Whenever changes do occur in the self-concept of an individual entering a new occupation there is a tendency for them to be in the direction of expected roles in the desired occupation.

Many of Super's ideas have come from his twenty-year longitudinal Career Pattern Study gathered from a group of ninth grade boys initially. As a result, Super's theory is continually being supplemented by research and thus "... has become one of the broadest and most widely
accepted of the contemporary theories of vocational development" (Zaccaria, 1970b, p. 56).

Ginzberg's (1970) theory follows in much the same patterns as Super's, except that the process of choice is important, rather than a one-time decision. The factors that affect the process of choice are values, environmental realities, psychological attributes, educational achievements and opportunities. However, once a decision is made, it cannot be reversed. An individual must be able to compromise desires and options before obtaining desired goals. Finally, Ginzberg postulates that career decision making follows certain developmental stages. The first stage is called the fantasy period (before age 11) in which the individual believes that whatever is desired can be fulfilled. Vocational choices are controlled before needs and impulses. The next stage is called the tentative period (ages 11-17), which is the most important because interest, abilities, and values are the basis for career choice. And the final stage is the realistic period (age 17 to adult). The individual in the final stage can explore various options, but a decision is made based on a compromise between job requirements, educational opportunities, and personal factors.

The approach that Tiedeeman (1963) developed is a process of building career identity through differentiation and integration as one enters work. The formation of an ego identity for work is the goal. Ego identity is defined as

... the accumulating meaning one forges about himself as he wrestles with his meeting with society. Ego identity is a psychosocial phenomenon. It is the crystallizing premises of existence which one gorges both where one can and where one may in order to establish one's self in the
world. Career development includes the development of an orientation towards work which evolves within the psycho-social process of forming an ego identity. (Tiedeman and O'Hara, 1963, p. 4).

The decision making process of differentiation and integration is a series of steps which everyone repeats through his/her lifetime. The decision making process is activated when the individual encounters a problem, need, and experience.

The steps are:

Phase I: Anticipation or Preoccupation

Step 1 -- Exploration: Goals are considered in relation to the individual's experiences and abilities.

Step 2 -- Crystallization: As the individual prepares to move into a specific direction, values, goals and rewards are considered.

Step 3 -- Choice: A decision is made after crystallization and the individual can state what career is desired.

Step 4 -- Clarification: Review of the choice is made, clearing up doubts and uncertainties that may develop.

Phase II: Implementation and Adjustment

Step 1 -- Induction: Approval and recognition is sought when the individual enters a situation. The individual begins to identify with the group at work.

Step 2 -- Reformation: A sense of self emerges as the individual begins to assert himself on the job. He influences the group as well as being influenced by it.
Step 3 -- Integration: "Dynamic Equilibrium" may be achieved if the individual sees the self, and is seen by others, as being successful.

Psychoanalytical Theories. Although Freud was explicit on the meaning of work in his theories, the psychoanalytic theory of personality is the basis of research into vocational choice and the role of work. Bordin, Nachmann, and Segal (1963) have done much research on occupational groups and as a result have constructed a framework of career development. The essence of the structures is that occupational behavior has the same instinctual source of gratification as infant behavior. Bordin, Nachmann, and Segal's framework of the theory is:

1. The earliest psychological and physiological processes in infancy are connected to adult intellectual and physical activities.

2. The source of gratification is the same for the adult as the child.

3. The first six years of life determine an individual's patterns of needs.

4. The choice of career is determined by the needs of those first six years of life.

5. The theory applies to all except those who are denied free choice by cultural and financial factors and/or those who can find no gratification in work.

6. There is a sublimation of infantile impulses that manifests itself in work.

7. The career expectations of individuals can be thwarted if
there is a lack of occupational information.

8. All careers can be classified into clusters that represent psychoanalytical needs. The clusters are in the following dimensions: nurturant; oral aggressive; manipulative; sensual; anal; genital; exploratory; flowing and quenching; exhibiting; and rhythmic movement.

While the theory does have psychological foundations, it is difficult to evaluate many of the hypotheses that are put forward. Crites (1974) criticizes the psychoanalytical theories for emphasizing the "internal" factors in career choice while minimizing the external factors. The minimization of environmental factors like opportunity, income, discrimination, and a host of others, has severely limited the applicability of the psychoanalytical theories.

**Sociological Theories.** Hollingshead (1949) discovered through his research that job plans, job availability, and feelings of certainty about plans were greatly affected by social class. He found that the lower the socioeconomic class the less the individual valued these factors. Although the effects of the family, home, occupational structure, and other social institutions are a part of all theories of career development, sociological theories of career development have given more weight to influences. Thus economic and social factors play a major role in the structure of the work-life stages. The stages as Miller and Form (1951) see them are:

1. Preparatory -- the development of an orientation to work.
2. Initial -- part-time work experiences and formal education.
3. Trial -- consisting of entry into the job market until a
satisfying occupation is realized.

4. Stable -- involves the establishment of the worker in the desired occupation and community life.

5. Retirement -- a decline of work activity.

In the sociological theories, the dynamics of choice extend back into the family life of the individual. The influence of sociological factors on choice is affected by the personality development of the individual and the availability of job types and opportunities.

**Decision Making Theories.** Decision making is an integral part of all career development theories. But Gelatt and others have used it most extensively in their theories of career-development concepts. Gelatt's (1962) theory is a good example, because it illustrates the process of decision making in occupational choices and development, past experiences and their effects, and the relationship of immediate, intermediate, and distant decisions.

Gelatt's strategy of decision making begins with a purpose or objective because of the awareness that a decision needs to be made. Also relevant is the fact that information is needed and that there are at least two courses of action open to the individual. Thus the utilization of available information is important to the process. The next step is an evaluation of all the outcomes of possible options. The individual has to consider what is valued most and which options will bring the desired results. The approach that results and alternatives considered depends on the prediction system of the individual. The self-concept and past experiences have a definite effect upon the process. Estimation of the desirability of results is the next step.
Here, goals and values are compared. Once a decision is made, and it can be either final or exploratory, feedback is gained regardless of the type of decision. Each decision adds to available information that the individual has access to. Gelatt emphasizes that the predictive system of an individual determines the way the individual looks at possible and probable outcomes as well as other options and alternatives.

The values of the individual play an important part of decision-making in Gelatt's schemata although it is not necessarily so in other decision-making theories. One criticism that is made about Gelatt's theory is that it relies a great deal on information, which is not often available to everyone. It has been suggested that more effective decision-making could be made if local and relevant information were available (Kroll, Dinklage, Lee, Morley, and Wilson, 1970).

Need Theories. Need theories of career development have their foundation in psychoanalytic theory; yet the major need theorists, Anne Roe, John Holland, and Robert Hoppock, have developed models that range to elaborate lists of needs inherent in the process of vocational choice and detailed personality types.

Roe (1957) developed a theory to explain how early childhood experiences may influence later vocational behaviors. The theory is tied to the development of personality, although personality is not an independent variable of occupation in any strict sense. Career behaviors are shaped at first by an individual's personality, which leads to a choice. Later in life the individual's choice may be at odds with their personality make-up. Roe uses Maslow's theory of a
hierarchy of needs in formulating her hypotheses (Osipow, 1968).

Currently, Roe (1972) is exploring approaches that will make it easier to express perception of variables that enter into vocational behavior, including their importance and how they change and interact over time.

Holland (1973) developed a theory of vocational choice as a theory of personality, classifying individuals on the basis of their responses to a scale composed of occupational titles. The major ideas of Holland's theory are illustrated in the following quotation:

Essentially, the present theory assumes that at the time of vocational choice the person is the product of the interaction of his particular heredity with a variety of cultural and personal focuses including peers, parents and significant adults, his social class, American culture, and the physical environment. Out of this experience the person develops a hierarchy of habitual or preferred methods for dealing with environmental tasks. . . . The person making a vocational choice in a sense "searches" for (work) situations which satisfy his hierarchy of adjustive orientations. (Holland, 1966, pp. 33-34)

Holland suggests that one's personality can be characterized by one's adjustment to six occupational environments.

There are six kinds of environments: realistic, investigative, artistic, social, enterprising, and conventional. Each environment is dominated by a given type of personality, and each environment is typified by physical settings posing special problems and stresses. . . . Because different types have different interests, competencies, and dispositions, they tend to surround themselves with special people and materials and to seek out problems that are congruent with their interests, competencies, and outlook on the world. (Holland, 1973, pp. 9-10)

The occupational environments are the same as the personality types: realistic, investigative, artistic, social, enterprising, and conventional. The more a person resembles a particular personality type the more he will exhibit the behavior and traits associated with
that type. Holland then tries to pair the personality types with the environmental types, which leads to a predictable outcome. The "... outcomes include vocational choice, vocational stability and achievement, personal competence, social behavior, and susceptibility to influence" (Holland, 1973, p. 23).

Hoppock's theory tries to take what he considers the best elements of the different career development theories. This composite theory recognizes that personal need is central, although environmental information is critical for effective vocational development. The major points in Hoppock's theory are:

1. Occupations are chosen to meet needs.
2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.
3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions.
4. Vocational development begins when we first become aware that an occupation can help to meet our needs.
5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity to anticipate depends on the knowledge we have of ourselves.
6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated career offers us.
7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.
8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.
9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet our needs in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs. (Hoppock, 1967, pp. 111-112)

Summary. The theories summarized above differ in emphasis, but take into account many of the same factors. They all deal with the abilities and interests of the individual, relating them to unconscious personality development. However, the theories do recognize the influence of outside agencies as significant in influencing the final outcomes of vocational development. The idea of occupational choice as a singular event seems foreign to all theories and the idea of development seems basic to all.

The above writers suggest that vocational decision-making is a part of man's developing self-concept. As a process, then, career development and counselling cannot be a single event but rather must be a series of actions leading to the attainment of one or more vocational goals. This process would include exploratory experiences, the purpose of which would be to understand the self and the nature of decision-making has a useful process.

Various Exemplary Approaches to Career Development that are Presently in Operation on the College Level

The problems facing the career development function at most universities are: lack of communication and coordination of programs; little regard for the services of counsellors by administrators, faculty or
students; and a need for the offices of academic affairs and student affairs to work together. Hale (1974), in a comprehensive study of all aspects of the university and its impact on students, suggests that a structured career planning program be the initial focus of a student's education. There should be a special cadre of faculty members to serve as career and academic advisors, with a centralized career-counselling, planning, and placement center lending support.

Hale (1974) goes on to say that the function of career advising and counselling should carry just as much weight as teaching. In fact, a poor teacher will never do as much damage as a poor counsellor. As Hale sees it, the advisor or counsellor would have to be knowledgeable about different types of jobs, including entry requirements, salaries, and outlook. It would therefore be essential that the counsellor and advisor keep abreast of trends in the job market.

In Hale's approach, the process of counselling proceeds as follows. Students see the career and academic advisor before the initiation of an educational program. Once this is done and a program approved, it is put on a computer. As a result, all departments are provided with information on the progress of all students, plus information on planning future departmental programs, and the elimination of much of the laborious clerical work.

Another approach involving the faculty, upper-class student leaders, and first-year students, proposes an Orientation Seminar as a part of career-counselling and advising. Ross's (1975) format assists first-year students in adapting to the college classroom, adapting to the college community, and self-exploration. This is accomplished by
using mini-classes, social activities and communication workshops.

Once beginning students arrive on campus, they spend two days in formal orientation and some social activities. The remainder of the program continues until the end of the semester. As a result of this process the students would gain an earlier understanding of the college environment; surer control of themselves in relationship to the environment; and hope of constructive change through participation.

The mini-class would consist of presentations by faculty members in their subject area on studying, note-taking, test-taking, and introductions to the various first-year faculty. Students could better adapt to the college classroom once having experienced it. Social activities would be organized so first-year students could get to know faculty members and other first-year students better. It was also believed that students would be able to adjust to the college community quicker through this experience.

The third phase of Ross's program is self-exploration, which lasts about five weeks and is coordinated by the university counselling center. The two major aspects are the communications workshop and the taking of the College Response Inventory (CRI). The primary goals of the communications workshop are to help students become better acquainted with each other and to encourage them to be more open and active learners during their college career. The CRI would be given to help students sort out their priorities in regard to college and how the priorities might affect their success in college. In addition, students are encouraged to explore their goals in relation to their desired college major and to their future careers.
Another approach, called the Tri-Phase Investigative Program for Occupational Development (TRIPOD), developed by Kirts and Fisher (1973), proposes to help students bridge the gap between liberal arts education and the reality of everyday life in the working world. If students could decide on a career and thereby acquire a marketable skill, they could get more out of their education. This is a comprehensive program involving all faculty members that take place over a four-year period in three phases. The self-assessment phase takes place during the student's first year and the student is encouraged to explore the question: "Who am I?" The activities consist of an interview with a counsellor/advisor, testing (Holland, California Personality Inventory, and Strong Vocational Inventory Blank), small-group activities and feedback. The next part is called the Exposure Phase. It attempts to integrate the student's academic program with off-campus field experiences. The student works in an environment that he/she proposes to enter after graduation. During this period the student would attend seminars on organizational behavior and management theory. The final part provides information on all aspects of jobs. The third and final phase occurs during the student's final year and is called the Training Phase. It provides training in job-hunting techniques, evaluation of job opportunities and interview training.

Gelwick (1974) has developed a program to train faculty advisors to include career counselling in their academic advising. The program is based on several assumptions from vocational development theory, deliberate psychological education, and group dynamics. It was felt that para-professionals can be trained to aid others in personal devel-
opment. The group experience is used to train the faculty in stages two and three of the model, because people can learn much from others and are willing to take more risks in groups. The training model has three stages. In the first stage the faculty and trainers are given readings on theory and research, information on the job market, women, graduate school opportunities, etc. The second stage consists of an evening, intensive career exploration group. The next stage is a day long session. The faculty are asked to play themselves as if they were in college. They are then taught how to relate self-understanding to the planning of careers by retracing their own development. After the training each advisor runs a day long career exploration group with a trainer as a co-leader for his/her advisees.

The day long session consists of: (1) a large group meeting where the details of the program were expressed; (2) small groups with advisees, advisor, and one trainer, having activities that emphasize exploration of self in terms of interests, personality and choice; (3) interpretation of the SVIB and the HVPI; (4) discussion of career patterns and attitudes of women; (5) discussion of information gathering; and (6) a feedback session.

Evaluation of Various Career Development Programs

Although not a great deal has been done in evaluating the different approaches to career development, career counselling and advising, it does remain necessary and important that programs be continually evaluated. The primary purpose, of course, is to estimate the effective-
ness of the programs and then to identify improvements that are needed.

Gelwick (1974) did not gather statistical data from her program of training faculty advisors, but in informal feedback sessions all participants did conclude that the program was beneficial. Students indicated that they were able to have better contact with their counsellors and advisors and began to think about their education in terms of career possibilities. The faculty were motivated to improve their advising, gather more pertinent information, and learn to counsel more effectively.

Two studies involving undergraduates as advisors reported conflicting results. Brown (1965), using upper-classmen as advisors, compared two groups of freshmen on the basis of sex, scholastic ability and study orientation. The experimental group received three sessions of advisement while the control group had none. The advised group earned significantly higher grades at the end of the first semester and obtained higher scores on two measures of effective study habits. However, Sanders (1964), using resident hall counsellors, found no significant differences in first semester grades, enrollment for second semester or self perceptions among three groups of students living in resident halls. One group of students received four individual interviews during the semester. Another group met four times in group sessions and a third group received no treatment. The fact that both studies are so similar in methodology and analysis but yet have conflicting results can possibly be explained through the particular strategy selected for intervention/treatment. Sander's (1964) treatment consisted primarily of study skills, whereas Brown (1965) utilized
a systematic approach that included orientation to the university environment (personal/social orientation, and curriculum orientation); academic adjustment (survival orientation, test interpretation if applicable, and study skills); and educational and career planning.

Blimline and New (1975) evaluated the effectiveness of freshman orientation and the frequency of counsellor/student contact. The orientation procedure was a semester long seminar using lectures, group activities, and discussions. The objectives of the program were: (1) to help students explore their aptitudes, interests and goals; (2) to help students develop effective methods of learning; and (3) to stimulate and facilitate personal growth. The results of the evaluation concluded that there were no significant differences between the control and experimental groups in the objectives measured by the questionnaire (Freshman Seminar Questionnaire). There was, however, a significant increase in student/counsellor interaction, where significant learning might take place.

Ashcraft (1966) notes that while vocational development and career planning are valid and inescapable concerns of education, contemporary principles of vocational guidance have not been effectively incorporated within the school curriculum and faculty are not actively relating their subjects to the world of work.

Tennyson (1965) also suggests that a distinctive contribution each teacher can make to the vocational development of students is to relate his/her subject to the life environment of the present and future. Specifically, the faculty member can assist the student to understand the occupational possibilities of particular subject matters, under-
stand the educational requirements necessary for various occupations, and develop a respect for the various types of work related to the subject matter.

The Carnegie Commission on Higher Education (1973) has indicated in its report that universities have put far too much emphasis on students' personal and psychological problems, rather than on career counselling and advisement. They think this is a mistake that should be rectified especially with the pronounced changes in the job market. In a position statement, the College Placement Council (1975) has gone further and has recommended that faculty get more involved with academic and career counselling and placement. Students need to have more interaction with advisors and counsellors who have a greater range of knowledge of jobs and careers. They also feel that the university should be more involved with cooperative education, internships, and part-time and summer employment. In fact, the university should try to bridge the academic program with the reality of the world of work.

Other Approaches to Career Development

for the University

Colleges and universities throughout North America have implemented and are in the process of implementing career planning programs and career oriented advising programs for their students. These programs will be discussed as they pertain to computer assistance, self help, peer counselling programs, residential counselling and advising programs, comprehensive systems and career class activities. The areas described are presently under consideration and investigation
at Memorial University of Newfoundland and may be viewed as supportive to the career planning programs at the University Counselling Centre.

**Computer Assistance in Career Planning and Advising.** As our world is becoming more complex and jobs changing and becoming obsolete, and the supply is oftentimes outnumbering the demand, the need for quick, up-to-date information is imperative. A plausible solution to this dilemma is the use of computer-based information-retrieval systems to assist faculty and counsellors in career development and advising.

Smith (1968), in developing a computer-assisted instruction-information retrieval program to aid and support counsellors and faculty in the career-development and academic-advising process, suggested that an automated program can best be viewed as a supplement to direct personal counselling or advisement. Among the advantages of computer assistance, Smith listed the following:

1. Content of the data banks may be continuously expanded;
2. The system may be made available at the convenience of the user;
3. Counsellors and faculty advisors, relieved of routine chores, may devote time to other difficult problems;
4. The system provides a means of handling a large number of students in a short period of time.

Juola, et al. (1968), in a study involving computer printouts containing information on students' current enrollment, grades in each course, summary of all cumulative grade data, and the projected term grade-point average needed to bring the cumulative grade-point average to C, found that the comparison of academic achievement for the exper-
imental group and control group suggests that computer technology can be applied to problems of helping individuals.

Based upon the Computerized Vocational Information System, Harris-Bowlsby (1975) has developed a computer based Career Guidance and Counsellor support system called DISCOVER. DISCOVER assists the individual to understand values, make decisions, group occupations, review interests and strength, identify occupations to explore, acquire information on occupations, narrow the list of occupations, and make a specific career plan.

Similar to the DISCOVER Project, Katz (1976) at the Educational Testing Service has developed a system of Interactive Guidance and Information. The primary intent of this system is to aid students in the career decision-making process through an analysis of values, interests, and occupations.

**Peer Advising and Career Planning.** Recent research has suggested that for many kinds of less severe problems, people may effectively be helped by trained and skilled technicians, or para-professionals. The concepts of this research have been related to all kinds of activities, including peer counselling and advising.

In addition to the studies mentioned earlier in which students were used, Aschenbrenner (1963) describes the work of upper-classmen as counsellors. In his system, upper-class students helped first-year students work out trial programs, prepare and approve study lists and sign academic program cards. Upper-class students were assigned by departmental chairman and interviewed by the Counselling Center. Training sessions conducted by counsellors and faculty entered on
review of the Advisory Manual and group orientation.

Wharton, et al. (1966) developed a program whereby the student academic committee screened upper-class students who had volunteered to assist faculty with their advising and career development activities. The list was submitted to faculty members who requested assistance in counselling and advising. As assistant counsellors and advisors, students checked schedules, shared academic and vocational information, and solved other problems that concern students as they arose.

**Student Self Help.** If a primary aim of education is to assist students with the development of their problem solving skills, gather information, and the ability to think creatively, then career development programs not allowing for student growth have no justification (Hardee, 1970).

Hardee reports that the academic advisement center of Southern Illinois University permits students who meet certain criteria to request self advisement and thus take full responsibility for their programming. Career and educational development will thus be controlled and directed by students.

Gilbert (1967) reported the development of a programmed counselling manual. This manual is arranged so that a student may decide upon: (a) further individual counselling; (b) small group counselling concerned with career and academic planning and study skills; or (c) small-group counselling emphasizing differences between university and high school with a purpose of getting the most out of university.

**Residential Counselling and Advisement.** With a fundamental concern
of student growth and development in all phases of university life, meaningful educational activities in residence need to be underscored.

Hardee (1970) indicated that the University of Iowa instituted an academic advising program in residence halls that supplemented the advising received from faculty members and the counselling center. With the intent of making valuable the 56 waking hours per week which average students spend in residence, four counsellors were assigned to offices in men's and women's residence halls from 6:00 to 9:00 p.m., Monday through Friday, and from 8:00 to 10:30 a.m. on Saturday. After initial scheduling problems were handled, the trained counsellors helped students experiencing anxiety over tests and counselled students with academic problems. Career development activities were undertaken to help students plan their academic programs.

The Stephens College House Plan, in bringing the living/learning functions together to heighten their complementary aspects, provided for the assignment of five faculty members to a residence hall. Each advisor served one-fifth of the students in residence halls (Hardee, 1970).

Another kind of academic advisement in residence is exemplified by the construction of space in residence halls for academic purposes. Each of the following elements is important: a student affairs office to assist students with academic problems and supervise the academic program, full-time professional counsellors with offices in the residence halls, and a wide offering of courses available in the halls (Hardee, 1970).

Hardee continues to describe another alternative that suggested
that in times of real academic stress, most students normally turn to faculty for assistance and guidance. The concluding recommendation was that the faculty of the university be deeply involved in appropriate areas of student life, the teaching function not being separated from the living experience.

**Career Class Activities.** The development of credit courses dealing with career development, job search skills and decision-making has been a very recent innovation in many universities and colleges throughout North America. Inclusion of credit courses within the academic curriculum has coincided with the increased acceptance of deliberate psychological education which holds that the development of the individual student is a legitimate and important focus of education. The following is a description of some exemplary programs.

Carnery, et al. (1975) have developed a career life planning seminar available for credit at the Ohio State University. This course, theoretically based on Perry's (1970) theory of intellectual and ethical development in the college years, includes elements of value clarification, transactional analysis, Holland's self-directed search and various other techniques to facilitate the student's exploration of self, others, and the world of work.

Barkhaus and Bolyard (1976) also have developed an intensive semester long credit course in career planning that covers career decision-making, work experiences, life experiences, leisure time experiences, and the results of two vocational-interest inventories. The authors have found that as a result of their course, students are more capable of making independent career decisions from an internal
Brooks (1974) has suggested the use of a career course in a high school in Ontario. The course, for which students receive credit, includes group counselling, Holland's self-directed search, value clarification exercises, simulation games, tours, speakers, creative thinking, exercises, job interviews, applications, personal resumes, and other activities to help students in the career development process. The class experienced more growth in areas measured by the career maturity inventory, which assesses career maturity and five career competencies.

Another study (Bradbury, et al., 1976) on the effect of a career class on student development has recently been conducted at the career development center, University of Maryland. As in the Ohio State study, the authors rely heavily on Perry's model of intellectual and ethical development in the college years. The credit course consists of three units: Careers and Who People Are, Knowing Who You Are, and Putting It All Together. Additionally, students are required to keep a log book which is handed in for the instructor's appraisal and challenging or supportive comments.

Hazel (1976) reports that for two years their Counselling Center offered Career Planning Workshops for no credit. They finally came to the realization that in order for some of the students to perform needed career activities, credit was required. The content of the workshops centered on gathering information about occupations, exploring alternative life styles, discussing non-conventional occupations, and looking into special occupational problems faced by women. Addition-
ally, they devoted time to interviewing techniques, resume writing and job-search strategies.

Alberti (1976) reports an innovative program for students receiving a Bachelor of Arts degree, but yet acquiring no directly marketable skill. This program, labeled the Business Preparation program, requires that students complete a general liberal arts major. In addition, the student takes several electives, of which Career Planning and Human Development and the Career Entry Seminar are two. The first course covers the philosophy of career choice and the decision-making process; an analysis of trends in careers and factors of employment of a personal program of studies moving toward a career goal. The second course focuses on job-search skills, location of career information, learning how to interview for various jobs, and writing resumes.
CHAPTER III
DESIGN OF THE STUDY

The Purpose

The purpose of this study is to ascertain if a systematic program could be implemented with few problems and many positive returns to the university community. It is hoped that a systematic Career Development Program would assist students at Memorial University in becoming more aware of their career and educational goals.

In general terms, three broad objectives were set for the study:

1. To provide students with a personal and understanding environment that fosters maximum enrichment from the university experience;

2. To provide students with a personal reference point to stimulate their career development and to challenge the appropriateness of their career and educational plans;

3. To provide students with a job search strategy that would assist them in making the adjustment from the university to the "world of work."

Sampling Procedures

One hundred and twenty-three fourth-year undergraduates were used in the experiment, from the fall, winter, and spring semesters, covering a period from October 15, 1975 to July 16, 1976, at the Memorial
University of Newfoundland. One hundred and two of the subjects were included on a volunteer basis as a result of advertising in the campus residence houses, the student center, and all classroom buildings. Another twenty-one subjects were randomly selected from the student body. Appendix G contains a copy of a sample advertisement that was placed at strategic (high volume of traffic) places around the campus.

After examination of the distribution of ages of the subjects it was decided to impose an upper limit on the age of the participants included in the final analysis. All subjects over 32 years of age were deleted from the study in order to increase the homogeneity of the sample. After the size of the sample was reduced in this manner, the mean age of all subjects was 21.9 years. The sample was composed of 59 males and 64 females.

The largest proportion of Ss, 43.8%, were in the Faculty of Arts, followed by 18.7% in the Faculty of Education. The remainder were studying in a variety of fields, including Science, Physical Education, Medicine, Nursing, Business, Social Work, and Engineering.

Description of the Research Design

The subjects that volunteered for the experiment, one hundred and two Ss, were divided into three experimental groups and one control group. The remaining Ss, twenty-one participants who did not volunteer, but were randomly selected, were assigned to a separate control group.

Experimental Group I, composed of eight males and ten females, received Phase I (Career Planning) of the treatment. The treatment
consisted of seven sessions of one hour each, lasting for seven weeks. Before the treatment began, the participants were requested to complete Questionnaire A (see Appendix C). Next, the Ss were given an overview of the treatment and the list of expectations (student goal statements). Anderson and Faust (1973), in their study of tasks analysis, found that students performed much better when they knew what their goals and objectives were. The starting point for lesson development would be the goals and objectives, while activities, materials, and teaching procedures are selected on the basis of task analysis. The goals of the treatment for Experimental Group I (Phase I) were:

1. The student will fully understand the term "career," the need and importance for career planning to one's life, and will be able to place career choice in a perspective of life planning.
2. The student will understand the purposes of the career planning program and his/her role as a participant.
3. The student will commit him/herself to the program lasting 12 weeks.
4. The student will understand the term "value."
5. The student will explore personal values and be able to indicate those values most important.
6. Students will become aware of their interests.
7. Students will know how to use the career information library.
8. The student will understand the term "ability."
9. The student will be able to assess his/her academic and intellectual and interpersonal abilities.
10. Students will be able to translate their values, interests,
and abilities into relevant and meaningful careers.

11. Students will investigate their ideal, fantasized career descriptions through the use of occupational references.

12. Students will develop the means of personally evaluating and narrowing the list of career alternatives to determine which among these are more appropriate, which are the more likely to provide satisfaction, and which among them come close to meeting their ideals.

13. Students will be able to determine what occupational alternatives have in common, which are members of the same family, and which can be attained by following similar pathways.

14. Students will write goals to cover various periods of their life (e.g., a ten-year period, five-year period, etc.).

15. The student will acquire a sense of direction and purpose in his/her career goals.

At the completion of the treatment (Phase I), Experimental Group I was again given Questionnaire A, which served as both a pre-test and post-test (see Exhibit A1).

Experimental Group II composed of nine males and twelve females, received Phase II, Job Search Program, of the treatment. Phase II treatment consisted of five sessions of one hour each, lasting for five weeks. Before the treatment began, the participants were requested to complete Questionnaire B (see Exhibit B1). Next, the Ss were given an overview of the treatment and the list of expectations (student goal statements). The goals of the treatment for Experimental Group II (Phase II) were:
1. The student will be able to identify those organizations or groups that he/she wants to work with and then be able to develop a step-by-step approach in targeting the desired job.

2. Students will be assisted in analyzing those character and personality attributes which add dimension to their professional competence.

3. The student will learn how to gather information about those organizations and groups he/she is considering working with.

4. Students will be able to identify potential problems, so a strategy can be devised to deal with them.

5. The student will learn how to develop and compose an effective resume.

6. Students will learn how to use the telephone as an effective information gathering skill.

7. Students will learn how to take an interview.

At the completion of the treatment (Phase II), Experimental Group II was again given Questionnaire B, which served as both a pre-test and post-test (see Exhibit B1).

Experimental Group III, composed of fifteen males and seventeen females, received Phase I and II of the treatment (the Career Planning and Job Search Programs). In other words, this group's treatment was a combination of the treatment that Experimental Groups I and II received. Experimental Group III's treatment consisted of twelve sessions, lasting one hour each over a period of twelve weeks. Before the treatment began, the participants were requested to complete the questionnaire (see Appendix C). Next, the subjects were given an
overview of the treatment and a list of expectations (student goal statements). The list of expectations was a combination of expectations listed earlier for Phases I and II of the treatment. At the completion of the treatment, Experimental Group III was again given the questionnaire, which served as a pre- and post-test.

A delineation of the treatment for Experimental Group I can be seen in Appendix A, while an explanation of the treatment that Experimental Group II received can be seen in Appendix B. Experimental Group III's treatment, being a combination of the treatment for Groups I and II (Phase I and Phase II), can be seen in Appendixes A and B.

Control Group I was composed of twenty-seven Ss, with fourteen males and thirteen females. These Ss were recruited on a volunteer basis; therefore, they did want to receive some career counselling. Each subject was met individually and asked to commit him/herself to a program of career development by signing a contract.

Next, each subject was given the questionnaire (see Appendix C). After completing the questionnaire, each subject was given a copy of David Cambell's If You Don't Know Where You Are Going, You Will End Up Somewhere Else and Richard Irish's Go Hire Yourself an Employer. At the end of twelve weeks, each subject was asked to return to the Counselling Centre. Each subject was given a chance to ask questions about the books and about their plans. Afterward, each subject again completed the questionnaire.

Control Group II was composed of twenty-five subjects, made up of thirteen males and twelve females. The differences between Control Group I and Control Group II was that the former were chosen from those
those volunteering for the experiment, while the latter were chosen from the general student population. All the subjects were fourth-year undergraduates. These subjects were asked to complete the questionnaire (see Appendix C), initially and again in twelve weeks. Control Group I and Control Group II were not involved in the experimental treatment, Phases I and II of the Career Development Program, and were thus left to develop their career and educational plans without involvement from the Counselling Centre. This was done to stimulate the experience of most students who do not have any external intervention.

Schematically, the experimental design was as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Treatment Sequence</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>18</td>
<td>A</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>II</td>
<td>21</td>
<td>B</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>III</td>
<td>40</td>
<td>A</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>IV</td>
<td>40</td>
<td>B</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>V</td>
<td>25</td>
<td>-</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

The forms for evaluating the treatment were divided into process evaluation and product evaluation. In other words, the researcher was concerned with not only the end result (product) but also with the means (process) employed to achieve it. Product evaluation was concerned with the overall impact of the Career Development Program, consisting of Phase I and Phase II of the treatment (Career Planning Process and
Job Search Process). This form of the evaluation consisted of pre- and post-tests (see Appendix C) for the purposes of measuring differences among experimental groups, between experimental groups and control groups, and between the two control groups. The criteria by which groups were compared were the scores from the pre- and post-tests.

The second kind of evaluation, process evaluation, involved the evaluation of the content of the treatment that each experimental group received, i.e., the Career Planning Process and the Job Search Process. The process evaluation involved participant reactions regarding the effect of the various activities that were in the treatment. After the treatment, Experimental Group I took the Phase I Evaluation, Experimental Group II took Phase II Evaluation, and Experimental Group III took Phase I and II Evaluations (see Appendix D).

Schematically, the evaluation of the treatment, Career Development Program, was as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E¹</td>
<td>18</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>II E²</td>
<td>21</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>III E³</td>
<td>40</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Statistical Procedure

The statistical procedure used in this study was appropriate to what Best (1970) calls descriptive research. In other words, the
experimenter did not manipulate any of the variables in the study other than to develop and implement a Career Development Program, through the Counselling Centre at the Memorial University of Newfoundland, and observe and describe the outcome. If no observations or analysis were made the results would no doubt be the same; therefore, the only aspects that the researcher manipulated were the methods and description and the analysis of the different relationships.

The product evaluation explored the overall impact of the Career Development Program. A pre-test and post-test were used to measure the effects. The difference between the pre-test score and the post-test score was "gain score." One-way analysis of variance was performed to determine whether the differences among the means of the five different samples were too large to be attributed to sampling error. Horowitz (1974) states that the:

. . . analysis of variance is designed to yield two different estimates of $\sigma^2$. The two estimates are obtained in quite different ways. One comes from actual scores: The investigator examines the subjects' scores and estimates $\sigma^2$. The other comes from the different means: The investigator notes how the means vary, and from that information he derives an estimate of $\sigma^2$. If the means only differ from each other by chance, the two estimates of $\sigma^2$ should be very close. (pp. 289-290)

In other words, the experimenter used analysis of variance to determine whether the variance in the dependent variable in the study could have occurred by chance. The analysis of variance gives an $F$ ratio, which is then compared to the scores in a $F$ table, which appears in most statistic books. If the ratio is small enough to fit into the chance distribution, it would be considered significant. If significant, it would be expressed either as being at the .05 or .01 level. If this
was so, it would then reject any null hypothesis.

After the analysis of variance was done, a post-hoc fallacy comparison of the data was performed. It is a technique used when the analysis of variance has shown an overall significance (Hays, 1963). The researcher used this device to evaluate comparisons among the gain scores of the groups. For example, subjects in the present study might have improved their awareness of their own career development out of a desire and thus would have improved despite the treatment. Failure on the part of the researcher to recognize that certain factors unrelated to the study might possibly influence the results and thus lead to a wrong conclusion has to be watched for. Hays (1963) states that:

"... any and all comparisons of interests may be made. Most often the experimenter may be interested in examining all pairs of means, but any comparison is legitimate" (p. 484). In order to compare all possible pairs of means of the different groups in this study the Scheffe method was used. According to Nie, et al. (1975) the Scheffe procedure "... uses a single range value for all comparisons, which is appropriate for examining all possible linear combinations of group means, not just pairwise comparisons. Thus, it is stricter than the other tests. Scheffe is exact, even for unequal size groups" (p. 428).

The process evaluation explored the reaction of the participants to the treatment or the Career Development Program. Brammer and Shostrom (1960) argue that evidence of satisfactoriness of a particular program or service is best seen by what the participants think about it. Evaluations A, B, and C (see Appendix D) were developed to find out how the participants felt about the treatment.
The evaluation of the treatment involved a four response Likert scale. In the questionnaire the scale ranges from feeling a particular aspect of the Career Planning Process was very helpful to feeling it was unhelpful. In the Job Search Process, the continuum was from feeling very sure to feeling very unsure (see Appendix D); and in the evaluations, from feeling a particular aspect of the treatment was very helpful to feeling that it was not helpful.

Instrumentation

To test the reliability of the instrument used in this study, the researcher randomly selected twenty-one subjects and administered the Career Development questionnaire (see Appendix C). Those selected were fourth-year undergraduates majoring in a variety of arts subjects and a few education majors. There were nine males and twelve females ranging in age from nineteen to twenty-one, with the mean age being 20.2. The researcher used the Kudar-Richardson procedure ($KR_{20}$) to test the internal consistency of the questionnaire. Stanley and Hopkins (1972) equate the Kudar-Richardson formula 20, which is the most commonly used procedure, to:

1. securing the mean intercorrelation of the items;
2. considering this as the reliability coefficient of the typical item in the test;
3. stepping up this average $r$ with the general Spearman-Brown formula to estimate the coefficient of equivalence of a test consisting of $k$ items. (Stanley and Hopkins, 1972, p. 125)

A test that has perfect internal consistency will correlate each item equally with every other item. The $KR_{20}$ formula is as follows:
\[ r_{KR20} = \frac{k}{k-1} \left(1 - \frac{pq}{s^2}\right) \]

where: \( p \) = the proportion passing a given item, and \( q \) = the proportion not passing the item \((q = 1 - p)\), and these \( pq \) values are summed over all \( k \) items. (Stanley and Hopkins, 1972, p. 126)

For identification purposes, the \( KR_{20} \) procedure essentially measures items passed \((p)\) and items failed \((q)\). On items where subjects are given only two response choices, e.g., either A or B, one response \((A)\) is designated fail and the other response \((B)\) is designated pass. On items where subjects are given more than two response choices it is necessary to establish some critical value upon which to base the pass-fail designation. In this study a Likert scale of 1 to 4 was used and the critical value for pass-fail was set at 2.5, the upper real limit of 2. Thus items which received a response of 3 or 4 passed. It is important to note here that failing an item does not infer that a subject made a wrong answer; rather the score obtained on the item failed to meet a critical level.

The data generated using the \( KR_{20} \) procedure will yield a correlation, which is then tested for significance. This is done by transforming the correlation to a chi square. The \( r \) is substituted for \( \Phi \) in the formula \( \chi^2 = \Phi^2 \times N \). Then the correlation in the formula is equated to phi correlation \((\Phi)\) on the basis that they are both correlations based upon \( p \) and \( q \) as defined above. This would indicate the degree of freedom, which is then compared to a table of critical values of \( \chi^2 \) (which appear in most statistic books). The results will be significant if a .05 level is achieved, indicating that there is
internal reliability in the instrument (Ferguson, 1966).

Hypotheses

1.a. Subjects participating in Phase I and II of the Career Development Program (Group III) will respond with a significantly higher level of judged responses that indicate career awareness and confidence than subjects participating only in Phase I, Career Planning Process (Group I).

1.b. Subjects participating in Phase I and II of the Career Development Program (Group III) will respond with a significantly higher level of judged responses that indicate career awareness and confidence than subjects participating only in Phase II, Job Search Process (Group II).

1.c. Subjects participating in Phase I and II of the Career Development Program (Group III) will respond with a significantly higher level of judged responses that indicate career awareness and confidence than subjects who received no exposure to the Career Development Program (Groups IV and V).

1.d. Subjects participating in Phase I, Career Planning Process (Group I), and subjects participating in Phase II, Job Search Process (Group II), will respond with a significantly higher level of judged responses that indicate career awareness and confidence than subjects who received no exposure to the Career Development Program (Groups IV and V).

2.a. There will be significant differences between judged responses of Control Group IV, who volunteered for the experiment, and
Control Group V, who did not volunteer for the experiment.

2.b. There will be a gain in scores over a period of time in the judged responses of the pre-test and post-test scores of Control Groups IV and V.

3.a. There will be significant differences between the gain scores of the subjects who participated in Group I, Career Planning Process (Phase I) and the scores of the subjects who participated in Group II, Job Search Process (Phase II). Group II will have a higher level of gain in scores than Group I.

4.a. All subjects who participated in the experimental groups (Groups I, II, and III) will see the treatment—either the Career Planning Process (Phase I), the Job Search Process (Phase II), or the Career Development Program (Phases I and II)—as being useful in assisting them in career planning and/or the building of job search skills.
CHAPTER IV
RESULTS AND DISCUSSION

Introduction

The overall effects of the Career Development Program as it relates to increasing career awareness, improving confidence in career planning, and building job seeking skills, were evaluated from two perspectives, i.e., product evaluation and process evaluation. First, to analyze the overall impact of the Career Development Program on fourth-year undergraduates, consisting of Phase I and Phase II in increasing career awareness, pre- and post-test scores was subjected to one-way analysis of variance. Subsequent mean differences were analyzed using the Scheffe method. Secondly, reactions regarding the effects of the various activities on participants of Phase I, Career Planning Process (Group I), Phase II, Job Search Process (Group II), and the Career Development Program, consisting of Phases I and II (Group III) were analyzed.

In the following section, results of these analyses will be presented, along with a discussion of the implications of these results. Finally, the shortcomings of the study will be discussed, along with suggestions for further development dealing with career development of the college and university student.
Results

The instrument used in this study (see Appendix C) was subjected to the Kuder-Richardson formula (KR$_{20}$) test for internal consistency. The results of the analysis yielded a correlation of 0.491. To test the significance of the correlation it was necessary to transform the correlation to a chi square. This was done by substituting $r$ for $\Phi$ in the formula $X^2 = \Phi^2 X N$. Here the KR$_{20}$ correlation ($r$) was equated to the phi correlation ($\Phi$) on the basis that they are both correlations based upon $p$ and $q$ as defined in section V of Chapter III. This yielded a $X^2$ of 4.82 with one degree of freedom. Using Ferguson's (1966) table of critical values of $X^2$ the results were significant at the .05 level, indicating that there was some internal reliability in the instrument.

To test the effects of the Career Development Program, a questionnaire was devised to test the net gains of the five different groups used in the experiment. The questionnaire was given before the treatment (pre-test) and after the treatment (post-test). The means of the pre-test scores and post-test scores are presented in Table 3.

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>n</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>18</td>
<td>62.8</td>
<td>93.0</td>
</tr>
<tr>
<td>II</td>
<td>21</td>
<td>62.3</td>
<td>103.0</td>
</tr>
<tr>
<td>III</td>
<td>40</td>
<td>60.5</td>
<td>130.8</td>
</tr>
<tr>
<td>IV</td>
<td>40</td>
<td>63.7</td>
<td>75.7</td>
</tr>
<tr>
<td>V</td>
<td>25</td>
<td>63.5</td>
<td>74.4</td>
</tr>
</tbody>
</table>
The questionnaire (see Appendix C) used in this study was on a Likert scale of 1 to 4, with 1 meaning very unsure, 2 meaning unsure, 3 meaning sure, and 4 meaning very sure. The variables are the pre- and post-test scores.

One-way analysis of variance for the judged responses on the data collected from the pre- and post-test scores was performed for all subjects, including the treatment and control groups. Through the analysis of variance, in Table 4, and the Scheffe method of the gain scores of the groups, in Table 5, a significant difference among the

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SQ</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4</td>
<td>85305.3125</td>
<td>21326.3281</td>
<td>581.283*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>139</td>
<td>5099.6875</td>
<td>36.6884</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>90405.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p .01

scores with a regard to an increase gain between the pre- and post-tests was noted. The indication is that groups that received the treatment increased in career awareness, career planning, career confidence, and job search skills. The Scheffe method was used to evaluate comparisons of the gain scores between the pre- and post-tests. As expected there was significant difference among the groups, except Groups IV and V, which were control groups. Group IV volunteered for the experiment, Group V did not. The post-test was given to Groups IV and V thirteen weeks after the pre-test was given to equal the time
span that all groups experienced between the pre- and post-tests.

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>30.1667</td>
</tr>
<tr>
<td>II</td>
<td>40.6667</td>
</tr>
<tr>
<td>III</td>
<td>70.3000</td>
</tr>
<tr>
<td>IV</td>
<td>12.0250</td>
</tr>
<tr>
<td>V</td>
<td>11.9600</td>
</tr>
</tbody>
</table>

Table 5
Gain Scores of Groups

Group reactions to the treatment, Career Development Program (Phases I and II), will be dealt with by groups. In Experimental Group I there were eighteen subjects. The treatment consisted of the Career Planning Process (Phase I). The evaluation of Phase I consisted of three parts. In the first section participants were asked to rate the helpfulness of the program in clarifying their career objectives (Figure 1). None of the participants in Group I found the process "very unhelpful." In the next section the participants were asked to react to the homework assignments that were given during this phase. The distribution of responses is presented in Figure 2. (It should be noted that the percentages in Figure 2 do not total 100% because of overlapping the responses of the participants.) The third section of the evaluation asked for general comments about the program. Five statements were made concerning the program and participants were asked to respond if they chose to. All participants found the program generally helpful, with only a few responding about activities that were
Figure 1
Percentage of Participants
Finding Phase I Helpful

NOTE: 1 = Too Much Homework
       2 = Too Little Homework
       3 = Homework was Meaningless
       4 = Homework was Helpful

Figure 2
Rating of Homework Assignments
Phase I
considered meaningless. (See Appendix F for a breakdown of responses of participants in Groups I, II, and III.)

In Experimental Group II there were twenty-one subjects. The treatment consisted of the Job Search Process (Phase II). The evaluation of Phase II consisted of three parts. In the first part participants were asked to rate the helpfulness of the program in assisting participants in developing a job search strategy. The results are presented in Figure 3. The next part asked participants to react to

![Figure 3](image_url)

**Figure 3**
Percentage of Participants Finding Phase II Helpful

the homework assignments that were given during this phase. The distribution of responses is presented in Figure 4. The third part of the evaluation asked for general comments about the program. Five statements were made concerning the program and participants were asked to respond if they wanted to. All participants found the program
helpful, except one, but a few responded that some of the activities included in the program were meaningless to them. A complete breakdown of all responses from Group II can be found in Appendix F.

In Experimental Group III there were forty subjects. The treatment consisted of the Career Planning Process (Phase I) and the Job Search Process (Phase II), i.e., the Career Development Program. In the first part of the evaluation, participants were asked to rate the helpfulness of the program. The results are presented in Figure 5. The next part asked participants to react to the homework assignments that were given during the program. The distribution of responses is presented in Figure 6. The third section of the evaluation asked for general comments about the program. Five statements were made concerning the program and participants were asked to respond if they felt like it. All but two participants found the program helpful,
Figure 5
Percentage of Participants Finding the CDP Helpful

Figure 6
Rating of Homework Assignments
Career Development Program

NOTE: 1 = Too Much Homework
2 = Too Little Homework
3 = Homework was Meaningless
4 = Homework was Helpful
and a few responded that some of the activities included in the program were meaningless to them. A complete breakdown of all responses from Group III can be found in Appendix F. There is overlapping of responses in Figure 6.

Null Hypotheses

The hypotheses are restated here in null form for the purpose of analysis and discussion.

Hypothesis 1.1. There will not be a significantly higher level of response focusing on career awareness and confidence between subjects participating in Phases I and II of the Career Development Program (Group III) and subjects participating in Phase I only, Career Planning Process (Group I).

The results discussed above lead to rejection of hypothesis 1.1. There is a dramatic increase in the level of responses between Groups I and III. While Group I increased their scores by 48% (gain of 30.2), Group III increased their scores by 106.2% (gain of 69.5). (See Table 3.)

Hypothesis 1.2. There will not be a significantly higher level of responses focusing on career awareness and confidence between subjects participating in Phases I and II of the Career Development Program (Group III) and subjects participating in Phase II only, Job Search Process (Group II).

The results discussed lead to rejection of hypothesis 1.2. There is a dramatic increase in career awareness and confidence, as shown by Table 3, of the scores of the subjects participating in Group III as
opposed to those subjects who participated in Group II (Phase II only). Group I increased their scores by 65.3% (gain of 40.7) as compared to Group III which increased their scores by 106.2% (gain of 69.5). (See Table 3.)

**Hypothesis 1.3.** There will not be a significantly higher level of response focusing on career awareness and confidence between subjects participating in the Career Development Program (Phases I and II) (Group III) and subjects participating in the control groups (Groups IV and V), who received no treatment.

The results lead to rejection of hypothesis 1.3, because there is a great difference between the percentage of gains in the scores. This can be seen in Table 5. Group III gained 106.2% (gain of 70.3) between the pre-test and post-test, which Group IV gained by 15.8% (gain of 12) and Group V gained by 15.8% (gain of 12).

**Hypothesis 1.4.** There will be no significant gain in responses that indicate a higher level of career awareness and confidence between Experimental Groups I and II vs. Control Groups IV and V.

The results lead to rejection of hypothesis 1.4. There was a gain in scores of Groups I and II, from the pre-test to the post-test, as compared to Groups IV and V. Group I increased their scores by 48% (gain of 30.2) and Group II increased their scores by 65.3% (gain of 40.7) compared to Group IV, which gained by 15.8% (gain of 12), and Group V, which gained by 15.8% (gain of 12).

**Hypothesis 2.1.** There will be no significant differences between responses of Control Group IV, who volunteered for the experiment and Control Group V, who did not volunteer.
The results do lead to rejection of hypothesis 2.1. There was very little difference between the scores of the pre-test and post-test among Control Groups IV and V. Group IV gained only 15.8% (gain of 12), while Group V gained only 15.8% (gain of 12). The Scheffe procedure, in Table 5, demonstrates that there was little difference between the scores of Groups IV and V.

Hypothesis 2.2. There will be no significant increase over a period of time in the responses of the pre-test scores and post-test scores of Control Groups IV and V.

The results obtained do not cause rejection of hypothesis 2.1. The post hoc fallacy comparison test performed on the data, using the Scheffe method, demonstrates that there was no significant difference between Groups IV and V. Group IV had a gain score of 12 (15.8%), while Group V also had a gain score of 12 (15.8%). (See Table 5.)

Hypothesis 3.1. There will be no significant differences between the scores of the subjects who participated in Group I, Career Planning Process (Phase I), and the scores of the subjects who participated in Group II, Job Search Process (Phase II). Group II will have a higher level of gain than Group I.

The results obtained do not lead to rejection of hypothesis 3.1. As seen in Table 5, Group I's gain scores are 30.2 (a gain of 48%), while Group II's gain scores are 40.7 (a gain of 39.5%). While Group II does have a higher gain score, the Scheffe method in Table 5 proves that it is not significant.

Hypothesis 4.1. There will be no significant differences in the reactions of the subjects who participated in Experimental Groups I,
II, and III in regarding the treatment as being useful in clarifying the career planning process or assisting in developing a job search strategy.

The results obtained cause rejection of hypothesis 4.1, although the data was not subjected to statistical analysis. There seems to be significant positive reaction of subjects in all groups concerning the Career Development Program. Figures 1 through 6 demonstrate the positive reaction.

Discussion

The results of this study appear to indicate that the Career Development Program developed and implemented at the Counselling Centre of Memorial University is very useful in assisting students in clarifying their career objectives and assisting them in developing an effective job search strategy. Subjects who participated in the treatment groups (Groups I, II, and III) showed a dramatic increase in their feelings about the career planning and the job search process. Thus, as a result of an increase in career awareness, a clarification of their career goals, and an increase of confidence, on the part of the subjects, was demonstrated by the Career Development Program.

A research study cited earlier documented in part the need for a career development program at Memorial University (Report of the Committee on Junior Studies, September 1974). The Career Development Program presented in this study is one way to help solve the problem of uncertainty about their career and educational direction that students seem to feel. Before the implementation of the Career Develop-
Development Program described in this study, career development at Memorial was haphazard. The Counselling Centre offered individual counselling in the vocational area, but there was no systematic attempt to deal with the problem of students being vocationally unprepared. The implementation of this program is not a final solution, but perhaps the first step.

Limitations

The subjects that participated in the study were all fourth-year undergraduates; however, it would have been more realistic to involve first- or second-year students, especially in the Career Planning Process (Phase I). These subjects could have been followed up to their fourth-year when they would have participated in the Job Search Process. A four-year study would undoubtedly be more valuable.

This study included no provision for follow-up to assess how those who participated in the experiment fared in securing employment. In its present form, there is no way of knowing if those who went through the treatment, Career Development Program, will be more successful than those who did not participate in the treatment.

Suggestions for Further Development

The present study indicates that the development and implementation of the Career Development Program for students at Memorial University goes a long way in assisting students in their vocational advancement. Further development is necessary though. Several major directions can be clearly delineated as being in need of further attention.
In general, these may be regarded as falling into four main categories:

1. More career and educational information needs to be developed. It would be an understatement to say that there was a dearth of informational materials which would be relevant to the Newfoundland student and which would make reference to the employment trends and requirements of this province. While the wealth of materials available from sources in Central Canada and the United States provide the student with some insight and understanding of some of the various occupational possibilities, there can be no substitute for the availability of locally-relevant materials. At present, there exists virtually no organized and comprehensive source for such information, particularly with regard to professionally oriented, university level or professional occupations.

Also, there is only a poorly developed system for the dissemination of information to students. First, materials do not appear to be in formats that attract and interest students. Second, materials tend to be hidden away in file drawers and on book shelves so that students have great difficulty locating them, even when they are motivated.

2. More must be done to improve the dissemination of career and educational information both at the University and throughout the province of Newfoundland as a whole.

There needs to be an attitude change. While this campus may be no worse than many others, of grave concern is the extent to which both students and faculty hold to a number of serious misconceptions regarding career planning, and the world of work in general. Issues such as the finality of a career choice, the value and relevance of a
university education, attitudes towards work and employers, and the manner in which a career direction is decided upon are often badly distorted by the uninformed.

Sitting back in one's office does little to alter these ill-founded attitudes. Activities must be developed on campus which can effectively communicate a more healthy outlook on these critical issues.

3. More consultation is needed between the counsellors at the Counselling Centre and students and faculty in the university community. The effective delivery of career services by the personnel involved in the career programs is severely limited by two factors. The first factor is time, i.e., to reach all the students in an attempt to raise their consciousness about the need for career planning and to maintain present services would be impossible. The second factor limiting delivery of services can be labelled "accessibilities," i.e., stated simply, the counsellors are not in the close day-to-day contact with students that would permit easy communication and monitoring of student progress, as is the case with faculty advisors or residence assistants, for example. Any effective model of service should incorporate the use of all available resource persons to the fullest extent possible for the development of programs to assist the academic, vocational, and personal growth of students.

4. There should be more community involvement on the part of the Counselling Centre. The role of career development programs cannot be considered without reference to their relationship to the community at large. Without question, there is a desperate lack of career related
information and career development services throughout the whole province of Newfoundland. The results are evident in the great many arriving first-year students at university who are poorly prepared to develop adequate plans for their futures. One can only assume that the problem is at best no better with those not going to university. Even in those places where one would assume the services to be somewhat stronger than the provincial mean, i.e., the large city high schools, counsellors' responsibilities are so extensive and varied that they can devote only a fraction of the time necessary to providing adequate career planning and job search services.

Given Memorial University of Newfoundland's commitment to active participation in the community and to the use, where possible, of its facilities and resources for the betterment of the community, it would seem that the University Counselling Centre should assume responsibilities in the dissemination of its expertise and resources to the greatest extent possible. Not only would this increase community enlightenment regarding careers and vocational development issues, it would also have a decided impact upon the career outlook of those entering the University in the future.
CHAPTER V
SUMMARY AND RECOMMENDATIONS

The temper of the times indicates that there is a vital need for an efficient system of higher education in which students can gain a better insight and understanding of career planning and development in the complex world of work. The nature of technological society is changing the face of work, so that now people are having a difficult time adjusting. Toffler (1970) has stated that most of the jobs that exist today did not exist thirty years ago and will no longer exist by the year 2000. It is clear that most institutions will have to gear themselves and the people they educate for increased change. More contingency plans have to be made and people need to be made aware of the need for career planning and be exposed to job search skills, no matter what discipline they undertake. Memorial University, given its place in the economic picture of this province, has the responsibility to help make students aware of their long-range career objectives and then assist them in choosing an academic program that is compatible. One question remains: Does Memorial University realize the economic situation in Newfoundland and is it preparing its students for it? As pointed out by the Canadian Ministry of Regional Development and Economic Expansion (*Climate for Development—Atlantic Region*, 1976) the unemployment situation in Newfoundland is grim and will remain so until the early 1980's. There is a chance that this will change if oil exploration off the coast is economically feasible and the fishing
industry can get into processing. There remains a lot of questions that need answers. An overall analysis of the situation needs to be made by the university and its programs planned accordingly.

Students who participated in this study indicated that they do need help in planning their careers, obtaining job search skills, and building confidence in putting those job search skills to work as shown in Tables 3 and 5. This lack of career direction and uncertainty is backed up by the Report of the Committee on Junior Studies (September 1974) and data from the pre-test questionnaires. The Career Development Program that the present study describes and evaluates has attempted to solve the lack of career direction and uncertainty. The data generated from the study were subjected to one-way analysis of variance and the Scheffe procedure, which indicated that there was a dramatic increase in career awareness, knowledge of the career planning process, and increased confidence in job search skills. The evaluation of the treatment, Career Development Program, was found useful and helpful. One interesting aspect was that it was hypothesized that the participants would find the Job Search Process (Phase I) more useful than the Career Planning Process (Phase II). The data revealed that both parts were perceived as being equally useful.

Philosophically, the Career Development Program borrows from the vocational development theory. It follows Super's (1957) approach as outlined in Chapter II. The program (especially Phase I) focuses upon the exploration stage of life (ages 15-24), i.e., the age of university students. In this stage the individual begins to try out many different careers. Clarification of values, exploration of interests, and inves-
tigation of abilities as a result plays a central role in the activities of the program. A vocational choice takes place as a result of the formulation of the individual's self-concept. The Career Development Program thus attempts to make information about careers available, so individuals have more career options.

In terms of presentation, the Career Development Program utilizes the group approach. Gelwick (1974) found that people take more risks in groups than as individuals. People also learn from interaction with others. Views and insights are exchanged in a group situation. The researcher found that participants in the study found the group situation positive. The most obvious advantage of the group process is that more students can participate at any given time; therefore, more people can be reached.

Many of the investigators cited in Chapter II indicated that career development courses are very useful in assisting students in their educational and career objectives. Most of the studies concluded that in order to reach as many students as possible the courses must be offered for credit. For example, Hazel (1976) reports in a two-year study on credit for career development courses that students would not do the activities required if academic credit was not given. Although the researcher found that there were few complaints about the homework, most students, unless highly motivated, will not put as much into the program unless rewarded. Most students simply do not have enough time. As a result of the present study and other research in the area, the author recommends that the Career Development Program be offered for credit at Memorial University.
Bearing in mind the large degree of uncertainty expressed by students at Memorial University about their career and educational direction and the apparent poor development of adequate career planning attitudes and skills, the primary emphasis of the Counselling Centre's vocational wing should be the design, development, and implementation of programs to facilitate the efficiency of and increase the student access to career development services. Career development courses, Career Development Program, was just one attempt to carry out that goal. Other areas of initiatives have resulted in the following directions:

1. Liaison with the Junior Division -- This liaison with the Junior Division (non-departmental academic division which encompasses all first-year students) has taken the form of a close working relationship between career-program personnel and Division administrators and faculty members. The result of this has been a more co-ordinated delivery of services to students and a much greater awareness among both students and faculty of the availability of career development assistance. Contacts with first-year students have increased substantially as a result.

2. The Career Planning Centre -- A direct consequence of the closer contact with the Junior Division has been the opening of the Career Planning Centre, a career information resources centre and counselling office in a location of high usage by first-year students. It is staffed full-time on a rotating basis by the counsellors from the Counselling Centre. At present, the Centre contains exclusively written forms of career and educational materials, as well as guides
and aids in developing a career planning and job search-strategy.

3. Junior Division Faculty Advising Project -- In an effort to communicate sound career planning attitudes and skills to a larger number of students, the Counselling Centre and the Junior Studies Division agreed to initiate a special training program for faculty members on a pilot basis. The program consisted of a faculty training workshop and a workshop for their advisees.

4. Residence Counselling -- Within the past several months, the career programs personnel have also been involved in initiatives to improve the counselling and advising services available in the residences at the University. These initiatives have taken the form of: (a) making available the services of a counsellor in the residences for one evening a week when students may make individual contact; (b) offering of group programs for the students in any given residence hall, e.g., the "Career Development Program" course; (c) giving lectures to the students in residence on special topics such as strategies of career decision-making and planning; and (d) training residence assistants in the skills and attitudes necessary to be effective student advisors in the residences.

There are three areas in which the Counselling Centre, through its Career Development component, should become involved. These are: (a) thematic career presentations, (b) the development of informative and appealing career and educational materials that are relevant to the local student population, and (c) the investigation of the appropriateness and feasibility of the use of a computerized career and educational information storage/retrieval system.
It was noted earlier that the program presented here was not trying to promote the work ethic, which is often identified with career education, nor offer a panacea for some of the ills that affect universities. It is trying to encourage students at Memorial University to think more rationally about their career development so they will be better prepared for their eventual vocational choice. The program does illustrate one example of what can be accomplished by a counselling center to assist the university to be more accountable to the students it serves.

More research and evaluation of the Career Development Program, along with some other directions that the Counselling Centre should pursue, are needed. Phases I and II of the Career Development Program are certainly needed. The implications of this study suggest career planning and job search skills should be a component of the college curriculum. This component could be offered through the Counselling Centre; as it is at Memorial University, however, it should be integrated more with a student's course of study. Learning is a lifelong proposition; thus the more that the university can assist students in gaining more control of their own career development, the more students will be able to face the changes that will surely come.

Programs of career development on the post-secondary level have been few and far between, as Chapter II demonstrates. Part of the reason has been because academics have shied away from career development in university curriculums. The overwhelming attitude, as Hitchcock (1973) states, has been to view career education as a threat to the liberal arts education or downgrading universities by making them
vocationally oriented. The Career Development Program presented in this study shows not only can students be in more control of their own career development by increasing career awareness, but in fact can make better use of university resources. The aims of the program presented here are compatible with those proponents of the liberal arts education.

Although the development of the Career Education Program presented in this study does not offer any materials or exercises that are new, it does organize the procedures in an original manner that is best suited for the students attending Memorial University. Like any curriculum, it is designed so that new materials or exercises can be added or eliminated as other needs and concerns arise. The program is significant because it has been developed and field tested for undergraduates at Memorial University of Newfoundland, an environment where nothing like this has existed or been tried before. It also adds to the existing body of materials and research in the area of career development for university level students.

In view of the current movement towards student centeredness, university counselling centers must become more active in developing and implementing a career development program, similar to the one presented in this study. This would be an important step on the part of institutions in becoming more accountable to the people they are serving, because educational choices cannot be made adequately without career goals in mind.
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APPENDIX A

CAREER PLANNING PROCESS
PHASE I
CAREER PLANNING
Outline of Instruction

SESSION I

Purposes

1. To develop a sense of group cohesion and trust.
2. To develop an appreciation for the meaning of career.
3. To prepare/make students aware of activities in future sessions.

Goals

1.0. The student will understand the term "career", the need and importance for career planning to one's life, and will be able to place career choice in a perspective of life planning.
2.0. The student will understand the purposes of the career planning program and their role as participants.
3.0. The student will commit him/herself to the program.

NOTE: Before any activity begins, the facilitator, will ask participants to complete the questionnaire in Exhibit A1. This questionnaire will also be given at the conclusion of the seminar.

Activities for Goal #1

1.1. The facilitator will present the following introductory remarks:

THE MEANING OF CAREER

"One may view "career" from several perspectives. In general, the term is defined differently depending on whether the viewer seeks to relate it to institutions, organizations and occupations,
or whether he intends to relate it to persons. At the one extreme is the equation of career and occupation, including the advances a person makes in his occupation. At the other extreme is the view that career denotes a general life pattern which includes virtually all activities. Some writers would delimit the matter of interpretation by suggesting the major life domains which engage the individual in multiple roles — e.g., worker, family member, community participant and leisure-time participant.

Between these two extremes, some sociologists and psychologists have used the term "career" to refer to the sequence of occupations, jobs and positions held during the course of life. This definition may be applied in considering developmental movement through societal structures, but it conveys no sense of an active person interacting with his environment.

The position taken in this paper is that the term "career" means a time-extended working out of a purposeful life pattern through work undertaken by the individual. Career can easily be differentiated from the term "career development", which refers to the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual.

The meaning of the work "career", then, is directly dependent upon the meaning attached to the word "work". Work, as conceived for this paper, may be defined as an expenditure of effort designed to effect some change, however slight, in some province of civilization. It is not simply an arbitrary or gratuitous action, but
something which, from some viewpoint within society, ought to be done. The concept carries the intention that human effort will lead to an improvement of the individual's own condition or that of some element of society.

Viewed in this way, work is not directly attached to paid employment; it may also include efforts of an educational or a vocational nature. Thus education for work, as well as certain elements of leisure undertaken to benefit society or which contributes a sense of individual purpose and achievement, are included in this definition.

While these definitions provide a framework for the educator who will facilitate career development, it must be emphasized that a person's career does not unfold independently of other areas of his development. Ultimately the educator, whatever his title, must concern himself with the total development of a person, and this implies a consideration of how work and career mesh with other life pursuits in a reasoned style of living." (Taken from "A Position on Career Development" by the AVA-NUGA Commission on Career Guidance and Vocational Education.)

PROBLEMS AND ATTITUDES TOWARD CAREERS

1. Today -

A. People often limit career aspirations for several reasons:

   1) low self esteem
   2) inability to risk
   3) traditional expectations
4) not a broad enough occupational base.

B. Many people think they can only make one choice:
   1) economical
   2) people will think I'm unstable.

C. People often expect to find immediate solutions:
   1) testing
   2) diagnosis.

2. On the other hand:
   A. Making a choice takes plans; it takes time
   B. A choice worth $\frac{1}{2}$ million dollars
   C. A choice involving not just what you do but how you live
      — life style
   D. Self direction.

3. By the end of the session:
   A. You may not have made a decision
   B. But will know how and where to look.

1.2 Given the Who Are You exercise (involving the use of magazines and making a collage), the student will pictorially represent his/her life and the relationship of that to one's career to the satisfaction of his/her peers.

The purpose of this exercise is twofold:

1. By searching through magazines and cutting out personal descriptors, students will be forced to begin assessing themselves and how they see themselves in a career.

2. In sharing these collages (i.e., the personal descriptors cut
and pasted on posterboard), students will become acquainted with others, and hopefully, a sense of group cohesion and trust will develop.

NOTE: In cutting out the magazine, the students should try to, as accurately as possible, describe themselves (their interests, values, abilities, ideal career aspirations). The collage should not be limiting, but expanding.

Activities for Goals #2 and #3

Given an overview of the sessions and then a list of expectations, student goal statements (see Exhibit A2), the student will indicate his/her understanding and willingness to participate in the program by his/her signature on the contract (see Exhibit A3).

Homework Assignments

Handout "Value Checklist", with instructions for students to complete the assignment and return with it to the next session. Have students list on the back five to ten of the most important values. Also handout a folder for the students to keep their materials in that they do for the program. (See Exhibit A4 for the "Values Checklist")

SESSION II

Purposes

1. To enhance an attitude of self reflection.

2. To create an atmosphere allowing student to understand the term "Value" and to explore personal values.

Goals

1.0. The student will understand the term value.
2.0. The student will explore personal values and be able to indicate those values most important.

Activities for Goals #1 and #2

1.1. The facilitator will give very brief introductory remarks on the term value and the valuing process.

VALUES

Definition by English and English

Value - 1. The worth or excellence or the degree of worth, ascribed to an object or activity or a class thereof. Value is a function of the valuing transaction, not of the object.

2. An abstract concept, often merely implicit, that defines for an individual or for a social unit what ends or means to an end are desirable. (These abstract concepts of worth are usually not the result of the individual's own valuing; they are social products that have been imposed on him and consequently internalized.)

Value System - 1. The more or less coherent set of values that regulate a person's conduct, often without his/her awareness that they do so.

2. The set of values overtly accepted by a person or by a social group, (and the value systems of 1 and 2 may be quite divergent).

Process of Valuing - According to Rath, et.al., (1968) in Values and Teaching, there are seven subprocesses involved.

A. Prizing one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming

B. Choosing one's beliefs and behaviors
   3. choosing from alternatives
   4. choosing after consideration of consequences
   5. choosing freely

C. Acting on one's belief
   6. acting
   7. acting with a pattern, consistency, and repetition.

2.1. Given the completion of the "Value Checklist" (see Exhibit A4) that was given for homework at the last session, the class will discuss their answers.

3.1. Given the participation in one to many (determined by time) value clarification exercises the student will describe orally to the group, those values most important to him/her.

VALUE CLARIFICATION EXERCISES (taken from Sid Simon's Value Clarification)

Exercise #1 Values Whips

Purpose - The Values Whip provides a simple and rapid means for students and teacher to see how others react to various issues or questions. Typically, Values Whip questions dealing with one of the seven valuing processes: seeking alternatives, choosing freely, prizing choices or actions, affirming choices or actions, acting upon choices, and developing a pattern of behavior.

Procedure - The teacher or a student poses a question to the class
and provides a few moments for the members to think about their answers. Then the teacher whips around the room calling upon students to give their answers. The answers should be brief and to the point, although sometimes a student may want to give a little background to better explain his answer. Students may choose to pass.

Homework Assignments

Handout "Abilities Checklist" and "Building on Experience" with instructions to be returned later (see Exhibit A5).

NOTE: The choice of exercises is quite optional. However, an attempt should be made to make them career relevant.

SESSION III

Purposes

1. To stimulate self-assessment of academic and intellectual abilities.
2. To stimulate self-assessment of personal and inter-personal skills.

Goals

1.0. The student will understand the term "ability".
2.0. The student will be able to determine his/her academic and intellectual abilities, and personal and inter-personal abilities.

Activities for Goals #1 and #2

1.1. The students will read pages 49-60 in Campbell's book. (If You Don't Know Where You Are Going You Might End Up Somewhere Else.)
2.1. Given the completion of the exercises "Abilities Checklist" and "Building on Experiences", the student will summarize his/her
abilities and values.

2.2. The value clarification exercise, "Obituary" (from Sid Simon's Value Clarification, the student will summarize his/her values and abilities.

Exercise #1  Obituary

Purpose - This exercise helps students see their life more clearly from the perspective of imagined death. Specific issues are raised about the quality of one's life. It reinforces the fact that we still have a life ahead of us to do whatever we want to with.

Procedure - The facilitator says, "We are going to look at life by viewing it again from the perspective of death. I am going to ask you to write out your own obituary."

Homework Assignment

Handout the occupational finder (Holland, SDS, 1973) and have students circle the occupations that sound interesting, (see Exhibit A6). Students should return with them for the next session.

SESSION IV

Purposes

1. To explore interesting activities of vocational and avocational nature.

2. To discuss the career information library (Counselling Centre).

Goals

1.0. Students will become aware of their interests.
Activities for Goal #1

1.1. The facilitator using Holland's (1973) typologies will explain interests.

1.2. Students will be given the "Guided Fantasy", which follows, which will be discussed, with particular emphasis on the response to the questions at the end of the fantasy (i.e., the questions intended for further probes).

Guided Fantasy (or typical work day in the future)

Purpose - To provide participants the opportunity to permit their fantasies about their projected lifestyles to emerge.

Read to participants: ("...") indicates 10 second pause)

"Close your eyes, take a few deep breaths and relax. Remove all feelings of tension from your body, and erase all previous thoughts and worries from your mind...

Imagine that you are getting up on a typical work day about five years from now. You're sitting on the side of your bed trying to decide what kind of clothes you are going to wear. Take a moment and look over your wardrobe. What type of clothing do you finally decide to wear?...

Imagine yourself getting ready for work...Any thoughts while you're getting ready about the day to come?...What kinds of feelings do you have as you look forward to your workday?...Do you feel excited? Bored? Apprehensive?...What gives you these feelings?...

It's time for breakfast now. Will you be sharing breakfast with someone, or will you be eating alone?...
You've completed your breakfast now, and are headed out the door. Stop for a moment and look around your neighborhood...

What does it look like?... What does your home look like?... What thoughts and feelings do you experience as you look around?...

Fantasize now that you're heading toward work. How are you getting there?... How far is it?... What new feelings or thoughts are you experiencing?...

You're entering your work situation now... Pause for a bit and try to get a mental picture of it. Think about where it is and what it looks like... Will you be spending most of your time indoors, or outdoors?... How many people will you be working with?...

You are going to your specific job now... Who is the first person you encounter?... What does he or she look like?... What is he or she wearing?... What do you say to him or her?...

Try to form an image of the particular tasks you perform on your job... Don't think about it as a specific job with a title such as nurse or accountant. Instead, think about what you are actually doing such as working with your hands, adding figures, typing, talking to people, drawing, thinking, etc. ...

In your job, do you work primarily by yourself or do you work mostly with others?... In your work with others, what do you do with them?... How old are the other people?... What do they look like?... How do you feel towards them?...

Where will you be going for lunch?... Will you be going with someone else? Who?... What will you talk about?...

How do the afternoon's activities differ from those of the
morning?... How are you feeling as the day progresses?... Tired?... Alert?... Bored?... Excited?...

Your work day is coming to an end now. Has it been a satisfying day?... If so, what made it satisfying?... What about the day are you less happy about?... Will you be taking some of your work home with you?...

How has your work day fit into your total day?...

(Pause here to allow participants to finalize their fantasy experience. Then bring them back to the present and begin a discussion about what they experienced.)

As each person shares their fantasy, ask the following questions as probes for thought:

1. What new information did your fantasy send to you concerning yourself?

2. How realistic or attainable were the elements of your fantasized workday?


4. What general sorts of occupational areas fit the situation described in your fantasy?

Additional data gained from the experience regarding values, interests, goals, etc. should be summarized and included on the student's Summary Sheets for future information.

**Homework Assignments**

Handout "Checklist for Occupational Information" (Exhibit A7) and the "Occupational Chart" (Exhibit A8) and request that students use Career
Library for exploration.

NOTE: In order to complete Activity 1.1. the facilitator may refer to Holland's, *The Psychology of Vocational Choice*, or Chapter III in Campbell's *If You Don't Know Where You Are Going You Will Probably End Up Somewhere Else*.

SESSION V

**Purposes**

1. To stimulate exploration of those career areas through the use of the *Occupational Outlook Handbook* or the *Encyclopedia of Careers*, other occupational references, or resource persons on campus.

2. To encourage students to expand career possibilities.

**Goals**

1.0. Students will investigate their career alternatives through the use of occupational references.

**Activities for Goal #1**

1.1. Given the checklist for occupational information the student will explore various careers.

1.2. Given the occupational chart (Exhibit A8) the student will identify essential traits of several jobs.

**Homework Assignment**

Handout Career Decision Guide (Exhibit A9).

SESSION VI

**Purposes**

1. To interrelate one's values, interests, and abilities to possible
careers.

Goals

1.0. The student will be able to determine what various occupational alternatives have in common, which are members of the same family, and which can be gotten to by following similar pathways.

2.0. The student will develop means of personally evaluating and narrowing the list of career alternatives to determine which among these are more appropriate, which are the more likely to provide satisfaction, which among them comes close to meeting his/her ideals.

Activities for Goals #1 and #2

1.1. Students will list occupations on posters for the purpose of gathering input from other class members. The purposes of listing careers on posters are:

1. Students visually perceive pattern among their occupations, such as socio-economic, values, education, etc.

2. Additionally, by this time, students are willing to make suggestions to others about their occupations.

1.2. Given the Career Decision Guide, that was given out during the previous week, students will interrelate value and abilities to occupations.

Homework Assignment

None.
SESSION VII

Purposes

1. To encourage students to write goals to cover various periods of their lives.
2. To provide an opportunity so that students can acquire direction and a purpose in their career life.

Goals

1.0. The student will specify his/her career choice.
2.0. The student will write goals to cover various periods of their life. (e.g., a ten year period, five year period, one year period, one month period, etc....)
3.0. The student will acquire a sense of direction and purpose in his/her career life.

Activities for Goals #1, #2 and #3

1.1. Given a brief review of the section in Campbell's book, If You Don't Know Where You Are Going You Will Probably End Up Somewhere Else, on the establishment of goals, the student will write personalized goal statements covering stages of his/her life.

Homework Assignment

None.

NOTE: Students will be given the Questionnaire in (Exhibit A1) which will serve as a Pre-Test/Post-Test. Also, each student will be given the Seminar Evaluation in Exhibit A10.
EXHIBIT A1

QUESTIONNAIRE

Name: ___________________________ Student No.: ____________

Age: ___________________________ Sex: Male _________ Female _________

Home Town: __________________________

Year at University: 1 __; 2 __; 3 __; 4 __; 5 or more _________

Indicate your Division: Junior Division __________________________

Senior Division __________________________

Graduate Studies __________________________

If you are in the Senior Division, indicate below the faculty you are presently enrolled in; if you are in the Junior Division, indicate the faculty you intend to enroll in:

_______ Arts  _______ Physical Educ.  _______ Business

_______ Science  _______ Medicine  _______ Social Work

_______ Education  _______ Nursing  _______ Engineering

& App. Sci.

If you are in the Senior Division, what subject are you majoring in?

________________________________________

The following statements are about different aspects of the career planning process. Please rate how sure you feel about your knowledge of these various aspects. Circle the appropriate response.
1. I know what occupation I want to enter.  
2. I know the steps in developing a good Career Plan.  
3. I know my values – those qualities of life that are important to me and those objectives that a job must allow me to achieve.  
4. I know how to clarify my values.  
5. I know the kinds of occupations that would allow me to satisfy my values.  
6. I know my interests – those activities and courses that I enjoy or might enjoy, as well as those I don't enjoy or might not enjoy.  
7. I know how to clarify what my interests are.  
8. I know the kinds of occupations that would allow me to satisfy my interests.  
9. I know my academic and intellectual abilities – those courses, etc., I do well in, and those I don't do well in.  
10. I know how to assess my academic and intellectual abilities.  
11. I know my personal/social abilities – my capabilities in dealing with people in various situations.  
12. I know how to assess my personal/social abilities.
13. I know how to further develop the abilities necessary for the occupations I am considering.

14. I know the kinds of occupations that would allow me to take advantage of my abilities.

15. I know the range of occupational opportunities available to me.

16. I know how to find information about occupations.

17. I know the range of educational opportunities available to me in this province and elsewhere.

18. I know how to find information about different universities and other post-secondary school programs.

19. I know how to make decisions about what the right occupation for me is.

20. I know the kind of occupations to which the different university programs lead.

21. I know how to apply decision making steps to occupational and educational events in my life.

The following statements about different aspects of the job search process. Please rate how sure you feel about your knowledge of these various aspects.
1. I know what I am looking for in a job, i.e., those satisfactions I would like to provide for me; those skills and abilities I would like to use; and those activities I would enjoy doing.

2. I know how to determine what I am looking for in a job, i.e., those satisfactions I would most like it to provide for me; those skills and abilities I would enjoy doing.

3. I know of the kinds of jobs that are available that will provide me with what I am looking for.

4. I know how to formulate an effective step by step approach in finding a job.

5. I know how to find and use various resources that can assist me in finding a job.

6. I know how to prepare an effective resume, i.e., a clear and concise summary of my qualifications and experiences.

7. I know the proper method of completing a job application form.

8. I know the proper use of follow-up letters.

9. I know how to obtain the letters of references that will be of most value to me in getting the job I want.
10. I know how to use the telephone effectively in searching for a job.

11. I know how to present myself effectively for a variety of positions in job interviews.

12. I know how to present what I am looking for in a job, such as those satisfactions I would like it to provide for me; those skills and abilities I would most like to use; and those activities I enjoy doing.

13. I know how to handle sensitive questions in an interview, such as lack of training, lack of experience, physical disability, etc.

The following statements concerning confidence in your ability to be a good job-hunter. Rate yourself on the scale provided.

1. I feel confident that I know what I am looking for in a job.

2. I feel confident that I have an effective job search strategy.

3. I feel confident that I know how to effectively present myself in a job interview.
4. I feel confident that I know how to present myself effectively in written correspondence with an employer, such as resumes, letters of application, etc.

THANK YOU FOR YOUR COOPERATION.
EXHIBIT A2
GOALS

The student will understand the term "Career", the need and importance for career planning to one's life, and will be able to place career choice in a perspective of life planning.

The student will understand the purposes of the career planning program and their role as participants.

The student will commit him/herself to the program lasting 8 weeks.

The student will understand the term "Value".

The student will explore personal values and be able to indicate those values most important.

Students will become aware of their interests.

Students will know how to use the career information library.

The student will understand the term "Ability".

The student will be able to assess his/her academic and intellectual abilities, and personal and interpersonal abilities.

Students will be able to translate their values, interests, and abilities into relevant and meaningful, ideal, fantasized career descriptions.

Students will investigate their ideal, fantasized career descriptions through the use of occupational references.

Students will complete the summary code of the SDS.

The student will be able to determine what occupational alternatives have in common, which are members of the same family, and which
can be gotten to by following similar pathways.

The student will develop means of personally evaluating and narrowing the list of career alternatives to determine which among these are more appropriate, which are the more likely to provide satisfaction, which among them comes to meeting his/her ideals.

The student will specify his/her career choice.

The student will write goals to cover various periods of their life. (e.g., a ten year period, five year period, one year period, one month period, etc....)

The student will acquire a sense of direction and purpose in his/her career life.
EXHIBIT A3

CONTRACT

1. I AGREE TO ATTEND ALL SCHEDULED SESSIONS OF THE CAREER PLANNING SEMINAR.

2. I AGREE TO NOT SCHEDULING SOCIAL ACTIVITIES AT THE TIME OF OUR SESSIONS.

3. I AGREE TO ARRANGE MY STUDY SCHEDULE SO THAT IT TOO WILL NOT INTERFERE WITH THE SCHEDULED MEETING OF THE CAREER PLANNING SEMINAR.

4. I AGREE TO DO ALL THAT I CAN WITHIN MY POWER TO BE IN ATTENDANCE AT EACH MEETING AND TO COMPLETE THE ACTIVITIES REQUIRED.

SIGNATURE: ________________________________
EXHIBIT A4

Name: ____________________________ Date: ____________________________

(Adapted from Nutter's Resume Workbook)

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

1 = Not important at all
2 = Not very important
3 = Reasonably important
4 = Very important in my choice of career

...... Help Society: Do something to contribute to the betterment of the world I live in.
...... Help Others: Be involved in helping other people in a direct way, either individually or in small groups.
...... Public Contact: Have a lot of day-to-day contact with people.
...... Work with Others: Have close working relationships with a group; work as a team towards common goals.
...... Affiliation: Be recognized as a close member of a particular organization.
...... Friendships: Develop close personal relationships with people as a result of my work activities.
...... Competition: Engage in activities which put my abilities against others where there are clear win and lose outcomes.
...... Make Decisions: Have the power to decide courses of action,
policies, etc.

**Work Under Pressure**: Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.

**Power and Authority**: Control the work activities or (partially) the destinies of other people.

**Influence People**: Be in a position to change attitudes or opinions of other people.

**Work Alone**: Do projects by myself, without any significant amount of contact with others.

**Knowledge**: Engage myself in the pursuit of knowledge, truth and understanding.

**Intellectual Status**: Be regarded as a person of high intellectual ability or as one who is an acknowledged "expert" in a given field.

**Artistic Creativity**: Engage in creative work in any of several art forms.

**Creativity (general)**: Create new ideas, programs, organizational structures or anything else not following some design previously developed by others.

**Aesthetics**: Be involved in studying or appreciating the beauty of things, ideas, etc.

**Supervision**: Have a job in which I am directly responsible for the work done by others.

**Change and Variety**: Have work responsibilities which frequently change in their content and setting.
.... Precision Work: Work in situations where there is very little tolerance for error.

.... Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

.... Security: Be assured of keeping my job and a reasonable financial reward.

.... Fast Pace: Work in circumstances where there is a high pace of activity, work must be done rapidly.

.... Recognition: Be recognized for the quality of my work in some visible or public way.

.... Excitement: Experience a high degree of (or frequent) excitement in the course of my work.

.... Adventure: Have work duties which involve frequent risk-taking.

.... Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.

.... Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

.... Moral Fulfillment: Feel that my work is contributing to a set of moral standards which I feel are very important.

.... Location: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.

.... Community: Live in a town or city where I can get involved in community affairs.
Physical Challenge: Have a job that makes physical demands which I would find rewarding.

Time, Freedom: Have work responsibilities which I can work at according to my own time schedule, no specific working hours required.

SELF-EVALUATION OF ABILITIES

In any consideration of what occupation or program of studies you might enter, a realistic assessment of your capabilities is essential. There are many different kinds of abilities which are relevant to a career choice. Some of them are listed and described below to assist you in your self-evaluation.

When evaluating your abilities, do not compare yourself with any particular reference group, such as your fellow students, your friends, or any occupational group. Just rate yourself according to the best estimate of your capability in each of the categories described.

Rate yourself in the areas described according to the following scale:

1 = No ability at all
2 = Only weak ability
3 = Some strength, can get by adequately in most situations
4 = Definite, strong ability in this area

Writing: Express myself well in written forms of communication.

Talking: Relate easily with people in ordinary conversational
settings.

...... Speaking: Able to deliver a talk or address to an audience.

...... Persuading: Able to convince others to believe something that I hold to be true.

...... Selling: Able to convince others to buy a product that I am selling.

...... Dramatics: Able to portray ideas or stories in a dramatic format.

...... Negotiating: Able to bargain or discuss with a view toward reaching agreement.

...... Social Ease: Relate easily in situations which are primarily social in nature; i.e., parties, receptions, etc.

...... Deal with Public: Relate on a continual basis with people who come to an establishment for information, service or help, including a broad cross-section of people.

...... Good Appearance: Dress presentably and appropriately for a variety of interpersonal situations or group occasions.

...... Deal with Negative Feedback: Able to cope with criticism.

...... Artistic: Keenly sensitive to aesthetic values, able to create works of art.

...... Imaginative with Things: Able to create new ideas and forms with various physical objects.

...... Computational Speed: Able to manipulate numerical data rapidly without the aid of a mechanical device, demonstrating considerable accuracy in the process.

...... Work with Numerical Data: Comfortable with large amounts of quantitative data, compiling, interpreting, presenting such data.
Solve Quantitative Problems: Able to reason quantitatively so that problems having numerical solutions can be solved without the aid of a computer or other mechanical equipment.

Scientific Curiosity: Ability to learn scientific phenomena and investigate events which may lead to such learning.

Research: Gather information in a systematic way for a particular field of knowledge in order to establish certain facts or principles.

Technical Work: Work easily with practical, mechanical or industrial aspects of a particular science, profession or craft.

Mechanical Reasoning: Able to understand the ways that machinery or tools operate and the relationships between mechanical operations.

Manual Dexterity: Skill in using one's hands or body.

Spatial Perception: Able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentally and visualize the effects of putting them together or of turning them over or around.

Physical Stamina: Physical resistance to fatigue, hardship and illness.

Outdoor Work: Familiar with the outdoors, ability to work outdoors without encountering obstacles or knowledge deficiencies.

Supervising: Able to oversee, manage or direct work of others.

Teaching: Able to help others learn how to do or understand something; able to provide knowledge or insight.
Coaching: Able to instruct or train an individual to improve his or her performance in a specific subject area.

Counselling: Able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through direct information giving advice.

Organization and Planning: Able to develop a program project or set of ideas through systematic preparation and arrangement of tasks, co-ordinating the people and resources necessary to put a plan into effect.

Orderliness: Able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved with a minimum of difficulty.

Handle Details: Able to work with a great variety and/or volume of information without losing track of any items in the total situation; comfortable with small informational tasks that are part of the larger project responsibility.

Make Decisions: Comfortable in making judgments or reaching conclusions about matters which require specific action; able to accept the responsibility for the consequences of such actions.
EXHIBIT A5
BUILDING ON EXPERIENCE

Name: ___________________________ Date: ___________________________

I. Education

1. Have you been accelerated or have you skipped any grades?

2. Have you failed any grades? If so, what subjects were problems for you?

3. Have you won any academic awards or honors?

4. What were your marks in your two best subjects?

5. Which subjects (courses) have been most interesting? What about them did you dislike?

6. Which subjects (courses) have been least interesting? What about them did you dislike?

7. In which subjects do you do best? What do you do well in them?

8. In which subjects do you do poorly? What is difficult in them?

9. List any special difficulties you have with your courses.

II. Past Work Experience

10. List past jobs you have had, and briefly state what you did in each.

<table>
<thead>
<tr>
<th>JOB</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>

11. Which jobs did you like best? What did you like in each of them?

12. Which jobs did you do best? What did you do well in them?

13. What special difficulties have you encountered in work?

14. Among the jobs and organizations you have observed or learned about
while working, are there some which provide suggestions about your career?

III. Leisure Activities

15. Indicate all the activities in which you have spent your leisure time during the last 2 or 3 years.

16. Which activities did you like best? What was it about the activity you found to be of interest?

17. In which activity did you do best? What skills were you required to use?

18. What kinds of interests do your leisure activities reflect most?

   outdoor ___  indoor ___  mental ___
   group ___  individual ___  active ___
   creative ___  nature ___  passive ___
   manual ___  other _______________________

19. For each category checked indicate how you have demonstrated the particular interest.

IV. General

20. Are there projects not mentioned above which you carried through successfully?

21. Are there others which you have failed to finish successfully?

22. In which fields have you been most original and creative?

23. In which fields have you applied yourself most steadily and energetically.
A Guide to Educational and Vocational Planning

by John L. Holland, Ph.D.

This booklet may help you explore what occupation to follow. If you have already made up your mind about an occupation, it may support your idea or suggest other possibilities. If you are uncertain about what occupation to follow, the booklet may help you to locate a small group of occupations for further consideration. Most people find that filling out this booklet is helpful and fun. If you follow the directions carefully, page by page, you should enjoy the experience. Do not rush; you will gain more by approaching the task thoughtfully. Use lead pencil, so you can erase easily.

Your Name

Age Sex Date / / 

Counselor

CONSULTING PSYCHOLOGISTS PRESS
577 College Avenue, Palo Alto, California 94306
OCCUPATIONAL DAYDREAMS

1. List below the occupations you have considered in thinking about your future. List the careers you have daydreamed about as well as those you have discussed with others. Try to give a history of your tentative choices and daydreams. Put your most recent job choice on Line 1 and work backwards to the earlier jobs you have considered.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

2. Now use The Occupations Finder. Locate the three-letter code for each of the occupations you just wrote down. This search for occupational codes will help you learn about the many occupations in the world. This task usually takes from 5 to 15 minutes.

If you can't find the exact occupation in The Occupations Finder, use the occupation that seems most like your occupational choice.
ACTIVITIES

Blacken under "L" for those activities you like to do. Blacken under "D" for those things you are indifferent to, have never done, or do not like.

**Realistic**

<table>
<thead>
<tr>
<th>Activity</th>
<th>L</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fix electrical things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair cars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fix mechanical things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build things with wood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive a truck or tractor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use metalworking or machine tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a hot rod or motorcycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Shop course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Mechanical drawing course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Woodworking course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Auto mechanics course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total No. of L's  

**Investigative**

<table>
<thead>
<tr>
<th>Activity</th>
<th>L</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read scientific books or magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in a laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a scientific project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build rocket models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with a chemistry set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read about special subjects on my own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve math or chess puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Physics course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Chemistry course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Geometry course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Biology course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total No. of L's  

**Artistic**

<table>
<thead>
<tr>
<th>Activity</th>
<th>L</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch, draw, or paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend plays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design furniture or buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play in a band, group, or orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice a musical instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to recitals, concerts, or musicals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read popular fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create portraits or photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read plays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read or write poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Art course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total No. of L's  


### Social

- Write letters to friends: □ □
- Attend religious services: □ □
- Belong to social clubs: □ □
- Help others with their personal problems: □ □
- Take care of children: □ □
- Go to parties: □ □
- Dance: □ □
- Read psychology books: □ □
- Attend meetings and conferences: □ □
- Go to sports events: □ □
- Make new friends: □ □

Total No. of L's: □

### Enterprising

- Influence others: □ □
- Sell something: □ □
- Discuss politics: □ □
- Operate my own service or business: □ □
- Attend conferences: □ □
- Give talks: □ □
- Serve as an officer of any group: □ □
- Supervise the work of others: □ □
- Meet important people: □ □
- Lead a group in accomplishing some goal: □ □
- Participate in political campaign: □ □

Total No. of L's: □

### Conventional

- Keep your desk and room neat: □ □
- Type papers or letters for yourself or for others: □ □
- Add, subtract, multiply, and divide numbers in business, or bookkeeping: □ □
- Operate business machines of any kind: □ □
- Keep detailed records of expenses: □ □
- Take Typewriting course: □ □
- Take Business course: □ □
- Take Bookkeeping course: □ □
- Take Commercial math course: □ □
- File letters, reports, records, etc.: □ □
- Write business letters: □ □

Total No. of L's: □
Blacken under Y for "Yes" for those activities you can do well or competently. Blacken under N for "No" for those activities you have never performed or perform poorly.

**Realistic**

- I have used wood shop power tools such as power saw or lathe  
- I know how to use a voltmeter  
- I can adjust a carburetor  
- I have operated metal shop power tools such as a drill press or grinder  
- I can refinish varnished or stained furniture or woodwork  
- I can read blueprints  
- I can make simple electrical repairs  
- I can repair furniture  
- I can make mechanical drawings  
- I can make simple repairs on a TV set  
- I can make simple plumbing repairs

Total No. of Y's

**Investigative**

- I understand how a vacuum tube works  
- I can name three foods that are high in protein content  
- I understand the "half-life" of a radioactive element  
- I can use logarithmic tables  
- I can use a slide rule to multiply or divide  
- I can use a microscope  
- I can identify three constellations of the stars  
- I can describe the function of the white blood cells  
- I can interpret simple chemical formulae  
- I understand why man-made satellites do not fall to the earth  
- I have participated in a scientific fair or contest

Total No. of Y's

**Artistic**

- I can play a musical instrument  
- I can participate in two- or four-part choral singing  
- I can perform as a musical soloist  
- I can act in a play  
- I can do interpretive reading  
- I can do modern interpretive or ballet dancing  
- I can sketch people so that they can be recognized  
- I can do a painting or sculpture  
- I can make pottery  
- I can design clothing, posters, or furniture  
- I write stories or poetry well

Total No. of Y's
Social

I am good at explaining things to others
I have participated in charity or benefit drives
I cooperate and work well with others
I am competent at entertaining people older than I
I can be a good host (hostess)
I can teach children easily
I can plan entertainment for a party
I am good at helping people who are upset or troubled
I have worked as a volunteer aide in a hospital, clinic, or home
I can plan school or church social affairs
I am a good judge of personality

Enterprising

I have been elected to an office in high school or college
I can supervise the work of others
I have unusual energy and enthusiasm
I am good at getting people to do things my way
I am a good salesman
I have acted as spokesman for some group in presenting suggestions or complaints to a person in authority
I won an award for work as a salesman or leader
I have organized a club, group, or gang
I have started my own business or service
I know how to be a successful leader
I am a good debater

Conventional

I can type 40 words a minute
I can operate a duplicating or adding machine
I can take shorthand
I can file correspondence and other papers
I have held an office job
I can use a bookkeeping machine
I can do a lot of paper work in a short time
I can use a calculating machine
I can use simple data processing equipment such as a keypunch
I can post credits and debits
I can keep accurate records of payments or sales
This is an inventory of your feelings and attitudes about many kinds of work. Show the occupations that interest or appeal to you by blackening under Y for “Yes.” Show the occupations that you dislike or find uninteresting by blackening under N for “No.”

<table>
<thead>
<tr>
<th>Airplane Mechanic</th>
<th>Y/N</th>
<th>Foreign Missionary</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish and Wildlife Specialist</td>
<td>Y/N</td>
<td>High School Teacher</td>
<td>Y/N</td>
</tr>
<tr>
<td>Power Station Operator</td>
<td>Y/N</td>
<td>Juvenile Delinquency Expert</td>
<td>Y/N</td>
</tr>
<tr>
<td>Master Plumber</td>
<td>Y/N</td>
<td>Speech Therapist</td>
<td>Y/N</td>
</tr>
<tr>
<td>Power Shovel Operator</td>
<td>Y/N</td>
<td>Marriage Counselor</td>
<td>Y/N</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Y/N</td>
<td>Physical Education Teacher</td>
<td>Y/N</td>
</tr>
<tr>
<td>Construction Inspector</td>
<td>Y/N</td>
<td>Playground Director</td>
<td>Y/N</td>
</tr>
<tr>
<td>Radio Operator</td>
<td>Y/N</td>
<td>Clinical Psychologist</td>
<td>Y/N</td>
</tr>
<tr>
<td>Filling Station Attendant</td>
<td>Y/N</td>
<td>Social Science Teacher</td>
<td>Y/N</td>
</tr>
<tr>
<td>Tree Surgeon</td>
<td>Y/N</td>
<td>Director of Welfare Agency</td>
<td>Y/N</td>
</tr>
<tr>
<td>Tool Designer</td>
<td>Y/N</td>
<td>Asst. City School Supt.</td>
<td>Y/N</td>
</tr>
<tr>
<td>Locomotive Engineer</td>
<td>Y/N</td>
<td>Personal Counselor</td>
<td>Y/N</td>
</tr>
<tr>
<td>Photoengraver</td>
<td>Y/N</td>
<td>Psychiatric Case Worker</td>
<td>Y/N</td>
</tr>
<tr>
<td>Electrician</td>
<td>Y/N</td>
<td>Vocational Counselor</td>
<td>Y/N</td>
</tr>
</tbody>
</table>

Total Realistic Y's

| Meteorologist | Y/N | Speculator | Y/N |
| Biologist | Y/N | Buyer | Y/N |
| Astronomer | Y/N | Stock & Bond Salesman | Y/N |
| Aeronautical Design Engineer | Y/N | Manufacturer's Representative | Y/N |
| Anthropologist | Y/N | Television Producer | Y/N |
| Zoologist | Y/N | Hotel Manager | Y/N |
| Chemist | Y/N | Business Executive | Y/N |
| Independent Research Scientist | Y/N | Restaurant Worker | Y/N |
| Writer of Scientific Articles | Y/N | Master of Ceremonies | Y/N |
| Editor of a Scientific Journal | Y/N | Traveling Salesman | Y/N |
| Geologist | Y/N | Real Estate Salesman | Y/N |
| Botanist | Y/N | Industrial Relations Consultant | Y/N |
| Scientific Research Worker | Y/N | Sports Promoter | Y/N |
| Physicist | Y/N | Political Campaign Manager | Y/N |

Total Investigative Y's

| Poet | Y/N | Bookkeeper | Y/N |
| Symphony Conductor | Y/N | Quality Control Expert | Y/N |
| Musician | Y/N | Budget Reviewer | Y/N |
| Author | Y/N | Traffic Manager | Y/N |
| Commercial Artist | Y/N | Statistician | Y/N |
| Free-Lance Writer | Y/N | Court Stenographer | Y/N |
| Musical Arranger | Y/N | Bank Teller | Y/N |
| Art Dealer | Y/N | Tax Expert | Y/N |
| Dramatic Coach | Y/N | Inventory Controller | Y/N |
| Concert Singer | Y/N | IBM Equipment Operator | Y/N |
| Composer | Y/N | Financial Analyst | Y/N |
| Stage Director | Y/N | Cost Estimator | Y/N |
| Playwright | Y/N | Payroll Clerk | Y/N |
| Cartoonist | Y/N | Bank Examiner | Y/N |

Total Artistic Y's

| Total Social Y's | Y/N |
| Total Enterprising Y's | Y/N |

| Total Conventional Y's | Y/N |
1. Rate yourself on each of the following traits as you really think you are when compared with other persons your own age. Give the most accurate estimate of how you see yourself. Circle the appropriate number and avoid rating yourself the same in each ability.

<table>
<thead>
<tr>
<th>Mechanical Ability</th>
<th>Scientific Ability</th>
<th>Artistic Ability</th>
<th>Teaching Ability</th>
<th>Sales Ability</th>
<th>Clerical Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

LETTERS WITH HIGHEST RATINGS

- 1st
- 2nd
- 3rd

R I A S E C

| High               | 7                  | 7                | 7                | 7            | 7               |
|                    | 6                  | 6                | 6                | 6            | 6               |
|                    | 5                  | 5                | 5                | 5            | 5               |
| Average            | 4                  | 4                | 4                | 4            | 4               |
|                    | 3                  | 3                | 3                | 3            | 3               |
|                    | 2                  | 2                | 2                | 2            | 2               |
| Low                | 1                  | 1                | 1                | 1            | 1               |

LETTERS WITH HIGHEST RATINGS

- 1st
- 2nd
- 3rd

Manual Skills
Math Ability
Musical Ability
Friendliness
Managerial Skills
Office Skills

2. Connect your self-ratings with lines so that you have two line graphs.

3. Each of the six columns in these graphs is labeled with a bold-face letter (between the two graphs). Print the letters for the columns with your three highest rankings in the boxes to the right of each graph. If you rated yourself highest on R, then print an R in the first box, and so on. If your highest ratings on a graph are the same (for example, R = 7, I = 7, E = 6, etc.), rate those traits over again so that there are no ties.
HOW TO ORGANIZE YOUR ANSWERS

1. **Start on page 4.** Count how many times you said L for “Like.” Record the number of L’s or Y’s for each group of Activities, Competencies, or Occupations in the blank boxes at the end of each group.

2. Plot your letter scores on the graphs below by making a black dot in the appropriate circle for each of your scores, and connect the six dots for each graph with lines.

3. Write down the letters for the three highest letter scores. For example, take your “Activities.” If letter “R” has the highest number you would put down an “R” first. If “I” has the next highest number, you would put down an “I” in the second box. And if “E” has the next highest number, then put down “E” in the third box.

Note: If high scores are the same or tied, put both letters in the same box separated by a line. For example, if your two highest scores were the same, you might do this: R/I E S. Follow the same procedure if three or more scores are tied, but leave the second and third boxes blank.
Finally, you must obtain your summary code. Fold the outer edge of page 10 over to meet the dotted line, so that the boxes on page 9 show. Review your highest letter ratings for all five graphs. Record in the table below the number of times each letter occurs in the first place, how many times in the second place, and how many times in the third place in the graphs.

Note: Count any tied scores as separate letters. For example, if you had the letters E, E/I, C, E, C, in the first place for your graphs, you would record 3 E's, 2 C's, and 1I. Treat ties in the second or third positions in the same way.

\[
\begin{array}{cccc}
| (R)eal & (I)nv & (A)rt & (S)oc & (E)nt & (C)onv |
|---|---|---|---|---|---|
| \_\_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |
| \_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |
| \_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |
| \_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |
| \_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |
| \_\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ |

<table>
<thead>
<tr>
<th>1st Place</th>
<th>2nd Place</th>
<th>3rd Place</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>I</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>A</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>S</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>C</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Now perform the multiplication and additions indicated in the table. For each letter, multiply the 1st place number by 3, the 2nd place number by 2, and add the numbers in boxes all the way across so that you get a number for each letter. The letters with the three highest numbers indicate your summary code. Write your summary code below. (If two scores are the same or tied, put both letters in the same box.)

**SUMMARY CODE**

<table>
<thead>
<tr>
<th>Highest</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
</table>

Go on to page 13
SOME USEFUL BOOKS


Guidance Series Booklets: *Choosing Your Career. Discovering Your Real Interests. How to Get the Job, What Employers Want. Your Personality and Your Job*. Your counselor may have these readable booklets for high school students, or you may order them from Science Research Associates, Chicago, Illinois 60611.

*Available from Consulting Psychologists Press.*

Notes:
WHAT YOUR SUMMARY CODE MEANS

The summary code is a simple way of organizing information about people and jobs. Although it is only an estimate, your summary code can be used to discover how your special pattern of interests, self-estimates, and competencies resemble the patterns of interests and competencies that many common occupations demand. In this way, your summary code locates suitable groups of occupations for you to consider.

1. Use The Occupations Finder and locate the occupations whose codes are identical with yours. For instance, if your summary code is I R E, occupations with codes of I R E are identical with yours. List some of these occupations below. If you do not find an occupation with an identical code, go to the next paragraph.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Make a list of occupations whose summary codes resemble yours. For instance, if your code is I R E, search The Occupations Finder for occupations with all possible arrangements of I R E. Look for occupations with codes of R I E, R E I, I E R, E R I. (If your summary code includes a tie such as R I E A, you must look up more combinations such as R I E, R I A, R E A, etc.) Start by writing down the six possible letter arrangements of your summary code.

<table>
<thead>
<tr>
<th>Summary Code</th>
<th>Similar Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
SOME NEXT STEPS

1. Compare your summary code with the codes for your Occupational Daydreams on page 3. They should be fairly similar. If they are quite different, you may find it helpful to talk over the differences with a counselor. You should also see a counselor if you do not obtain a satisfactory summary code or if you would like more information.

2. Go back to The Occupations Finder and find out how much education or training is required for each of the occupations you listed earlier. Record these facts after each of your occupational possibilities.

3. Seek more information about these occupations from local counseling centers, school counselors, libraries, labor unions, employment services, and occupational information files (usually found in counseling offices).

4. Talk to people employed in the occupations in which you are especially interested. Most business and professional people enjoy talking about their work. Remember, however, that they may have personal biases.

5. Try to obtain part-time work experience that is similar to the activities in the occupation or occupations you are considering, even if you must give your time without pay.

6. Read articles and books that describe occupations or attempt to explain current scientific knowledge about the choice of an occupation. Some suggestions are listed on page 12.

7. Consider any health or physical limitations that might affect your choice.

8. Investigate the educational requirements for the occupations that interest you. Where could you obtain the required training? Is it financially possible? Is it reasonable in terms of your learning ability, age, family situation, etc.

9. Remember: no one but you can make your vocational decision. Our knowledge of vocational choice is too limited to provide you with an exact choice, but we may help you focus on some of the most likely possibilities.

10. Put your SDS workbook away for a few days or weeks. Then get it out and go through it carefully again, changing any answers that should be changed, refiguring your scores and code, reflecting on the results. It is usually best to defer making a single, specific occupational choice until it is absolutely necessary; if one can prepare himself for several related occupations simultaneously, his final selection will have a better chance of fitting his abilities and personality.

Notes:
THE OCCUPATIONS FINDER

The 456 occupations in this classification include all of the most common occupations in the United States. They are arranged in a system that uses the code letters (R, I, A, S, E, C).

Realistic occupations (R) include skilled trades, technical and some service occupations.

Investigative occupations (I) include scientific and some technical occupations.

Artistic occupations (A) include artistic, musical, and literary occupations.

Social occupations (S) include educational and social welfare occupations.

Enterprising occupations (E) include managerial and sales occupations.

Conventional occupations (C) include office and clerical occupations.

The three-letter codes provide descriptions of occupations. For example, the code of ESC for salesmen means that salesmen resemble people in Entreprenurial occupations most of all, that they resemble people in Social occupations somewhat less, and people in Conventional occupations still less. In this way, the code provides a short summary of what an occupation is like by showing its degrees of resemblance to three occupational groups.

There are a few combinations of the code letters which do not occur at all, or which occur very infrequently. In such cases a person may use a two-letter rather than a three-letter code and study the nature of all the occupations with that code.

The single digit indicates the level of general educational development an occupation demands. Levels 0 and 1 mean college training is necessary. Levels 2 and 3 mean high school and some college, technical, or business training is needed. Levels 1 and 2 mean that an occupation requires only elementary school training or no special training at all. In general, these levels are only estimates and should not be regarded as precise requirements.

The six-digit number is from the Dictionary of Occupational Titles (DOT), which can be found in most libraries and employment and counseling offices. The DOT contains descriptions of occupations and estimates of interests and aptitudes associated with each occupation.

Using the six-digit code and the DOT, it is possible to extend one's understanding of any occupation listed and this process is a very important part of the Self-Directed Search. A further step might involve locating a place which employs workers in a particular occupation and observing the work they do, both about their jobs and to the supervisors or employers about job qualifications, training, and opportunities.

Unless a person is unusually well-informed about the world of work, there will be many occupations in The Occupations Finder that he has never heard of, some that sound humorous, and some that he is "sure" he would never enjoy, even though he has little knowledge of what the occupation is like. One should not reject an occupation until he fully understands it.

Additional useful information about occupations can be obtained from the Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, which is published every year. (See your counselor or library, or write Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, and enclose a check for $6.25.) This handbook provides a wide range of information about occupations, income, training, and employment trends.

REALISTIC OCCUPATIONS

<table>
<thead>
<tr>
<th>CODE: R</th>
<th>ED</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.A.</td>
<td>4</td>
<td>Architectural Draftsman (017,281)</td>
</tr>
<tr>
<td>A.M</td>
<td>4</td>
<td>Dental Technicen (712,381)</td>
</tr>
<tr>
<td>R.A.</td>
<td>4</td>
<td>Dental Technicen (712,381)</td>
</tr>
<tr>
<td>R.A.</td>
<td>4</td>
<td>Architectural Draftsman (017,281)</td>
</tr>
<tr>
<td>A.M</td>
<td>4</td>
<td>Dental Technicen (712,381)</td>
</tr>
</tbody>
</table>

*Not elsewhere classified.*

REALISTIC OCCUPATIONS (Continued)

<table>
<thead>
<tr>
<th>CODE: R</th>
<th>ED</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.K.</td>
<td>4</td>
<td>Baker (526,781)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Cook (315,381)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Filling Station Attendant (915,867)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Heat Treater (504,782)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Optician (713,381)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Welder (812,084)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Wire Drawer (614,782)</td>
</tr>
<tr>
<td>K.T.</td>
<td>4</td>
<td>Offset Press Operator (651,985)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE: R</th>
<th>ED</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.E.</td>
<td>4</td>
<td>Mechanical Engineer (007,081)</td>
</tr>
<tr>
<td>M.E.</td>
<td>4</td>
<td>Mechanical Engineer (007,081)</td>
</tr>
<tr>
<td>M.E.</td>
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<td>Mechanical Engineer (007,081)</td>
</tr>
<tr>
<td>M.E.</td>
<td>4</td>
<td>Mechanical Engineer (007,081)</td>
</tr>
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*Not elsewhere classified.*
### Social Occupations (Continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA</td>
<td>Community Recreation Administrator</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Counselor* (045.108)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Foreign Service Officer (186.118)</td>
<td>5</td>
</tr>
<tr>
<td>SCE</td>
<td>Recreation Director (187.118)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Business Agent, Labor Union (187.118)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Executive Housekeeper (187.168)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Public Health Service Officer (187.171)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Police Officer (187.171)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Theater Manager (187.168)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Caterer (187.168)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Liquor Store Manager (187.168)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Restaurant Proprietor (187.168)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Order Service Correspondent</td>
<td>204.268</td>
</tr>
<tr>
<td></td>
<td>Ticket Agent (319.368)</td>
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</tr>
<tr>
<td></td>
<td>Baggage agent (Motor Transportation) (359.878)</td>
<td>3</td>
</tr>
<tr>
<td>SRI</td>
<td>Extension Agent (096.126)</td>
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</tr>
<tr>
<td>SRE</td>
<td>Athletic Coach (099.226)</td>
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<tr>
<td></td>
<td>Physical Education Teacher (153.228)</td>
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</tr>
<tr>
<td></td>
<td>Building Superintendent (187.168)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Housekeeper (321.136)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist (079.128)</td>
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</tr>
<tr>
<td></td>
<td>Governor (093.226)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Athlete (153.348)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Housekeeper (359.878)</td>
<td>3</td>
</tr>
<tr>
<td>SRC</td>
<td>Ward Attendant (359.878)</td>
<td>3</td>
</tr>
<tr>
<td>SIA</td>
<td>College Professor (090.226)</td>
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</tr>
<tr>
<td></td>
<td>Political Scientist (051.089)</td>
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</tr>
<tr>
<td></td>
<td>Social Scientist*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sociologist (054.088)</td>
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</tr>
<tr>
<td></td>
<td>Professional Nurse (075.378)</td>
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</tr>
<tr>
<td></td>
<td>Social Worker (195.108)</td>
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</tr>
<tr>
<td></td>
<td>Group Work (195.108)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation Counselor (045.108)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Entering Occupations

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI</td>
<td>Market Analyst (050.088)</td>
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</tr>
<tr>
<td></td>
<td>Banker (106.116)</td>
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</tr>
<tr>
<td>ECS</td>
<td>Grain Trader (162.168)</td>
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<tr>
<td></td>
<td>Insurance Underwriter (169.188)</td>
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<tr>
<td></td>
<td>Real Estate Appraiser (191.287)</td>
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</tr>
<tr>
<td></td>
<td>Buyer (Purchasing Agent) (162.158)</td>
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</tr>
<tr>
<td></td>
<td>Real Estate Salesman (250.358)</td>
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</tr>
<tr>
<td></td>
<td>Supervisor, Ticket Sales (912.138)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Florist (Dealer) (162.158)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Art Goods Dealer (162.158)</td>
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</tr>
<tr>
<td></td>
<td>Furniture Dealer (162.158)</td>
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</tbody>
</table>

*Not elsewhere classified.*

### Entering Occupations (Continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERI</td>
<td>Industrial Engineer (012.118)</td>
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<tr>
<td></td>
<td>Farm Manager (049.196)</td>
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<tr>
<td></td>
<td>Contractor (182.168)</td>
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<tr>
<td>ERS</td>
<td>Warehouse Manager (184.168)</td>
<td>6</td>
</tr>
<tr>
<td>ERC</td>
<td>Postmaster (188.168)</td>
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</tr>
<tr>
<td>EIS</td>
<td>Salesman, Technical Products (284.258)</td>
<td>6</td>
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</tbody>
</table>

*Not elsewhere classified.*

### Entering Occupations (Continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Occupation</th>
<th>ED</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS</td>
<td>Lawyer, Judge, Attorney (110.118)</td>
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</tr>
<tr>
<td>EAR</td>
<td>Radio/TV Announcer (159.148)</td>
<td>5</td>
</tr>
<tr>
<td>ESC</td>
<td>Administrative Assistant (169.168)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Branch Manager (105.118)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Director, Industrial Relations (166.118)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Employment Interviewer (166.268)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Government Official</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Insurance Manager (186.118)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Manager/Administrator*</td>
<td>5</td>
</tr>
<tr>
<td></td>
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### Conventional Occupations

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<td></td>
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<td>Foreign Trade Clerk (219.488)</td>
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### Classification Occupations

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### Classification Occupations (Continued)

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</table>

*Not elsewhere classified.
EXHIBIT A7
CHECKLIST FOR OCCUPATIONAL INFORMATION

1. What are the basic job duties? What subspecialties exist within the job?

2. What is the typical job setting? (i.e. indoors? work alone? work at a desk?)

3. What are the hours required? (i.e. regularity, freedom to set schedule, vacation time, etc.)

4. What are the regional opportunities for this job? Are there any requirements for geographic location?

5. What are the educational requirements? What degrees, if any, are needed? Which colleges and universities offer the necessary training? What additional special training of the job is needed?

6. What sorts of intellectual and personal qualities are required to succeed and be happy in the job?

7. What are the opportunities for advancement? What opportunities exist for horizontal movement within the organization?

8. What is the beginning salary range? What is the potential salary after 5 to 10 years of experience? What fringe benefits are available?

9. What are the demographic characteristics of workers in this job? (i.e. male/female ratio, age ranges of employees, opportunities for minorities, etc.)

10. What is the potential future of this type of work? Will there be a demand for this job 25 years from now?
11. How might this job be affected by economic recession?
12. What health and accident hazards, if any, exist?
13. What employee organizations exist? What services do they offer?
14. What are the positive aspects which attract you to this job?
   What negative aspects exist?
15. What additional sources of information are available for you regarding this job?
16. What would a typical day in this job look like for you?
17. What sorts of frustrations would the job confront me with?
18. What sorts of satisfactions would the job provide for me?
EXHIBIT A8

OCCUPATIONAL CHART

<table>
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<tr>
<th>ADDITIONAL INFORMATION IMPORTANT TO YOU</th>
<th>EXPERIENCE REQUIRED</th>
<th>OCCUPATION: NATURE OF WORK</th>
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<td>OPPORTUNITIES FOR ADVANCEMENT</td>
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<td>LOCATIONS OF EDUCATIONAL PROGRAM</td>
<td>EMPLOYMENT OUTLOOK</td>
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<td>SALARIES</td>
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<td>Relevant Abilities</td>
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II. Please rate the following aspects of the program as to their helpfulness in clarifying your career objectives.

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<td>1. Goal statements</td>
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<td>2. Personal Contract</td>
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<td>3. Poster Exercise - &quot;Who am I?&quot;</td>
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<td>4. Value Checklist</td>
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<td>5. Personal Coat of Arms Exercise</td>
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<td>6. Fall-out Shelter Exercise</td>
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<td>4</td>
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<td>7. If You Don't Know Where You're Going You'll End</td>
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<td>Up Somewhere Else</td>
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<td>9. Ability Checklist</td>
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<td>11. Self Directed Search (interest test)</td>
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<td>12. Introduction to Career Information Library</td>
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<td>16. General Discussions within Class</td>
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II. Homework Assignment - Please rate your reactions to the out of class assignments that you were asked to complete. Check the statements you agree with.

A. ____ There was too much homework.
B. ____ There was too little homework.
C. ____ The homework was meaningless (it did not help clarify any of my career plans).
D. ____ The homework helped me formulate conclusions about myself.

III. General Comments - If you have no response, leave blank.

1. If the total program was not helpful and was a waste of time in clarifying your career objective, please indicate such.

2. If there were parts that were not helpful in clarifying your career objectives, please indicate those parts.

3. Please indicate which part of the program you thought to be most helpful.

4. Please indicate which part of the program was least helpful in clarifying your career objectives.

5. Please indicate any part of the program you would modify.
If you would like to follow up what you have started in the Career Planning Program, or if you feel you need further assistance in choosing your career or your program of studies, please feel free to make an individual appointment with your instructor or any other member of the Counselling Centre staff.

THANK YOU FOR YOUR COOPERATION.
APPENDIX B

JOB SEARCH PROCESS
JOB SEARCH

Outline of Instruction

SESSION I

Purposes

1. To develop a sense of group cohesion and trust.
2. To develop an appreciation of developing an effective job search strategy.
3. To prepare/make students aware of activities in future sessions.

Goals

1.0. The student will be able to identify those organizations or groups that he/she wants to work with and then be able to develop a step by step approach in targeting the desired job.
2.0. The student will understand the purposes of the job search program and their roles as participants.
3.0. The student will commit him/herself to the program.

NOTE: Before any activity begins, the facilitator will ask participants to complete the questionnaire in Exhibit B1. This questionnaire will also be given at the conclusion of the seminar.

Activities for Goal #1

1.1. The facilitator will present the following introductory remarks:

THINGS TO KNOW ABOUT JOB HUNTING

What is the "hidden job market"? Eighty percent of all good jobs are concealed. They are not listed with Manpower or anybody else. You can hear about them through the "grapevine" or the
"old boy network".

What is a good job? Judgment jobs or jobs that are relevant, allow you to grow, and function effectively. Judgment jobs can be broken down into four categories: (1) design; (2) marketing; (3) management; and (4) evaluation.

How do you break into the hidden job market? First, never interview anyone who doesn't have a job to offer; secondly, interview for information.

Can important people see me? Sure, they live to give advice and talk about their company or organization.

So asking for advice is the best strategy in finding a job? Yes, because job hunting is organized "whimsey". It is important to be at the right place at the right time. Try this formula: (1) Who are my friends, where do they work, and what jobs do they know about? (2) What are the country's priorities and what organizations are working on them? (3) Where is the money and what do organizations spend it on, will they spend it on me? (4) How can I find the answers to questions 1, 2, and 3? By interviewing for information.

How do you choose people to interview for information? By asking people you like who they admire most in the field where you might want to work. (Maybe we learn by imitating what we admire).

You mean instead of petitioning for a job that's probably not available, it's better to be recruited for one that is? By interviewing for information, you become part of the "hidden
manpower pool". You are hired because someone wants you and then you are able to meet your boss on a parity.

How do employers recruit to fill a key job? They interview for information.

Do employers delegate the hiring function to someone of their staff? No. The personnel department only weeds out and recommends.

Are employment agencies helpful? Generally not. They're expensive and have a success rate of 5%.

What is a "Job Campaign"? First, get yourself together and a resume. Secondly, research the job market in your field. Next, find 200 potential employers in the Yellow Pages, the Public Library, trade publications, and professional journals. Prepare four different kinds of cover letters and begin mailing them out. Fifty resumes generate about 5 interviews, which usually produces four other leads. Follow these up by phone in two weeks. In other words, a job campaign is simply organizing your time effectively.

Does it pay to volunteer for work? Yes.

SOME JOB SEARCH STRATEGIES

Canada Manpower Model

Step 1 - Sit down and figure out on paper what you've got.

Step 2 - Make out a resume.

Step 3 - Get a list of job information sources.

Step 4 - Prepare yourself in advance for the job interview.
Step 5 - Be neat and get to your interview on time.
Step 6 - Sell yourself.

**Creative Job Search Model** (Bolles)

Step 1 - Decide what you want to do:

(a) become aware of your "goals in life", values, and priorities;
(b) take inventory of your skills and what you have to offer;
(c) consider your options and outline, their consequences and risks;
(d) determine who is in control.

Step 2 - Decide just exactly where you want to do it, through your own research and personal survey.

Step 3 - Research the organizations that interest you and then approach the one individual in each organization who has the power to hire you for the job that you have decided you want to do.

Step 4 - Research and be able to talk about the problems of the organization and what you have discovered that might be helpful to them.

Step 5 - Be prepared to answer:

(a) Why are you here?
(b) Precisely what can you do for me?
(c) How much is it going to cost me?

**Go Hire Yourself An Employer Model**

Step 1 - Know yourself, i.e., your abilities, interests, goals, etc.
Decide what jobs you want.

Step 2 - Put it altogether in a resume.

Step 3 - Interview for information.

Step 4 - Job Campaign: find potential employers from newspapers, the libraries, trade publications, professional directories, the Yellow Pages... and send out resumes.

Step 5 - Interviews.

Step 6 - Follow up the interviews two weeks later with a phone call and/or write a follow up letter.

Step 7 - Be prepared to spend a great deal of time, while working hard on your campaign.

Activities for Goals #2 and #3
Give an overview of the sessions and then a list of expectations, student goal statements (see Exhibit B2) the student will indicate his/her understanding and willingness to participate in the program by his/her signature on the contract (see Exhibit B3).

Homework Assignment
Read pages 1 to 39 in Richard Irish's Go Hire Yourself An Employer.

SESSION II

Purposes
1. To understand the concept of systematic targeting.
2. Assist the student in understanding those personal characteristics which will add dimension to the individual in "selling" him/herself.
3. Assist the student in gathering information.
Goals

1.0. To learn how to gather information about those organizations and groups that the student is considering working for.

Activities for Goal #1

1.1. Systematic Targeting

Definition: "If you want to be self-employed, then targets are places which might buy from you. If you want to be a consultant, then targets are places which might need your services. If you want to work for someone, then targets are places where you might enjoy working, because they are pursuing your interests and fit your ideal job specifications." (Crystal and Bolles, 1973).

To serve as an example, let a student volunteer his/her field of interest and then through a process of "brain-storming" list as many options that the class can come up with. Break the group up into triad or diads and pass out the handouts "Systematic Targeting: A Brief Example" and the "Personal Operations Plan". Students will begin assisting each other in completing their operations plan for targeting a specific job (see Exhibit B4).

1.2. Demonstrate some of the materials in the Career Planning Library and other sources of information that the student could use in listing those organizations he/she would like to work for. Students will be encouraged to go to the library on their own to explore.

Homework Assignments

Read pages 40 to 84 in Irish's Go Hire Yourself An Employer on "inter-
viewing for information". Handout "Self Analysis" and ask the students to complete it and then schedule an individual appointment with the facilitator to discuss it before the next session (see Exhibit B5).

SESSION III

Purposes

1. To understand the rationale for having a well written resume.
2. Practise in the skill of writing an effective resume and cover letter.

Goals

1.0. To assist the student in writing a resume that is most effective for him/her.
2.0. To assist the student in writing a cover letter that will go best with the resume.

Activities for Goals #1 and #2

The facilitator will make a presentation of the resume to include the following points:

1. Competition in the job market is growing stiffer and the resume is usually used as a screening process. An effective resume may make the difference between success and failure.
2. For a resume to be effective it must present your strengths in a readable and concise manner.
3. The resume contains the following elements?
   (a) Identifying Information: name, address, telephone number, and personal data like age, etc.
   (b) Job Objective: statement indicating the kind of work you
desire as well as a summary of your qualifications.

(c) Experience or Work History: a summary of experience indicating the most recent experience. It includes nature of the work, position, employer, dates and earnings.

(d) Educational Background: list of schools attended, including degrees, diplomas, and special training pertinent to the position desired.

(e) Personal Data: an extension of identifying information given earlier, including age (if it's an asset), marital status (if it's an asset), number of dependents, early background, hobbies and interests.

(f) Salary and Location: brief statement of desired salary, location (optional).

(g) References: usually a statement to the effect that references will be given upon request.

(h) Date and Statement of Availability: when you will be available for employment.

4. Review of Chapter II in Irish's Go Hire Yourself An Employer, which contains information on resume writing.

5. Discussion of the typographical layout of the resume (handout of the layout is given to the students, see Exhibit B6).


(a) Historical or Chronological Approach

As the name applies experiences are listed in the order of their occurrences (the most recent first to the more distant). Although this is the easiest approach it resembles more of a
fact sheet rather than highlighting the strengths of the writer. Current activities are emphasized, however, it may work well with an individual that has many experiences.

(b) Functional Approach
Experiences and educational background are arranged in accordance with their importance. Titles of positions are featured, while names of companies or employers and dates are minimized. Part-time jobs and other job objective related experiences can be included. Emphasizes qualifications.

(c) Analytical Approach
Ignores chronological approach and stresses abilities and skills as they relate to the job objective. Names or organizations, employers, and dates are not really needed, since everything is classified in terms of skills.

**Homework Assignment**

Handout to students the resume worksheet (see Exhibit B7). Students are requested to return with it completed to the next session. Students will have the opportunity to write out their resume using the three approaches discussed in class.

**SESSION IV**

**Purposes**

1. To understand how a resume can be made more effective.

2. To learn the use of cover letters, letters of application, application forms, and letters of reference.

3. To prepare students for interviewing for a job.
Goals

1.0. Students will understand how to write an effective resume by learning how to critique their own and other student's resumes.

2.0. Students will learn how to write effective cover letters, applications, and reference letters for their job search campaign.

3.0. Students will learn what a good interview is and how to prepare for it.

Activities for Goals #1, #2, and #3

1.1. The group will break into triads or diads and exchange "resume worksheet" and critique each other. As a result of the critique students will choose the style of resume that best suits their needs. The following questions should be addressed:

1. Has all the essential information been included?
2. Which approach or arrangement is best?
3. Is the resume written clearly? Is it interesting? Are there negatives in the resume?
4. If this resume came to me from a job seeker, would I, as an employer, hire him or her?

2.1. Presentation on writing cover letters, letters of application, and references. The following suggestions will be given to the students:

1. Letters should be addressed to individuals making sure titles and correct spelling used.
2. Letters should be opened with attention getting sentences. A letter should appeal to the self interest of the employer,
thus you will have a higher level of recognition than if you mention your own interest in employment.

3. Letters should be written in conversational language. Often used expressions like those listed below should be avoided:

I beg to advise in reply to your
I am pleased to inform the writer (instead of "I")
enclosed please find trusting to be favored
under separate cover hoping to hear from you
permit me to say awaiting your pleasure

4. Without restricting opportunity, be as specific as possible, by stressing what you can do for the employer.

5. The closing paragraph leave yourself open to make a follow up, either by telephone or letter.

6. A closing should be appropriate and business like:

"Sincerely", "Very truly yours", or "Respectfully".

7. Before you send off a letter, have someone proof it and critique it.

Students will be given sample cover letters for reference (see Exhibit B8).

2.2. Students will be given a sample application form to fill out.

3.1. Students will be shown a video-tape of an interview conducted by the Engineering Co-ordination Office. The strengths and weaknesses of the interview will be discussed.

NOTE: The activity 3.1. may have to be postponed until the next session if time does not permit its showing.
**Homework Assignment**

Students will be given the handout on "Interviewing" and be asked to read it and come prepared to take an interview for the next session. Students will also be asked to bring in their formal resume for the interview, (see Exhibit B9).

**SESSION V**

**Purposes**

1. To be able to do an effective job interview.
2. To be able to use the telephone in making follow ups on interviews and in interviewing for information.

**Goals**

1.0. Participants will take an interview recorded on video-tape so they will be able to see how effective they are in the interview situation.
2.0. Students will gain experience in taking interviews.
3.0. Students will gain experience in using the telephone in their job search campaign.

**Activities for Goals #1, #2, and #3**

1.1. The facilitator will introduce some hints in taking a good interview. The following points will be made concerning why interviewees lose chances of employment as a result of their interview:

1. lack of interest and enthusiasm
2. poor personal appearance
3. failure to look at an interviewer when conversing
4. late for interview
5. asked no questions about the job
6. overbearing - "know it all" attitude
7. inability to express self clearly - poor voice, grammar, and
8. lack of planning for career - lack of purpose of goals.

2.1. Each student will get a chance to take an interview (10 minutes) on video-tape. Afterwards the interview will be critiqued by the other students. This will continue until all participants have a chance to have a mock interview and a critique.

3.1. The group will break up into triads or diads and practise using the telephone by role playing. A demonstration will be given before breaking up into groups.

**NOTE:** If students wish to have more practise on the video-tape in taking interviews time will be made available. Any specific problems relating to the job search can be handled individually by the facilitator.

**Homework Assignment**

Students will be encouraged to read the remainder of Richard Irish's book, *Go Hire Yourself An Employer*, pages 85 to 152.

**NOTE:** Students will be given the Questionnaire in Exhibit B1, which will act as a Pre-Test/Post-Test. Also, each student will be given the Seminar Evaluation in Exhibit B10.
EXHIBIT B1

QUESTIONNAIRE

Name: ____________________________ Student No.: ____________________________
Age: ____________________________ Sex: Male ______ Female ______
Home Town: ____________________________
Year at University: 1 __; 2 __; 3 __; 4 __; 5 or more ________

Indicate your Division:  Junior Division ____________________________
               Senior Division ____________________________
               Graduate Studies ____________________________

If you are in the Senior Division, indicate below the faculty you are presently enrolled in; if you are in the Junior Division, indicate the faculty you intend to enroll in:

_______ Arts             _______ Physical Educ.   _______ Business
_______ Science          _______ Medicine        _______ Social Work
_______ Education        _______ Nursing         _______ Engineering
               & App. Sci.

If you are in the Senior Division, what subject are you majoring in?

________________________________________

The following statements are about different aspects of the career planning process. Please rate how sure you feel about your knowledge of these various aspects. Circle the appropriate response.
1. I know what occupation I want to enter.

2. I know the steps in developing a good Career Plan.

3. I know my values – those qualities of life that are important to me and those objectives that a job must allow me to achieve.

4. I know how to clarify my values.

5. I know the kinds of occupations that would allow me to satisfy my values.

6. I know my interests – those activities and courses that I enjoy or might enjoy, as well as those I don't enjoy or might not enjoy.

7. I know how to clarify what my interests are.

8. I know the kinds of occupations that would allow me to satisfy my interests.

9. I know my academic and intellectual abilities – those courses, etc., I do well in, and those I don't do well in.

10. I know how to assess my academic and intellectual abilities.

11. I know my personal/social abilities – my capabilities in dealing with people in various situations.

12. I know how to assess my personal/social abilities.
13. I know how to further develop the abilities necessary for the occupations I am considering.

14. I know the kinds of occupations that would allow me to take advantage of my abilities.

15. I know the range of occupational opportunities available to me.

16. I know how to find information about occupations.

17. I know the range of educational opportunities available to me in this province and elsewhere.

18. I know how to find information about different universities and other post-secondary school programs.

19. I know how to make decisions about what the right occupation for me is.

20. I know the kind of occupations to which the different university programs lead.

21. I know how to apply decision making steps to occupational and educational events in my life.

The following statements about different aspects of the job search process. Please rate how sure you feel about your knowledge of these various aspects.
1. I know what I am looking for in a job, i.e., those satisfactions I would like it to provide for me; those skills and abilities I would like to use; and those activities I would enjoy doing.

2. I know how to determine what I am looking for in a job, i.e., those satisfactions I would most like it to provide for me; those skills and abilities I would enjoy doing.

3. I know of the kinds of jobs that are available that will provide me with what I am looking for.

4. I know how to formulate an effective step by step approach in finding a job.

5. I know how to find and use various resources that can assist me in finding a job.

6. I know how to prepare an effective resume, i.e., a clear and concise summary of my qualifications and experiences.

7. I know the proper method of completing a job application form.

8. I know the proper use of follow-up letters.

9. I know how to obtain the letters of references that will be of most value to me in getting the job I want.
10. I know how to use the telephone effectively in searching for a job.

11. I know how to present myself effectively for a variety of positions in job interviews.

12. I know how to present what I am looking for in a job, such as those satisfactions I would like it to provide for me; those skills and abilities I would most like to use; and those activities I enjoy doing.

13. I know how to handle sensitive questions in an interview, such as lack of training, lack of experience, physical disability, etc.

The following statements concerning confidence in your ability to be a good job-hunter. Rate yourself on the scale provided.

1. I feel confident that I know what I am looking for in a job.

2. I feel confident that I have an effective job search strategy.

3. I feel confident that I know how to effectively present myself in a job interview.
4. I feel confident that I know how to present myself effectively in written correspondence with an employer, such as resumes, letters of application, etc.

THANK YOU FOR YOUR COOPERATION.
The student will be able to identify those organizations or groups that he/she wants to work with and then be able to develop a step by step approach in targeting the desired job.

The student will understand the purposes of the job search program and their roles as participants.

The student will commit him/herself to the program.

To learn how to gather information about those organizations and groups that the student is considering working for.

To assist the student in writing a resume that is most effective for him/her.

To assist the student in writing a cover letter that will go best with the resume.

Students will understand how to write an effective resume by learning how to critique their own and other student's resumes.

Students will learn how to write effective cover letters, applications, and reference letters for their job search campaign.

Students will learn what a good interview is and how to prepare for it.

Participants will take an interview recorded on video-tape so they will be able to see how effective they are in the interview situation.

Students will gain experience in taking interviews.

Students will gain experience in using the telephone in their job search campaign.
EXHIBIT B3

CONTRACT

1. I AGREE TO ATTEND ALL SCHEDULED SESSIONS OF THE JOB SEARCH SEMINAR.

2. I AGREE TO NOT SCHEDULING SOCIAL ACTIVITIES AT THE TIME OF OUR SESSION.

3. I AGREE TO ARRANGE MY STUDY SCHEDULE SO THAT IT TOO WILL NOT INTERFERE WITH THE SCHEDULED MEETING OF THE JOB SEARCH SEMINAR.

4. I AGREE TO DO ALL THAT I CAN WITHIN MY POWER TO BE IN ATTENDANCE AT EACH MEETING AND TO COMPLETE THE ACTIVITIES REQUIRED.

SIGNATURE: ____________________________
EXHIBIT B4

YOUR PERSONAL OPERATIONS PLAN: A SUGGESTED FORMAT

1. OBJECTIVE - What is your goal, mission, or objective at this point in your life?

2. WHERE - List your top three geographical preferences, in descending order.

3. WITH WHOM - List your original Potential Organizational Targets, your (probable) Live Organizational Targets, and your Ultimate (confirmed) Organizational Targets.

4. TARGET INFORMATION - List the information that you have gathered thus far on the Targets that you have thus identified, and where this is filed.

5. ULTIMATE INDIVIDUAL TARGETS - List those whom you have already identified, how much information you have gathered on each, and where this is filed. Indicate those whom you have not yet been able to identify.

6. GENERAL PLAN OF APPROACH TO THESE KINDS OF TARGETS -
7. WHAT ADDITIONAL INFORMATION IS NEEDED - List what it is, and how you plan to get it. Also, give yourself deadlines on getting it.

8. PLAN OF APPROACH TO ULTIMATE INDIVIDUAL TARGET NO. 1 - Spell it out in detail. List the contacts who might be able to help. Identify others you can, and should meet. Work out your plan for obtaining every bit of information you will need to know about this individual and his particular activity or organization. Establish time tables. Decide when is the earliest and best time for you to begin the action. Estimate how long it will take you to complete each stage of your attack. Could you coordinate visits to that target with similar visits to other Ultimate Individual Targets in the same area, etc.?

9. PLAN OF APPROACH TO ULTIMATE INDIVIDUAL TARGET NO. 2 - The same details as spelled out under 8.

10. PLAN OF APPROACH TO ULTIMATE INDIVIDUAL TARGET NO. 3 - The same details as spelled out under 8.

11. PLAN OF APPROACH TO ULTIMATE INDIVIDUAL TARGET NO. 4 - The same details as spelled out under 8.
12. CAMPAIGN COORDINATION - How all of this seems to you to mesh together.

13. MILESTONES AND TIMETABLES - Ways in which you can divide the large task up into manageable segments.

14. CONTROL, MEASUREMENT, REPORTING AND FOLLOW UP SYSTEMS -

15. SPECIAL PROCEDURES AND TECHNIQUES - Anything not covered in the above. Highlighting the unusual.

SYSTEMATIC TARGETING: A BRIEF EXAMPLE

One recent student in this course decided that he wanted, above all, to contribute to the effective and efficient management of the organization which (as he defined it) "was itself contributing to the well-planned growth" of the mid-western city which he had chosen as his geographical preference.

Working from the East coast, his initial investigations uncovered at least 40 organizations which ostensibly fit his criteria. A careful
study of each, based on information available to him at that distance, quickly narrowed the field down to fewer than a dozen serious contenders.

His first on-site survey, a visit of only one week's duration, allowed him to reject roughly half of these Live Organizational Targets, because even the most cursory investigation on the scene showed him that they did not meet enough of his personal requirements (Ideal Job Specifications, etc.) to warrant his further interest. But this investigation developed numerous knowledgeable sources of information and contacts, whom he was careful to add to his contacts list as he went.

It had now become clear to him that the local kind of organization which came closest to meeting his criteria and desires, was a handful of banks. His major concern in each case, because of his interest in investments, was of course their trust departments. However, it was important to him that this be put in the context of that bank's (or those bank's) general outlook, and what one might call the spirit of each such organization. Although the student was longer young in years, his attitude was still very youthful, and much attuned to the modern concern about corporate social responsibility. So he looked very hard and carefully at each bank that interested him, to determine its attitude toward the community - searching for that one which, above all others, saw itself at least as much of a good neighbour as a business enterprise.

The physical appearance of the banks, to begin with, gave some useful clues. Those which were built like medieval fortresses, with small heavy guarded doors, few or no ground-floor windows, relatively
gloomy interiors, and an overall forbidding negative attitude within its staff, instantly lost points with him - they looked closed in upon themselves. On the other hand, those which were bright and cheerful buildings, with plenty of glass that people could see both in and out of, plus a happy outgoing attitude among the staff, attracted his attention.

Local contacts that he had made were able to provide further insights then into the general reputation of each bank for community participation. Moreover, they also provided a good assessment of each trust department's reputation for other efficiency and humanity.

The next step logically was for him to meet key officials of each bank under strictly no-stress circumstances, in order that he might get an even closer feel for the prevalent attitude among that bank's pace-setters and opinion-molders. Such meetings were comparatively easy to arrange, through the contacts he had made - who served as mutual friends on a social basis.

Having met with representatives of each remaining Organizational candidate, it was not difficult to narrow down his Ultimate Organizational Targets to those two banks with people environments that were most compatible with his own interests, criteria, views and personality. By this time, indeed, enough internal contacts had been established within those two targets, to make it easy to arrange to lunch with the Presidents and Trust Department Vice-Presidents in each case. From thereon in, it was simply a matter of giving them the opportunity to recognize that he was indeed one of them in spirit and, because of his intense interest in the same activities that they were interested in, an
additional resource for implementing their corporate social responsibility that they simply could not afford to let get away.

Thus not only the targeting, but the active search campaign itself, was over almost before it had begun.

(Taken from John Crystal and Richard Bolles' Where Do I Go From Here With My Life?, published by the Seabury Press, New York, 1974).

NOTES AND PRACTICAL AIDS

1. Write or telephone the organization you think you might like to work with and ask for a copy of their latest brochure, booklet, annual report or anything else they have for public distribution.

2. Visit their headquarters and ask to be shown around as an interested citizen who wants to know more about what they are doing.

3. Ask your friends what they know about the organization, and/or if they can get additional information for you.

4. Ask your friendly librarian how to use all the major reference works such as Standard & Poor, Thomas, etc. Explain exactly what you are trying to do and ask what other material there is.

5. Find out if there is a professional society, a consortium, or any other voluntary association in this field. Then find out what is going on in the field you are interested in.

6. Interview teachers, professors, or anyone else about the field you are interested in.

7. It is not necessarily true that it takes only experience and credentials to get a job. What employers do want are problem solvers. Find out what the major problems are and then work out solutions.

8. You are going to have to do some research and do it very thoroughly.
EXHIBIT B5

SELF-ANALYSIS

Checklist of Personal Qualities

The following checklist has been devised to help you evaluate personal qualities which might be significant to an employer. Read the questions after each named quality and rate yourself as Fair (need improvement), Average or Good.

<table>
<thead>
<tr>
<th>Personal Quality</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<tbody>
<tr>
<td>Able to work alone. Do you plan your own work?</td>
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<tr>
<td>Can you work by yourself when there are no other people around?</td>
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<tr>
<td>Aggressive. Do you promote a course of action or an assignment energetically? Do you often take the initiative?</td>
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<tr>
<td>Ambitious. Do you keep up with the current literature in your profession? Do you take on extra assignments that will help you get ahead?</td>
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<tr>
<td>Do you plan your career advancement?</td>
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<tr>
<td>Analytical. Do you perceive relationships easily? Have you ever solved a problem that had baffled others?</td>
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<tr>
<td>Articulate. Can you express ideas easily - orally? in writing? Are your instructions readily understood?</td>
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<tr>
<td>Cheerful. Are you generally goodnatured? Do you greet your fellow workers pleasantly?</td>
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<tr>
<td>Competent. Are you able to meet deadlines? Is your work generally accepted &quot;as is&quot;? Have you ever accomplished some feat of speed or skill in your chosen field?</td>
<td>Fair</td>
<td>Aver.</td>
<td>Good</td>
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<tr>
<th>Congenial. Do you work well with others? Have you served on committees at school? at work? in the community?</th>
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<th>Aver.</th>
<th>Good</th>
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<tr>
<th>Courteous. Do you treat your fellow workers with respect? observe the common sense rules of social behavior?</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<tr>
<th>Conscientious. Do you do an honest day's work for a day's pay? Can you name some unpleasant task you have done because it had to be done and no one else would do it?</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<tr>
<th>Cooperative. Do you always do your part in a team assignment? Do you often volunteer to help?</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<tr>
<th>Courageous. Do you undertake challenges readily? Have you ever had to stand firm on your principles despite opposition?</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<tr>
<th>Decisive. Are you able to make clear-cut decisions under pressure? Do you stand back of them later? Have you ever had to take a firm stand and accept responsibility for it.</th>
<th>Fair</th>
<th>Aver.</th>
<th>Good</th>
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<td>Trait</td>
<td>Fair</td>
<td>Aver.</td>
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<tr>
<td>Dependable. How is your attendance record? Can your supervisor count on you when the work load is heavy? Do you follow through without being checked on by your supervisors or instructors?</td>
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<tr>
<td>Diplomatic. Can you cope with difficult situations involving other people? Have you restored harmony where there was friction? settled a difficult personnel problem?</td>
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<tr>
<td>Discreet. Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's right to privacy?</td>
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<tr>
<td>Efficient. Do you plan your time well. Do you consciously try to improve your work habits?</td>
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<tr>
<td>Emotionally Stable. Do you feel in control of yourself most of the time? Can other people count on your day-to-day mood to be generally agreeable? Do you ordinarily feel good will toward other people?</td>
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<tr>
<td>Enthusiastic. Are you interested in your work? or studies? Do you inspire others with your own interest? Have you ever done extra work because of your interest?</td>
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<tr>
<td>Honest. Have you ever served as treasurer of an organization? been bonded? Are you careful with trade secrets? school or company property</td>
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and supplies? Do you pass along the praise when credit belongs elsewhere? accept blame for your own mistakes?

**Imaginative.** Do you often or occasionally come up with new ideas? Have you ever contributed an idea which proved both workable and profitable?

**Industrious.** Can you be your own self-starter? Do you work steadily on a task until it is done? Do you resist interruptions whenever possible?

**Judicious.** Can you sift evidence and arrive at a sound judgment? Are you able to separate your emotions from your sense of logic? Have you ever made a decision based on reason when it conflicted with your emotional interests?

**Leadership Ability.** Do people willingly follow your suggestions? Have you held positions of responsibility at work? in school? in clubs?

**Loyal.** Can you set aside petty grievances to get a job done? Have you ever been in a situation where you stayed with a project or organization because of a sense of responsibility despite disagreements?

**Observant.** Do you remember names easily? Places? Do you recall facts and figures accurately? find your way in a new locale?
Open-Minded. Are you able to accept ideas contrary to your own? Do you adapt well to change?

Orderly. Do you keep things where they belong? Have a knack for arranging things in a logical way? Enjoy detail work?

Patient. Can you keep your temper? Are you often bored with the work you are doing? Are you able to train other workers calmly even when you have to explain some procedures over and over again?

Persistent? Can you stick to a task even when your enthusiasm and patience are thin? Have you ever accomplished something in spite of seemingly insurmountable obstacles?

Persuasive. Are you successful in bringing others to your point of view? in selling things and ideas?

Resourceful. Do you see what needs to be done and do it without being told? Do you explore every possible means of solving a problem? Have you ever worked your way out of an impossible situation?

Shrewd. Are you able to make a keen appraisal of future trends in order to determine a present
course of action?

**Sincere.** Are you honest in your attitude towards yourself and other people? Wholehearted in your expressed interests and enthusiasms?

**Sober.** Has drinking ever been a problem for you? Does it affect your work? Are you able to go to work after a party? Do you have a problem with any other drug?

**Sympathetic.** Do you try to understand the problems of others? Do people confide in you often? Do you help them?

**Thrifty.** Do you try to avoid waste in supplies and equipment? Do you know what to save and what to discard?

**Tolerant.** Do you associate with people of different social backgrounds? Have you ever worked for the improvement of conditions for people of a different racial or religious background? Have you ever pleaded for the acceptance or consideration of an idea which was, in some ways, alien to your own thinking?
Personal Inventory

Here is your chance to make an inventory of your skills, abilities, and interests which have been developed in work, school and outside activities. In the first column, list the skills and abilities which represent services you can offer an employer; such as typing, computer programming, medical laboratory techniques (blood analysis, giving metabolism and electrocardiograph tests, etc.), public speaking, tool and die making, and other proficiencies. In the second column, list the activities you enjoy and believe you do well.

<table>
<thead>
<tr>
<th>Abilities and Skills</th>
<th>Activities Enjoyed</th>
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**Personal Qualities Demonstrated**

Now to prove to yourself and for possible use in a job application, try to illustrate in the space below how you have demonstrated that you possess some of the personal qualities you checked under the "Good" column in the first section of this worksheet. Stating such facts in a resume will tell an employer more about you than any number of opinions you may voice or have others voice for you.

For example: You can claim to be "Loyal" if you stayed on your first job the full apprenticeship period and enough time thereafter to insure that the employer had some return on his investment. Thus, you might state: "Stayed two years with Smith Company despite offer of more money by Brown Company during that time in order to finish research project for which I was hired".

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>Where and How Demonstrated</th>
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</table>
Successful Accomplishments

Describe in the space below the accomplishments, incidents or events in your life which give you a feeling of success and satisfaction and which could give an employer a clue to your potentials. Wherever possible, note the names of people who might be able to help support your claim.

Example No. 1: "Took driver training during my junior year in high school and passed the license examination the first time."

Example No. 2: "As district chairman for the United Fund Drive, I succeeded in raising the highest per capita gifts and the greatest proportion of donors to area population."

...(Adapted from Nutter's Resume Workbook)
If you have the time, set this final draft aside for a day or so and then re-read it critically with a fresh eye. As soon as you have a typed copy, read it again. Show it to family and friends and observe their reactions. You may want to show it also to your school placement officer or an employment counsellor.

**Typographical Layout**

Whatever format you selected for your complete resume, you want to be sure that the overall appearance invites reading.

In studying the sample resumes on the following pages, and any others you examine, you will find it helpful to keep in mind a few principles of graphic arts which are widely accepted in the advertising profession along with the consensus of most employment counsellors on the need for brevity in a resume. The following suggestions are based on these principles and observations:

1. Plan to fit your resume on one page, if possible. You do not have to tell your whole story in a resume, just enough to interest an employer. You can go into details in an interview or follow-up presentation. As a rule, only seasoned workers need two or three pages to display their qualifications.

2. Leave enough margin all around to make an attractive frame for your resume, approximately one inch at the top and right side and one-and-a-half inches on the left side and bottom. This arrangement will give a slightly off-center, hanging from the
top effect considered exciting to the eye.

3. Arrange headlines, captions and text masses so that the eye follows naturally from the most important item down to the least. Avoid confusion by using attention-getting devices sparingly (capital letters, underscoring, etc.).

A long row of capital letters is hard to read as it requires greater eye movement.

4. Indent text masses so that the text line is no longer than six inches at most to accommodate a normal eye span. Short paragraphs are more inviting to read.

5. Make miniature sketches of what you want your resume to look like. This is an artist's trick to get a quick visual effect. It will help you plot a more attractive layout.

Mechanics of Typing

1. Select a good quality, water-marked bond in a standard 8½ x 11 inch size. A 25% rag content is desirable.

2. Use one side of the paper only. Additional pages should be typed on additional sheets.

3. Be sure your typewriter is in good working order. Clean the keys with a brush and solution before you begin the typing.

4. Use a new ribbon with a medium inking. A heavy inking will clog your typewriter keys quickly and make greasy smudges when you erase.

5. Erase or blot out errors with one of the new whiteners, patch, fluid, or ribbon. Above all, be neat.
6. Proof-read before you take the sheet out of the typewriter. Then you can make corrections easily.

Suggested Typewriter Settings

**Standard Elite**

Set paper guide at 0. Roll up 5 single spaces for a 1" top margin.

Margins - 15 and 90 (1-1/8" both sides, 6-1/4" line)
20 and 85 (1-1/2" both sides, 5-1/2" line)
20 and 90 (1-1/2" left, 1-1/8" right, 6" line)

Tab Stops - Set about 5 spaces after end of longest caption word.

Centering - Set machine on 53 (center of 8-1/2" sheet). Use backspace key to count every other letter and type word.

**Standard Pica**

Set paper guide at 0. Roll up 5 single spaces for a 1" top margin.

Margins - 10 and 75 (1" both sides, 6-1/2" line)
12 and 70 (1-1/4" both sides, 5-3/4" line)
15 and 70 (1-1/4" right,
5-1/2" line)

Tap Stops and Centering - Same as for the Elite except that the machine is centered on 42.

**IBM Executive**

Set paper guide so that an 8-1/2" sheet centers over arrow on lower space guide with edges on vertical lines on clear-view card holder. Hand roll 10 single spaces for 1" to margin.

Margins - 110 and 85 (1-1/4" left, 1" right, 6-1/4" line)
100 and 80 (1-3/4" left, 1-1/2" right, 5-1/8" line)
100 and 83½ - (1-3/4" left, 1-1/4" right, 5-1/2" line)

Tab Stops - Set at least 5 spaces after end of longest caption word.

Centering - Using practise paper, type from center arrow and note number on lower space guide, then type word starting at number to left of center arrow on lower space scale.
EXHIBIT B7

SOME TIPS ON HAVING A SUCCESSFUL JOB INTERVIEW

An indispensable step towards fulfilling your ambitions is a successful job interview. It is one of the most important events in a person's experience, because 15 or 20 minutes spent with the interviewer may determine the entire future course of one's life. Your friends, where you live, your life style, how you feel about the world and yourself will be greatly influenced by your occupation. Thus, it is extremely important to prepare for it. Yet, many interviewers are amazed at the number of people who go to job interviews without the slightest notion of what they are going to say. Their manner speaks loudly, "Well, here I am". And usually that is often the end of it, in more ways than one. Others, although they undoubtedly do not intend to do so, create an impression of indifference by acting too casually. At the other extreme, a few applicants work themselves into such a state of mind that when they arrive they seem to be in the last stages of nervous fright and are only able to answer in mono-syllables.

With a few preparations before the interview and knowing a little of what is expected of you, such marks of inexperience can be avoided. You have spent a great deal of time and money training yourself for a career, so don't 'blow it' by not using all your available resources. PLAN AND PREPARE YOURSELF!

Things To Do To Get Yourself Ready

A. Time and Place

Although this sounds very basic, know exactly the time and
place of your interview. If you drive or take public trans-
portation, leave enough time to park your car or arrive in
plenty of time to compose yourself. It would be a good idea
to find out at least a day before exactly where you have to go,
who you have to see, and how to get there. Above all, be sure
to be on time, because late arrival for a job interview is
almost never excusable.

B. Research

Do some research on the company or group you plan to take
your interview with. This will work for you in two ways: first,
you will show the interviewer that you are knowledgeable and
interested in the company; and secondly, you want to find out
if this is indeed the type of people you want to spend your
valuable time with. The interviewer knows a great deal about
you from your resume and letters, thus you can be on more equal
footing if you find out more about him/her. Look up articles
in newspapers and magazines, or talk with people you know in
similar occupations. Think about questions that you might wish
to ask before you go to the interview. Write them down and prac-
tise saying them to see how they sound. Bring a pen or pencil
with you and have some notepaper available, but keep it out of
sight unless you are asked to take something down. You can make
a few notes immediately after you leave the interview.

C. Personal Appearance

The essentials of neatness and cleanliness when appearing
for an interview scarcely need to be mentioned. With regard to clothes, let your own good taste be your guide. Simply remember that you are looking for a job - not going to a ball or party. Play it safe and dress conservatively when going to an interview. Recently, the length of men's hair has been a controversial issue and you must consider it if you like long hair. Remember, the strategy is to get the job, afterwards you can dress as you please within reason. It would be a mistake to become unduly worried over too many details. Be friendly, honest, and sincere and you will always make a good impression.

D. That Delicate Personal Situation

Do you think you are too young or too old? Are you a woman applying for a man's job? You have a physical or emotional handicap? Or do you have some skeleton in your closet? You are probably magnifying it out of proportion, so don't worry too much about it. Before you go to your interview, now is the time to resolve it. Don't buy it, if you have been told that it will keep you from getting a job. A rejection is made for a multitude of reasons, often including subtle matters that you have not found out about in advance. It is easy and convenient for an employer to say that you are too young, but it isn't so much the 'delicate matter' itself as it is what you have made of it in the interview. The interviewer is concerned about his/her problems, not yours. Focus on your positive points and how much of value you will be. Have your answers ready so you can go into
the interview more confident and relaxed.

You And The Interview

Although it is impossible to predict exactly what the interviewer will ask, it is a good idea to familiarize yourself with the process. You should remember that employers want good employees just as urgently as you need a good job. Some may be rough or curt, so be prepared for the worst. The best guide is to rely on your own courtesy and good sense. There are, however, some basic rules and situations common to most interviews which may help you if you are aware of them ahead of time.

A. Relax

It is normal for so many people to be nervous, particularly during the interview. A little nervousness is to be expected. Experienced interviewers discount a certain amount of nervousness, but try to avoid doing things which might make your nervousness more obvious. If you don't know where to put your hands, leave them in your lap and keep them still. Keep in mind that the interviewer has a job to do and is not there to embarrass you or trip you up.

B. Initial Tips

1. Greet the interviewer by name as you enter the office if you are sure of the pronunciation.

2. Take your cues from the interviewer. Shake hands, but only if the interviewer makes the first gesture. Normally wait until a chair is offered before you sit down and do not smoke.
unless invited to do so.

3. A limp handshake might make a bad impression.

4. Do not chew gum during the interview.

5. Be pleasant and friendly, but business like.

6. Let the employer control the interview. Your answers should be frank and brief, but complete without rambling. Avoid dogmatic statements.

7. Be flexible and willing, but give the employer a clear idea of your job preferences.

8. You have to 'sell' yourself without exaggeration, so just stress your qualifications. The individual the employer is looking for will be indicated by his/her statements and questions.

10. Do not degrade your experience and training.

11. Be ready for at least one surprise question.

12. In discussing your previous experiences, jobs, or work situations, avoid criticism of your former employer and fellow workers.

13. Be enthusiastic.

14. Do not be afraid to ask questions, but do not be in a hurry to ask questions unless the interviewer invites them.

15. If a job is offered, be sure you know what the duties are.

16. Bring some extra copies of your resume.

17. If you are not definitely offered a job or there is no indication of when you will hear from the employer, ask when you may call to find out a decision.

18. If the interviewer asks you to call or return for another interview, make a written note of the time, date, and place.
19. Do not bring up the question of salary, let the interviewer do it. Do some research and find out what the going rates are for the position you are applying for so you will have a general idea. Remember, you know your living expenses. Don't undersell yourself!

C. Answering Questions

Most interviewers follow a rather simple question and answer formula. If such is the case, your ability to answer quickly and intelligently is of great importance. If your answers are confused and contradictory your opportunity is lost. The best guard against contradictory answers is the plain unembroidered truth. A frank answer, even if it seems a little unfavorable to you, it is better by far than exaggeration which may tangle you up in the next question. Often a frank admission can be turned to your advantage. Frankness is admired and you may be able to recover in this fashion: you are asked, "Do you always pitch right into an assignment and get it done ahead of time?" Your answer, "I don't always get assignments done before they are due. I sometimes tend to put things off until they have to be done. However, I have never turned in a major assignment or term paper that was late." It is important to follow the interviewer's lead, but do not answer by just saying yes or no. Do not go to the other extreme either, by talking too much. If you find yourself talking too much give the lead back to the interviewer. Do not boast or talk about your troubles, but be
informative.

A few interviewers like to do most of the talking and judge you by your reactions. They look at the interest, comprehension, and intelligence you show. Others hardly speak at all, and these are the most difficult to deal with. Their attitude is that you 'sell yourself'. Basically, there are three categories of interviewers - the self-made interviewer, the inexperienced recruiter, and the professional personnel expert.

The self-made interviewer is characterized as impatient, to the point, and somewhat discourteous. Don't take it personal or be intimidated because it's just an act. Let the person know where you stand. You are having an interview, so he has found something about you that he likes.

The inexperienced recruiter is characterized by his long drawn out approach and vague manner. He hasn't made up his mind so it's up to you to convince him in your favour. Don't try to control the interview or patronize him, because he will only resent it.

The professional interviewer's job is to hire people, not reject them. He knows what he wants and is interested in your background. Listen and feel him out. Once you know the specifics you can enlighten him further.

Remember, you have gotten an interview because someone thinks you have something to offer. It is strictly business. The interviewer doesn't care about your personality or if your eyes are blue or brown. The question is: Can you produce and
fit in.

Make sure that you get your good points across. Since the interviewer does not know them, it is up to you to point them out. You can even ask a question that will lead to an answer you want to give. For example, the interviewer has not asked about extracurricular activity and this is one of your strong points. You simply wait for an opening and ask, "Are you interested in my extracurricular activities?" It is also very important to be honest and factual in answering questions. Sometimes an interviewer will ask a few personal questions, such as "What is your father's occupation?" or "Is your home life happy?" If you are asked if you have ever been fired and you have been, again be frank in your answer. Admit you have learned from your mistake or you got into the wrong job through misunderstanding. If you do have some negative experience in your background to not bring it up or if it is brought up answer in a positive manner. For example, if you receive an unsatisfactory rating on a previous job, you might answer by saying, "I had some personal problems at the time, which I no longer have." Or you might say, "I have become more mature since then and I no longer make mistakes like that."

Show the interviewer that you are interested in the job, by asking questions. Also, keep in mind two or three good reasons why you are interested in a particular job. The chances are very good that you will be asked for your reasons.
Should you get the impression that the interview is not going well and you have already been rejected, do not let your discouragement show. You have nothing to lose by continuing the appearance of confidence and you may gain much. The last few minutes often change things. Once in a great while, an interviewer who is genuinely interested in your possibilities may seem to discourage you in order to test your reaction. If you remain confident and determined you have probably made a good impression.

If the conversation turns to politics, try to stay neutral or steer the conversation away. Be honest of course, in what you say, but remember the strategy is to obtain the job. Your best answer is, "I want to do what is best for the company (institution) and the people it serves." Try not to say more than is necessary to answer the interviewers question. If you are rejected outright, ask the interviewer for advice and tips. You may gain some valuable information.

D. Questions Frequently Asked During the Employment Interview

1. Why do you want the job?
2. What can I do for you?
3. Why are you interested in this particular job?
4. What are your future vocational plans?
5. In what school activities have you participated? Why? What are your hobbies?
6. How do you spend your spare time?
7. What jobs have you held? How were they obtained and why did you leave?
8. What courses did you like best? Least? Why?
9. What percentage of your college expenses did you earn? How?
10. Do you feel that you received a good training?
11. Are you in good health?
12. What qualifications do you have that will make you successful?
13. How do you feel about your family?
14. How interested are you in sports?
15. Why did you decide to go to this particular school?
16. Who controls things at home?
17. What are your parents' occupations?
18. Tell me about your home life during the time you were growing up?
19. Do you prefer working with others or by yourself?
20. Are you primarily interested in making money or do you feel that service to humanity is your prime concern?
21. Can you take criticism without feeling upset?
22. Tell me a story?
23. What have you learned from some of the jobs you have held?
24. Can you get recommendations from previous employers?
25. Why did you choose your college major?
26. How did you happen to go to college?
27. Are you satisfied with your grades?
28. Did you have any difficulty getting along with fellow students or faculty?
29. Do you like routine work?
30. Do you like regular hours?
31. What is your major weakness?
32. Define cooperation?
33. Are you assertive?
34. Are you analytical?
35. Are you eager to please?
36. What do you do to keep in good physical condition?
37. Have you had any serious illness or injury?
38. What types of books have you read?
39. Do you have plans for graduate work?
40. Tell me something about your training?
41. What types of people seem to rub you the wrong way?
42. What do you consider as your special abilities?
43. What is your philosophy of life?
44. What kinds of work interest you?
45. Do you get frustrated often?

NOTE: Be prepared to answer specific questions about your own specialty and those concerning the job. Also, sometimes interviewers ask the same question in a different way to check your answers, so be alert.

E. After The Interview

Each interview is a learning experience that deserves analyzation and reflection. After each interview you should ask yourself:
1. How did the interview go?
2. What points did I make that seemed to interest the employer?
3. Did I present my qualifications well? Did I overlook any that are pertinent to the job?
4. Did I pass up clues to the best way to 'sell' myself?
5. Did I learn all I need to know about the job? Or did I forget or hesitate to ask about factors that are important to me?
6. Did I talk too much? Too little?
7. Did I interview the employer rather than permit him/her to interview me?
8. Was I too aggressive? Not aggressive enough?
9. Was I too tense? Why?
10. Did I present my views in the best possible manner?
11. How well did I speak?
12. What can I do to improve my next interview?

NOTE: If you are not successful in the beginning, do not be discouraged. It is a learning experience, so the important thing is to keep trying. You will learn much from your first interview and you will almost certainly do better in the succeeding ones.
EXHIBIT B8
EVALUATION

"Job Search"

I. Please rate the following aspects of the program as to their helpfulness in assisting you in developing a job search strategy.

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<tbody>
<tr>
<td>1. Goal Statements</td>
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<td>2. Personal Contract</td>
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<td>3. Job Search Strategies Exercise</td>
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<td>4. Gathering Information on the Job Market</td>
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<td>5. Contacting Employers Exercise</td>
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<td>6. Systematic Targeting</td>
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<td>7. Content of a Resume Exercise</td>
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<td>8. Resume Writing</td>
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<td>9. Writing Cover Letters</td>
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<td>10. Writing Letters of Application</td>
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<td>11. Getting References</td>
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<td>12. Using the Telephone Effectively Exercise</td>
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<tr>
<td>13. Mock Interviews using the Video Tape</td>
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<td>14. Critique of the Interview Training</td>
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<tr>
<td>15. Go Hire Yourself An Employer</td>
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</table>
II. Homework Assignments - Please rate your reactions to the out of class assignments that you were asked to complete. Check the statements you agree with.

A. _____ There was too much homework.
B. _____ There was too little homework.
C. _____ The homework was meaningless (it did not help assist me in developing a job search strategy).
D. _____ The homework helped me formulate conclusions about my job search strategy.

III. General Comments - If you have no response, leave a blank.

1. If the total program was not helpful and was a waste of time in clarifying your job search objectives, please indicate such.

2. If there were parts that were not helpful in assisting you in developing an effective job search strategy, please indicate those parts.

3. Please indicate which part of the program you thought to be most helpful.

4. Please indicate which part of the program was least helpful.

5. Please indicate any part of the program you would modify.
If you would like to follow up what you have started in the Job Search Program, or if you feel you need further assistance in developing an effective job search strategy, please feel free to make an individual appointment with your instructor or any other member of the Counselling Centre Staff.

THANK YOU FOR YOUR COOPERATION.
APPENDIX C

CAREER DEVELOPMENT PROGRAM

QUESTIONNAIRE
QUESTIONNAIRE

Name: ___________________________________ Student No.: __________

Age: ___________________________ Sex: Male ________ Female ________

Home Town: ____________________________________________

Year at University: 1 __; 2 __; 3 __; 4 __; 5 or more __________

Indicate your Division: Junior Division ____________________________

Senior Division ____________________________

Graduate Studies ____________________________

If you are in the Senior Division, indicate below the faculty you are presently enrolled in; if you are in the Junior Division, indicate the faculty you intend to enroll in:

_____ Arts    _____ Physical Educ.    _____ Business

_____ Science    _____ Medicine    _____ Social Work

_____ Education    _____ Nursing    _____ Engineering

& App. Sci.

If you are in the Senior Division, what subject are you majoring in?

__________________________________________________________________________

The following statements are about different aspects of the career planning process. Please rate how sure you feel about your knowledge of these various aspects. Circle the appropriate response.
1. I know what occupation I want to enter. 1 2 3 4
2. I know the steps in developing a good Career Plan. 1 2 3 4
3. I know my values - those qualities of life that are important to me and those objectives that a job must allow me to achieve. 1 2 3 4
4. I know how to clarify my values. 1 2 3 4
5. I know the kinds of occupations that would allow me to satisfy my values. 1 2 3 4
6. I know my interests - those activities and courses that I enjoy or might enjoy, as well as those I don't enjoy or might not enjoy. 1 2 3 4
7. I know how to clarify what my interests are. 1 2 3 4
8. I know the kinds of occupations that would allow me to satisfy my interests. 1 2 3 4
9. I know my academic and intellectual abilities - those courses, etc., I do well in, and those I don't do well in. 1 2 3 4
10. I know how to assess my academic and intellectual abilities. 1 2 3 4
11. I know my personal/social abilities - my capabilities in dealing with people in various situations. 1 2 3 4
12. I know how to assess my personal/social abilities. 1 2 3 4
13. I know how to further develop the abilities necessary for the occupations I am considering.

14. I know the kinds of occupations that would allow me to take advantage of my abilities.

15. I know the range of occupational opportunities available to me.

16. I know how to find information about occupations.

17. I know the range of educational opportunities available to me in this province and elsewhere.

18. I know how to find information about different universities and other post-secondary school programs.

19. I know how to make decisions about what the right occupation for me is.

20. I know the kind of occupations to which the different university programs lead.

21. I know how to apply decision making steps to occupational and educational events in my life.

The following statements about different aspects of the job search process. Please rate how sure you feel about your knowledge of these various aspects.
1. I know what I am looking for in a job, i.e., those satisfactions I would like to provide for me; those skills and abilities I would like to use; and those activities I would enjoy doing.

2. I know how to determine what I am looking for in a job, i.e., those satisfactions I would most like it to provide for me; those skills and abilities I would enjoy doing.

3. I know of the kinds of jobs that are available that will provide me with what I am looking for.

4. I know how to formulate an effective step by step approach in finding a job.

5. I know how to find and use various resources that can assist me in finding a job.

6. I know how to prepare an effective resume, i.e., a clear and concise summary of my qualifications and experiences.

7. I know the proper method of completing a job application form.

8. I know the proper use of follow-up letters.

9. I know how to obtain the letters of references that will be of most value to me in getting the job I want.
10. I know how to use the telephone effectively in searching for a job.

11. I know how to present myself effectively for a variety of positions in job interviews.

12. I know how to present what I am looking for in a job, such as those satisfactions I would like it to provide for me; those skills and abilities I would most like to use; and those activities I enjoy doing.

13. I know how to handle sensitive questions in an interview, such as lack of training, lack of experience, physical disability, etc.

The following statements concerning confidence in your ability to be a good job-hunter. Rate yourself on the scale provided.

1. I feel confident that I know what I am looking for in a job.

2. I feel confident that I have an effective job search strategy.

3. I feel confident that I know how to effectively present myself in a job interview.
4. I feel confident that I know how to present myself effectively in written correspondence with an employer, such as resumes, letters of application, etc.
APPENDIX D

CAREER DEVELOPMENT PROGRAM

EVALUATIONS
EVALUATION A
PLANNING YOUR CAREER

I. Please rate the following aspects of the program as to their helpfulness in clarifying your career objectives.

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II. Homework Assignment - Please rate your reactions to the out of class assignments that you were asked to complete. Check the statements you agree with.

A. _____ There was too much homework.
B. _____ There was too little homework.
C. _____ The homework as meaningless (it did not help clarify any of my career plans).
D. _____ The homework helped me formulate conclusions about myself.

III. General Comments - If you have no response, leave blank.

1. If the total program was not helpful and was a waste of time in clarifying your career objective, please indicate such.

2. If there were parts that were not helpful in clarifying your career objectives, please indicate those parts.

3. Please indicate which part of the program you thought to be most helpful.

4. Please indicate which part of the program was least helpful in clarifying your career objectives.

5. Please indicate any part of the program you would modify.
If you would like to follow up what you have started in the Career Planning Program, or if you feel you need further assistance in choosing your career or your program of studies, please feel free to make an individual appointment with your instructor or any other member of the Counselling Centre staff.

THANK YOU FOR YOUR COOPERATION.
EVALUATION B

JOB SEARCH

1. Please rate the following aspects of the program as to their helpfulness in assisting you in developing a job search strategy.

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A. _____ There was too much homework.
B. _____ There was too little homework.
C. _____ The homework was meaningless (it did not help assist me in developing a job search strategy).
D. _____ The homework helped me formulate conclusions about my job search strategy.

III. General Comments - If you have no response, leave a blank.

1. If the total program was not helpful and was a waste of time in clarifying your job search objectives, please indicate such.

2. If there were parts that were not helpful in assisting you in developing an effective job search strategy, please indicate those parts.

3. Please indicate which part of the program you thought to be most helpful.

4. Please indicate which part of the program was least helpful.

5. Please indicate any part of the program you would modify.
If you would like to follow up what you have started in the Job Search Program, or if you feel you need further assistance in developing an effective job search strategy, please feel free to make an individual appointment with your instructor or any other member of the Counselling Centre Staff.

THANK YOU FOR YOUR COOPERATION.
EVALUATION C
CAREER DEVELOPMENT PROGRAM

I. Please rate the following aspects of the program as to their helpfulness in:

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C. _____ The homework was meaningless (it did not help me clarify my career plans nor assist me in developing a job search strategy).
D. The homework helped me formulate conclusions about myself and my job search strategy.

III. General Comments - If you have no response, leave a blank.

1. If the total program was not helpful and was a waste of time in clarifying your job career objectives and job search objectives, please indicate such.

2. If there were parts that were not helpful in clarifying your career objectives or assisting you in developing an effective job search strategy, please indicate those parts.

3. Please indicate which part of the program was most helpful.

4. Please indicate which part of the program was least helpful.

5. Please indicate any part of the program you would modify.

If you would like to follow up what you have started in the Career Development Program, or if you feel you need further assistance in developing an effective career development program, please feel free to make an individual appointment with your instructor or any other member of the Counselling Centre Staff.

THANK YOU FOR YOUR COOPERATION.
APPENDIX E

CAREER DEVELOPMENT

PRE-TEST AND POST-TEST SCORES
## PRE-TEST AND POST-TEST SCORES

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PRE-TEST AND POST-TEST SCORES

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APPENDIX F

RESULTS OF EVALUATIONS

GROUPS I, II, III
EXPERIMENTAL GROUP I

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3 = Helpful                    C = Homework was
4 = Very Helpful                Meaningless
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CODE

Part I  1 = Not Very Helpful
        2 = Not Helpful
        3 = Helpful
        4 = Very Helpful

Part II A = Too Much Homework
           B = Too Little Homework
           C = Homework was Meaningless
           D = Homework Helpful
### EXPERIMENTAL GROUP III

#### RESULTS OF EVALUATION C

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EXPERIMENTAL GROUP III
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**CODE**

Part I  1 = Not Very Helpful  Part II A = Too Much Homework
          2 = Not Helpful          B = Too Little Homework
          3 = Helpful             C = Homework was
          4 = Very Helpful        Meaningless
                         D = Homework Helpful
APPENDIX G

C.D.P. SAMPLE ADVERTISING SIGN
Don't know what you want to major in?
Not sure whether your major will help you get a job?
Unsure of what kinds of career opportunities there are for you?
Dissatisfied with the university, but don't know where else to go, or what else to do?
Is your program of studies leading to the kind of job and the life you want?
Do you know where to go find a job or who is hiring?
How do you go about looking for a job? Can you improve your chances for employment?
Want to talk about and explore your career plans?

If any of these questions are matters that concern you, then we recommend that you consider attending -

**Career Development Program**

This is a series of one-hour long sessions which will help you work on the following important issues in your career development.

1. Knowing what your values, interests, and abilities are and how they relate to career choice.
2. Knowing what kinds of careers are available that suit you, what they involve, and how to get into them.
3. Being able to make the right decisions about the career and educational program for you.
4. How to go about getting the right job: developing a job strategy, resume writing, and interviewing.

**IF YOU WANT TO RESOLVE THESE QUESTIONS FOR YOURSELF, WHY NOT ENQUIRE ABOUT THE CAREER DEVELOPMENT PROGRAM!**

**SESSIONS BEGIN THE THIRD WEEK IN SEPTEMBER.**

**DROP IN TO THE COUNSELLING CENTRE IN T6-10 OR S390.**