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Community Involvement in Career Guidance: A Manual for Counselor Training

Charles W. Ryan Ph.D.

Maine Occupational Information Coordinating Committee

Career Information Delivery System

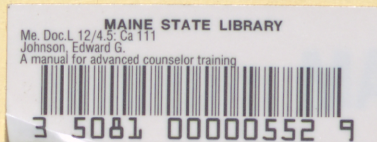
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CAREER GUIDANCE SKILLS

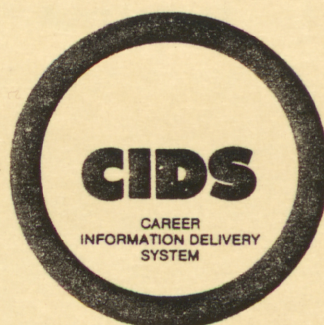
A

Manual

For Advanced

Counselor

Training



The Maine Occupational Information Coordinating Committee
Research and Development Series No. C/83
Station #71, Augusta, Maine 04333

A

Manual for Advanced Counselor Training
Career Guidance Skills

by

Edward G. Johnson, Ed.D.

Michael A. Shannon, Ed.D.

April 1983

Prepared for

The Maine Occupational Information

Coordinating Committee

Research and Development Series No. C/83

Station #71 Augusta, Maine 04333

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ADVANCED CAREER GUIDANCE SKILLS FOR COUNSELORS

It is extremely important that counselors develop and extend career guidance skills that will enable them to provide services to diverse and complex populations. The purpose of the following two units is to suggest strategies and approaches that would permit counselors to extend traditional counseling services to a wider group of constituents.

The material presented in Unit 1 provides a variety of ideas and strategies for introducing perspective clients to career opportunities in the military services. While not always acceptable to some, it is important that clients be introduced to potential opportunities for career advancement and development through the United States Military Services. In Unit 2 counselors will find material that deals with career guidance testing and applications of test data.

The concepts presented suggest that future trends in the area of career guidance will require counselors to work with more diverse populations and to extend their collaborative networks to include joint activities with CETA counselors, rehabilitation counselors, manpower counselors, and others that are using the title and who work in a variety of diverse settings. The national need for career guidance exceeds its present availability and it is imperative that professional counselors develop comprehensive career guidance programs that include other practitioners. In delivering comprehensive

career guidance it is imperative that counselors develop greater skill in dealing with clients from a variety of backgrounds, value systems, cultural traditions, modeling experiences, and different skill levels. In the future, we will be required to deal with both the young and the old, members of both sexes and the special needs groups that exist in our society.

Edward G. Johnson

Michael A. Shannon

April 1983

Unit 1: Educational and Career Opportunities in the Military Services

INTRODUCTION

The military services provide many career and educational opportunities which both male and female high school students need to know about as part of their career development. The United States moved into an all-volunteer military force in July of 1973 and as Lafreniere (1975) points out, "The All-Volunteer Force represents one of many alternative employment opportunities for youth."

It is the purpose of this unit, 1) to look at some of the issues related to counseling with students about educational and career opportunities in the military services and to build a rationale for delivering such information, 2) to identify ways in which school counselors might become better informed about opportunities for students in the military services, and 3) to present some ideas counselors might consider using in the process of providing career information about opportunities in the military to high school students.

Rationale for Providing Information about Career and Education Opportunities in the Military Services to High School Students

Who has the responsibility for providing information on educational and career opportunities in the schools? If one answers, "the school counselor," then to avoid providing information about such opportunities in the military service would be unfortunate, "as one of the largest training institutions and employers in the U.S. today the Armed Services must be included in the career education movement." (Lafreniere, 1975).

This in no way suggests that the counselor doesn't have a monitoring role to play in terms of the information provided to students by guests in the school, whether they be representatives of civilian or military institutions. The monitoring role also suggests that the counselor is sufficiently well-informed in order to conduct assessment procedures to evaluate the educational and career information made available to students.

In the introduction to Improved Career Decision-Making Through the Use of Labor Market Information (ICDM) an historical review of vocational guidance is presented, including a discussion of the changes which have occurred in the concept since the time of Parsons. In this section the authors also cite the conflicting views regarding "what career guidance and counseling is and what it should be" as identified by Super (1974). These conflicting points of view are listed below:

- 1) Is guidance to be for manpower utilization or for individual development?
- 2) Is guidance to be for occupational choice or for career development?
- 3) Is guidance to consist of information dissemination or of counseling?
- 4) Is guidance to be a service of laymen or for professional counselors?

The answer a counselor gives to the question regarding what career guidance and counseling should be, will determine at least in part the type of program developed for his/her particular school. The answer proposed by the ICDM authors is as follows: "Our main focus is on helping individuals with their overall career development. Occupational and labor market information

is a crucial component in the process of helping individuals become as fully informed as possible about their occupational and job options. With accurate and timely information, when clients make decisions they are informed." Further the authors state:

Our task is one of empowering those we serve to become all they can become. Our task is one of providing young people and adults with the knowledge and skills to know themselves, to develop effective interpersonal relations, to develop career planning and decision-making skills, and to understand their current and potential life roles.

The ICDM Manual notes the research findings as reported by Borow in Career and Labor Market Information: Key to Improved Decision-Making by Drier and Pfister, editors (1980). The six research findings listed below support the need for occupational information:

- 1) Numerous studies conclude that the occupational information which students have is sharply limited and of doubtful accuracy.
- 2) Students often possess stereotyped conceptions of their preferred occupations. The power of such stereotypes to shape plans and choices, not necessarily in an appropriate way, is clear.
- 3) Students frequently fail to understand the steps they must take to qualify for their preferred or chosen occupational fields. Their educational aspirations often fail to match their occupational aspirations.
- 4) The educational-vocational planning activities of high school students are often characterized by short-term considerations. They may be able to state the next step in the plan but fail to understand the long-range planning process.
- 5) Vocational indecision is widespread among high school and community college students. In many cases, the indecision is matched by a lack of planfulness. Such students either lack commitment to the idea that they should be developing a plan for educational-vocational life or do not know how to begin the development of such a plan. Many of them seem fatalistic about what

the future portends. They appear not to have learned that it is possible to shape their own career histories to some degree by establishing and implementing rational plans based on sound information and a discriminating use of resources.

- 6) Students frequently lack a sophisticated understanding of the work ethics and the rules and expectations, both formal and informal, which govern the work place, such as where and how to seek employment, how to adapt to the first full-time job, how to relate to co-workers and superiors, and how the reward system works. One obvious implication of this knowledge deficit is that students need not only to learn about occupations but also about the work place as a social system.

While the ICDM Manual does not refer to employment practices in the military as part of the local, state and national labor market picture the points of view they propose in the previous paragraphs are just as applicable to the need for information about career and educational opportunities in the military services as they are for information about any other opportunities.

The issue of military recruiters in the schools and their roles and responsibilities continues to generate concern on the part of a number of school counselors. In fact, a lead article in the May 27, 1982 issue of the APGA Guidepost entitled "Guidelines Delineate Counselor, Recruiter Roles," addresses this situation. As a result of a study conducted by the American School Counselors Association (ASCA), a position paper was produced "offering guidelines for the two groups." This paper was developed "because there was some confusion in school counselors' minds over how to deal with the military." The full

position paper will be available in a forthcoming issue of the ASCA Newsletter. In the meantime the article "ASCA Sets Guidelines" provides a summary of some of the key points in the position paper. The key issues identified in the article concern:

1. Access to students in the school building during school time
2. Release of lists of students' names and addresses
3. Administration and use of the Armed Services Vocational Aptitude Battery (ASVAB)

The establishment of a policy, or plan, by the local school should go a long way in protecting the rights of the individual students as well as providing better orientation to the educational and career opportunities afforded by the military services. It is my opinion that such a policy should be made available to every institution and agency which wishes to have contact with students individually and/or in groups, or through mail contact, whether civilian or military.

Procedures for Helping School Counselors Become Better Informed about Career Educational Opportunities in the Military Services for High School Students

If school counselors are to provide, or make available, pertinent information about educational and career information opportunities in the military services it is imperative that they be well-informed about these opportunities. It is not enough to rely on personal experiences from World War II, the Korean or Vietnam conflicts, or even recent service in one branch of the military. While having had military experience can prove valuable for a counselor, relying on past experiences to provide career and educational information to present day students is fraught with danger. Nor is it possible to "pick-up" sufficient information from a recruiter as she/he visits the school, or when military personnel make a brief presentation at a professional meeting. To be well informed about opportunities in the military, counselors need in-depth training in this area plus frequent up-dating to keep abreast of the changing opportunities.

Listed below are some ideas for preparation of counselors, a few of which are expanded on in more detail:

1. A course on career and educational opportunities in the military offered by UMO and/or USM.
2. In-service workshops on the topic by UMO and/or USM
3. Workshops on the topic established by MePGA or divisional units of MePGA
4. Workshops established by interested counselors in centrally located areas such as Bangor-Brewer, Lewiston-Auburn, Presque Isle-Ft. Fairfield, Portland-South Portland, etc.

Lafreniere (1975) developed a list of objectives for a training program which might be covered in a military orientation

course. The eleven general objectives he proposed are listed below. In the HO: 1-1 are listed the same objectives, along with performance-based sub-objectives.

- I. The students will understand the implications of the All-Volunteer Force.
- II. The students will demonstrate a knowledge of career counseling as related to military service.
- III. The student will understand enlisted programs in various services.
- IV. The student will understand enlistment options.
- V. The student will understand programs in various services leading to officer commissions.
- VI. The student will demonstrate a knowledge of the various service academies.
- VII. The student will understand flight training programs.
- VIII. The student will understand the training opportunities in the health occupations.
- IX. The student will be aware of lifestyles in the military.
- X. The student will demonstrate a knowledge of veteran's benefits.
- XI. The student will demonstrate a knowledge of legal rights and resources of servicemen.

The format for a course to aid in the upgrading of skills for counselors has been developed under the auspices of the Department of Defense by Cox and Zerface entitled Military Career Awareness Course for Educators (MILCASE). The MILCASE textbook for the course includes the following chapter topics:

- Chapter 1: History and Mission
- Chapter 2: Career Opportunities and Recruiting and Testing
- Chapter 3: Pay and Benefits
- Chapter 4: Educational Opportunities
- Chapter 5: Basic Training and Career Progression
- Chapter 6: Officer Components
- Chapter 7: Enlistment Programs

A military career orientation "course," or in-service training, is not a one-time experience but needs to take place over a period of time. Various institutions of higher education offer such courses and listed below is a sample, with some ideas of the amount of time devoted to the orientation:

Arizona State University - each afternoon for two weeks,
plus a one week field trip to various training sites
Kent State University - three days
University of Missouri at Kansas City - 2 1/2 hours once
a week for 8 weeks plus a 3 day flight and field
trip
Iowa State University - 3 one-hour classes, 1-three hour
class, and 1-three hour workshop
Brigham Young University - 2 hour sessions once a week
for 14 weeks plus an optional field experience seminar
Shippensburg State College - 4 1/2 consecutive days
University of Delaware - 2 3/4 hour classes once a week
for 8 weeks plus a four day field seminar.

A proposed plan has been developed by the UMO Counselor Education staff for a course entitled "Educational and Career Opportunities in the Military Services" patterned after the program at the University of Delaware and the proposal by Lafreniere (1975). It includes the following aspects:

- Session 1: Introduction and Overview of Implications for the School Guidance Program
- Session 2: Overview of Career Counseling as Related to Service in the Military
- Session 3: Non-degree Programs in the Air-Force, Army, Marine Corps, Coast Guard, National Guard, and the Navy
- Session 4: Enlistment Options: strategies and the Armed Services Vocational Aptitude Battery (ASVAB)
- Session 5: Programs Leading to Officer Commissions
- Session 6: The Service Academies
- Session 7: Flight Training and Medical Programs
- Session 8: Mid-term Objective Examination
- Session 9: Life Style in the Military
- Session 10: Legal Rights and Veteran's Benefits
- Session 11: Public Health Service and Coast and Geodetic Service
- Session 12: Ethical Issues

Session 13: Course Summary with Questions and Answer Period Involving Representatives from all branches of the service

Session 14: Final Examination on Material Covered in the Textbook, Assigned Readings, and Class Sessions.

Each of the above sessions would last approximately two and one-half hours followed by an optional three-day field seminar at military installations. The organizational plan is sufficiently flexible so that the course might meet 7 days instead of 14, or it could be extended over a longer period of time, e.g. one meeting per month, if this was more in line with the needs of those attending.

Some Ideas for Providing Information about Career and Educational Opportunities in the Military Services to High School Students

The actual delivery of information on military service opportunities is similar to that engaged in while delivering information about any other aspect of educational or career opportunities. Obviously, the nature of the resources regarding the military services are specialized and need to be acquired, but these are generally available from the military representatives, including information about the ASVAB. No attempt is made to list the available material in this unit. However, it is recommended that a section of the Career Resource Center, or career library be reserved for information on educational and career opportunities in the military services.

In the chapter entitled "The Counselor's Use of Information" from An Introduction to Guidance, Tolbert (1982) identifies three types of information: 1) Occupations, 2) Educational

and Training Opportunities, and 3) Personal-Social Information. Listed below are the topics Tolbert includes in each of the first two sources of information. While the author in noting these types of information is not making specific reference to military training and careers, if a counselor subscribes to the items listed under the categories it then becomes obvious to expect the counselor to personally be informed about them as they relate to military opportunities as well as other opportunities.

TYPES OF INFORMATION

To give you an overview of what is meant by information, the following listing is presented:

Occupations

- What one does in the occupation.
- Requirements for employment (including training, education, experience, and psychological and physical factors).
- Remuneration (including fringe benefits).
- The relation of school subjects to the occupation.
- How to locate jobs, how to apply, and how to participate in employment interviews.
- Trends in the occupation, particularly numbers of persons needed compared with the number being prepared.
- Opportunities for advancement.
- Relations among occupations and groupings of similar occupations.
- The life-styles that go with occupations (the social climate, the sociological characteristics of the work setting, the life and career patterns of workers)
- Local full-time and part-time opportunities.
- Legislation related to special groups.

Educational and Training Opportunities

- Data about programs, entrance requirements, costs, housing, and degrees or certificates.
- Relation of training and education to occupations
- Information about financial assistance, e.g., scholarships, fellowships, loans, and part-time work.
- Characteristics of students in the institution.

- Climate of institutions, particularly colleges and universities (academic, professional, social).
- Information about value derived from various educational or training programs (cultural values, occupational preparation, etc.)
- Legislation related to special groups.

There are a number of factors the school counselor must address in delivering the information service. Tolbert (1982) has identified some of these factors in the "Issues and Problems" section of "The Counselor's Use of Information" chapter.

His concerns include:

1. Bias in Information
2. Monitoring Use of Information
3. Counselor's Role
4. Relating Types of Information
5. Information Media

It is highly recommended that the information on these factors be considered by all school counselors irrespective of whether the information to be delivered is concerned with military or civilian information. It may be found on pages 254-262 of An Introduction to Guidance by E.L. Tolbert (1982).

One aspect related to counseling about military opportunities with school students is the matter of placement. There appears to be little controversy about this matter when it comes to college placement and the role of the counselor, but an issue appears when military service placement is discussed. Tolbert (1982) quotes Campbell, et. al. (1973) noting that "placement has had a checkered past but is emerging as an important school service, particularly in career education." He further indicates, "The information service has a responsibility to help individuals to learn about occupations, make decisions, and develop ways to

implement them. It ties in with both educational and occupational placement." Since Tolbert's position on placement is so clearly defined a portion of it has been reproduced and noted below:

Placement in any setting includes, or should include more than pointing the individual toward an educational occupational, or leisure opportunity. Preparation is essential particularly for getting a job, but competencies for effective approaches to many, if not all, new experiences in the areas of work, education, and leisure have to be learned. In educational or leisure searches, much of the attention needs to be given to identifying suitable opportunities and selecting those that come closest to meeting needs. For job specific skills that are helpful in the process have been identified and can be taught (Galassia and Galassi 1978; Wegmann 1979). There is a trend toward providing these skill-building programs in schools, colleges, and agencies -- for example, preparing resumes, and practicing interview behavior.

If the position stated above is accepted as a valid role for the school counselor to perform, then the application to career and educational information regarding opportunities in the military services becomes obvious - it is a normal part of the school's career guidance program.

It is possible that student field trips could be made to a number of military bases and arrangements for these trips are arranged through a local representative of the services. Another form of information about the services may be acquired by inviting former students who happen to be home on leave from the military service to speak with students about their experiences in the service.

In order to avoid competition among services for times in the school, and to establish a policy regarding the role

of military representatives in the school it is recommended that the school establish an advisory committee which would meet intermittently throughout the school year. This committee would not only include representatives from the military services and the school counselor but would also include members of the school staff and representatives from local community.

Effective career counseling requires individuals to look at all aspects of various opportunities, both the good and the bad. The same is true when considering military service opportunities. Lafreniere (1975a) points out that, "The services acknowledge that proper counseling includes both the good and the bad points of military service."

The role of the counselor in career development work with students is not to act as the representative of any particular institution. This point is reinforced by Lafreniere (1975a) in discussing the public perception of the military service, the opportunities for training and education in it, and the need for counselors to provide information about the military to students when he says, "This is not a call for counselors to act as recruiters, but merely to help the individual select the appropriate career, whether civilian or military, in line with his (her) interests, abilities and aptitudes."

An example of a procedure school counselors might find interesting for students to do would be to have the students

take the 15 career clusters and place the various military service specialities into each of the clusters. In order to demonstrate the relationship of the specialties to civilian life the students could then place similar civilian jobs in the clusters and compare the overlap with the educational and career opportunities offered by the military services. Another approach to providing students information about opportunities through the military services would be to take the D.O.T. numbers which relate to "people, data, and things" and place the military careers into these categories after reading descriptions of each career. The key point in delivering any information system is to get student involvement. It is not enough to have the information available - it must be used. Getting student input through their involvement is the best method for making sure the information gets used.

Many secondary schools in Maine have access to a GIS (Guidance Information Systems) computer terminal. This system has a number of files (banks) of information, one of which is the "Armed Services Occupational Information File" (ASOC). This file is described in The Guidance Information System Guide, 1981, (pp. 25-28). The file lists 113 Armed Services Occupations and it is possible to get a print-out, or a visual display, on each of the occupations. A general description is provided which also includes information on military training, as well as lists of related military and civilian occupations. The information in the ASOC file does not include information about

careers in the military services which are staffed by officers. typical of the information provided on the 113 occupations is the sample on page 26 of the Guide for an "Accounting Clerk."

If a locally designed career education program has been developed and in operation since the early elementary school level, when students enter high school they will be ready for more detailed information and experiential opportunities. However, it cannot be assumed that this has been the case. Just as the same school subjects are offered year after year e.g., social studies, based on the level of understanding the student has of the concepts, the same is true of career information provided by the guidance services. Career and educational information is not provided as a single event but is introduced in progressively more detailed manner as the student's career maturity increases.

Regarding military service information, the simple plan below follows the developmental concepts outlined above. Obviously each school would develop its own plan of delivery:

- 9th grade: Group guidance activities utilizing the 15 career clusters and their application to the careers offered through the military services. Use of the ASOC file in the GIS
- 10th grade: Group guidance combined with field experiences-job shadowing, etc.
- 11th grade: the administration of the ASVAB (voluntarily) with interpretation of the results, plus group guidance discussions of information regarding educational and career opportunities in the services.

12th grade: Group guidance use of books, pamphlets, visual aids, etc. regarding the services. General presentations by representatives of the services, plus individual meetings with representatives of the services.

The above format is based on the assumption that individual counseling with the school counselor has been conducted as requested and that a school policy has been adopted regarding the role of representatives from outside institutions and agencies.

While the ICDM Manual does not refer to occupational information related to the military services the Manual does provide many exercises which are adaptable to the establishment of an informational delivery system which would provide this service. Particularly pertinent is Unit 4 on "Assessing Client Needs" and Unit 8 on "ICDM Counselor Action Plan."

The ideas presented in this section of the unit are only suggestions and each counselor will need to establish his/her own plans to coincide with the needs of the local school and community.

Unit Resources:

A. Handout materials:

HO: 1-1 A Graduate Course for Counselors in Military
Career Awareness

B. Curriculum - sample copies of ICDM materials.

Suggested time for Unit 1 - 2 hours

HO: 1-1

A Graduate Course for Counselors in Military Career Awareness

The following are course objectives with unit and sub-objectives included:

- I. The students will understand the implications of the All-Volunteer Force.
 - A. The students will understand the mission of the Armed Forces.
 1. The students will appreciate the historical perspective.
 2. The students will be able to identify the differences between active and reserve programs.
 3. The students will understand legislation regarding the status of the Selective Service.
 - B. The student will understand the implications for the school Guidance Program.
 - C. The students will be aware of ethical considerations for school counselors.
- II. The students will demonstrate a knowledge of career counseling as related to military service.
 - A. The student will be aware of the counselors responsibility to students, parents, and the school.
 - B. The student will acknowledge the military service as a post high school educational opportunity.
 1. The student will be aware of opportunities and limitations in conversion to civilian-related occupations.
 - C. The student will be aware of financial aid available for College and Professional Schools.
 - D. The student will demonstrate a knowledge of service schools.
 - E. The student will identify opportunities for women.
 - F. The student will be aware of the emphasis on a high school diploma.

- III. The student will understand enlisted programs in the various services.
 - A. The student will be able to identify regular enlisted programs.
 - B. The student will be able to identify reserve enlisted programs.
 - C. The student will be able to identify National Guards enlisted programs.
 - D. The student will understand the comparisons and differences in the above.
 - E. The student will be aware of military pay scales.
- IV. The student will understand enlistment options.
 - A. The student will understand the development of the Armed Services Vocational Aptitude Battery (ASVAB).
 - B. The student will demonstrate a knowledge of counseling technique with the ASVAB.
 - C. The student will be aware of the military uses of the ASVAB.
- V. The student will understand programs in various services leading to officer commissions.
 - A. The student will understand the rights and obligations of those assigned to Officer Candidates Service Schools.
 - B. The student will demonstrate a knowledge of requirements and application procedures to ROTC programs.
 - C. The student will demonstrate a knowledge of tuition assistance and degree completion programs in the various services.
 - D. The student will understand the concept of direct commissioning.
- VI. The student will demonstrate a knowledge of the various service academies.
 - A. The student will understand the mission and objectives of the academies.
 - B. The student will be aware of the motivation required.

- C. The student will be aware of the admissions standards.
- D. The student will be aware of the source of appointments.
- E. The student will demonstrate a knowledge of the programs of study.
- F. The student will be aware of lifestyles and student activities at the academies.
- G. The student will be able to identify the local academy liaison personnel.

VII. The student will understand flight training programs.

- A. The student will be aware of the opportunities in flight training.
- B. The student will understand the requirements of flight training.
- C. The student will know the difference of various flight specializations.
- D. The student will understand the duty assignment plan.

VIII. The student will understand the training opportunities in the health occupations.

- A. The student will understand the training opportunities for physicians.
- B. The student will understand the training opportunities for dentists.
- C. The student will understand the training opportunities for nurses.
- D. The student will understand the training opportunities in the allied medical specialities.
- E. The student will be aware of the admission requirements in the health fields.
- F. The student will understand the direct enlistment and commissioning in the health fields.
- G. The student will understand the duty assignment plan.

IX. The student will be aware of lifestyles in the military.

A. The student will understand the working conditions in the military.

1. The student will demonstrate a knowledge of supervisory relationships.

2. The student will demonstrate a knowledge of career progression patterns.

B. The student will be aware of off-duty activities.

C. The student will be aware of housing conditions for single and married personnel.

D. The student will understand transfer policy and practices.

E. The student will be aware of overall morale factors.

X. The student will demonstrate a knowledge of veteran's benefits.

A. The student will understand veteran's benefits authorized to career services personnel.

B. The student will be aware of short-term enlistment benefits.

C. The student will be aware of the rights and access to legal counsel.

XI. The student will demonstrate a knowledge of legal rights and resources of servicemen.

A. The student will understand the serviceman's rights and resources in the U.S.

B. The student will understand the serviceman's rights and resources in a foreign territory.

C. The student will understand the service law and court system.

D. The student will understand the role of the American Civil Liberties Union.

E. The student will be aware of various types of discharges and their implications.

UNIT 2: Career Assessment Materials - Some Next Steps

An important facet of many career guidance programs in various school settings is the assessment of career development patterns and interests of students. Recent developments in this area present school guidance staff with a broad number of instruments. In addition to the great numbers of instruments that are available, staff members must also choose which patterns and interests they wish to assess. Following the selection of instrumentation, plans must be made for proper space and time for learners to complete the various forms and booklets. The usual outcome is some sort of profile or summary sheet that offers a short description of the manifestation of the traits assessed in each student. Also some publishers of assessment materials will give data for the development of local norms and class breakdowns. A rather common practice is to interpret the results for those who have completed the instrument and offer a few suggestions for further research on self and careers.

This, it may be noted, is a rather biased presentation of the use of assessment materials in career guidance settings. It has been offered to make the following points.

1. There are many career assessment instruments available for school counselors to use in their work. Some have found it difficult to select instruments that are most pertinent to their setting, their learner population, and their abilities to effectively use such materials.
2. Interpretations of instruments offered to learners, at times, does not offer the full richness of the obtained results. Thus a student may only get a practical insight into self and the world of work.

3. A concern of persons responsible for the collection and dissemination of career information in Maine is that learners tend to receive less than adequate assistance in using career assessment results as a "jumping-off" point. There does not appear to be a rational application of assessment instrumentation results to procedures for accessing career information.
4. An additional concern relates to the amount of career information appearing on the market. School counselors, especially, are burdened with so many tasks in their jobs that it is difficult to keep up with recent developments. It may be wise for these persons to trust the judgement of others whose labor is the development of comprehensive career guidance materials, and is accountable to education officials at the state level.

The intention of this unit is to address each of the four points outlined above. The audience, persons responsible for helping others make career and life decisions, participating in this process will be afforded the opportunity to look deeper into the relationship of career development theory in career guidance programs, learn more about interpretation of selected career assessment instruments, and receive information as to how learners may access career information materials using their assessment results. This unit closes with a brief overview of materials available from the Maine Occupational Information Coordinating Committee that have been developed for use with the Maine Career Information Delivery System.

Lesson 1: Career Development Theory and Career Guidance Programs

Persons who have passed through counselor preparation programs usually possess an acquaintance with the more salient career development theories. For the purpose of this module, career development theories have been placed into eight broad categories. Handout 2-1 describes the major assumptions of each category and offers a few implications for career guidance programs. Persons intending to offer this lesson to preservice or inservice career counselors are advised to consult with texts on career development theory. A few suggested texts are listed below:

- CRITES, John O. Career Counseling: Models, Methods, and Materials. New York; McGraw-Hill Book Company, 1981.
- HERR, Edwin L. & Cramer, Stanley H. Career Guidance Through the Life Span: Systematic Approaches. Boston; Little, Brown and Company, 1979.
- HOLLAND, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, NJ; Prentice-Hall, 1973.
- OSIPOW, S.H. Theories of Career Development. New York; Appleton-Century-Crofts, 1973.
- SREBALUS, David J., MARINELLI, Robert P., & MESSING, Jeffery K. Career Development: Concepts and Procedures. Brooks/Cole Publishing Company; Monterey, CA, 1982.
- ZUNKER, Vernon G. Career Counseling: Applied Concepts of Life Planning. Brooks/Cole Publishing Company; Monterey, CA, 1981.

The goal of this lesson is to enhance counselors' awareness of career development theory as a means for selecting learning activities in a career guidance program and as a means for understanding the needs of individual learners. This is based upon the premise that all participants possess a conversational awareness of career development theory. As such, the presenter

of this lesson can offer a brief review of the eight theoretical groups and then proceed on to applications of the theories.

SUGGESTED LEARNING ACTIVITIES INCLUDE:

1. The first objective is to review the following eight career development theory categories:

- | | |
|--------------------|--------------------|
| A. Accidental | E. Economic |
| B. Trait-Factor | F. Social-Learning |
| C. Developmental | G. Sociological |
| D. Decision-Making | H. Personality |

After reviewing the career development theories, use the following:

- A. Through group discussion develop a definition of each of the eight theory groups. Ask group members what they believe to be exemplary of each and then write the synthesized definition on newsprint.
- B. Seek offerings from the learners that would indicate how each of the categories are employed in their career guidance program. A suggested question to promote this activity is, "Current practices of my career guidance program that reflect _____ theory are.....?"
- C. To increase the applicability of each theory to the career guidance program that counselors administer the following question could be employed to stimulate further group brainstorming, "Activities that I could add to my career guidance program that are suggested by the _____ theory include.....?"

A second activity for this lesson is an extension of the first activity. The outcome of this activity is to compare the class-generated definitions of each category with those of HO:

2-1. Learning activities for this objective would involve:

- A. Distribute Handout 2-1.
- B. Compare the group definitions for each theoretical category with those outlined on the handout.

- C. Compare the activities discussed in learning activities two and three of the first objective for "best fit" in the categories in which they were placed. Revisions could be negotiated with the group.

3. The third activity calls for the learning facilitator to assess each learner's understanding of each of the eight categories through an informal measurement. The purpose for this activity is to gain a degree of certainty on the part of the facilitator that not only does each participant have an awareness of the theories but, that each can offer an indication of their ability to apply theory to practice. Included among the learning activities for this objective may be:

1. Ask each learner to select a number of the theories discussed, three to five of the eight would be an optimum number, and write a short career guidance activity unit that would include learning activities from each of the selected theories.
2. Request that each learner select a specified number of career theories and give reasons why they would use each theory in their work and then offer their reasons for not using each of the selected theories.

UNIT RESOURCES:

The materials needed for this lesson include sufficient copies of HO 2-1, newsprint and markers, and paper for participants use during evaluation. Also, as mentioned at the outset, the learning facilitator must have a rather thorough knowledge of the theories covered in the module.

Suggested time for Lesson, 1-2 hours

HO: 2-1

THE RELATIONSHIP OF CAREER DEVELOPMENT THEORIES
TO CAREER GUIDANCE PROGRAMS

Theory	Assumptions	Program Implications
Accidental	<p>People tend to pursue alternatives that are familiar to them</p> <p>People tend to delay making career decisions.</p> <p>People often choose available alternatives without considering their career plans.</p>	<p>Expose students to many alternatives.</p> <p>Help students to know and acquire the skills that enable them to exercise more control over their lives.</p>
Trait-Factor	<p>Individuals possess unique patterns of capabilities and potentialities; traits.</p> <p>A particular set of qualities is possessed by successful workers in each job family; factors.</p> <p>It is possible to predict the success of each individual in each job family or occupation.</p>	<p>Assess individuals' traits.</p> <p>Obtain lists of the factors necessary for success in each job.</p> <p>Match each individual with the right job.</p>
Developmental	<p>Vocational development occurs throughout life.</p> <p>Occupational choice is a series of decision, not just one.</p> <p>There are stages of vocational life.</p> <p>Individuals have different patterns of vocational development.</p> <p>Many factors influence occupational choice.</p>	<p>Provide guidance services at all ages.</p> <p>Develop materials and services for each level of vocational maturity.</p> <p>Do not restrict vocational guidance to career choice.</p>

Theory	Assumptions	Program Implications
Decision-Making	<p>Vocational selection is a rational process.</p> <p>This process includes:</p> <ul style="list-style-type: none"> a) a decision maker b) a decision c) alternatives d) evaluation of alternatives e) the selection of an alternative f) actions to implement the selection. <p>People are able to use information to make wise choices.</p>	<p>Teach students the decision-making process.</p> <p>Make information available to students.</p>
Economic	<p>People make rational decisions.</p> <p>Economic return is a major factor in vocational choice.</p> <p>Accurate information on cost, rewards, and risks is available.</p>	<p>Provide students with information on the economic outlook of various occupational fields, the rate of return of education or training, and sources of financial aid.</p> <p>Help students recognize that a college education does not assure a good job.</p>
Social-Learning	<p>Career Decisions are based on anticipations or predictions learned through a long series of interrelated events in a person's life.</p> <p>Human learning is cognitively mediated and under a person's control.</p>	<p>Help students understand the forces that influence their career choices.</p> <p>Help them expand the range of alternatives they consider.</p> <p>Help students learn career decision making skills and self-reinforcement so they may exercise control over their career development.</p>

Theory	Assumptions	Program Implications
Sociological	Vocational selection is a developmental process.	Begin career guidance in elementary grades.
	A person's background influences the choices he or she makes.	Expose students to more alternatives.
	A person's background may limit his or her perspective on alternative job choices.	Develop approaches to increase the options special student groups perceive.
		Help students learn career decision making skills so they may exercise more control over their lives.
		Include parents in school guidance programs.
Personality		Have school personnel examine their own biases and explore how the school environment is influencing students.
	Individuals develop needs in early childhood that they seek to satisfy in their choice of an occupation.	Provide counseling or therapy for people with career problems.
	Personality types tend to cluster in certain occupations.	Provide information to students about personality types and their relation to occupations so students can make appropriate choices.
	People should choose a career area appropriate for their personality type.	

Adapted from Career Development Theory by Barbara Sanderson and Carolyn Helliwell. Published by the American Institutes for Research, 1975, reprinted with minor revisions, 1978.

Lesson 2: Interpreting Selected Career Assessment Instruments

Counselor preparation programs offer courses in the use of standardized tests and assessments. The typical course will offer an overview of statistical procedures used in testing, lectures on validity and reliability, history of testing and assessment, and then proceed to progress through achievement tests, mental abilities measurement, projective techniques, and vocational tests and inventories. Should this be the case with persons working in career guidance settings it is suggestable that additional concentration on career assessments is called for. As such, a study on the application and interpretation of selected career assessment instruments is offered in this module.

Before attempting to offer this module a learning facilitator would be advised to consult the manual for each of the instruments discussed and review the following texts:

AIKEN, Lewis R. Psychological Testing and Assessment, Third Edition. Boston; Allyn and Bacon, 1979.

BUROS, Oscar K. The Eighth Mental Measurements Yearbook. Highland Park, NJ; Gryphon Press, 1978.

CRONBACH, L.J. Essentials of Psychological Testing, Third Edition. New York; Harper & Row, 1970.

GOLDMAN, Leo Using Tests in Counseling. New York; Appleton-Century-Crofts, 1971.

SUPER, Donald E., & CRITES, John O. Appraising Vocational Fitness. New York; Harper & Row, 1962.

The goal of this lesson is the development of skills by which each learner can offer an accurate and meaningful interpretation of assessment instruments from the following list:

1. ABLE - The Adult Basic Learning Examination
2. CDI - The Career Development Inventory: School Form
3. CMI - Career Maturity Inventory
4. DAT - Differential Aptitude Test: Forms V and W
5. EPPS - Edwards Personal Preference Schedule
6. SCII - Strong-Campbell Interest Inventory
7. SPIB - Social and Prevocational Information Battery
8. WVI - Work Values Inventory
9. VPI - Vocational Preference Inventory

Furthermore, through group discussion and extrapolation from the discussion of the SCII and the VPI learners will develop their own methods for interpreting results of The Self-Directed Search and the Harrington-O'Shea Decision Making System. The instruments selected for discussion in this lesson appear to be widely used within the state and offer recently developed materials for use by counselors.

The first objective for reaching the stated goal is to review each of the selected instruments. Each learner will be introduced to the instruments and gain awareness of how each may be employed in a career guidance setting.

The learning activities for this objective could include, but not be limited to:

1. Distribute handouts 2-1 through 2-10 that describe the instruments listed above.
2. If available, copies of the instruments, scoring and interpretive materials, and manuals should be available for learners' use during this activity.
3. Learners should complete an indicated number of the assessments to gain personal experience by completing scoring, and interpreting. An adaptation to this would allow two persons to work in a team by which

one would administer one or two instruments to the partner and then score and interpret the responses. This would give each learner personal experience with up to four of the instruments.

4. Working in teams, from three to six members appointed by similarity of work setting, learners may develop a strategy for interpreting instruments that are pertinent to their applications.

The second objective allows each learner to take a copy of The Self-Directed Search and the Harrington-O'Shea Decision Making System, use each with a client that is not a member of the learning group, and work through the process of administering it on to interpretation. The learning activities for this objective may include:

1. Asking group members to devise a scheme for interpreting each instrument using HO: 2-10 and HO: 2:11. The learners should be asked to recall the discussion held previously on the SCII and the VPI as a foundation for understanding the two instruments under study.
2. Administer the instruments to a person who is not a member of the group participating in the learning activities of this unit.
3. Interpret the results of each instrument to the person participating in learning activity 2, above.
4. To evaluate the learning of this module, learners will be asked to write a short paper on their reactions to the administration and interpretation of the assessments used in learning activity 2 and 3. Topics to be discussed should cover their feelings in approaching the activity; thoughts occurring during the assessment period; problems and successes encountered during the procedures; feedback obtained from the person completing the assessment; and considerations that they should keep in mind for their next occasion to use these instruments.

The time needed for the full completion of this lesson would be three class hours. The first two hours would be used to complete all of the learning activities associated with objective one, and the first learning activity of the second

objective. Time needed outside of the classroom setting for the completion of the remaining learning activities could range from two to four hours.

A variation for the second objective would allow for an additional hour of time for the group to share their experiences in administering and interpreting the assessments.

The materials needed for successful completion of this learning module include sufficient copies of handouts III B-2 through III B-12; and copies of The Self-Directed Search and the Harrington-O'Shea Decision-Making System.

UNIT RESOURCES:

A. Handout Materials:

- HO: 2-1: ABLE - Adult Basic Learning Examination
- HO: 2-2: CDI - Career Development Inventory: School Form
- HO: 2-3: CMI - Career Maturity Inventory
- HO: 2-4: DAT - Differential Aptitude Test: Forms V & W
- HO: 2-5: EPPS - Edwards Personal Preference Schedule
- HO: 2-6: SCII - Strong-Campbell Interest Inventory
- HO: 2-7: SPIB - Social and Prevocational Information Battery
- HO: 2-8 WVI - Work Values Inventory
- HO: 2-9 VPI - Vocational Preference Inventory
- HO: 2-10 The Harrington-O'Shea System for Career Decision Making
- HO: 2-11 GIS Access by Holland Code

B. Test instruments, copies of Self Directed Search and Decisions-Making System.

Suggested time for Lesson, 2-3 hours

HO: 2-1

ABLE: ADULT BASIC LEARNING EXAMINATION

DESCRIPTION OF THE INSTRUMENT

This battery of tests is designed to measure educational achievement among adults. The intended application of the instrument is the assessment of achievement, and determination of the general educational level of adults with a less than high school education. Users of the instrument may also apply it as a measure of individual achievement in evaluating learning programs designed to enhance the educational level of adults.

The battery is made up of three achievement levels, each level obtainable in alternate forms. Level I ranges from grade one through four, Level II five through eight, and Level III nine through twelve. At each level assessments are made in the following areas: Vocabulary; Reading; Spelling; and Arithmetic. The results of completed forms will indicate an individual's (or group's) relative strengths and weaknesses in each of the content areas. While useful in identifying learning needs, this instrument is not intended to be diagnostic in nature.

USE OF THE ABLE WITH CIDS

The scores obtained through the use of the ABLE battery are applicable to the search strategies employed with both the microfiche and computer-based CIDS modalities. The subscores obtained upon scoring can be applied to various search indicators in each offering.

The computerized CIDS program, the Guidance Information System, has a number of search characteristics in various files to which ABLE results may be applied. The files and the characteristics are summarized below:

COL 2 and COL 4

Time of admission
 154 open admissions for
 in-district students
 155 open admissions for
 in-state students
 Special Program and Services
 262 remedial or tutorial
 programs
 Non-Transfer Degree (COL. 2 only)
 510 general education

MEVT

Admissions Information
 201 high school diploma
 not required
 Program and Special Services
 359 remedial courses offered
 361 programs for completion
 of high school graduation
 requirements

MESC

Aptitudes
 16 verbal
 17 numerical
 Education and Training
 76 no high school diploma

OCCU AND MEOC

Aptitudes
 16 verbal
 17 numerical
 Education and Training
 122 no high school diploma

The search process for the Maine Occupational Microfiche Library has three search parameters to which ABLE results are applicable. In the Aptitude Section of the search persons are asked to make an indication of the math abilities and their language abilities. Likewise, the Education Section allows searchers to indicate the educational and training requirements which they seek.

CDI: Career Development Inventory - School Form

DESCRIPTION OF THE INSTRUMENT

This instrument has been devised to assess a number of career development factors for persons between grades 8 and 12 (or for persons whose intellectual development would place them within this range). Applicable to individual and group counseling settings, the results of this instrument may be quite helpful in educational and occupational planning. There are eight scales for which CDI results are reported. The scales are:

- CP - Career Planning
- CE - Career Exploration
- DM - Decision Making
- WW - World of Work
- PO - Knowledge of Preferred Occupational Group
- CDA - Career Development - Attitudes
- CDK - Career Development - Knowledge and Skills
- COT - Career Orientation Total

Briefly explained, each scale is described below.

- Career Planning - assess attitudes and reported planfulness of persons' career development.
- Career Exploration - an attitude measure of the quality of exploratory attitudes.
- Decision Making - assesses the ability to apply principles of career decision making.
- World-of-Work Information - tests the career awareness and occupational knowledge that contribute to successful career planning.
- Knowledge of Preferred Occupational Group - after selecting an occupational group of interests, assessments are made of testee's knowledge of job characteristics, psychological requirements, education, and training.
- Career Development - Attitudes - the combination of the CP and CE scores, a reliable measure of attitude.
- Career Development - Knowledge and Skills - a combination of DM and WW, assess the relationship of how to make career decisions based upon knowledge of the world of work.
- Career Orientation Total - combines CP, CD, CM, and WW, four measures that assess four of the five dimensions of Super's 1974 model of adolescent vocational maturity.

USE OF CDI AND CIDS

The CDI assesses a number of cognitive factors of persons completing the instrument. The WW, PO, and DM scales can be easily influenced through learning interventions. If the CDI was employed at the outset of a guidance activity then it could be used as a diagnostic device. As such activities could be

planned to assist learners in improving areas of deficiency. Similarly, the attitude measures, CP and CE could be impacted through CIDS use.

Either the microfiche or the computerized CIDS could be accessed through research procedures to aide learners. Many, locally devised programs could be planned by counselors that would employ the Activity Modules produced by Andre Hemond. The Decision Making module is directly applicable to the DM scale of the CEI. The other modules are quite applicable and should be reviewed.

HO: 2-3

CMI: CAREER MATURITY INVENTORY

The Career Maturity Inventory was designed to provide an inventory of career choice attitudes and career choice competencies. Each of these factors of career development are addressed through two types of measures: the Attitude Scale and the Competence Test.

The Attitude Scale surveys five attitudinal variables which relate to career development:

- decisiveness in career decision making
- involvement in career decision making
- independence in career decision making
- orientation to career decision making
- compromise in career decision making

On these five variables, the attitudes measured increase with age and education. When using the Attitude Scale of the CMI, counselors and career educators should be aware of the reporting outcomes gained through the two forms of the scale. The screening form (A-2) yields one total score with the counseling form (B-1) gives a score for each of the five variables listed above. This scale presents an individual with a brief, and somewhat reliable, indication of career maturity.

The Competence Test measures an individual's cognitive awareness of the occupational choice process. The five parts of the competence test assess different cognitive variables that are associated, theoretically, with career maturity. Briefly noted, the five parts are:

- Part 1: Knowing Yourself
 - job related capabilities
 - strengths and weaknesses
- Part 2: Knowing About Jobs
 - knowledge of the world of work
 - occupational awareness
- Part 3: Choosing A Job
 - adeptness in matching personal characteristics to occupational requirements
 - goal selection
- Part 4: Looking Ahead
 - foresight in planning for a career
 - future planning
- Part 5: What Should They Do?
 - coping with personal development problems
 - occupational problem solving

In a comprehensive career exploration program the Attitude Scales and the Competence Test would offer the counselor and the client with a raft of useful and pertinent information. Taken together, the two parts of the CMI are intensive and extensive. The critical variables of career maturity are quite broad and are appraised through this instrument. Likewise, it is an intensive measure of each characteristic.

USING THE CMI WITH CIDS

The CMI is an excellent starting point for a career planning program. Either form of the Attitude Scale will yield an indication of an individual's career maturity. These results can be used by a counselor to plan awareness activities and measure the individual's relative independence in career decision making.

The Maine Occupational Microfiche Library and the Guidance Information system search processes can be used as awareness activities as a follow-up or learning activity prior to the administration of the Competence Test. Areas of greatest potential impact through CIDS use are Knowing Yourself, Knowing About Jobs, and Choosing A Job.

HO: 2-4

DAT: DIFFERENTIAL APTITUDE TEST - FORMS V AND W

Description of the Instrument

The DAT is a battery of eight subtests that, together, are an extensive and intensive assessment of an individual's abilities. Forms V and W can be used with the computerized scoring option to be incorporated into the second edition of the DAT Career Planning Program. Hand scoring results in raw scores on the eight domains which can be profiled and compared with normative groups.

The eight subtests are:

- Verbal Reasoning - analogies for measuring verbal thought an understanding
- Numerical Ability - arithmetic computation problems
- Abstract Reasoning - nonverbal reasoning ability
- Clerical Speed and Accuracy - clerical problems requiring a rapid response
- Mechanical Reasoning - pictorial items requiring mechanical solutions
- Space Relations - visualization of completed objects from parts and how objects would appear if moved or rotated
- Spelling - recognition of correctly spelled words
- Language - recognition of grammatical errors

Using DAT Results With CIDS

The eight subtests of the DAT relate highly with the following GIS search characteristics:

- 16 Verbal Aptitude
- 17 Numerical Aptitude
- 18 Spatial Relations
- 19 Form Perception
- 20 Clerical Perception

Similarly, results can be used with the microfiche search characteristics: Mathematical Aptitude and Language Aptitude.

HO: 2-5

EPPS: Edwards Personal Preference ScheduleDESCRIPTION OF THE INSTRUMENT:

The Edwards Personal Preference Schedule measures fifteen personality variables of normal persons. The variables are derived from H.A. Murray's list of manifest needs. The variables and needs are listed below.

- Achievement - need to accomplish tasks well
- Deference - a need to conform to customs and defer to others
- Order - a need to plan well and be organized
- Exhibition - a need to be the center of attention in a group
- Autonomy - a need to be free of responsibilities and obligations
- Affiliation - a need to form strong friendships and attachments
- Intracception - a need to analyze behaviors and feelings of others
- Succorance - a need to receive support and attention from others
- Dominance - a need to be a leader and influence others
- Abasement - a need to accept blame and confess errors to others
- Nurturance - a need to be of assistance to others
- Change - a need for variety and novel experiences
- Endurance - a need to follow through on tasks and complete assignments
- Heterosexuality - a need to be associated with and attracted to the opposite sex
- Aggression - a need to express oneself and be critical of others

Each of these variables are independent of one another. As such this should be realized during interpretation and use of results. During interpretation two additional measures may be discussed. The measure of consistency is based upon a comparison consistency score then the scores of the fifteen personality variables may be questionable. Profile stability, the second additional measure, is a theoretical indication of the stability of the individuals outcomes on the fifteen variables. The computer-scored version reports this score automatically, while it is rather difficult to compute by hand.

USING THE EPPS WITH CIDS AND CAREER EXPLORATION:

The results of the EPPS indicate an individual's preferences, needs, and view of self. As factors in careers exploration the results of the EPPS may be used to discuss dominant and less dominant needs in relation to occupations. Job descriptions obtained from CIDS resources could be reviewed in terms of assessed needs and how needs may be addressed through the work place, hobbies, and lifestyle.

HO: 2-6
SCII: Strong-Campbell Interest Inventory

The SCII is an inventory that provides information for persons considering occupations requiring post-secondary training. For the most part, an individual responds by answering "like", "indifferent," or dislike" on the answer sheet. Described below are the seven sections of the inventory.

- Section I: Occupation - how an individual would feel about doing the work of various occupations
- Section II: School Subjects - an expression of interest in school subjects, even though they may not have been studied
- Section III: Activities - how the respondent feels about performing various work tasks
- Section IV: Amusements - a measure of interest in spare-time activities, hobbies, games and entertainment
- Section V: Types of People - an indication of types of people the respondent would like to have contact with
- Section VI: Preference Between Two Activities - a choice between two contrasting activities or circumstances
- Section VII: Your Characteristics - a selection of self-descriptive statements

The responses to the 325 items of the inventory are compared with the responses of an extensive reference group. Computer generated profiles are available in a short or longer interpretive form from a number of scoring services. Four scales are reported on the profiles.

The Administrative Indexes and Special Scales are intended primarily for counselor use. Response percentages indicate how the individual responded (Like, Indifferent, Dislike) on the seven sections and an average of all areas. Total responses show how many items the computer found as being properly completed. The infrequent response is an indication that the answer sheet may be marked incorrectly. Basically, if the index is a negative number there is likely to be a problem. Occasionally, no problem exists but the individual has a unique set of interests. The special scales are the academic comfort and introversion-extroversion formerly called Academic Orientation, the academic comfort scale is an indication of the degree of comfort the respondent feels in academic settings. A high score is indicative of relative ease in intellectual and academic settings. Most graduate students range from 50 to 60 on this scale. The introversion-extroversion scale reflects and individual's interest in being alone or working closely with others. Introverts, high scorers on this scale would rather work with things or ideas. Low scorers on this scale are extroverts and find working with people enjoyable.

The General Occupational Theme Scales are based upon the six Holland Typologies. Here an individual's responses are compared with the responses of persons whose occupations fall into the six Holland work environments. Each profile gives a standard score, an indication of strength of relationship to each area (ranging from very low to very high), and then a profile, based upon gender, of the standard score. From this scale a three letter Holland code is readily obtained.

The Basic Interest Scales take the individual's responses and, working by primary Holland environment, compare responses with individuals in various occupations. The information reported in this scale can be used to lend direction in career exploration. The SCII is a rather sensitive instrument. In that, it is able to subdivide realistic interests into agriculture, nature, adventure, military activities, and mechanical activities. As with the general occupational theme scales, standard scores, comments, and a gender-related profile are given.

The fourth scale reported is the Occupational Scales. Here the responses to the SCII are compared directly with responses of persons in 162 occupational criterion groups. A high standard score is indicative of a match with persons measured in that sample. Comparisons are made with both females and males in most occupations. For a few of the occupations not enough males or females were available for the development of reliable norms. A profile for the standard score, and a Holland code are reported for each occupation.

USING THE SCII WITH CIDS:

The SCII is definitely the most comprehensive interest inventory available. There are a number of ways which results can be used for accessing information in the CIDS. Many occupations in CIDS files can be directly accessed by using the occupational titles reported on the profile. In the microfiche search strategy the Holland code will directly give the seventh digit of the search code: Work Environment. The Academic comfort scale, through discussion with a counselor, would be useful in selecting an indication of the Education digit: the sixth digit.

The GIS search strategy could be employed with consideration given to the following search characteristics by SCII scale:

Academic Comfort Scale

Education and Training #122 to #131

Introversion - Extroversion Scale

Interests Related to Occupation #2 to #12

Basic Interest Scales

Interests Related to Occupation #2 to #12

Aptitudes Related to Occupation #16 to #25

Also, the Holland code could be used to access other labor market information through conversion of the code to DOT occupational groups.

HO: 2-7

SPIB: SOCIAL AND PREVOCATIONAL INFORMATION BATTERYDESCRIPTION OF THE INSTRUMENT:

The SPIB was designed with the primary application being with junior and senior high school educable mentally retarded students. It appears to be very useful for this group but may also be applicable for brain-damaged persons, and perhaps, used with aliens who have little acquaintance with the American language and culture.

The battery is a collection of nine tests. The nine tests relate to nine domains identified by the authors as being important to success in the work day society. The educational goal, its domain(s), and career element to which each element relates is listed below:

GOAL	DOMAIN	CAREER ELEMENT
Economic Self-Sufficiency	Purchasing Habits Budgeting Banking	Economic Awareness
Employability	Job Related Behaviors Job Search Skills	Employability Skills Employability Skills
Family Living	Home Management Physical Health	Appreciations & Attitudes
Personal	Personal Hygiene Grooming	Appreciations & Attitudes
Communication	Functional Signs	Beginning Competency

Explained briefly, the tests are:

PURCHASING HABITS - comparative shopping, use of a newspaper as a shopping aid, awareness of sales tax, general purchasing terminology, and advantages and disadvantages of quantity purchases.

BUDGETING - buying on time and consequences for budgeting, impact of borrowing on a budget, the effect of salary changes on a budget, the concept of budgeting, payment of bills, credit rating, distinction between regular and emergency expenditures.

BANKING - identifying various parts of a check, differences between checking and savings account, how to write and cash checks, deposit and withdrawal procedures, interest and interest rates, hazards of signing blank checks and problems arising when failing to sign a check.

- JOB-RELATED BEHAVIOR - role and duties of a supervisor, appropriate communication with co-workers and supervisors, completion of a job, and appropriate work relations.
- JOB SEARCH SKILLS - relationship between types of jobs and job requirements, functions of private and public job assistance agencies, completing job applications job sources, interview behavior, content and purpose of a resume, and obtaining information from classified ads.
- HOME MANAGEMENT - knowledge of maintenance, repairs, safe physical functioning of structural parts of living quarters, safe and sanitary home living conditions, proper food preparation and storage, laundry procedures, appliance function, and public utilities and their role.
- HEALTH CARE - knowledge of emergency health care, common health care practices, proper use of medications, child health care practices, importance of health care, and basic knowledge of body temperature.
- HYGIENE AND GROOMING - knowledge of need for regular health care, the need for body cleanliness, consequences of poor health or inadequate personal hygiene or grooming, and when and how to use body cleaning and grooming agents.
- FUNCTIONAL SIGNS - recognition of signs dealing with vehicles or highway regulations, warnings or cautions on bottles or boxes, and messages on or in buildings.

USE OF THE SPIB WITH CIDS

The test of job related behavior could be affected through use of the CIDS. Either the computerized or microfiche information systems could be accessed to gather information on the work setting, work requirements, and conditions of the work place. Similarly, the CIDS could enhance an individuals performance on job-search skills. Learning of job descriptions and employment requirements would be most helpful. Lastly, the rewards of a job are important. Budgeting decisions could be discussed long before entry to the work world using the GIS search process and learning of the monetary gains of various jobs.

HO: 2-8

WVI: Work Values InventoryDESCRIPTION OF THE INSTRUMENT:

The WVI was designed to assess the goals which motivate people to work. The values that are measured are extrinsic to work and intrinsic in work. It is important to consider the value structure of persons progressing through vocational exploration. This inventory will indicate an individual's value set that can be compared with values realized in various work settings. Fifteen values are measured, they are:

- Achievement - values a feeling of accomplishment
- Altruism - values service to others
- Aesthetics - values beauty and artistic endeavors
- Associates - values working with likeable and desirable people
- Creativity - values inventiveness
- Intellectual Stimulation - values independent thinking
- Independence - values independent actions
- Prestige - values status and power
- Management - values planning and organizing tasks for others
- Economic Returns - values ample financial rewards
- Security - values running little risk of losing a job
- Surroundings - values a pleasant environment
- Supervisory Relations - values work under a supervisor who is fair and easy to get along with
- Way of Life - values a desirable lifestyle
- Variety - values doing a variety of tasks

USING WVI RESULTS WITH CIDS OFFERINGS:

The obtained value profile will be stimulating for exploring the individual's needs in work, education, and life in general. The learning activities of the CIDS Activity Modules would allow further application of WVI results. The activities in the CIDS Publication "Using CIDS In Secondary Schools" is another offering to which WVI results can lend meaning.

HO: 2-9

VPI: Vocational Preference Inventory

The VPI is a brief, screening inventory for use with high school and college students, and employed adults. Primarily designed for personality assessment it led to the theory of careers outlined by Dr. John L. Holland. The information gathered through using the inventory indicates personality traits, values, competencies, and coping behaviors. Other applications include assessing vocational interests, assessing personality type, and stimulating occupational exploration.

The completion of the inventory is rather straightforward. An individual reads and occupational title and decides Yes or No as to whether or not it is an appealing occupation. Scoring is easily accomplished by using a scoring template. The first six scales of the inventory correspond to the six Holland Typologies: in the "old" order - Realistic, Intellectual (now investigative), Social, Conventional, Enterprising, and Artistic. The self-control scale is supposed to indicate control over impulses such as fear, repression, denial, passivity. Scale 8 - Masculinity - measure masculinity and femininity variables. A high score indicates choice of masculine work roles. On the status scale a high score indicates a preference for occupations with high prestige rankings. This is also considered an indication of self-esteem. The infrequency scale is a social desirability scale. High scores indicate social, vocational, and intellectual deviancy. Conversely, low scores imply normalcy and effective functioning. The last scale of the VPI is the Acquiescence Scale. The purpose of this scale is to detect dissimulation and extreme response biases which could go undetected in forced-choice and true-false formats. Here a low score is indicative of unsociability, high scores of poor judgement and lack of integration.

USING THE VPI WITH CIDS:

In addition to the applicability of the Holland Code, the results of the VPI can be used in concert with CIDS materials. Responses on the infrequency scale could lead to a discussion of the application of self-concept in a work place. Job descriptions could be obtained from a CIDS file and during a counseling interview topics could cover projection of self into the job, how a job could be altered to be rewarding, or how the individual must make concessions to gain entry to a job. The acquiescence scale could be taken as an indication of career awareness which also would be addressable through either CIDS data base. The Status Scale may parallel the following GIS search characteristics:

Lifestyle #61 to #76

Salary #81 to #94

HO: 2-11

GIS ACCESS BY HOLLAND CODE

The folks at Timeshare Corporation have figured out a means for accessing information in the Guidance Information system based upon Holland Code. An individual's code may be found through the use of the Vocational Preference Inventory, the Self-Directed Search, the Strong-Campbell Interest Inventory, the Career Assessment Inventory, and the Self-Description Inventory. These assessments and, perhaps, a few others result directly in the common three-letter code. The Harrington-O'Shea Career Decision Making System has taken the Holland typologies and given them different names. The table below indicates the Holland and Harrington-O'Shea conversions (remember that this is a two-way conversion).

<u>Holland Code</u>	<u>Harrington-O'Shea Code</u>
Realistic	Crafts
Investigative	Scientific
Artistic	The Arts
Social	Social
Enterprising	Business
Conventional	Clerical

1. REALISTIC THEME
 - GIS Interest Areas: #8,9,10,11,12
 - OE Clusters: #164,170,173,175
 - DOT Job Families: #230,240,250,260
2. INVESTIGATIVE THEME
 - GIS Interest Areas: #2,3,4,8,10
 - OE Clusters: #161,168,170,174
 - DOT Job Families: #180
3. ARTISTIC THEME
 - GIS Interest Areas: #3,5,6
 - OE Clusters: #163,167,172
 - DOT Job Families: #180
4. SOCIAL THEME
 - GIS Interest Areas: #6,7
 - OE Clusters: #168,169,173,174
 - DOT Job Families: #180,205
5. ENTERPRISING THEME
 - GIS Interest Areas: #4,5,6
 - OE Clusters: #161,162,163,169,172
 - DOT Job Families: #180,195
6. CONVENTIONAL THEME
 - GIS Interest Areas: #5,9,10,11
 - OE Clusters: #162
 - DOT Job Families: #195

Lesson 3: Using Assessment Results to Access CIDS Information

As with any other skill, the skills of using assessment results are not optimally utilized until a student takes the obtained results and puts them to their intended use. It does no good for a career counselor to know about an instrument, unless he/she can guide a learner through the interpretation of results and into the raft of career information sources available. The most common career information sources in school and agency settings are state and federal publications, commercially published materials, and public service materials produced by business and industry. Perhaps the best application of assessment results is the direct access of information from these resources. Such is the focus of this lesson. The discussion will center on the two major information systems maintained by the Maine Occupational Information Coordinating Committee, referred to as the Career Information Delivery System, or CIDS. A career counselor, prior to leading a group in the activities of this lesson, would offer better services if the Maine Occupational Microfiche Library and the computerized Guidance Information System used in Maine were reviewed quite thoroughly.

The goal of this lesson is for learners to demonstrate that they can access information from CIDS using the results of the career assessments discussed in Lesson 2 of this unit.

The first objective is to introduce the learners to the Maine Occupational Microfiche Library. In doing this they will be allowed to experience the search and direct access processes for gathering career and occupational information using assessment results.

The learning activities may include:

1. A general introduction to the library by the learning facilitator.
2. Hands-on experience in working with the search materials, the various indices, and the microfiche reader should be provided to all learners.
3. Learners will complete a search of the microfiche library using their assessment results gained in the learning activities of Lesson 2.

The second objective is to introduce learners to the Guidance Information System application available to users in Maine. An emphasis should be placed on the search processes for the Occupational file, the Armed Services file, and the Job Bank file. Direct access procedures could be covered in subsequent learning units.

Learning activities for this objective should cover:

1. An overview and introduction to the computer terminal.
2. A general introduction to the system and the files that are maintained therein.
3. Learners should be given sufficient time to work at the terminal and enter their own data to complete a search of the occupations file.
4. Learners should complete a search based upon the results they obtained from completing the assessments of Lesson 2.

Suggested time for Lesson 3-1 hour

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