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ABSTRACT
        Committees composed of r presentatives from major
guidance organizations in Massachusetts developed guidelines for
counselors to use in assisting teachers, students, administrators,
and local citizens in implementing career education in the schools.
The guidelines first present the rationale for career education,
(defining it and distinguishing it from occupational, vocational, and
technical education) and present the rationale for involvement of
guidance staff in its implementation. The second section reviews some
of the basic theoretical concepts of career development: trait-factor
theory, sociological model, developmental theories, personality
style, and psychological needs. Nine basic assumptions incorporated
into the State guidelines are presented. Five phases describing the
framework which may be used to develop a career education program
over a period of time are itemized: readiness, awareness,
exploration, reality-testing, and confirmation. The third section
presents general and specific objectives as they relate to self,
world of work, and career planning. Guidance services, discussed in
part 4, include counseling, assessment, placement, providing
occupational information, curriculum development, and research and
evaluation projects. The final section presents implementation
strategies in relation to influencing factors. A general bibliography
(4 pages) and a list of selected readings (two and a half pages)
conclude the document. (AG)

MASSACHUSETTS GUIDELINES

FOR

GUIDANCE PROGRAMS IN CAREER EDUCATION

November 1973

Prepared by Representatives of:

Greater Boston Personnel and Guidance Association

Massachusetts Personnel and Guidance Association

Massachusetts School Counselors Association

Massachusetts Vocational Guidance Association

Massachusetts Vocational and Technical School Counselors Association

Western Massachusetts Personnel and Guidance Association

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PREFACE

School counselors in Massachusetts crit ally want to provide leadership and expertise in implementing career education in the Commonwealth. A challenge was given by the State Department of Education to guidance personnel in Massachusetts to develop a state plan which would provide guidelines for counselors in assisting teachers, students, administrators, and local citizens in implementing career education in the schools.

Representatives from major guidance organizations in Massachusetts met and formed committees to prepare the Massachusetts Guidelines for Guidance Programs in Career Education. The Committees have recognized that guidance personnel, because much of their own professional education is in career development and occupational decision-making, are in a key position to assist in career education.

The implementation of this plan in every public school system in Massachusetts would not necessarily guarantee at the onset a more meaningful and valuable educational experience for every youngster in the Commonwealth, but we believe it would be a big step in the right direction.

Associate Commissioners of Education, Dr. Max Bogart and Dr. Charles Buzzell, we thank you for the challenge. We now stand ready to evaluate, and urge adoption by the State Board of Education, the proposed Guidelines. Guidance personnel in Massachusetts are eager to play a part in implementing career education in Massachusetts schools.

The initial preparation of the Massachusetts Guidelines was all done on a voluntary basis. Many individuals were involved and deserve credit for this report. A partial list of these individuals appear on the next page. However, Mary Lou Mitchell of Concord-Carlisle Regional High School deserves much credit for promoting this state-wide group into action.

We are grateful to Mr. William E. Roberts, Director of Art, Montague Public Schools, Turners Falls High School, Turners Falls, Massachusetts, for his art work placed at the beginning of each section.

The drafts from the various committees were compiled and edited under the direction of Ronald H. Fredrickson, who bears sole responsibility for errors and omissions. A Committee consisting of Mary Lou Mitchell, Martin Martinian, and Leonard Cody have taken the comments and suggestions of readers of the draft copy and incorporated them in the final copy. The assistance and support of Dr. Norman Gysbers of the University of Missouri is gratefully acknowledged.

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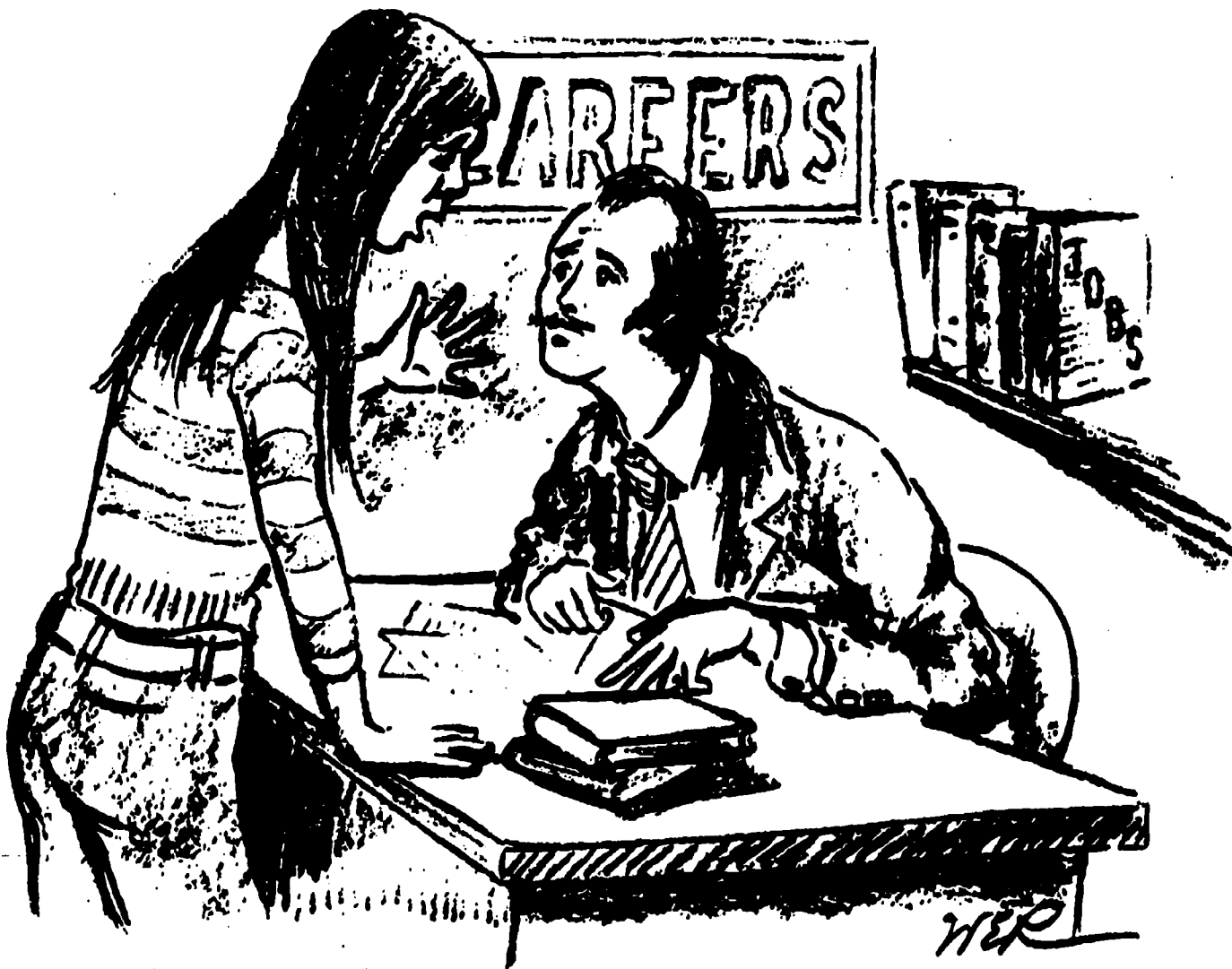
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I

RATIONALE

"Why is it, Mr. Counselor, that if finding the best career is so closely related to how will you like the job, how long you live, and even how happy you'll be, they spend so little time talking about it in school?"

A RATIONALE

Career education is defined in this report as encompassing those courses or activities relating to education, work and leisure, conducted primarily by the school through which the individual pursues the process of self-development throughout his or her life.

More specifically, former United States Commissioner of Education Sidney Marland has described the concept of career education as containing three elements:

> First, that career education will be a part of the curriculum for all students...
> Secondly, that it will continue throughout a youngster's stay in school, from the first grade through senior high school and beyond, if he so elects.
> And thirdly, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family...[1]

In the Commonwealth of Massachusetts, people might be confused when trying to distinguish career education from occupational, vocational, or technical education. The following definition are presented for clari-fication. The terms are not mutually exclusive but each reflects a level of training with occupational education being the broader term and technical education being more specialized.

1. <u>Occupational Education</u> encompasses programs relating to the acquisition of entry job skills, attitudes toward work, how to look for and apply for a job, responsibilities toward employers, rights of workers, safety and good work habits, hands-on experiences in various clusters of occupations, training in a marketable skill or skills, and placement in the work force for further training. Industrial Arts and Home Economics courses are usually included under this definition.

2. <u>Vocational Education</u> includes programs relating to broad training

in an area of one of the occupational clusters, safety and good work habits, employer-employee relations, relations with fellow workers, leadership competencies, academic skills to allow for the opportunity for higher education, and placement in the area and at the level for which trained. Courses in business education, auto mechanics, vocational agriculture and trade and industry are some of the courses included under this category.

3. <u>Technical Education</u> encompasses those areas of occupational categories which usually require training beyond the secondary or vocational levels. Programs in tool and dye skills, medical technicians, automotive technicians are examples of technical education courses.

<u>Career Education</u> differs from occupational, vocational, and technical education by being the most global term of the four. Career education includes the other three as well as college preparation and general curriculum courses.

In includes self understanding as well as work-world knowledge and skills. Every student in a K-12 school system needs career education no matter what his post-secondary placement might be in a work or educational setting.

Within the sphere of career education there is a special set of functions for guidance personnel. The guidance specialist in career education works as a change agent in the schools by delineating the role of guidance, by implementing the guidance goals implicit within the career education program, and by assisting other career education workers whereever appropriate.

The role has already been recognized by the Massachusetts Association of Vocational Administrators in their position paper on occupational

education submitted to the Commission on Occupational Education of the

Commonwealth of Massachusetts, October 7, 1970:

> We in the field need guidance counselors, in both the vo-
> cational-technical and the regular high schools, who are more
> adept at acquiring, assessing, and using sources of occupational
> information, and in applying reliable test procedures of
> instruments developed specifically for occupational education
> students.

The rational for the involvement of guidance staff in career educa-

tion is based on the historical development of, and the unique training

given to, guidance personnel. At the turn of the century, guidance

emerged as a unique profession in response to several social and economic

movements. As the industrial revolution created an increasingly complex

world of work and drew the major part of our population from the farm

and into the cities to engage in a diversity of jobs, the need arose for

special people who could help these people with their job training and

job placement needs. In the immediately subsequent years, the rapidly

expanding psychometric and gradually emerging mental health fields con-

tributed to the establishment of a unique "counseling" profession, whose

task it was to help people to learn more about themselves, to learn more

about possible job and vocational opportunities, and to make life-fulfilling

decisions relative to these two kinds of data.

Over the intervening years, due to emerging social-political develop-

ments and Federal legislation (e.g., the G.I. Bill and the National

Defense Education Act), the practice of school counseling has addressed

itself more often to the needs of college-bound youth than to job-oriented

youth. Throughout this time, however, the guidance movement has constantly

embraced its responsibility for the provision of occupational information

and for providing assistance to youth in the use of this information to

better their lives. Furthermore, counselor education programs have con-
stantly focused on developing in future counselors the knowledge of
occupational resources, expertise in individual appraisal techniques,
and the ability to assist youth in their quest for personal and vocational
identity. Finally, the state certification requirements universally
require the school guidance counselors to be prepared in the areas of
vocational development and information, psychometrics, and the counseling
process that enables self-development to take place. If career development
is a process of self-development that continues over a life span, then
the historical tradition and the special training of guidance personnel
uniquely qualifies them for certain important functions in career education
programs.

In general, guidance programs should be a part of the ongoing career
education process of making education more relevant, more humane, more
equal, and more integrated for all pupils in the comprehensive and specialized
schools of the state at all levels -- child, youth, and adult. In order
to accomplish this purpose, guidance programs should conceive their task
in terms of an integrated school, home, and community program.*

Guidance personnel (including counselors; placement, work study and
distributive education coordinators; and paraprofessionals) should assume
major responsibility for the following three particular dimensions of
career education programs:

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In 1973 a joint position paper on "Career Development and Career
Guidance" was published by the American Vocational Association (AVA) and the
National Vocational Guidance Association (NVGA). Part I deals with the process
of career development: Career Development as Part of Human Development; Work
Values as Part of Human Values; The Meaning of Career; and Freedom to Choose.
Part II deals with career guidance as an intervention process: The Need for
Career Guidance, the Nature of Career Guidance, and Responsibilities for
Facilitating Career Guidance which delineates the career guidance functions
of guidance specialists, vocational educators, academic teachers, principals,
and community members (parents and peers). The rationale for the role of
guidance programs is clearly presented in this joint position paper.

A. Guidance personnel should be responsible for and provide both
individual and group counseling o)ortunities for the self-
awareness and personal integration aspect of career development.
To this end, they should also be responsible for:

1. The collection and maintenance of individual appraisal
data for current planning and later decision making;

2. The implementation of programs for teaching career decision
making.

B. Guidance personnel should assist curriculum and instructional
staff in the implementation of a career education program by
collecting data cn occupational opportunities, by defining the
concommitant educational-training needs, by providing the infor-
mation for classroom use which will introduce students to these
opportunities, and by the development of classroom activities
for increasing student self-awareness in terms of interests,
abilities, and values.

C. Guidance personnel should be responsible for and provide place-
ment and placement counseling for:

1. Special needs programs.

2. Course selection.

3. Experiential components of career guidance programs, e.g.:
simulated classroom experiences, unpaid volunteer work, etc.

4. Part time and work study jobs.

5. Cooperative and distributive education programs.

6. Higher education or further training.

7. Entry job placements at the conclusion of an educational
or training period in cooperation with state and community
agencies and, if need be, by personal contact with prospec-

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II

THEORIES

"Mr. Counselor, you mean I don't have to go to college to find a decent job?"

THEORIES OF CAREER DEVELOPMENT

The counselors mode of operation in assisting individuals to develop career plans depends upon his theoretical assumptions on how appropriate career decisions are made. His theoretical assumptions will determine what questions he will ask, what information he will seek from the individual and the world of work, and when. It will determine the intensity of his work in the community and with the parents and teachers. Before a counselor can effectively function, he must be able to clearly describe his assumptions and notions about what constitutes an appropriate career development plan.

Our intention here is not to suggest which theoretical framework he should follow but to review some of the basic theoretical concepts which the counselor may wish to use and build into his own guidance plan for career education. While the term theory is used for convenience and brevity, it is recognized that the building of career development theories is very limited and in its infant stage as a professional field of endeavor.

Society and Career Development

The individual in a closed society is not confronted by the same problems of career development that confront and often confound him in a more free society such as our own. In the closed society, people are selected solely by the criteria established by the political forces directing it. Little emphasis is placed on individual desires, personal freedom, and flexibility.

In a free society, by contrast, agents and institutions within it work to eliminate the forces which constrain career planning and limit development of potential such as socioeconomic factors, race, sex, ethnic origins and external forces. The free society is dependent upon the very

best talents, traits, characteristics, etc., of the populous to be
developed if the society is to remain a viable and healthy entity.

Theories of Career Development

A number of questions may be used to guide the counselor as he
accepts, adapts, or develops a theoretical system to guide him in
providing his services. A partial list of these questions might include:

1. Is the theory consistant?

2. Does it recognize the value of the individual to society and
    vice versa?

3. Can the information called for be collected in a reliable and
    valid manner?

4. Does the theory have predictive qualities?

5. Is the theory comprehensive?

6. Are the theoretical assumptions stated parsimoniously?

7. Does the theory prompt further research?

8. How is job satisfaction defined?

9. When is occupational information made available?

10. Does the theory explain why we work?

11. Is the work ethic followed?

12. Is some type of work more important than other?

13. Should human talent be developed to its fullest extent?

14. Is theory applicable for people of all ages?

Not one of the several theories, which are discussed briefly in the
following paragraphs, is truly a complete and all encompassing theory
in and by itself. One theory may be more complete than another but they
all exist merely as theory fragments. Many aspects from one theory
may overlap or parallel aspects of another theory. Each theory fails,
in some aspects, to create a clear-cut, precise packet regarding career
development. All have assets and all have liabilities, but it must be

remembered that each theory constitutes an effort to explain a more difficult area of human behavior -- vocational choice and career planning.

1) Trait-Factor Theory

This is the oldest and most widely used approach to career development today. The ideas and efforts of Parsons (1909), Kitson (1925), and many others form the basis of a set of notions which says that every individual has a number of traits such as abilities, interests, psychomotor skills,and the like, which can be measured by standardized tests and other devices such as the General Aptitude Test Battery. The determination of the "right or realistic" career goal would then be related to the degree to which an individual's traits compare with the traits of another individual who is performing well in a particular occupation. Different jobs and occupations vary in the traits needed. The Dictionary of Occupational Titles lists traits needed for a number of occupations.

It is within the trait-factor approach that the idea of a round peg in a round hole and square peg in a square hole began.

2) Sociological Model

Blau (1956), Miller and Form (1951), and Caplow (1954) regard career development and career choices within that development a function of reality or accident theory which involves chance as the determining input into career planning. In essence, the theory states that circumstances beyond the control of the individual, i.e.,birth, historical and geographical setting, and social and economic conditions, contribute significantly to career choice. The primary objective of this theory is to assist the individual in the development of environmental

coping techniques. The more developed these techniques are

the greater the satisfaction the individual will have in accepting

what his environment provides. The counselor influenced by the

sociological approach would focus on the selection of occupation

level rather than field. He would recognize that job satisfaction

will relate closely with occupational level of an individual's parents,

standard of living, and his own educational level.

3) Developmental Theories

Career choice is viewed as a series of developmental stages which

are irreversible and sequential. As the individual seeks vocational

maturity, he goes from fantasy exploration, establishment, main-

tenance, and decline as he relates to the world of work. Occupational

choice is not seen as a single point in time but rather a developmental

process starting in early childhood. Buehler (1933), Super (1957),

and Ginzberg (1951) have written about his particular approach.

Super considers the individual's concept of himself directly re-

lated to the extent to which the individual's career enhances his

self-concept. This relationship between self and the world of work

considers career development to be much more than providing occupa-

tional information. The image and awareness of different occupa-

tions are compared with how the individual sees himself. Thus,

occupational information and exposure are integrated with self-awareness.

4) Personality Style and Career Development

John Holland (1966) has described the occupational world in terms of

dominent personality types. For example, an accountant tends to have

a different personality orientation than does a musician or a carpen-

ter. While Holland recognizes that the occupation does in part shape

the personalities of those in it, roots of personality are formed

early and so an individual's temperment may be categorized and

matched with similar personalities predominant in particular occupations.

5) Psychological Needs Approach to Career Development

In essence, this theoretical approach explains that needs perceived by the individual combined with environmental presses determine an individual's choices and preferences. Individuals are motivated to react in a particular manner at various states of tension. Tension is generated by unfilled needs. Career choices and career development are then directed in the most appropriate manner when those needs and resultant tensions are reduced. Hoppock (1963), Murray (1938), Hall and Lindzey (1957) are among some of the writers who have viewed needs satisfaction as important in explaining motivation. Anne Roe (1956) described a scheme based on Maslow's (1954) hierarchy of prepotentcy needs and perceived early home atmosphere, and suggests that these configurations will assert in meaningful occupational decision making.

Assumptions for Massachusetts Guidelines

The theoretical assumptions built into the state Guidelines for the counselor's role in career education are based on Massachusetts State Department of Education objectives and on the belief of man's multipotential and capability to perform a wide variety of tasks in a wide variety of settings. Some of these assumptions are as follows:

1. The work ethic is supported in that useful work is good and a meaningful life can be gained through it.

2. All work has dignity.

3. A major portion of a person's life should be spent in some productive venture.

4. Career development is a life-long process.

5. Appropriate career decisions are more likely and probable when a

person is aware and can describe his own abilities, interests, values, and needs.

6. Most if not all individuals are multipotential, meaning that there are probably a wide number of career choices which could be made with any one of them as an appropriate choice. There is not one choice which is best for the individual.

7. It is equally as important for the individual what the counselor and teachers do after occupational plans are made as it is before. The counselor and teachers have an obligation to help the individual make his decision an appropriate one.

8. The development of personality, recognition of values related to meaningful and productive work, and awareness of the world of work begin early in the elementary years.

9. Career planning is life planning and not separate from personal and social development.

Career Development Over Time

It is comfortable for the counselor and career educator to describe a series of development sequences over time and chart a career development plan in keeping with that course. Seldon has research and actual experience born out the fact that career development is a smooth, irreversible series of activities and personal insights which lead the individual toward greater and greater occupational maturity and satisfaction.

The world-of-work demands both specialization and flexibility, and with it placing at certain times a premium on the abililty to retrain, advance, move geographically, get along with a wide number of bosses, accept economic pressures often beyond the individual's control, and constantly adjust economic needs with personal and social wants. Had individuals who are today active in the world-of-work been developing life-time career plans, many would not
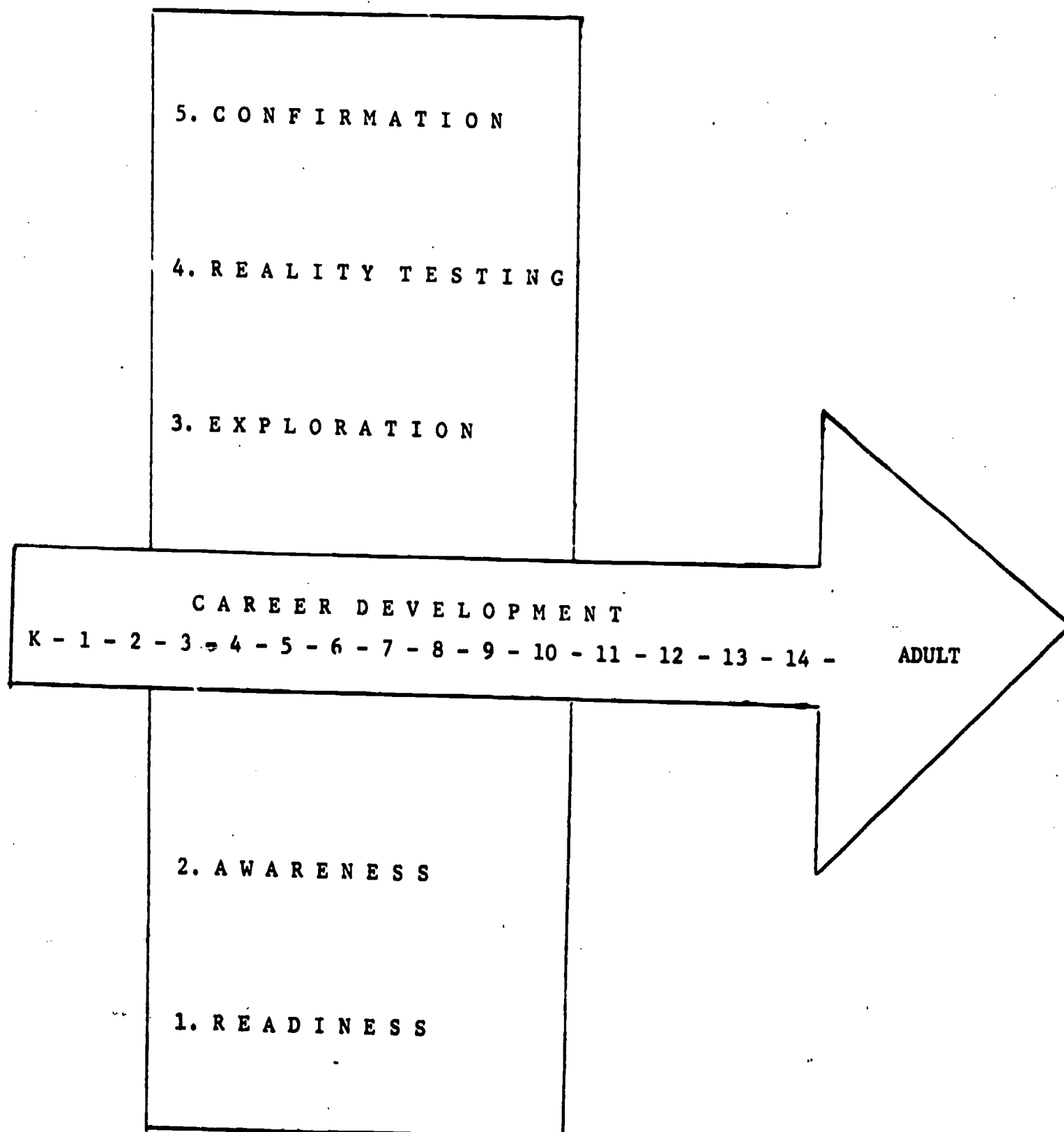
feel so trapped and seemingly unable to find new or related occupations, develop avocations, plan for second mid-life careers or plan realistically for retirement. Many seemingly lack the skills and knowledge on how to go about securing career information, learning about themselves and how others see them, and developing appropriate career plans.

Career planning and the subsequent decisions which are made along the way begin typically in our society in the home and school which are relatively remote and separate from the total world-of-work. Career education programs aim to change this condition; however, much remains to be done. Over time there does emerge a pattern of stages in career development which provide guidelines and suggest concurrent educational and guidance practices. This career development pattern provides the framework for the multipotential concepts integrated into the theoretical assumptions made in the Massachusetts Guidelines For Guidance Programs in Career Education.

The multipotential approach to career counseling provides a framework for services which may run counter to common trait factor practices in which the counselor and the teacher seek to find and channel single dimensions of ability. Instead of following a pyramid pattern by starting from a broad base and then searching for one trait in which the individual is the strongest. The multipotential process requires that the counselor invert that pyramid and help the individual identify a number of strengths and learn how he can adapt to a number of occupations throughout his career plan.

The chart suggests five types of counselor activities through the career development plan. The chart may be seen both vertically and horizontally. Vertically, it can be used to identify the counseling activities which might occur over a short period of time. As an adult client arrives at a particular decision, he would go through these

Career Development Following the Multipotential Approach

5. C O N F I R M A T I O N

4. R E A L I T Y   T E S T I N G

3. E X P L O R A T I O N

C A R E E R   D E V E L O P M E N T

K – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12 – 13 – 14 –   ADULT

2. A W A R E N E S S

1. R E A D I N E S S

phases in some form. Horizontally, the five phases describe the framework
which may be used to develop a career education program over an extended
period of time. Each phase or part is identified as an essential section
through which the individual is assisted in developing his full potential.

Readiness

Too often our guidance programs and school systems tell the individual
when he should be ready to make a certain decision. However, for the
adolescent or adult, readiness is that point in time when the individual
acquires the social, physical, and pyschological acceptance of the respon-
sibility for implementation of a career plan. For the child in the elementary
school, readiness means when the youngster acquires the reading, vocabulary,
writing, listening, and speaking skills to become aware of the world-of-
work. In the secondary school, lock-step courses of study assume with
certain chronological age the individual is ready for certain occupation,
related subjects and provide less and less acknowledgement of an individual's
sense of psychological and sociological readiness.

Awareness

Traditionally awareness in career education programs means primarily
knowledge of the world-of-work. For the counselor, however, awareness means
two different but inseparable things in career development -- awareness of
self and awareness of the world-of-work. Awareness of the world-of-work
provides a means to motivate and captivate the youngster's interest in
acquiring the attitudes and skills needed to develop a meaningful career.
Time must be provided for the individual to learn about himself, his own
values, goals, strengths and weaknesses, as well as those of others.
Awareness of the career choices available must be integrated with self-
knowledge. This is one of the unique functions the counselor can provide

in the career education program. The Occupational Information Center
manned by a qualified paraprofessional can provide information services
to expand his awareness whenever the individual is ready. Awareness of
occupations goes beyond the quick reading of occupational briefs. There
are many ways awareness can be fostered in the public schools -- field
trips, audio-visual material, follow Dad or Mother for a day, etc.
Awareness of life styles of people in certain occupations is also an
important prerequisite before further explorations can take place.

Exploration

Exploration is a systematic and planned inquiry into the world-of-work.
It is an active investigation on the part of the individual into detailed
information on job specifications, training requirements, labor relations,
social security, insurance provisions, and occupational stereotypes. Ex-
ploration differs from awareness in that the latter is a broad overview
of the entire world-of-work, while exploration includes activities in
which an individual actively seeks out different specific alternatives
in his career plan.

Frequently, career counseling ends after this phase when a tentative
decision is made. Since the individual meets job specifications, it must
be an appropriate choice even though there may be a large number of other
occupations he could include within his career plan.

Reality-Testing

The counselor's involvement with the individual in actually testing
out the occupation he selects is fundamental if the counselor is going
to help develop a career plan. An occupation which may appear just the
thing after reading a brief about it or hearing about it from a friend,
may turn out to be in practice a different situation. Here is where the

counselor must work with or be closely involved in establishing work-related or work-study programs for all youngsters. These experiences may not be for money. Simulated work sampling areas can be established in schools. Courses of study can be organized so as to provide opportunity for individuals to test out and develop skills related to job families or clusters. Standardized testing, extra-curricular activities, summer jobs, institutes and camps, and mini courses all can provide opportunities for reality testing, if guidance personnel provide the leadership to implement them.

"The extent to which the counselor can replicate through reality testing the kinds of experiences the individual might actually have in a 'real' work experience, the more likely will the career plan be satisfactory and meaningful."

Confirmation

During this phase the school counselor works to make a career plan a successful one. The guidance staff through the school curriculum and outside resources helps the individual acquire the needed knowledge and skills which are necessary for entry into an immediate job. Follow-up and review of progress after the student leaves high school would be an expected activity. If additional skills are needed, the counselor, in cooperation with the employer, might arrange for remedial work and additional classroom work. Involvement will be essential for the guidance staff as they seek to help individuals follow a consistent and meaninful career plan.

Summary

A number of theoretical notions prominent in related literature have been explored. The counselor and his staff are urged to be well informed on career development and occupational decision-making. The counselor is

encouraged to view individual students as being multipotential and having

a number of traits which could be developed rather than "single-talented."

The phases of Readiness, Awareness, Exploration, Reality Testing, and

Confirmation were described as time periods for long-range career planning,

as well as for short-term decision making counseling sessions.

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III

OBJECTIVES

GUIDA

DOCTOR
LAWYER
ENGINE
PSYC
MA

"Mr. Counselor, How will you help ME personally when I don't know what career I should enter or what I want to do in life?"

THE GUIDANCE PROGRAM IN CAREER EDUCATION

Career education is broadly conceived as being synonymous with general education. Within this context, the concern of guidance personnel in career education is to free the individual from the real and imagined limitations imposed by ignorance; lack of competence; lack of awareness of himself and the world of work; and prejudices of society based on race, sex, ethnic background, and socio-economic factors. The role of guidance in career education is to facilitate the student's development as a competent, self-directed person, who not only develops his potential as an individual, but accepts the responsibilities of responsible citizenship as well. The free individual believes that he is capable of his society. He is a proactive, not a reactive being. He is self-aware, self-accepting, and accepts the responsibility for both his own actions or inactions and in becoming involved in his society. He is flexible and capable of adapting to change; yet, at the same time, he is committed to a firm set of values that give him meaning, strength, and direction. To grow, the student must have a wide range of real choices and opportunities both in the school and the community where he seeks to find his rightful place.

Freedom is the power to make choices and work to make them meaningful choices. Inherent in this is the acquisition of meaningful knowledge and skills that enable one to take advantage of career opportunities. Moreover, freedom is enhanced by the capacity for communication, compromise, and cooperative effort. A balance between the cooperative and competitive modes is needed to cope with the realities of modern life.

Within this broad context, career education attempts to help the student understand the world of work and search or build for his place

within it. An effective career education program should provide students with planned and continuous opportunities--informational, intellectual, experiential, psychological, and social--to develop a meaningful and flexible life style in the world of work.

General Objectives

1. Basic Objective of Career Education

The basic objective of career education is to provide a comprehensive educational experience which will help individuals identify, develop, evaluate, and actualize their various potentials in the world of work as responsible citizens in a complex and rapidly changing society. This is related to the basic objective stated in the Massachusetts State Plan for Vocational Education: "Progress toward serving all potential student's [sic] needs to the point of contributing to [an] adequately trained manpower force is the ultimate in vocational education."* While the basic objectives are similar, the scope and emphasis are different. Career education is a broad approach which seeks to integrate vocational and technical education, general education and college preparation into a comprehensive curriculum that not only provides relevant information regarding the world of work, but assists the student in developing and implementing a life-long career plan. Guidance personnel should not try to force all basic skill learning through the development of careers but utilize the world of work and career planning as a means for a more meaningful curriculum. Moreover, career education is concerned not only with meeting societal work force needs or developing a student's vocational skills, it

*Massachusetts State Board of Education, Massachusetts State Plan for Vocational Education, State Department of Education, 182 Tremont Street, Boston, Massachusetts, July 1, 1971, p. 91.

deals with personal needs as well.

2. <u>General Objectives Regarding Guidance Programs in Career Education:</u>

In order to achieve the basic objective of career education, schools should "strive to utilize trained guidance personnel who will use their expertise not only to help [deal with] individual student [needs and] problems, but to work with teaching and administrative staff so that all personnel working with students will develop and use a guidance point of view. . . . The guidance specialist must assume responsibility to keep abreast of the changing world of work and serve as a leader, a helper, a resource person, and a specialist to other staff members." Because of the historical responsibilities of their profession, counselors must play a significant part in initiating programs of career education and development, but "the responsibility is not theirs alone. Counselors must clearly delineate their role and help others to identify their own."

Counselors basically play a dual role in career education. First of all, the counselor, in his more traditional role, works directly with students and their parents (individually or in small groups) with attention to the following areas: 1) self-awareness, self-acceptance, and self-appraisal, as well as the development of personal, academic, and occupational skills; 2) the world of work--its opportunities and requirements; 3) educational planning; 4) career planning and placement. In short, the counselor helps the student synthesize all of his or her educational and personal experiences with the intent of developing the 'free' person described in the philosophy section of this State Plan.

Secondly, the counselor serves as a catalytic specialist on a team with teachers, administrators, and others to develop, implement, and

evaluate a career education program. Since career education is a comprehensive approach, much of the emphasis must occur in the classroom and in the business and professional community outside the school walls. Therefore, in this area, counselors should define their roles primarily as catalysts and resource specialists and encourage teachers and others to be the primary implementers.

In their respective roles, counselors will strive to be diplomats and encouragers rather than dogmatists and enforcers.

Objectives*

To attain the general objectives with the framework of the three dimensions listed in the Rationale Section, the specific objectives included in these State Guidelines are proffered as minimum guidelines. Counselors and local educators are urged to add to this list or adapt, to fit their own situation.

The guidance role in career education is not something just for the 11th and 12th grades, but a Kindergarten through adulthood process. This is one of the significant changes for the counselor now functioning in the schools. His involvement in the total sequential educational experience will demand on his part new skills and knowledge.

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* Reference is made to the following sources:

Chuck Crone et.al, editors, Guidelines from the Oregon State Plan for Career Education, Oregon State Dept. of Education, October 1971, p. 16.

Norman Gysbers, et.al., Elements of an Illustrative Guide Career Guidance, Counseling and Placement for State Departments of Education, University of Missouri-Columbia, August 1973.

Kudo and Lee, A Conceptual Framework for a Career Development Continuum, K-14, State Department of Education, Honolulu, Hawaii, August 1973.

Division of Guidance Services Career Development Guide, Bureau of Pupil Personnel Services, Kentucky State Department of Education, Frankfort, Kentucky 40601

Basic Objectives to be achieved by end of grade twelve

1. Self -- awareness, acceptance, development, and appraisal:

    a. Each student will strive to develop a realistic self-concept.

    b. Each student will be able to assess realistically his/her talents, strengths, limitations, abilities, and interests.

    c. Each student will demonstrate that he/she is developing proper attitudes and values toward all work and workers as well as the general society.

    d. Each student will learn how to work with different types of people.

    e. Each student will learn how to build good work habits.

    f. Each will develop appropriate communication, evaluative, and decision-making skills.

2. The World of Work:

    a. Each student will be able to describe at least two ways to classify occupations in addition to the career cluster system, i.e. Dictionary of Occupational Titles, Personality Life Styles (John Holland), Job Families (SRA), Interest Categories (Kuder), etc.

    b. Each student will gain a knowledge of career clusters and be able to identify a variety of jobs in each cluster.

       Bureau of Adult, Vocational, and Technical Education (USOE)
       Occupational Clusters

       1. Transportation
       2. Health Occupations
       3. Agri-Business and Natural Resources
       4. Business and Natural Resources
       5. Communication and Media
       6. Consumer and Homemaking Education
       7. Construction

8. Environment
9. Fine Arts and Humanities
10. Hospitality and Recreation
11. Manufacturing
12. Marine Science
13. Marketing and Distribution
14. Personal Services
15. Public Services

c. Each student will be able to list prerequisities for entry and advancement in three occupations from a cluster of his choice.

d. Each student will be able to identify some interrelationships among various kinds of work.

e. Each student will gain knowledge of occupational and educational opportunities in the local community or region.

f. Each student will become knowledgeable about community workers.

3. Career Planning :

a. Each student will devise his educational programs and career plans in view of his/her interests, abilities, and desired life style in relation to the world of work.

b. Each student will explore at least three occupations in one or more clusters.

c. Each student will show an understanding of basic problems involved in career choice.

d. Each student will obtain appropriate work experience (simulated or actual).

e. Each student will strive to develop an entry-level skill prior to the termination of formal education.

Objectives to be achieved by designated times

A. Grades K through three--by the end of Grade 3:

1. Self:

a. Every child will begin to recognize the value of self-
   acceptance and self-appraisal.

b. Every child will begin to differentiate himself/herself
   from others.

c. Each child will be able to list or describe three personal
   attributes.

d. Each child will be able to tell the subject matter areas
   in which his performance is above average.

e. Every child will identify ways in which he is unique.

f. Every child will be able to identify his feelings in a
   variety of situations.

2. World of Work

a. Every student will be able to identify all the occupations
   represented by people working in his particular school,
   i.e., custodian, secretary, delivery man, cook, teacher, etc.

b. Every student will be able to identify the cluster or
   job family from which these particular occupations are taken.

c. Every student will be able to describe the kind of acti-
   vities involved in these particular occupations.

d. Every student will be able to identify some aspect of the
   life styles of these occupations.

e. Every child will recognize that people bring dignity and
   worth to their jobs.

g. Every child will be able to give an example of the way in
   which his attitudes relate to school performance.

h. Every child will be able to identify the role he plans in
   the functioning of his family.

      i. Every child will identify workers he has depended upon in his life.

      j. Every child will list occupations required in building a house.

      k. Every child will identify what he does in his leisure time.

      l. Every child will be able to list ways that his life changes.

3. <u>Career Planning</u> :

      a. Every child will become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

      b. Each child will be able to give an example of making a decision.

      c. Every child will be able to list and describe three personal reasons why people work.

      d. Each child will be able to give an example of the rewards, other than money, which are related to working.

      e. Every child will identify tasks he can do well and tasks he cannot do well.

      f. Each child will identify realistic goals when determining tasks to be accomplished.

      g. Every child will be able to describe situations in which his decisions affect others.

      h. Every child will be able to describe situations in which his decisions will affect only him self.

B. Grades 4 through 6--by the end of Grade 6:

1. <u>Self</u>:

      a. Every student will be able to describe two reasons for

knowing one's strengths and weaknesses.

b. Every student will identify the relationship between his interests in a subject area and his performance in that subject.

c. Every student will be able to identify ways in which he is able to help others.

d. Every student will be able to describe situations in which it is better to work together than alone.

e. Every student will be able to describe situations in which his environment controls his behavior.

2. World of Work:

a. Every student will be able to identify all the fifteen clusters as described by the USOE's Bureau of Adult, Vocational, and Technical Education.

b. Every student will be able to identify five occupations in each job cluster or job family.

c. Every student will be able to show that work means different things to different people.

d. Every student will differentiate himself from others by describing how he/she resembles and differs from others.

e. Every student will show an awareness of the importance of examining one's strengths and limitations.

f. Every child will be able to list and describe types of workers in the community.

g. Every student will be able to describe two contributions which a specified occupations has made to the improvement of society.

h. Every student will be able to explain the need for job specialization within the world of work.

i. Every student will be able to identify ways in which occupations are similar.

j. Every student will be able to identify ways in which occupations are different.

k. Every student will identify activities others consider work or leisure.

l. Every student will identify ways occupations influence life styles.

3. Career Planning:

a. Every child will be able to describe ways in which working relates to the way one lives.

b. Every child will be able to list three factors necessary for job success.

c. Every child will be able to describe the educational needs related to a specific occupation.

d. Every child will be able to describe the need at particular times for cooperation and interdependence in making a team effort.

e. Every student will be able to describe how previous decisions will affect present and future decisions.

    f.   Every student will be able to identify reasons specific

        workers have chosen their occupations.

    g.   Every student will identify decisions that are not always

        planned but sometimes are made spontaneously.

C. Grades 7 through 9--by the end of Grade 9:

    1. <u>Self</u>:

        a.   Every student will show evidence that he/she recognizes

           the responsiblity of self-direction and is beginning to

           develop that responsibility.

        b.   Every student will be able to show an awareness of the

           impact of another person's feelings and values and their

           relationship to one's own feelings and values.

        c.   Every student will be able to know ways of improving his

           behavior and attitudes.

        d.   Each student will be able to describe two marketable

           skills he will have when he leaves or graduates from school.

        e.   Every student will be able to list ways in which needs of

           society relate to the occupational structure and develop-

           ment of new occupations.

        f.   Every student will be able to identify the effects that

           one's health and physical fitness can have on one's career.

        g.   Each student will be able to describe how his personal

           values have been influenced by family values.

        h.   Every student will identify situations in which he has been

           influenced by peer group values.

        i.   Each student will be able to identify possible relation-

ships between occupations and physical attributes of an
individual.

2. World of Work:

   a. Every student will have an opportunity to explore the world
   of work in general through a specifically designed course or
   unit.

   b. Every student will have had an opportunity through the
   exploratory experience to visit at least three world of work
   stations to observe the variety of occupational opportun-
   ities available there.

   c. Every student will be able to investigate occupations using
   the Dictionary of Occupational Titles.

   d. Every student will be able to identify at least three sources
   of occupational information.

   e. Every student will have had an extended opportunity of at
   least two days to accompany his parents or some one working
   in his field of interest to observe a more complete and in-
   depth work experience.

   f. Every student will have tentatively identified three

      clusters or job families which he/she would like to explore
      in greater depth.

   g. Every student will be able to identify contributions of 10
   community workers, and classify them into the following
   categories: working with things, people and data.

   h. Every student will be able to identify 10 workers in the

community who contribute to the dignity of the individual.

i. Every student will be able to list three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.

j. Every student will identify occupations under the two categories of production and service.

k. Every student will describe how work and leisure time pursuits are related.

l. Every student will be able to describe the advantages of one occupation classification system over another in a given situation.

3. Career Planning:

a. Every student will be able to demonstrate an understanding of the decision-making process.

b. Every student will be able to assess his strengths and weaknesses based on interest inventories and aptitude tests.

c. Every student will review personal attributes necessary to obtain and maintain a job.

d. Every student will know how to write a resume.

e. Every student will be able to conduct an interview.

f. Every student will be able to identify different types of physical work demanded by a variety of jobs, and assess his present level of skill development.

g. Every student will be able to list two values of getting prerequisite educational preparation before job entry or job change.   43

h. Every student will be able to show that he recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting.

i. Each student will list examples of short and long range goals.

j. Every student will be able to identify and compare his verbal and non-verbal communication skills.

k. Every student will be able to describe the relationship between salary and type of life style.

D. Grade 10 through 12--by the end of Grade 12:

1. **Self:**

   a. Every student will be able to demonstrate an understanding and ability to utilize the basic communications skills.

   b. Every student will be able to demonstrate an understanding of nonevaluative feedback and the general dynamics of thought process.

   c. Every student will be able to describe what it means to understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

   d. Each student will be able to describe ways in which open communication aids in personal growth.

   e. Every student will identify internal influences on his achievements of stated goals.

   f. Each student will be able to describe how his own ability and efforts allow him to exist in harmony with his environment.

g. Each student will identify psychological needs met by his use of leisure time.

h. Every student will identify his own values as they related to work situations.

i. Each student will identify the value he places on personal endeavor and achievement as compared to the way society views them.

j. Every student will be able to describe the concept of multi-potential as it relates to himself .

2. World of Work:

a. Every student will have had a career analysis course of at least three weeks duration, preferably a term, to consider his career choice and to assess his/her strengths and weak-nesses.

b. Every student will be able to describe how specialization creates interdependency.

c. Every student will be able to demonstrate how environment and an individual's potential interact to influence career development.

d. Every student will be able to give three examples of the interrelationship between occupations and life styles.

e. Every student will be able to show how various groups and institutions influence the nature and structure of work.

f. Every student will be able to show that he knows that dif-ferent people have feelings of dignity and worth for diff-erent reasons.

g. Every student will be able to explain how the needs and functions of society are satisfied by a variety of occupations, i.e. medical, protection.

h. Every student will be able to identify a number of occupations with common job requirements through the <u>Dictionary of Occupational Titles</u>.

i. Every student will be able to match occupations with probable life styles.

j. Every student will be able to describe at least one occupation that has been modified, eliminated or created by technological and societal change.

3. <u>Career Planning:</u>

a. Every student will have made a tentative choice of a cluster or a job family in which he would like some hands-on experience.

b. Every student will have taken some basic course work related to the cluster of tentative choice.

c. Every student will have had the opportunity to participate in a hands-on, either laboratory or real, job experience in at least one cluster of interest.

d. Every student will have had a career analysis course of at least three weeks duration, preferably a term, to consider his career choice and to assess his/her strengths and weaknesses.

e. Every student will be able to show how occupational supply and demand has an impact on career planning.

f. Every student will demonstrate an awareness that individuals can learn to perform adequately in a variety of occupations.

g. Every student will be able to assess his interests, aptitudes, and abilities in a relative sense, based on test, inventories, etc.

h. Every student will be able to identify a tentative choice for

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post-high school experience, i.e., work, community college,

technical school, four-year institution, apprenticeship,

trade school, etc.

i.. Every student will develop a comprehensive, projected
life-long career plan based upon a realistic assessment of his
interests, abilities, and values in relation to the require-
ments of his occupational choice (tentative or actual). The
career plan will offer evidence of the student's awareness
that career development involves a continuous and sequential
series of choices.

j. Every student will be able to demonstrate an awareness that
individuals must be flexible in a changing society and
world of work.

k. Each student will be able to describe economic implications
of career decisions.

1. Every student will acquire employable skills adequate for
job or educational entry in an area of his interest.

m. Each student will be able to demonstrate use of interpersonal
skills in a job interview.

n. Every student will be able to describe ways of maintaining
economic self-sufficiency in contemporary society.

o. Every student will identify one or more work experience pro-
grams and reality test possible choices for a future occu-
pation.

p. Every student will identify at least three possible occup-
ations he could adapt.to within his career plan.

q. Each student will describe how he is multipotential and able
to make a number of occupations a realistic selection.

r. Every individual will list situations in which a given set of
facts can support different career decisions. 47

IV

GUIDANCE SERVICES

IN

CAREER EDUCATION

"Mr. Counselor, are you going to take on the whole
world again all by yourself?"

GUIDANCE PROGRAMS

No, not this time. Counselors and meager guidance staffs in Massachusetts public schools have realized that in spite of their idealism, they cannot produce on their many promises they have made to remediate and prevent a wide array of human problems. No, not this time, career education is a total school and community effort which requires each to do his part. The counselor and the guidance staff are in key positions to exercise leadership in the total school but not to take command of the whole career education program.

Based on the objectives reported in Section II of this State Plan, services will be described which assist in attaining those goals. Hoyt* (1972) outlined five different areas where the counselor should be involved in career education.

1. Help classroom teachers emphasize career implications of their own subject matter.

2. Help to strengthen vocational skill training in formal education.

3. Help business, labor, and the community to become involved in career education.

4. Help the family to participate in career education.

5. Exercise leadership in career development programs.

There are a number of textbooks and bibliographies which provide ample explanation of occupational information sessions, and career planning programs which would be of value to the counselor in establishing his

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*Hoyt, Kenneth B., "The Counselor and Career Education" Guidance Newsletter, Science Research Associate, Nov.-Dec. 1972. 1-4.

own part of the career education program. For this reason, this report

will not go into detail on guidance services in career education. However,

the major components of a guidance program which will enhance the establish-

ment and maintenance of a career education program will be summarized.

Staff

A comprehensive guidance program includes a number of role functions.

These functions will be described as roles since in some cases particularly

in small schools more than one function is performed by a single individual.

The services to be described in these State Guidelines are built on services

in the following areas:

A. Guidance Counseling

B. Career development activities, liaison with world of work (work

study, distributive education placement)

C. Paraprofessional activities

D. Secretarial function

Since occupational decision-making, occupational information and

placement have long been functions of the school guidance counselor, the

training of guidance personnel has included experience about the world of

work. In a number of states, certification of guidance counselors at a

higher level includes work experience for a one year period. The guidance

counselor in Massachusetts, even though he has not been trained in a total

career development process from Kindergarten to 12th grade, has much of

the knowledge and many of the skills needed to exercise leadership in launching a

career education program in the school.

The paraprofessional is viewed as a person with particular training

and skill to operate the Career Information Center which provides print

and non-print materials and information to students, parents, local

citizens, teachers, and counselors.

The secretary provides much needed clerical skills to disseminate information accurately and quickly. The world of work changes quickly; up-to-date information in the right hands at the right time is indispensable.

The functions of the career development counselor are performed usually by a trained guidance counselor or work study coordinator, who has been brought up-to-date on new concepts of career education, methods of working with classroom teachers, and alternative work-study programs. This role highlights the new function of the guidance counselor in career education. He by no means is the only one active in career development but provides a means by which long-term career planning and course selection can be integrated into work study programs and part-time employment.

Members of the guidance department--professional and non-professional-- work as a team. The services of the guidance department are based on a plan and list of priorities prepared by the guidance personnel in consort with teachers, principals, students, parents, and local citizens. For the successful accomplishment of the objectives enumerated in these State Guidelines, carefully worked out programs must be developed which link the services outlined in this section with the objectives described in Part III.

The guidance services are based on the following set of assumptions:

1. The individual is capable of developing career plans which will result in a meaningful and satisfying life in the world of work, when he is informed, listened to, supported, and counseled through comprehensive guidance services.

2. Guidance services outlined in this report are described so as not to duplicate existing school or community services, such as the

Division of Employment Security.

3. Our society benefits when individuals in that society realize that all types of work have value and dignity.

4. The responsibility for career development is not limited to the guidance personnel only but require the cooperation of everyone in the school.

5. Services are available to all personnel in the community who wish to develop and implement career plans.

6. Services are to be provided to everyone regardless of race, sex, age, ethnic background, or socioeconomic class.

- Functions to be provided by the guidance program to attain the objectives listed in Part III include:

    A. Information

    B. Counseling

    C. Assessment

    D. Curriculum

    E. Placement

    F. Research and Evaluation

Informational Services

One of the essential needs in career development and career education is for accurate and up-to-date information about the world of work and information about oneself.

An important characteristic of this Career Information Center is that the paraprofessional in concert with the counselor helps the individual not only learn about the World of Work, but also about himself and his developing abilities.

Informational services are provided through the Career Information Center which is a collection of print and non-print materials about the

World of Work. In part, this includes educational and occupational opportunities, job descriptions, self-assessment devices, curriculum units, attitude materials, application forms, local job notices, film-strips, simulation units, and locally developed 35 mm slide presentations.

The Career Information Center (CIC) is a location where students, teachers, parents and citizens in the community can go to find accurate and reliable information. It is operated by a trained paraprofessional who has as his chief responsibility the operation of this center. The CIC may not be in a fixed place, but can be a portable unit or large rolling cart which can be moved from classroom to classroom. The CIC must be located where it is most open and accessible to students and visitors.

Audio Visual material needed for a Career Information Center are divided into three levels Group I--Minimum, Group II--Moderate, Group III--Optimum. Group III materials include Group I and II also. The Career Information Center should have equipment through which local materials can be developed.

GROUP I MINIMUM:

EQUIPMENT	MANUFACTURER	NUMBER	PRICE*
Cassette recorder	Wollensak	1	$75.00
Play back unit		3	35.00
Film strip viewer	Graflex	3	27.75
Head seats		4	approx. $ 6.00
Jack cord		1	
Multiple jacks		2	approx. 12.00
Splice cord			approx. 1.50

MATERIALS (RAW)

Cassette tapes - boxes of 20	(40 min.) - 72¢ each/100 lot	
	(60 min.) - 88¢ each/100 lot	
Thermofax masters	Milton Bradley	$ 4.95/box 100
Thermofax paper	Milton Bradley	12.00/box 500
	Federal	21.50/box 500
Transpar ncy material	Hammett	5.95/50 sheets
Frames for transparencies	Hammett	5.95/50 a pkg.

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*Prices subject to change

MISCELLANEOUS

Display materials - construction paper, oaktag, thumbtacks
Postage
Paints, magic markers
Ditto and mimeograph paper
Stencils and stationery
Letterheads on stationery and newsletter

GROUP II - MODERATE

Kodak Carousel slide projector - 35 mm. - #750	$109.00
Kodak Instamatic Copymaker plus camera	approx. $115.00
Trays	approx. 1.19 ea.
Dry mount materials (press)	$125.00
Dry mount tissue	12.50/roll
Laminating material	6.00/box

GROUP III - OPTIMUM

Automatic sound filmstrip viewer - Messenger VIII -		249.95
16 mm projector	Kodak, 126 TR	400.00
8 mm projector	Kodak, Super 8	120.00
Kodak Visual Maker		75.00
Super 8 camera		approx. 160.00
Work sampling carols	Graflex Singer	700.00
Film strip projector		approx. 125.00
Record player (could be borrowed)		approx. 125.00
Thermocopier (may be part of office equip.)		
Lamps - request a year's supply		

Film - 35 mm plus processing (Instamatic)	$5/roll - 20 exposures
8 mm plus processing	5/roll

(Buy in quantity and refrigerate - may get up to 40% discount)

Field trips
Shelves - for display and storage - with locks

ADDRESSES OF MANUFACTURER OR DISTRIBUTOR

Wollensak - H.B. Education Systems Inc.
        Audio Lane
        New Haven, Conn. 06519

Kodak - FranTek Corp.
        71 Lamp St.
        S. Hadley Falls, Mass. 01075

Graflex - Society for Visual Education Inc.
Singer   1345 Diversey Pkwy.
        Chicago, Ill. 60614

Milton Bradley
N.E. Division
43 Cross St.
Springfield, Mass. 01101

Federal Office Supplies
Hampshire Office Prod. Inc.
29 Walnut St.
Northampton, Mass. 01060

Cost of materials for the CIC will vary. However, even with a moderate amount of free materials or previously purchased materials, it would cost approximately $1,000 plus audio visual materials and furniture to launch a Career Information Center in a typical school. This estimate will vary depending upon extent of commerical materials used and number of students and teachers to be served.

The paraprofessional to operate the Career Information Center needs special training. His role is much more than a Keeper of the materials; he is a disseminator and person who actively seeks full use of the CIC.

On-the-job training is normally not sufficient if the CIC is to operate in the manner described in this report. (For further information on paraprofessional training and resource centers, contact Director, Paraprofessionals in Occupational Resource Center, ESEA title III Project, Amherst-Pelham Regional High School, Amherst, Massachusetts 01002.)

The purpose of the Career Information Center is to provide interesting, accurate and up-to-date information upon which career plans can be developed and a career education program can utilize. Because of local needs and uses, it is highly recommended that when materials are to be purchased, they be previewed first by a committee of students as to their usefulness and interest. The National Vocational Guidance Association Criteria for evaluation of printed career information should be utilized.

Counseling Services

Counseling services should be available to all youngsters and adults in the community for self-awareness and, in particular, the exploration reality testing and confirmation phases of career decision making. The guidance staff and the Career Information Center should be available on designated evenings or on weekends so that the community may use the

most up-to-date career information system that is available to them.
Applying this information to themselves and their own aspirations and
performance level requires a skilled and resourceful counselor. It is
not enough to provide a warm and empathic counseling relationship, but
the counselor must be able to serve as a resource person and expand and
enrich the career alternatives of his client.

The 5-10 minute once a year counseling interviews have proven un-
satisfactory in many cases. Counselors are urged to explore small group
sessions or special seminars in which exploration and feedback from reality
testing experience can be exchanged and evaluated. Published materials
are available which may guide the counselor in organizing and planning
small group counseling activities which can be much more beneficial than
the 5-10 minute once per year session. A number of human potential units
may be developed by the counselor himself. The Human Potential Center
at Kendall College in Illinois has developed a unit and a series of
activities which would be a helpful guide.

Counseling services for career planning through a multipotential
approach requires more follow-up with students. Because career planning
is considered a life-long process, it is considered more advantageous for
the counselor to stay with the same student rather than shifting to

a work experience counselor and then to a placement counselor.

The guidance staff cannot and should not do everything for the student
through counseling and the career education curriculum, the student will be
assisted to acknowledge greater and greater responsibility in the implementa-
tion of his career plan. The counselor can utilize the paraprofessional in
the Career Information Center to follow-up on students and assist them in
locating material and community resources.

Assessment

Tests can provide an effective tool for reality testing and self-awareness if used by qualified guidance personnel. Standardized tests and inventories can be utilized as a part of career planning and decision-making. In this light, tests and inventories should be administered on an individual and small group basis where there is a condition of readiness on the part of the student. It is important for any individual to realize before he takes a test or inventory that a test will not necessarily tell him what to do, or that high interest in an area means high ability in that area, or that high or low test performance guarantees success or lack of success.

Tests and inventories administered by the Division of Employment Security (General Aptitude Test Battery) and various branches of the military may be utilized to expand resources and testing opportunities. Tests and inventories should be selected which meet the American Psychological Association and American Personnel and Guidance Association Guidelines for test selection. Buros Mental Measurement Yearbooks are helpful · references in reviewing published tests.

Guidance personnel are urged to develop their own interest inventories, criterion tests, and attitude scales. State Department of Education guidance personnel are urged to provide leadership in organizing and collecting information for state-wide expectancy tables. Simulated games and activities can be utilized by guidance personnel to expand testing opportunities beyond paper and pencil format. Established test publishers frequently have qualified personnel who are willing to assist local guidance personnel in this endeavor.

The counselor with the help of his paraprofessional in the Career Information Center can provide the curriculum with ideas and materials. A number of career development oriented course of study are available from the State Department of Education in Minnesota and Wisconsin. Often all the classroom teacher needs is to receive a few suggestions, materials and model units. The paraprofessional can help teachers by arranging for field trips.

The elementary teacher frequently perceives career education as not relevant since she associates it with occupational choice. The secondary teacher, on the other hand, focuses on his subject matter and is reluctant to relinquish classroom time unless related to the subject area itself. Without leadership from the counselor and guidance staff who are familar with occupational classification systems, emerging manpower needs, appealing career information, community resources, and model curriculum units, limited progress will be made in career education in Massachusetts schools.

Counselors should identify teachers who are willing to enrich their classrooms and conduct workshop and seminars for them to facilitate the career education objectives enumerated in these State Guidelines.

Placement

There are several forms of placement which the guidance staff is involved with in the schools.

1. Placement after graduation in a job, college or technical school.

2. Placement in courses or programs within the school curriculum.

3. Placement in vocational programs, work-related experiences, part-time and summer work, work-study, and cooperative programs during the secondary school period.

All test data collected on a student should be interpreted
by qualified guidance personnel to that individual and his parents. The
test performances which may have significance for career planning must
not be kept from the student or individual.

It is recognized that unless a test or inventory is so designed and
developed, certain "correct" responses may not be accepted by certain
sub-groups in our culture. It is equally as important to realize that
testing is not a policy nor a set of beliefs or principles but rather a
method for obtaining information in an organized and relatively consistent
manner. Better tests or a moratorium on testing will not solve the social
ills these tests reflect. Guidance personnel in Massachusetts should be
sure that they are well informed as to the tests they are working with and
readily acknowledge why tests may be given for the benefit of the individ-
ual.*

Curriculum

The guidance counselors involvement with classroom teachers in the
introduction of subject related career information is a relatively new
thrust. Many counselors and teachers need additional training and experience
in identifying materials and developing programs which will expand awareness
and exploration of the world-of-work. The ultimate impact and longevity
of career education in the regular classroom will correlate directly with
the teachers ability and willingness to integrate this material into her
teaching style and content. Progress will be minimal if all the teacher
does is to set aside every Friday afternoon for the counselor to come in
and "do his thing" on career development.

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*"The Responsible Use of Tests: A Position Paper of AMEG, APGA and NCME,"
Measurement and Evaluation in Guidance, Vol. 5, No. 2, July 1972, 385-388.

The guidance staff needs to be invo ed in post-high school placement for graduating seniors or existing students through the use of available community and state placement services; and if need be the counselor shall solicit such opportunities for his student in the local community through service clubs and local employers.

Placement within the school's courses of study must be of concern to the counselor. The counselor needs to work diligently to help develop a school program that is flexible and void of restrictive tracking systems. Student selection of courses is not an insignificant formality, as course selection should be integrated into a career plan which the student and counselor are developing. Or,anizing the courses of study around the fifteen clusters may readily benefit education and occupational exploration.

The success of work-study type programs is directly related to the extent and quality of field placement and supervision provided by the coordinator. Too often such placement is connected only with a particular course or program and not related or infused into a developing career plan. It is critical that the work-study coordinator work from the guidance office so that experiences and feelings gained by the student may be incorporated into his career planning. Summer work and part-time work opportunities may also be used to test out career plans.

Learning how to look for a job, make application for a job are all critical skills each student needs before leaving school. The guidance staff should provide this training for all students either through the classroom teacher or through guidance department seminars or mini-courses.

Research and Evaluation

The guidance staff must guard against the tendancy to reduce research and evaluation efforts in the face of inordinate demand

for other services. It is too easy to let evaluation "wait until next year." Education and guidance counselors cannot assume just because the demand for their other services is so great that this is sufficient to justify those services. Not only does the community which supports our schools and guidance programs need to know of their effectiveness, but the counselors themselves need to be constantly up-dating their services and evaluating and comparing their techniques and procedures.

A program based on a local needs assessment of the students, teachers, parents, and community is a sound way to begin a career development program. Local needs assessment can prescribe program content and suggest priorities for resource allocation.

Follow-up studies have been the backbone of guidance programs for a number of years. Research on follow-up procedure suggests that:

1. 100 per cent return should be sought, as the last 30 per cent is proportionally more negative in response.

2. Follow-up studies cost about $1.00 per student for a mailing survey and approximately $64.00 per student for a personal interview survey. Researchers tend to achieve more personal responses and more complete answers when interview methods are used.

3. Personal attention shown through individualization of the letter sent out with the mail survey does yield a faster return rate and ultimately more returns than a completely standardized letter.

4. A timing sequence of 1, 3, 5, and 7 years after graduation from high school seem to be productive intervals for collection of follow-up information.

Counselors must ensure that they have consulted other school personnel involved in career education and include their questions as well in follow-up studies. Repetitive surveys of graduates, parents, and local citizens will have a negative effect on the responses or lack of responses received. The guidance staff should spend considerable time in development of the questionnaires or data collecting instruments. No questionnaire should be used unless it has been field tested upon a sample of the population for which it will be used. The failure of many follow-up studies can be linked to the hasty preparation of questionnaires and lack of careful planning as to the specific information needed and why.

Most evaluation efforts are made difficult because the objectives of what is being evaluated have not been stated in clear, measurable terms. That is why careful planning of the evaluation process is so critical, the first step is defining what the programs objectives are. Too often many of our programs grow in reaction to pressures or procedures or are adopted from other programs without recognition or regard as to their purposes in other programs. The evaluation process is, therefore, not only a technical problem, but one involving classifications of objectives, discussion of program philosophies, and policies.

A number of references are available for the guidance staff to use in conducting research and evaluation studies. Three references are mentioned here for their specific applicability for the school counselor in the area of career development.

Association for Counselor Education and Supervision, Research Guidelines for High School Counselors, New York: College Entrance Examination Board, 1967.

Cramer, S.H., Herr, E.L. Morris, C.N., Frantz, T.T.
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Because of his knowledge of assessment and research tools, the counselor should support and provide leadership in preparing proposals for outside funding. Aggressive leadership in seeking funds for career education programs should be a part of the counselor's function.

IMPLEMENTATION

OF

STATE GUIDELINES

"Mr. Counselor, it all sounds great but when do we start?"

IMPLEMENTATION OF STATE GUIDELINES

The primary responsibility for implementing the Massachusetts Guidelines for Guidance Programs in Career Education rests with the Massachusetts State Department of Education. The Board of Education and the Commissioner of Education should designate a high-ranking member of its administrative staff as the officer responsible for Career Education within the Commonwealth. This officer should coordinate and facilitate the career education efforts of school committees, administrators, counselors, teachers, professional organizations, the general public, the Legislature, and other interested groups. To this end, the responsible officer must be given adequate staff and financial support. From this administrative unit, leadership, materials, and funds will be needed to assist guidance personnel throughout the state in implementing this state plan. The Division of Occupational Education and the Division of Curriculum and Instruction should share in the implementation of these Guidelines.

There are many specific activities that the State Department of Education should undertake in its efforts to expand the role of guidance in career education.

1. It should assess, revise, and publish the State Guidelines and send it to each school district.

2. The State Department should file appropriate legislation.

3. The State Department of Education should assist colleges and universities in initiating pre-service and in-service training programs to orient counselors, teachers, and administrators to their roles in occupational exploration. Future teachers should be shown how occupational information can be correlated with subject content at various grade levels.

4. The Department should establish local career education advisory

councils on a regional basis with guidance personnel represented on the councils. Through this medium the Commonwealth's full resources of business and industry might become more closely involved with public school programs of career planning and exploration.

5. State Department personnel should include as one of their primary roles attitude development, that is, orienting individuals in the public schools toward the necessity of career readiness, awareness, and exploration.

6. The Department of Education should provide funds to professional organizations to organize and conduct in-service career development workshops for State personnel, regional directors, local coordinators, counselors, teachers, and school personnel.

7. A number of exemplary pilot programs should be established in strategically located schools throughout the Commonwealth.

8. The Department should inaugurate a public information program to inform the general public about career education and career development.

9. The State Department should evaluate the Massachusetts Guidelines for Guidance Programs in Career Education in achieving its stated objectives. Procedures should be developed for disseminating findings and making recommendations for improvement of the Guidelines.

Professional guidance organizations in the State should be utilized to extend the personnel resources of the State Department of Education in the rapid implementation of this plan.

Implementation Strategies

1. Guidance in relation to the State Board of Education

   a. Representatives of the guidance professional organizations will
      prepare a comprehensive plan for the State Board of Education
      to seek its support, commitment, and assistance in establishing
      a role for guidance programs in career education as a priority
      in all systems within its jurisdiction.

   b. Representatives of the guidance profession through the Commissioner
      of Education will gain the endorsement of the State Board of
      Education for the Guidelines and authorization of appropriate
      funds to establish career guidance programs at local levels and
      to provide for pre-service and/or in-service training for necessary
      personnel.

2. Guidance in relation to local boards of education and administrators

   a. Counselors will strongly urge local boards of education and admin-
      istrators to select a Career Education Steering Committee within
      one year after the adoption of the State Guidelines.

   b. Along with adequate representation from local boards of education,
      administration, faculty, parents, students, business, and community
      leaders, guidance counselors will serve on the Steering Committee
      primarily as resource persons and in leadership roles as necessary.

   c. Responsibilities of the Steering Committee will include:

      1) Informing the community about the concepts and goals of career
         education.

      2) Developing community interest in the role of guidance in
         career education.

      3) The creation of an official career education team with officers,
         specified tasks, sub-committees, etc.

4) Strongly support the development and implementation of a career education program.

5) Data gathering and dissemination.

6) Overseeing the evaluation of the career development program.

7) Seeking means of providing pre-service and/or in-service training.

3. Guidance in relation to student appraisal

   a. Each guidance department at every level will compile and update regularly a Human Appraisal Resource File which under the school counselor will be readily available to the student himself and his parents or guardian. Included in such a file will be:

      1) Standardized tests and inventories dealing with abilities, aptitudes, and interests.

      2) Instruments relating specifically to career choices.

      3) Evaluation devices relating to personal and emotional development (e.g. self-esteem, relations with others, values, attitudes, and decision-making skills). Semantic Differential, Q-sorts, and other similar types of scales.

      4) Instruments devised by counselors and/or teachers.

      5) Instruments for student self-evaluation.

   b. Each guidance department will develop and conduct a useful appraisal program for all students with special attention given to its relationship to career development.

   c. Counselors will be responsible for a specified number of students and will meet regularly with student, in realistic self-appraisal, identify student readiness for career information and exploration, problem identification, and provide counseling (individual or small group) or make appropriate referrals within the world of work.

d. Each counselor will keep accurate records of grades and results of evaluation devices and assemble a comprehensive profile for each student.

e. Each guidance department will be responsible for devising and conducting research relevant to career development. (Expectancy tables, follow-up studies, etc.)

f. Each guidance department will acquaint all teachers and administrators with the Human Appraisal Resource File, assist those who wish to use various devices, and encourage appropriate personnel to develop their own evaluation instruments.

4. Guidance in relation to the Educational Process

a. In secondary schools each counselor will be responsible for helping each student select courses which are related to his flexible career planning.

b. As members of the Career Education Steering Committee, all counselors will assist in organizing and establishing a Career Education Curriculum, (K through Twelve). The following two specific objectives will be met within two years after the adoption of a State Plan:

   1) All faculty and administrators will have attended at least one counselor-led workshop which stresses the need for career development as well as the roles and involvement of school personnel.

   2) Counselors will meet regularly with a sub-committee of teachers and administrators to create and apply a plan which involves all teachers to create education curriculum and development, assists all teachers to become aware of the already developed resources, helps the faculty to modify the present curriculum, and trains teachers and staff in community about the world of

work.

c. Each guidance department will be able to show that it is assisting
in the development of materials and techniques (games, simulation
activities, role-playing, dramatics, and decision-making exercises,
etc.) designed for career related learning activities which can be
used in group guidance by counselors and/or teachers of any subject.

d. Each guidance department will establish and utilize a Career Infor-
mation Center and be responsible for familiarizing all teachers,
administrators, and students with the materials.

e. Each guidance department will help provide evaluation of the
Career Development Program and Career Education Curriculum..

5. Guidance in relation to Career Development

a. Members of each guidance department will plan and conduct
small group career development seminars for all students
before the end of grade nine.

b. Members of each guidance department will conduct a Career
Analysis seminar of at least three weeks duration, preferably
a term, for all students before the second half of grade
twelve.

c. Each guidance department will be responsible for establishing,
in connection with other local agencies, a Career Counseling
Center for parents, other adults, and school drop-outs in the
community.

d. Each guidance department at the senior high level will, in
cooperati..n with other local agencies, provide a placement bureau
for summer or part-time jobs and full-time employment.

e. Each counselor will assist the work study coordinator in
the appropriate placement of all students during the assistance.

f. As members of the Steering Committee for Career Education,

counselors will assist in the organization and implementation

of any number of activities relating to the world of work,

further educational opportunities, and community services.

Some of these include: 1) Relevant field trips; 2) Career

Day programs; 3) Assemblies; 4) Arrangement for simulated or

actual supervised work experiences; and 5) Development of relationships

with representatives of local or regional business, industry,

and professions; appropriate commitments; and exploration of

possibilities for funds.

Local Responsibilities

Administrations

1. Provide active encouragement and support of the program.

2. Espouse the idea of career education as a responsibility of each staff member.

3. Commit himself to flexibility and experimentation in the program curriculum.

4. Arrange for in-service training of staff in career education.

5. Encourage the development of a career education committee composed of staff members, students, parents, and community leaders.

6. Encourage constant evaluation and improvement of the program.

Guidance

1. Coordinate, implement and supervise the career education program.

2. Provide staff with the understanding necessary to assist each student to obtain full competencies based on learning experience.

3. Coordinate the acquisition and utilization of appropriate occupational, educational and labor market information.

4. Help staff understand the process of human growth and development and assess needs of specific individuals.

5. Identify and coordinate school and community resources

6. Coordinate a job placement program.

7. Provide individual and group counseling.

Teachers

1. Provide for an easy transition of student from home to school to further education or employment.

2. Provide group experiences to demonstrate the realtionship between learning and job requirements.

3. Help parents understand and encourage career education.

4. Provide career exploration experiences, observations and field trips.

Community

Parents

1. Assist in analyzing their children's interests, capabilities, and limitations.

2. Relate traits, conditions and life styles of the work areas with which they are most familiar.

3. Discuss their work values.

4. Discuss the economic conditions of the family as it applies to the children's education and training needs and assist in planning a course of action.

5. Provide the open communications linkage between the home and school.

6. Let children experience responsibility through working at home and in the community.

Employers and Other Community Members

Provide work, observation experiences and be available as career speakers for school programs.

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Local Implementation

The formation of an effective advisory committee is essential to the success of career education. It will be helpful to establish the following committees:

1. Steering Committee

   a) School Administrator

   b) Director of Guidance (Coordinator)

   c) Elementary and Secondary Curriculum Coordinators

   d) K-12 Principals

   e) Teachers

   f) Counselors

   g) Students

2. Curriculum Committee

   a) Curriculum Director

   b) Curriculum Supervisor

   c) Teachers

   d) Career Education Coordinator (Director of Guidance)

   e) Special Services Personnel

   f) Students

3. Staff Development

   a) Teachers and counselors

   b) Building principals

   c) Parents

   d) Business and community representatives

4. Community Advisory Committee

   a) Superintendent

   b) Career Education Director

   c) Guidance Director

   d) Business and labor representatives

e) News media

f) Parents

g) Students

Conclusion

In schools where counselors are available, guidance personnel will have the responsibility to develop and supervise a career education program which will be complementary with the instructional program.

Unless appropriate involvement of parents and community is utilized, a valuable source of support will be lost. Also, total commitment on the part of each classroom teacher is urgently necessary. The teacher's contribution in his role in curriculums must be fully implemented. The enrichment of the curriculum through the development of this plan must be shared by all the educational staff, students and community personnel who become involved.

The guidance department cannot implement this program alone. The administration, school staff and the community must be stimulated through the leadership and support of the guidance department.

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