This guide introduced 18 separate components designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the "Rural America Series," a framework for the development, implementation, and evaluation of grades K-14 career guidance programs for rural and small schools. Each module consists of a module overview, facilitator's outline, participant materials, and transparency masters and may be used independently or collectively in staff development activities. All parts have been tested in state-wide workshops sponsored by Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and American Samoa. This "Introduction" serves as an overview to familiarize trainers and staff development personnel with the scope, format, conceptual framework, and sequence of materials contained in the remaining facilitator guides. A table outlines the amount of time required, frequency of training, and advantages and disadvantages of four patterns of use for the modules: after school or afternoon sessions, day-long workshops, multiple day workshops, or self-instructional mode. Another table illustrates the relationship of the Facilitator's Guide Modules and the Series Handbooks, noting basic concepts covered and key series pages/sections. (NEC)
FACILITATOR'S GUIDE
TO STAFF TRAINING FOR THE
RURAL AMERICA SERIES

INTRODUCTION
THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs
FACILITATOR’S GUIDE TO STAFF TRAINING
FOR THE RURAL AMERICA SERIES

INTRODUCTION

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October, 1978
COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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

Project Officer, David H. Pritchard

The National Center for Research in Vocational Education
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Grant No.: G007605052
Grant No.: G007605225
FOREWORD

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

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

This document, the "Introduction," serves as an overview of the Guide. It familiarizes trainers and staff development personnel with the scope, format, conceptual framework and sequence of modules contained in the Guide. Stress is placed on the concrete instructional materials which are an integral part of each module. Several practical suggestions for making effective use of the Guide are also contained in the "Introduction." Through the guidance given in this document, highly effective training of rural and small school guidance personnel and educators can result.

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

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INTRODUCTION

The Facilitator's Guide is one of 19 handbooks in the Rural America Series. The entire series provides a framework for the development, implementation, and evaluation of K-14 career guidance programs. This guide is a flexible inservice tool that is to be used by persons providing training on the use of the series. Practical and easily applied ideas for inservice training are provided in the guide's 14 instructional modules. Each module covers a set of basic concepts contained in the other handbooks of the series. The titles and suggested instructional times for the modules are listed below.

<table>
<thead>
<tr>
<th>Module Number and Title</th>
<th>Instructional Time (In Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Understanding the Need</td>
<td>2</td>
</tr>
<tr>
<td>II. Initial Planning</td>
<td>2 2½</td>
</tr>
<tr>
<td>III. Needs Assessment</td>
<td>2</td>
</tr>
<tr>
<td>IV. Behavioral and Program Objectives</td>
<td>2</td>
</tr>
<tr>
<td>V. Resources</td>
<td>1½-2</td>
</tr>
<tr>
<td>VI. Career Guidance Practices</td>
<td>1½</td>
</tr>
<tr>
<td>VII. Counseling</td>
<td>1½</td>
</tr>
<tr>
<td>VIII. Placement</td>
<td>1</td>
</tr>
<tr>
<td>IX. Staff Development</td>
<td>1</td>
</tr>
<tr>
<td>X. Community Relations and Involvement</td>
<td>1</td>
</tr>
<tr>
<td>XI. Community Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>XII. Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>XIII. Cooperative Agreements with Business,</td>
<td>2</td>
</tr>
<tr>
<td>Industry and Labor (BIL)</td>
<td></td>
</tr>
<tr>
<td>XIV. Case Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

Page 12 provides a brief description of the modules.

A uniform format is used throughout the guide. Each module consists of (1) a module overview, (2) facilitator's outline, (3) participant materials, and (4) transparency masters.
The overview contains the following components:

- **Instructional Time**—The approximate time it takes to conduct all presentations and activities described in the module.

- **Module Description**—A brief description of modular contents.

- **Goals and Objectives**—The goals and objectives that participants are expected to attain upon module completion.

- **Agenda**—An ordered listing of the major topics and types of activities included in the module. Estimates of the time required to cover each activity adequately are also shown.

- **Evaluation**—A suggested set of evaluation procedures for the module. A brief participant evaluation questionnaire is included in each module.

- **Relationship to the Rural America Series**—A chart that depicts the interrelationship of the particular handbook(s) being studied to others in the Rural America Series. The chart is accompanied by a short explanatory narrative. A full description of the chart is found in Module I, pp. 1-3.

Following the module overview section is the major content section of each module. This section, "Facilitator's Outline," details suggested activities and information for presentation. A blend of presentation and "hands-on" participant activities such as games, role playing, and laboratories provides a stimulating atmosphere in which series concepts can be explored.

Within the outline, procedural steps such as "show transparency" or "have workshop participants locate a handout" are frequently indicated by the use of the character "Rathbone Nebishkin." Rathbone Nebishkin will appear in each module to highlight key instructions or to offer suggestions for the facilitator. (Instructions also are boxed in by heavy black lines.) Formally meet our little fellow now.
A notes column appears on each page of the outline. This space is provided so facilitators can add their own comments and suggestions. To cue the facilitator to key sections of the handbooks, page number references also are provided in the notes column. (This cueing keeps with a major assumption made by the guide's developers—that the facilitators have a solid working knowledge of the handbooks they are presenting.)

Materials that will be needed by participants follow the facilitator's outline. This section serves as the duplication master. The inclusion of participant materials in each module allows the facilitators easy reference to them. Also, a short evaluation questionnaire is included in the participant materials section of the module. (A complete set of participant materials across all modules is available under separate binding.)

A set of transparency masters makes up the last section of each module. Visuals are considered necessary to enhance many of the presentations. (A complete set of transparency masters across all modules is available under separate binding.)

The appendix to the guide provides detailed procedures for evaluating inservice sessions related to the modular contents. Included in this design are options for overall inservice evaluation as well as for the evaluation of each module.

**OVERVIEW OF SERIES**

The first 16 handbooks of the *Rural America Series* were developed by a consortium of three agencies: The National Center for Research in Vocational Education, The Ohio State University; Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin; and The School of Education, Northern Michigan University, Marquette, Michigan. This developmental effort was sponsored by the U.S. Office of Education, Bureau of Occupational and Adult Education through Part "C" funding legislated by the Vocational Education Act of 1963 as amended. The handbooks were developed on the assumption that a comprehensive career guidance program is a critical need of rural youth seeking to enhance their career development. The first 16 handbooks are designed to assist in the systematic planning, implementation, and evaluation of a (K-14) career guidance and counseling program keeping in mind the unique strengths and limitations of the rural environment.

These handbooks are further divided into four subsets. The subsets and a description of each handbook within the subsets are presented on the next pages.
DESCRIPTION

The CAREER GUIDANCE PROGRAM SUPPORT subset (top left) provides theoretical and background information that is used as the basis of the remainder of the series. Three handbooks make up this subset.

State of the Art Review—An extensive literature review which is divided into two major sections. One section contains an account of the influences on rural youth’s personal and educational development, and the other describes aspects of a comprehensive career guidance counseling program.

Numerous existing career development models were analyzed and aspects that were appropriate for the rural setting were incorporated into Life Role Development Model, the theoretical base for the series. Goals and subgoals that relate to the model domains of Self and Interpersonal Relations, Career Planning and Decision Making, and Life Role Assumptions are included.

Career Guidance Resources—Provides abstracts of over 500 printed and audiovisual career development materials and over 50 career development programs in rural schools. An extensive cross reference index is included.
The CAREER GUIDANCE PROGRAM PROCESS subset contains five handbooks that focus on practical procedures for planning, implementing and evaluating a career guidance program.

Planning and Implementation is designed to be used by the program coordinator and provides suggestions for initial and long range planning. Strategies for generating support and selecting and orienting a planning committee are covered. Planning forms and checklists are provided.

Step-by-step procedures for conducting a needs assessment are provided in Career Development Needs Assessment. Accompanying these procedures is a description of issues involved in needs assessment and an illustration of needs assessment in a hypothetical rural district. Learning of the student's career development needs is a vital part of an effective career guidance program.

Once the needs have been established and ranked goals written, behavioral objectives are defined. Behavioral Objectives contains writing guidelines, criteria for development and evaluation of the objectives and a self-instructional manual for writing behavioral objectives.

Conducting a local resource assessment is an important aspect of developing a career guidance program. Resource Assessment is a procedural guide for the identification and use of community resources. It contains procedures on how to conduct a local resource assessment and categorize resource information.

Deciding Via Evaluation is the last handbook in this subset and deals with the development of program and evaluation plans. It takes into account the fact that evaluation is a continuous process and takes place during planning and after programs have been developed.
The subset titled CAREER GUIDANCE AND COUNSELING FOR GROUPS AND INDIVIDUALS contains suggestions on ways to meet the career development needs of students K-14.

A process for delivering ongoing individual career counseling is presented in Career Counseling in the Rural Schools. Suggested content of the individualized counseling component is also described.

Desk Reference: Facilitating Career Counseling and Placement is a quick reference guide. It provides suggestions on how to obtain occupational and educational information, how to select informational materials, and how to organize and store materials.

A description of career counseling as a combination of the systems approach and one-to-one counseling is contained in An Individualized Approach to Career Counseling and Placement. In addition, a model for helping students make the transitional role change from school to their next career option is presented.

School-based placement activities are described in Transitional Career Placement in the Rural School. The handbook focuses on placement from both programmatic and individual student points of view.

Examples of career guidance and counseling activities that can be implemented in the home, school, and community are described in Career Guidance Practices. The handbook was developed with the assumption that teachers, students, parents, and other community members must be involved in the delivery of career guidance and counseling.
The CAREER GUIDANCE PROGRAM SUPPORT FUNCTIONS subset deals with how to actively involve staff and community in the early stages of program planning and program implementation.

Staff Development provides procedures for the development and implementation of a competency-based training program for faculty and staff. It describes staff development with an emphasis on workshops.

Strategies on how to obtain community involvement are outlined in Community Relations and Involvement. The handbook contains numerous suggestions on how to develop a community relations program.

Rural Community Perspectives towards Career Development looks at the idea of assessing and expanding rural adult career attitudes that affect youth. The document was based on the fact that stereotypic views of adults often influence and limit students' career options.
In addition to the first 16 handbooks just described, three other companion handbooks are contained in the Rural America Series. They are Facilitator's Guide, From Idea to Action, and Increasing Guidance Effectiveness through School-Community Cooperation. The contents of these handbooks which were developed by the National Center for Research in Vocational Education and Northern Michigan University are briefly described in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Handbook Title</th>
<th>Handbook Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator's Guide</td>
<td>Is a training guide that contains training modules for all of the remaining handbooks in the series.</td>
</tr>
<tr>
<td>From Idea to Action: Career Guidance Plans of Rural and Small Schools</td>
<td>Contains a compendium of nine case studies that describe how rural school districts implemented the planning processes contained in the Rural America Series.</td>
</tr>
<tr>
<td>Increasing Guidance Effectiveness Through School-Community Cooperation</td>
<td>Contains procedures for developing cooperative agreements between the schools and business, industry and labor in rural communities.</td>
</tr>
</tbody>
</table>

The total 19 handbooks of the Rural America Series can be thought of as an encyclopedia. One would not read all the volumes of an encyclopedia from cover to cover. Rather volumes and parts of volumes would be used selectively based upon specific concerns and issues. In this regard, the handbooks form an encyclopedia carefully constructed to facilitate the process of planning and implementing a comprehensive career guidance and counseling program.

The Facilitator's Guide, as a training guide for the Rural America Series, serves to facilitate the use of the information in the series by highlighting the key issues and providing suggestions on how the richness of ideas can best be communicated to others.

SUGGESTIONS FOR USING THIS GUIDE

The structure of each module is such that it can be used apart from other modules. However, all modules relate directly to the Rural America Series and have references to the concepts defined therein.

One pattern of suggested module use is to present a sequence of modules over an extended period of time—three to four months. Because inservice training is frequently limited to afternoon and/or
after school time periods, the average length of a module is approximately two-three hours. Some modules are only an hour in length and may be combined to accommodate an after school or afternoon time period (see page 1). Other options are to cover the material in (1) a three-to-four day continuous workshop, (2) a number of one-day workshops, or (3) a self-instructional mode. Table 2 contains a brief summary of the options and the advantages and disadvantages associated with each.

Within each option the facilitator still has a great deal of flexibility. Facilitators are encouraged to use their imagination and creativity in working with inservice applications of this guide.

Many of the minor, yet important, details in planning inservice programs have only been alluded to in this guide. For example, the module agendas do not provide specific times for coffee or refreshment breaks. Agendas for day long or multiple-day workshops have not been included in this guide. Introductory activities (e.g., welcoming of participants, distributing agendas and materials, discussing activities to be undertaken) also have not been included inasmuch as all facilitators have their own styles of handling introductions. Supplementary suggestions for planning workshops can be found in the series handbook entitled Staff Development.

The facilitator also has the opportunity to expand, limit, and/or alter the contents of a module based upon the nature and experience of the participants. Optional activities have been included to provide the facilitator with suggested alternatives. Facilitators are, therefore, encouraged to examine and develop alternative approaches to the suggested module contents.

If all day or longer workshops are planned, the following suggestions are offered:

1. Allow adequate time for such activities as stretching, moving about, and so on.

2. If possible, do not schedule an 8:00 to 5:00 day. Participants’ attention spans tend to drop off at 3:00–3:30 in the afternoon.

3. As you progress from one module to the next, it will not be necessary to review or reemphasize the Rural America Series each time. One idea is to mention the series using the “Rural America Series” transparency provided in several modules. The transparency could be shown two or three times during the day (e.g., in the beginning, in the middle, and in a concluding summary).

4. Allow participants to take home and skim handbooks to be covered the following day. However, do not make this a mandatory activity but one based upon participant interest.
Table 2

Several Possible Patterns of Use for the Modules Contained in the Facilitator’s Guide

<table>
<thead>
<tr>
<th>Factors to be Considered</th>
<th>Use Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After School or Afternoon Sessions</td>
</tr>
<tr>
<td>Amount of Time Required</td>
<td>Approximately 2½ hours (the average length of a module)</td>
</tr>
<tr>
<td>Frequency of Training</td>
<td>Frequent, nearly twice a month, if all of the modules are to be covered.</td>
</tr>
<tr>
<td>Advantages</td>
<td>Integration with regular school inservice training practices.</td>
</tr>
<tr>
<td></td>
<td>Individual sessions, not too long in duration.</td>
</tr>
<tr>
<td></td>
<td>Compatible with participant attention spans.</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Requires numerous sessions to complete a sizeable portion of the series.</td>
</tr>
<tr>
<td></td>
<td>Numerous and frequent arrangements for training have to be made.</td>
</tr>
</tbody>
</table>
A set of questions that are frequently asked in day long or longer workshops covers such concerns as:

- In what handbook can I find this idea?
- How does the material in the *Facilitator's Guide* relate to the handbooks?
- Where can I find other ideas in the series similar to the ones presented here?

It is important to remember that the modules in the *Facilitator’s Guide* were based primarily (but not entirely) on the handbooks of the *Rural America Series*. In all cases, materials that were taken directly from or based upon the series contain page number references to the appropriate handbook. In some instances, the material in the guide was created specifically to facilitate the process of learning about the series. Obviously, these sections will not have series references. Table 3, Series Handbooks and Facilitator’s Guide Modules on the last page of this module, shows how the modules in this guide relate to series handbooks.

Finally, what else is left? There really is not much to say. The *Facilitator’s Guide* is in front of you. It should serve as a springboard for new ideas and an exciting staff development program. Rathoone Nebishkin will pop up from time to time to assist you as you use the guide. You are in charge now.

Let’s get going.
<table>
<thead>
<tr>
<th>Module Number/Title</th>
<th>Basic Concepts Covered</th>
<th>Series Handbook(s)</th>
<th>Key Series Pages/Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Understanding the Need</td>
<td>The nature of the rural environment</td>
<td>State of the Art</td>
<td>pp. 3-37 (State of the Art)</td>
</tr>
<tr>
<td>II. Initial Planning</td>
<td>Formation of a planning committee</td>
<td>Planning and Implementation</td>
<td>pp. 5-8, pp. 27-34</td>
</tr>
<tr>
<td>III. Needs Assessment</td>
<td>Steps in a needs assessment</td>
<td>Career Development Needs Assessment</td>
<td>pp. 5-9, pp. 10-32, Appendices A-K</td>
</tr>
<tr>
<td>IV. Behavioral and Program Objectives</td>
<td>The role of objectives</td>
<td>Behavioral Objectives</td>
<td>pp. 3-4, pp. 18-33</td>
</tr>
<tr>
<td>V. Resources</td>
<td>How to conduct a resource assessment</td>
<td>Resource Assessment</td>
<td>pp. 1-28 (Resource Assessment)</td>
</tr>
<tr>
<td>VII. Counseling</td>
<td>The five basic services of counseling: individual inventory; counseling; providing information; coordinating and referring; follow-up</td>
<td>An Individualized Approach to Counseling and Placement</td>
<td>pp. 1-9, pp. 205-224 (Career Counseling)</td>
</tr>
<tr>
<td>IX. Staff Development</td>
<td>The role of staff development in a comprehensive career guidance program</td>
<td>Staff Development</td>
<td>pp. 1-3, pp. 5-32, pp. 43-51, Appendix A</td>
</tr>
<tr>
<td>X. Community Relations and Involvement</td>
<td>Defining the goals of school-community cooperation</td>
<td>Community Relations and Involvement</td>
<td>pp. 5-26, pp. 49-69</td>
</tr>
<tr>
<td>XI. Community Perspectives</td>
<td>Measuring rural community attitudes toward career development</td>
<td>Rural Community Perspectives Toward Career Development</td>
<td>pp. V-VI, pp. 1-41</td>
</tr>
<tr>
<td>XII. Evaluation</td>
<td>Evaluation of program planning and full scale program implementation</td>
<td>Deciding Via Evaluation</td>
<td>pp. 6-16, pp. 19-26, pp. 37-79</td>
</tr>
</tbody>
</table>
SUPPLEMENTS TO THE RURAL AMERICA SERIES (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

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

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

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

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

Career Guidance Program Process Handbooks

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

Career Guidance and Counseling for Groups and Individuals Handbooks

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

Career Guidance Program Support Functions Handbooks

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

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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