

CAREER DECISION-MAKING:
TEACHING THE PROCESS

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INTRODUCTION

Career Decision-Making: Teaching the Process presents an innovative curriculum that facilitates the development of important career decision-making attitudes and competencies through didactic instruction, discrimination exercises, and guided self-exploration. The following sections describe the model, methods, and materials that the course uses to help adolescents make realistic career choices.

Rationale

The Career Decision-Making Course recognizes that choosing an occupation is a process comprised of a wide array of attitudes, competencies, and tasks. Thus, the major objective of the course is to teach students the critical behaviors that lead to wise career choices. Toward this end, the lesson plans deal with the attitudes and competencies known to lead to decisiveness and realism in career choice. The course enables students to learn and practice the behaviors that sustain self-directed, systematic, and realistic career decision-making. Career choice variables such as interests, abilities, and values are encountered as content in the process-oriented class sessions. This means that the course increases students' ability to deal with the content of career choice instead of just giving them information about the content in the form of test results, occupational information, and advice.

The decisional attitudes and competencies facilitated by the course have been identified, described, and examined through several hundred studies during two decades of programmatic research (Crites, 1961, 1978). This effort has identified the attitudinal dispositions and cognitive competencies that create a readiness to make realistic career choices. The attitudinal dimension subsumes feelings, subjective reactions, and dispositions that individuals have toward making a career choice and entering the world of work. The eight attitudes developed by this curriculum are involvement in and orientation to the career decision-making process, decisiveness in the career decision-making process, willingness to compromise in decision-making, independence in the career decision-making process, conception of the career choice process, and criterion and choice bases in career choice. The cognitive dimension includes decisional competencies, knowledge, and behavioral skills. The cognitive competencies developed by this curriculum include self-evaluation skill for evaluating job related capabilities, knowledge concerning the world of work, understanding how to match personal characteristics with occupational requirements, foresight in planning for a career, and coping skills that deal with problems which arise in the course of career development.

One of the significant milestones in the study of the development of these decisional attitudes and competencies was the construction, validation, and publication of a theoretically inspired, empirically sound psychometric device to assess individual's degree of development along the thirteen key variables. The Career Maturity Inventory (CMI) not only describes individual maturational status but implicitly prescribes goals for educational and counseling intervention. These unique characteristics of the CMI made this curriculum possible. Because the CMI clearly measures the desirata of vocational development, it was not long before career educators and counselors realized the value of "teaching the test" as a career development intervention. Because the attitudes and competencies reflected in CMI items have been shown to relate to decisive and realistic career choice, students benefit from learning them. Although teaching the CMI has long been recommended, the Career Decision-Making Course is the first systematic program to use this intervention.

The Career Decision-Making Course makes use of the CMI in two ways. First, CMI items are the basis of discrimination exercises which provide students with opportunities to conceptualize and recognize the attitudes and competencies. Second, the lessons incorporate individual CMI results into activities designed to stimulate and guide self-exploration. The curriculum augments discrimination learning and self-exploration activities with didactic instruction and experiential exercises carefully designed to teach decision-making skills and reinforce their development and utilization. The general scheme of the course deals with each attitude and competence in two lessons. One lesson is primarily devoted to discrimination learning and the other lesson is devoted to skill development. Both lessons for each variable are designed to stimulate self-exploration in a non-threatening manner and to provide succinct didactic instruction.

Readers who are interested in further briefing on career choice process and the CMI should read the CMI Theory and Research Handbook (Crites, 1978). Those wishing further information on career choice content (the data processed in making career choices) embedded in the Career Decision-Making Course should read Making Vocational Choices: A Theory of Vocational Personalities and Work Environments (Holland, 1985).

Target Population

The Career Decision-Making Course is designed for adolescents and young adults. Its lesson plans can be effectively utilized with students in junior high school through the second year of college. The curriculum is interesting to such a broad range of students for two reasons. First, the lesson plans are aimed at individuals dealing with the career decision-making process rather than at a particular age group. Second, the lesson plans are in outline form and detail the goals and techniques for each session yet leave parameters of delivery such as pace, focus, and complexity to the judgment of the leader.

In fact, field tests of the course have revealed that the most effective leaders are those who utilize the CMI results to help shape the course presentation. By reviewing the CMI results of the class as a whole, the leader can assess the group's general maturational strengths and weaknesses. For example, one leader reported that his group found the first half of the course rather slow moving and redundant, but was excited by the second half of the course. In reviewing this feedback, the authors learned that his tenth grade class had a CMI Attitude Scale mean score at the 93rd percentile. Their scores on the Competence Test, however, were well within expected limits. In retrospect, it is no wonder that this group found the attitude lessons less stimulating than the competence lessons. They were actually being encouraged to adopt attitudes they already held.

In later field tests another group scored very high on the attitude scale, the leader moved through the discrimination sessions quickly, even combining two into one class period. She then used the extra time for a more thorough presentation of the didactic lectures, self-exploration exercises, and skill development activities. This strategy worked quite well.

Based on these field tests, leaders are encouraged to use the CMI results, in addition to student reaction to the sessions, to tailor the pace, focus, and sophistication of lesson presentations for each class they teach. If time spent on discrimination exercises is reduced, the leader should consider using the follow-up activities provided with selected lessons.

The Lesson Plans

Each Lesson Plan included in the Career Decision-Making Course follows the same format. The Description defines the attitude or competence of concern and briefly describes the lesson. The Objectives section succinctly lists the goals for that lesson. In the Preparation section, the leader will find specific suggestions as to how best prepare for that lesson. The Supplies section lists the materials needed to implement the lesson. The Procedures section outlines the details of presenting the session along with supplementary Tips offering guidelines to facilitate effective implementation of each procedure. The tips are offered as additional suggestions and not as "the way" to do it. Each leader will work best using his/her usual teaching style and philosophy.

Many of the lessons require the use of a visual aid or student handouts. Visual aids are coded 0-1 through 0-11 and are referred to by this code when mentioned in a Lesson Plan. Student handouts are coded D-1 through D-12 and are so indicated when referred to in a Lesson Plan. The visual aids and handouts accompanying this course are in a form ready for photocopying. Ideally, each student would receive a photocopy of each handout. It is more cost effective to photocopy the visual aids onto a transparency and show them on an overhead projector rather than photocopy them for each student.

All of the lessons are keyed to the Counseling Form (B-1) of the CMI Attitude Scale and to Form A-1 of the Competency Test. Individuals wishing to use the Screening Form (A-2) of the CMI Attitude Scale will find corresponding item numbers following each attitude scale item written into a Lesson Plan. The Form A-2 item numbers will always appear in parentheses. Because the Counseling Form has more items than the Screening Form, items which do not appear in the shorter form will have a minus sign appear after them....(-).

Advanced Preparation

All the materials needed to teach the course are included in this book with the exception of the test materials. The Career Maturity Inventory Attitude Scale (Counseling Form B) and Competence Tests along with an Administration and Use Manual are available from the California Test Bureau/McGraw-Hill, Delmonte Research Park, Monterey, California, 93940.

Lesson 16 benefits from some additional resources but they are not necessary. If they are available from the school or college counseling service or library, borrow copies of the current Occupational Outlook Handbook and the Fourth Edition of the Dictionary of Occupational Titles. Also, you may wish to order from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California, 94306, the Dictionary of Holland Occupational Codes by Gottfredson, Holland, and Ogawa.

Publicizing the Course

Table A contains a course description which may be used for school catalogues, brochures, publicity releases, and newsletters. The course leader is invited to use this course description or a modified version of it in any way that benefits the course.

Table A

COURSE DESCRIPTION

Selecting a career is a complex process that each of us encounters. The Career Decision-Making Course offers an opportunity to learn and practice the attitudes and competencies that are essential to wise career choice. These critical variables are taught through mini-lectures, individual exercises, group activities, self-exploration, and class discussions.

Students will learn the importance of active involvement in making a career choice and be oriented to the steps in the process. The advantages of being decisive about making a career choice and being willing to compromise with situational factors will be stressed. Students will have opportunities to learn to become more independent in career decision-making. The course includes a review of conceptions of the career choice and offers recommendations concerning the choice factors upon which suitable choices are usually based. Participants will also compare tangible and intangible job rewards as criterion in choosing.

Class members will have opportunities to increase their self-knowledge and to practice self-appraisal skills. The course will examine the structure of the world-of-work and occupational information as well as a technique for goal selection that matches people to jobs. The course concludes with discussion and practice of planning and problem-solving skills that help people reach their career goals.

References

- Crites, John O. (1961). A model for the measurement of vocational maturity. Journal of Counseling Psychology, 8, 255-259.
- Crites, John O. (1978). Career Maturity Inventory Theory and Research Handbook. Monterey, CA: CTB/McGraw-Hill.
- Holland, John L. (1985). Making Vocational Choices: A Theory of Vocational Personalities and Work Environments (Second Edition). Englewood Cliffs, NJ: Prentice-Hall.

INTRODUCTION TO THE COURSE

Description:	The first session in the Career Decision-Making Course introduces its goals, procedures, and content. Administration of the Career Maturity Inventory Attitude Scale fills the second half of the session.	
Objectives:	<p>To introduce and orient participants to the course.</p> <p>To encourage participants to take full advantage of the course's opportunities for self and career development.</p> <p>To administer the CMI Attitude Scale.</p>	
Preparation:	<p>Obtain the supplies indicated below.</p> <p>Review the lesson procedures.</p>	
Supplies:	<p>Career Maturity Inventory Attitude Scale (Counseling Form B-1) for each student.</p> <p><u>Career Maturity Inventory Administration and Use Manual</u> and scoring key. CMI materials are available from CTB/McGraw-Hill, Del Monte Research Park, Monterey, California, 93940.</p> <p>Extra pencils for students who do not bring one.</p>	
Procedures:	<p>Tips:</p> <p>I. Welcome students to the course by introducing yourself to them and by having them introduce themselves to the class.</p> <p>II. Explain to the class that the course will assist them to make a wise career choice.</p>	
	<p>You may wish to ask several volunteers to share what they wish to gain from the course.</p> <p>You may explain:</p> <p>A. The importance of work in a person's life.</p> <p>B. The complexity of choosing a career in modern society.</p> <p>C. The importance of career choice in establishing a personal identity (i.e., answering "Who am I and what do I want to do?")</p>	

III. Help the class understand that choosing a career is a process that involves several skills.

Consider using the analogy of an assembly line. A final choice is like the product rolling off the assembly line, but the line itself is a several step process. A good product comes from an effective process just as a good choice flows from an effective decisional process.

IV. Share with the class the 13 key variables in effective career choice process which appear in Table I-A.

Liken these to intervention points on the assembly line.

V. Inform the class that the course deals with these 13 critical variables in a manner designed to help them become more effective in the career choice process.

The more effective the person is at performing these aspects of the choice process, the better the chance she/he will make rewarding choices.

VI. Describe the course procedures as following two basic paths. The first is self-exploration through use of the CMI and the second is skill development.

Consider pointing out that the CMI is an outcome of over thirty years of research on how adolescents develop their careers.

VII. Distribute the CMI Attitude Scale (Counseling Form B-1) and answer sheets. Proceed to administer the scale closely following the directions in the Administration and Use Manual beginning on page 9.

Check to see that everyone has a pencil and eraser.

VIII. After collecting the answer sheets and test booklets, tell students that they will continue working on other parts of the CMI at a later time. Specify when you will administer the competency tests.

IX. Dismiss students with a statement concerning how you are looking forward to teaching this important and exciting course.

Table 1-A

CRITICAL VARIABLES IN THE CAREER DECISION-MAKING PROCESS

1. Involvement: participating in the decision-making process.
 2. Independence: willingness to act upon the way you see yourself and the world of work.
 3. Decisiveness: being definite about making choices.
 4. Compromise: willingness to resolve differences between personal wants and realistic limitations.
 5. Orientation: being familiar with and relating yourself to the career decision-making process.
 6. Conception: understanding how to make suitable and viable career choices.
 7. Choice Bases: choosing based upon a synthesis of important choice factors.
 8. Criterion: combining task and reward job values in selecting an occupation.
 9. Knowing Yourself: evaluating your work related strengths and weaknesses.
 10. Occupational information: knowing about jobs.
 11. Choosing: knowing how to match yourself with suitable jobs.
 12. Looking Ahead: planning how to get the job you choose.
 13. Problem-solving: dealing with roadblocks between you and the job you choose.
-

CMI COMPETENCE TEST ADMINISTRATION

Description:	The Career Maturity Inventory Competence Test consists of five parts, each measuring a critical career choice cognitive skill. Each part requires twenty minutes to complete with a few minutes for preliminary and concluding remarks.
Preparation:	Obtain supplies. Review pages 14 through 29 of the <u>CMI Administration and Use Manual</u> .
Supplies:	CMI Competence Test booklets and answer sheets for each student. <u>CMI Administration and Use Manual</u> . Extra pencils.

Procedures:

Administer the CMI Competence Tests following the directions in the CMI Administration and Use Manual. Two parts can be administered in a 45-50 minute class period. The leader should consider how she/he wishes to schedule Competence Test administrations. Three basic alternatives are listed below.

1. Administer all five parts of the Competence Test in sessions between the course introduction and Lesson One.
 2. Sequence one part of the Competence Test to follow Lessons Two, Four, Six, Eight, and Ten.
 3. Administer the Competence Test in sessions between Lessons Ten and Eleven.
-

Lesson One
Involvement & Orientation A

BECOME INVOLVED NOW

Description: In this lesson, students examine and discuss their involvement in and orientation to the career choice process utilizing CMI Attitude Scale items to stimulate their thinking. Involvement is defined as the extent to which an individual actively participates in the process of career decision-making. Orientation to the decision-making process is defined as the extent to which an individual is familiar with and relating to the career decision-making process.

Objectives: To discuss involvement in and orientation to the career decision-making process and to facilitate increased career planfulness.

To explain the rationales underlying CMI Attitude Scale involvement and orientation items.

To encourage students to demonstrate their involvement and orientation through becoming more active participants in developing their careers.

Preparation: Review class procedures.

Review D-1 (CMI Attitude Scale involvement and orientation rationales).

Duplicate D-1 for distribution to students.

Obtain supplies for class period.

Supplies: 0-1 (Overhead transparency of involvement and orientation definitions).

Overhead projector.

D-1 for each student. (The appendix presents the rationales for each of the 75 CMI-Attitude Scale items in one place should the leader want to use them in this format.)

Sample "Career Folder".

Procedures:

Tips:

I. Return CMI Attitude Scale results to students.

Keep a copy for your files.

II. Request that students obtain a "Career Folder" in which to keep their inventory results, class handouts, and occupational information.

Show students the type of folder which you believe would be appropriate.

- III. Explain to students how you plan to thoroughly review their inventory results by discussing each item, beginning today with involvement and orientation items. Share the definitions of involvement and orientation from the lesson description and explain how these attitudes are fundamental to success in the career choice process.
- IV. Discuss each item by having students read aloud an item and its rationale. Facilitate discussion and even debate about each item and rationale by asking students who responded in the immature direction to explain their reasoning. Try to attain closure on each item by arriving at some group consensus.
- V. The course leader should embellish the discussion of item rationales by adding his/her own ideas and by reinforcing key points. Some sample key points for involvement and orientation items follow.

Place 0-1 on the overhead projector and leave it on during the class. You may wish to share with students the basic ideas contained in the rationale for teaching the test which appeared in the leader's introduction to the curriculum.

Although a student may have answered in the immature direction, his/her reasoning may be mature and appropriate. This can happen for two reasons.

- A. The student interpreted the item in a way not intended by the test author and her/his thinking about that interpretation is appropriate.
- B. The student utilized alternative mature reasoning relevant to her/his lifestyle and experience.

In either of the above instances, the leader should reinforce the student's thinking.

CMI Attitude Scale Involvement ItemsPossible Discussion Points

- | | |
|---|---|
| <p>19. There is no point in deciding upon a job when the future is so uncertain. FALSE (17)</p> <p>36. You get into an occupation mostly by chance. FALSE (36)</p> <p>51. You shouldn't worry about choosing a job since you don't have anything to say about it anyway. FALSE (50)</p> | <p>Although the specifics of your future are uncertain, it is likely that you will work and will be confronted with numerous job options from which to select. You get into an occupation by chance only if you allow this to happen. Those who are actively involved in the career decision-making process will have a lot to say about which occupation they end up in.</p> |
| <hr/> | |
| <p>34. I'm not going to worry about choosing an occupation until I'm out of school. FALSE (6)</p> <p>56. I can't seem to become very concerned about my future occupation. FALSE (-)
(Note: This item is not used in scoring the involvement subscale)</p> | <p>These attitudes may contribute to students wasting valuable opportunities to get involved and prepare for the future. Stress that current involvement will pay handsome dividends in the future.</p> |
| <hr/> | |
| <p>49. It's who you know, not what you know, that's important in a job. FALSE (37)</p> | <p>This is true if you are not involved in the career decision-making process. You will then have to rely on your contacts with those who have actively prepared for their careers to help you figure out what to do.</p> |
| <hr/> | |
| <p>4. It's probably just as easy to be successful in one occupation as it is in another. FALSE (20)</p> <p>66. Entering one job is about the same as entering another. FALSE (-)</p> | <p>These statements sound like rationalizations (excuses) for not becoming involved in your career development. Jobs vary greatly in their duties and worker requirements.</p> |

Items 6, 21, and 64 are also scored on the involvement scale but will be discussed in a later section.

CMI Attitude Scale Involvement ItemsPossible Discussion Points

27. I can't understand how some people can be so certain about what they want to do. FALSE (33)

40. I seldom think about the job I want to enter. FALSE (23)

72. It's hard to imagine myself in any occupation. FALSE (-)

One aspect of orientation is to relate yourself to the process. Individuals who have difficulty relating themselves to future work may benefit from guided fantasy techniques that encourage them to daydream about the future. For information on guided fantasy, read T. Skovholt and R. Hoenninger, Guided Fantasy in Career Counseling, Personnel and Guidance Journal, 1974, Volume 52, pages 693-696.

10. I don't know how to go about getting into the kind of work I want to do. FALSE (16)

12. I know very little about the requirements of jobs. FALSE (28)

25. I don't know what courses I should take in school. FALSE (19)

42. I have little or no idea what working will be like. FALSE (41)

70. Making an occupational decision confuses me because I don't feel that I know enough about myself or the world of work. FALSE (-)

A second aspect of orientation in the career decision-making process is familiarization with the process. Individuals who respond to these questions in the immature direction have not oriented themselves to pertinent information. While this course will help to orient students, it is not premature to encourage students who miss these items to direct their attention to their reported deficiencies in information.

55. I am having difficulty in preparing myself for the work I want to do. FALSE (27)

57. I really can't find any work that has much appeal to me. FALSE (43)

VI. Summarize the lesson and share the description of the next lesson before dismissing the class.

The third aspect of orientation is adapting to the process. Students who respond to these questions in the immature direction may not be oriented properly to the career decision-making process. Tell them that this course will help them.

0-1

CHOOSING A SUITABLE OCCUPATION REQUIRES THAT A PERSON BE INVOLVED IN AND ORIENTED TO THE CAREER DECISION-MAKING PROCESS.

TO BE INVOLVED IN YOUR OWN CAREER DEVELOPMENT YOU SHOULD ACTIVELY PARTICIPATE IN THE CAREER DECISION-MAKING PROCESS.

INVOLVEMENT REQUIRES THAT YOU ORIENT YOURSELF TO THE CAREER DECISION-MAKING PROCESS. THIS MEANS THAT YOU FAMILIARIZE YOURSELF WITH THE CAREER DECISION-MAKING PROCESS AND THEN RELATE YOURSELF TO THE IMPORTANT STEPS IN THE PROCESS.

D-1CMI INVOLVEMENT AND ORIENTATION RATIONALES

INVOLVEMENT IS THE EXTENT TO WHICH ONE IS
ACTIVELY PARTICIPATING IN THE CAREER DECISION-MAKING PROCESS.

19. There is no point in deciding upon a job when the future is so uncertain.

The more career mature response to this statement is FALSE.
Although it is true that you cannot be absolutely certain about what tomorrow will bring, most of us have at least some control over the future. Thus, it is important to plan ahead and take an active role in shaping the future. Become actively involved in determining what your future will be.

36. You get into an occupation mostly by chance.

The more career mature response to this statement is FALSE.
Although a few people get into an occupation by chance, most of us actively plan and prepare for the occupation we want to enter.

51. You shouldn't worry about choosing a job since you don't have anything to say about it anyway.

The more career mature response to this statement is FALSE.
Few people are fortunate enough to have complete freedom in their career decision-making. You probably do have some degree of freedom to choose, however, and should exercise this freedom as fully as you can.

34. I'm not going to worry about choosing an occupation until I'm out of school.

The more career mature response to this statement is FALSE.
Although it is not wise to choose an occupation too early, you should seriously begin to consider your occupational goals while still in school, so that you can pursue a course of study that will prepare you for entering an occupation.

56. I can't seem to become very concerned about my future occupation.

The more career mature response to this statement is FALSE.
It is important to become aware of and concerned about career decisions that you will have to make in the future. When the time comes, you need to be prepared to make decisions competently and confidently.

49. It's who you know, not what you know, that's important in a job.

The more career mature response to this statement is FALSE.
Many times it is helpful to know influential people in securing a job, but your competence is far more important in determining whether or not you will remain on a job. If you are well-qualified for an occupation, you will probably get a position regardless of whether or not you "have connections".

4. It's probably just as easy to be successful in one occupation as it is in another.

The more career mature response to this statement is FALSE.
Occupations differ in required education, training, and skills. Thus, it is more difficult to achieve success in some occupations than it is in others. You should explore occupations which interest you in order to determine their requirements.

66. Entering one job is about the same as entering another.

The more career mature response to this statement is FALSE.
Jobs differ significantly in work surroundings, tasks, pace, locale, hours, and pay. In addition, you will find the lifestyles of workers in different jobs often vary.

ORIENTATION IS THE EXTENT TO WHICH ONE IS FAMILIAR
WITH AND RELATING TO THE CAREER DECISION-MAKING PROCESS.

27. I can't understand how some people can be so certain about what they want to do.

The more career mature response to this statement is FALSE.
If you choose a job wisely — one that you are really interested in and one that you can do — you should be fairly certain about your choice and enthusiastic about entering that occupation.

40. I seldom think about the job I want to enter.

The more career mature response to this statement is FALSE.
You cannot make a wise career decision without giving the process some serious thought. Most of us do not fall into an occupation by chance, but rather plan and prepare for our entry into the world of work.

72. It's hard to imagine myself in any occupation.

The more career mature response to this statement is FALSE.
It is important to begin to relate yourself to the world of work by considering yourself in various occupations. Imagining yourself in a job is a crucial step in the career decision-making process.

10. I don't know how to go about getting into the kind of work I want to do.

The more career mature response to this statement is FALSE.
There are many sources of information available which will tell you how to go about entering an occupation. You should consult these sources, so that you can take the necessary steps to enter the occupation you want.

12. I know very little about the requirements of jobs.

The more career mature response to this statement is FALSE.

It is probably impossible and unnecessary for you to know the requirements for all jobs, but you should know the requirements of occupations which you are considering. You can easily acquire this information through literature published by various professional organizations, governmental publications, and by talking with people in various occupations.

25. I don't know what courses I should take in school.

The more career mature response to this statement is FALSE.

You may have doubts about course requirements, but you should be able to find out what courses to take through your guidance counselor or academic advisor.

42. I have little or no idea what working will be like.

The more career mature response to this statement is FALSE.

You should have some idea about what the work you will be doing is like. If you have not had previous work experience in the occupation you plan to enter, you should speak with people in the occupation, or actually observe people on the job.

70. Making an occupational decision confuses me because I don't feel that I know enough about myself or the world of work.

The more career mature response to this statement is FALSE.

You can reduce your confusion concerning the career decision-making process by familiarizing yourself with your job-related interests and abilities and with occupations that correspond to your personality and talents. You may wish to begin this process by consulting a counselor for assistance in self-understanding and information about jobs.

55. I am having difficulty in preparing myself for the work I want to do.

The more career mature response to this statement is FALSE.

If you have chosen an occupation that is compatible with your abilities and interests, you should not be experiencing difficulty in preparing yourself for that occupation. If you are having great difficulty, perhaps you should reconsider your choice.

57. I really can't find any work that has much appeal to me.

The more career mature response to this statement is FALSE.

Most people can find some kind of work that they would like to do. If you cannot find any kind of work that you would like, you have probably not taken the opportunity to learn about the many occupational opportunities which exist.

Lesson One
Supplement/Orientation

WORK IS DIFFERENT FROM SCHOOL

Special Note: Review the results of the class's response to item 20 (or Form A-2, Item 26). If a third or more of the class responded true, consider using this lesson following Lesson 1.

Description: Orientation to the career decision-making process should include a clear understanding of how work differs from school. This supplemental lesson familiarizes students with distinctions between work and school so that they can better relate to the career choice process. This lesson is offered in supplemental form because it is usually not necessary with older adolescent and young adult students, many of whom have held part-time employment.

Objectives: To orient "naive" students to the world of work.

To distinguish significant differences between work and school.

To help students prepare to adapt to the transition from student (adolescent) to worker (adult).

Preparation: Review lesson procedures.

Consider inviting a few alumni to sit in on the session to contribute their insights.

- | Procedures: | Tips: |
|---|---|
| <p>I. Tell the class the percentage of students who agreed that "work is much like going to school", Item 20 (26). This period will be devoted to examining the significant differences between work and school.</p> | |
| <p>II. Explain that the transition from school to work is a cultural adaptation. The shift involves movement from one sub-culture to another. In school, youth predominates and sets the pattern. At work, young people are in the minority and must adjust to the patterns prevalent in American factories, offices, and stores.</p> | <p>Give examples of how the social structure of the school revolves around the students, their concerns, and their needs.</p> |

III. Present the following ten distinctions between work and school. Encourage as much student discussion as possible. Solicit specific examples of the distinctions from students who have been employed in a factory, office, store, or farm.

The first five distinctions are from Miller and Form; the second five embellish their basic notions. For further information see D. C. Miller and W. H. Form, Industrial Sociology (2nd ed.) New York:Harper & Row, 1964, page 622 or J. O. Crites, Vocational Psychology: The Study of Vocational Behavior and Development, New York:McGraw-Hill, 1969, p. 563.

DIFFERENCES BETWEEN SCHOOL AND WORK

SCHOOL

WORK

A. MEMBERSHIP

NON-OPTIONAL

Each student belongs in the school and is assured of a place. Teachers accept the students assigned to their classes.

OPTIONAL

Workers are free to enter or leave employment. Employers are free to hire and fire employees.

B. STATUS

DEVALUED

Each student should be evaluated for what she/he does, not for what she/he is. Racism, sexism, and ageism are proscribed. Competence in the student role (e.g., scholar, athlete) may overcome initial biases.

EVALUATED

Workers are often evaluated by class, education, race, sex, age, nationality, and religion. Bias may limit a worker's opportunities to express competence.

C. INTERPERSONAL RELATIONSHIPS

SYMPATHETIC COOPERATION

Each student should expect teachers to help him/her. Students should try to help each other.

COMPETITIVE STRIVING

Workers should not expect supervisors to help them. Workers should expect co-workers to be guarding their own self-interests (e.g., holding the job, raises, promotions).

D. MORALITY

UNIFORM MORAL CODE

Each student should do what is considered right. Students and teachers should trust each other.

ETHICAL NEUTRALITY

Each worker should be free to lead his/her life without co-workers "sticking their noses in". Workers and supervisors may not trust each other.

E. GOALS

PERSONALITY GROWTH

Each student should have an opportunity for a wide range of experiences to develop to his/her full potential.

WORK PERSISTENCE

Each worker should learn to stick to a job. If a worker seeks a variety of different jobs, she/he may be considered unstable, unreliable, and unable to hold a job.

F. SUCCESS

SELF-FULFILLMENT

A successful student is one who actualizes his/her potential and expresses him/herself to the fullest.

COMPANY'S FULFILLMENT

A successful worker is one who makes significant contributions to the organization's goals, sometimes at a personal expense (e.g., neglects family and personal leisure).

G. MEANS TO ADVANCE

CLEAR

Each student is expected to advance (i.e., be promoted to the next grade), the means are clear, and support is offered.

AMBIGUOUS

Only better workers are allowed to advance. The means to advancement are often ambiguous and no help is offered because workers should do it on their own.

H. SUPERVISORY AUTHORITY

WEAK

Teachers have limited authority to direct students' progress. The authority they do possess should be exercised benevolently and in the best interests of the students.

STRONG

Supervisors have extensive authority to direct workers. This authority may be exercised with self-centered motives.

I. PUNISHMENT

STUDENT-CENTERED

Punishment is used for the student's own good. When applied, it is often temporary and artificial.

COMPANY-CENTERED

Punishment is used for the good of the company. When applied, it is often real and drastic (e.g., demotion, lost wages, separated from employment, transferred to new city).

J. MOVEMENT

UNI-DIRECTIONAL & REGULAR

Students usually advance each year.
At worst, one may be retained at grade
level for a second year.

BI-DIRECTIONAL & SLOW

Workers move only intermittently.
Usually workers are held in "grade" for
years. When movement does occur, it
can either be promotion or demotion.

Lesson Two
Involvement & Orientation B

EXPLORE YOUR FUTURE

Description:	In this lesson, students experience the frustration of making choices without prior involvement in and orientation to a circumscribed decisional process with explicit success criteria. This lesson dramatizes the dangers inherent in trying to make choices without involvement and orientation.
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Objectives:	<p>To demonstrate the important role of exploration and planning in making choices that lead to satisfaction and success.</p> <p>To encourage students to increase their career decision-making involvement and to refine their orientation to the decisional process.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Duplicate D-2 for distribution to students.</p> <p>Obtain supplies for class period.</p>
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Supplies:	<p>Copy of D-2 for each student (NASA items).</p> <p>Overhead transparency 0-2 (NASA items ranked).</p> <p>Overhead projector.</p>
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Procedures:	Tips:
I. Distribute D-2 (NASA items) to students.	
II. Set the stage for the decisional exercise with instructions such as: "Imagine you pilot a moon-based shuttlecraft which crashes on the lighted side of the moon because of mechanical difficulties. You are aware that the crash site is 190 miles from the safety of your home base. You can only manage to carry five items of the fifteen undamaged items on your 190 mile journey. Look at the list and check off the five most critical items you would take to insure the success of your journey to safety."	<p>Instruct students to work alone.</p> <p>Allow approximately ten minutes.</p> <p>Instruct those students who finish early to rank the five critical items they have selected from one to five — one being the most necessary for survival, and five being the least necessary for survival.</p>

- III. Invite several volunteers to share their lists with the class.
- IV. After approximately fifteen minutes of discussion, place 0-2 on the overhead projector. Briefly discuss the value of each item, explaining the reason for its rank.
- V. Solicit student reports of how well they did and whether they would have survived with the five items they selected (i.e., if they did not take oxygen and water assume they died during their journey).
- VI. Ask students who did not get all five items to explain why they did not.
- VII. Ask students what they would do if they knew there was a 90% chance that they would find themselves confronted with these choices in the next five years.
- VIII. Point out that obtaining a rewarding and satisfying job is similar to arriving at home base in the NASA exercise. To earn the security of home base or a comfortable job, one must make the correct decisions as she/he travels on the moon or progresses in career development. To get ready to make good choices one should become actively involved in career exploration and planning NOW!

Discourage negative comments directed at volunteer's personal competence but accept arguments about the utility of particular items selected as critically necessary for survival during the journey.

Slide a piece of paper along the transparency to illuminate each item as you discuss it to keep students curious.

Ask how many chose the same five items a NASA astronaut would select? Four? Three? Two? One?

Point out that what they did not know resulted in poor choices (e.g., those who selected the compass did not know it would not work on the moon).

Reinforce comments such as:

1. Learn about the environment of the moon (study occupations).
2. Study survival skills (investigate training options).
3. Train self to be physically prepared (explore self).

Encourage students to become actively involved in exploring themselves as well as educational and training opportunities, and occupational roles. Specific areas of investigation which students should be oriented toward appear in Table 2-A.

Table 2-A

 ORIENTATION: Areas for Exploratory Involvement

Explore Self

Mental and academic talents
 Special aptitudes
 Interests
 Values
 Personal characteristics

Explore Educational and Training Opportunities for Preferred Occupations

Amount of training required
 Cost of training
 Availability of training
 Job entry requirements
 Family attitudes and wishes
 Availability of financial aid

Explore Characteristics of Preferred Occupations

Duties - what is done
 Why the work is done
 How well it must be done
 Work setting (locale)
 Co-worker congeniality
 Earnings and benefits
 Hours
 Physical requirements
 Regularity of employment
 Supply and demand
 Advancement opportunities
 Psychosocial conditions

D-2

matches

parachute silk

food concentrate

portable heater

50 feet of nylon rope

two 45 caliber pistols

one case dehydrated milk

life raft

magnetic compass

two 100 pound tanks of oxygen

5 gallons of water

signal flares

first aid kit containing injection needles

solar power FM receiver/transmitter

stellar map of moon's surface

0-2

NASA ASTRONAUT SELECTIONS

ITEM	REASON
1. Two hundred-pound oxygen tanks	No oxygen in moon's atmosphere
2. Five gallons of water	Need water to live on during journey
3. Stellar map of moon surface	Needed to plot route to home base
4. Food concentrate	Could live without food during the journey if you had to, so food is important but not critical
5. Solar-powered FM receiver/transmitter	Use to communicate with home base
6. 50 feet of nylon rope	Could utilize rope to climb over rough terrain
7. First aid kit containing injection needles	First aid kit <u>might</u> be needed, but needles are useless
8. Parachute silk	Could wrap items in to make carrying more efficient
9. Life raft	Of limited value for carrying or shelter
10. Signal flare	No oxygen, so not combustible
11. Two 45 caliber pistols	Some limited use as propulsion instruments
12. One case dehydrated milk	Needs water to work. Water alone would meet survival needs.
13. Portable heater	Lighted side of moon is hot
14. Magnetic compass	Moon's magnetic field is different from earth's, so compass would not work
15. Matches	Need oxygen to combust

Lesson Three
Decisiveness, Independence, and Compromise A

CHOOSE BASED ON THE WAY THINGS LOOK TO YOU

Description: In this lesson, students explore their attitudes toward career decision-making. Three important decision-making attitudes are independence, decisiveness, and willingness to compromise. Independence in career decision-making is defined as the extent to which an individual relies upon others in the choice of an occupation. Decisiveness in career decision-making is defined as the extent to which an individual is definite about making a career choice. Compromise in career decision-making is defined as the extent to which an individual is willing to compromise between needs and reality. During this session, students discuss independence, decisiveness, and compromise in career decision-making utilizing CMI Attitude Scale items to stimulate their thinking.

Objectives: To explain the importance of independence, decisiveness, and compromise in career decision-making.

To facilitate mature decisional attitudes among students.

To discuss the value of authoritative suggestions concerning career development from parents and educators.

To teach the difference between passive, assertive, and aggressive career choice behaviors.

To encourage students to assume more responsibility for their career development.

Preparation: Review class procedures.

Read D-3 (Decisional Attitudes Rationales).

Duplicate D-3 for distribution to students.

Obtain supplies for the class period.

Supplies: D-3 for each student.

O-3 (Overhead transparency: Passive, Assertive, and Aggressive Career Choice Behaviors)

Overhead projector.

Procedures:

- I. Ask students to retrieve their CMI Attitude Scale results from their career folders.
- II. Explain to students that today they will review the independence, decisiveness, and compromise CMI items by considering the rationale for each.
- III. Begin the lesson by displaying and discussing 0-3. This overhead portrays the curvilinear relationship among career choice behaviors associated with career decisional attitudes.

Explain to students the three common approaches to handling career decision-making responsibilities.

- A. Career choice passivity: respect other's opinion too much
- B. Career choice aggressiveness: respect our own opinion too much
- C. Career choice assertiveness: realistically appreciate other's aid but reserve decisions and responsibility for self

Inform students that neither passive nor aggressive career choice behaviors seem realistically mature in our society. Life is with people so we benefit from blending passivity and aggression into a healthy assertiveness in which we respect equally our rights and the rights of others (I'm OK; They're OK). It may be maladaptive to respect our own rights excessively (I'm OK; They're not OK) or minimally (I'm not OK; They're OK).

- IV. Distribute D-3 (CMI decisional attitudes) to each student.

Tips:

Involvement and orientation refer more to the acquisition of information, whereas decisional attitudes refer to how information is used.

Refer to the definitions in the lesson description in defining the three decisional attitudes for the students.

Independent, decisive, and compromising decisional attitudes are associated with assertive career behavior, examples of which appear on 0-3.

Approaches are passive, aggressive, and assertive. The career decisional attitudes correlated with each type of behavior are:

- A. Dependent-accommodating-compulsive
- B. Independent-rigid-impulsive
- C. Interdependent-compromising-decisive

0-3 portrays career choice behavior reflecting mature attitudes (assertive) and immature attitudes (passive and aggressive). The behaviors reflect individuals' independence, decisiveness, and compromise attitudes. Five themes are indicated under each behavioral category:

- A. decision-making
- B. conformity
- C. altruism
- D. locus of control
- E. responsibility

V. Proceed with the discussion of each item by having a student read aloud an item and its rationale. Facilitate discussion and even arguments concerning each item and rationale by asking students who responded in the immature direction to explain their reasoning. Try to achieve closure on each item by arriving at some group consensus.

Although a student answered in the immature direction, his/her reasoning may be mature and appropriate. In such instances reinforce the student's reasoning.

VI. The discussion leader should embellish the interchange by adding his/her own ideas and by emphasizing key points brought up by students. Some possible key points are listed below.

Continue to refer to 0-3 throughout the discussion of decisiveness, independence, and compromise attitudes toward career decision-making.

CMI Decisional Attitudes Discussion Items

CMI Attitude Scale decisional discussion items are grouped into independence, decisiveness, and compromise categories. Within these three themes, the items are categorized around subthemes. The leader may choose to deal with only a few representative items from each subtheme if time is limited. If a thorough discussion of each item seems appropriate, this lesson may require two class periods.

CMI Attitude Scale Decisiveness Items

DECISIVENESS IS BEING DEFINITE ABOUT MAKING A CHOICE

<u>Decisiveness Items</u>	<u>Possible Discussion Points</u>
16. There are so many things to consider in choosing an occupation, it is hard to make a decision. FALSE (32)	Expressing the attitude that something is hard is a way of stalling or procrastinating. Because it is hard is exactly why one must decisively commit oneself to engage in the process and make these tough choices.
63. I have so many interests it's hard to choose any one occupation. FALSE (-)	
3. Everyone seems to tell me something different; as a result, I don't know which kind of work to choose. FALSE (15)	In the career decision-making process, what you don't know can hurt you. You may not know right now, but what are you doing about it. Encourage students to commit themselves to trying to find out what they don't know.
48. I don't know whether my future occupation will allow me to be the kind of person I want to be. FALSE (-)	
61. I don't know whether my occupational plans are realistic. FALSE (-)	
1. I often daydream about what I want to be, but I really haven't chosen a line of work yet. FALSE (10)*	Daydreaming, waiting, changing, and trying are alternatives to committing oneself to deal decisively with the career decision-making process. A student can never make a mistake if she/he utilizes indecision to avoid coping. However, while they are daydreaming, changing, waiting, and trying, time passes and they will have to settle for what life deals them.
31. I keep changing my occupational choice. FALSE (48)	
33. As far as choosing an occupation is concerned, something will come along sooner or later. FALSE (49)	
18. The best thing to do is to try out several jobs, and then choose the one you like best. FALSE (30)	
46. I'd rather work than play. TRUE (-)	This attitude is usually evinced by individuals who have committed themselves to the process to making choices concerning the specific type of work they will do.

* Item 71, although it is not scored on the orientations subscale, may be discussed in conjunction with this item.

71. When I am trying to study, I often find myself daydreaming about what it would be like when I start working. FALSE (40)

CMI Attitude Scale Independence Items

INDEPENDENCE MEANS CHOOSING BASED ON THE WAY THINGS LOOK TO YOU

<u>Independence Items</u>	<u>Possible Discussion Points</u>
7. I plan to follow the line of work my parents suggest. FALSE (3)	Reliance upon others for direction in the career decision-making process is associated with career passivity. (I.e., 0-3)
22. Your parents probably know better than anybody else which occupation you should enter. FALSE (12)	Explain to students that parents and other authority figures (such as teachers and counselors) are like coaches who can teach, guide, advise, and counsel. Like coaches, parents cannot play the game for students.
37. You can't go very far wrong by following your parent's advice about which job to choose. FALSE (25)	
67. Parents usually can choose the most appropriate jobs for their children. FALSE (-)	The word authority stems from the Latin "auctor" which means to grow, increase, produce. Parents and teachers are excellent sources of <u>authoritative</u> suggestions. <u>Authoritative</u> coaches expand the number of career options and alternatives that a student perceives. Students probably benefit from avoiding suggestions from <u>authoritarian</u> coaches who restrict and reduce student career options and alternatives by making choices for the student. A student should be encouraged to seek realistic, option-expanding guidance and to question inappropriate, option-restricting guidance.
69. I feel that I should do what my parents want me to do. FALSE (-)	
54. If someone would tell me which occupation to enter, I would feel much better. FALSE (-)	
9. You should decide for yourself what kind of work to do. TRUE (-)	
24. When it comes to choosing a job, I'll make up my own mind. TRUE (38)	
39. Choosing an occupation is something you have to do on your own. TRUE (-)	
52. I don't want my parents to tell me which occupation I should choose. TRUE (-)	

The following three items are not scored on the independence subscale of the CMI attitude inventory but should be discussed at this time.

- | | |
|---|--|
| 14. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.
TRUE (45) | Note that the item suggests soliciting authoritative advice, not getting someone else to take decisional responsibility. |
| 44. I would like to rely on someone else to choose an occupation for me.
FALSE (-) | Items 44 and 62 state a wish to avoid decisional responsibility. |
| 62. When trying to make an occupational choice, I wish that someone would tell me what to do. FALSE (-) | |

CMI Attitude Scale Compromise Items

COMPROMISE MEANS WILLINGNESS TO MAKE REALISTIC CONCESSIONS

<u>Compromise Items</u>	<u>Possible Discussion Points</u>
*13. When choosing an occupation, you should consider several different jobs. TRUE (-)	Only items 13 and 30 are actually scored on the compromise subscale.
*30. Sometimes you have to take a job that is not your first choice. TRUE (-)	Deal with these items as a group by explaining to students that they all represent a willingness to recognize and adapt to reality considerations.
38. Whether you are interested in a particular kind of work is not as important as whether you can do it. TRUE (22)	
53. You almost always have to settle for a job that's less than you had hoped for. TRUE (-)	
59. Knowing what jobs are open is more important than knowing what you are good at when you choose an occupation. TRUE (46)	Students who respond in the immature direction may be reminded that it is unwise to place all of one's eggs in one basket. Students should have alternatives with which to respond to employment conditions, training obstacles, and unpredictable disappointments.
75. There may not be any openings for the job I want most. TRUE (-)	
*15. I often feel that there is a real difference between what I am and what I want to be in my occupation. FALSE (-)	Students who respond to these items in the immature direction seem to be aware that at some point they will have to make realistic concessions. However, up until this point in time, they are only admitting that something "will have to give" in the future.
*43. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my future occupation. FALSE (-)	
*28. I spend a lot of time wishing I could do work I know I can never do. FALSE (-)	
*73. I feel that my occupational goals are so high that I'll never be able to attain them. FALSE (-)	

45. I'd rather not work than take a job I don't like. FALSE (-)

*58 I'm not going to give up anything to get the job I want. FALSE (-)

60. The job I choose has to give me plenty of freedom to do what I want. FALSE (29)

65. You should choose a job that allows you to do exactly what you want to do. FALSE (11)

Students who respond to these items in the immature direction are expressing an unwillingness to compromise. Their reported intentions exceed ambitious hopes and reflect an aggressive type of career behavior. Try to encourage these students to adopt an open attitude in this course and pay particular attention to them during Lessons 11 through 16.

*These seven items comprise the compromise subscale of the CMI Attitude Scale (B-1). Remaining items are included for discussion, not diagnostic reasons.

D-3CMI DECISIONAL ITEMS AND RATIONALES:
DECISIVENESS, INDEPENDENCE, AND COMPROMISE

DECISIVENESS IN CAREER DECISION-MAKING IS THE EXTENT TO WHICH
ONE IS DEFINITE ABOUT MAKING A CAREER CHOICE.

16. There are so many things to consider in choosing an occupation, it is hard to make a decision.

The more career mature response to this statement is FALSE.
Although interests, abilities, values, and occupational opportunities all should be considered in choosing an occupation, a person committed to making a choice can handle these factors. If you don't already have the necessary information, you may benefit from talking with a career counselor.

63. I have so many interests it's hard to choose any one occupation.

The more career mature response to this statement is FALSE.
Even if you have several interests, you can decide to consider your abilities, values, and job opportunities as a means of narrowing your alternatives to a manageable number.

3. Everyone seems to tell me something different; as a result, I don't know what kind of work to choose.

The more career mature response to this statement is FALSE.
Regardless of the different things that people may tell you, you should choose an occupation that you think you might like and in which you think you can find success.

48. I don't know whether my future occupation will allow me to be the kind of person I want to be.

The more career mature response to this statement is FALSE.
If you wonder about your compatibility with your future occupation you should seek information concerning what is expected of workers in that occupation and talk with people currently performing the job.

61. I don't know whether my occupational plans are realistic.

The more career mature response to this statement is FALSE.
If you wonder whether your plans are realistic, you might need to assertively investigate their feasibility. Plans that prove to be overambitious may benefit from revision.

1. I often daydream about what I want to be, but I really haven't chosen a line of work yet.

The more career mature response to this statement is FALSE.

People sometimes have dreams about what they would most like to do if they could do anything they wanted, but you should begin to seriously consider occupations which you have a good chance of entering on the basis of your interests, abilities, and the available opportunities.

31. I keep changing my occupational choice.

The more career mature response to this statement is FALSE.

You should not stick to an occupational choice which you feel is no longer appropriate but it is costly and inefficient in terms of time, effort, and money to keep changing your vocational goals.

33. As far as choosing an occupation is concerned, something will come along sooner or later.

The more career mature response to this statement is FALSE.

Occupations do not usually "come along". Most people choose an occupation and then take an active role in planning and preparing to enter it. You should commit yourself to preparing for your future.

18. The best thing to do is to try out several jobs, and then choose the one you like best.

The more career mature response to this statement is FALSE.

Although previous work experience can be helpful in choosing an occupation, it would waste a great deal of time, money, and effort to try out all the occupations you might be considering before choosing the one you want to enter.

46. I'd rather work than play.

The more career mature response to this statement is TRUE.

Individuals who decisively express interest in work can more readily engage in the process of making career decisions.

71. When I'm trying to study, I often find myself daydreaming about what it would be like when I start working.

The more career mature response to this statement is FALSE.

You should give some thought to what it will be like to work, yet excessive daydreaming about it is probably not fruitful or accurate. It would be more useful to talk to someone who is already in the occupation about what is done on the job.

INDEPENDENCE IN THE CAREER DECISION-MAKING PROCESS IS THE
EXTENT TO WHICH ONE RELIES UPON OTHERS IN THE
CHOICE OF AN OCCUPATION

7. I plan to follow the line of work my parents suggest.

The more career mature response to this statement is FALSE.

Parents can often provide you with helpful information concerning occupations, but the choice should be your own. Otherwise, the work they suggest for you may not be what you like but rather what they like.

22. Your parents probably know better than anybody else which occupation you should enter.

The more career mature response to this statement is FALSE.

Your parents may offer helpful suggestions, but they are often unaware of the many occupations which exist and for which you may be equally well-suited. The choice of an occupation should be your own.

37. You can't go very far wrong by following your parents' advice about which job to choose.

The more career mature response to this statement is FALSE.

Although parents may have the best intentions, they can be inaccurate in their estimates of your abilities and interests and misinformed about occupational opportunities. If you are in need of assistance in choosing an occupation, you should seek the assistance of a qualified counselor.

67. Parents usually can choose the most appropriate job for their children.

The more career mature response to this statement is FALSE.

Although parents can often offer valuable suggestions, self-exploration of interests, abilities, and values can only be performed by you. Because a suitable choice is based upon self-exploration, only you can choose the most appropriate occupation for yourself.

69. I feel that I should do what my parents want me to do.

The more career mature response to this statement is FALSE.

Parents may prefer that you select certain occupations but you must make career decisions that you believe will prove to be suitable. In the long run, your parents will be pleased if you enjoy the work you choose.

54. If someone would tell me which occupation to enter, I would feel much better.

The more career mature response to this statement is FALSE.

You will feel best, in the long run, if you make career decisions based upon the way things look to you. You might momentarily feel relieved that someone else is responsible for your choice but this will lead to greater discomfort in the future.

- 9. You should decide for yourself what kind of work to do.
- 24. When it comes to choosing a job, I'll make up my own mind.
- 39. Choosing an occupation is something you have to do on your own.
- 52. I don't want my parents to tell me which occupation I should choose.

The more career mature response to the above four statements is TRUE.
While it may be helpful to have advice in choosing an occupation, especially professional advice, you should be the one to make the final decision about which occupation to enter.

- 14. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.

The more career mature response to this statement is TRUE.
Parents and friends are usually willing to assist you in the process of making career decisions. In seeking their suggestions you might emphasize your need for guidance on how to go about choosing an occupation. This would help them understand that you are not asking them to choose for you.

- 44. I would like to rely on someone else to choose an occupation for me.
- 62. When trying to make an occupational choice, I wish that someone would tell me what to do.

The more career mature response to these two statements is FALSE.
Although suggestions may be worth considering, nobody can do a better job of deciding for you than you can. If you let others choose for you, you will miss this important opportunity to determine your future.

COMPROMISE IN CAREER DECISION-MAKING IS THE EXTENT
TO WHICH ONE IS WILLING TO COMPROMISE BETWEEN NEEDS AND REALITY

13. When choosing an occupation, you should consider several different jobs.

The more career mature response to this statement is TRUE.

Before choosing an occupation, you should consider a wide variety of jobs which are compatible with your interests, abilities, and values. If you decide before seriously reviewing your viable options, you limit your own freedom to choose.

30. Sometimes you have to take a job that is not your first choice.

The more career mature response to this statement is TRUE.

You cannot control job opportunities. Therefore, it is wise to prepare to accept reasonable alternatives should your first choice be temporarily or permanently unavailable to you.

38. Whether you are interested in a particular kind of work is not as important as whether you can do it.

The more career mature response to this statement is TRUE.

You should not choose an occupation based upon interest or even ability. It is wise to base career decision-making upon a synthesis of interests, abilities, and values. A choice compatible with just one of these three will probably not be suitable for you.

53. You almost always have to settle for a job that's less than you had hoped for.

The more career mature response to this statement is TRUE.

Most of us base our hopes upon "ideal" jobs which rarely exist in reality. There are usually some aspects of even your "dream" job which you will find unappealing.

59. Knowing what jobs are open is more important than knowing what you are good at when choosing an occupation.

The more career mature response to this statement is TRUE.

Your interests, abilities, and values must eventually coincide with a job opportunity. It is important to consider yourself, but always in light of what the job market has to offer.

75. There may not be any opening for the job I want most.

The more career mature response to this statement is TRUE.

Economic conditions will sometimes prevent you from securing the job you want most. Because you cannot control job opportunities, you should make a realistic appraisal of the job market and choose an occupational goal having several viable options.

15. I often feel that there is a real difference between what I am and what I want to be in my occupation.

The more career mature response to this statement is FALSE.

If you have this feeling, it may be because you are unwilling to consider some realistic reason why you and that occupation may be incompatible. Try to figure out why you feel this way and then resolve any conflicts you discover.

43. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my future occupation.

The more career mature response to this statement is FALSE.

If you are bothered by this doubt, you should deal with it head on rather than just wondering. Identify the aspects of potential conflict which concern you and attempt to work out a reasonable plan to resolve the potential problem.

28. I spend a lot of time wishing I could do work I know I can never do.

The more career mature response to this statement is FALSE.

It is a waste of time and energy to daydream about the impossible job. By making realistic concessions in career decision-making, you will probably find an occupation that you will really enjoy.

73. I feel that my occupational goals are so high that I'll never be able to attain them.

The more career mature response to this statement is FALSE.

It is wise to stretch yourself and choose an occupation which will challenge you. However, if you are overambitious, then you will experience frequent frustration. Try to choose a job that is compatible with the person you are or can become, not one suited for the person you wish you could be.

45. I'd rather not work than take a job I don't like.

The more career mature response to this statement is FALSE.

Most of us would like to have the perfect job but eventually we realize that we cannot always get what we want. Each of us can try for the most suitable job available and then make the best of it.

58. I'm not going to give up anything to get the job I want.

The more career mature response to this statement is FALSE.

The career decision-making process is one of negotiation, give-and-take, and compromise. Someone unwilling to make realistic concessions in exchange for something she/he wants is not giving her/himself a fair chance to obtain a suitable job.

60. The job I choose has to give me plenty of freedom to do what I want.

The more career mature response to this statement is FALSE.

Freedom to exercise your abilities, talents, and interests on a job are important considerations in choosing an occupation, but most jobs set limits upon your freedom to do exactly as you wish, with different jobs allowing lesser or greater degrees of freedom.

65. You should choose a job that allows you to do exactly what you want to do.

The more career mature response to this statement is FALSE.

It is wise to choose an occupation which allows you to express your interests, abilities, and values. However, work usually requires that you also perform some tasks because they need to be done or because the employer insists that you do them.

PASSIVE CAREER BEHAVIOR	ASSERTIVE CAREER BEHAVIOR	AGGRESSIVE CAREER BEHAVIOR
1. Insist that people help you choose.	1. Solicit ideas but choose for yourself.	1. Rebel against even helpful suggestions.
2. Please your parents by doing what they want you to do.	2. Know in the long run that your parents will be pleased if you are pleased.	2. To spite your parents, do the opposite of what they want.
3. Procrastinate endlessly about your career.	3. Act decisively in dealing with career issues.	3. Impulsively make career choices without thinking them through.
4. Do not try to control anything; be humble and meek in career situations.	4. Control what you can, and recognize what you cannot control.	4. Try to control everything and stick your nose into everybody else's business.
5. Sacrifice your dreams to help others.	5. Do what you enjoy but also contribute to somebody else's welfare or enjoyment.	5. Step on people to get what you want.
6. Be accommodating and go along with everybody else all the time.	6. Make decisions that are firm but have some flexibility in implementing them.	6. Be rigid and once you make up your mind refuse to change it.

Lesson Four
Decisiveness, Independence, and Compromise B

CONTROL YOUR FUTURE

Description:	In this lesson students learn the characteristics that sustain self-determination in career decision-making. They have an opportunity to identify personal behaviors that improve decisiveness (being definite about making choices), independence (choosing based on the way things look to you), and compromise (willingness to make realistic concessions).
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Objectives:	<p>To convince hesitant students that they have more control over their lives than they realize.</p> <p>To orient the class to the characteristics of people who control their lives and attain their goals.</p> <p>To encourage students to act now to influence their destinies.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Obtain supplies for class period.</p>
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Supplies:	<p>0-4 (Overhead transparency: "Self-Determination Skills").</p> <p>Overhead projector.</p> <p>Blank paper for student essays.</p>
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Procedures:	Tips:
<p>I. Instruct students to write an essay answering the questions:</p> <p>A.WHO AM I? - Do not spend too much time on data like name, address, and phone number. Try to describe your talents, limitations, interests, and values.</p> <p>B.WHAT DO I WANT TO DO IN THE FUTURE? - Include your job plans, how you are preparing for your future, and how you expect your future to turn out.</p>	<p>Advise students that the essays need not be shared with anyone else unless they choose to do so. They are <u>PRIVATE</u>.</p> <p>Suggest to students that they reflect for a few minutes before beginning to write.</p> <p>Spelling and grammar are not emphasized because such a focus might inhibit spontaneity.</p>

C. WHAT OBSTACLES DO I FORESEE
IN ACHIEVING MY FUTURE GOALS?

Include anything that seems to stand between you and happiness, job success, and fulfillment as well as what you think you will do about these obstacles.

- II. After students have completed their essays, discuss the characteristics of people who are most likely to make their dreams come true. Emphasize the fact that we all have much control over our personal futures. We become "corks on the sea" only if we choose to abdicate responsibility for our decisions.

Display 0-4 as you discuss the characteristics and leave it on for the next activity.

- III. Point out to students that everyone can learn the behaviors that characterize people who determine their own future. If students see these as important behaviors, they can learn them. Emphasize that these behaviors are the very best insurance for their dreams.

- IV. Direct students to analyze their essays to determine how many and to what degree the five characteristics are reflected in their life stories. Ask students to rate themselves on each characteristic as it is reflected in their story, not as they feel they are.

Important characteristics of self-determination include:

- A. Awareness of internal resources: relate to independence in career decision-making.
- B. Initiative: relate to decisiveness in career decision-making.
- C. Specificity: relate to orientation to the career decision-making process.
- D. Action goals: relate to involvement (active participation) in the career choice process.
- E. Problem-solving skills: relate to compromise in career choice process.

Encourage students to want control over their lives in as many different ways as you can. Mention that if students do not determine their own futures then someone else will do it for them and they will be stuck with the results.

Leave 0-4 on so that students may refer to it in rating themselves on each of the five characteristics.

Help students understand each characteristic by posing the following questions:

- | | |
|--|---|
| <p>A.Resources: Does your essay indicate that you are aware of your own strengths and weaknesses? Did you portray yourself as able and competent or as dependent upon others (external resources) or as inferior and inadequate (lacking resources)?</p> | <p>Students with an external locus of resources may write about how they depend upon luck, chance, prayer, or astrology to help them. Students lacking resources may write about who's help they require.</p> |
| <p>B.Initiative: Are you an actor or reactor? Do you do things or do things happen to you?</p> | <p>Did the writer use active or passive verbs in describing him/herself?</p> |
| <p>C.Specificity: Are you specific in writing about yourself and your future plans or are you global and vague? Do you give details and supporting evidence or do you avoid complexities? Do you support your opinions with facts or do you just take things on faith and intuition?</p> | <p>Does the student rate him/herself rather than specific abilities? (e.g., "I can listen very well" is better than "I am nice".)</p> |
| <p>D.Action-oriented: Are your goals actively or passively stated? Active goals are chances <u>to do</u> things while passive goals are chances <u>to be</u> things.</p> | <p>For example, "I want to teach" is a doing goal but "I want to be a teacher" is only a being goal. Leader may use example of being on a diet (being) versus losing weight (doing) to clarify this distinction. If you are losing weight, you are losing weight, but people on diets have been known to gain weight because of cheating.</p> |
| <p>E.Problem-solving: In your essay, do you say you solve problems, try to avoid them, or get depressed over them? What did you write about dealing with obstacles to your plans and happiness?</p> | <p>Students who lack problem-solving skills may write of giving up, being overwhelmed, being cheated, being a martyr, having no choice, or suffering.</p> |
| <p>V. Direct the class to now rewrite their essays trying to change the wording to reflect the five characteristics. Suggest that they even try to change the way they think about things to be more characteristic of these five variables.</p> | <p>If there is not enough time, consider assigning this task as homework.</p> |

VI. Summarize the lesson and preview the next lesson before dismissing the group.

Follow-up activities:

- I. Invite the school psychologist or counselor to discuss strategies students can use to develop more independence and decision-making skills.
- II. Conduct a large group discussion of how students act or react to:
 - A. School
 - B. Family
 - C. Friends
 - D. Church
- III. Consider offering assertiveness training opportunities to supplement this course.

Tips:

Inform guest as to the lesson and student discussions that preceded his/her visit.

Use the same four characteristics in discussing their interaction with these groups and institutions.

0-4SELF-DETERMINATION SKILLS

AWARENESS OF INTERNAL RESOURCES

- Recognize and give yourself credit for what you can do
- Be independent in career decision-making process

INITIATIVE

- Take the first step
- Be decisive in the career decision-making process

SPECIFICITY

- Be familiar with the details of what you are doing or talking about
- Orient yourself to the career decision-making process

ACTION-ORIENTED

- State your goals in terms of what you will do, not what you will be
- Involve yourself in the career decision-making process through active participation

PROBLEM-SOLVING

- See problems as a chance to learn something new
- Be willing to compromise in the career decision-making process by making realistic concessions

Lesson Five
Criterion A

WORK: A PROBLEM OR AN OPPORTUNITY?

Description: In this lesson, students discuss their career decision-making criteria utilizing CMI Attitude Scale items to stimulate their thinking. Criterion in career choice is defined as the extent to which an individual is task or reward motivated in the career decision-making process and the value she/he places upon work.

Objectives: To explain to students the rationales underlying a mature criterion for career choice.

To discuss with students their work values as they relate to the career decision-making process and to increase their appreciation for work as a source of satisfaction in life.

To influence students to combine reward and task work values into their criteria for career decision-making.

Preparation: Review lesson procedures.

Read D-4 (Criterion items and rationales).

Duplicate D-4 for distribution to students.

Obtain supplies for class period.

Supplies: 0-5 (Overhead transparency: "Steps to Job Satisfaction")

D-4 for each student.

Overhead projector.

Procedures:

- I. Ask students to retrieve their Attitude Scale results from their career folders.
- II. Explain to students that today they will examine criterion in career choice items in a fashion similar to their review of other items.

Tips:

The actual criteria in career decision-making are really work values. WORK VALUES ARE THE REASONS FOR WHICH ONE BELIEVES WORKING IS USEFUL.

III. Describe the two basic criteria in the career decision-making process.

A. Task criteria in the career decision-making process are the enjoyments inherent in performing the tasks comprising the job.

B. Reward criteria in the career decision-making process are the external benefits resulting from work such as power, prestige, and possessions.

IV. Display overhead transparency 0-5 while explaining to students that the two career decision-making criteria are not mutually exclusive. The most rewarding job allows a person to perform the tasks she/he enjoys while providing sufficient rewards to maintain a preferred lifestyle. However, a job that offers only pleasant rewards and not congruent tasks is unlikely to make a person happy. Money may prevent problems, but it cannot, in and of itself, create happiness.

Be sure to clearly point out that the steps rest upon each other and that a meaningful job that does not pay well enough to live will not usually create satisfaction in the worker.

V. Distribute D-4 (criterion items and rationales). Proceed with the discussion of each item by having a student read aloud an item and its rationale. Facilitate discussion and even debate about each item and rationale by asking students who responded in the immature direction to explain their reasoning. Try to achieve closure on each item by arriving at some group consensus.

See Table 5-A for examples of the differences between task and reward criterion and write these on the chalkboard as you discuss the two basic criteria in career decision-making.

Specific external rewards include money, security, fringe benefits, status, and pleasant work conditions. Specific internal rewards are those that come from engaging in tasks that allow one to be him/herself (e.g., be intelligent, helpful, creative, nurturant, systematic, etc.).

Discuss the overhead transparency by explaining that each of the five steps represents a basic type of job reward. An individual who only finds pay and security in work will probably perceive the job as dull and uninteresting. But if she/he also receives some status and has pleasant co-workers, she/he may become neutral about the work because she/he enjoys the context in which the work is performed. If she/he can add self-expression and a sense of meaning in her/his work she/he will probably find work thoroughly satisfying.

Although a student answered in the immature direction, her/his reasoning may be mature and appropriate. In such instances, reinforce the student's reasoning.

- VI. The leader should embellish the discussion of rationales by adding her/his own ideas and emphasizing key points. Some sample key points for each criterion item follow.

Table 5-A

DIFFERENCE BETWEEN REWARD AND TASK CRITERION	
Reward criterion in selecting a career	Task criterion in selecting a career
Consider work to be a problem.	Look forward to work as an opportunity.
View work as a means of making a living.	View work as a means of making a life.
Look for a job that offers power, prestige, and possessions (external benefits).	Look for a job in which to express abilities and interests (internal satisfactions).
Expect to enjoy leisure and suffer through work.	Expect to enjoy both work and leisure.
Think about how one will do on the job.	Think about what one will do on the job.
Anticipate work will satisfy biological and possibly social needs.	Anticipate work will satisfy biological, social, and psychological needs.

CMI Attitude Scale Criterion ItemsPossible Discussion Points

47. I guess everybody has to go to work sooner or later, but I don't look forward to it. FALSE (4)

29. Work is dull and unpleasant. FALSE (14)

Students who agree with these statements probably perceive work as a problem to be avoided and may be trying to sidestep the career decision-making process. Explain to the class that work offers an opportunity to actualize one's talents, which is truly enjoyable. Work is dull and unpleasant when one works at a job inconsistent with one's abilities and interests. The only motive for doing that kind of work is money, and the job itself is then experienced as dull and aversive.

50. Your job is important because it determines how much you can earn. FALSE (7)

11. Work is worthwhile mainly because it lets you buy the things you want. FALSE (8)

6. It doesn't matter which job you choose as long as it pays well. FALSE (24)

Students who agree with these items may subscribe to a strictly reward criterion in the career decision-making process. Point out that not having money may cause problems but having money does not solve problems nor insure happiness. Students should be encouraged to see work both as a means of earning money and of expressing one's talents and interests.

26. The greatest appeal of a job to me is the opportunity it provides for getting ahead. FALSE (9)

23. I want to really accomplish something in my work - to make a great discovery or earn a lot of money or help a great number of people. FALSE (35)

Power, prestige, or possessions are no substitutes for the satisfaction one feels from performing intrinsically motivated work. Read the poem "Richard Cory" to the class and discuss why an influential millionaire committed suicide.

64. You should choose a job in which you can someday become famous. FALSE (44)

74. The most important part of work is the pleasure which comes from doing it. TRUE (47)

This is our hope for everyone in the class but not everyone will make it unless they put effort into the career decision-making process.

CRITERION ITEMS AND RATIONALES

CRITERION IN CAREER DECISION-MAKING IS THE EXTENT TO WHICH ONE IS TASK OR REWARD MOTIVATED IN THE CAREER DECISION-MAKING PROCESS AND THE VALUE SHE/HE PLACES UPON WORK.

47. I guess everyone has to go to work sooner or later, but I don't look forward to it.

The more career mature response to this statement is FALSE.

It is true that most people do need to work to support themselves. However, there is usually more than one job for each person so that you should be able to find something that you can look forward to doing.

29. Work is dull and unpleasant.

The more career mature response to this statement is FALSE.

If you choose an occupation which is consistent with your interests, work can be pleasant and satisfying.

50. Your job is important because it determines how much you can earn.

The more career mature response to this statement is FALSE.

Salary is certainly important, but there are many other rewards which you can obtain from your job that are more important than financial gain. One of the most important among these is your personal satisfaction with what you are doing.

11. Work is worthwhile mainly because it lets you buy the things you want.

The more career mature response to this statement is FALSE.

Work does enable you to get many things you want, but the primary value of work is that it is a means by which you can gain self-fulfillment by using your abilities and interests.

6. It doesn't matter which job you choose as long as it pays well.

The more career mature response to this statement is FALSE.

Financial return is important, but your interests and abilities should be the primary considerations in choosing an occupation. If you enter an occupation that is not compatible with your interests and abilities, it is unlikely that you will be happy in that occupation, regardless of the financial reward.

26. The greatest appeal of a job to me is the opportunity it provides for getting ahead.

The more career mature response to this statement is FALSE.

Advancement in an occupation is definitely important, but the greatest appeal of a job should be the opportunity it provides for being the kind of person you want to be.

23. I want to really accomplish something in my work—to make a great discovery or earn a lot of money or help a great number of people.

The more career mature response to this statement is FALSE.

It is important to be concerned about the results of your work, but you should choose an occupation that is satisfying in and of itself.

64. You should choose a job in which you can someday become famous.

The more career mature response to this statement is FALSE.

Very few people ever become famous in their chosen occupation. Choose an occupation because you will enjoy it rather than because others will enjoy you.

74. The most important part of work is the pleasure which comes from doing it.

The more career mature response to this statement is TRUE.

If you do not enjoy the work you do, it is unlikely that other factors, such as financial reward, fame, or helping others, will be sufficient compensations. Choose an occupation that you think you will enjoy doing.

STEPS TO JOB SATISFACTION

JOB SATISFACTION

do meaningful and challenging tasks					
express abilities and interests	express abilities and interests				
enjoy pleasant co-workers	enjoy pleasant co-workers	enjoy pleasant co-workers			
seek status	seek status	seek status	seek status		
earn pay and security	earn pay and security	earn pay and security	earn pay and security	earn pay and security	

0-5

Lesson Six
Criterion B

VIEW WORK POSITIVELY

Description:	In this lesson students listen to and critically analyze contemporary phonograph recordings of songs that deal with work values or career choice criteria. Criterion in the career decision-making process is defined as the extent to which the individual is task or reward motivated in the career decision-making process and the value she/he places upon work.
Objectives:	<p>To examine the image of work portrayed in the "youth culture".</p> <p>To discuss task and reward criteria.</p> <p>To facilitate self-exploration of choice criteria.</p> <p>To encourage appreciation of the advantages of a combined task and reward career decision-making criterion.</p> <p>To reinforce learning from the previous lesson on work orientation.</p>
Preparation:	<p>Review lesson procedures.</p> <p>Review Lesson 5 Tip III, Table 5-A, and 0-5.</p> <p>Consult with students about record selection.</p> <p>See Table 6-A for beginning suggestions.</p> <p>Obtain supplies for class period.</p>
Supplies:	<p>Recordings of selected songs.</p> <p>Phonograph or tape recorder to play recordings.</p> <p>Overhead projector.</p> <p>Overhead transparency 0-5 (Steps to job satisfaction).</p>
Special Note:	Ask an administrator if work songs can be played throughout the day over the public address system (between classes) or in the lunch room.

Procedures:

Tips:

- I. Inform students that during this class they will continue their discussion of criteria in career decision-making.

- II. Place 0-5 on the overhead projector and review the differences between task and reward career criterion and the advantages of combining them in career decision-making.

- III. Orally administer the following "criterion quiz". Tell students that Terry is interviewing with a personnel officer for his/her first job. You want the class to identify each question she/he asks as representative of a task or reward orientation.

- IV. Inform students that you are now going to give them further opportunities to discuss work values and decisional criterion. Play the first recording.

- V. Repeat procedure IV with as many other recordings as time permits.

- VI. Summarize this lesson by repeating key insights from the group discussion.

Briefly describe the next lesson.

Review Lesson 5, especially Tip III, Table 5-A, and 0-5.

"ORIENTATION QUIZ"

1. What does the job pay? (reward)
2. Will it give me freedom to develop myself? (task)
3. Is it an important job? (reward)
4. Is the job a good outlet for my abilities? (task)
5. How do I know the job will always be there? (reward)
6. Will the job fit me and my interests? (task)
7. Am I going to move up in salary quickly? (reward)
8. How much time off do I get? (reward)
9. What will I do on the job? (task)

Advise students to listen carefully to the lyrics to determine the songwriter's work values/criterion and its results. Discuss the possible relationship between the songwriter's work values, lifestyle, and happiness.

Do not terminate good group discussions just to get to another recording. The goal is to stimulate student thought, not listen to as many recordings as possible.

Those who combine rewards and task criteria in their job experience their vocation as a vacation.

Follow-up Activities:

- I. Ask students to bring in other recordings and continue the discussions in future sessions.
- II. Have students interview people who love and hate their work. Then have them analyze the information to see if those with a strictly reward criterion dislike their work more than those with a combined task and reward criterion.

- III. Arrange for an industrial psychologist to explain Herzberg's theory of job satisfaction to the class.
 - IV. Discuss the students' criterion for school work. Try to show that those with a reward criterion enjoy school less than those with a combined task and reward criterion. Examples of reward and task criteria for school appear in Table 6-A.
-

Table 6-A

 School Decision-Making Criterion

Students with reward and task criteria toward school work may seek different experiences while in school.

REWARD CRITERIONTASK CRITERION

1. grades	vs.	1. knowledge and understanding
2. popularity	vs.	2. contributing to the class
3. diploma	vs.	3. skill and competence
4. study halls	vs.	4. interesting classes
5. cafeteria	vs.	5. library

Table 6-B

Suggested Recordings

Eddie Money I WANT TO BE A ROCK AND ROLL STAR

The hero wants to be a star. The important criterion is not the tasks he will perform (to sing), but rather the rewards he will earn (be a star, have a big black car, a mansion on a hill, and burn thousand dollar bills).

Elvis Costello WELCOME TO THE WORKING WEEK

"I know it don't thrill you but I hope it don't kill you". Doing work tasks one does not find interesting can lead to job dissatisfaction. Interestingly, the best predictor of life longevity yet discovered is work satisfaction. In an impressive fifteen-year study of this topic, Palmore found that work satisfaction and overall happiness predicted longevity better than genetic inheritance, level of tobacco use, or examining physicians' ratings of physical functioning.

Jim Croce WORKING IN THE CARWASH BLUES

The hero displays a reward criterion toward work. He yearns for an executive position which will give him air conditioning, a swivel chair, secretary, big cigar, and a double martini. He does not mention the tasks he would like to perform.

Neil Diamond THANK THE LORD FOR THE NIGHT TIME

Work is "uptight time" and the hero appreciates the evening's leisure opportunities to engage in the tasks that make him feel good. Encourage students to pursue work that is inherently rewarding to them so they do not perceive work as uptight time.

James Taylor BARTENDER'S BLUES

The hero sings the blues because he doesn't like his work (tasks) but doesn't mind the money. Note how he cynically enumerates the tasks he dislikes and how he needs external supports to keep him from "slipping away".

Pablo Cruise FAMILY MAN

The lyrics portray the plight of a family man who hates his work (tasks) but won't give up the job because he is working hard for the things that he loves (reward criterion)...wife, kids, cars, mortgaged home. He comes home and has a couple of drinks and longs for a vacation. The lyrics may even imply that he does not enjoy the family and home as much as he might because he is so frustrated by his work routine.

Harry Chapin MR. TANNER

Mr. Tanner was a cleaner who sang while he hung clothing. Music was his life not his livelihood. However, his friends convinced him to try to turn his avocation into his source of income. Of course, when he sought fame and fortune through singing, it ruined the enjoyment of the tasks. The story clearly portrays how a shift in criterion from internal enjoyment to external reward may ruin the gratification inherent in a task.

Harry Chapin TAXI

Taxi relates the story of a young couple who separated to pursue the rewards of power, fame, and fortune. They meet years later in the man's taxi. She pretends to be happy with her success and he admits that he has something inside him (task criterion) but it is not what his life is about because he has been letting his outside (reward criterion) tide him over until his time runs out. The taxi driver turns to drugs to relieve the frustration. The leader may wish to discuss how industrial alcoholism (nine million alcoholic employees in America) and drug abuse appear to be related to working at tasks one does not enjoy in order to make money.

Harry Chapin BLUESMAN

The lyrics portray the story of a second-year medical student who quits school and its promises of power, prestige, and possessions in spite of his father thinking him a fool. He realizes the value of task criterion for work and pursues his love for playing the blues. The notion of inherent motivation is captured in the phrase "to play the blues you've got to live 'em". The leader may wish to discuss the influence inspiring role models have in contrast to parents advocating a reward criterion to work. (Relate back to the lesson on independence.)

Atlanta Rhythm Section GEORGIA RHYTHM

The lyrics explain why the hero willingly pursues the task of playing music for its inherent joy in spite of his lack of pleasure with the work context (traveling, motels, separation from family and friends). Ask students why he is "lovin the life he's livin".

Songs not recommended for class but which can be played during the day if administration agrees:

Pure Prairie League
Sam Cooke
Otis Redding
Johnny Mathis
Ray Charles
Tennessee Ernie Ford
Neil Sedaka
Johnny Paycheck

Bachman-Turner Overdrive
Neil Diamond

Working in the Coal Mine
Chain Gang
Sittin' on the Dock on the Bay
Gotta Find My Corner of the Sky
I Chose to Sing the Blues
Sixteen Tons
The Hungry Years
Take This Job and Shove It
Puttin' In Overtime at Home
Blue Collar
I'd Rather Wear Blue Jeans

Lesson Seven
Conception A

CONCEPTUALIZE CAREER CHOICE

Description: In this lesson students learn a general model for making career choices which should correct many of their career choice misconceptions. Conception of career choice is defined as the extent to which an individual possesses accurate ideas about making a career choice.

Objectives: To teach students that the overriding goal for career decision-making is to make choices that implement one's self-concept.

To explain that career choice is a translation process and to demonstrate this process.

To encourage students to further differentiate their self-perceptions and occupational stereotypes as a means of increasing their career translation skills.

Preparation: Review lesson procedures.

Read Table 7-A "Translation: A Career Choice Model".

Study Table 7-B "Sample Translation Worksheet".

Reproduce D-5 (Translation Worksheet) for distribution to students.

Supplies: D-5 for each student

0-6 Overhead of Table 7-B ("Sample Translation Worksheet")

Overhead projector

Procedures:

I. Distribute D-5 (Translation Worksheet) and direct students to indicate above columns "1" and "2" two occupations which they are considering.

II. Tell students to rate their stereotype of the first occupation on each of the adjectives using the scale of "1" (uncharacteristic of workers in this job) to "7" (extremely characteristic of workers in this job). Students should indicate their ratings in the first column next to each adjective.

Tips:

Demonstrate the process of completing the worksheet on the chalkboard.

Students may say that they do not know the facts concerning the occupations that are necessary to objectively and assuredly rate the adjectives. Ask them to rely upon their stereotypes of the jobs and their subjective judgments and intuitions. To a great extent career choice is influenced by how one perceives occupations. This is the usual origin of one's interests. Later in the

- III. Ask students to rate the second occupation in the same manner, marking their ratings in the second column.
- IV. Ask students to rate themselves on the adjectives also using the 1 to 7 scale and to mark their answers in column three.
- V. Direct students to compute the difference in rating for each adjective in columns one and three and mark the differences for each adjective in column four.
- VI. Direct the students to compute the difference in rating in columns two and three and to mark the difference for each adjective in column five.
- VII. Have students add the values in column four to compute a column total. Repeat this with column five.
- VIII. Ask the students to subtract the lowest number in column one from the highest number in column one. Mark answer under the column total. Repeat this procedure for columns two and three.
- IX. Interpret the sample Translation Worksheet (0-6) displayed on the overhead projector explaining the scores and what they mean. Follow the suggested guidelines in Table 7-A and use a case study format.

course they will discuss the value of gathering objective information to refine stereotypical and intuitive job conceptions.

"7" means the adjective is very descriptive of them; "1" means the adjective is not at all like them.

Place the sample Translation Worksheet on the overhead projector and refer to it as you direct students through the scoring procedures.

Each column total represents how well that particular occupational role incorporates the students' self-concept. The lower the score the more congruent the student perceives her/his identity to be with the occupational role.

This sum is termed the differentiation index and is an indication of how differentiated a student's perceptions are of self and of two interesting occupations. Scores of 5 and 6 are highly defined. Scores of 3 and 4 are moderately defined. Scores of 0, 1, and 2 are global and undifferentiated. A low score for column three suggests that a student's self-perceptions are not articulated enough to allow effective translation. Low scores in columns one and two suggest that the student has only vague, ambiguous notions of what is involved in that role.

Give the students ample opportunity to question and discuss the concepts underlying the worksheet and their application in this case study.

- X. Help the students interpret their own scores and lead a group discussion concerning the translation model of career decision-making in general, using their results only as examples of the process and not conclusive evidence of anything.

Read Table 7-A for a highlight of points you may make in this discussion.

- XI. Summarize the essence of the Translation Model of career choice and preview the next lesson before dismissing the class.

Follow-up Activities:

- I. The Translation Worksheet may be used to translate self-concept into activities other than occupations. Have students fill in worksheets to compare self to other choices they are making such as colleges and hobbies.

Table 7-A

 THE TRANSLATION MODEL OF CAREER CHOICE

Work is a place to express yourself. A satisfying job allows the worker to implement his/her self-concept and to contribute to society. The more completely a job fits a worker's self-concept, the more the worker finds the job inherently motivating. A job that incorporates none, or only peripheral elements, of a worker's self-concept is unlikely to be inherently appealing to that worker. In such instances, the worker must rely for work motivation on extrinsic rewards such as power, prestige, and money.

Career choice is a translation process. An individual should attempt to discover occupations that are viable vocational translations of his/her self-concept. As a part of this process, a person progressively formulates, explores, differentiates, and reorganizes his/her self-concept and world-of-work concepts. A person should continually consider how well his/her self-concept would translate into general occupational groups and later into specific occupational roles.

When a person is aware of having a differentiated self-concept and possesses differentiated knowledge of various occupations, he/she is ready for trial translations followed by advanced exploration. It is a general objective of this course to facilitate the translation process by helping students become more involved, independent, oriented, decisive, compromising, and task directed in developing their self-concepts and translating them into occupations to explore.

The purpose of this lesson and the Translation Worksheet is to help students understand the translation model of career choice and to discourage less appropriate conceptualizations of how to make career choices.

The results of Terry's translation exercise appear in Table 7-B. A comparison of the totals of columns four and five suggests that the physician's role is a more adequate translation of Terry's self-concept (perceived difference = 12) than is the accountant's role (perceived difference = 33). Of the two roles, Terry first should explore that of physician. Looking at how well differentiated the perceptions of the two occupations are, we find well-defined views of accountants. These scores suggest that rejection of accounting is based upon more complex thinking than would be acceptance of physician. Terry needs more knowledge concerning the physician's role. Terry also needs more self-knowledge. The differentiation of self score in column three suggests more effort should be given to self-exploration and self-appraisal. Terry will be better prepared to make tentative choices when he/she formulates a more differentiated and complex appraisal of his/her identity.

Table 7-B

SAMPLE TRANSLATION WORKSHEETTHE CASE OF TERRY

	ACCOUNTANT	PHYSICIAN	SELF	ACCOUNTANT/ SELF DIFFERENCES	PHYSICIAN/ SELF DIFFERENCES
Shy	<u>2</u>	<u>7</u>	<u>7</u>	<u>5</u>	<u>0</u>
Curious	<u>1</u>	<u>4</u>	<u>5</u>	<u>4</u>	<u>1</u>
Imaginative	<u>4</u>	<u>4</u>	<u>7</u>	<u>3</u>	<u>3</u>
Friendly	<u>2</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>1</u>
Popular	<u>7</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>
Orderly	<u>5</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>
Practical	<u>6</u>	<u>7</u>	<u>5</u>	<u>1</u>	<u>2</u>
Intelligent	<u>2</u>	<u>7</u>	<u>7</u>	<u>5</u>	<u>0</u>
Independent	<u>3</u>	<u>7</u>	<u>7</u>	<u>4</u>	<u>0</u>
Helpful	<u>3</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>
Ambitious	<u>7</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>
Careful	<u>5</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>

SELF-INCORPORATION WITH

DIFFERENTIATION OF			ACCOUNTANT	PHYSICIAN
ACCOUNTANT	PHYSICIAN	SELF	<div>33</div>	<div>12</div>
<div>6</div>	<div>4</div>	<div>3</div>		

D-5TRANSLATION WORKSHEET

Shy	_____	_____	_____	_____	_____
Curious	_____	_____	_____	_____	_____
Imaginative	_____	_____	_____	_____	_____
Friendly	_____	_____	_____	_____	_____
Popular	_____	_____	_____	_____	_____
Orderly	_____	_____	_____	_____	_____
Practical	_____	_____	_____	_____	_____
Intelligent	_____	_____	_____	_____	_____
Independent	_____	_____	_____	_____	_____
Helpful	_____	_____	_____	_____	_____
Ambitious	_____	_____	_____	_____	_____
Careful	_____	_____	_____	_____	_____



0-6

SAMPLE TRANSLATION WORKSHEETTHE CASE OF TERRY

	ACCOUNTANT	PHYSICIAN	SELF	ACCOUNTANT/ SELF DIFFERENCES	PHYSICIAN/ SELF DIFFERENCES
Shy	<u>2</u>	<u>7</u>	<u>7</u>	<u>5</u>	<u>0</u>
Curious	<u>1</u>	<u>4</u>	<u>5</u>	<u>4</u>	<u>1</u>
Imaginative	<u>4</u>	<u>4</u>	<u>7</u>	<u>3</u>	<u>3</u>
Friendly	<u>2</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>1</u>
Popular	<u>7</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>
Orderly	<u>5</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>
Practical	<u>6</u>	<u>7</u>	<u>5</u>	<u>1</u>	<u>2</u>
Intelligent	<u>2</u>	<u>7</u>	<u>7</u>	<u>5</u>	<u>0</u>
Independent	<u>3</u>	<u>7</u>	<u>7</u>	<u>4</u>	<u>0</u>
Helpful	<u>3</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>
Ambitious	<u>7</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>1</u>
Careful	<u>5</u>	<u>5</u>	<u>4</u>	<u>1</u>	<u>1</u>

SELF-INCORPORATION WITH

DIFFERENTIATION
OFACCOUNTANT

33

PHYSICIAN

12

ACCOUNTANT

6

PHYSICIAN

4

SELF

3

Lesson Eight
Conception B

CLEAR UP CAREER CHOICE MISCONCEPTIONS

Description: In this lesson students consider and discuss common career choice misconceptions which have the potential to misdirect or stall their career development. Conception of the career choice process is defined as the extent to which an individual possesses accurate ideas about making a career choice.

Objectives: To alert students to common career choice misconceptions.

To have students consider whether they believe any of these misconceptions.

To dissuade students from believing any of these career choice misconceptions.

Preparation: Review lesson procedures and Table 7-A.

Reproduce D-6 (CMI Conception Items) for distribution to students.

Secure supplies for class period.

Supplies: D-6 for each student

0-7 The Case of Terry

Overhead projector

Procedures:	Tips:
I. Ask students to retrieve their CMI Attitude Scale results from their career folders.	
II. Explain to students that today they will review the conception of career choice items by discussing the rationale for each item.	
III. Briefly review the Translation Model of career choice from the previous lesson. Divide students into discussion groups. Request that each group designate a recorder who will report the results of their work to the class.	<p>Refer to Table 7-A for the details of translation model of career choice.</p> <p>Four to six members in each group would be optimum.</p>

IV. Point out that most individuals do not explicitly know the translation model but that this is one of the benefits of the career development course. Every student, however, has some implicit model of career choice that they rely upon. Very often these informal models consist of misconceptions about career choice. These misconceptions often stall career exploration or misdirect effort into unrealistic activities.

V. Display 0-7 and ask each group to identify at least three misconceptions (mistakes) Terry believes.

VI. After approximately fifteen minutes, solicit group reports to the whole class. Suggest the report format of:

- a. misconception
- b. how it would stall or misdirect Terry's career development.

There are six separate misconceptions in the Case of Terry which correspond to the six items in the conception subscale of the CMI - Attitude Scale.

VII. Distribute the conception item rationales as students bring out their CMI - Attitude Scale results.

VIII. Proceed with the discussion of each item by having a student read aloud the item and rationale. Facilitate discussion and even debate concerning each item and its rationale by asking students who responded in the immature direction to explain their reasoning. Try to attain closure for each item by arriving at some group consensus.

Emphasize that these misconceptions are not a failure on the student's part. They are just mistakes that many students make. A mistake is not a failure, it is an opportunity to clarify one's direction or reorient one's efforts. Those who do not make mistakes either are not moving (developing their careers) or are afraid to evaluate the direction they are moving in.

Circulate during the group work.

Consider having each recorder turn in the group's work for your review. Such a review may help you assess the class's progress in this course.

After the first two groups report, ask the remaining group recorders to report only those misconceptions not already reported.

Although a student responded in the immature direction, her/his reasoning may be mature and appropriate. In such instances reinforce the student's reasoning.

- IX. The discussion leader should embellish the discussion of rationales by adding his/her own ideas and emphasizing key points. Sample key points for each conception item follow.

CMI Conception of Choice Discussion Items

5. In order to choose a job, you need to know what kind of person you are. TRUE (2)

18. The best thing to do is to try out several jobs, and then choose the one you like best. FALSE (30)

21. There is only one occupation for each person. FALSE (31)

Possible Discussion Points

Many students who respond to this item in the immature direction believe that one can easily change his/her personality to fit the requirements of the job he/she obtains. Explain that wise occupational choice is a translation of one's self-concept into an occupational role. The better the position implements one's personality, the more success and satisfaction one experiences.

Students who respond to this item in the immature direction tend to be concrete in thinking about career choice either because they are not yet capable of abstract thought or because they are not motivated to think about their career in abstract terms. The discussion leader may share the analogy of the telephone book. Ask students if they were in a strange city (young adulthood) and they were looking for a book (job), would they just walk around the city looking for a bookstore (trial and error) or would they locate one in the phone book (occupational information sources) and call the store (exploratory activity) to see if they have the book in stock (a job that is a good translation of their self-concept).

Many idealistic adolescents believe that there is one job (and one spouse) for them and they will be happy only if they find it (him/her). Such thinking, of course, causes procrastination in the career decision-making process because no matter how attractive a job appears, it is never perfect. Recall the discussion of compromise at this point.

This misconception offers the secondary gain of stalling for more time and of warding off the responsibilities of career decision-making.

Students should be told that there are probably dozens of jobs that would suit them almost equally well.

From the self-translation model point of view, you may point out that this type of thinking assumes that there is only one possible self a person is going to develop into.

32. Once you choose a job, you can't choose another one. FALSE (1)

A common misconception among adolescents is that you are "stuck with" what you select. This is especially prevalent among students who are meek/passive and would rather live with it rather than assert a new choice, and also among students who believe that selecting a job is like picking a record or clothing item that is non-returnable. Emphasize the concepts of tentative choice and advanced exploration pointing out that one should select an occupation with confidence but not commitment, and then engage in part-time work in that or a related job, take basic training for the job, interview workers in the job, etc.

41. By the time you are 15 you should have your mind pretty well made up about the occupation you intend to enter. FALSE (21)

Empirical research indicates that the ninth grade is too early to make a career choice because students do not understand themselves well enough for self-translation. A 15 year old should be aware of the choices she/he will eventually have to make, become ready to make this series of choices, and make good pre-vocational choices (curricular) based upon knowledge of the general direction of his/her career development.

68. You should choose an occupation,
then plan how to enter it. TRUE (42)

Students who respond to this item in the immature direction often confuse career and occupational choice. Rather than selecting an occupational goal and then considering how to achieve it, they consider educational alternatives as the critical choice. They focus attention upon selecting a major or a college and forget about where the training will lead. Use the example of someone trying to choose a city to visit (job) on vacation versus someone wondering which interstate highway (educational or training program) would be the most fun to drive on.

- X. Review lesson highlights and
preview the next lesson before
dismissing the class.

Use the next lesson's description as the basis of your preview.

D-6

CMI CONCEPTION OF CAREER CHOICE ITEMS AND RATIONALES

CONCEPTION OF CAREER CHOICE IS THE EXTENT TO WHICH ONE POSSESSES
ACCURATE CONCEPTIONS ABOUT MAKING A CAREER CHOICE

5. In order to choose a job, you need to know what kind of person you are.

The more career mature response to this statement is TRUE.

Each of us differs in the characteristics required for success and satisfaction in different occupations. The better we know what these characteristics are, the better our chances of choosing an occupation for which we are well suited.

18. The best thing to do is to try out several jobs, and then choose the one you like best.

The more career mature response to this statement is FALSE.

Experience can be helpful in coming to a decision about your occupational goal. However, it would waste a great deal of time, money, and effort to try out all the occupations you might be considering before choosing the one that you want to enter.

21. There is only one occupation for each person.

The more career mature response to this statement is FALSE.

Although your interests and abilities set limits upon the number of occupations for which you are qualified, there is probably more than one occupation in which you can find satisfaction and success.

32. Once you choose a job, you can't choose another one.

The more career mature response to this statement is FALSE.

Most people make more than one job choice during their life time.

41. By the time you are 15 you should have your mind pretty well made up about the occupation you intend to enter.

The more career mature response to this statement is FALSE.

It is good to be thinking about an occupational choice in early adolescence, but it is unwise to choose an occupation too early. Many young people choose an occupation very early only to find out later that it is not the right one for them. You should consider more than one alternative before making a definite choice.

68. You should choose an occupation then plan how to enter it.

The more career mature response to this statement is TRUE.

After you have chosen an occupation, you should find out how to prepare for and enter that occupation.

0-7THE CASE OF TERRY

In talking with a teacher, Terry said:

I don't know what I am good at. I have lots of interests but I'm 15 and by now I should know pretty much what I'll work at. I know it's just as easy to be successful in any job I choose but I'm afraid that if I pick the wrong one I'll be stuck with it. I'd hate to be stuck in the wrong job when I know that there is one perfect job for me somewhere.

I guess I'll just go to college and plan to be a teacher and when I graduate I'll try out a bunch of jobs. Sooner or later I'll pick one I like best. After all, work is just like going to school so I'll have plenty of freedom to do what I want on any job.

WHAT DO YOU THINK?

Lesson Nine
Choice Bases A

BASE YOUR CHOICE ON YOURSELF

Description: Choice bases in career decision-making is defined as the extent to which an individual bases his/her choice upon a synthesis of factors. In this lesson students learn the most relevant factors upon which to base career choice. This lesson will also serve as a transition from dealing with attitudes toward career decision-making to dealing with competencies in career decision-making. The previously examined attitudes will be summarized in light of choice bases and future lessons will be previewed.

Objectives: To explain to students the choice bases in career decision-making.

To discuss major choice bases.

To allow students the opportunity to consider the choice bases they are using.

To provide students with a perspective on the variety of choice bases used by their classmates.

To reinforce the importance of using a task criterion in career choice.

Preparation: Review lesson procedures.

Review definition of "criterion in career choice" given in Lesson 5.

Supplies: Blank paper for student essays.

Procedures:	Tips:
<p>I. Ask each student to take out a pen and paper and to write down one job they are considering. Allow a few moments and then ask students to write a few sentences on why they are thinking of that job.</p>	<p>Inform students that they will not need to share the job they write down with the class unless they wish to.</p> <p>Nudge perplexed students to put down any job that comes to mind even if they are undecided.</p>

- II. Briefly review what the class has learned to date in this course.
The major concepts have included:

- A. It is important to be involved in planning your future in order to increase your chances for job satisfaction and success.
- B. Orient yourself to career decision-making by becoming familiar with the steps in the process.
- C. Develop the independence to determine the general course your life will take and the career choices you will make.
- D. Learn to be decisive in committing yourself to make the choices necessary to develop your career.
- E. Be willing to compromise with the realities of the job market and your personal limitations.
- F. Resolve to combine reward and task work values into your criterion for career choice
- G. Conceptualize career choice as a translation of your self-concept into occupational and educational roles.

- III. During today's session we will discuss details of how one translates his/her self-concept into occupations to explore. Self is a vague and abstract term to most students. We need to pin it down more concretely before we start to make tentative translations.

Each member of the class may be using different aspects of the self as a basis for their translations. Over the years, vocational counselors have found that there are several aspects of the self that are particularly relevant and suited to translation. We will use the essays you have just composed to discover some of the choice factors this class is currently using.

Embellish the points to reflect what has transpired in each class you teach.

Actively participate in the career decision-making process.

Relate yourself to the process and adapt to its demands.

Practice assertive and responsible career development.

Procrastination puts your career in jeopardy of external control.

Make realistic concessions as you negotiate the career choice process.

Job satisfaction follows from doing tasks you enjoy not from benefits received when the job is done.

Avoid specious misconceptions that are prevalent among your peers.

Those who have worked with the class on the exercises and discussions with some enthusiasm and commitment are probably more involved, oriented, independent, decisive, flexible, and task motivated than they were before the class began.

Also, appreciating the value of the translation model, they are probably ready to begin using it systematically to generate occupations to explore.

- IV. Solicit a volunteer to read why she/he selected the job she/he did.

Remind the volunteers that they need not share the job title unless they wish because the object is to determine which choice base she/he used.

- V. Listen carefully to each volunteer's report and identify, with the class's aid, each volunteer's choice basis or bases. Write the gist of the choice factor, in the student's own words, on the chalkboard. Collect as many samples as time permits.

Do not comment on the adequacy of each volunteer's choice basis. Simply reinforce each for volunteering and encourage the next volunteer.

- VI. After all volunteers have taken a turn, ask the class to recall the differences between task and reward criterion in career choice. Explain that in the self-translation model of career choice we focus on the task criterion. Remind the students, however, that both task and reward factors are important considerations in selecting a job.

See Lesson Five, Procedure III and Table 5-A.

Take advantage of this opportunity to reinforce understanding of the concept of criterion in career choice.

Direct the class to identify the task choice bases from among the bases listed on the chalkboard. Place a star (*) in front of each task choice basis correctly identified.

Be careful that in emphasizing task choice bases you do not denigrate the role of reward choice bases for career choice. Remember that the ideal job choice combines both in that the individual receives rewards for performing tasks that she/he enjoys doing.

Sample reward choice bases include: pay, security, prestige, vacations, work conditions, work locale, work hours, fringe benefits.

Sample task choice bases include: a chance to help others, be creative, express one's self, do interesting work, do work that is important to me, exercise my talents.

Repeat for the class that the better factors on which to base choices are pleasure from performing the task not rewards for doing the task.

- VII. Having identified a wide variety of task choice bases explain to the class that they all fit into four major categories. Choice based on:
- A. DREAMS—the type of person one fantasizes being.

CHOICE BASIS SAMPLES

"to be like my father" (dream)
 "it sounds interesting" (interests)
 "I am good at it" (abilities)
 "I want to help less fortunate people" (values)

B.INTERESTS-what one likes to do
 C.ABILITIES-what one can do well
 D.VALUES-what one believes to be
 useful

"Its important work" (values)

VIII. Discuss the importance of these four
 task bases as time permits.

If time allows, review the starred
 choice bases on the chalkboard and help
 the class discriminate each into one of
 the four categories (dreams, interests,
 values, abilities).

IX. Inform the class that they will continue
 this discussion of choice bases for
 self-translation during the next
 session.

Summarize by explaining that the four
 elements of self that are relevant in
 the translation model of career choice
 are dreams, interests, abilities, and
 values.

Follow-up Activities:

- I. Suggest that students interview friends
 as to why they are considering the jobs
 that they are, and see if students can
 discriminate internal from external
 (task from reward) reasons, and then
 further distinguish their friends' task
 choice bases within categories of the
 dreams, interests, abilities, or values.
- II. Consider repeating this basic lesson
 with other choices if the students
 need more opportunities to learn the
 constructs.

Other choices that can easily be sub-
 stituted within the framework of this
 lesson plan include:
 leisure choices
 curricular choices
 college choices

Lesson Ten
Choice Bases A

USE FOUR ASPECTS OF SELF AS YOUR CHOICE BASES

Description: Choice bases in career decision-making is defined as the extent to which an individual bases her/his choice upon a synthesis of factors. The most relevant task factors are based upon occupational daydreams, interests, abilities, and values. In this lesson students continue to learn about the importance of task choice factors and why they should be integrated as a sound basis for choice. They also examine their responses to CMI Attitude Scale choice basis items.

Objectives: To impress upon students the importance of synthesizing all four choice factors into a basis for their career choices.

To teach students the phases of self-exploration relevant to the translation model of career choice.

To review CMI choice basis items and to encourage students to adopt more mature choice basis attitudes.

Preparation: Review lesson procedures.

Reproduce D-7 (CMI Choice Basis Items) for distribution to students.

Supplies: D-7 for each student.

Chalkboard or poster paper to draw illustrations on.

- | Procedures: | Tips: |
|--|---|
| <p>I. Review the choice bases from Lesson Nine. Ask students to generate examples for each of the four types.</p> | <p><u>Dreams</u>: the type of person one fantasizes being; role models one wants to emulate; aspirations and ambitions.
 <u>Interests</u>: what one likes to do
 <u>Abilities</u>: what one does well
 <u>Values</u>: what one considers useful</p> |
| <p>II. Explain to students that a person needs to consider all four choice factors in making an occupational choice.</p> | <p>Tentative choices may be made based upon isolated factors such as interests or abilities alone.</p> |

Usually, junior and senior high school students are still developing and exploring themselves and are ready for only exploratory and provisional (tentative) career choices. The usual sequence of self-exploration is:

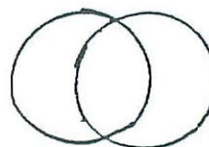
<u>Grades</u>	<u>Choice Bases</u>
6 & 7	Dreams
8 & 9	Interests
10 & 11	Abilities
12	Values
Adult	Synthesis of All

These expectations are based upon what is modal for middle class students. The choice bases which any individual uses may vary greatly from these expectations in either direction. For example, some college students still base career choices on their fantasies whereas some sixth graders base career choices upon their values.

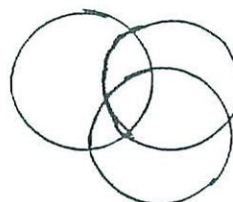
III. Draw the illustration on the right on the chalkboard or poster paper while explaining that first a youngster day-dreams and fantasizes about what she/he would like to be like. This usually involves thoughts about being like a cultural hero (e.g., Dr. J., Sally Ride, Sherlock Holmes) or a highly respected family member or acquaintance (e.g., mother, father, neighbor teacher) who serves as a role model.



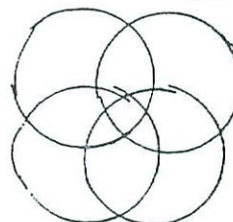
IV. Draw the illustration on the right while explaining that during the junior high school years students generally start to differentiate their global fantasies into component interests. During this phase of self-exploration, interest test scores are often a useful source of stimulation and guidance.



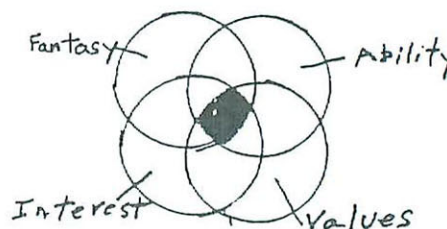
V. Draw the illustration on the right while explaining that high school students generally consider which of their interests they have the ability to pursue.



VI. Draw the illustration on the right while explaining that late in high school individuals make consequential choices that are consistent with their values and emerging life goals.



VII. Darken the area where the four circles overlap, as illustrated on the right, and explain that crystallized and wise career choices are based upon a synthesis of the four major choice bases. Choices that implement these four self factors as well as meet extrinsic (reward) needs



are generally excellent translations of the self-concept into occupational roles.

- VIII. Stimulate the students to reflect upon which phase they are in relative to this model of career self-exploration.

- IX. Help students consider the adequacy of an occupational choice that leaves out one or more of the four major choice bases.

- X. Ask students to retrieve their career folders and remove their CMI Attitude Scale results. Distribute D-7 (choice basis items from CMI).

- XI. Before reviewing CMI choice basis items explain to the students that the items assess whether or not one endorses synthesis of all four choice bases or relies on one basis exclusively in career choice.

- XII. Review the career choice basis items by having a volunteer read an item and its rationale. Facilitate discussion and even debate about each item and its rationale by asking students who responded in the immature direction to explain their reasoning. Remember, that though an item is keyed immature, students who are that level of self-exploration may still endorse it appropriately. Try to achieve closure on each item by having students understand that they are keyed immature because they do not reflect synthesis of all the major choice bases.

Do not use the concept of where they "should" be at. The objective is to have them consider where they are and what comes next, not to judge or diagnose them.

For example, how would one enjoy a job she/he found interesting and valued but lacked the ability to perform.

Go through several variations of this theme until students are impressed with the point.

Remind students that as they are developing their readiness to make crystallized career choices it is permissible to make tentative choices on a single choice basis. However, when the time comes to commit themselves to a career choice through training or job seeking, it should be based upon a synthesis of all four factors.

Remind students continually that adequate translations of self into occupational roles should implement a synthesis of all four factors as much as is realistically possible.

Even though a student responded in the immature direction, their reasoning may be appropriate for their developmental status. In such instances, reinforce the student's reasoning but offer a stimulus to facilitate their movement to the next higher level of career related self-exploration.

XIII. The leader should embellish the discussion of rationales by adding her/his own ideas and emphasizing key points. Possible discussion points follow.

CMI Attitude Scale Choice Basis Items

2. If I can just help others in my work, I'll be happy. FALSE (13)
17. You should choose an occupation which gives you a chance to help others. FALSE (39)
8. As long as I can remember, I've known what kind of work I want to do. FALSE (34)
35. You can do any kind of work you want to do as long as you try hard. FALSE (5)

Possible Discussion Points

Items 2 and 17 reflect a values choice basis without consideration of dreams interests, or abilities. Both items are very frequently endorsed by adolescents using interest or ability choice bases. Students using values or synthesis choice bases usually recognize the problem with the items unless they have developed altruistic/nurturant lifestyles, in which case they can maturely endorse the item.

This is keyed immature because it reflects a dream choice basis. This item could be maturely endorsed, however, if the student developed consistent interests, abilities, and values.

This item reflects a dream or interest choice basis without any consideration of abilities or values.

D-7

CMI CHOICE BASIS ITEMS AND RATIONALES

CHOICE BASIS IS THE EXTENT TO WHICH ONE BASES HER/HIS
CAREER DECISION-MAKING UPON A SYNTHESIS OF CHOICE FACTORS.

2. If I can help others in my work, I'll be happy.

The more career mature response to this statement is FALSE.
Helping others can be an important reward gained from work, but happiness in an occupation depends upon many other factors, such as your ability to achieve success in the occupation.

17. You should choose an occupation which gives you a chance to help others.

The more career mature response to this statement is FALSE.
Helping others is an admirable goal, but you should choose an occupation which you think will be enjoyable because it is consistent with your abilities and interests.

8. As long as I can remember, I've known what kind of work I want to do.

The more career mature response to this statement is FALSE.
A few people do enter the occupations that they considered as children, but this is not true for most people. Usually, your early occupational choices are based on fantasy wishes that are inconsistent with one's interests and abilities as a young adult.

35. You can do any kind of work you want to do as long as you try hard.

The more career mature response to this statement is FALSE.
You can often meet the requirements of more than one occupation but your abilities, interests, and temperament limit the type of occupation in which you can find success and satisfaction.

Lesson Eleven
Self-Appraisal A

SELF-APPRAISAL IS CRUCIAL

Description: In this lesson students are introduced to a systematic conceptual framework for use in self-appraisal. The framework is based on the programmatic research of John Holland, a prominent vocational psychologist. Self-appraisal is defined as the extent to which an individual can objectively and realistically estimate personal strengths and weaknesses for different careers.

Objectives: To convey the necessity of accurate self-appraisal as a prerequisite for satisfying and satisfactory career choices.

To explain a conceptual framework for systematic self-appraisal.

To provide practice in applying the self-appraisal system.

Preparation: Review the lesson procedures.

Time permitting, read John L. Holland, Making Vocational Choices: A Theory of Vocational Personalities and Work Environments, Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

Reproduce D-8. "Self-Appraisal Categories" for distribution to students.

Supplies: 0-8, "Self-Appraisal Categories"

D-8 for each student

Overhead projector

Procedures:

- I. Explain to students that during the two previous sessions they identified the central elements of self that one should use as choice bases in applying the self-translation model of career choice. Now that they know the bases of translation, it is important to discuss how to appraise one's dreams, interests, abilities, and values in a systematic and accurate manner. In this lesson, they will learn and practice a helpful framework for getting to know themselves better.

Tips:

Dreams: the type of person one fantasizes becoming.
 Interests: what one likes to do.
 Abilities: what one does well.
 Values: what one believes to be useful.

Accurate self-appraisal is essential in mature career development.

- II. In studying ourselves, we should appraise our strengths and weaknesses in six aspects of personal functioning. Holland has identified these six aspects as: Realistic, Investigative, Artistic, Social, Enterprising, Conventional.

Display 0-8 and read the descriptions of the six aspects with the class.

- III. In this session, we use these six categories to systematically organize dreams, interests, abilities, and values into a comprehensible framework. Distribute D-8 to each student.

Consider suggesting Holland's Making Vocational Choices as optional reading.

- IV. Remind the class that dreams as a choice basis includes fantasies about the type of person one would like to be. Another approach to understanding our dreams as a choice basis is to consider the role models one day-dreams about emulating. Explain that we can use this framework to identify six categories of role models.

<u>Category</u>	<u>Role</u>	<u>Example</u>	<u>Role Descriptions</u>
Realistic	Doer	Athletes, mechanics, adventurers	Active, productive, pragmatic
Investigative	Thinker	Scientists, detectives	Curious, analytical
Artistic	Creator	Authors, musicians, artists	Sensitive, self-expressive
Social	Helper	Teachers, social workers	Friendly, altruistic
Enterprising	Leader	Lawyers, politicians, military officers	Dominant, outgoing, forceful
Conventional	Member	Accountants, bankers, clerics	Cooperative, orderly

- V. Ask the class to identify the role generally played by the following characters: Jim Thorpe (R), Sherlock Holmes (I), Beverly Sills (A), Mother Theresa (S), Shirley Chisholm (E), Amy Vanderbilt (C). Substitute more relevant heroes at your discretion.

Point out that people can play several roles within one job but we are interested in the roles that these people are famous for.

- VI. Interests refer to activities which you like engaging in. The same framework can be used to categorize one's interests.

<u>Category</u>	<u>Involved With</u>	<u>Interests</u>
R	Things/Nature	Athletic, mechanical, outdoor
I	Ideas	Scientific, academic
A	Feelings	Literary, artistic, musical
S	People	Social service, teaching
E	Opinions	Sales, law, management
C	Data	Clerical, computational

VII. Abilities refer to what you are good at doing. Abilities may be loosely categorized in the same framework as:

R - Physical skills	S - Communication skills
I - Intellectual skills	E - Persuasive skills
A - Creative skills	C - Organization skills

VIII. Values refer to what you find useful. Values may also be loosely grouped as follows:

R - Practical values	S - Altruistic values
I - Knowledge values	E - Managerial values
A - Aesthetic values	C - Teamwork values

IX. Have students practice using this self-appraisal framework with assessments of fictional and non-fictional characters (role models). For example, ask the class to consider the LONE RANGER.

Which role does he engage in?
 What does he usually work with?
 What interests does he display?
 Which skills has he strongly developed?
 Which skills seem weakly developed?
 What does he seem to value?

It is not necessary that students all agree on the answers but that they all have thought out rationales for their answers. The aim is for the class to practice evaluation of interests, abilities, and values with non-threatening stimuli.

X. Continue to practice as time permits and students require. The following characters have been used successfully by high school students but substitute more relevant characters at your discretion.

You may break the class into groups and assign each group a different character to evaluate and report on to the class as a whole.

R - Lone Ranger, Billy Jean King, Evil Knevil
I - Mr. Spock (Star Trek), Einstein, Madame Curie
A - Beethoven, Linda Ronstadt, Alice Cooper
S - Florence Nightengale, Helen Keller, Mother Theresa
E - General Patton, Gloria Steinem, John Kennedy
C - Felix Unger (Odd Couple), Dewey (of Dewey Decimal System), Francis of Assisi.

Follow-up Activities:

- I. Students especially enjoy evaluating the roles, interests, abilities, and values of adults in the school building. If you desire, seek prior approval of popular members from this group and have the class appraise their attributes.

Usually representatives of each nodal point of the framework can be found in the following school positions:

- R - gym teacher, custodian
- I - science teacher
- A - music, art teacher
- S - social studies teacher, guidance counselor
- E - principal, speech teacher
- C - typing teacher, school secretary

- II. Assign students to appraise all the members of their family, including themselves, within this framework.

You may expand this project by asking students to trace their "roots" and construct a family tree with each member appraised as to interests.

- III. For homework, ask students to appraise the public figures that young adults admire.

In 1985, the Roper Organization polled 315 young adults, age 18 through 24. They were asked to name one or more heroes or heroines, that is, public figures whom they found personally inspiring and hoped to be like in some way. The choices of young women were: (1) Jane Fonda, (2) Sally Field, (3) Clint Eastwood, (4) Mother Teresa, (5) Eddie Murphy, (6) Nancy Reagan, (7), (8) Pope John Paul II, Geraldine Ferraro, (9) Ronald Reagan, and (10) Meryl Streep. The choices of young men were: (1) Clint Eastwood, (2) Eddie Murphy, (3) Ronald Reagan, (4) Steven Spielberg, (5) Julius (Dr. J.) Erving, (6) Joe Montana, (7) Doug Flutie, (8) Harrison Ford, (9), (10), (11) Lee Iacocca, Michael Jackson, and Pope John Paul II. For more information read "Heroes are Back-Young Americans Tell Why", U.S. News and World Report, Volume 98, Number 15, pages 44-49, April 22, 1985.

SELF-APPRAISAL CATEGORIES

<u>ASPECT OF SELF</u>	<u>ROLE</u>	<u>WORK WITH</u>	<u>INTERESTS</u>	<u>ABILITIES</u>	<u>VALUES</u>
(R) Realistic	Doer	Things or Nature	Athletic Mechanical Nature/Outdoors	Physical Skills	PRACTICAL
(I) Investigative	Thinker	Ideas	Scientific Academic Mathematic	Intellectual Skills	KNOWLEDGE (Theoretical)
(A) Artistic	Creator	Feelings	Literary Artistic Musical	Creative Skills	AESTHETIC (Beauty)
(S) Social	Helper	People	Social Service Teaching Health Professions	Communication Skills	ALTRUISTIC
(E) Enterprising	Leader	Opinions	Sales Management Law/Politics	Persuasive Skills	MANAGERIAL (Political)
(C) Conventional	Member	Data	Clerical Computational Business	Organizational Skills	TEAMWORK

SELF-APPRAISAL CATEGORIES

<u>ASPECT OF SELF</u>	<u>ROLE</u>	<u>WORK WITH</u>	<u>INTERESTS</u>	<u>ABILITIES</u>	<u>VALUES</u>
(R) Realistic	Doer	Things or Nature	Athletic Mechanical Nature/Outdoors	Physical Skills	PRACTICAL
(I) Investigative	Thinker	Ideas	Scientific Academic Mathematic	Intellectual Skills	KNOWLEDGE (Theoretical)
(A) Artistic	Creator	Feelings	Literary Artistic Musical	Creative Skills	AESTHETIC (Beauty)
(S) Social	Helper	People	Social Service Teaching Health Professions	Communication Skills	ALTRUISTIC
(E) Enterprising	Leader	Opinions	Sales Management Law/Politics	Persuasive Skills	MANAGERIAL (Political)
(C) Conventional	Member	Data	Clerical Computational Business	Organizational Skills	TEAMWORK

Lesson Twelve
Self-Appraisal B

KNOW YOURSELF

Description: In this lesson, students continue to practice appraising roles, interests, abilities, and values of other people to further refine their appraisal skills. Students will use their CMI Competence Test, Part I, Knowing Yourself items to practice appraisal thereby allowing them to review their test results while refining a new skill. Self-appraisal is defined as the extent to which an individual can objectively and realistically estimate personal strengths and weaknesses for different occupations.

Objectives: To continue practicing vocational appraisal skills within a systematic framework.

To review results on CMI Competence Test, Part I, Knowing Yourself.

To review Holland's framework for self and occupational exploration.

To learn the importance of accurate level appraisal.

Preparation: Review lesson procedures.

Obtain supplies for class period.

Supplies: 0-8 and D-8

Overhead projector

CMI Competence Test Booklet for each student

Procedures:	Tips:
I. Begin by briefly reviewing the content of the last session. Display 0-8 and direct students to retrieve D-8 from their career folders.	If students need further review, evaluate roles, interests, abilities, and values of a character not done during the last session.
II. Explain to students that in the last session they appraised the content of characters' strengths in roles, interests, abilities, and values. When we appraise ourselves, we also need to assess the degree or level of strength we display in each category. For example, if a person finds her/his dominant area to be a thinking role in which she/he works with ideas, expresses scientific interests, uses intellectual skills, and achieve knowledge it seems clear that	Explain that level is typically tied to years of training required and/or general intellectual ability.

she/he should explore investigative occupations as a potential self-translation. Before she/he selects investigative occupations to explore, however, she/he must still determine a level at which she/he is comfortable performing in these areas. With our hypothetical example, the person could explore investigative occupations at a variety of levels: janitor in a research lab, lab technician, X-ray technician, nurse, science professor, physicist, and so on.

- III. Ask students to retrieve their Knowing Yourself competence subtest results. Distribute competence test booklet to each student.

Remind students not to write in the test booklets.

- IV. Inform students that the Knowing Yourself subtest assesses one's personal appraisal skills. For each of the twenty items there were five answers. One was "don't know" and another was the correct answer. The three remaining alternatives each reflected a type of error in appraising level. In reviewing the items, students should keep track of their errors to determine how many of each type they made.

The three level appraisal errors were:

- a. dependence upon the appraisal of others
- b. overestimation (overly optimistic)
- c. underestimation (overly pessimistic or great need for certainty)

If a clear pattern of errors emerges for a student, she/he may be making this error in self-appraisal.

- V. Tell students that as they review each item, they will have the opportunity to appraise each hypothetical person according to the system they learned in the previous session.

Students will determine the content and level for each item. This can only be done incompletely, however, because of limited data about the person described in each item.

In item review, have students read each item.

- a. appraise roles, interests, abilities, and values
- b. determine correct response
- c. determine dependent response
- d. determine optimistic response
- e. determine pessimistic response

If students appear to be uncertain or guessing, ask them why they believe their answer to be correct.

- VI. The correct answers and possible discussion points for each item appear on the following page.

CAREER MATURITY INVENTORY KNOWING YOURSELF ITEM KEY

<u>Item</u>	<u>Content Appraisal</u>	<u>Process Appraisal</u>
1.	Valerie's expressed choice of physical education teacher suggests a Realistic and Social self-concept. Because of the physical handicap, she may now develop even more emphasis on social roles, interests, and abilities.	a. dependent b. underestimate c. overestimate d. accurate e. don't know
2.	Duane's woodshop work suggests realistic content as a part of his self-concept.	f. accurate g. dependent h. underestimate j. overestimate k. don't know
3.	Florence's interests may be grouped as: debate = enterprising science club = investigative, social plays and band = artistic sports = realistic She seems to possess the ability to do all, so to determine occupations to explore, she should explore her values.	a. dependent b. accurate c. overestimate d. underestimate e. don't know
4.	Bucky demonstrates a realistic self-concept through his outdoor/nature interests, abilities, and values. Knowledge of birds and ecology interests may reflect an investigative aspect of his self-concept.	f. overestimate g. dependent h. underestimate j. correct k. don't know
5.	Miguel's interests seem too artistic (playing guitar) and artistic-social (folk music <u>group</u>) while his family history appears to be investigative-social.	a. dependent b. accurate c. overestimate d. underestimate e. don't know
6.	Denny displays a realistic self-concept. His dreams and interests are compatible but there is some question of whether he can comfortably perform at the level of a professional athlete. He needs to explore his abilities for this and closely related occupations.	f. accurate g. underestimate h. overestimate j. dependent k. don't know
7.	Michelle's self-concept includes artistic dreams, roles, and interests but she should explore her abilities.	a. dependent b. underestimate c. accurate d. overestimate e. don't know

- | | |
|--|---|
| 8. Warren's self-concept seems to include a strong realistic component. He dreams of adventure and the life of a doer. He mentions an extrinsic orientation toward money. He wants to explore his interests to see if they are compatible. | f. dependent
g. overestimate
h. underestimate
j. accurate
k. don't know |
| 9. Jill seems to have an enterprising self-concept. (Center of attention, president, leader, officer.) | a. accurate
b. overestimate
c. underestimate
d. dependent
e. don't know |
| 10. Karl seems to have a social self-concept. He enjoys being involved with people. He seems to have good communication skills. We don't know whether he has altruistic values. He should explore his values. | f. underestimate
g. accurate
h. overestimate
j. dependent
k. don't know |
| 11. Not much is known about Sheila other than that she might be artistic. | a. underestimate
b. accurate
c. overestimate
d. dependent
e. don't know |
| 12. Calvin seems to have a conventional self-concept. (Reliable, prompt, rule following, dependable.) | f. accurate
g. underestimate
h. dependent
j. overestimate
k. don't know |
| 13. Ruth seems to have a social and artistic (interior decorating) self-concept. | a. overestimate
b. underestimate
c. dependent
d. accurate
e. don't know |
| 14. Toby seems to dream of artistic roles but should explore her interests, abilities, and values. She may also have enterprising traits. | f. dependent
g. underestimate
h. accurate
j. overestimate
k. don't know |
| 15. Katherine seems to have an investigative self-concept. | a. overestimate
b. dependent
c. accurate
d. underestimate
e. don't know |

16. Edith seems to have an artistic self-concept.
- f. underestimate
 - g. accurate
 - h. overestimate
 - j. dependent
 - k. don't know
17. Ollie seems to have an artistic self-concept.
- a. underestimate
 - b. accurate
 - c. dependent
 - d. overestimate
 - e. don't know
18. Nick seems to focus on how he is doing rather than what he is doing. Without information on what he dreams of we have no real data on his internal choice bases. He appears to adequately satisfy external criteria by being responsible and likeable.
- f. overestimate
 - g. dependent
 - h. accurate
 - j. underestimate
 - k. don't know
19. Wayne seems to be a doer more than a thinker and his creative (artistic) interests and abilities. He should explore his values.
- a. dependent
 - b. overestimate
 - c. underestimate
 - d. accurate
 - e. don't know
20. Cynthia may have budding artistic interests but it is too early to tell. She should explore her dreams and interests more systematically.
- f. accurate
 - g. underestimate
 - h. overestimate
 - j. dependent
 - k. don't know
-

Lesson Thirteen
Occupational Information A

APPRAISE YOUR ACTIVITIES

Description: In this lesson students learn to apply the conceptual framework to assess activities which they engage in. Occupational information is defined as the extent to which an individual understands what workers in a variety of occupations do and how their duties and tasks differ.

Objectives: To teach students how to appraise activities using the same framework as that used for person and self-appraisal.

To help students begin to identify personal strengths and weaknesses through activity analysis.

To prepare students to apply the framework to occupational information.

Preparation: Review lesson procedures and Table 13-A.

Reproduce D-9 (Activity Analysis Worksheet) for distribution to students. Prepare two copies for each student.

Supplies: Two copies of D-9 for each student

Procedures:	Tips:
I. Briefly review elements of self-appraisal utilized in two previous sessions by displaying 0-8 and having students scan D-8.	Ask students if they have questions regarding these concepts and materials.
II. Explain to students that in addition to understanding the self, wise career choice requires understanding of the world-of-work. Fortunately, we use the same framework for both self and activity appraisal.	The fact that the same framework is utilized in both person and activity appraisal is important to the translation model of career decision-making. Using the same framework facilitates translation.
III. Before practicing this process, have each student generate a list of activities they currently engage in. Distribute two copies of the Activities Analysis Worksheet (D-9) to each student. Begin by directing students to list five to ten activities which they <u>both</u> enjoy and do well on the first <u>copy</u> of the Activities Analysis Worksheet.	Direct students to write the activities on the top row. See the example in Table 13-A. Table 13-A contains a completed Activities Analysis Worksheet you may wish to share with students later in the class.

Require students to be specific. For example, going to school is too vague. Reading a novel for English class is more specific and lends itself to clear analysis. Circulate to help students as the class works at the task.

- IV. Direct students to list on the second copy several activities that they engage in but neither enjoy nor do well. Circulate and offer assistance to perplexed students.

- V. Divide the class into discussion groups. Inform students that they are to systematically appraise the activities on the first page (successful activities) utilizing the appraisal framework used in self-assessment. Give enough examples so that everyone understands the task. Inform the students that they may solicit group help as needed while they evaluate their activities.

Point out to students that for each activity they may check more than one role, interest, ability, involvement.

- VI. After students have appraised all their successful activities explain to them that they are to compute row totals and write the totals in the final column on the far right side. Then they are to compute the totals in that column for each of the six aspects of self-concept and mark these totals at the bottom of the sheet. See the example in Table 13-A.
- VII. Explain to students that they have just appraised the activities they enjoy doing. They have a better understanding of what role they play when they engage in these activities, with what they are involved, and which interests and abilities these activities require.

Allow approximately five to seven minutes for this step.

Students need not fill in all ten slots during class. They can finish the task as a homework assignment.

Allow five to seven minutes.

Remind students to be as specific as possible.

Utilize an example or two from Table 13-A then switch to examples volunteered by students. Continue until everyone understands the task.

The group can help by asking questions that stimulate and clarify the appraiser's thinking.

The group members may share one or two of their successful activities with the group if the leader judges this appropriate. This sharing tends to enhance self-esteem and allows students to know one another better.

Inform students that they now possess an information processing competency with which to seek occupational information.

This is a basic skill they will use in exploring occupations. Students are now able to think systematically about how jobs differ.

- IX. Briefly summarize the session by pointing out that students now know how to think about job activities and to compare various occupations as they explore the world-of-work. Preview the next lesson by explaining that they will apply this skill to occupational analysis during the next session.

Direct students to place the Activities Analysis Worksheet in their career folders because they will need them in a later session.

Follow-up Activities:

- I. Complete the sheet containing unsatisfactory activities as a homework assignment or as a supplemental session.

CHOICE BASES		ACTIVITIES										ROW TOTALS	
		1 Reading mystery books	2 Watching science fiction movies	3 Playing racquetball	4 gardening	5 playing chess	6 jogging	7 carpentry	8	9	10		
ROLES:													
DOER				X	X		X	X				4	R
THINKER		X	X			X		X				4	I
CREATOR												0	A
HELPER												0	S
LEADER												0	E
MEMBER				X								1	C
INVOLVEMENT WITH:													
THINGS				X	X		X	X				4	R
IDEAS		X	X			X						3	I
FEELINGS												0	A
PEOPLE					X	X						2	S
OPINIONS												0	E
DATA		X				X						2	C
INTERESTS:													
OUTDOOR				X	X		X	X				4	R
SCIENTIFIC		X	X			X						3	I
AESTHETIC								X				1	A
SOCIAL												0	S
MANAGERIAL												0	E
BUSINESS												0	C
ABILITIES:													
PHYSICAL				X	X		X	X				4	R
INTELLECTUAL		X	X			X		X				4	I
CREATIVE								X				1	A
COMMUNICATION												0	S
PERSUASIVE												0	E
ORGANIZING		X										1	C

TOTALS R 16 I 14 A 2 S 2 E 0 C 4

SUMMARY I seem to have strong interests and involvement with realistic and investigative activities. I like to be active and thinking as I manipulate ideas and things using my physical & intellectual skills.

CHOICE BASES		ACTIVITIES										ROW TOTALS
		1	2	3	4	5	6	7	8	9	10	
ROLES:												
	DOER											R
	THINKER											I
	CREATOR											A
	HELPER											S
	LEADER											E
	MEMBER											C
<hr/>												
INVOLVEMENT WITH:												
	THINGS											R
	IDEAS											I
	FEELINGS											A
	PEOPLE											S
	OPINIONS											E
	DATA											C
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INTERESTS:												
	OUTDOOR											R
	SCIENTIFIC											I
	AESTHETIC											A
	SOCIAL											S
	MANAGERIAL											E
	BUSINESS											C
<hr/>												
ABILITIES:												
	PHYSICAL											R
	INTELLECTUAL											I
	CREATIVE											A
	COMMUNICATION											S
	PERSUASIVE											E
	ORGANIZING											C

TOTALS R I A S E C

SUMMARY _____

Lesson Fourteen
Occupational Information B

KNOW ABOUT JOBS

Description:	In this lesson, students appraise jobs within a systematic occupational classification system. Occupational information is defined as the extent to which an individual understands what workers do in a variety of occupations and how their duties and tasks differ.
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Objectives:	<p>To teach students an occupational classification system.</p> <p>To practice its use.</p> <p>To review results on CMI Competency Test, Part II, Knowing About Jobs.</p> <p>To help students learn how to consider the ways in which job duties and tasks differ.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Reproduce D-10 for distribution to students.</p>
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Supplies:	<p>CMI Competence Test Booklet for each student</p> <p>0-9 (Occupational Classification Scheme)</p> <p>Overhead projector</p> <p>D-10 for each student</p>
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Procedures:

Tips:

- I. Remind students that in recent sessions they have been learning decision-making competencies (specifically self-appraisal and occupational information). They have applied the same classification framework to interests, abilities, values, and activities. Today they will apply and test their appraisal skills by assessing occupations. Note that they will continue to use the same framework in person and occupation appraisal.

People are not classified or appraised, rather qualities which they have developed are classified and appraised. It is important to remember that we are not typing people.

- II. Explain to students that occupations can be classified in two main ways. The first classification is by level of ability required to successfully engage in that occupation. Generally, occupations are judged to be at one of six ability levels. The level corresponds to the ability and educational/training requirements of the typical position within that occupation.

Level	Ability Percentile
I	90-99%tile High
II	75-89%tile High Average
III	50-74%tile Average
IV	25-49%tile Average
V	10-24%tile Low Average
VI	1-9%tile Low

The second classification refers to occupational groups (patterns of roles, interests, and values typically comprising positions within an occupation). We will continue to use Holland's framework to identify the major groups.

For our purposes, Holland's six basic groups were expanded to seven by dichotomizing realistic occupations according to their secondary pattern. This was done because of the large number of realistic occupations compared to totals in the other five groups.

Group	Involved With	Skills
R	Things/nature	physical
I	Ideas	intellectual
A	Feelings	creative
S	People	communication
E	Opinions	persuasive
C	Data	organizational

Realistic-Investigative (RI) occupations refer to technological positions whereas Realistic-Conventional (RC) occupations refer to outdoor occupations. RI occupations manipulate the environment with machines and tools and RC occupations organize and manage nature and animals.

RI	=	technological occupations working on things with machines and tools
RC	=	outdoor occupations working to organize and manage nature, wildlife, animals

- III. Distribute Holland group x level occupational classification scheme (D-10). Display overhead 0-9 and practice locating occupations with students until they understand how it operates. Practice with secretary (C-4); salesperson (E-3); physician (I-1); and compare draftsman to farmer (RI-4 vs RC-4) to check the students' understanding of technological versus outdoor realistic occupations.

The content of the handout and overhead appear in Table 1.

For example, ask the class to locate secretary on the grid and to explain what they should already know about the occupation because it is coded Conventional/level 4 (C-4).

IV. Distribute the CMI competence test to students while they retrieve their test results from their career folders.

V. Inform students that the "Knowing About Jobs" subtest assesses one's occupational information. The test items required that they consider activity patterns which give clues as to roles, interests, and abilities. From this information they were to identify the occupation described from among a group of four occupations. In each group of four, one was the correct answer (correct group and level). The three incorrect answers followed the pattern:
 incorrect group/correct level
 correct group/incorrect level
 incorrect group and level

VI. Discuss each "Knowing About Jobs" subtest item with the class.

Have one student read the stem, select an answer, and explain why she/he made that selection.

Ask another student to identify an occupation that is in the right group but wrong level.

Ask another volunteer to identify an occupation that is at the right level but in the wrong group.

Remind students that the errors in the "Knowing Yourself" subtest were dependent, overestimate, underestimate.

Instruct students to calculate how many of each error they made in "Knowing About Jobs" to see if there is a pattern in their errors.

Display overhead (0-9).

If student is incorrect ask him/her to double check the group-and-level classification system handout or overhead.

Point out that the remaining alternate is at both the wrong level and in the wrong group.

VII. Answer Key to CMI "Knowing About Jobs" Competence Subtest

<u>Item</u>	<u>Alternatives</u>	<u>Group/Level</u>	<u>Key</u>
21.	A. commercial artist	A-3	wrong level
	B. dancer	A-2	correct
	C. physical therapist	S-2	wrong group
	D. roustabout	R-6	wrong group & level
22.	F. laboratory technician	I-4	wrong group
	G. office machine operator	C-5	wrong group & level
	H. printer	R-4	correct
	J. tool-and-die maker	R-3	wrong level
23.	A. optician	I-4	wrong group
	B. instrument assembler	R-6	wrong level
	C. machinist	R-4	correct
	D. x-ray technician	I-3	wrong group & level
24.	F. bookkeeper	C-4	wrong level
	G. production planner	R-2	wrong group
	H. purchasing agent	C-2	correct
	J. vendor	E-5	wrong group & level
25.	A. accountant	C-2	wrong level
	B. bank teller	C-3	correct
	C. buyer	E-3	wrong group
	D. consumer canvasser	E-4	wrong group & level
26.	F. machine tool operator	R-5	wrong group & level
	G. optometrist	I-5	wrong level
	H. photographer	A-3	wrong group
	J. x-ray technician	I-3	correct
27.	A. animal keeper	RC-5	wrong level
	B. agricultural engineer	RI-2	wrong group & level
	C. farm equipment dealer	E-3	wrong group
	D. farmer	RC-3	correct
28.	F. consumer canvasser	E-4	wrong group
	G. carpenter	R-4	correct
	H. interior decorator	A-3	wrong group & level
	J. machine tool operator	R-5	wrong level
29.	A. accountant	C-2	correct
	B. bookkeeper	C-4	wrong level
	C. lawyer	E-1	wrong group & level
	D. statistician	I-2	wrong group

30.	F. instrument assembler G. key punch operator H. machinist J. optician	R-5 C-5 R-4 I-4	correct wrong group wrong level wrong group & level
31.	A. physician B. public relations worker C. recreation worker D. social worker	I-1 E-2 S-3 S-2	wrong group & level wrong group wrong level correct
32.	F. buyer G. advertising copywriter H. public relations worker J. systems analyst	E-3 A-3 E-2 C-2	correct wrong group wrong level wrong group & level
33.	A. real estate salesperson B. forester C. pilot D. wildlife manager	E-3 RC-3 RI-2 RC-2	wrong group correct wrong group & level wrong level
34.	F. cook G. orderly H. dietician J. vendor	S-5 S-6 I-2 E-5	correct wrong level wrong group & level wrong group
35.	A. hospital administrator B. medical technologist C. psychologist D. physician	C-2 I-3 S-1 I-1	wrong group & level wrong level wrong group correct
36.	F. beautician G. fashion designer H. receptionist J. houseworker	S-4 A-2 C-4 S-6	correct wrong group & level wrong group wrong level
37.	A. bus driver B. route sales agent C. rigger D. truck driver	E-5 E-4 R-6 R-5	wrong group wrong group & level wrong level correct
38.	F. chemist G. cook H. dietician J. food technologist	I-1 S-5 I-2 R-2	wrong level wrong group & level correct wrong group
39.	A. architect B. comparison shopper C. interior decorator D. upholsterer	A-1 E-3 A-3 R-5	wrong level wrong group correct wrong group & level

40.

F. lawyer
G. marriage counselor
H. creative writer
J. psychiatrist

E-1 correct
S-2 wrong group & level
A-2 wrong group & level
S-1 wrong group

OCCUPATIONAL CLASSIFICATION SCHEME

ABILITY LEVEL	REALISTIC/ CONVENTIONAL	REALISTIC INVESTIGATIVE	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTREPREISING	CONVENTIONAL
1		chief engineer ship captain	physician chemist geographer	architect editor dramatist	psychiatrist psychologist (applied)	market analyst lawyer judge	U. S. President Cabinet Officers international banker
2	wildlife manager rancher surveyor	engineer production planner food technologist pilot	optometrist dietitian statistician horticulturist	dancer fashion designer creative writer artist	social worker physical therapist marriage counselor librarian registered nurse	public relations worker	accountant purchasing agent systems analyst hospital administrator
3	forester county agriculture agent (owner) farmer (owner)	tool-and-die maker draftsperson	medical technologist X-ray technician	literary agent commercial artist interior decorator photographer advertising copywriter	recreation worker dental hygienist practical nurse	headwaiter buyer insurance agent salesperson dealer comparison shopper	bank teller traffic manager computer programmer
4	nurseryman tree surgeon	machinist mechanic carpenter printer	optician laboratory technician	fashion model furrier	beautician police officer medical assistant	route sales agent postal clerk consumer canvasser	secretary receptionist bookkeeper passenger conductor
5	gardner animal keeper	machine tool operator instrument assembler upholsterer teletypist truck driver	veterinary hospital attendant	photograph retoucher stage hand greeting card illustrator	waiter fire fighter short order cook	vendor bus driver	key punch operator telephone operator office machine operator
6	lumberjack roustabout	rigger construction worker	nontechnical helper in scientific organizations		orderly personal maid	paint pourer bulker vegetable farm worker	office clerk

D-10
OCCUPATIONAL CLASSIFICATION SCHEME

ABILITY LEVEL	REALISTIC/ CONVENTIONAL	REALISTIC INVESTIGATIVE	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTERPRISING	CONVENTIONAL
1		chief engineer ship captain	physician chemist geographer	architect editor dramatist	psychiatrist psychologist (applied)	market analyst lawyer judge	U. S. President Cabinet Officers international banker
2	wildlife manager rancher surveyor	engineer production planner food technologist pilot	optometrist dietitian statistician horticulturist	dancer fashion designer creative writer artist	social worker physical therapist marriage counselor librarian registered nurse	public relations worker	accountant purchasing agent systems analyst hospital administrator
3	forester county agriculture agent farmer (owner)	tool-and-die maker draftsperson	medical technologist X-ray technician	literary agent commercial artist interior decorator photographer advertising copywriter	recreation worker dental hygienist practical nurse	headwaiter buyer insurance agent salesperson dealer comparison shopper	bank teller traffic manager computer programmer
4	nurseryman tree surgeon	machinist mechanic carpenter printer	optician laboratory technician	fashion model furrier	beautician police officer medical assistant	route sales agent postal clerk consumer canvasser	secretary receptionist bookkeeper passenger conductor
5	gardner animal keeper	machine tool operator instrument assembler upholsterer teletypist truck driver	veterinary hospital attendant	photograph retoucher stage hand greeting card illustrator	waiter fire fighter short order cook	vendor bus driver	key punch operator telephone operator office machine operator
6	lumberjack roustabout	rigger construction worker	montechical helper in scientific organizations		orderly personal maid	paint pourer bulker vegetable farm worker	office clerk

Lesson Fifteen
Goal Selection A

SELECT GOALS

Description:	In this lesson students review their results on the CMI Competence Test, Part III, Choosing a Job. Goal selection is defined as the extent to which an individual can choose a career in which she/he is most likely to find satisfaction and success.
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Objectives:	<p>To review results on CMI Competence Test, Part III, Choosing a Job.</p> <p>To learn and practice goal selection skills (translation).</p> <p>To practice occupational appraisal skills (group and level).</p> <p>To explain that self and occupational appraisal skills are important parts of the translation model of career choice.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Obtain supplies for class period.</p>
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Supplies:	<p>CMI Competence Test Booklet for each student</p> <p>0-9 (Overhead transparency of Occupational Classification Scheme)</p> <p>Overhead projector</p>
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Procedures:	Tips:
I. Inform students that in this session they will have the opportunity to combine their person appraisal and occupational appraisal skills as they practice goal selection for twenty hypothetical students.	Goal selection is the heart of the translation model of career choice.
II. Preview the class. Today students will:	
A. Read about a hypothetical student.	
B. Appraise the student's personal style.	
C. Appraise the student's ability level.	
D. Read four occupational titles.	
E. Classify each occupation by ability and level.	
F. Estimate the general ability and educational level expected of workers in those occupations.	
G. Use the translation model to select a goal for the student from among the four alternatives provided.	
H. Explain why the three remaining alternatives are less appropriate goals for student in question.	

III. Distribute the CMI Competence Test booklets to each student as they retrieve their test results from their career folders.

A. Select a volunteer to read aloud the case of Lisa (item stem 41). Have that student classify Lisa's self-concept into one of the six categories of Holland's framework (R, I, A, S, E, C). Seek group feedback on accuracy and arrive at a group consensus.

B. Select a different volunteer to appraise Lisa's general ability level and explain how they arrived at that appraisal. Seek discussion and group consensus.

C. Select four volunteers to each appraise one of the four alternative occupations by group and level.

D. Select the volunteer who performed step A to make the translation and explain why the remaining three occupations are less appropriate translations.

IV. Repeat steps A through D from guideline III with the remaining nineteen items in the goal selection subtest.

Remind students not to write in the test booklets.

Require the student to explain what criteria she/he used to classify Lisa's self-concept.

Require dissenters to explain why they disagree.

Students may understand the levels better with the following explanation.

<u>Occupational level</u>	<u>Ability required</u>
1	High
2	High average
3 & 4	Average
5	Low average
6	Low

Suggest that perplexed students consult the occupational classification handout (D-10) from the previous lesson.

Use overhead (0-9) to reinforce use of this classification system.

Involve as many students as possible.

Consider having each student note the type of errors she/he made in goal selection in order to determine a pattern that may occur in her/his own goal selection.

KEY TO USE OF CMI GOAL SELECTION TEST AS DISCRIMINATION EXERCISES

Item

41. Lisa explored artistic (journalist) occupation but now feels a realistic occupation may implement her self-concept. She seems to have at least average ability (level 3/4). Lisa = R-4

A. instrument assembler	R-5	wrong level
B. printer	R-4	correct
C. route sales agent	S-4	wrong group
D. x-ray technician	I-3	wrong group & level

42. Marty seems to display many enterprising interests and abilities (debate, good with words, exact with words, persuasive, wins people over). He seems to possess level 1 ability (one of the best students in school). Marty = E-1

F. psychologist	S-1	wrong group
G. literary agent	A-3	wrong level
H. insurance agent	E-3	wrong group & level
J. lawyer	E-1	correct

43. Sam seems to display many realistic/investigative characteristics (building crew helper, woodshop work). His ability level seems average because he works as a helper and primarily makes easier products such as bookcases and desks. Sam = RI-3/4

A. bookkeeper	C-4	wrong group
B. carpenter	R-4	correct
C. engineer	RI-2	wrong level
D. interior decorator	A-3	wrong group & level

44. Alice seems to display several RI characteristics and expresses some social interests. Her fair performance in school suggests ability level 5. Alice = SR-5

F. telephone operator	C-5	wrong group
G. bank teller	C-3	wrong group and level
H. laboratory technician	I-4	wrong group, possible level
J. x-ray technician	I-3	wrong level, possible group
K. don't know		correct

45. Donna seems to display social and enterprising characteristics. (S=Big Sister, likes work with people, grades in social studies) (E=debating team, class president). High grades and college plans suggest high average ability because she is one of the best students. Donna = SE-2

A. advertising copywriter	A-3	wrong group & level
B. production planner	R-2	wrong group
C. policewoman	S-4	wrong level
D. social worker	S-2	correct

46. Larry seems to display conventional characteristics (stocks shelves, checks prices, orders groceries, counts stock, office work). Larry aspires to college level training which may be level 2 in his case. Larry = C-2

F. food processor	R-2	wrong group
G. bank teller	C-3	wrong level
H. purchasing agent	C-2	correct
J. vendor	E-5	wrong group & level

47. Sally seems to display conventional characteristics (commercial major, good at bookkeeping, sells tickets, accurate, dependable). Good grades in commercial (business) courses suggests average ability. Sally = C-3/4

A. bank teller	C-3	correct
B. buyer	E-3	wrong group
C. statistician	I-2	wrong group & level
D. telephone operator	C-5	wrong level

48. Wilma seems to display conventional characteristics (likes numbers, class treasurer, bank position) and have high average ability (good in math class, class officer). Wilma = C-2

F. accountant	C-2	correct
G. engineer	R-2	wrong group
H. consumer canvasser	E-4	wrong group & level
J. bookkeeper	C-4	wrong level

49. Abe displays realistic interests and experiences. His work as a moving truck helper is classified RI, while poisoning weeds on the roadside may be RC. His ability seems low average because of disinterest in school work but this may be misleading Abe = RI-5

A. carpenter	RI-4	wrong level
B. animal keeper	RC-5	wrong group
C. tree surgeon	RC-4	wrong group & level
D. truck driver	RI-5	correct

50. Leroy seems to have crystallized interest in cooking (social group). Ability level is difficult to judge except his aspirations suggest low average ability. Leroy = S-5

F. cook	S-5	correct
G. dietician	I-2	wrong group & level
H. vendor	E-5	wrong group
J. orderly	S-6	wrong level

51. Teresa displays artistic interests (decorating, sewing, flower arranging). Ability level seems average (if she goes to college suggests that she may have the ability). Teresa = A-3/4

A. architect	A-1	wrong level
B. buyer	E-3	wrong group
C. interior decorator	A-3	correct
D. gardener	R-5	wrong group & level

52. Debbie appears to have realistic investigative interests and abilities with a secondary pattern in artistic pursuits possible. Because of her lack of interest in school and furthering her training she should be appraised at the low average level though she may possess more ability. Debbie = RI-5 (technical rather than outdoor).

F. dental hygienist	S-3	wrong group & level
G. instrument assembler	RI-5	correct
H. machinist	RI-4	wrong level
J. telephone operator	C-5	wrong group

53. Angela displays social characteristics (enjoys friends, gets along) as well as realistic abilities (hockey and track). She seems to be somewhat investigative (detective shows and mystery novels) and conventional (dependable). Her ability level seems to be average. Angela = SR-3/4

A. photographer	A-3	wrong group & level
B. tree surgeon	R-4	wrong group
C. police officer	S-4	correct
D. social worker	S-2	wrong level

54. Pierre seems to display numerous realistic characteristics (shy, builds models, not involved in class participation) combined with investigative interests and abilities (reads science fiction, good in math and physics). His ability level seems to be high average because he is one of the best students in math and physics but not highly involved in humanities. Pierre = RI-2

F. engineer	R-2	correct
G. librarian	S-2	wrong group
H. machinist	R-4	wrong level
J. insurance agent	E-3	wrong group & level

55. Charles seems to display a consistently investigative career pattern combined with high ability. Charles = I-1

A. architect	A-1	wrong group
B. instrument assembler	R-5	wrong group & level
C. physician	I-1	correct
D. x-ray technician	I-3	wrong level

56. Barry demonstrates many enterprising characteristics (social presence, popularity, persuasive skills, community involvement). His top grades and college admittance suggest high average or high ability. Barry = E-1/2

F. architect	A-1	wrong group
G. bank teller	C-3	wrong group & level
H. insurance agent	E-3	correct
J. route sales agent	E-4	wrong level
K. don't know	consider correct if student claims all four occupations underestimate Barry's ability level.	

57. Seretha displays many conventional characteristics (business courses, cooperative, neat, good shopper) and average ability (high school business curriculum, consideration of part-time business college attendance). Seretha = C-3/4

A. physical therapist	S-2	wrong group & level
B. buyer	E-3	correct
C. dental hygienist	S-3	wrong group
D. public relations worker	E-2	wrong level

58. Ron demonstrates many realistic-conventional characteristics. His interest in nature is evident while being a member of the Boy Scouts meets some conventional needs for belonging to an organization or group. He displays average ability. Ron = RC-3

F. architect	A-1	wrong group & level
G. surveyor	RC-2	wrong level
H. forester	RC-3	correct
J. photographer	A-3	wrong group

59. Linda displays conventional characteristics and low average ability. Linda = C-5

A. upholsterer	R-5	wrong group
B. computer programmer	C-3	wrong level
C. medical technologist	I-3	wrong group & level
D. telephone operator	C-5	correct

60. Gratia demonstrates social characteristics and average ability (junior college level). Gratia = S-3/4

F. dental hygienist	S-3	correct
G. comparison shopper	E-3	wrong group
H. physician	I-1	wrong group & level
J. psychologist	S-1	wrong level

Lesson Sixteen
Goal Selection

CHOOSE A JOB

Description: In this lesson students practice personal goal selection using the translation model of career choice. Choosing a job (goal selection) is defined as the extent to which an individual can choose a career in which she/he is most likely to find satisfaction and success.

Objectives: To begin systematic use of the self-translation model in goal selection.

To personalize previous lessons.

To practice personal career goal selection using the competencies learned during this course.

To obtain group feedback on individual self-appraisal.

To generate a list of occupational alternatives to explore.

Preparation: Review lesson procedures.

Duplicate D-11 (Occupational Classifications) for distribution to students.

Obtain supplies for class period.

Supplies: D-11 (Occupational Classifications)

0-10 (Magazines)

Overhead projector

Several copies of the Occupational Outlook Handbook, the Dictionary of Occupational Titles, (Fourth Edition), and the Dictionary of Holland Occupational Codes.

Procedures:

Tips:

- I. Review previous lesson in which students practiced goal selection skills with twenty hypothetical cases. Inform students that today's session will be concerned with personal goal selection.
- II. Review the key points of the translation model which students have learned.

- A. Task orientation
- B. Self choice bases
- C. Self-appraisal of choice bases

- III. Direct students to retrieve D-8 (self-appraisal) and D-9 (activity analysis) from their career folders.
 - IV. Ask students to review the summary of the Activity Analysis Worksheet (D-9) and to re-read D-8. Then, using all they have learned and what they know about themselves, select the three self patterns from among the six which they believe accurately describe their combination of interests, abilities, and values at this point in time. After they have accomplished this, suggest that they rank the three in order of personal importance.
 - V. Divide the class into small groups and have each group member share with her/his group their self-appraisal and rationales for assessments and rankings.
 - VI. After the class has completed guideline V, display overhead 0-10. Have each student select three magazines that seem compatible with their self-appraisal.
- Explain to students that they have just used the translation model to select a short-term activity for themselves. Next you want them to do the same with a long-term activity... an occupation.
- VII. Distribute the D-11 (Occupational Classifications) handout to each student. Direct each student to examine the occupational titles listed under all the variations of her/his three preferred groups from guideline IV. Give the most consideration to those titles listed under the original three-place ranking from guideline IV.

Announce that the Occupational Outlook Handbooks and the Dictionaries of Occupational Titles are available at the front of the room for students to find descriptions of occupations they

- D. Occupational information skills (e.g., activity analysis)
 - E. Goal selection skill in which self is translated into occupational positions (putting it all together)
- Do not ask for an ability level self-appraisal at this time.

Emphasize "at this point in time" so students realize that their patterns may change as they continue to develop and explore themselves.

If the group members know each other fairly well, you may give them the option to request group feedback about discrepancies between their appraisal and the group's perceptions of them.

Have students remain in their groups. This exercise allows students to practice the self-translation model with familiar stimuli.

If possible have a copy of each magazine available and use them to explain how magazines can be grouped into the framework.

Just as the magazines had been organized using the framework to facilitate translation, so are occupations. Such translation devices are extremely helpful.

For example, a student with a ranking of SEA from guideline IV should examine the following categories: 1) SEA, 2) SAE, 3) ESA, 4) EAS, 5) ASE, 6) AES. Categories one through three should yield the most appealing titles whereas those in the latter three categories are probably stretching it too far in many cases.

had not previously known about.

- VIII. Request that students share with their group the three best translations they found and the three that seem the most disagreeable to them.

Time permitting, students should explain why they found these translations appealing and unappealing. Variables influencing this will include incongruent ability level or training requirements and family/personal occupational values and biases.

- IX. Conclude this session by suggesting that students keep the handout available for reference over the coming years as it is an invaluable source as a translation device. As they learn more about themselves they can look to this device to find more occupations to explore.

Emphasize that they are still developing their self-concepts. They may still be in the interest or ability phases. Translations for an emerging self should be considered tentative (general preferences). Add that practicing self and occupational appraisal and goal selection is a very good way to facilitate their self development and to crystallize their own identity.

D-11
OCCUPATIONAL CLASSIFICATIONS

RC - airbrush artist, architectural drafter, bricklayer, bus driver, carver, cement mason, EEG technician, heavy equipment operator, jigsaw operator, mail carrier, meter reader, miner, paperhanger, sailor

RI - automobile mechanic, baker, cabinetmaker, electrician, forester, engineer, machinist, locksmith, optician, pipe cutter, plumber, printer, punch-press operator, tool and die maker, truck driver, welder, wine maker

RA - bookbinder, typesetter

RE - bricklayer, electrician, foreman, game warden, railroad engineer, ship officer, ship pilot

RS - assembler, audio-video repairer, automobile mechanic, barber, blacksmith, boiler operator, bricklayer, butcher, chauffeur, fence erector, firefighter, forester, taxicab driver, vocational teacher, waiter, waitress

IR - agronomist, archeologist, biochemist, botanist, computer programmer, engineer, geologist, meteorologist, pilot, surgeon, taxi driver, x-ray technician, zoologist

IA - anthropologist, art appraiser, astronomer, chemist, economist, mathematician, physicist, statistician

IS - biologist, biology teacher, coroner, dentist, food tester, lab assistant, math teacher, optometrist, perfumer, private duty nurse, production planner, safety engineer

IE - actuary, architect, bacteriologist, mathematician, pharmacist, physiologist, sociologist, systems analyst

IC - computer operator, management analyst, quality control technician, research assistant

AR - florist, pastry chef

AI - actor/actress, architect, decorator, designer, editor, illustrator, interior decorator, landscape architect, photographer, sign painter

AS - artist, art teacher, clothes designer, composer, English teacher, humorist, interpreter, literature teacher, musician, music teacher, paintings restorer, reporter, writer

AE - advertising worker, entertainer (singer, dancer), fashion model, makeup artist, newspaper editor, public relations person, sculptor

AC - art historian, curator, fur designer, graphologist

SR - athlete, building superintendent, coach, driving instructor, governess, hospital attendant, occupational therapist, physical therapist, police officer
 SI - college professor, customs inspector, dietician, nurse, nutritionist, parole officer, podiatrist, politician, political scientist, psychologist, school nurse, social worker, sociologist
 SA - cosmetologist, counselor, dental assistant, hair stylist, homemaker, librarian, licensed practical nurse, minister, rabbi, speech therapist, teacher
 SE - bartender, claims adjuster, employment interviewer, history teacher, historian, hospital administrator, hotel manager
 SC - bellhop, caterer, labor union official, recreation director, theater manager, ticket agent

ER - bartender, contractor, farm manager, fire marshall, industrial engineer, police captain, postmaster, ski patroller, warehouse manager
 EI - contractor, controller, county auditor, port engineer, sales engineer
 EA - field representative, judge, lawyer, public relations representative, radio/television announcer, reporter
 ES - administrative assistant, dispatcher, flight attendant, grocer, government official, office manager, peddler, personnel manager, production manager, restaurant manager, sales manager, sales clerk, salesperson
 EC - appraiser, banker, buyer, credit analyst, florist, furniture dealer, hotel clerk, office helper, tax accountant, town clerk

CR - biller, file clerk, inspector, instrument assembler, key punch operator, receiving clerk, sewing machine operator, tile setter, timekeeper
 CI - bank clerk, building inspector, certified public accountant, office machine operator, office worker, payroll clerk, polygraph examiner, proofreader, telegraph operator
 CS - business teacher, cashier, clerk, data typist, file clerk, financial analyst, mail clerk, medical record technician, messenger, production assistant, proofreader, receptionist, secretary, slide processor, telephone operator, teller, typist
 CE - accountant, clerk, cost accountant, court reporter, credit manager, customs inspector, data processing worker, finance expert, mail clerk, order clerk, painter, personnel secretary, procurement engineer, stenographer, toll collector, waiter/waitress

0-10

MAGAZINE TRANSLATION DEVICE

R/C	R/I	I
Field & Stream Sports Illustrated Sporting News	Popular Mechanics Hot Rod Road and Track	Science Scientific American Omni Science Digest Detective
A	S	E
Saturday Review Horizon National Geographic McCall Vogue House Beautiful Better Homes & Gardens	Psychology Today People Us National Enquirer Movie Magazine	U.S. News & World Report Wallstreet Journal Kiplinger Report Money Fortune Forbes Christian Science Monitor
	C	
	Reader's Digest Guidepost Prevention Coin Collecting	

Lesson Seventeen
Planning A

PLAN

Description:	In this lesson students learn planning competence by reviewing their results on the CMI Competence Test, Part IV, Looking Ahead. Planning is defined as the extent to which an individual can correctly order the steps she/he would follow to prepare for, enter, and advance in an occupation.
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Objectives:	<p>To review results on CMI Competence Test, Part IV, Looking Ahead.</p> <p>To teach students planning skills.</p> <p>To inform students of life-role concepts.</p> <p>To explain why planning competence is important.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Obtain supplies for class period.</p>
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Supplies:	<p>CMI Competence Test booklet for each student</p> <p>0-11 Overhead transparency, "Sequence of Role Phases"</p> <p>Overhead projector</p>
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Procedures:	Tips:
<p>I. Inform students that once a goal is selected, the next step is to plan how to achieve that goal. A goal without a plan is hollow. Students can spend an excessive amount of time thinking about how great it would be if they achieved their goal while doing nothing about it. In such instances, they are "idea rich and action poor"... or, "goal rich and plan poor".</p>	<p>Procrastination is a goal without a plan. A goal without a plan is dissociative because it is not tied to the present in an integrated manner. In such cases, the individual may simply ruminate on how miserable she/he is with having that goal or how much better life will be in the future when she/he attains that goal.</p>

A goal for the future becomes meaningful rather than wishful when linked to the present by current behavior. In other words, goals should have a planned sequence of behaviors that outline immediate, intermediate, and long-range actions which bridge from the student's currently experienced state to that currently desired state. Pose the question to students: "What do you need to do in the present to benefit your future?"

The famous "5 P's" of the military are "Prior Planning Prevents Poor Performance".

- II. Explain to students that one important component of planning competence is the ability to identify and sequence the activities that move one from the present to the goal.

Psychologists have found that most of life's important roles (marital, occupational, leisure, parental, etc.) follow the same general sequence. Understanding this sequence is a good framework within which to make plans.

The sequence is as follows:

- A. Goal selection.
- B. Awareness - think about the goal and seek out information concerning the goal and role.
- C. Exploration - actively try out the tentative general choice (goal/role).

If exploration disconfirms appropriateness of goal, recycle to new goal selection.

- D. Commitment - make specific choice based upon refinement of the tentative general choice after exploration.
- E. Skill development - prepare for entry into the occupational role (marital role, leisure role, etc.).
- F. Implementation - enter the role.
- G. Skill refinement - advance in role.

Display 0-11 while explaining.

Exploratory activities highly relevant to career goals include trying out goals in fantasy, discussions, courses in school, extracurricular activities, part-time employment, etc.

Advanced training, certification, licensure, etc. or promotion for successful role performance.

- H. Reaffirmation or redirection -
 Reaffirmation means to redevelop
 the role into more than it was
 before. Redirection means to
 select a new goal and start this
 cycle over again.

This cycle within a role may be applied
 to the overall role itself or to subroles
 comprising the superordinate role.

- | | |
|--|---|
| <p>III. Direct students to retrieve their CMI competence test results from their career folders while you distribute the competence test booklets. Have students turn to the Looking Ahead subtest.</p> | <p>Remind students not to mark in the test booklets.</p> |
| <p>IV. Inform students that the Looking Ahead subtest assesses one's planning competence. It focuses on the sequencing component of planning by asking students to order phases of preparing for, entering and advancing in an occupational role (position).</p> | <p>Awareness-think about goal
 Explore goal actively
 Commit oneself to goal
 Skill development
 Implementation or Entry
 Skill refinement and/or Advancement</p> |
| <p>V. Explain that they will read each item and then identify which role phase each of the three steps represents.</p> | <p>This discrimination exercise allows practice in using the role phase concept while reviewing the test results.</p> |
| <p>VI. Select a volunteer to read item 61 and have that student identify the role phase of the three steps in the item.</p> | <p>Repeat this for each item. If there are more than twenty students in the class you may have volunteers do only one step in an item, then turn to a second volunteer, and so on.</p> |

CAREER MATURITY LOOKING AHEAD (PLANNING) SUBTEST KEY

<u>Item</u>	<u>Answer</u>	<u>Steps in correct sequence</u>	<u>Role Phases</u>
61.	C	3. Get a job as a printer's devil 1. Train as an apprentice printer 2. Pass journeyman printer's test	Exploration & commitment Skill development (prepare) Skill refinement (advance)
62.	J	3. Attend cosmetology school 2. Pass beautician's license test 1. Find a job as a beautician	Skill development (prepare) Licensure Implementation
63.	B	2. Take shop courses in high school 1. Learn to be a carpenter as an apprentice 3. Pass tests to qualify as a journeyman carpenter	Exploration & commitment Skill development and implementation Skill refinement (advance)
64.	H	2. Get a high school diploma in vocational agriculture 3. Take work-study courses in horticulture in a 2-year college 1. Find a full-time job in a nursery	Commitment Skill development Implementation
65.	A	1. Get a college degree in forestry 3. Pass civil service tests for a job with the forest service 2. Work as a junior forester	Skill development Licensure Implementation
66.	J	3. Major in history in college 2. Go to law school 1. Pass bar exam	Exploration & commitment Skill development Licensure & implementation
67.	B	2. Take shop courses in high school 3. Gain experience in setting up machines 1. Get a job as a machinist	Exploration & commitment Skill development Implementation
68.	F	1. Major in liberal arts in college 2. Get a masters degree in library science 3. File credentials with librarian	Awareness & exploration Commitment & skill development Begin to implement
69.	D	3. Take a general course in high school 2. Go to a police academy for training 1. Pass police qualifying tests	Awareness & exploration Commitment & skill development Licensure & implementation

70.	F	<ol style="list-style-type: none"> 1. Take commercial courses in high school 2. Go to business college 3. Interview for a job at some business 	<p>Exploration & commitment</p> <p>Skill development</p> <p>Begin implementation</p>
71.	D	<ol style="list-style-type: none"> 3. Attend college for a few years and take courses in interior decoration and related subjects 1. Graduate from a school of design 2. Finish an apprenticeship in a decorating studio 	<p>Exploration & commitment</p> <p>Skill development</p> <p>Implementation</p>
72.	H	<ol style="list-style-type: none"> 3. Take technical and shop courses in high school 1. Check "want ads" for jobs 2. Receive on-the-job training as an assembler 	<p>Skill development</p> <p>Begin to implement</p> <p>Skill development & refinement</p>
73.	A	<ol style="list-style-type: none"> 1. Major in architecture in college 3. Finish a three year apprenticeship in an architect's office 2. Pass state licensing tests for architects 	<p>Commitment</p> <p>Skill development</p> <p>Licensure & implementation</p>
74.	J	<ol style="list-style-type: none"> 3. Take home economics courses and work part-time as a waitress while in high school 2. Find a full-time job as a vegetable cook 1. Get promoted to fry cook 	<p>Commitment & skill development</p> <p>Implementation</p>
75.	A	<ol style="list-style-type: none"> 3. Earn a degree in business administration in college 2. Get a job as a salesperson in a department store 1. Work up to head of stock and assistant buyer 	<p>Skill development</p> <p>Implementation</p> <p>Skill refinement & advancement</p>
76.	H	<ol style="list-style-type: none"> 2. Get a high grade in driver's training 3. Pass the tests for a chauffeur's license 1. Find a job with a trucking company 	<p>Skill development</p> <p>Licensure</p> <p>Implementation</p>
77.	B	<ol style="list-style-type: none"> 2. Go to medical school 1. Finish internship 3. Take residency in some medical specialty 	<p>Skill development</p> <p>Implementation</p> <p>Skill refinement</p>

- | | | | |
|-----|---|---|---|
| 78. | J | 1. Graduate from X-ray technician school
2. Pass registry tests in X-ray technology
3. Find a job with a hospital or clinic | Skill development

Licensure

Implementation |
| 79. | B | 1. Complete high school in a commercial course

3. Take special training at a business school in office machines
2. Apply for a job at the state employment office | Commitment

Skill development

Implementation |
| 80. | F | 1. Go to dancing school
3. Learn different forms of dance, then specialize
2. Try out for parts through a booking agency | Commitment
Skill development

Implementation |
-

0-11

SEQUENCE OF ROLE PHASES

AWARENESS

EXPLORATION

COMMITMENT

SKILL DEVELOPMENT

IMPLEMENTATION

SKILL REFINEMENT

REAFFIRMATION OR REDIRECTION

RECYCLE

Lesson Eighteen
Planning B

LOOK AHEAD

Description:	In this lesson students practice the planning competencies learned in the previous lesson by planning a sequence of steps correlated to the phases of a role for each of the three appealing occupations identified in the second goal selection lesson (Lesson Sixteen). Planning is defined as the extent to which an individual can correctly order the steps that she/he would follow to prepare for, enter, and advance in an occupation.
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Objectives:	<p>To apply the planning competence learned in the previous lesson.</p> <p>To provide students practice at planning and criticizing plans.</p> <p>To identify personal steps for immediate action which tie goals to the present.</p>
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Preparation:	<p>Review lesson procedures.</p> <p>Reproduce D-12 (Planning Form) for distribution to students.</p>
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Supplies:	<p>D-12 (Planning Form) for each student</p> <p>0-11 (Overhead transparency, "Sequence of Role Phases")</p> <p>Overhead projector</p>
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Procedures:	Tips:
<p>I. Remind students of why planning is important (i.e., Lesson Seventeen, Procedure I) and the phases in roles for which to plan.</p> <p>II. Ask students to recall the three occupations that they identified as the most appealing during Lesson Sixteen (i.e., Procedure VIII).</p> <p>Divide the class into groups of four to six students. Inform the class that each member will select one occupation from the three and construct a detailed plan for its attainment. They will then present this plan to the group for feedback and help in refining it.</p>	<p>Awareness, exploration, commitment, skill development, implementation, skill refinement (advancement), reaffirmation or redirection, recycle.</p> <p>Doing this exercise with the group allows students more time to practice planning than if they merely made their own plans. In addition, group feedback can be quite helpful because group intelligence exceeds individual intelligence.</p>

III. Select one volunteer with which to demonstrate the process to the class. Identify one of the volunteer's appealing occupations and do the following:

A. Awareness - ask the volunteer to share with the class what she/he knows about the occupation, its duties and tasks, rewards, training entry requirements, advancement requirements, and other pertinent information. Next have the class members share with the volunteer any information they have that he may not know of. Identify what other information the volunteer should have that neither she/he nor the class has. (Identify areas and topics for exploration.)

B. Exploration - ask the volunteer what exploratory activities she/he has engaged in to date concerning this occupation. Direct the volunteer to enumerate other exploratory activities she/he plans to pursue and have the class add to this list.

C. Commitment - ask the student to share when she/he might be ready to specify a commitment to skill development and what this might entail. Seek group input for further stimulation and insights.

Display Role Phases, 0-11 during this discussion and throughout the class.

Six major forms of exploratory behavior are:

- A. OBSERVE a person performing the role.
- B. LISTEN to speakers describe the role (i.e., career days).
- C. VISIT relevant training sites and locations where the role is implemented.
- D. TALK with individuals who occupy the role and with friends and family members who know both you and the requirements of the occupation.
- E. WRITE societies, unions, and organizations to which members of this occupation belong and request information on how one prepares for, enters, and advances in the occupation.
- F. READ books and newspaper articles about the occupation as well as occupational information books and pamphlets available from the school librarian or counselor.

Help students identify when it may be appropriate to commit so that they don't get stuck in exploration, commit prematurely, or forget that they can recycle to new goal selection and awareness.

- D. Skill development - ask the student to tell how one develops the necessary skills and prepares to enter the occupation. Seek group input. Have the volunteer discuss her/his training plans.
- E. Implementation - ask the volunteer to discuss how she/he plans to go about attaining an entry level position in the occupation.
- F. Skill refinement - ask the volunteer to explain what one must do to advance in the occupation and what long-range plans she/he has in this regard. Seek group suggestions as appropriate.
- IV. Distribute D-12 (Planning Form) to each student. Summarize the volunteer's current plans by filling in the form with her/his and the class's help.
- V. Direct the class to work in their small groups and help each member fill in the planning form for one occupation. ask them to follow the same format as was done with the volunteer.
- VI. Conclude the class by asking the students to look at their completed planning sheet and identify the part of the plan that they should start to work on immediately. Encourage them to do so.
- Circulate among the groups to give stimulation and feedback as appropriate.
- You may wish to assign as homework implementing one piece of the plan.
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D-12
ROLE PHASE PLANNING FORM

This form can help you review your knowledge of how to prepare for and enter a specific occupation. Any sections you cannot answer may guide your further planning about this occupation. Your next step should be to obtain the missing information.

TITLE OF THE OCCUPATION I AM CURRENTLY INTERESTED IN:

Awareness:

Why is this work performed? _____

By whom? (What are the abilities and interests of typical workers?) _____

How is the job done? (Duties and tasks) _____

When (hours/seasons) and where (locale) is the work done? _____

What are its rewards? (Earnings and benefits) _____

What are its training and entry requirements? _____

Exploration: I can explore this occupation by:

observing _____	visiting _____
talking to _____	writing to _____
reading _____	listening to _____

Commitment: I will complete my exploration by _____

I think I will be able to make a tentative choice by. _____

Skill development: I can develop the skills necessary for this occupation by:

Implementation: I can get a job in this occupation by:

I can start now to get ready for this if I: _____

Lesson Nineteen
Problem Solving A

PROBLEM SOLVE

Description: In this lesson students discuss problem-solving strategies as they review their results on their CMI Competence Test, Part V, What Should They Do? Problem solving is defined as the extent to which an individual can effectively deal with difficulties that arise in implementing a plan.

Objectives: To review results on the CMI Competence Test, Part V, What Should They Do.

To discuss problem-solving roadblocks.

To teach students how to deal with thwarting conditions.

To discuss twenty examples of problem solving for career choice difficulties that students may encounter.

Preparation: Review lesson procedures.

Obtain supplies for class period.

Supplies: CMI Competence booklet for each student.

0-11 ("Sequence of Role Phases").

Procedures:

- I. Remind students that in the two previous lessons they learned the value of career planning and increased their skill at making plans. In the course of implementing plans problems can arise. One final skill for making wise career choices involves problem solving.
- II. Two important components of problem solving are the ability to clearly define the problem and to generate realistic alternative solutions.

Tips:

Problem solving means the ability to deal with difficulties in a creative and integrative way. This means resolving problems in a manner that is personally satisfying and socially acceptable.

This lesson focuses on two components of a more comprehensive problem-solving model. The steps of the model are:

- A. Define the problem.
- B. Value its resolution.
- C. Explore the problem and its alternatives.
- D. Generate alternative resolutions.
- E. Select an alternative.
- F. Implement the alternative.

G. Seek feedback on the effectiveness of the resolution.

III. One framework for clearly defining a career development problem is the role stages used in developing planning skill. Identifying which stage of one's plan is going wrong allows one to rework that part of the plan without throwing out parts of the plan which are still functional and desirable.

Problems encountered in different stages of implementing one's plan often call for different problem-solving strategies. For example:

Stage where problem encountered

- A. Goal selection
- B. Awareness
- C. Exploration
- D. Commitment
- E. Skill development
- F. Implementation

Using appropriate problem-solving strategies leads to alternative solutions which are realistic.

IV. Direct students to retrieve their competence test results as you distribute competence test booklets.

V. Explain to students that in this section they will discuss the problems that twenty students encountered in their career development plans. In discussing the twenty cases, students will:

- A. Identify the stage where the problem occurred and identify the problem
- B. Suggest problem-solving strategies

Role stages where problems occur.

- Goal selection problems
- Awareness problems
- Exploration problems
- Commitment problems
- Skill development problems
- Implementation problems

Display 0-11 on overhead projector.

Problem-solving strategy

- Talk with counselor
- Active exploration
- Talk with people in role
- Compromise
- Try different ability level in the same group
- Generate creative and realistic means to continue without giving up goal

Unrealistic alternatives

- Distort or deny the problem
- Ignore the problem
- Escape the problem
- Stall to keep problem at bay
- Comply with another's solution

Remind students not to mark test booklets.

- C. Evaluate the alternative strategies
as realistic or unrealistic

Write the following key words on the
board and explain unrealistic strategies.

Distort, Deny, Ignore, Escape,
Stall, Comply

- VI. Select a volunteer to discuss item
81 relative to the V. a, b, and c.

Continue through the twenty items.

Problem-Solving Competence Subtest of CMI Key

<u>Item</u>	<u>Stage Where Problem Encountered</u>	<u>Problem-solving Effectiveness</u>
81.	Goal setting	a. deny the problem b. correct c. ignore the problem d. escape the problem
82.	Goal selection	f. comply with another's solution g. correct h. stall j. comply with another's solution
83.	Goal selection	a. correct b. trial and error c. stall d. stall
84.	Implementation	f. escape g. correct h. distort j. distort
85.	Awareness	a. escape b. ignore c. correct d. distort
86.	Goal selection	f. escape g. stall h. correct j. comply with another's solution
87.	Skill development	a. stall b. correct c. deny d. ignore
88.	Skill development	f. escape g. ignore h. distort j. correct
89.	Skill development	a. correct b. comply with another's solution c. deny d. ignore

- | | | |
|-----|-------------------|--|
| 90. | Implementation | f. escape
g. distort
h. deny
j. correct |
| 91. | Skill development | a. escape
b. distort
c. correct
d. stall |
| 92. | Awareness | f. escape
g. ignore
h. deny
j. correct |
| 93. | Goal selection | a. correct
b. trial and error
c. distort
d. stall |
| 94. | Skill development | f. comply with another's solution
g. distort
h. escape
j. correct |
| 95. | Goal selection | a. escape
b. distort
c. deny
d. correct |
| 96. | Commitment | f. deny
g. distort
h. correct
j. ignore |
| 97. | Goal selection | a. escape
b. trial and error
c. ignore
d. correct |
| 98. | Implementation | f. correct
g. escape
h. distort
j. escape |
| 99. | Implementation | a. distort
b. comply with another's solution
c. stall
d. correct |

100.

Implementation

- f. escape
- g. correct
- h. escape
- j. ignore

Lesson Twenty

COURSE SUMMARY

Description:	In this lesson students review the thirteen variables in the career decision-making process.
Objectives:	<p>To summarize what the students have been taught.</p> <p>To encourage students to continue to invest in their futures by actively participating in the career decision-making process.</p> <p>To facilitate transfer of learning from career decision-making to leisure and marriage decision-making.</p>
Preparation:	Review lesson procedures
Supplies:	None

Procedures:	Tips:
<p>I. In reviewing and summarizing the highlights of the course, the leader should recall anecdotes concerning class sessions (e.g., memorable or humorous moments).</p> <p>II. Explain to the class that the single most important thing they should remember from the course is that decision making is a process. Important decisions should never be perceived as a point-in-time event. To reinforce this point and to facilitate its application, the following review applies the career decision-making variables to other choices.</p> <p>1. INVOLVEMENT: Every important choice should be anticipated in advance. Advanced awareness of significant choices gives one time to become actively involved in the decision-making process. This course has dealt with career choice but other important choices must be made. Selection of a marriage partner, new car, college, technical school, or home can be improved by actively participating in the decision-making process.</p> <p>2. ORIENTATION: One of the first steps in becoming involved in a decisional process is to familiarize oneself with the choice that must be made and when it must be made.</p> <p>3. DECISIVENESS: If you want to make the best possible choice for yourself, commit yourself to engaging in the decision-making process. Choosing to choose is important. If you are not definite about wanting to make important choices many of your best options will pass you by. <u>Choosing not to choose is a choice</u> you should rarely make.</p>	<p>Personalize the review as much as possible.</p>

4. INDEPENDENCE: Strive to make choices based upon the way things look to you. You are nobody until you make choices on your own. As long as you allow others to choose for you, you are merely an extension of someone else and not somebody in your own right. Selecting a spouse, house, car, or hobby should be based upon the way you see it. Marrying somebody because she/he wants to marry you, for example, is not a sound basis for a sustained relationship.

5. COMPROMISE: Although by choosing you show that you are somebody, it is important to recognize that you cannot choose for everybody. Often your choices will conflict with the choices of employers, potential dates, and home sellers. When this occurs, you must acknowledge that life often sets limits upon one's freedom. In such cases, a willingness to make realistic concessions is an important survival tactic. If you stick with a choice unrealistically, you are working for the choice instead of having the choice work for you.

6. CONCEPTION: Life's important choices should be conceptualized as opportunities to select a situation that allows you to express your self-concept. Your job should implement your self-concept. In addition, a marriage, hobby, or home should present situations in which you are appreciated or rewarded for being yourself. If you choose situations in which you have to "pretend you're somebody you're not," your phoniness will eventually lead to failure. Even if you fool everyone else, you will never be able to fool yourself.

7. CHOICE BASES: Daily choices can be made based upon interests, abilities, or values alone because their consequences are time limited (e.g., selecting a movie or item of clothing). However, when selecting a situation that you will live with for a long time (e.g., spouse, house, or car), you should try to touch all of the bases in making a choice. For example, someone with an interesting life style may make a good date, but unless you also value such a life style you should not consider marrying that person.

8. CRITERION: The major criterion to use in making important choices is what the situation requires rather than how much you will be appreciated. Focus on tasks rather than rewards. What you do in life is much more important than how you do. Ironically, those who choose based on what must be done usually earn great and meaningful rewards. For example, in choosing a spouse consider what she/he likes to do as more important than how she/he looks.

9. KNOW YOURSELF: Evaluating your strengthes and limitations is crucial in choosing an occupation. Before you can translate your self-concept into a job goal, you have to explicitly evaluate yourself. The same is true in making other significant life choices. You must know yourself as clearly as possible before selecting a spouse, house, or locale to live in. In making important choices, ask yourself which aspects of your personality are relevant to that choice and then appraise yourself on those dimensions as objectively as possible. For example, as part of the mate selection process you should ask yourself "What am I looking for in a spouse?" "What will I need to be happy?" "What do I have to offer."

10. OCCUPATIONAL INFORMATION: The more details one has about options, the more likely it is that one will make a wise choice. Uninformed choice is gambling. Although you sometimes win when you gamble, more often you lose. Choosing based upon first impressions, "gut" intuitions, and global notions can often be momentarily exciting. Immediate pleasure is short-range hedonism which is appropriate for choices with time-limited consequences. However, with important life choices, one should be a long-range hedonist who makes choices based upon information.

11. CHOOSING: Choosing involves matching oneself to situations, interpersonal relationships, and experiences. Self-knowledge and environmental information lead to wise choices.

12. LOOKING AHEAD: Once choices are made and goals set one must consider how to move from the currently experienced position to the desired goal. Knowing how to sequence your moves to make progress toward goals is the way to tie goals to current behavior. Whenever you want something, think of what you can do today to get what you want in the future.

13. PROBLEM-SOLVING: If you don't have any problems then you are not growing. Problems in reaching goals are a part of life. Therefore, one must prepare for trouble. Trouble is a part of life and not something to be avoided. Confront your problems in work, love, and friendship so that you may resolve them.

III. Tell the class what you have learned
by teaching this class.

IV. Conclude the course in your usual
manner.

Consider having students respond to
a course evaluation form.

APPENDIX

Career Maturity Inventory
Attitude Scale (Counseling Form B-1)
Item Rationales

John O. Crites, Ph.D.
Mark L. Savickas, Ph.D.

1. I often daydream about what I want to be, but I really haven't chosen a line of work yet.

The more career mature response to this statement is FALSE. People sometimes have dreams about what they'd most like to do if they could do anything they wanted, but you should begin to seriously consider occupations which you have a good chance of entering on the basis of your interest, abilities, and the available opportunities.

2. If I can help others in my work, I'll be happy.

The more career mature response to this statement is FALSE. Helping others can be an important reward gained from work, but happiness in an occupation depends upon many other factors, such as your ability to achieve success in the occupation.

3. Everyone seems to tell me something different; as a result I don't know what kind of work to choose.

The more career mature response to this statement is FALSE. Regardless of the different things that people may tell you, you should choose an occupation which you think you might like and in which you think you can find success.

4. It's probably just as easy to be successful in one occupation as it is in another.

The more career mature response to this statement is FALSE. Occupations differ in their requirements in terms of education, training, and skills. Thus, it is more difficult to achieve success in some occupations than it is in others. You should explore occupations which interest you in order to determine their requirements.

5. In order to choose a job, you need to know what kind of person you are.

The more career mature response to this statement is TRUE. Each of us differs in the characteristics required for success and satisfaction in different occupations. The better we know what these characteristics are, the better our chances of choosing a vocation for which we are well suited.

6. It doesn't matter which job you choose as long as it pays well.

The more career mature response to this statement is FALSE. Financial return is important, but your interests and abilities should be the primary considerations in choosing an occupation. If you enter an occupation that is not compatible with your interests and abilities, it is not likely that you will be happy in that occupation, regardless of the financial reward.

7. I plan to follow the line of work my parents suggest.

The more career mature response to this statement is FALSE. Parents can often provide you with helpful information concerning occupations, but the choice should be your own. Otherwise, their suggested line of work for you may not be the one for which you are best suited.

8. As long as I can remember, I've known what kind of work I want to do.

The more career mature response to this statement is FALSE. A few people do enter the occupations that they considered as children, but this is not true for most people. Usually your early occupational choices are based on fantasy wishes and are not consistent with your interests and abilities as a young adult.

9. You should decide for yourself what kind of work to do.

The most career mature response to the above statement is TRUE. While it may be helpful to have advice in choosing an occupation, especially professional advice, you should be the one to make the final decision about which occupation to enter.

10. I don't know how to go about getting into the kind of work I want to do.

The more career mature response to this statement is FALSE. There are many sources of information available which will tell you how to go about entering an occupation. You should consult these sources, so that you can take the necessary steps to enter the occupation you want.

11. Work is worthwhile mainly because it lets you buy the things you want.

The more career mature response to this statement is FALSE. Work does enable you to get many things you want, but the primary value of work is that it is a means by which you can gain self-fulfillment by using your abilities and interests.

12. I know very little about the requirements of jobs.

The more career mature response to this statement is FALSE. It is probably impossible and unnecessary for you to know the requirements for all jobs, but you should know the requirements of occupations which you are considering. You can easily acquire this information through literature published by various professional organizations, governmental publications, and by talking with people in various occupations.

13. When choosing an occupation, you should consider several different jobs.

The more career mature response to this statement is TRUE. Before choosing an occupation you examine a wide variety of jobs which are compatible with your interests, abilities, and values. If you decide before seriously reviewing your viable options, you limit your own freedom to choose.

14. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.

The more career mature response to this statement is TRUE. Parents and friends are usually willing to assist you in the process of making career decisions. In seeking their suggestions you might emphasize your need for guidance on how to go about choosing an occupation. This would help them understand that you are not asking them to choose for you.

15. I often feel that there is a real difference between what I am and what I want to be in my occupation.

The more career mature response to this statement is FALSE. If you have this feeling, it may be because you are unwilling to consider some realistic reason why you and that occupation may be incompatible. Try to figure out why you feel this way and then resolve any conflicts you discover.

16. There are so many things to consider in choosing an occupation, it is hard to make a decision.

The more career mature response to this statement is FALSE. Though interests, abilities, values, and occupational opportunities all should be considered in choosing an occupation, a person committed to making a choice can handle these factors. If you don't already have the necessary information, you may benefit from talking with a career counselor.

17. You should choose an occupation which gives you a chance to help others.

The more career mature response to this statement is FALSE. Helping others is an admirable goal, but you should choose an occupation which you think will be enjoyable and which is consistent with your abilities and interests.

18. The best thing to do is to try out several jobs, and then choose the one you like best.

The more career mature response to this statement is FALSE. Although previous work experience can be helpful in coming to a decision about your occupational goal, it would waste a great deal of time, money, and effort to try out all the occupations you might be considering before choosing the one you want to enter.

19. There is no point in deciding upon a job when the future is so uncertain.

The more career mature response to this statement is FALSE. While it is true that you cannot be absolutely certain about what tomorrow will bring, most of us have at least some control over the future. Thus, it is important to plan ahead and take an active role in shaping the future. Become actively involved in determining what your future will be.

20. "Working is much like going to school."

The more career-mature response to this statement is FALSE. Working and going to school are alike in that they both require you to fulfill many responsibilities, but they are also different in several important ways. For example, on a job your performance is being continually evaluated, in school your performance is usually assessed only periodically.

21. There is only one occupation for each person.

The more career mature response to this statement is FALSE. Although your interests and abilities set limits upon the number of occupations for which you are qualified, there is probably more than one occupation in which you might find satisfaction and success.

22. Your parents probably know better than anybody else which occupation you should enter.

The more career mature response to this statement is FALSE. Your parents may offer helpful suggestions, but they are often unaware of the many occupations which exist and for which you may be equally well-suited. The choice of an occupation should be your own.

23. I want to really accomplish something in my work--to make a great discovery or earn a lot of money or help a great number of people.

The more career mature response to this statement is FALSE. While it is important to be concerned about the results of your work, you should choose an occupation which is satisfying in and of itself rather than for extrinsic rewards involved.

24. When it comes to choosing a job, I'll make up my own mind.

The more career mature response to the above statement is TRUE. While it may be helpful to have advice in choosing an occupation, especially professional advice, you should be the one to make the final decision about which occupation to enter.

25. I don't know what courses I should take in school.

The more career mature response to this statement is FALSE. You may have doubts about course requirements, but you should be able to find out what courses to take through your guidance counselor or academic advisor.

26. The greatest appeal of a job to me is the opportunity it provides for getting ahead.

The more career mature response to this statement is FALSE. Advancement in an occupation is definitely important, but the greatest appeal of a job should be the opportunity it provides for being the kind of person you want to be.

27. I can't understand how some people can be so certain about what they want to do.

The more career mature response to this statement is FALSE. If you choose a job wisely--one that you are really interested in and one that you can do--you should be fairly certain about your choice and enthusiastic about entering that occupation.

28. I spend a lot of time wishing I could do work I know I can never do.

The more career mature response to this statement is FALSE. It is a waste of time and energy to daydream about the impossible job. By make realistic concessions in career decision making, you will probably find an occupation that you will really enjoy.

29. Work is dull and unpleasant.

The more career mature response to this statement is FALSE. If you choose an occupations which is consistent with your interests, work can be pleasant and satisfying.

30. Sometimes you have to take a job that is not your first choice.

The more career mature response to this statement is TRUE. Since you cannot control job opportunities, it is wise to prepare to accept reasonable alternative should your first choice be temporarily or permanently unavailable to you.

31. I keep changing my occupational choice.

The more career mature response to this statement is FALSE. While you should not stick to an occupational choice which you feel is no longer appropriate, it is costly and inefficient in terms of time, effort, and money to keep changing your vocational goals.

32. Once you choose a job, you can't choose another one.

The more career mature response to this statement is FALSE. Most people have more than one job choice in their life time. In fact, the average number of jobs held during a worker's career is about three.

33. As far as choosing an occupation is concerned, something will come along sooner or later.

The more career mature response to this statement is FALSE. Occupations do not usually "come along". Most people choose an occupation and then take an active role in planning and preparing to enter it. You should commit yourself to preparing for your future.

34. I'm not going to worry about choosing an occupation until I'm out of school.

The more career mature response to this statement is FALSE. Although it is not wise to choose an occupation too early, you should seriously begin to consider your occupational goals while still in school, so that you can pursue a course of study that will prepare you for entering an occupation.

35. You can do any kind of work you want to do as long as you try hard.

The more career mature response to this statement is FALSE. Although you can often meet the requirements of more than one occupation, your abilities, interests, and temperament place limits upon the type of occupation in which you can find success and satisfaction.

36. You get into an occupation mostly by chance.

The more career mature response to this statement is FALSE. Although a few people get into an occupation by chance, most of us actively plan and prepare for the occupation we want to enter.

37. You can't go very far wrong by following your parent's advice about which job to choose.

The more career mature response to this statement is FALSE. Although parents may have the best intentions, they can be inaccurate in their estimates of your abilities and interests and misinformed about the existing occupational opportunities. If you are in need of assistance in choosing a vocation, you should seek the assistance of a qualified counselor.

38. Whether you are interested in a particular kind of work is not as important as whether you can do it.

The more career mature response to this statement is TRUE. You should not choose an occupation based upon interest or even ability. It is wise to base career decision making upon a synthesis of interests, abilities, and values. A choice compatible with just one of these three will probably not be suitable for you.

39. Choosing an occupation is something you have to do on your own.

The more career mature response to the above statement is TRUE. While it may be helpful to have advice in choosing an occupation, especially professional advice, you should be the one to make the final decision about which occupation to enter.

40. I seldom think about the job I want to enter.

The more career mature response to this statement is FALSE. You cannot make a wise career decision without giving the process some serious thought. Most of us do not fall into an occupation by chance, but rather plan and prepare for our entry into the world of work.

41. By the time you are 15 you should have your mind pretty well made up about the occupation you intend to enter.

The more career mature response to this statement is FALSE. It is good to be thinking about an occupational choice in early adolescence, but it is unwise to choose an occupation too early. Many young people choose an occupation very early only to find out later that it is not the right one for them. You should consider more than one alternative before making a definite choice.

42. I have little or no idea what working will be like.

The more career mature response to this statement is FALSE. You should have some idea about what the work you will be doing is like. If you have not had previous work experience in the occupation you plan to enter, you should speak with people in the occupation, or actually observe people on the job.

43. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my future occupation.

The more career mature response to this statement is FALSE. If you are bothered by this doubt, you should deal with it head on rather than just wondering. Identify the aspects of potential conflict which concern you, attempt to work out a reasonable plan to resolve the potential problem.

44. I would like to rely on someone else to choose an occupation for me.

The more career mature response to the above statement is FALSE. Though suggestions may provide useful information for you to consider, nobody can do a better job of deciding for you, than you can. If you let others choose for you, you will miss this important opportunity to determine your future.

45. I'd rather not work than take a job I don't like.

The more career mature response to this statement is FALSE. Most of us would like to have a "perfect" job but we eventually realize that we don't always get what we want. Each of us can try for the most suitable job available and then make the best of it.

46. I'd rather work than play.

The more career mature response to this statement is TRUE. Individuals who decisively express interest in work can more readily engage in the process of making career decisions.

47. I guess everyone has to go to work sooner or later, but I don't look forward to it.

The more career mature response to this statement is FALSE. While it is true that most people do need to work to support themselves, there is usually more than one job for each person so that you should be able to find something that you can look forward to doing.

48. I don't know whether my future occupation will allow me to be the kind of person I want to be.

The more career mature response to this statement is FALSE. If you wonder about your compatibility with your future occupation you should seek information concerning what is expected of workers in that occupation and talk with people currently performing the job.

49. It's who you know, not what you know, that's important in a job.

The more career mature response to this statement is FALSE. Many times it is helpful to know influential people in securing a job, but your competence is far more important in determining whether or not you will remain on a job. If you are well-qualified for an occupation, you will probably get a position regardless of whether or not you "have connections".

50. Your job is important because it determines how much you can earn.

The more career mature response to this statement is FALSE. Salary is certainly important, but there are many other rewards which you can obtain from your job that are more important than financial gain. Among these one of the most important is your personal satisfaction with what you are doing.

51. You shouldn't worry about choosing a job since you don't have anything to say about it anyway.

The more career mature response to this statement is FALSE. Few people are fortunate enough to have complete freedom in their career decision making. You probably do have some degree of freedom to choose, however, and should exercise this freedom as fully as you can.

52. I don't want my parents to tell me which occupation I should choose.

The more career mature response to the above statement is TRUE. While it may be helpful to have advice in choosing an occupation, especially professional advice, you should be the one to make the final decision about which occupation to enter.

53. You almost always have to settle for a job that's less than you had hoped for.

The more career mature response to this statement is TRUE. Most of us base our hopes upon "ideal" jobs which hardly ever exist in reality. There is usually some aspects of even your "dream" job which you will find unappealing.

54. If someone would tell me which occupation to enter, I would feel much better.

The more career mature response to this statement is FALSE. You will feel best, in the long run, if you make career decisions based upon the way things look to you. While you might momentarily feel relieved that someone else was responsible for your choice, this would only cause greater discomfort in the future.

55. I am having difficulty in preparing myself for the work I want to do.

The more career mature response to this statement is FALSE. If you have chosen an occupation that is compatible with your abilities and interests, you should not be experiencing great difficulty in preparing yourself for that occupation. If you are, perhaps you should reconsider your choice.

56. I can't seem to become very concerned about my future occupation.

The more career mature response to this statement is FALSE. It is important to become aware of and concerned about career decisions which you will have to make in the future so that when the time comes to make them you will be prepared to make decisions competently and confidently.

57. I really can't find any work that has much appeal to me.

The more career mature response to this statement is FALSE. Most people can find some kind of work that they'd like to do. If you cannot find any kind of work that you'd like, you have probably not taken the opportunity to learn about the many occupational opportunities which exist.

58. I'm not going to give up anything to get the job I want.

The more career mature response to this statement is FALSE. The career decision making process is one of negotiating, give-and-take, and compromise. Someone unwilling to make realistic concessions in exchange for something s/he wants is not giving him/herself a fair chance to obtain a suitable job.

59. Knowing what jobs are open is more important than knowing what you are good at when choosing an occupation.

The more career mature response to this statement is TRUE. Your interests, abilities, and values must eventually coincide with a job opportunity. It is important to consider yourself, but always in light of what the job market has to offer.

60. The job I choose has to give me plenty of freedom to do what I want.

The more career mature response to this statement is FALSE. Freedom to exercise your abilities, talents, and interests on a job are important considerations in choosing an occupation but most jobs set limits upon your freedom to do exactly as you wish, with some jobs allowing lesser or greater degrees of freedom.

61. I don't know whether my occupational plans are realistic.

The more career mature response to this statement is FALSE. If you wonder whether your plans are realistic, you might need to assertively investigate their feasibility. Plans that prove to be overambitious may benefit from revision.

62. When trying to make an occupational choice, I wish that someone would tell me what to do.

The more career mature response to the above statement is FALSE. Though suggestions may provide useful information for you to consider, nobody can do a better job of deciding for you than you can. If you let others choose for you, you will miss this important opportunity to determine your future.

63. I have so many interests it's hard to choose any one occupation.

The more career mature response to this statement is FALSE. Even if you have several interests, you can decide to consider your abilities, values, and job opportunities as a means of narrowing your choices to a manageable number.

64. You should choose a job in which you can someday become famous.

The more career mature response to this statement is FALSE. Very few people ever become famous in their chosen occupation. Choose an occupation because you enjoy it rather than because you think you can become famous.

65. You should choose a job that allows you to do exactly what you want to do.

The more career mature response to this statement is FALSE. It is wise to choose an occupation which allows you to express your interests, abilities, and values. However, work usually requires that you also perform some tasks because they need to be done or the employer prefers that you do them.

66. Entering one job is about the same as entering another.

The more career mature response to this statement is FALSE. Jobs differ significantly in work surroundings, work tasks, pace, locale, hours, and pay. In addition, you will find the lifestyles of workers in different jobs often vary.

67. Parents usually can choose the most appropriate job for their children.

The more career mature response to this statement is FALSE. Though parents can often offer valuable suggestion, self-exploration of interests, abilities, and values can only be performed by you. Because a suitable choice is based upon self-exploration, only you can choose the most appropriate occupation for yourself.

68. You should choose an occupation then plan how to enter it.

The more career mature response to this statement is TRUE. After you have chosen an occupation, you should find out the necessary steps to take to gain the qualification for entering that occupation.

69. I feel that I should do what my parents want me to do.

The more career mature response to this statement is FALSE. Parents may prefer that you select certain occupations but you must make career decisions that you believe will prove to be suitable. In the long run, most parents will be pleased if you enjoy the work you choose.

70. Making an occupational decision confuses me because I don't feel that I know enough about myself or the world of work.

The more career mature response to this statement is FALSE. You can reduce your confusion concerning the career decision making process by familiarizing yourself with your job related interests and abilities and with occupations which correspond to your personality and talents. You may wish to begin this process by consulting a guidance counselor or advisor for assistance in self-understanding and information on jobs.

71. When I'm trying to study, I often find myself daydreaming about what it would be like when I start working.

The more career mature response to this statement is FALSE. While you should give some thought to what it will be like to work, daydreaming about it is probably not fruitful or accurate. It would be more useful to talk to someone who is already in the occupation about what is done on the job.

72. It's hard to imagine myself in any occupation.

The more career mature response to this statement is FALSE. It is important to begin to relate yourself to the world of work by considering yourself in various occupations. Imagining yourself in a job is crucial step in the career decision making process.

73. I feel that my occupational goals are so high that I'll never be able to attain them.

The more career mature response to this statement is FALSE. It is wise to stretch yourself and choose the occupation which will challenge you. However, if you are overambitious you will experience frequent frustration. Try to choose a job that is compatible with the person you are or can become, not one suited for the person you wish you could be.

74. The most important part of work is the pleasure which comes from doing it.

The more career mature response to this statement is TRUE. If you do not enjoy the work you do, it is unlikely that other factors, such as financial reward, fame, or helping others, will be sufficient compensations. Choose an occupation which you think you will enjoy doing.

75. There may not be any opening for the job I want most.

The more career mature response to this statement is TRUE. Economic conditions sometimes prevent one from securing the job s/he wants most. Because one cannot control job opportunities, s/he should make a realistic appraisal of the job market and choose an occupational goal having several viable options.