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A FOLLOW-UP STUDY OF THE
CAREER DEVELOPMENT SERVICES
PROVIDED BY A
COMMUNITY COLLEGE

By
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A DISSERTATION
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ABSTRACT

A FOLLOW-UP STUDY OF THE PERCEPTIONS OF CAREER DEVELOPMENT SERVICES PROVIDED BY COMMUNITY COLLEGES

By

James Charles Osborn

This was an investigation of the effectiveness of career planning and decision making services, as perceived by consumers of that service, who were assisted in choosing, changing, or confirming a career decision. Also investigated were differences which existed in perceptions according to gender, age group, ethnicity, marital status, employment status, and student status.

The study was accomplished between April 16 and June 30, 1990, with a population of 1,090, who utilized the career planning services of a career center at a community college between July 1, 1987 and June 30, 1989. Of the 1,090 persons issued questionnaires, over 300 responded yielding 277 usable responses. The population was 71 percent female, 29 percent male, 93 percent white, approximately half were single (50.5 percent), 54 percent full-time employed, 54 percent were between the ages of 29 and 45, and 85 percent were attending college only part-time or not at all.

The most effective marketing techniques for a career planning center were word-of-mouth, referrals from the

college counseling center, referrals from faculty and from brochures distributed throughout the community. The major reasons for seeking services were for the changing of a career, followed by the choosing of a career, and by the confirming of a career choice.

The overall perceptions of the services provided by the center were positive. The unemployed and/or non-student categories were more interested in immediate career planning than taking time for self-assessment. The younger category (16-28 years of age) placed more emphasis on career information, or the lack of knowledge of such and indicated more of a need for expanded career information availability.

There appeared to be a deterioration in the perceived effectiveness of services between the acquiring of personal information and integrating this knowledge, along with career information, into a career decision. This transition point in the process is of key importance for an understanding of career decision making. A core career decision making model was suggested as a response to the transition point concern.

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A Follow-up Study of the Career Development Services Provided
by a Community College

Chapter One

Introduction

High technology, megatrends, transformations,
electronics revolution, gene-splicing, computers,
telecommunications, Third Wave, lasers, space aquarian
conspiracy, robotics, new age, high tech--high touch,
paradigm shift . . . these are the drum beats of life on the
frontier of the Information Age.

In life and work we are in the midst of revolution,
reform, and on the brink of renaissance. What a
time to be alive! What a time to be involved with
career development; what an opportunity for work to
build a better and brighter world.

(Patterson, 1985, p. 129)

Career development is not an activity one performs
solely prior to entering a job or seeking some degree of
education and training. Although it is a process which may
be utilized in selecting courses in school, and moving into a
job or college to pursue a specific field of study, it is
also a process utilized as one advances in a field and
generally progresses through life. It is a lifelong process
of identifying traits (needs, values, temperaments,
interests and skills), utilizing these characteristics in
deciding upon options in education and work (Pinkney, 1987).

Providing information, effective guidance, and decision
making skills to America's career-choosing and changing

population is a significant challenge facing educators today. At the elementary and secondary education levels, skills are developed, and minds are challenged and directed toward a future which is rewarding to the individual and beneficial to society. Many of these individuals will go on to other types of post-secondary training, be it some trade or technical school, community college or university or some other form of training and education needed to function in today's world of work. Society has moved from the point of retraining to continuous training as many workers remain current and viable in their employment (Pinkney, 1987). Counseling and career development must provide the concepts and inspiration for people to survive and thrive in this Information Society. "As a society, we must innovate, and re-invent or we will evaporate" (Pinkney, 1987, pp. 45-51). Career development is no longer something which takes place if one has time, but rather time should be made for career development.

Richard Bolles pointed out that two million jobs were lost forever in the 1982-83 recession and experts predicted that from two hundred thousand to one million more jobs would vanish each year in the foreseeable future. These jobs were mostly from the manufacturing areas.

Reasons given were:

- (1) shifts from a national to a global marketplace,
- (2) shifts from high priced to lower priced blue collar workers and increased use of robotics,

- (3) movement toward high technology from non-technology,
 - (4) movement from a manufacturing to an information-based economy, the biggest shift.
- (Pinkney, p. 132)

Bolles states the good news is that, "when jobs vanish from one area, they rise in another." An example is the drop in blue collar labor from 70 percent to 18 percent of the work force from 1950 to 1985, while information jobs rose from 17 percent to 60 percent in the same time period. Of the jobs now and in the future, one realizes that 90 percent involve the creation, processing, and distribution of information. "We are mainly in the thinking business, not the manufacturing business" (Pinkney, pp. 132-133).

The development of a career is not a one-time activity but rather a life long process of information gathering, decision making, and coping with change. Like the western frontier of the past, the new information society will require skills of self-reliance, the ability to make well considered decisions, and the ability to take risks in order to triumph over uncertainty, information overload, and a multitude of options that may come with this new uncharted territory (Pinkney, p. 138).

During the industrial era a career was generally dependent on a decision made at the end of adolescence. Now survival and success will depend upon a process for making well thought-out decisions which continue throughout one's lifetime. This is referred to as Lifelong Planning (Pinkney, 1987).

Career Decision Making

As people strive for self actualization, rewards sought may be financial, personal significance, recognition, simple existence, or any combination of activities or events. The more information career planners possess about careers and options to compare with personal information (values, temperaments, interests, and abilities, etc.) the greater should be the probability of reaching a career decision (Loughary and Ripley, 1976).

The term "Career Marriage" might be used to indicate the joining of a person, which includes his or her skills, interests, abilities, and aspirations, with a vocation, which includes an outlet where the individual may be able to demonstrate and utilize these skills and abilities (Bogner, 1984).

In creating a successful career marriage, there are no guarantees of a match. Attempts are made to increase the probability of success by gathering information about oneself and careers, and determining which personal information might be a good match with various career choices. This may be accomplished in a marriage by assessing one's needs and desires as well as what is desired in another person. Information is obtained about that other person and a judgement is then made as to the probability of success of the match or marriage. The closer the fit or matching of each other's needs, the higher the probability of success.

This process may be generalized to the concept of "career marriage" as well (Bogner, 1984).

In career decision making, an in-depth personal assessment and an awareness of potential careers and their characteristics are two desired ingredients. A choice or match may then be made which offers the highest probability of success. Consideration is given to the realistic aspects of the choice and whether it is attainable by the decision maker. If the resources and activities needed to achieve a goal are available and attainable, there may be movement towards the successful development of a career. If not, other alternatives or options may need to be investigated (Weinrach, 1975).

As people enter institutions of higher learning, they will encounter many possibilities and a variety of programs and courses which lead in many career directions. If appropriate directions are not found early in their educational endeavor, time will be lost, money may be expended on courses of little or no value to the person, and in many cases, motivation will wane because of having no clear direction and achieving little to no fulfillment towards a career goal. For these reasons, it is quite important for institutions of higher learning to provide these services to its students (Weinrach, 1975).

Limitations of the Study

It was assumed that all persons responding to questionnaire items did so in an honest manner. Deviances from the assumption may have caused the results to be less accurate.

This study was limited to those persons who voluntarily chose career planning and decision making services and may not reflect the perceptions of all persons in need of such services.

Statement of the Problem

Community colleges across the state and nation are generally committed to providing educational services, not only to the members of the educational community but also to society in general. To commit to a goal in education, choosing a direction in which to proceed, is important. To identify this direction, career planning and decision making services are offered through a variety of classes or services by community colleges. To what degree are these services effective? To what degree do these services assist in self understanding? Is career information provided or available? Is there instruction and counseling to teach and assist people a process of integrating this information into a career plan? Do certain groups require more assistance than others? This study provides insight into these questions.

Purpose of the Study

The purpose of this follow-up study was to investigate the perceptions of the effectiveness of career planning and career decision making services of a community college as perceived by persons who utilized these services and determine:

1. To what degree did the persons, who utilized this service, perceive it as effectively assisting them in developing a career plan?
2. To what degree did the career planning and decision making process assist persons in becoming more self-aware and cognizant of the career information needed to develop a career plan?
3. To what degree were the career services provided perceived differently by various groups and sub-groups of the study population?
4. What persons and/or situations were influential in the career planning process?

Research Questions

This study was designed to obtain information from clients/students of career development centers by seeking answers to the following questions:

1. To what degree did clients/students perceive the services provided by a community college effective in assisting them in increasing self- and career information knowledge and utilizing this knowledge

in choosing, changing or confirming career directions?

2. Were the career planning and decision making services provided perceived differently by persons of different:
 - a. gender
 - b. ethnicity
 - c. age
 - d. marital status
 - e. employment status
 - f. student vs. non-student status
3. What were the reasons for seeking career planning services and what sources of advertising and marketing were most widely and effectively utilized when seeking these services?
4. What activities, services and/or people were perceived as influential in assisting persons in their career planning and decision making?

Few follow-up studies are available concerning student career services provided by colleges and universities which provide information relevant to career planning and decision making. One study, in 1979, examined the perceptions of sophomores at Michigan State University regarding University sponsored career development services. The researcher found that students felt career development services were important but did not perceive those offered as being helpful. It appeared that students were not aware of or did not know how to access services (Rai, 1979).

In the present study, data were collected related to the perceived effectiveness of community college career planning and decision making services by surveying consumers of the service. Perceptions of effectiveness of career planning services and other factors affecting career decision making, such as classes, family members, classmates, and significant others, were also gathered. This information should be useful to community colleges and career planning services providers by providing information regarding perceived effectiveness. As a result, services may be designed, altered, or specific areas of concern addressed.

Lansing Community College's Career Planning Services

Seventeen of the twenty-nine community colleges in Michigan were surveyed in 1988 and this researcher found their career planning services to encompass career counseling, computerized career planning (SIGI, MOIS, Eureka Systems), career planning classes, seminars, workshops, and career assessment activities. The assessment activities were similar to those offered at Lansing Community College and consisting of achievement and aptitude testing, personality and temperament analysis, values clarification exercises, and a wide range of interest inventories.

Lansing Community College was established on April 8, 1957, and opened its doors that fall, serving 425 students with sixteen faculty members. Civil, mechanical, electrical technology, practical nursing, and various apprenticeship

programs were offered. The first off-campus learning center was formed in 1971, and as of 1987, twenty-three centers were providing educational services. The college has provided lifelong education and training through more than two hundred academic programs to a student body numbering over 43,000 per year (Lansing Community College Guidebook, 1987).

Lansing Community College is committed to providing supportive services to its student body via the Student Development Services Department. Of the supportive services offered, career planning will be highlighted.

The Career Exploration and Assessment Center is a career planning service available to non-students as well as students. Assistance is provided for individuals making career choices through a series of objective assessment activities measuring personality needs, values characteristics, occupational interests and preferences, past work and school experiences, academic strengths and weaknesses, and other areas of concern and relevance. Decision making activities are taught students and clients as they become actively involved in the counseling, planning, and decision making process.

In addition to this service, the department offers classes in career planning as well as computerized programs of interactive guidance. The college library services department recognizes career information is also an important part of career planning and maintains a career information center. Coordinated activities between the two departments

insures appropriate, up-to-date information is available (Lansing Community College Guidebook, 1987).

Terms Defined

(An) ability is being able or having the power to do something physical or mental. It is a skill, expertness, or talent (Webster, 1976, p. 3).

Career Development is a developmental and continuous process of planned experiences designed to help students develop self awareness, career awareness, and decision making skills. It is viewed as a series of experiences, decisions, and interactions which, when taken cumulatively, assist in the formulation of a viable self-concept and provide the means through which that concept can be implemented both vocationally and avocationally (Rai, 1979, p. 6).

A career marriage is the joining of a person, which includes his or her skills, characteristics, abilities, and aspirations, with a vocation, which includes an outlet whereby the individual may be able to demonstrate and utilize these skills and abilities and have both him or herself and society benefit (Bogner, 1984).

Decision making is selecting an action from a number of alternatives. It becomes evident how important alternatives are, because without this information, one has no basis to make a decision (Heppner, 1978).

An interest is having intent, concern, or curiosity about something (Webster, 1976, p. 734).

A need is a necessity of obligation created by some situation. It is something useful, required, or lacking that is desired; a deficiency of something (Webster, 1976, p. 951).

Perception is defined as the art of perceiving or the ability to perceive by means of the senses; awareness comprehension. Perceive means to become aware of something through the senses (Webster, 1976, p. 1054). How people think or feel about something, they are made aware of, by the senses.

Probability is the quality or state of being probable. Probable is defined as something (event) which is likely to occur or be; that can reasonably but not certainly be expected. It is reasonably so, as on the basis of evidence, but not proved (Webster, 1976, p. 62).

Transition point is also referred to in the study as a decision making point, a point in the career planning and decision making process where information (self and career) is integrated into a plan or decision to pursue or follow a specific course of action.

A value is that which is desirable or worthy of esteem for its own sake; a thing or quality having intrinsic worth. Values are the social principles, goals, or standards held or accepted by an individual, class, or society (Webster, 1976, p. 1568).

Scope of the Study

This study examined the perceptions of persons who participated in career planning and decision making services of Lansing Community College and specifically those persons who voluntarily utilized the services of the Career Exploration and Assessment Center. They were at various stages in their career decision making process ranging from having no idea of a choice to the confirming of an already decided upon choice. They were of high school age to post retirement. The dates of the services provided were from July 1, 1987 through June 30, 1989, and the data were collected from April 16, 1990 to June 30, 1990.

Significance of the Study

This study was designed to provide information relative to the degree that a community college was meeting the needs of students and community members as they considered choosing, changing, or confirming a career choice. The data may provide insight into the specific career planning needs of various adult groups and, therefore, should provide community colleges with data for career program verification and/or modification.

There has been limited research with adults regarding their perception of the adequacy of career planning programs in which they participated. As society becomes more technical and service oriented, people are required to consider career changes more frequently (Pinkney, 1987). It

has become critical for organizations, such as community colleges, to assess the degree to which their programs are meeting the career planning needs of the adults they serve.

Areas of concern for further study and research have been identified. The information gained in the study may also assist in the planning and developing of career services at institutions other than community colleges.

Summary

How important is career development in a person's total development? Does one utilize the knowledge of personal characteristics, skills, and training in making a career decision? For a person to learn career planning and decision making skills, there should be an effective provider of these services which is accessible to the consumer. How effective are those services and how well does the service serve the community?

An overview of the need for career planning and decision making skills was provided in Chapter One, as was a process for achieving these skills. An historical update was presented of both Lansing Community College and the Student Services Department which provide these services. The purpose of the follow-up study and problem statement were presented with four questions to be answered. Terms relevant to this study were explained as well as the scope and limitations of the study. The significance of this study was to gain insight into information relevant to effective

functioning of present and future career planning and decision making services.

Theories of career planning and decision making will be reviewed in Chapter Two, as well as some research data relevant to the topic.

The procedures utilized in this study and the individuals being surveyed will be explained in Chapter Three. A description of the instrument, the procedures utilized for its validation and the procedures utilized in collecting and analyzing data will also be presented in Chapter Three.

The research findings will be presented in Chapter Four. Conclusions of the study and recommendations for future activity are to be found in Chapter Five.

Chapter Two

Literature Review

Introduction

The development of a career may take many forms and begin at various times throughout a lifetime. While one person begins thinking about career planning early in life, another may wait many years. Some may prefer to obtain career information before a choice is made while others may need to organize information about themselves before considering decisions (Crites, 1969). Is there a best way to proceed?

For career counselors, there are many views of career planning to consider. Is there a preferred style for certain people at a specific level of development, and if so, is it effective? Because people differ, it may be assumed that there should be different approaches in assisting different people at various levels. The major questions considered in this study are whether career decision making services are perceived as effective by consumers of these services at the community college level, and to what degree these services assist one in reaching a career decision.

This chapter will present definitions as well as review some basic theories of career development, planning, and decision making. Related activities and research will be reviewed and points highlighted offering insight and understanding. The information reviewed will consist of various theories of career development to acquaint the reader with

some of the more common ideas on career decision making. In that a decision is very important in this process, a theory of decision making will be presented. Other studies will be cited which are relevant to the career development and decision making process. The evaluation of career planning and decision making effectiveness and perceptions of the process will be reviewed. This is especially important in light of the fact that this study is one of perceptions of effectiveness.

Career Development

What is Career Development? Is it viewed differently by various people? The following may provide insight into the various views held and later in this chapter, the reader may be able to recognize how they coincide with various theoretical approaches.

Career Development is a process of successive approximations. Goals change, and actions suited to achieving goals, change. There are points at which it is essential to select one course of action and reject another (Dunphy, Austin and McEneaney, 1976, p. 18). The main emphasis here is decision making.

Another view notes that a career is a time-extended working out of a purposeful life pattern through work undertaken by the individual (Shertzer, 1977, p. 173). This follows a developmental approach to career planning.

Another view related to developmental career development emphasizes the word "development." It is a process that is sequential, progressive, and usually involves some kind of growth on the part of the individual. Career can mean different things to different people. To some, it may be an eight hour day which brings a great deal of meaning to one's life. It can also mean utilizing a set of skills and interests within a desired lifestyle that remains fairly stable but may be utilized in a changing and developing work setting. The definitions together indicate a developmental process whereby an individual proceeds from a point of having no career direction to that of having a career consistent with his or her interests, abilities, and aspirations (Bachhuber and Harwood, 1978).

Historically, the term "occupational choice" has been utilized. It has been referred to in recent years as "career development." For the purposes of this chapter, the term of "career development" will be utilized.

Career development is a lifelong process which cannot be separated from the physical, intellectual, and emotional growth of the individual. It extends from the realization that people have different roles and responsibilities through the retiree's plans for activity change and leisure time expenditure. The process encompasses the total life span and includes a person's roles and positions. It includes, school, play, employment, volunteer activities, and

life's events. Planning a career is not just a decision to enter a job or perform a certain kind of work. It reflects an individual's life experiences. In actuality, it is a lifestyle choice.

Career is a broad term which is not to be confused with terms such as occupation or job. The following definitions will clarify:

Career: A sequence of roles or positions including work, leisure, and educational pursuits. It may encompass a number of occupations, vocations, jobs, or positions.

Occupation: A definable work activity found
(Vocation) in numerous or varied settings.

Job: A group of related or similar positions in a particular place of employment.

Position: A group of tasks, duties, or activities performed by one person.
(Seligman, 1980, pp. 1-2)

Career Development is not a one time event or activity. It is a sequence of events which have relevance for the individual and provide building blocks as a basis for self-understanding and a way to interact with their environment (Jordaan, and Super, 1980).

The Beginning of Vocational Guidance

Career Development is not a new process. The beginning of vocational guidance reaches back into the mid 1850's. According to Borow (Borow, 1964), there were four conditions from which vocational guidance evolved:

1. Economics - The rise of industrialization and growing division of labor.
2. Social - Urbanization, child labor, immigration, and transmigration.
3. Ideological - A restless spirit of reform and a spreading belief in the improvability of people and their status.
4. Scientific - The emergence of the Human Sciences--psychophysiology in the first half of the 19th century, and subsequently, the psychophysical and experimental psychology of Fechner, Hemboltz, and Wundt, and the mental testing of Cattell, Binet, and others.

(Weinrach, 1975, pp. 74-75)

Frank Parsons, called the "Grandfather of the Guidance Movement," is generally credited with initiating the practice of systematic vocational guidance in the United States. His published book, Choosing A Vocation, is recognized as one of the most influential concerning career guidance. He not only brought a great deal of zeal and concern for the guidance movement, but also, a conception of vocational guidance known today as "Trait and Factor Counseling." According to Parsons:

In a wise choice there are three broad factors:

1. A clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources, limitations, and their courses.
2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and the prospects in different lines of work.
3. True reasoning of the relations of these two groups of facts.

Parsons states that the three basic components of vocational guidance are testing, information giving, and decision making through true reasoning. He felt students needed to be aware of attitudes, abilities, interests, occupational information, and educational requirements to be successful in jobs.

Parsons developed the concept of "True Reasoning," which is the matching of the individual with the job through a rational decision making process. This concept is seen as emphasizing matching, information dissemination, and advice giving at the expense of self realization through occupational choice (Parsons, 1909).

D. G. Paterson feared counselors were becoming overwhelmed with information dissemination and to correct this situation, performed extensive studies in the 1930's with the Minnesota Employment Stabilization Research Institute which resulted in a series of published articles. He actually provided a basis (both scientific and objective) for Parsons' early formulations through the development of the Minnesota Mechanical Abilities Test and Minnesota Occupational Rating Scales and Counseling Profile (Paterson, 1941).

In the industrial area, psychologists such as Hugo Munsterberg, were testing people to identify their suitability for certain jobs. Munsterberg emigrated to America in 1913 and continued his work at Harvard. Other psychologists were observing workers and their adaptability

and suitability for jobs in the early 20th century as well, such as Elton Mayo and Frederick Taylor (Weinrach, 1979).

During World War II the United States needed increased productivity due to many men serving in the armed forces. Increased demands were being placed on our industries for output of products. Research testing and placement programs were developed for the armed services to effectively utilize potentials to defend our country. Vocational guidance received a tremendous boost from the nation-wide work force studies and counseling services established for veterans of several wars (Weinrach, 1979, pp. 61-62).

Vocational guidance began with an emphasis on the assessment of individuals and the placing of them in suitable jobs. Educators and social reformers were concerned with choice and the match of appropriate jobs and characteristics while the industrialists were concerned with characteristics of effective job performance. World War II appears to have brought these two approaches together.

This is an historical view of vocational guidance and how it progressed into the World War II era and beyond. From this point, some of the major theories of career development and recent researched areas will be reviewed which have an influence on present day activities and this study. Many ideas and theories have been discussed and presented over the years but not all will be reviewed. Only the major approaches which have influenced the field of career development and also influence this present study will

be noted. The Trait and Factor Theory, as it is the basis from which other theories have been developed, will serve as a beginning point.

Theories of Career Development

The Trait and Factor Approach to Career Development

The oldest theory of career development has been known by a variety of names but most commonly as the "Trait and Factor" theory. It assumes a straight forward approach to matching an individual's abilities and interests with the world of vocational opportunities (Osipow, 1968, p. 10). The vocational testing movement has grown from the "Trait and Factor" point of view in that various types of assessment instruments were utilized to gain information about a person. Actually, the beginning was with Frank Parsons. Parsons (Parsons, 1909) was an engineer, lawyer, teacher, and social reformer, who was concerned with the exploitation of workers. He proposed reforms to prevent exploitation by helping workers match their abilities and interests with jobs. He also used this approach in working with youth and helping them identify their strengths and how they might be utilized in certain jobs.

Parsons advocated that individuals should gain a full understanding of themselves, attitudes, strengths and weaknesses, as well as an understanding of the conditions required for success in given occupations. This included compensation, mobility, and other associated characteristics.

They were then to use the "True Reasoning" process, based on this acquired information, to make a decision (Parsons, 1909).

A number of psychologists developed Parsons' theory after his death. D. G. Paterson developed various tests and instruments to assist counselors in utilizing methods to assist clients in decision making. J. G. Darley, working at the Minnesota Stability Research Institute, developed the "Minnesota Point of View" (Williamson, 1968). One of the Minnesota Group, E. G. Williamson, became the major advocate for the "Trait and Factor" theory (Brown, Brooks and Associates, 1984, pp. 8-9). The aim of these men was to help get Americans back to work during the depression. They developed various tests, inventories, and devices, as well as brought forth the United States Employment Services publication of the Dictionary of Occupational Titles.

The "Trait and Factor" theory states that "Traits" are assumed to be enduring psychic and neurologic structures located somewhere in the mind or nervous system. A "Factor" is a form of statistical evidence that a trait exists (Brown et. al., 1984, p. 10). A simpler definition of the theory is that it principally refers to abilities (including general intelligence, special aptitudes, academic achievement, job skills, vocational interests, and personality characteristics).

"Trait and Factor" theory is made up of three assumptions or principles:

1. By virtue of one's unique psychological characteristics each worker is best fitted for a particular type of work.
2. Groups of workers in different occupations have different psychological characteristics.
3. Vocational adjustment varies directly with the extent of agreement between worker characteristics and work demands.

The aim is to assist the person in finding an optimal niche in the world of work (Crites, 1981, p. 22).

The focus on the uniqueness of the individual is a major concern in career counseling under this approach. The approach is largely seen as atheoretical, other than it subscribes to the proposition that individuals differ, and is seen as following closely scientific problem solving techniques.

The cornerstone of "Trait and Factor" career counseling is "differential diagnosis." Williamson defines this as:

A process of logical thinking of "teasing out" from a mass of relevant and irrelevant facts, a consistent pattern of meaning and understanding of the [client's] assets and liabilities together with a prognosis on judgment of the significance of this pattern for future adjustments made by the (client).
(Williamson, 1939a., p. 102)

The role of diagnosis is much the same as in the medical model, whereby certain forms of treatment and activities are resultant from what it was determined initially was the problem or diagnosis of the person. Williamson's diagnostic

problems consist of no choice, an inability to make a choice, uncertainty of a choice, unwise choice or having insufficient abilities or characteristics for choice, and having a discrepancy between a person's choice and their characteristics and abilities.

Some problems have resulted with the medical type model using diagnostics, not only with Williamson's theory, but others as well. These problems have been related to the classification system used in the diagnostic procedure. For example, there were differing levels of agreement with what the specific problem was and why a (career) choice could not be made. This seems to be because the classification systems mentioned previously were not mutually exclusive. A person might actually fit more than one area or level (Crites, 1969, Chap. 7).

The "Trait and Factor" approach is called rationalistic. Williamson delineates six steps in the process:

- Analysis - is the collecting of data from many sources concerning attitudes, interests, family background, knowledge, educational progress, aptitudes, etc. by means of subjective and objective techniques.
- Synthesis - is the collating and summarizing of data by means of case study techniques and test profiles to highlight one's uniqueness or individuality.

Diagnosis - is the describing of the outstanding characteristics and problems of the person; comparing the person's profile with educational and occupational ability profiles and ferreting out the problem causes.

Prognosis - is the judging of the probable consequences of the problems, and the probabilities for adjustment, thereby indicating the alternative actions and adjustments for consideration.

Counseling
and/or

Treatment - is the cooperative advising with the client concerning what to do to bring about a desired adjustment either now or in the future.

Follow-up - is the repeating of the above five steps as new problems arise and further assisting the person to carry out a desirable program of action.

(Crites, 1969, pp. 298-299)

With the above process, the role of the counselor is that of a teaching, persuading, influencing type person. In stages, this approach can be broken down into three major areas. The first is an initial interview where rapport is established, information is gathered and tests prescribed and administered. Secondly comes the explanation and testing data and correlational information. Lastly comes the time for dissemination of appropriate information relating the occupational choices or ideas.

The major goal of "Trait and Factor" career counseling is for the person to arrive at a career choice commensurate with the abilities, interests, personality, and career

availabilities, and to do so through a rational problem solving decision making process.

The Personality Approach to Career Development

A similar approach to "Trait and Factor" but having a different emphasis is the "Personality" approach. The approach is concerned with certain personality types functioning best in certain types of environments. Some well known theorists are Hoppoch, Small, Schaffer, Roe, and Holland. Their general hypothesis is that workers select their jobs because they see potential for the satisfaction of their needs. Also, exposure to a job gradually modifies the characteristics of the worker, so a worker takes on similar characteristics of existing workers (Osipow, 1968, pp. 11-12).

Holland and Roe note that individuals in the same or similar surroundings have similar personalities. With this in mind, it is very important to assist persons in the career selecting process to become aware of their personality traits. These traits can then be matched with similar traits of persons in certain fields.

Values represent one aspect of the personality and are defined as objectives one seeks to attain. They are chosen to satisfy needs (Super and Bohn, 1970). Therefore, if people can identify their values, and what areas these values tend to be associated with, they can also move towards the identification of needs and what values were chosen to

satisfy them. Holland and Roe's ideas indicate that with these areas identified, a person is closer to identifying what career field might be most appropriate (Rowe, 1957).

In reviewing the "Personality" theories of most significance, portions of Holland and Roe's theory will be reviewed.

Anne Roe began the publishing of her work in 1957 and 1964. Her theory proposes that each individual inherits a tendency to expend energies in some particular way. This expanding of psychic energy combined with childhood experiences molds the style into which an individual develops to satisfy his or her needs (Roe, 1957) (Roe, and Siegelman, 1964).

Roe's theory was greatly influenced by Maslow's "Hierarchy of Needs" in that it offered the most effective way of discussing the relevance of the occupation to the satisfaction of basic needs. Maslow's Hierarchy of Needs are listed below:

1. the physiological needs
2. the safety needs
3. the need for belongingness and love
4. the need for importance, respect, self-esteem, and independence
5. the need for information
6. the need for understanding
7. the need for beauty
8. the need for self-actualization

Maslow considers these needs innate and instinctive, but, except for the physiological needs, modifiable (Brown, et. al., 1984, p. 32).

Roe (Roe, 1957) states that genetic factors and need hierarchies combine to influence the way in which a person selects a vocation. How motivated a person is in attempting to attain a vocational goal is a result of the prioritization and arrangement of their needs. These needs are affected by the person's childhood experiences. For example, the way needs are satisfied and the intensity of these needs dictate whether they will be motivated and to what degree they will be motivated in later personality development. Motivation is seen as largely a result of the intensity of a need, and the intensity is a function of the degree of deprivation, both of which, combined with genetic structure, are an important aspect in personality development and vocational choice.

Roe (Roe, 1957) selected eight interest groups for classification with each level having six levels. These classifications are as follows:

1. Service (Primarily services to people).
2. Business contact (Primarily face-to-face business contact).
3. Organization (Primarily business managerial).
4. Technology (Concerned with production, maintenance, and transportation of commodities and utilities).
5. Outdoor (Primarily working outdoors, with water, land, and resources).
6. Science (Concerned with science theory and application).
7. General Culture (Concerned with cultural heritage).

8. Arts and Entertainment (Concerned with creative arts and entertainment).

There are six levels in each group and each are based on the responsibility, capacity, and skill. The levels have ranges and are arranged as follows:

1. Professional and Managerial I
(independent responsibility)
2. Professional and Managerial II
3. Semi-professional and Small Business
4. Skilled
5. Semi-skilled
6. Unskilled

Roe's classification system, was developed because she felt no other systems were useful to her, as listed in the United States Department of Labor's 1965 Occupational Outlook Handbook. Her system primarily focuses on activity, nature of interpersonal relationships involved in occupational activities, and the level of responsibility involved in each occupation (Roe, 1957) (Roe and Seigelman, 1964).

Another contributor to the personality development approach is John Holland. Holland also developed a classification system which is widely used and applicable in a large number of career decision activities.

John Holland first published his theory of vocational choice in 1959 with revisions coming at points in 1966, 1972, and 1973. He bases his theory on the assumption that people project views of themselves and the world onto occupational titles. By expressing their preferences either for or

against titles, Holland assigns people to personal styles which have theoretical implications for personality and vocational choice. People view the vocational world in terms of occupational stereotypes (Holland, 1973a). A nickname for Holland's theory has been "Birds of a Feather," (flock together).

Personality characteristics are associated with preferences for subjects in school, avocational activities, and the world of work. In essence, these preferences are an expression of one's personality.

Holland's focus is on the study of types of personality. He feels each individual resembles one of six types. The more one person resembles these types, the more likely that person is likely to manifest the behaviors and traits associated with this type or types. Just as there are six personality types, there are also six environment types which can be described according to certain attributes and characteristics (Holland, 1973a).

Holland's four major assumptions are:

- (1) In our culture most people can be categorized as one of six types. These types are realistic, investigative, artistic, social, enterprising, and conventional.
- (2) There are six types of environments which consist of persons of the personality type which relate to number one. (above)
- (3) People will search out environments which will allow them to express their skills and abilities, attitudes, and

values and take on agreeable problems and roles.

- (4) A person's behavior is determined by an interaction with his or her environment.

Holland states that heredity and a variety of cultural and personal forces contribute to the development of one of the six personality types which represent preferred ways of coping with the environment (Holland, 1973 (a)).

The original names of the six areas by Holland are listed below next to his renamed classification. The original names are in parenthesis. These are the classifications of the occupational environments:

The Realistic (Motoric) orientation is characterized by aggressive behavior, interest in activities requiring motor coordination, skill, and physical strength, and masculinity. People oriented toward this role prefer "acting out problems; they avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations. They score high on traits such as concreteness, physical strength, and masculinity, and low on social skill and sensitivity.

The Intellectual (Intellectual) person's main characteristics are thinking rather than acting, organizing and understanding rather than dominating or persuading, and associability rather than sociability. These people prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from their Realistic colleagues.

The Social (Supportive) people seem to satisfy their needs for attention in a teaching or therapeutic situation. In sharp contrast to the Intellectual and Realistic people, Social people seek close interpersonal situations and are skilled in their interpersonal relations, while they avoid situations where they might be

required to engage in intellectual problem solving or use extensive physical skills.

The Conventional (Conforming) style is typified by a great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. This kind of person prefers structure and order and thus seeks interpersonal and work situations where structure is readily available.

The Enterprising (Persuasive) people are verbally skilled, but rather than use their verbal skills to support others as the Social types do, they use them for manipulating and dominating people. They are concerned about power and status, as are the Conventional people, but differ in that they aspire to the power and status while the Conventionals honor others for it.

The Artistic (Esthetic) orientation manifests strong self-expression and relations with other people indirectly through their artistic expression. Such people dislike structure and prefer tasks emphasizing physical skills or interpersonal interactions. They are intraceptive and asocial much like the Intellectuals, but differ in that they are more feminine than masculine, showing relatively little self-control, and express emotion more readily than most people.

(Osipow, 1968, pp. 40-41)

The personal characteristics related to each type include both likes and dislikes. For example, the following include preferences in each of the six areas:

The Realistic individual prefers activities involving the systematic manipulation of machinery, tools, or animals. Such an individual may lack social skills. A typical realistic occupation is that of a machinist.

Investigative people tend to be analytical, curious, methodical, and precise. A typical investigative occupation is that of a biologist. Investigative individuals often lack leadership skills.

Artistic individuals tend to be expressive, nonconforming, original, and introspective. Decorators and musicians are artistic types. Artistic individuals may lack clerical skills.

Social individuals enjoy working with and helping others but avoid ordered, systematic activities involving tools and machinery. Bartenders, funeral directors, and counselors are all social types. Social types tend to lack mechanical and scientific ability.

Enterprising individuals enjoy activities that entail manipulating others to attain organizational goals or economic gain, but they tend to avoid symbolic and systematic activities. Salespeople, office managers, and lawyers are enterprising types. Enterprising individuals often lack scientific ability.

Conventional types enjoy the systematic manipulation of data, filing records, or reproducing materials. They tend to avoid artistic activities. Secretaries, file clerks, and financial experts are conventional types.

(Osipow et. al., pp. 45-56)

Holland's (Holland, 1973a) original idea was that a person would have preferences in one of the six areas but later modified his assumption to state that a person may have a preferred area which is supported by one or two of the other five areas. Hence, a person may be a realistic type person supported by a preference for investigative and artistic activities as well.

In addition to Holland's four basic assumptions, he states four key concepts:

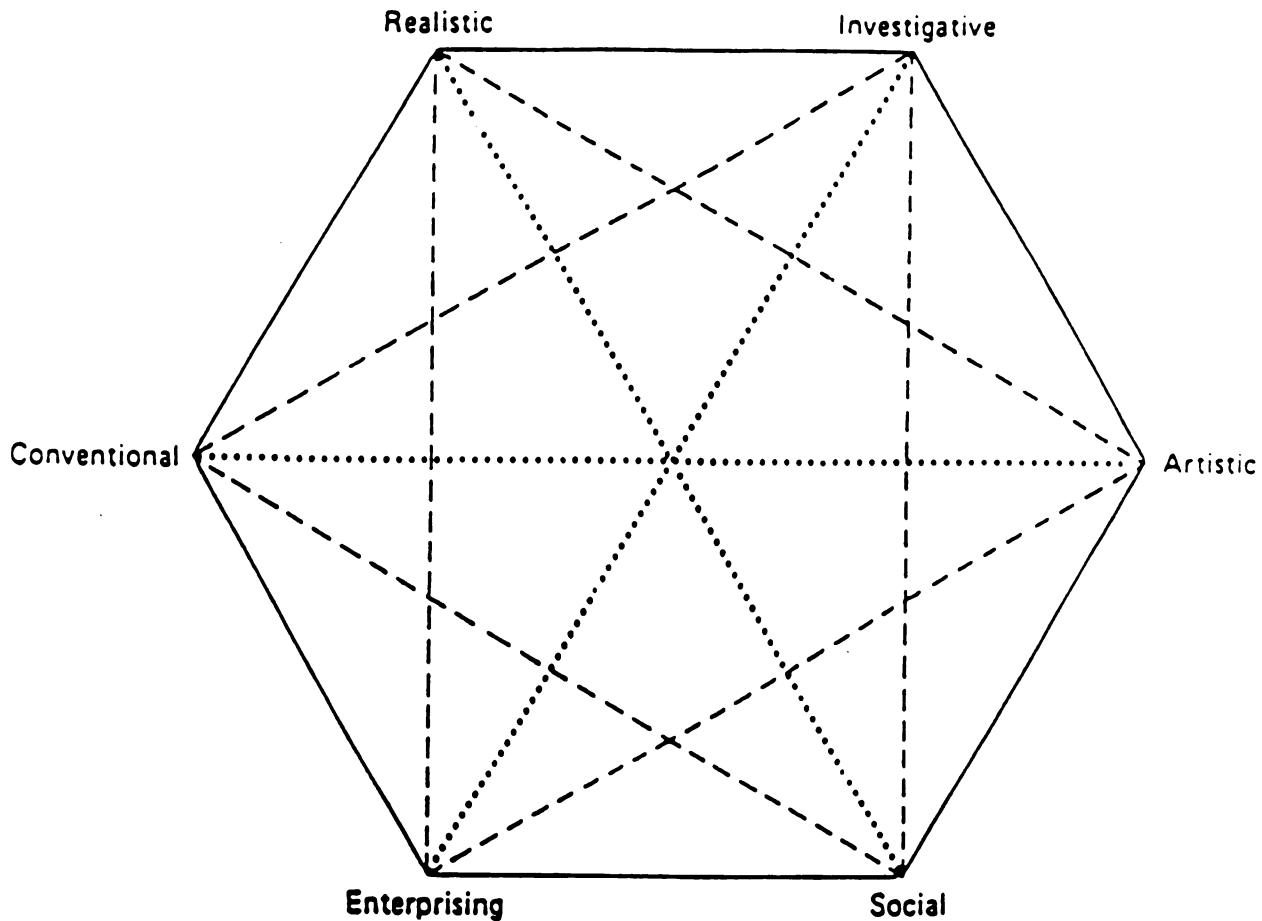
- (1) Consistency: Some types have more in common with other types (includes both personality and environmental types). The hexagon listed (see Figure 1) shows the six areas noted. Holland states that the closer on the hexagon the types are

to each other, the more consistent the individual is said to be.

- (2) Differentiation: Some persons or environments are more pure or they have less divergence across the six areas.
- (3) Congruence: Different types require different environments and function better in the reward systems which that system provides. The best fit is always (e.g.) a social person in a social environment because the reward system is more in line with that person's preference system.
- (4) Calculus: The hexagon (Figure 1) will show the relationship with and between types of environments. The distances between the types or environments are inversely proportional to the theoretical relationship between them.
(Weinrach, 1979, pp. 86-87)

Holland developed two major instruments to assess types. The Vocational Preference Inventory (VPI) requires individuals to indicate their vocational interests by selecting job titles which are appealing to them (Holland, 1977b). The Self Directed Search (SDS) was designed to assist persons in expanding the number of alternatives to consider in career decision making (Holland, 1977c). From raw scores, letters (R, I, A, S, E, C) are derived indicating a person's choice. Choices are of a hierarchical fashion representing the most profound choice first. These codes, such as ESC can be changed to SEC or CES, etc. which allow the person more possibilities to consider.

Figure 1 - Holland's Hexagon on Personality Traits and Types of Environments.



- _____ Adjacent categories are most alike.
 Opposite categories are most unlike.
 - - - - - Intermediate categories are somewhat unlike.

Holland states that personality and environment types have more in common with each other the closer they are to each other on the hexagon. The closer types are more consistent with each other. There are also relationships with and between the types of environments. These relationships are presented in figure one. (Holland, 1973) and (Weinrach, 1979).

The Summary Code (SEC example above) provides a link with "The Occupational Finder." This information is available for the individuals using the code system to become familiar with a variety of occupations. Each of the 500 entries includes a reference number for the Dictionary of Occupational Titles. This also facilitates further exploration.

Many other assessment activities utilize the Holland code system. Two of these are the "Strong Campbell Interest Inventory," and the "Career Assessment Inventory."

Vocational counseling cannot take place without consideration for educational and personal counseling. In some cases, these areas interact but in other situations issues of personal significance must be dealt with first. It is Holland's feeling that vocational related problems frequently have their counterparts in situations outside of work (Holland, 1973a).

Although there has been some criticism of Holland's theory, it has been, and is, a boon in the "Career Development" process and is a major contributor to the utilization of the R., I., A., S., E., C. code system of classification. An example of this is the Michigan Occupational Interest System which utilizes the coding system in classifying jobs and categories of jobs.

The Developmental Approach to Career Development

The "Developmental" approach brings time dimensions into career counseling. Consideration is given to many of the behavioral, vocational, social, and personal elements having an effect on people in their lives and their journey towards a career choice. Many choices have been made by looking at history and reviewing what has happened during certain stages. Loughary, in his book, breaks down working years and life years into five stages beginning at age twenty and ending at age sixty and later. In a sense, these are events. He places these events in levels, as listed below:

(20 - 30) Early Years

- finish formal education
- consider or enter marriage
- acquire material things
- test new and different jobs
- idealistic and frustrated with the system
- many new experiences and opportunities are available

(30 - 40) Building Years

- many new changes take place
- no longer youngest in job
- last of children are born
- achieved many things professionally and occupationally
- look back upon what one has done and see where improvement could have been
- deal with more issues, problems, etc. in the age area

(40 - 50) Transitional Years

- past the mid-point of life
- time is more valuable
- realize one will not accomplish all that is desired
- reach peak of earning power
- health of greater importance

- new opportunities and freedoms are possible
- family is smaller with children leaving

(50 - 60) Mature Years

- begin to enrich lives with new experiences
- seek more satisfaction with living
- death and divorce are prevalent
- can be a decade of isolation, loneliness, and depression
- changes seem drastic in some and minimal in others
- move out of the mainstream towards the late 50's

(60 plus) Golden Years

- retirement
- loneliness and boredom (or)
- increase alertness and activity
- take on less leadership roles
- some resign to death and wait
- others enjoy life until death

Loughary and Ripley, 1976, pp. 1-6)

According to Loughary, at any point in the age levels listed above, one can intervene with planned activity and make a change.

Donald E. Super theorized that not all choices take place at the levels listed above, but depend upon the maturity or readiness to make a choice. Many career developers have found that a choice pattern activity for one person may take place at an age level different from another. Super formulated the precepts and principles of "Developmental Career Counseling" in the early forties. He proposed that, "Interests are the product of interaction between inherited neural and endocrine factors, on the one hand, and opportunity and social evaluation on the other." He

elaborates on the role of the self in the formulation of interests and projects this process over the developmental continuum by describing adolescence (Super, 1949).

Super proposes that a person will enter an occupation which has the greatest potential to allow self-expression. The behaviors a person engages in to implement self development are a function of the individual's stage of life development. As one matures, the self concept becomes stable. The manner in which it is implemented vocationally is dependent on conditions external to the individual. Therefore, attempts to make vocational decisions in adolescence are different than those made in middle age (Super, 1949).

Super was strongly influenced by the following two themes: 1) Behavior is a representation of one's self concept. When one responds on interest inventories, it is a projection of self concept in terms of stereotypes held about specific occupations. 2) Life is viewed in distinct stages. The stages begin at birth to age 14 (growth); 15 through 25 (explorative); covering the next 40 years is the (maintenance) stage; ending with the final stage (decline) at about age 65. These stages revolve around work and preparation for it.

Super proposes the notion that one strives to implement a self concept by choosing an occupation which allows for self expression. He further states that the behaviors in which individuals engage are a function of the stage of

development they are in. A person possesses the potential for success and satisfaction in a variety of occupational settings. Super follows one "Trait and Factor" notion, that people are differentially qualified for various occupations, but interests and abilities are likely to fall into patterns more consistent with some occupations than others. People tend to be more satisfied in occupations requiring skills, interests, and characteristics similar to their own. He also follows some of the developmental notions, that people find outlets for their expressions in a vocational area or career choice similar to their personality type.

Super's initial theoretical ideas are summarized as:

1. People differ in their interests, abilities, and personalities.
2. People are qualified for a number of occupations.
3. Various occupations require different patterns of abilities, interests, and personality traits.
4. Vocational preferences, competencies, peoples' work situations, and their self concept change with time and experience. Choice making and adjustment is a continuous process.
5. These processes are summed up in the stages of Growth, Exploration, Establishment, Maintenance, and Decline. These stages are subdivided into (a) the Fantasy, Tentative, and Realistic states of the Exploratory stage, and (b) the Trial and Stable phases of the Establishment stage.
6. The nature of the career pattern is determined by a person's socioeconomic level, mental ability, and personality characteristics combined with opportunity.

7. Development can be guided through stages by facilitating the process of maturation of abilities and interests, aiding in reality testing and developing the self concept.
 8. Vocational development is the process of developing and implementing a self concept which is a product of the interaction of aptitude, neural and endocrine make up, opportunity to test reality, and evaluative actions by approval of superiors and fellows.
 9. The process of compromise between the person and social factors, between self concept and reality is one of role playing, whether the role is played in counseling, fantasy, real life, or wherever.
 10. Work and life satisfactions depend upon the extent an individual finds outlets for abilities, interests, personality traits, and values and the kind of work and life situation one can find to play the role which growth and exploratory experiences have lead the person to consider congenial and appropriate.
- (Peters and Hansen, 1966, pp. 107-108)

Specifically during adolescence, Super stated that, self-concept requires a person to recognize him/herself as a distinctive person while at the same time recognizing his/her similarities to others. As a person matures and grows, the self-concept develops. Reality testing takes place and influences a person's educational and vocational choices. Along with reality testing, role models may be followed. These models begin in a general sense and move towards specificity (Super, 1942).

To further facilitate the development of the vocational self-concept, role playing takes place. At first it may be direct and basic but as the process develops it becomes more subtle and sophisticated. Much of this role playing is

intertwined with reality testing. Reality testing must occur for a person to gain a realistic idea as to potential functioning with a career choice area (Super, 1942). One example might be the prerequisite course work required before proceeding toward some professional degree.

Super (Super, 1942) further elaborates on the concept of vocational nature. To make an appropriate career decision, there must be maturity. This maturity is existent when a person's vocational behavior is congruent to what is expected of him or her at that age level. Career decisions for persons entering training must be considerate of the abilities required for that training. A vocationally mature person will consider this in making choices and decisions.

The main focus of Super's work are the ten elements of his theory listed above. He did much of his work using the Ginzberg theory as a basis. A summary of Ginzberg's theory by Ginzberg, Ginzberg, Axelrod, and Herma, emphasizes four elements:

1. Occupational choice is a developmental process which typically takes place over a period of some ten years.
2. The process is largely irreversible. Experience cannot be undone as it results in investments of time, money, ego, and produces changes in the individual.
3. The process of occupational choice ends in a compromise between interests, capacities, values, and opportunities.
4. There are three periods of occupational choice: (a) the Fantasy period governed by largely wishing to be an adult;

(b) Tentative choice period. The Tentative choice period which begins about age 11 and is determined largely by interests, capacities, and values; (c) the Realistic choice period beginning by age 17 in which exploratory, crystallization, and specification phases succeed each other.

(Peters and Hansen, 1966, pp. 100-102)

Super feels there are four limitations of Ginzberg's theory:

"(1) It does not build on previous work; (2) Choice is defined as preference and can mean different things to different people at different age levels; (3) There is falseness of the distinction between 'choice' and 'adjustment' which he and his research team make. (4)

Although Ginzberg realizes that occupational choice is a compromise between self and reality, the study did not describe the dynamics of the compromise process" (Peters and Hansen, 1966, p. 102).

Certain activity takes place at certain points in one's life, but as long as adaptability is possible, so may the elements leading to change vary or have the potential to vary. For this reason, professionals should not adhere to a hard and fast theory as to what should happen at a specific level but rather be aware of the reasons why a person made choices at various levels, the motivation for such, and see if there is applicability at other levels (Peters and Hansen, 1966).

The Client Centered Approach to Career Development

Although some contend that client-centered counselors deal no differently with a vocational problem than any other,

there are other relevant beliefs. Controversy actually began in the late 1940's with debates over directive (vs.) non-directive career counseling, and the classification of diagnosis, process, and outcome (Osipow, 1968).

Whereas diagnosis is the fulcrum of "Trait and Factor" theory, Carl Rogers feels that diagnosis places the responsibility in the hands of the counselor and hence, is non-client centered. He states that all clients suffer from a lack of congruence between self and experience (Rogers, 1951, p. 225). Patterson rejects diagnosis as well, stating that there is no logical or psychological system of classification that is generally acceptable (Patterson, 1974). The question remains: If "Client Centered" counselors do not diagnose, how do they know where to focus efforts towards congruence?

Carl Rogers (Rogers, 1961) states there are seven stages in which a person will not communicate about him/herself and their relationship to environment and experiences. Career counseling seems to be most relevant towards the end of Rogers' stages whereby a person understands his/herself and relates where there is congruence with appropriate career choices.

The outcome of "Client Centered" career counseling is to facilitate the clarification and implementation of one's self concept into a role compatible with interest, abilities, attitudes, aptitudes, and availabilities. In fact, it is

quite close to Super's definition of Vocational Guidance, which is:

A process of assisting a person to develop and accept an integration of self and his or her role in the world of work; testing this against reality, converting it into reality with satisfaction to self and benefitting society.

(Super, 1951, p. 92)

With the "Client Centered" point of view, the process includes self assessment, information gathering, synthesizing of information, decision making, and planning. The intent is not only to place a person appropriately in a job commensurate with aspirations and availabilities in the world of work, but to become more in control of the whole process from the diagnostic phase to the completed, independent and decided phase.

The Psychodynamic Approach to Career Development

A fifth approach to career development is that of "Psychodynamics" which incorporates techniques from "Trait and Factor" and the "Client Centered" approaches. The process utilizes counseling, testing information, and follows some of Holland's ideas of a characteristic match of persons with jobs. The process focuses on the individual's external coping behaviors to internal motivational states.

The main contributor to the process is E. S. Bordin who began the major part of his work around 1968. He began with his "Centralist Principle" which states:

It is that, in an individual, we expect to find, systems of motives which are

relevant to a wide range of his behavior, along with other systems, either independent of the more comprehensive ones or loosely related to them, which are relevant only to a narrow segment of behavior.

(Bordin, 1968, p. 137)

Bordin sees these systems as developmental and influenced by external pressures at various stages. He views the process of career development as involving a person's needs moving through a developmental process. People actually move towards occupations which allow them the opportunity to fulfill needs, which are a result of motivations.

The process is broken down into three major areas which are diagnosis, process, and outcomes. The diagnosis phase is broken down into five categories:

1. Dependence: difficulty is experienced in assuming responsibility for problem solutions
2. Lack of Information: persons may not have access to or be able to obtain relevant information for making decisions
3. Self Conflict: a conflict over what one wants and feels they should want
4. Choice Anxiety: anxiety is created when a person's choice is in conflict with a significant other person's view, (e.g., parent wants something different)
5. No Problem: a realistic career choice is made

(Bordin, 1946)

Bordin later proposed a new diagnostic system encompassing seven major categories which were to aid in forming a basis for diagnosis and the choice of treatment to

be used. The new system had some similarities with the old but stressed more specificity.

After diagnosis comes "process." Bordin breaks this down into three stages (Bordin, 1968). Stage one, which is the exploration and contract setting stage, focuses on the psychodynamics of career decision making and the relationship between one's personal and vocational life. The client basically lets the counselor know where he or she is coming from and the counselor uses empathy and generally follows closely the "Client Centered" approach.

Stage two is the critical decision making period. This is a period not only of decision making but of personality change as well. Exploration takes place as people see themselves as they are now and also as they might be in the future. It is actually a process of refocusing, brainstorming and reality testing.

Stage three is where the client works toward change. The person becomes aware of self and starts a re-defining, re-structuring of who he or she is, and what is desired.

The next process of the Psychodynamic method is the "outcome." The desired outcome is a career decision and problem resolution. Problem resolution eliminates the conditions obstructing appropriate career decision making. Bordin feels that in order to achieve lasting problem resolution, some positive change in the personality must take place. In essence, the desired outcomes will be career

decisions being made and personality changes taking place.

Many of the techniques of "Psychodynamic" career counseling came from "Psychoanalytic," "Client Centered" and "Trait and Factor" approaches such as the interview. This process allows the counselor to look at the person's past and present relationships. Bordin enumerates three interpretative counselor response categories that can be used to conduct interviews:

1. (a) Clarification - to focus the client's thinking and verbalizations relevant to the present problem.

(b) Interpositions - are advisory suggestions, explanations, and open-ended questions to draw the client out and assist in developing an effective working relationship.
2. Comparison - is where two or more topics are juxtaposed to present, in a sharper form, the similarities or differences between various phenomena. Comparison can also demonstrate progress in certain areas and identify new directions.
3. Interpretation of wishes - is where the counselor attempts to bring into the client's awareness, the linkage between internal motivational states and the career decision process.

(Bordin, 1968, pp. 179-180)

Test interpretation is used in this process of career counseling. Test selection is shared between the client and counselor. This allows the client to feel more a part of the process. Test results are used to assist the counselor in diagnosis as well as aiding the client in developing more realistic expectations. Test results are used in a positive way as the data are available for review with the client.

This data may also motivate him or her towards greater and more in depth self exploration. The "Psychodynamic" approach does recommend that test interpretation be verbally summarized, rather than presenting and explaining profile sheets to the client (Crites, 1981).

Knowledge of the world of work and why members of specific occupations enjoy their work is of great importance in the process. Consideration must be given not only to the external conditions, but also, the internal motivations of the individual as well. These conditions may be the driving force, or motivator, which push a person towards an appropriate career choice. These needs and satisfiers are very important for the person to feel satisfied with their career choices.

The Operational Behavioristic Approach To Career Development

A final major type of career counseling for review is the "Behavioristic" approach. Behavioral techniques are based on learning principles and are mainly used in clinical settings. Three techniques used in the vocational counseling setting will be reviewed: "Reinforcement," "Social Modeling and Vicarious Learning," and "Discriminative Learning."

To understand the behavioristic approach, one must know what a reward is. A reward is a pleasing event to a person, which, when following a specific behavior or response, will increase the probability that the response or behavior will occur again (Goldstein, 1972). A technical operational

definition is very similar, and called positive reinforcement. Positive reinforcement is an event or events that immediately follow a response and increase the likelihood of that response will occur again (Allyon, 1968, pp. 57-58). When a response is not rewarded, sometimes called "negatively reinforced," it's probability of occurrence is lessened or decreased. This would be called "extinction of the response" by Operational Behaviorists (Allyon, 1968).

The first of these Behavioristic techniques is Reinforcement. In this process a counselor selectively reinforces those client's responses which facilitate the career decision making process. The positive reinforcers may range from direct approval to an acknowledgment by means other than utterance. The negative reinforcers may range from a directive to discontinue an activity or process to simply not acknowledging various responses. The intent is to reward that behavior which proceeds toward career decision making (Goldstein, 1972).

The second technique is that of Social Modeling and Vicarious Learning. Goldstein states that, "virtually all of the learnings that can be acquired through direct experience can also be acquired vicariously, that is, through observation of other peoples' behavior and its consequences for them." The career counselor may act as a role model, becoming a potent factor in the career planning process by emulating for the client, optional decision making-

information gathering, goal selection, planning, and problem solving behavior (Crites, 1978). Modeling can also be accomplished through the use of audio/video tapes on how realistic choices can be made.

The third technique is that of Discrimination Learning. At first, the counselor can discriminate for the client between attitudes that mediate realistic career decision making and those that do not. Through teaching techniques on decision making and information gathering, career decisions can be made. Through the learning of this discriminating process, the client may become competent in decision making which is mature, realistic and relevant. (Crites, 1978, p. 157).

Other techniques are present in the "Behavioral" areas but the ones mentioned appear to be most relevant. In that a majority of our behavior is social, social reinforcement is a powerful tool. It is so powerful that caution should be taken not to use it in a negative or non-productive way. In that rewards can control behavior, counselors must be cautious that they are not leading clients in a way they, the counselors, desire. The decisions should be for the client's benefit rather than the counselor. Independent thinking and decision making should be the goal of career or therapeutic counseling (Crites, 1978).

The counseling theories presented have many overlapping aspects and serve as a basis for many persons in the career counseling field today. There may be those practitioners who

adhere to only one career planning and decision making approach while there are others who use an eclectic approach. This writer has found in recent surveys of other career counselors, that the majority of service providers claim to be eclectic or have developed a style of their own only to find, upon review, that it has many similarities to portions of the various theories presented. It is for this reason that this writer feels that the career development theories presented provide a solid base for the career counseling field and this study. One common activity found in the previous studies was that of decision making. Many activities refer to an article by P. Paul Heppner (1978) on this subject. The next section will provide some insight into the decision making process.

Review of Related Studies and Research in Decision Making

Many recent studies have focused on career development and the decision making segment. If a person is to choose or change a career, it will definitely involve making a decision. When decisions are made, a host of circumstances or conditions may enhance or inhibit the process. Although there are many studies in the areas leading and subsequent to decision making, this writer is focusing on the decision making segment. This appears to be one of the most important activities in career planning and development.

Decision Making and Problem Solving

Anytime a person is involved in career planning activity, a decision must be made. Decisions involve solving problems and deciding among alternatives. Review of many articles on career decision making refer back to a basic article by P. Paul Heppner in the Journal of Counseling Psychology, 1978, on "Problem Solving" (Heppner, 1978, pp. 365-375). Heppner's thoughts relate back to the five stages of problem solving as proposed by D'Zurilla and Goldfried for facilitating behaviors which were used to analyze counseling as a problem solving process. These stages are 1) general orientation, 2) problem definition and formulation, 3) generating alternatives, 4) decision making and 5) verification (D'Zurilla and Goldfried, 1971).

The first stage, General orientation or mental set, is a predisposition that influences a client to behave in a certain manner. This behavior can either facilitate or disrupt, depending on how it moves a person toward or away from a solution. Research (Bloom and Broder, 1950) has shown there is an optional problem solving set which stimulates the emission of these classes of behaviors. For the first step, one views problems as a normal part of living and believes a person can cope normally with them. It is one's confidence in coping with the environment. The second step is labeling troublesome situations as just that. This then acts as a discriminative stimulus to begin engaging in problem solving behavior. The third step is to not allow oneself to rush

into an unknown situation or act on impulse. The idea is to systematically engage in problem solving behaviors. These three behaviors act as cues to further problem solving activity (Bloom and Broder, 1950).

The second stage, Problem definition and formulation, is extremely important. The more information one possesses about a problem, the easier it is to solve. One should gather all the information and facts and translate any vague or unfamiliar terms into simpler and more concrete terms. Relationships should be identified and vagueness eliminated to gain a more accurate understanding of the problem.

Heppner continues by stating that to adequately define a problem one could examine the elements relevant to at least three different areas:

1. Assessing oneself including behaviors, knowledge, emotions and feelings relevant to the problem as well as the consequences of these events.
2. Assess one's environment relevant to the problem and,
3. Delineate the problem situation including goals expectations and conflicts.

The key is to define the problem and increase one's awareness of information and relate the relationship of wants to the problem (Heppner, 1978, pp. 365-375).

The third stage involves generating alternatives or a list of possible solutions to the problem. A question to consider is the state of mind of the person generating alternatives. If a person happens to be in a disruptive state of mind, alternatives may not be easily generated.

Some evidence exists that to lay a problem aside and return to it later is a good method. At that time, the cues from disruptive behavior may have decreased.

One of the most common and most widely noted methods of generating alternatives is brainstorming. A method by A. F. Osborn consists of four rules:

1. withhold judgement while generating alternatives
2. free wheeling
3. don't limit quantity
4. combination and/or improvement of suggested alternatives are sought.

(Osborn, 1963)

Brainstorming is more likely to produce effective responses than is attempting to generate only good responses.

Decision making is the fourth stage and is defined as the process of selecting one action from a number of alternatives. The result should be a behavior or result with which one will be satisfied. Several skills are necessary for successful decision making such as information gathering, the accurate assessment of probabilities, the organization and prioritization of utilities or preferences, and an awareness of the potential consequences of various alternatives.

A decision is defined as a good decision if the decision-maker chooses the alternatives:

1. that have expected outcomes with the highest probability coupled with desirability
2. are internally consistent
3. the person is willing to assume personal responsibility for the decision, and

4. when the person reaches a solution involving the maximum number of positive consequences and minimum number of negative ones.

(D'Zurilla and Goldfried, 1971)

The fifth stage is verification and evaluation. It involves the testing out of the plan of action and matching the result to some standard. A person realizes the result was positive when the results are externally and/or self reinforced, and/or recognizes discrepancies or problem situations. Cues are then established to resume problem solving behavior.

Since problem solving is involved in almost all activity, it is important that a person have skills in this area. In fact, the better a persons' problem solving skills are developed and refined, the more valuable they will be, not only to themselves, but to society as a whole (Heppner, 1978).

Counselors may be able to assist students with career planning in utilizing problem solving skills by teaching them a process. Methods suggested by Heppner are: verbal conditioning, packaged inquiry methods, problem solving models, counseling skills in clarification, reflection and interpretation, contingency analysis, brainstorming, associated methods to produce alternatives, and training in self management techniques. Many other methods may be possible but much research is needed to assist counselors in helping clients in the problem solving area. Problem solving is key to career decision making and planning and, therefore,

is a necessity for students of life/career planning to master if they are to compete in the high tech, information society of today and the future (Heppner, 1978).

Career Assessment as a Problem Solving Activity

In the fall 1987 issue of the Journal of Career Development, James Pinkney suggests some issues to consider when clients intend to use career assessment as a problem solving tactic (Pinkney, 1987). Career assessment activity is unlikely to be successful if it is used as a last resort to career decision making. Discussions with the client prior to giving assessment instruments should help them become more aware of what career assessment can accomplish and how to use the information that is produced. Assessment activity is a valuable tool but rarely is it a solution to career planning on its own.

Some questions were raised to consider the usability of career assessment and are stated below:

- A. What if career assessment is requested because a person feels a lack of confidence in their ability to problem solve?
- B. What if a person has little sense of personal control in their career choice?
- C. What if career assessment is the person's final effort at career planning and related issues are not considered?
- D. What if the person is at a developmental stage where career assessment will be given undue weight?

(Heppner, and Peterson, 1982)

Information generated by career assessment will be much more useful to the client who accurately understands the problem.

Heppner's (Heppner, 1978) problem solving model presents a good basis as to how the client can gain a general orientation as to what is happening and what is needed. A person should be involved in problem definition or formation, generate alternatives to consider, and then proceed to making a decision.

When making career decisions, clients have a habit of not applying skills they normally use in other decision making activity or everyday problems. They need to remember the skills of gathering, weighing, or prioritizing information prior to making a decision (Pinkney, 1978, pp. 45-51).

Bad information is a big contaminator of career decision making. Things such as rumors, generalizations, ill informed friends, and a host of other incoming stimuli, may have a negative effect on decisions. People may not know what to believe and as a result, rely totally on assessment. This can bring about a decision with little information to back it up, and little understanding as to why it is a good and/or bad decision (Pinkney, 1987).

This researcher found that some career decisions are made by students when looking at course content. An unrealistic view may be held as to what a person with this knowledge or degree might do in the regular world of work. A cross sectional view of placement of various graduates of a program or course, would give a better idea as to what persons actually accomplish or what preparation is relevant.

Consideration should be given to the work setting as well as the title of the job. An example would be that an accountant in a bank might be perceived as much less exciting than an audit accountant for the F.B.I. Settings can make a major difference in happiness with the job (Pinkney, 1987).

The rise in technology and economic changes have produced a society where world of work information is valid for shorter periods of time, therefore, persons need to view career planning as a continuous process of making decisions and updating oneself of changes required to meet the needs of society. A one-time assessment seems out of the question in the process of deciding on a career choice. Learning a process of ongoing self-assessment, career development and decision making should be the norm (Taffler, 1983).

As the Pinkney study indicates, there could be less frustration of career clients if assessment was considered as a tool to assist in decision making rather than serving as a last resort of identifying potential options. Counselors must assist clients in understanding the limitations of career assessment. A view of career planning as "a decision making process" rather than responding to test results must be accepted. There must be better integration of career assessment information into the planning/decision making process and increased counselor/client involvement (Pinkney, 1987).

Questions which might be considered for future studies are: Do clients expect too much from career assessment? Do

they understand the issues which complicate the career planning process? How effective are interventions? Is there enough client preparation before assessment? Who makes the decision for career assessment, the client or counselor? When is a client ready for career assessment to be a part of the solution towards a career decision?

All of these questions are relevant and warrant investigation.

Perceptions and Their Importance

If a person is seeking assistance in career planning and decision making, various measures may be used to gain information. The newspaper, phonebook, college catalog, information from friends, classmates, family, or acquaintances may provide information on where to seek assistance. Once a service is located, a question of its quality and whether people are satisfied with it becomes evident. Chances are that if a person's perceptions of the service is poor, an alternative will be chosen. If perceptions are good, he or she will generally proceed toward that service.

Perception is important, because information provided can be a springboard for corrective action. It can also have an effect on the enthusiasm one possesses as he or she proceeds toward career decision making (Taffler, 1983). Following are some studies indicating the relevance of people's perceptions.

Factors Noted in Helping Make Decisions

An article in the June, 1984 issue of the Vocational Guidance Quarterly, by Richard J. and Patricia E. Noeth and Harold B. Engen, recorded a study of high school students and the factors that helped them make a decision (Noeth, Engen and Noeth, 1984).

Various expectations and pressures are felt by high school students in choosing a career. Counselors, by their designated role and job description, are charged with helping students to deal with pressures, expectations, and a variety of other variables, while they are involved in career planning activity. Teachers, friends, and parents play an important part in this process, as well as classes, grades, psychometric activities and many out of school activities (Noeth, Engen, and Noeth, 1984). Just how important are these groups and entities in a student's career decision making process?

This study focused on one major subgroup of secondary school students: college bound high school seniors. The study was designed to identify what the group perceived as having been most helpful in making career decisions and plans. The population was a sample of 1200 students who took the (WPC) Washington Pre-College Aptitude Test in the spring of their junior year. The survey instrument was designed to examine factors that students might typically report which influenced their educational and occupational plans and assisted them in making career decisions. The two areas,

broken down, consisted of people that could help students make career decisions as well as other related experiences or activities.

Students chosen for the study were surveyed in the beginning of their senior year and the results are noted as follows:

1. Interesting classes and students' families were perceived to be most helpful in terms of assistance with career decisions. The next highest were grades, friends' influence, teachers and WPC test scores.
2. The two factors seen as providing the least help were counselors and out of school activities.
3. The results were very similar for the student planning or proceeding to college group as those who were vocationally oriented with only percentages differing slightly.

The results of the study presented several implications for counselors. There seems to be a need for counselor self-evaluation in their role as student helpers in the career decision making procedure. Are counselors really helping students with career planning and decision making? If so, there must be accountability. It also appears that more direct services to students might be applicable as this will involve the individual as well as the counselor in the process.

The counselor might also act as a consultant or facilitator by involving parents, teachers, peers, and other identified critical sources in the career deciding process at key times. This also refers to channeling of many school experiences, activities, tests, and classes into the process.

The final recommendation of the study was that counselors must be mindful of the need for consistent self-evaluation of their work and its impact on the student and career decision making process.

This study also exemplifies the need for the present study. What better way to identify problem areas of career development and career decision making than surveying those individuals' perceptions who have been served by such a process.

Career Development Services Provided to Sophomores at Michigan State University (Study)

A study by Rukhsana Rai (Rai, 1979) examined the perceptions of sophomores at Michigan State University regarding university sponsored career development services.

The study sought to answer these questions:

1. What were the perceptions of sophomores regarding the importance of university sponsored career development services?
2. What were the perceptions of the sophomores regarding the extent of assistance they received from existing career development services and programs?
3. What were the perceptions of the students regarding the assistance received in career development from available formal and non-formal services?

The study surveyed ten percent of 6,372 students as results were obtained through a questionnaire.

The findings of the study indicated that students found it "very important" or at least "important" that university sponsored career development services assist them in gaining career information, related not only to their career choice

but their academic program, and provide them with information on current job trends and relationships between academic programs and careers. The assistance from the counseling center was perceived as important but in over half of the cases students perceived that they had not received assistance.

Although the students surveyed perceived services as important, as stated above; the majority of the students did not perceive the services which were provided as helping them in their career development. It also appeared that students were not adequately aware of the accessibility of these services.

The recommendations resulting from this study are stated below:

1. The university and its administrative units should assess the academic and residence advising programs to determine their responsibility for career development service provision.
2. The career development units of the university should examine the data and attempt to better serve the student population in career development.
3. Career planning (credit) courses should be provided to help students in career planning and decision making.
4. Strategies should be developed for parent involvement in the student's career development.
5. More information should be made available to academic and residence hall advisors on inservices in career development.
6. Various units involved with students should examine their role in service provision and network with other career development services providers of the university.

7. A network of planning, dissemination and coordination of career development programs should be developed by the university.
8. The university should encourage and sponsor additional research in the career development area to further assess student and faculty concerns.

This study exemplifies the importance of follow-up on career planning services and the perceived importance as rated by students and consumers of the service. It appears that on-going evaluation would be relevant (Rai, 1979).

College Students' Perceptions of High School Counselors

A study by Fred Rowe shows the importance of perception studies in understanding not only what a counselor's role is, but how the perception affects whether students go to counselors for certain services or assistance. Without this information, false conclusions may be drawn and needs may go unmet (Rowe, 1989).

The purpose of the study was to see how high school seniors consulted counselors and other significant persons to discuss post-high school plans. The two delimitations of the study were that all those surveyed were self-reported rather than objectively tested, and that all respondents were students who had completed applications and were accepted to the freshman class of Brigham Young University. The range of applicants covered 47 states; therefore, it was felt by the researcher, that the results would generalize to the normal population.

The results indicated that the senior students who spoke to counselors depended on them more for advisement about college plans than for work-related questions, personal concerns or potential occupations. Apparently, the counselors were perceived predominately as college advisors. High school counselors were only sparsely sought out by students and infrequently initiated contact with students concerning post high school advisement. Parents and friends provided the most frequent assistance.

The role of the high school counselor is perceived as an educational counselor who prepares the student for post-secondary experiences. If this is not so, it ought to be, according to a large number of recent articles and research. The question is one of role perception, not only on the part of the high school student, but the counselor as well. If, in fact, the counselor is supposed to be providing services which he or she is not, action should be taken not only to clarify the role but to promulgate this to the appropriate persons so changes can be initiated.

As a result of this perception study, two major questions became evident: 1) were the students receiving the services they were supposed to have received; and 2) what was the perception of the role of the counselor by the student and by the counselor? If changes were to take place as to the perception of counselor services and role, a follow-up perceptual study would again provide valuable information as to the perception of the changes that took place.

Summary

The theories of career development presented offer the reader some insight into various methods of arriving at a career decision. Of much importance, are self-analysis and understanding, career information gathering and the process of implementing this information to a productive activity in the form of a career plan. As one develops a career plan, it become equally important to know how to develop a plan and make decisions. Paul Heppner states, "Decision making is selecting an action from a number of alternatives." It becomes evident how important alternatives are, because without this information, one has no basis to make a decision (Heppner, 1978).

Not only is gathering self- and career information important; equally important is the state of being or mind a person is in while collecting and utilizing this information. If a person is in a disruptive state of mind, alternatives or options may not be easily generated and the decision making process may falter. Also, some people attempt to make career decisions too quickly or while information is in the process of being generated. If possible, a person might withhold judgment and decision making while generating options (Osborn, 1963).

Chapter Two reviewed some of the major theories of career development relevant to this study. A variety of approaches to career planning and decision making will always be available. While some practitioners utilize a single

approach, others will follow an eclectic path. Of most importance is whether the approach works. Common to all approaches of career planning is the concept of decision making.

As career planning services proceed and a person makes a career decision, the perception of how that decision was made and of its value is important. Studies of perceptions of these services were presented indicating their importance and relevance to future activity.

Chapter Three will explain the procedures utilized in this study and the populations being surveyed. A description of the instrument will be presented with the procedures utilized to validate it. The procedures to be utilized in collecting data, as well as how these data will be analyzed will also be reviewed.

Chapter Three

Procedures

Chapter Three is devoted to a discussion of the purpose which provided the focus for the researcher's study, the research questions, the population and sample, questionnaire description, data collection procedures, and analysis procedures. The methods and procedures utilized were designed to answer the questions presented in Chapter One and subsequently presented in this chapter.

Purpose of the Study

The purpose of the study was to investigate perceptions of the effectiveness of career planning and career decision making services of a community college as perceived by persons who utilized these services and determine:

1. To what degree did the persons, who utilized this service, perceive it as effectively assisting them in developing a career plan?
2. To what degree did the career planning and decision making process assist persons in becoming more self aware and cognizant of the career information needed to develop a career plan?
3. To what degree were the career services provided perceived differently by various groups and sub-groups of the study population?
4. What persons and/or situations were influential in the career planning process?

The research was conducted with persons who voluntarily utilized the services of the Career Exploration and Assessment Center of a community college.

Research Questions

This study was designed to obtain information from clients/students of this center by seeking answers to the following questions:

1. To what degree did clients/students perceive the services provided by a community college effective in assisting them in increasing self- and career information knowledge and utilizing this knowledge in choosing, changing or confirming career directions?
2. Were the career planning and decision making services perceived differently by persons of different:
 - a. gender
 - b. ethnicity
 - c. age
 - d. marital status
 - e. employment status
 - f. student vs. non-student status
3. What were the reasons for seeking career planning services and what sources of advertising and marketing were most widely and effectively utilized when seeking these services?
4. What activities, services and/or people were perceived as being influential in assisting persons in their career planning and decision making?

Population Information

The population consisted of all 1,090 persons served by the Career Exploration and Assessment Center of Lansing Community College from the period of July 1, 1987 through June 30, 1989.

All participants utilized the career planning and decision making services on a voluntary basis. The population consisted of currently enrolled students at Lansing Community College, and non-enrolled individuals. Participants were of varied employment status as well as the not-employed.

Sample Information

Of the 1,090 questionnaires mailed, 277 were utilized in this study (see Table 1).

TABLE 1 - QUESTIONNAIRES UTILIZED

Total questionnaires:

mailed	1,090
returned	301
unusable	24
utilized in the study	277

An abbreviated table adopted from Hays' Statistics for the Social Services presents guidelines for the number of people needed to assure that survey sample results represent the values and thoughts of the population being studied. For a population of 1,000 to 1,100 the sample number should be

between 277 and 284 (Zemke and Kramlinger, 1984, pp. 160-161). According to this table, the study sample is an appropriate representation of the population being surveyed.

Further information indicates that a sample of 30 percent may be considered a large sample (Fox, 1969, pp. 319-351). Shortly after World War II, survey return rates were very high but have dipped to the present rate of between 15 and 35 percent (Zemke and Kramlinger, 1984, p. 156). These data presented are an indication that the return rate of this sample is within acceptable limits.

Description of the Questionnaire

The questionnaire utilized in this study was developed by this researcher after reviewing questionnaires of various other follow-up studies and specifically the study by Rai (1979). Other questions were designed to elicit information which would respond to the concerns of this researcher. A group of twelve experts reviewed the questionnaire for content, clarity and assurance that the information sought was that which was being requested.

The questionnaire was divided into three major parts. Part One consisted of basic demographic information, including the city and school district in which participants lived. The school district information provided insight into whether these persons lived in the service area of the college. Information as to gender, ethnicity, age level, marital, employment, and student status were also provided.

Responses to questions in Part Two of the questionnaire reported information related to the services utilized and effective methods of marketing. Participants responded to items indicating their perception on the degree to which:

1. The services assisted them in beginning career planning through discontinuing or completing the process.
2. They were informed of the content of the process and what was expected of them.
3. The staff was helpful and supportive.
4. The test results and career counseling were helpful in self-understanding and developing a career plan.
5. Assistance was provided them in searching out career information and if such was not immediately available, where it could be located.
6. Whether the complete career planning and decision making process was worthwhile.

A final question of Part Two requested recommendations for service improvement. Space was provided for names and phone numbers of those persons requesting contact by career counselors.

Responses to questions in Part Three of the questionnaire reported information related to which people, situations or services were perceived as helpful or influential in their developing or choosing a career.

Data Collection Procedures

One thousand ninety (1,090) questionnaires were mailed to all persons who participated in the services of the Career Exploration and Assessment Center between July 1, 1987 and June 30, 1989. Self-addressed stamped envelopes were utilized for convenience and instructions were included, as to the purpose of the questionnaire. Sample data utilized in this study were collected on or before June 30, 1990. Demographic comparisons are presented in Table Two.

TABLE 2 - DEMOGRAPHIC COMPARISONS OF POPULATION AND SAMPLE SIZES.

	Population <u>Size</u>	Percent <u>of Pop.</u>	Sample <u>Size</u>	Percent <u>of Sample</u>	Percent <u>Diff.</u>
<u>Sex</u>					
Male	277	25.4	80	28.9	3.5
Female	813	74.6	197	71.1	3.5
<u>Marital Status</u>					
Single	519	47.6	140	50.5	2.9
Married	571	52.4	137	49.5	2.9
<u>Age Group</u>					
16 - 28	319	29.3	103	37.2	7.9
29 - 45	649	59.5	150	54.1	5.4
46 and over	122	11.2	24	8.7	2.5

Table 2 - continued

	<u>Population</u> <u>Size</u>	<u>Percent</u> <u>of Pop.</u>	<u>Sample</u> <u>Size</u>	<u>Percent</u> <u>of Sample</u>	<u>Percent</u> <u>Diff.</u>
<u>Student Status</u>					
Full-Time	182	16.7	42	15.1	1.6
Part-Time	417	38.3	110	39.9	1.6
Non-Student	491	45.0	125	45.0	0.0
<u>Employment Status</u>					
Full-Time	569	52.2	150	54.1	1.9
Part-Time	320	29.4	70	25.2	4.2
Unemployed	201	18.4	57	20.6	2.2

Data Analysis

The reponses were analyzed for content. Questionnaires containing responses which were conflicting were not utilized in the study. Conflicting responses consisted of two or more answers offered when only one answer was requested or instances where insufficient information was provided and determinations could not be made relative to age, sex, ethnicity, employment, or student status.

Data were recorded in frequencies, percentages and means with these figures being presented in Chapter Four.

"Well-designed surveys provide good information and, in many cases, can be analyzed without a computer or great deal of statistical knowledge. In fact, when information is analyzed and tables and questions concerning relationships

are discussed, a researcher's imagination and intuition can provide a great deal of sensitivity to the concerns and problem being investigated. This intuition should be utilized to guide the analysis of data" (Zemke and Kramlinger, 1984, p. 178). That has been the case in this study.

A method of analyzing data to determine differences in results is the grading system in a college. This researcher surveyed instructors at a community college in the Social Sciences and Applied Technology Departments and found the point most utilized to determine what grade a student received was at the ten percent level. An example would be that from 90 percent to 100 percent correct warranted an A, 80 percent to 90 percent correct a B, 70 percent to 80 percent correct a C and so on. Any score below 60 percent was considered a failing score.

This researcher utilized ten percent as a point of importance. Percentages which deviated from the total sample's percentages ten percent or more on perception items, were considered important. Also, any specific segment of the sample whose numbers were so small that one or two responses would have caused a ten percent difference from the sample's, was not considered to be relevant. This was the case in the ethnicity category as the numbers of "Black, Hispanic" and "Other" respondents were so small that one or two responses would have altered percentages ten percent or more and rendered the data unusable.

Summary

Chapter Three presented the purpose of the study and the research questions. The population size and sample were discussed and data collection procedures were presented.

A description of the questionnaire and its development, were presented with the procedures utilized for validating it prior to usage. The procedures for analyzing the data were presented with limitations noted concerning specific groups of the sample.

Chapter Four will present the research data and Chapter Five will present the data summary, conclusions and this researcher's recommendations.

Chapter Four

Research Findings

The purpose of this research was to study consumers' perceptions of the effectiveness of community college career planning and decision making services, and the related importance of the varied services in assisting respondents in choosing, changing, or confirming career decisions. An alternative primary focus was to discover what, if any, differences existed in the perception of services with regard to respondents', gender, ethnicity, age group, marital status, employment status, or student status. The research was conducted between April 16 and June 30, 1990, with persons who voluntarily utilized the career planning services of a community college.

The study was conducted among the full population of persons who utilized the services of the Career Exploration and Assessment Center of Lansing Community College from July 1, 1987 through June 30, 1989.

The data were collected via a three part questionnaire. Demographic information of the population was collected in Part I. Part II consisted of a marketing question and the perceptions of services of those persons involved in the study. Information concerning which situations or services were perceived as helpful in career choosing, changing, or confirming activity was collected in Part III.

Part I Of The Questionnaire: Demographics Of The Population

The names of consumers of services in the study were requested, but optional. Of the 277 questionnaires returned, 179 included respondents' names. The names were necessary in the event follow-up assistance was desired.

The city in which each respondent lived at the time of the survey was requested. Of the 277 respondents, 12 or 4.33 percent were not residents of the community college service delivery area.

The school district in which the respondents resided at the time of the survey was requested. Of the 277, 12, or 4.33 percent were not residents of the community college services delivery area.

The number of males and females involved in the study, as well as percentages of the sample, are presented in Table 3.

TABLE 3 - GENDER OF RESPONDENTS

<u>Gender</u>	<u>Number Responding</u>	<u>Percent Of Total</u>
Males	80	28.9 %
Females	197	71.1 %
Total (Males and Females)	277	100.0 %

The ethnic origin and percentages of the respondents involved in the study sample are presented in Table 4.

TABLE 4 - ETHNIC ORIGIN OF RESPONDENTS

<u>Ethnic Origin</u>	<u>Number Responding</u>	<u>Percent Of Total</u>
White	257	92.8 %
Black	11	4.0 %
Hispanic	5	1.8 %
Other	4	1.4 %
Total	277	100.0 %

The ages of the persons involved in the study are presented in Table 5 in three groupings: Ages 16-28, 29-45, and 46 and over. Numbers in each group and percentages are presented.

TABLE 5 - NUMBER OF RESPONDENTS BY AGE GROUPS

<u>Age Groups</u>	<u>Number Responding</u>	<u>Percent Of Total</u>
Ages 16-28	103	37.2 %
Ages 29-45	150	54.1 %
Ages 46 and over	24	8.7 %
Total persons	277	100.0 %

The marital status of the persons involved in the study is presented in Table 6.

TABLE 6 - MARITAL STATUS OF RESPONDENTS

<u>Marital Status</u>	<u>Number Responding</u>	<u>Percent Of Total</u>
Single	140	50.5 %
Married	137	49.5 %
Total	277	100.0 %

The employment status of the participants at the time they utilized the services of the Career Exploration and Assessment Center is presented in Table 7. Numbers are reported in groupings of full-time, part-time, and unemployed. Percentages of the totals in each section are noted as well.

TABLE 7 - EMPLOYMENT STATUS AT THE TIME PARTICIPANTS UTILIZED CAREER PLANNING SERVICES

<u>Employment Status</u>	<u>Number Responding</u>	<u>Percent Of Total</u>
Full-time Employed	150	54.1 %
Part-time Employed	70	25.3 %
Unemployed	57	20.6 %
Total Persons	277	100.0 %

The employment status of the respondents at the time of the survey (April 30, 1990 through June 30, 1990) is presented in Table 8. Frequencies and percentages are noted.

TABLE 8 - EMPLOYMENT STATUS AT THE TIME OF THE SURVEY

<u>Student Status</u>	Number	Percent
	<u>Responding</u>	<u>Of Total</u>
Full-time employed	157	56.9 %
Part-time employed	79	28.4 %
Unemployed	41	14.7 %
Total Persons	277	100.0 %

The student status of the respondents of the study is presented in Table 9. The services were utilized between July 1, 1987 through June 30, 1989. Numbers are reported in groups of full-time students, part-time students, and those not attending college.

TABLE 9 - STUDENT STATUS AT THE TIME CAREER PLANNING SERVICES WERE UTILIZED

<u>Student Status</u>	Number	Percent
	<u>Responding</u>	<u>Of Total</u>
Full-time students	42	15.1 %
Part-time students	110	39.9 %
Not attending college	125	45.0 %
Total Persons	277	100.0 %

Part II Of The Study Questionnaire

The data presented in Part II of the questionnaire relate how information concerning the service was received

by the respondents. This is followed by questions related to various aspects of the service and the respondents' reasons for utilizing these services. The perceptions of the value of these services are presented by response frequency and percentages of the total.

The marketing sources utilized by respondents are presented in Table 10. The question (#1) states: "I first learned of the career services of the Career Exploration and Assessment Center by . . . (choices)."

TABLE 10 - SOURCES FROM WHICH RESPONDENTS LEARNED OF THE
CAREER CENTER SERVICES

From another person who had		
utilized the service	70	25.3 %
Career Exploration and Assessment		
Center brochure	47	17.0 %
Lansing Community College		
Counseling Center	46	16.6 %
Other services not listed	40	14.4 %
Lansing Community College catalog	37	13.4 %
Newspaper articles	16	5.8 %
Person in your business	9	3.2 %
Instructor from another school/college	7	2.5 %

Table 10 - continued

Telephone book	5	1.8 %
Television (closed circuit)	<u>0</u>	<u>0.0 %</u>
Total	277	100.0 %

The most effective source was by word-of-mouth where approximately one in four persons was informed of the services by others.

The next most frequently utilized method of marketing was the brochure of the Career Exploration and Assessment Center, which was distributed throughout the community college service delivery area, in businesses, social agencies, and educational facilities. Brochures were also distributed in all area high schools and adult education centers, as well as across the campus of Lansing Community College.

The third most frequently utilized marketing technique was that of referrals from the general counseling center. Approximately seventeen percent of all activity came from this source and were referred specifically for career information, decision making activity, skill building, and psychometric testing.

The fourth most frequently effective marketing technique consisted of the "other" comment category. Although twenty-six of the forty comments did not specify what "other" meant, those stated consisted of: the course offering schedule book (five responses), an instructor from Lansing Community

College (four responses), and the remaining responses listing friends, relatives, and classmates.

The reasons respondents chose the services of the Career Exploration and Assessment Center are presented in Table 11. These responses provide the center with data concerning consumers' self perceived needs, and the information from which advertising may be designed and implemented. Responses were reported in frequencies and percentages of the total. The question (#2) states: "I came to the Career Exploration and Assessment Center for assistance in . . . (choices)."

TABLE 11 - REASONS CONSUMERS SOUGHT CAREER PLANNING
SERVICES

<u>Reason</u>	<u>Responded</u>	<u>Yes</u>		<u>No</u>	
		<u>Responses</u>	<u>Percent</u>	<u>Responses</u>	<u>Percent</u>
Changing					
career					
direction	223	183	82.1 %	40	17.9 %
Choosing					
a career	179	132	73.7 %	47	26.3 %
Confirming a					
career					
choice	176	118	67.0 %	58	33.0 %

Many respondents answered more than one question, with the majority responding to the question related to changing a

career direction. Of the 223 respondents who responded "yes" to the question of "changing a career," 177 or seventy-nine percent of them came from the "29-45" age group and the "46 and over" age group. Of the 179 respondents who answered "yes" to the question regarding choosing a career, 149 or eighty-three percent of them came from the "16-28" age group. The question of confirming a career choice had a random distribution of scores across all three age groups ranging from twenty-five to forty percent. It is quite feasible that participants could have two choices being applicable and, therefore, all answers were deemed appropriate.

The largest number of respondents indicated that career change was the primary reason for coming to the center. This was closely followed by those choosing a career and then by those confirming of a career choice. The "16-21" age group's priority was that of "choosing a career" and the "29-45" age was "changing a career."

How well the respondents perceived they were informed of the career planning process, and what results they could expect, is presented in Table 12. The question (#3) states: "I was informed of how the career planning process worked and what results I could expect."

TABLE 12 - PERCEPTIONS AS TO HOW WELL RESPONDENTS WERE INFORMED OF WHAT TO EXPECT IN THE CAREER PLANNING PROCESS.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational Value</u>
Strongly agree	117	42 %	4
Agree	147	53 %	3
Disagree	13	5 %	2
Strongly disagree	0	0 %	1
Total Respondents	277		
Mean Score			3.38

The majority of respondents agreed or strongly agreed they were informed of how the career planning process worked and what results they could expect (95 %). Five percent indicated they were either not informed or did not realize what results could be expected. On a four point scale, the mean score for all respondents was 3.38 indicating a high degree of agreement with the percentage score.

The respondent's understanding of their obligations in the process are presented in Table 13. The question (#4) states: "I was informed as to what was expected of me before I began the testing and career counseling process."

TABLE 13 - HOW INFORMED RESPONDENTS WERE TO WHAT WAS
EXPECTED OF THEM BEFORE THEY BEGAN THE TESTING AND
CAREER PLANNING PROCESS.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	147	53 %	4
Agree	122	44 %	3
Disagree	7	3 %	2
Strongly disagree	1	0 %	1
Total respondents			
to the question	277		
Mean Score			3.50

The majority of the respondents (ninety-seven percent) agreed or strongly agreed they were informed of what was expected of them before they began the testing and career counseling process. Eight respondents out of 277 indicated they were not knowledgeable of the expectations of them. Using the 4.0 scale, the mean score for all respondents was 3.50 indicating a high degree of agreement with percentage scores.

How helpful, supportive, and informative the staff were as the respondents proceeded through the career planning process is presented in Table 14. This involved both the counseling and support staff. The question (#5) states:

"The staff of the Career Exploration and Assessment Center was helpful, informative and supportive as I proceeded through the career planning process."

TABLE 14 - PERCEPTIONS AS TO HOW HELPFUL, INFORMATIVE AND SUPPORTIVE THE COUNSELING AND SUPPORT STAFF WERE AS RESPONDENTS PROCEEDED THROUGH THE CAREER PLANNING PROCESS.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	153	55 %	4
Agree	115	42 %	3
Disagree	7	3 %	2
Strongly disagree	1	0 %	1
Total respondents			
to the question	277		
Mean Score			3.51

Ninety-seven percent of the respondents agreed or strongly agreed a supportive atmosphere existed as they proceeded through the career planning process. On a 4.0 scale, the mean score for all respondents was 3.51 indicating a high degree of agreement.

How well the respondents perceived that the test information and results assisted them in identifying and

prioritizing their values, needs, and personal characteristics in bringing about better self-understanding is presented in Table 15. The question (#6) states: "The test results helped me identify and prioritize my values, needs and personal characteristics and better understand myself."

TABLE 15 - PERCEPTIONS AS TO HOW WELL THE TEST RESULTS ASSISTED IN IDENTIFYING AND PRIORITIZING VALUES, NEEDS AND PERSONAL CHARACTERISTICS AND BROUGHT ABOUT BETTER SELF UNDERSTANDING.

	No. of	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	85	30 %	4
Agree	149	54 %	3
Disagree	36	13 %	2
Strongly disagree	7	3 %	1
Total respondents			
to the question	277		
Mean Score			3.13

Eighty-four percent of the respondents agreed or strongly agreed that the test results assisted them in self-understanding while 16 percent disagreed or strongly disagreed. On a 4.0 scale, the mean score for all

respondents was 3.13 indicating a fairly high degree of agreement with percentage scores.

Perceptions as to the value of the information provided them in the career planning process are provided in Table 16. The question (#7) states: "I learned how to use the information in developing a career plan and making a career decision."

TABLE 16 - PERCEPTIONS AS TO HOW WELL RESPONDENTS LEARNED
HOW TO USE INFORMATION TO DEVELOP A CAREER PLAN
AND MAKE A CAREER DECISION.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	61	22 %	4
Agree	149	54 %	3
Disagree	59	21 %	2
Strongly disagree	8	3 %	1
Total respondents			
to the question	277		
Mean Score			2.95

Seventy-six percent of the respondents agreed or strongly agreed they learned how to use the information provided them in developing a career plan and making a career decision, while twenty-four percent indicated they did not. On a 4.0 scale, the mean score for all respondents was 2.95

indicating a high average degree of agreement with percentage scores.

Respondents' awareness of various career options, and whether they were given instructions on where to search out information concerning these options, is presented in Table 17. The question (#8) states: "I became aware of various career options and learned where to search for information about them."

TABLE 17 - HOW WELL RESPONDENTS BECAME AWARE OF VARIOUS CAREER OPTIONS AND LEARNED WHERE TO SEARCH FOR CAREER OPTION INFORMATION.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	56	20 %	4
Agree	178	64 %	3
Disagree	37	14 %	2
Strongly disagree	6	2 %	1
Total respondents			
to the question	277		
Mean Score			3.03

Eighty-four percent of the respondents agreed or strongly agreed they became aware of career options and learned where to search for more information which could lead to a career decision. On a 4.0 scale, the mean score for all

respondents was 3.03 indicating a fairly high degree of agreement with percentage scores.

Responses and perceptions as to whether career information was provided by the Career Exploration and Assessment Center are presented in Table 18. The question (#9) states: "I was provided the necessary information (possible schools, classes, training, or educational programs) which might assist me in deciding on a career direction."

TABLE 18 - PERCEPTIONS ON WHETHER CAREER INFORMATION WAS PROVIDED BY THE CAREER CENTER TO ASSIST IN CAREER DECISION MAKING.

			Mean
	No. of Each	Percentage	Computational
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Value</u>
Strongly agree	50	18 %	4
Agree	163	59 %	3
Disagree	56	20 %	2
Strongly disagree	8	3 %	1
Total respondents			
to the question	277		
Mean Score			2.92

Seventy-seven percent of the respondents agreed or strongly agreed they were provided necessary information to assist in deciding on a career direction. On a 4.0 scale,

the mean score for all respondents was 2.92 indicating a high average degree of agreement with percentage scores.

Responses and percentages as to whether respondents were given instructions on where to find career information when it was not available in the career counseling center are presented in Table 19. The question (#10) states: "I was given instructions as to how to obtain additional career information."

TABLE 19 - PERCEPTIONS AS TO WHETHER INSTRUCTIONS WERE GIVEN
AS TO HOW TO OBTAIN ADDITIONAL CAREER INFORMATION.

			Mean
<u>Perception</u>	<u>No. of Each</u>	<u>Percentage</u>	<u>Computational</u>
	<u>Perception</u>	<u>Of Total</u>	<u>Value</u>
Strongly agree	63	23 %	4
Agree	171	62 %	3
Disagree	41	15 %	2
Strongly disagree	2	0 %	1
Total respondents			
to the question	277		
Mean Score			3.07

Eighty-five percent of the respondents agreed or strongly agreed they were given instructions as to how to obtain additional information, while fifteen percent did not. On a 4.0 scale, the mean score for all respondents was 3.07

indicating a fairly high degree of agreement with percentage scores.

The perception of respondents as to whether they felt the career counseling they received assisted them in choosing, changing, or confirming a career is presented in Table 20. This question is one of the most important because if no appropriate assistance was perceived, then all of the activity up to this point did not produce the desired result of a career decision. The question (#11) states: "Overall, the career counseling I received assisted me in confirming, choosing, or changing my career."

TABLE 20 - PERCEPTIONS AS TO WHETHER THE CAREER COUNSELING ASSISTED RESPONDENTS IN CONFIRMING, CHOOSING, OR CHANGING THEIR CAREER.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	82	30 %	4
Agree	128	46 %	3
Disagree	60	22 %	2
Strongly disagree	7	2 %	1
Total respondents			
to the question	277		
Mean Score			3.03

Seventy-six percent of the respondents either strongly agreed or agreed that the counseling they received assisted them in confirming, changing or choosing a career. On a 4.0 scale, the mean score for all respondents was 3.03 indicating a fairly high degree of agreement with percentage scores.

The overall perception as to whether the services of a career center are worthwhile is presented in Table 21. The question (#12) states: "Overall, the total career exploration and assessment process and service was worthwhile."

TABLE 21 - PERCEPTIONS AS TO WHETHER THE TOTAL CAREER
EXPLORATION AND ASSESSMENT CENTER PROCESS AND
SERVICE WAS WORTHWHILE.

	No. of Each	Percentage	Mean
<u>Perception</u>	<u>Perception</u>	<u>Of Total</u>	<u>Computational</u> <u>Value</u>
Strongly agree	113	41 %	4
Agree	126	45 %	3
Disagree	30	11 %	2
Strongly disagree	8	3 %	1
Total respondents			
to the question	277		
Mean Score			3.24

Eighty-six percent of the respondents agreed or strongly agreed the services and process were worthwhile.

While seventy-six perceived the services as helping them to reach a career decision (question #7), it appears that some of those who did not reach a career decision still perceived the service as worthwhile. On a 4.0 scale, the mean score was 3.24 indicating a high degree of agreement with the percentage scores.

A ranking of the perceived value of selected categories of the career planning service is presented in Table 22. The figures indicated the process was well explained and expectations were understood prior to beginning career planning. The staff were perceived as supportive, and overall, the process was perceived as worthwhile. The selected areas ranking lowest were where the participants learned how to utilize information in developing a career plan and being provided with necessary information to assist in deciding on a career direction.

The data are presented in a ranked format in Table 22. All data are presented in means, using a 4.0 scale, with 4.0 indicating strongly agree, 3.0 indicating agree, 2.0 indicating disagree and 1.0 indicating strongly disagree. The question number of Part Two of the questionnaire is presented with the content of the question.

TABLE 22 - PERCEPTION RANKING OF SELECTED CAREER PLANNING
SERVICES

Question		Mean	
Number in	Perceptions of	Value	
Part Two of	Selected Segments	On a 4.0	
<u>Questionnaire</u>	<u>Of Service</u>	<u>Scale</u>	<u>Ranking</u>
5	Helpful & supportive staff throughout process	3.51	1
4	Informed of expectations before beginning process	3.50	2
3	Informed of how process worked and what could be expected	3.38	3
12	Perceived worthwhileness of the total career planning process	3.24	4
6	Test results value in identifying and prioritizing personal characteristics with resulting better self-understanding	3.13	5

Table 22 - continued

Question		Mean	
Number in	Perceptions of	Value	
Part Two of	Selected Segments	On a 4.0	
<u>Questionnaire</u>	<u>Of Service</u>	<u>Scale</u>	<u>Ranking</u>
10	Provided instructions on where to obtain additional career information	3.07	6
8	Became aware of various career options and where to search for career information	3.03	7
11	Overall, the career counseling assisted in choosing, changing or confirming a career	3.03	8
7	Learned how to use information in developing a career plan and making a career decision	2.95	9
9	Provided necessary information to assist in deciding on a career direction	2.92	10

The responses and percentages of services perceived as worthwhile by respondents in the process of career planning and decision making are presented in Table 23. The choices were: "the career counselor, career test results, a combination of these two, the career information presented to them, the follow-up session," and a category classified as "other." The question stated: "Of the people and services at the Career Exploration and Assessment Center, which were most influential in assisting you with career planning?"

TABLE 23 - PERCEPTIONS OF WHO WERE THE MOST INFLUENTIAL PEOPLE OR WHICH SERVICES ASSISTED RESPONDENTS IN CAREER PLANNING.

<u>Perceptions</u>	<u>Number of Each Perception</u>	<u>Percentage Of Total</u>
Career Counselor (counseling)	25	9.0 %
Career test results	44	15.9 %
Combination of the above two	163	58.9 %
Career information presented to you	30	10.8 %
Follow-up session	5	1.8 %
Other (please specify)	10	3.6 %
Total respondents to the question	277	100.0%

Four of the ten responses in the "other" category indicated they were not aware that follow-up sessions or other resources were available to assist them in reaching a career decision.

Information was requested as to where respondents felt career services could be improved. Of the 277 who responded to the request for information regarding what services could be improved, only twenty-seven responded. Below are listed the responses:

- * concentrate all career services including career information in one area, rather than in three to four areas of the campus (6 responses)
- * have more counselors available so less time is consumed waiting for an appointment (4 responses)
- * don't present so much information on test results (3 responses)
- * have unlimited follow-up appointments (3 responses)
- * shorten the process (3 responses)
- * do more counseling to inter-relate personal concerns with career issues (3 responses)
- * have more career information available (3 responses)
- * lower the price of testing fees (2 responses)

Respondents wishing to be contacted were to provide the appropriate contact information. Of the 277 persons who completed this survey, thirty-three indicated they would like to be contacted. Seventeen persons made appointments for follow-up services. Two persons referred a person for career planning and fourteen persons requested general or career information.

Part III of the Questionnaire: Helpful Resources in
Choosing, Changing or Confirming Career Choices

The situations, services or people perceived helpful in choosing, changing or confirming a career choice are presented in Table 24. All data are reported with the mean response numbers for each choice. Non-applicable answers will be recorded, but not figured into the totals for each segment.

The question being responded to is: "The following people, situations and services were helpful in choosing, changing or confirming my career choice."

TABLE 24 - RANK ORDER OF SOURCES RESPONDENTS PERCEIVED AS
HELPFUL IN CHOOSING, CHANGING OR CONFIRMING A
CAREER CHOICE.

<u>Source</u>	<u>Mean</u>	<u>Ranking</u>	Number <u>Responding</u>
Classes or courses taken	3.17	1	166
Career Exploration and Assessment Center	3.16	2	198
Family member	3.12	3	173
Friend	2.96	4	156
Spouse	2.92	5	113
Significant person	2.83	6	109
Teacher, Instructor/Professor	2.79	7	136
Relative	2.57	8	129
Career Planning classes	2.52	9	93

Table 24 - continued

<u>Source</u>	<u>Mean</u>	<u>Ranking</u>	Number <u>Responding</u>
General counselors	2.45	10	136
Classmate	2.29	11	96
Clergy	1.93	12	83

Mean range = 1.93 to 3.17

Note--Each sources' numerical value follows:

Not applicable = 0, Strongly agree = 4, Agree = 3,

Disagree = 2, Strongly Disagree = 1

The question related to gender, age, ethnicity, marital status, employment status, and student status regarding perception of services is stated as follows: Are there differences in the values of services as perceived by different groups based on gender, age, ethnicity, marital status, employment status or student status? The four key questions were taken from Part Two of the questionnaire and are listed below.

QUESTION SIX: The test results helped me identify and prioritize my values, needs and personal characteristics and better understand myself.

QUESTION SEVEN: I learned how to use the information in developing a career plan and making a career decision.

QUESTION ELEVEN: Overall, the career counseling I received assisted me in confirming, choosing and changing my career.

QUESTION TWELVE: Overall, the total Career Exploration and Assessment Center process and service was worthwhile.

The data involving these four questions are presented in Tables 25, 26, 27 and 28. Data are presented in frequencies, percentages and means for each sample category. The data are also presented in breakdowns of strongly agree, agree, disagree and strongly disagree.

For the purpose of this study, any percentage of sample category responses which deviated from the total sample percentage responses ten percent or more are discussed, unless the size of the sample was so small that only one or two responses could have caused a ten percent difference. This was the case with the black, hispanic and other categories, as only eleven blacks, five hispanic and four of some other ethnic origin responded to the study, therefore, that data was not usable.

Respondents' perceptions as to whether the test results helped identify and prioritize values, needs, and personal characteristics and brought about better self-understanding are presented in Table 25. Keeping in mind the ten percent deviation noted above, while fifty-four percent of the total sample agreed, only forty-three percent of the "age group 16-28" found this to fit their perceptions.

Persons who were not employed strongly agreed that the test results were helpful only sixteen percent of the time, while the total study sample strongly agreed thirty percent of the time. Also, while twenty-six percent disagreed test

information was helpful, only thirteen percent of the total study sample perceived this to be the case.

In the non-student sample, forty-two percent agreed with the perception in comparison with the study sample percentage of fifty-four and twenty-six percent disagreed with this perception in comparison to the total study samples' percentage of thirteen. Twelve percent less agreed the test results were helpful in bringing about self-awareness while thirteen percent more disagreed the results were helpful.

The unemployed and non-student samples perceived test results as least helpful in identifying and prioritizing values, needs, and personal characteristics, potentially leading to better self-understanding. Possible reasons for this will be discussed in Chapter Five.

All other percentages in this sample were within ten percent of the study samples' perception percentages. The mean scores were calculated on the basis of the following numerical values: strongly agree = 4 points, agree = 3 points, disagree = 2 points and strongly disagree = 1 point. All categories with percentage scores of 80 or more had mean scores of over 3.00 with the exception of the full-time student sample. The combination percentage for strongly agree and agree was 78 and the mean score was 3.10. Although this was close to the other score comparisons, it did deviate slightly. In all other cases, the percentage combinations of agree and strongly agree compared very closely with mean scores proportionately.

TABLE 25 - PERCEPTION AS TO WHETHER TEST RESULTS
(INFORMATION) ASSISTED RESPONDENTS IN SELF-
UNDERSTANDING.

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Total</u>	277	100	30	54	13	3	3.13
<u>Gender</u>							
Male	80	28.9	23	55	21	1	2.99
Female	197	71.1	83	50	14	3	3.13
<u>Ethnicity</u>							
White	257	92.8	36	56	7	1	3.23
Black	11	4.0	36	46	18	0	3.18
Hispanic	5	1.8	40	60	0	0	3.40
Other	4	1.4	0	75	25	0	2.75
<u>Age</u>							
16-28	103	37.2	38	43	15	4	3.15
29-45	150	54.1	28	55	15	2	3.08
46 and over	24	8.7	34	58	8	0	3.25
<u>Marital Status</u>							
Single	140	50.5	33	50	13	4	3.12
Married	137	49.5	26	57	14	3	3.07

Table 25 - continued

<u>Sample</u>	No. of <u>Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Employed</u>							
Full-time	150	54.2	37	50	10	3	3.22
Part-time	70	25.2	31	53	13	3	3.13
Not	57	20.6	16	54	26	4	2.40
<u>Student</u>							
Full-time	42	15.1	36	42	17	5	3.10
Part-time	110	39.9	29	58	11	2	3.15
Not	125	45.0	30	42	26	2	2.98
S.A. = Strongly Agree		Mean Computation Value = 4					
A. = Agree		Mean Computation Value = 3					
D. = Disagree		Mean Computation Value = 2					
S.D. = Strongly Disagree		Mean Computation Value = 1					

The results of respondents' perceptions as to whether they learned how to use the test information in developing a career plan and making a career decision are presented in Table 26. The sample of persons 46 and over strongly agreed thirty-four percent of the time, while the total study sample strongly agreed only twenty-two percent of the time that the test information helped them make a career decision. This score is somewhat neutralized, in that this sample scored

eighty percent lower in the agreed category, but the combined score still indicated that eighty percent of the perceptions were positive and that the test results assisted them in career decision making in comparison to the total study sample's seventy-six percent. It simply appears that this sample category felt more strongly that the information provided them was helpful.

Most relevant to this question was the part-time employed sample. In the strongly agree and agree areas, eighty-six percent felt the information assisted them in making a career decision in comparison to the study sample's combined score of seventy-six percent. Although fourteen percent of this sample strongly agreed, compared to the total study sample's score of twenty-two percent; seventy-two percent agreed the information was helpful compared to the total study sample's score of fifty-four percent. The full-time students were the only other sample category which scored at the eighty-six percent level in both the agree and strongly agree areas.

The unemployed sample scored ten percent lower (combined strongly agree and agree scores) than the study sample in its perception that test results were helpful in career decision making. All other percentages in the sample categories were within ten percent of the total study sample's perception percentages.

The mean scores were calculated on the basis of the following numerical values: strongly agree = 4 points,

agree = 3 points, disagree = 2 points and strongly disagree = 1 point. All categories with percentage scores of 80 or more had mean scores of over 3.00 or over. In most other cases, the percentage combinations of strongly agree and agree compared closely with the mean scores proportionately with the following exceptions: the female samples whose mean score was over 3.00 and a percentage of seventy-nine; and the unemployed sample whose mean score was 2.79 but only had the percentage of sixty-six.

TABLE 26 - PERCEPTION AS TO WHETHER RESPONDENTS LEARNED HOW TO USE INFORMATION IN DEVELOPING A CAREER PLAN AND MAKING A CAREER DECISION.

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Total</u>	277	100	22	54	21	3	2.95
<u>Gender</u>							
Male	80	28.9	16	51	30	3	2.81
Female	197	71.1	24	55	19	2	3.07
<u>Ethnicity</u>							
White	257	92.8	20	55	22	3	2.92
Black	11	4.0	46	36	18	0	3.27
Hispanic	5	1.8	40	60	0	0	3.40
Other	4	1.4	0	75	25	0	2.75

Table 26 - continued

		Response Percentages					
	No. of						
<u>Sample</u>	<u>Responses</u>	<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	<u>Mean</u>
<u>Age</u>							
16-28	103	37.2	26	53	19	2	3.04
29-45	150	54.1	21	53	22	4	2.90
46 and over	24	8.7	34	46	20	0	3.13
<u>Marital Status</u>							
Single	140	50.5	21	56	20	3	2.96
Married	137	49.5	20	57	20	3	2.95
<u>Employed</u>							
Full-time	150	54.2	23	60	15	2	3.03
Part-time	70	25.2	14	72	14	0	3.00
Not	57	20.6	16	50	30	4	2.79
<u>Student</u>							
Full-time	42	15.1	29	57	12	2	3.12
Part-time	110	39.9	23	54	22	1	2.99
Not	125	45.0	24	51	21	4	2.98

S.A. = Strongly Agree

Mean Computation Value = 4

A. = Agree

Mean Computation Value = 3

D. = Disagree

Mean Computation Value = 2

S.D. = Strongly Disagree

Mean Computation Value = 1

The results of the study respondents' perceptions of the services assisting them in confirming, choosing or changing a career goal are presented in Table 27.

The agree and strongly agree scores of the "age 46 and over" sample were eighty percent compared to the total study sample score of seventy-six percent. The strongly agree score (fifty percent) was twenty percent higher than the total study sample's score of thirty percent. All other percentages in the sample were within ten percent of the total study sample's perception percentages.

The mean scores in this case presented a somewhat surprising result. The 46 and over sample of eighty percent (combined strongly agree and agree) produced the highest mean score of 3.29. There were many other high mean scores, with the combined strongly agree and agree percentages, falling below the eighty percent level. These categories were: females with a seventy-seven combined percent score and a mean of 3.07, ethnicity with a seventy-six combined score and a mean of 3.02, not married (single) with a seventy-four combined score and a mean of 3.02, part-time employed with a seventy-six combined score and a mean of 3.00, not employed with a seventy-five combined score and mean of 3.02, part-time students with a seventy-eight combined score and a mean of 3.05 and non-students with a seventy-six combined score and a mean of 3.02. Although these deviations were not enormous, they implied there was a

greater perception of satisfaction with the career counseling and assistance in making career decisions.

TABLE 27 - PERCEPTION AS TO WHETHER THE CAREER COUNSELING ASSISTED RESPONDENTS IN CHOOSING, CHANGING OR CONFIRMING A CAREER.

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Total</u>	277	100	30	46	22	2	3.03
<u>Gender</u>							
Male	80	28.9	24	52	21	3	2.98
Female	197	71.1	32	45	20	3	3.07
<u>Ethnicity</u>							
White	257	92.8	29	47	21	3	3.02
Black	11	4.0	27	55	18	0	3.09
Hispanic	5	1.8	20	80	0	0	3.20
Other	4	1.4	0	75	25	0	2.75
<u>Age</u>							
16-28	103	37.2	29	43	24	4	2.97
29-45	150	54.1	27	53	17	3	3.03
46 and over	24	8.7	50	30	20	0	3.29

Table 27 - continued

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Marital Status</u>							
Single	140	50.5	30	44	25	1	3.02
Married	137	49.5	29	52	15	4	3.06
<u>Employed</u>							
Full-time	150	54.2	34	46	17	3	3.10
Part-time	70	25.2	30	46	19	5	3.00
Not	57	20.6	30	45	21	4	3.02
<u>Student</u>							
Full-time	42	15.1	21	53	24	2	3.10
Part-time	110	39.9	29	49	19	3	3.00
Not	125	45.0	31	45	19	5	3.02
S.A. = Strongly Agree		Mean Computation Value = 4					
A. = Agree		Mean Computation Value = 3					
D. = Disagree		Mean Computation Value = 2					
S.D. = Strongly Disagree		Mean Computation Value = 1					

Study respondents' perceptions of the total Career Exploration and Assessment Center's process and service are presented in Table 28.

Other than those samples with a low number of persons being surveyed, only two deviated ten percent or more

from the total study sample. One of these was the age group of 16-28 years. While the total study sample scored forty-one percent on the strongly agree category, this age sample scored only thirty-one percent or ten percent difference. Although their agree percentage was six percent higher than the study sample's, this still appears to be a relevant separation in the strongly agree category.

The part-time employed sample category also scored thirty-one percent in the strongly agree category, which was ten percent lower than the total study sample. This researcher has found that many of the part-time employed persons were in the 16-28 age sample.

All sample categories with percentage scores in the strongly agree and agree areas were over eighty with the exception of those of the "other" ethnicity sample. All of these categories had mean scores of 3.00 or above with the exception of the "other" category sample. In all cases, the percentage combinations of strongly agree and agree compared very closely with mean scores proportionately.

TABLE 28 - PERCEPTION AS TO WHETHER THE TOTAL CAREER
EXPLORATION AND ASSESSMENT CENTER CAREER PLANNING
PROCESS WAS WORTHWHILE.

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Total</u>	277	100	41	45	11	3	3.24
<u>Gender</u>							
Male	80	28.9	32	54	11	3	3.16
Female	197	71.1	41	42	14	3	3.23
<u>Ethnicity</u>							
White	257	92.8	38	46	12	4	3.19
Black	11	4.0	36	55	9	0	3.27
Hispanic	5	1.8	20	60	20	0	3.00
Other	4	1.4	0	75	25	0	2.75
<u>Age</u>							
16-28	103	37.2	31	51	14	4	3.10
29-45	150	54.1	45	43	9	3	3.29
46 and over	24	8.7	50	34	12	4	3.29
<u>Marital Status</u>							
Single	140	50.5	39	45	13	3	3.19
Married	137	49.5	39	48	19	4	3.23

Table 28 - continued

<u>Sample</u>	<u>No. of Responses</u>	<u>Response Percentages</u>					<u>Mean</u>
		<u>Total</u>	<u>S.A.</u>	<u>A.</u>	<u>D.</u>	<u>S.D.</u>	
<u>Employed</u>							
Full-time	150	54.2	38	51	9	2	3.24
Part-time	70	25.2	31	49	16	4	3.07
Not	57	20.6	38	42	16	4	3.16
<u>Student</u>							
Full-time	42	15.1	33	48	17	2	3.12
Part-time	110	39.9	34	53	9	4	3.17
Not	125	45.0	41	41	13	5	3.18

S.A. = Strongly Agree Mean Computation Value = 4

A. = Agree Mean Computation Value = 3

D. = Disagree Mean Computation Value = 2

S.D. = Strongly Disagree Mean Computation Value = 1

Summary

The research findings were presented with the data broken down into three areas. These areas corresponded to the three sections of the questionnaire. Section I presented data related to the characteristics of the sample ranging from gender, ethnicity, age group and marital status to student and employment status.

Section II presented data related to the perception of services, reasons for selecting career services and the methods most effectively utilized as a marketing tool. A ranking of perceptions of selective services was also presented.

Section III presented data related to the people or situations perceived as most helpful in choosing, changing or confirming a career choice. Data as to how the specific categories of different gender, ethnicity, age group, marital status, and employment status compared to the total samples data were also presented.

Analysis of the data are presented in Chapter Five, along with recommendations for improved career planning services. A model, which was designed as a result of the information received in this study, is presented at the conclusion of the Chapter.

Chapter Five

Summary, Conclusions, and Recommendations

Introduction

Perceptions of effectiveness of career planning and decision making services provided in a community college setting were examined in this study. The services provided were designed to assist persons in choosing, changing, or confirming career choices. The differences in perceptions of services with regard to gender, age group, ethnicity, marital, employment, and student status were also examined. The results of this study provide insight into various methods of career planning and decision making as well as points of concern in the career planning process. The reader may also gain insight into which people or services have an impact on the individual as the career planning process is experienced. Finally, the reader may encounter some areas of concern which act as a stimulus for future research. The study should also provide insight into the career planning and decision making process and be of assistance to practicing career counselors.

This chapter provides a summary of the research questions, population data, conclusions related to the research questions, recommendations, recommended career planning and decision making model, and reflections.

Research Questions

This study was designed to obtain information from clients/students of a career planning center by seeking answers to the following questions:

1. To what degree did clients/students perceive the services provided by a community college as effective in assisting them in increasing self- and career information knowledge and utilizing this knowledge in choosing, changing, or confirming career directions?
2. Were the career planning and decision making services provided, perceived differently by persons of different:
 - a. gender
 - b. ethnicity
 - c. age
 - d. marital status
 - e. employment status
 - f. student vs. non-student status
3. What were the reasons for seeking career planning services, and what sources of advertising and marketing were most widely and effectively utilized when seeking these services?
4. What activities, services, and/or people were perceived as helpful in career planning?

Population

The population consisted of 1,090 persons served by the Career Exploration and Assessment Center at Lansing Community

College from the period of July 1, 1987 through June 30, 1989.

Summary and Conclusions

Research Question One

To what degree did clients/students perceive the services provided by community colleges as effective in assisting them in increasing self- and career information knowledge and utilizing this knowledge in choosing, changing, or confirming career directions?

Ninety-five percent (forty-two percent strongly agreed and fifty-three percent agreed) of the study respondents indicated they were well informed of the career planning process and ninety-seven percent (fifty-three percent strongly agreed and forty-four percent agreed) indicated they were informed of what was expected of them. It appears there were very few entering the process uninformed. Eighty-four percent (thirty percent strongly agreed and fifty-four percent agreed) perceived the testing services as beneficial in self-understanding and assisting in the prioritizing of values, personal needs, characteristics, and skills. Seventy-six percent (twenty-two percent strongly agreed and fifty-four percent agreed) perceived they learned how to make a career decision by utilizing acquired skills, career and personal information. While ninety-five percent knew what was expected of them and eighty-four percent felt the information gathered assisted them in self-understanding, why

were only seventy-six percent of them able to use this information in developing a career plan and making a career decision?

Knowledge of career information is very important when making a career decision. Self-knowledge and career information is needed to make the career planning and decision making process work (Crites, 1981). As these pieces of information are utilized in career decision making, there appears to be a point where this process becomes increasingly difficult. This researcher will refer to this point as the "transition point." This point of transition appears to be a point at which respondents, in this study, perceived the services as less helpful in developing a career plan. No matter how proficiently the counselor feels he or she assisted a client to become more self-aware, and no matter how well a client understands career information, it appears to be of little benefit unless this information can be integrated into a career plan. Although this process of integration was perceived as effective by seventy-six percent of the study respondents, it appears to be a point at which future research could be directed.

The majority of the sample (eighty-four percent) perceived the testing information to have assisted them in self-understanding and in organizing and prioritizing their personal characteristics, values, needs, and skills. Eighty-four percent (twenty percent strongly agreed and

sixty-four percent agreed) of the sample indicated they became aware of various career options and where to search for career information. Seventy-seven percent (eighteen percent strongly agreed and fifty-nine percent agreed) of the sample indicated that career information was provided them. These are only two important parts of the career decision making process. One may have all of the self-knowledge desired and possess large amounts of information concerning various careers but if they cannot integrate these pieces of information, a career decision is not likely to take place. Again, the importance of the "transition point" becomes evident.

This researcher concludes that when self-understanding results, one important segment of career planning occurs. When career information is gathered or provided to the career planning person, another important segment happens. But neither of these segments will have a great deal of value alone. They must be integrated into a career decision before the planning and implementation of action can take place.

Research Question Two

To what degree were the career planning and decision making services provided, perceived differently by persons of different:

- a. gender
- b. ethnicity
- c. age
- d. marital status
- e. employment status
- f. student vs. non-student status

Minority participants were under-represented in this study. One or two responses could have caused a ten percent or more change in the result and mislead the reader. Therefore, the data were determined unusable. Possibly, not having a full-time minority counselor on staff or not understanding the career planning needs of minority community members contributed to this condition.

The male, not-employed and non-student samples perceived the testing information to be of less value in improving self-understanding than the total sample. The age category 46 and over, part-time employed, and full-time employed category samples perceived the test information to be more helpful than the study sample in improving self-understanding. There is a possibility that these samples experienced different levels of pressure in making career decisions. If persons were not employed or not students, their emphasis may have been directed more at establishing a career decision and less on better self-understanding. The other samples (part-time employed and full-time student) may have had more time to proceed through the career planning process and spend more time in self-assessment and awareness activities, and the gathering and understanding of the test results information.

The 29-45 and 46 and over age categories expressed greater satisfaction with the total career planning and decision making process than the 16-28 age category. Also, the full-time employed category expressed greater

satisfaction with the process than the part-time or not-employed categories. Part of the reason for this may have been the degree of urgency one category felt over the other in determining a career choice, but, this researcher suspects that older persons (29-45 and 46 and over age categories) possessed more career information than those in the 16-28 age category and found it easier to proceed in developing a career plan because they had less of a need to search for career information.

More females sought career planning assistance than males. Some possible reasons for this are that more women are returning to the work force, some of whom may be dislocated homemakers. Other reasons may be the need for dual incomes in families, single parent families and an increasing number of women desiring full-time careers. Of the men and women who sought career planning services, women perceived the total career planning services as slightly more worthwhile than men. Women also perceived their ability to use the test information in developing a career plan and making a career decision higher than men did. Although no definite inferences have been drawn from these data, it appears that this might be an area for further research. This researcher concludes that the larger numbers of women entering the work force accounts for the higher percentage of females utilizing career planning services.

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Research Question Three

What were the reasons for seeking career planning services, and what sources of advertising and marketing were most effectively utilized where seeking these services?

The major reason for seeking assistance from the career planning center was to change career directions. This may have resulted from persons who were working in a career, found it non-rewarding and desired a change. It may also have been from someone who made a career decision and through the researching of information and gathering data, felt it was a choice which should be changed. Jobs being phased out may have been a contributing factor while others may have simply not encountered career planning activity and desired a change from their present situation, job, or career. In these cases, it appears to be important to provide career planning and decision making services for those who desire changes to improve their life styles and situations.

The second most important reason for seeking career services was to choose a career direction, followed by those who wished to confirm a career direction. The changing and choosing of career directions were given as reasons for selecting career planning services much more often than the confirming of a career direction. Actually, the changing of a career direction carries with it the choosing of a direction. As a result, these two questions may have been responded to appropriately by one respondent. Although some individuals had a need to confirm a career choice, the

overall reason for seeking career planning services appears to have been for making a career decision. It would make sense to direct services toward those individuals who have not established a career direction and are experiencing a need for this service to be available.

The advertising technique most effective with consumers of the career center services was word-of-mouth, followed by the use of a brochure, and finally followed by referral activity.

With any business, the best advertising technique is a satisfied customer. Such was the case in this study, but to get consumers to respond to the offering of services, so satisfied customers can spread the word, other methods must be utilized. In this case, brochures and referral activity proved to be quite powerful. This requires distributing brochures to appropriate potential consumers and communicating information concerning these services to sources who may know of people who might benefit from career planning. In this case, it was counselors of the colleges and high schools in the service delivery area. It is this researcher's opinion that the brochures should be distributed in any public facility where persons considering career decisions may visit, such as community service centers, various ethnic organizations, public and private employment agencies rehabilitation facilities, public and private educational centers or institutions and various union centers. The brochures must be fairly explicit as to the services which

are available. In that this was accomplished in these settings, this may have been the reason for the brochure's effectiveness.

Research Question Four

What activities, services, and/or people were perceived as helpful in career planning?

The people, services, and/or situations perceived most helpful in choosing, changing, or confirming a career direction were classes or courses taken, a career planning center, family members, and friends. Although a spouse, teacher/instructor/professor was an important contributor, their influence was less than classes or courses taken. Although it might have been anticipated that the career center would have ranked highest on the list, it appears course work in school, family, and friends were also significant influences for a person involved in career planning activity. This information is important for counselors to consider when assisting persons in career planning as some of these factors may not have been perceived as influential in swaying or directing persons in various career directions.

Teachers/instructors and career counselors should be aware of the influence they have on persons as they attempt to arrive at a career decision. As one proceeds towards a career decision, a host of variables may affect the outcome. If career counselors are made aware of these influences, and

are able to evaluate the appropriate information with the client/student, realistic career decisions should be achievable.

Recommendations

Based on the research information and data generated from this study, the following recommendations are offered by this writer.

1. There appears to be a point in the career planning and decision making process where information gathered (both personal and career) must be utilized in developing a plan. This study referred to this decision making point as a "transition point." This point is crucial and may be a point of possible breakdown in the career planning process.

Perceptions of the process were quite positive, in this study, but dipped to a lower level where questions were responded to relating to whether the respondents were able to integrate the acquired information into a career plan. It is here where this researcher found a problem to exist.

As a result, a mathematical decision making grid is recommended to be utilized at this "transition point" to assist the career planning person in organizing, prioritizing and integrating both personal and career information into a plan. This process actively involves the participant and

may be used consistently until an appropriate plan has been developed. It may also be utilized with future career transition decisions. Once the process has been learned, this transition point may be an area for future research to determine if other factors are involved.

2. There should be no short cuts in the career planning and decision making process, even when a degree of urgency appears to exist. Intelligent decisions require information which is relevant to the situation and plans of action (Heppner, 1978). When information is gathered, in the form of testing, and utilized as a major portion, or the answer to career planning, or utilized to hurry the process along, it seldom produces positive results and an appropriate career plan (Pinkney, 1987). The process must be well investigated and thought out.

For those individuals whose life situations are in a state of urgency or who feel time is not available for in-depth career planning, a temporary goal should be investigated. This is not to indicate that long term plans should be abandoned, but rather a temporary goal be established and one continues working toward a long term career plan. It is at this point that labor market information is important and the career planning person possesses an understanding of personal needs, values and

characteristics and how they may be integrated into a short term plan. It would be more helpful if this short term plan could be a step towards the development and completion of a long term plan. This may assist those persons identified in this study who were more interested in a career plan and less interested in self knowledge, such as the not employed and non-student samples. The short term plan should never replace any long term plan but rather could be a step towards its development. It may also be an answer to an immediate job or career concern.

3. Many persons, simply by their age level, have fewer life and work experiences to draw from when developing a career plan. More concentrated attention and career information could be provided them to insure they have a better understanding of various situations which life experiences have been unable to offer. This information may then be integrated into the career planning and decision making process. Some examples of activities and information are volunteer work situations, paid work or co-op situations, personal interviews with individuals in jobs of potential career choices, visitations, and work experiences, in addition to researching information in a career library to

better inform people about various career options. This may also bring about less hesitancy in making a career decision and make the "transition point" easier to encounter because more information is available when making a decision. This would be very important for people in the 16-28 age group of this study.

4. A plan of action should be implemented to perform a needs analysis with the minority populations of the community. If a determination is made that services are desired, but something prohibits this from happening, a corrective plan of action should be implemented. This is an area where future research is warranted.

A similar concern was evident in this study as males were consumers of this service far less than females. A questionnaire or some method of needs analysis should be designed to determine if male career planning and decision making needs are being met or if there is some reason the services offered by community college career planning centers are defective or incomplete. These data could then be utilized to implement corrective action. This may also be an area where future research is warranted.

Recommended Career Planning and Decision Making Model

Although career counselors tend to make use of a variety of applications and techniques, many tend to follow a basic core model. As career development theories were reviewed in Chapter Two, it became evident there were many similarities. Recognizing this, this researcher is recommending a career planning and decision making model as a basic core which may be modified depending on client/counselor needs. The model has been developed as a result of reviewing career development theories, recent publications on career decision making and reviewing the data obtained in this study.

- A. Intake process: Meet individually with each client to determine the best course of action to follow in arriving at a career decision. Past, present and future information (projections) should be taken into consideration.
- B. Gather information such as physical abilities and limitations, academic (cognitive) abilities, personality characteristics (needs, values, temperaments) and any other information which may have an effect on planning and the accomplishing of a career. This information may be gathered through counseling, self analysis, diary maintaining or psychological testing.
- C. Gather career or job information which appears to be relevant or interesting. Suspend early decisions and judgements, as information gathering is an

important process simply from the stand point of developing options.

- D. Organize, prioritize and integrate this information into a tentative career plan. This may be accomplished by matching personal information with career possibilities and should be done with the career counselor initially.
- E. After developing a tentative career plan, search out relevant career information to determine if this choice is possible. Determine what activities, monies, time, and other factors must be considered. At all times a person should consider more than one option, as alternative choices may be pursued, if certain avenues desired are blocked.
- F. Once the career planner feels confident, he or she has sufficient information about their career choices to integrate it with their self information, a firm decision may be made. Once this decision is made, a plan may then be developed on how to reach this goal. If avenues are blocked, causing the person to pursue another option, they may simply insert the new career information and begin reintegrating it into a career plan. It is important to remember that this process may be utilized throughout one's life as many career decisions are made (moving up, laterally, or changing career directions).

Reflections

It has been the intent of this researcher to provide insight into the career planning and decision making process and determine problem or concern areas. As such were noted, suggestions were made for maintenance and improvement. This researcher realizes that physical plant, economics, personnel, and a host of other restrictions play a major role in which services are available and to what degree. As professional counselors, it is important to strive to improve services for people, and to be increasingly effective in assisting them in living their lives to the fullest. This objective may be accomplished by the client heading in an appropriate career direction, and being able to make regular ongoing career decisions.

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APPENDIX A

Twelve individuals who assisted the research by reviewing the questionnaire utilized in the study.

Appendix A

Persons involved in the review of the study instrument were chosen at random and were composed of Lansing Community College students, administrators, faculty and staff. Twelve persons were chosen to review the instrument insuring clarity and specificity. Recommended changes have been made are included in the final document in Appendix D. Those persons' names and status involved in the review are listed below:

1.	Karen Holt	Administration
2.	Nancy Dietrich	Administration
3.	Richard Mull	Administration
4.	Dan Wilcox	Administration
5.	Marsha Campbell	Faculty
6.	Joyce Weiner	Staff
7.	Cathy Mortenson	Staff
8.	Sandy Scarbeck	Student
9.	Scott Koenigschnecht	Student
10.	Christine Welch	Student
11.	Brian Davis	Student
12.	Toshio Imai	Student

APPENDIX B

Cover letter and questionnaire

May 1, 1990

To All Career Exploration and Assessment Participants:

This survey goes beyond the services you received at the Career Exploration and Assessment Center of Lansing Community College. I would like your perception as to the importance of these services and how much help they were to you. I have designed this questionnaire so it may be completed easily and within ten minutes.

Your participation in this follow-up questionnaire is completely voluntary. Please feel free to answer all the questions, selected ones or none at all. All answers will be treated with the strictest of confidence. Should you not desire to place your name on this questionnaire, that is fine, but should you wish to be contacted for any reason, please place your name, address and phone number on page four.

If you are under eighteen years of age, and wish to enter your name on page one for basic information, or page four for a request to be contacted, please have a parent or guardian sign page four in the designated area.

All information from the survey will be used to determine which services are perceived of value and if any significant differences exist in perceptions on the basis of gender, age, ethnic origin, marital status, student status or employment status. All results of the survey will be maintained as group information rather than individual information.

Thank you for taking the time to assist me in providing a quality career planning and decision making service to you.

Sincerely,

James C. Osborn
Program Director
Career Exploration and Assessment Center

PART I

- 1.) Name (optional) _____
- 2.) City you live in _____
- 3.) School District _____
- 4.) Male _____ Female _____
- 5.) Ethnic Background: Please Check One
- White _____ Black _____
- Hispanic _____ ALL others _____
- 6.) At the time you utilized the career planning services of the Career Exploration and Assessment Center, in which age group were you:
- Age: 16-28 _____ 29-45 _____ 46-over _____
- 7.) At the time you utilized the career planning services of the Career Exploration and Assessment Center, were you:
- Single _____ Married _____
- 8.) At the time you utilized the career planning service of the Career Exploration and Assessment Center, were you employed:
- Full-Time _____ Part-Time _____ Unemployed _____
- 9.) Are you employed currently:
- Full-Time _____ Part-Time _____ Unemployed _____
- 10.) At the time you utilized the career planning services of the Career Exploration and Assessment Center, were you a:
- Full-Time College/University Student _____
- Part-Time College/University Student _____
- Not Attending College _____

PART II

- 1.) How did you first learn of the career services of the Career Exploration and Assessment Center?

☐ Newspaper article
☐ From another person who utilized the service
☐ Career Exploration & Assessment Center Brochure
☐ Lansing Community College Catalog
☐ Instructor from another School/College: _____
☐ Lansing Community College Counseling Center: _____
☐ Person in your business: _____
☐ Television
☐ Telephone book
☐ Other (specify) _____

Please answer the following questions as they relate to you.

- 2.) I came to the Career Exploration and Assessment Center for assistance in:

choosing a career	☐ yes	☐ no
changing career direction	☐ yes	☐ no
confirming career choice	☐ yes	☐ no

During your visits to the Career Exploration and Assessment Center at Lansing Community College: (please check the appropriate blank):

- 3.) I was informed of how the career planning process worked and what results I could expect. ☐ strongly agree ☐ disagree ☐ strongly disagree
- 4.) I was informed as to what was expected of me before I began the testing and career counseling process. ☐ strongly agree ☐ disagree ☐ strongly disagree
- 5.) The staff of the Career Exploration and Assessment Center was helpful, informative, and supportive as I proceeded through the career planning process. ☐ strongly agree ☐ disagree ☐ strongly disagree

- 6.) The test results helped me
identify and prioritize
my values, needs, per-
sonal characteristics,
and better understand myself. strongly agree disagree strongly
agree disagree
- 7.) I learned how to use
the information in
developing a career
plan and making a
career decision. strongly agree disagree strongly
agree disagree
- 8.) I became aware of various
career options and
learned where to search
for information about them. strongly agree disagree strongly
agree disagree
- 9.) I was provided the
necessary information
(possible schools, classes,
training or educational
programs) which might
assist me in deciding
on a career direction. strongly agree disagree strongly
agree disagree
- 10.) I was given instructions
on how to obtain
additional career
information. strongly agree disagree strongly
agree disagree
- 11.) Overall, the career
counseling I received
assisted me in con-
firming, choosing, or
changing my career. strongly agree disagree strongly
agree disagree

12.) Overall, the total Career Exploration and Assessment Center process and service was worthwhile. strongly agree disagree strongly disagree

13.) Of the people and services at the Career Exploration and Assessment Center, which were most helpful in assisting you with career planning?

_____ the Career Counselor (counseling)

_____ the career test results

_____ a combination of the above two

_____ the career information presented to you

_____ the follow-up session

_____ other (please specify) _____

14.) Please list areas of the Career Exploration Assessment Center services you feel are in need of improvement or change.

If you wish to be contacted for any reason, please print your name, address and phone number below. If you are under 18 years of age, have your parent or guardian sign on the appropriate line.

Name: _____

Address: _____

City _____ State: _____ Zip: _____

Telephone: _____

Signature of Parent or Guardian

PART III

The following people, situations and services were helpful in choosing, changing or confirming my career choice:

	Not Applicable	Strongly Agree	Agree	Disagree	Strongly Disagree
A family member	___	___	___	___	___
A friend	___	___	___	___	___
A teacher, instructor/ professor	___	___	___	___	___
A spouse	___	___	___	___	___
A relative	___	___	___	___	___
A significant person	___	___	___	___	___
A clergy person	___	___	___	___	___
A classmate	___	___	___	___	___
Classes or courses taken	___	___	___	___	___
Career planning classes	___	___	___	___	___
General counselors	___	___	___	___	___
Career Exploration & Assessment Center	___	___	___	___	___

Thank you for taking the time to complete this questionnaire.
If you desire to be informed of the results of this group
study, please contact me anytime at (517) 483-1221.

APPENDIX C

1. Application for project involving human subjects
2. Time extension for Ph.D. program

APPLICATION FOR REVIEW OF A PROJECT INVOLVING HUMAN SUBJECTS

Submit your proposal for UCRIHS review to:

Dr. John K. Hudzik, Chair
UCRIHS
Michigan State University
206 Berkey Hall
East Lansing, MI 48824-1111

If you have questions, or wish to check the status of your proposal, call: (517) 353-9738

DIRECTIONS: COMPLETE QUESTIONS 1 - 11: Attach additional material as requested.

1. RESPONSIBLE PROJECT INVESTIGATOR:
(faculty or staff supervisor)

Dr. Richard Gardner

NAME OF INVESTIGATOR:
(if different)

James C. Osborn

2. CAMPUS ADDRESS:

409 Erickson Hall
Michigan State University
East Lansing, MI 48824-1034

PHONE #: (517) 355-1833

CAMPUS ADDRESS: (or address where
approval letter is to be sent)

4220 Driftwood Drive, Dewitt, MI 48820

H- (517) 669-5876
PHONE #: W- (517) 483-1221

3. TITLE OF PROPOSAL:

A study of the Perception of Career Development Services provided by the Career
Exploration and Assessment Center of Lansing Community College.

4. A. PROPOSED FUNDING AGENCY (if any) None

B. IS THIS AN FDA PROPOSAL [] YES [X] NO

C. MSU ORD# IF APPLICABLE NA

D. DATE ON WHICH YOU PLAN TO BEGIN DATA COLLECTION April 1, 1990

5. EXEMPT/EXPEDITED. If applying for Exempt or Expedited status, indicate the
category. SEE INSTRUCTIONS - ITEM 1 (ie. 1-A, 2-D, etc.).

Category: Exempt

For
Office
Use

Subcommittee: _____
Agenda: _____
Comments: _____

Comments to PI: _____
Comments to REV: _____

6. **ABSTRACT.** Summarize the research (its purpose and general design) to be conducted. This can be identical or similar to the summary required when submitting to the NIH (200 words or less). Briefly outline, in particular, what will be done to research subjects.

The purpose of this study is to investigate the perception of effectiveness of career planning and decision making services as perceived by persons who have utilized these services. A second purpose is to discover what, if any, differences exist in the perception of services with regard to participants gender, age group, ethnicity, marital status, employment status or student status. The research will be conducted with persons who have voluntarily utilized the services of the Career Exploration and Assessment Center of Lansing Community College from July 1, 1987 through June 30, 1989. In that the services of this center are similar to career planning services of other community colleges and some colleges and universities in Michigan, the information gathered will be valuable to those committed to providing quality career planning and decision making services. It should also be valuable to other persons committed to providing needed and desired career services in the secondary education and private sectors.

7. **SUBJECT POPULATION.** Will any of the following be subjects:

	Yes	No		Yes	No
Minors	☒	☐	Students	☒	☐
Pregnant Women	☒	☐	Low Income Persons	☒	☐
Women of Child-bearing age	☒	☐	Minorities	☒	☐
Institutionalized Persons	☐	☒	Incompetent Persons	☐	☒
			(or diminished capacity)		

7a. Number of subjects (including controls)? 1090

- 7b. Are you associated with the subjects (e.g., your students, employees, or patients.)
☒ yes ☐ no If yes, explain nature of the association.

All subjects being surveyed will have voluntarily sought and received career planning and decision making services from Lansing Community College's Career Exploration and Assessment Center from July 1, 1987 through June 30, 1989.

- 7c. How will subjects be contacted and selected?

All subjects will be sent a survey letter on April 1, 1990, or after, requesting their perception of the career planning and decision making services received. If subjects request additional contact, phone calls and appointments will be set up, if needed, to answer any questions related to the questionnaire.

- 7d. Will research subjects be compensated? ☐ Yes ☒ No

If yes, all information concerning payment, including the amount and schedule of payment must be set forth in the informed consent.

- 7e. Will you be advertising for research participants? ☐ Yes ☒ No

If yes, attach a copy of the advertisement you will use. SEE INSTRUCTIONS - ITEM 2

8. **ANONYMITY/CONFIDENTIALITY.** Describe procedures and safeguards for insuring confidentiality or anonymity. SEE INSTRUCTIONS - ITEM 3

A copy of the research questionnaire is attached.

The questionnaire will be taken from the complete list of those persons receiving services from the Career Exploration and Assessment Center of Lansing Community College between July 1, 1987 through June 30, 1989. The questionnaires will have enclosed a self-addressed stamped envelope with no return address noted. The questionnaire has a space provided for the person to indicate their name, but this is optional. All other demographic information is of the nature that no personal identification can be derived from the written answers. No identification marks, numbers or letters have been placed in the questionnaire which would threaten the confidentiality of the information received. Only those persons desiring to be contacted will be accommodated and they must provide their name and contact information on the questionnaire.

9. **RISK/BENEFIT RATIO.** Analyze the risk/benefit ratio. SEE INSTRUCTIONS - ITEM 4. Completely answer Items A, B, and C listed in the Instructions. ALSO SEE Item 6 in the Instructions if your research involves minors or those with diminished capacity.
- A. There is no likelihood that any physical, psychological, social, legal, economic or other risks will result from this study. All information will be evaluated as group information as apposed to singular or personal information.
- B. All information returned by the questionnaire method will be identifiable only if the subject desires contact from the researcher and indicated so by placing their name in the name (optional) area of Part 1 of the questionnaire, or on page five whereby the subject requests to be contacted and provides the appropriate information. As no other means are available to identify the subject, this is a very effective means of guaranteeing confidentiality.
- C₁. The subjects will benefit from the study by some concerns responded to. If their perceptions of the services provided were poor and they wish to return to the center, they should benefit by saving their concerns responded to and corrected. If this were not possible, methods of other service provision might be made available to resolve stated concerns of questions.
- C₂. Society may benefit from the results of this study in that other centers or service delivery areas providing career planning and decision making services of a simular nature may improve or design services to better meet the needs of their participants. The participants should have their needs met or identify which needs are not being met so improvement of services may take place. As a result, society will have persons who have better insight into the career decision making process and be able to act more independently in future career decision making activity.

10. **CONSENT PROCEDURES.** Describe consent procedures to be followed, including how and where informed consent will be obtained. SEE INSTRUCTIONS - ITEM 5 on what needs to be included in your consent form. Include a copy of your consent form with your proposal. ALSO SEE Item 6 in the instructions if your research involves minors or those with diminished capacity.

This investigator has incorporated the elements of consent in the instructor letter accompanying the questionnaire. The purposes and procedures of the study have been explained with an estimate of the total completion time. There will be no risks to the subjects involved in that all information is kept confidential and subjects need only to provide their name, if they choose to do so. Participation is completely voluntary and should any person under the age of majority choose to participate, a signature line is available for the parent or guardian's signature. This investigator's name and phone number have been provided should any questions or concerns arise and contact be desired.

11. **CHECKLIST.** Check off that you have included each of these items with your proposal. If not applicable, state n/a.
- ☐ Provide six (6) copies of all information unless applying for exempt or expedited review. Provide two (2) copies if applying for exempt or expedited. Include all questionnaires, surveys, forms, tests, etc. to be used.
 - ☐ Proposed graduate and undergraduate student research projects submitted to UCRIHS for review should be accompanied by a signed statement from the student's major professor stating that he/she has reviewed and approves the proposed project.
 - ☐ Provide one complete copy of the full research proposal. Graduate students should furnish one copy of the "Methods" chapter of their thesis/dissertation (if available) in lieu of a research proposal.
 - ☐ Questions 1 - 10 have been filled out completely.
 - ☐ Provide the consent form (or instruction sheet, explanatory letter, or the script for oral presentation if signed consent is not to be obtained--See item 5 in the instructions).
 - ☐ Advertisement included if applicable

YOUR PROPOSAL WILL BE ASSIGNED A UCRIHS PROPOSAL NUMBER. REFER TO THIS NUMBER AND THE TITLE OF YOUR PROPOSAL ON ANY CORRESPONDENCE OR INQUIRIES.

TO: Dr. Richard Gardner

FROM: James C. Osborn

DATE: March 22, 1990

SUBJECT: Extension of Ph.D. program completion date to June 30, 1991.

I am requesting the completion date of my Ph.D. program be extended to June 30, 1991 for the following reasons:

- 1.) My initial research and proposal attempted to encompass a very broad area and upon recommendations from my committee, I redirected my efforts and submitted a second proposal. This proposal has been accepted and should be completed prior to June 30, 1991.
- 2.) My employment requires me to work between forty-five and sixty hours per week. This has limited me in the past and present in possessing time to accomplish an accepted proposal and research. In that I am at a level where I can complete my degree requirements by being granted an extension and will be able to provide relevant research information to my colleagues. I feel this extension is warranted.
- 3.) I have scheduled the appropriate time to perform the needed research and complete the data analysis within the requested time period. Prior to June 30, 1991, I should have all requirements for the Ph.D. in Adult and Continuing Education.
- 4.) In that I have completed all of my course work, passed my comprehensive examination and possess an accepted proposal from my committee, I feel the extra time will allow me to complete my educational goal.

Revised 2/87

Date June 21, 1991

Name James C. Osborn

Student Number 08-61226

Advisor Dr. Richard Gardner

Program level for which time extension requested: Ph.D. X Ed.D. Ed.S.

Quarter and year of admission to program: Summer 1984

Total credits completed 61 999 27 G.P.A. 3.86 Date of Comps 6-88

Program requirements to be completed during time extension:

Courses

Examinations	Final defense of dissertation*
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Residency

If granted a time extension, I will complete the specific requirements above during the specific quarters indicated:

Quarter and year Fall 1991

Quarter and year

Quarter and year

Quarter and year

*Two committee members will not be available summer 1991 due to retirement and a sabbatical leave. An extension is requested to schedule this meeting fall 1991 quarter.

James C. Osborn
(Student's Signature)

(THIS SECTION MUST BE COMPLETED BY ACADEMIC ADVISOR)

(Recommended action **Refuse time extension and withdraw from program**)

~~X~~ Extend time for / quarters under the following conditions:

FINAL DEFENSE

6/26/91

(Date)

(Advisor's Signature)

Return this request to: Robert J. Martin, Coordinator, Student Affairs Office,
134 Erickson Hall, Michigan State University, East Lansing, MI 48824-0134.

APPROVED: SEE PREVIOUS TIME EXTENSION AND ATTACHED LETTER
PASSED THROUGH F91

(Dean's Signature)

(Date)

Revised 2/87

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