

TABLE OF CONTENTS

INTRODUCTION AND RATIONALE	2
Background	
Primary Purpose	
Enlarging the Scope of JOB-O	
HOW TO ADMINISTER JOB-O	3
General Directions	
Specific Directions	
Administration Time	
Administration Suggestions	
THE NINE VARIABLES	4
Selection and Coding	
Validity and Reliability	
OCCUPATIONAL TITLES AND JOB INFORMATION	6
Selection of Occupational Titles	
Job Information	
PERFORMANCE OBJECTIVES: ACCOUNTABILITY	6
EIGHT WAYS TO USE THE ANSWER FOLDER	7
SUGGESTED PLAN FOR USING JOB-O IN CLASSROOMS AND IN GROUPS	7
APPENDIX A	8
National Standards for School Counseling Programs	
Academic Development	
Career Development	
Personal/Social Development	
APPENDIX B	18
Evaluation of a Two-Day Program Using JOB-O	
BIBLIOGRAPHY	19

INTRODUCTION AND RATIONALE

Background: JOB-O (Judgment of Occupational Behavior- Orientation) was developed during the 1969-1970 school year and field-tested in 1970 as a highly motivating career interest inventory that would take a person through a complete career awareness and decision-making process. Unknown to us, JOB-O was really the first self-directed career planner. The original JOB-O soon became one of the leading career planning activities in California, and through the years has achieved national recognition for career planning.

JOB-O has been updated continuously since its original conception in 1970, and during the years revisions have been made. However, the original, basic format has stood the test of time and critical evaluation. The original format included these main features, and they remain the essential elements of JOB-O:

- ▶ A reusable booklet that contains nine self-assessment variables, all directions for self-administration, and occupational titles profiling the nine variables.
- ▶ A consumable answer folder that has nine boxes in which the user places responses to the nine variables. The user's profile is then compared to the profiles of occupational titles. The answer folder also includes facts about all of the occupations in the activity and a career-planning format. An answer folder is included as an appendix of this manual.
- ▶ The JOB-O activity makes it possible for the user to match occupational interests with occupational titles in order to develop a career plan.
- ▶ The JOB-O activity provides immediate results allowing the user to be in charge of the decision making process.
- ▶ Language and directions are simply stated to make JOB-O easy to administer individually, in career centers or in class groups.
- ▶ The process is comprehensive: self-assessment of educational and occupational interests; matching self-assessments with 120 occupational titles; selection of occupational titles that best match personal needs; research of occupational facts provided in the answer folder; and, a tentative, or final career plan.

Changes have been made to improve JOB-O to keep the activity abreast of the changing occupational demands:

- ▶ Occupational Groups on page 5 of the JOB-O booklet have been revised to better utilize the interest concept in decision-making, and to better correspond with the Occupational Outlook Handbook, O*Net, and DOE's 16 career clusters.
- ▶ The text of the JOB-O booklet has been revised to better define variables, interests, and directions.
- ▶ The responses to the variables on page 7 of the JOB-O booklet have been reduced from six to three to make scoring and responding an easier task. Field-testing indicates that validity and reliability are unaffected by this change.
- ▶ The enhanced version of JOB-O was developed to take care of users who wish to explore occupations within educational zones. The enhanced version lists occupations within three educational zones.
- ▶ JOB-O 2000 has maintained the continuity of the original JOB-O in its same format.
- ▶ Occupational titles used in the JOB-O system correspond to the Standard Occupational Classification dictionary.
- ▶ JOB-O uses the Occupational Outlook Handbook as its primary source for occupational information

Those who have used JOB-O in the past, and those who will use it in the future can be assured that JOB-O can be adopted as a reliable on-going instrument in established career guidance or career education programs. Several million students have used the JOB-O system and sufficient data has been accumulated from clientele to provide evidence that JOB-O can provide the means to meet the objectives of the career development standards. (Note: See Appendix A for a list of the National Standards for Career Development.)

The Primary Purpose of JOB-O

The primary purpose of JOB-O is to facilitate self-awareness, career-awareness, and career exploration. Students will be able to evaluate their occupational interests and personal needs in order to consider career and educational plans after they complete the JOB-O activity. The JOB-O system can be used at all educational levels. The purpose for its use is to assist students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Enlarging the Scope of JOB-O

The JOB-O system offers expanded career-planning activities to assist students in acquiring career development skills. They are:

- ▶ **JOB-O E** is a career planner to help elementary school students develop a career plan,
- ▶ **JOB-O enhanced** is a career planner especially designed to help middle and lower high school students explore occupations within selected educational and training Zone Levels.
- ▶ **JOB-O 2000+** is similar to JOB-O enhanced and lists occupational titles in alphabetical order.
- ▶ **JOB-O A** is a career planner designed for upper high school students and adults to assess their interests and skills and match their assessment with occupational requirements of specific occupations.
- ▶ **Major-Minor Finder** is designed to assist students to select a college major in a field of study that matches their educational aptitudes and occupational interests.
- ▶ **JOB-O Dictionary** provides definitions and skill requirements for job entry into the occupations used in the JOB-O system.

Administration of JOB-O

The JOB-O booklet and an answer folder are necessary for student use. The JOB-O booklet is designed to be reusable. However, in a group setting it is necessary to have a booklet and an answer folder for each student. The student's answer folder can be retained by the student or be placed in the students' portfolio. The JOB-O activity can be administered individually, in groups, or in a classroom setting.

It is recommended that the administrator lead groups or classroom groups through each phase of the activity, and if necessary by reading with the students, the questions and directions, and explain the content. There are three main steps in the administration of JOB-O:

Step 1. Self-Assessment

1. Distribute JOB-O booklets and answer folders
2. Instruct students to write their names in the answer folder
3. Instruct students to turn to page 2 of the booklet and follow all directions, and answer all questions as directed

Step 2. Occupational Title Search

1. After completing the self-assessment activity turn to page 8 and follow all directions
2. Students will match their profile with 120 occupations found on pages 9 – 11 in the JOB-O booklet
3. Students will record the number of matches for each occupation on the answer folder

Step 3. Occupational Title Research

1. After completing the occupational title search the student will follow the directions on page 4 of the answer folder and complete research for occupational information found on the answer folder, on pages 12 to 17 in the JOB-O booklet
2. Students will consider occupational titles with five or more matches in their research activity
3. Students will choose three occupations and research and record information about them
4. Students will compare the information about the three occupations and write the preferred occupational title in the space provided on page 4 of the answer folder. It is suggested that students explore further for occupational information in a career center, the library, the Occupational Outlook Handbook, other resource materials, and interview people working in the occupation

Administration Time

The reading level of the questions and directions in JOB-O are sufficiently easy to enable most students doing the JOB-O activity in classrooms to complete the questions and occupational search in a 45-minute period. (98% of high school students found the reading level of JOB-O to be "average to very easy". See Table 3, "Results of a Questionnaire of Satisfaction".) It takes approximately 15 – 20 minutes to complete the matching activity and selection of three occupational titles. It is recommended that at least two class periods be set aside to allow sufficient time for the completion of the JOB-O activity and for a brief follow-up of the results. A suggested planned activity using JOB-O is found elsewhere in this manual.

Administration Suggestions

- ▶ It is important to lead a group through the activity by reading questions and directions with students rather than using self-administration procedures. This will ease control of large groups.

- ▶ Use the Occupational Outlook Handbook and other resources, such as electronic informational delivery programs to research occupational information.
- ▶ Emphasize the occupational growth and outlook based upon national labor information as reported by the U.S Bureau of Labor statistics.
- ▶ JOB-O is an exploratory activity and should not be considered a test. JOB-O is a self-assessment activity that matches the users' occupational interests and abilities with occupational characteristics. JOB-O provides the opportunity for the user to explore and make career decisions.
- ▶ Advise students to be honest and realistic in answering all assessment questions. Carefully considered answers will lead to meaningful results.
- ▶ Advise students that they should carefully consider related occupations when making career decisions

HOW DO YOU SEE YOURSELF? The Nine Variables

Selection and Coding

The Dictionary of Occupational Titles (DOT), the Occupational Outlook Handbook (OOH), and Dr. William C. Schutz' FIRO-B provided the theoretical base for the ultimate design of the nine variables. It was decided to use the research information from these three sources to develop a numerical occupational coding system so that one could see the relationship among occupations and also to help standardize a classification system of educational requirements, occupational interests and personal characteristics needed to perform satisfactorily on the job. The nine variables are:

1. Preparation and Training

The first variable is concerned with education and training. The authors believe that students can make reasonable judgments about their educational plans. This premise is based upon a longitudinal study of Astin and Panos (1969) who concluded, "The best single predictor of the student's final level of educational aspiration is his initial statement of educational plans." The design of the question enables the student to quickly see if educational goals and career plans match. If not the student can modify either one. In this question a student is asked to look at three levels of educational attainment and to state an aspiration. This becomes a criteria in determining what occupations will be open to him/her. The coding of this variable is based upon the educational level required for occupational entry.

2. Occupational Interests

The second variable deals with occupational interest groups. JOB-O uses eight occupational interest groups and they closely coincide with the occupational interest groups used in the Guide for Occupational Exploration, the Department of Education's 16 Career Clusters, and Holland's classification system. The eight occupational interest groups used in JOB-O are: Arts and Communications, Business, Service, Agriculture Environment and Forestry, Construction, Mechanical, and Transportation, Science, Social and Education, and Health. These eight groups have sufficient variability and content to insure an appropriate placement of each of the occupational titles used in JOB-O in a specific interest category according to the dominant interest characteristics of the occupation as defined in the Standard Occupational Classification (SOC) Dictionary of Occupations. A computer-based study by Burnett (1973) indicated that the "... interest variables show a remarkable propensity for separating occupations". JOB-O asks the user to select the occupational interest group that best matches their occupational interest. The user's selection of interest provides only a gross measure of interest; however, any measure of interest patterns is of prime importance to an occupational scale. Observation data gathered from students who have used JOB-O indicates that there is a very high degree of satisfaction with the interest groups. They understand the categories well enough to make meaningful responses.

How Do You See Yourself?

Variables three, four, and five were developed from the theoretical premises of the FIRO-B, a personality test, designed by Dr. William C. Schutz. The student is asked to respond to what degree – on a three point scale – he/she wants to be "included" with people; to what degree he/she wants to "influence" people; and, to what degree he/she wants to be "close and helping" with people. Responses are then compared with the varying inclusion, control, and affection needs of specific occupations as stated in the DOT classification system. Interpersonal relationships are increasingly important factors in job satisfaction. William C. Schutz, the author of the FIRO-B, best sums up the reason for the inclusion of interpersonal questions in JOB-O: "Since specific interpersonal elements characterize most occupations, any measuring instrument that purports to measure orientations toward interpersonal relations may be expected to reveal differences between people in different occupational roles." Field-testing indicates that students understand and can respond to the interpersonal questions. Empirical testing of seven occupational groups also indicates

that the occupational coding of these three variables is valid, based upon the degree of involvement (highly, middle, low) that the occupation has with people in the three areas of inclusion, control, and affection.

Variable six asks the students to respond to those elements that deal with the physical aspects of occupations. Occupations require a varying degree of physical activity. The coding of the occupational titles on this variable was cross-correlated with the DOT, on a gross scale of high, middle and low physical demands of occupations. Occupations requiring sedentary (S) and light (L) work were coded 3 on the JOB-O scale; occupations requiring medium (M) work were coded 2 on the JOB-O scale; occupations requiring heavy (H) and very heavy (V) were coded 1 on the JOB-O scale.

The last three variables deal with the degree to which working with hands/tools/machinery, problem solving, and creativity/ideas are used in jobs. The content of these last questions was inspired by the classification system developed from research conducted in the development of the Occupational Outlook Handbook. The classification included nineteen personal and occupational characteristics. From these nineteen characteristics three of the most discriminating and significant variables were selected for JOB-O. Hands/tools/machinery roughly coincide with the “working with things” category in the DOT; problem solving and creativity roughly coincide with “working with data” category in the DOT. These three variables were subsequently coded to coincide with the classification of occupations in the OOH and the DOT.

Validity and Reliability

Empirical data was collected from occupational groups after the nine variables were selected and the numerical scales cross-validated. A continuing effort is being made to empirically sample occupations within the groups. Field-testing, review, and revision are a continuing process. Listed below are generalizations based upon testing results:

- ▶ Questions about levels of education required, occupational interest requirements, the interpersonal relations required of persons in the occupation, physical activity, and involvement with data, people and things are adequately measured by the nine variables.
- ▶ JOB-O has potential as a measuring device in career counseling. It makes no claim or prediction; rather it shows a student how personal needs match a variety of occupations.
- ▶ The nine variables, tested randomly by computer, show a remarkable propensity for separating occupations, and to this extent, JOB-O is successful.

More specific data relating to validity and reliability studies are listed below:

- ▶ **Construct Validity:** Inter-test correlations were made with KUDER OIS (Form DD). Assignment of pluses were made when matches between the 53 matching occupations (between the two instruments) occurred, and minuses were assigned to non-matches. Numerical values and the Chi Square test were employed. The results indicated there was no significant difference between the results of JOB-O and the KUDER OIS.
- ▶ **Content Validity:** The selected variables and the coding of the variables are cross-correlated with the occupational coding and occupation classifications found in the Occupational Outlook Handbook and the Occupational Quarterlies, the Enhanced Guide to Occupational Exploration (GOE), and the updated Dictionary of Occupational Titles (DOT). Content validity is based upon choosing a sampling of items from the universe of potential items of worker traits from the above sources. A rational judgmental procedure, using this “expert” data, rather than quantitative relationships is used. (See Frederick G. Brown’s classic, *Principles of Educational and Psychological Testing*, Dryden Press, 1970, for a discussion of this technique for validating criterion-referenced testing.)
- ▶ **Concurrent Validity:** In a study by Rhonda Levine, Department of Educational Psychology, California State University, Northridge, California, a conclusion was reached that “there is more support for the concurrent validity of JOB-O than Holland’s SDS when used with 9th grade high school students. This conclusion was based upon responses of students who took both JOB-O and the SDS.
- ▶ **Reliability:** In periodic tests, retests with standard time duration between administrations there is evidence that a high correlation (above 90%) is obtained between the scores obtained in the test and scores obtained in the retest. Reliability is significant and within the range of acceptable testing standards.
- ▶ **Predictive Validity:** Former users of JOB-O who have voluntarily stated that JOB-O had a significant impact in their career decision-making have made many anecdotal reports, and that they chose occupations closely related to occupational titles from JOB-O. Reporting by student users, and professionals expressing expert opinions over the years suggests that JOB-O has made a major contribution in the field of career guidance. It is also gratifying to receive many handwritten letters from students from all over the United States requesting

further information on careers. Hardly a day goes by without receiving requests. This indicates to the authors of JOB-O that JOB-O motivates decision-making. One such letter deserves quoting in this manual: "Thank you for the information you sent. I am very grateful you care enough to send the encouraging words you sent. In the future, hopefully I will become a successful person. I did write to the addresses which you circled."

- ▶ **Revision and Updating:** Occupational facts and information are updated biennially to conform to the Bureau of Labor Statistics reports. Revisions have been made in the wording of the variables to make the choices more discrete. The rating scale on page 7 was reduced from a scale of 6 to a scale of 3. Page 4 of the answer folder have been modified to allow further evaluation and decision-making, the related occupational bank has been expanded to over 600 occupations. Related occupations cover over 95% of the labor force in America.

In summary, JOB-O uses nine variables, which the authors feel are universally applicable to all occupations and which can be measured and stated in quantitative terms. The student's response to the variables can be compared to the requirements of carefully selected occupations, and when the input of the student matches an occupation it indicates that he/she should explore that occupation. Aptitude is only considered in the response that the student gives regarding educational goals. It is in the exploration and research phase that the student will have to give careful attention to aptitude. It is very important that counseling be available to give the student an opportunity to clarify work values and to select occupational titles that are realistic.

The Occupational Titles and Information

Selection of Occupational Titles

The occupational titles and over 600 related occupations selected for JOB-O are chosen from the occupations, which will be in demand in the next decade. Most of the occupations are contained in the United States Department of Labor reports as occupations with high employment and fast growth. JOB-O is updated on a continual basis to conform to the national occupational trends. Occupational titles are added or deleted in accordance with occupational outlook predictions on a periodic basis.

Occupational titles are selected to include a sufficient array of occupations at all levels of education and training in all eight occupational interest groups used in JOB-O. This insures that a student will find an occupational title to match the student's occupational interests and educational goals.

Occupational Information.

Occupational information is provided for research and is contained on the answer folder and in the booklet. Students can find the number of employment related occupational titles, earnings, occupational outlook, and educational and training requirements for each of the 120 occupational titles in the booklet and answer folder. Occupational information is obtained from the Bureau of Labor Statistics, the Occupational Outlook Handbook, and other department of labor sources. This minimum amount of information is sufficient to give the students an awareness of vital facts upon which to base career decisions, and yet, not so much that it confuses the issue, but leads to further research. Field-testing indicated a high degree of satisfaction with the answer folder. Its simple layout makes occupational research possible for those who might have reading and/or graphic problems.

Performance Objectives

Evaluation

JOB-O was designed to satisfy certain performance objectives, which are observable and measurable. Upon completion of JOB-O the student will be able to:

- ▶ List occupational titles which are commensurate with education plans, interest and personality factors
- ▶ Select from the list of occupational titles, the three occupational titles liked best
- ▶ Explore the three occupational titles selected, rate them, and other related occupations
- ▶ Decide upon a first choice occupation that is consistent with interest and tentative future goals
- ▶ Demonstrate the ability to reconsider educational plans and interests and list new occupational titles

The five performance objectives have been validated with over 20,000 students. Subjective evaluations were made by a team of counselors to make judgments as to whether JOB-O would, in fact, meet the performance objectives, and in the process motivate and excite students. The counselors were enthusiastic over the ease of administering JOB-O and the highly positive and eager way in

which the students at all grade levels responded. Most students found occupational titles with which they were satisfied and they stated a desire to explore further. Students were able to fulfill all five-performance objectives with ease.

To validate subjective conclusions, the students were asked to respond to a questionnaire. Their responses indicated that they found the reading level easy, the directions easy to follow and they were satisfied with their results. They responded positively, that they wanted to explore and research the occupational titles which they discovered (see page 18 “Results of a Questionnaire of Satisfaction”), Barranco (1972), using JOB-O in a comparative study between Chicanos and Latinos in career planning, substantiated the questionnaire referred to above with an Hispanic population.

Eight Ways to Use the Answer Folder

1. File it away – make it part of a student’s personal file to be reviewed from time to time for career planning. Place it in a student’s self-managed portfolio. The answer folder contains information that can be used in writing recommendations for college and employment.
2. Use the answer folder as a counseling tool to enhance follow-up dialogue in career and college planning conferences.
3. Share career planning results with parents to stimulate involvement and input.
4. Use a computer print out based upon the results and selection of the occupational titles “liked best” to establish career chats, career day presentations, and specific career visitations off campus.
5. Review the results annually for curriculum planning
6. Use in career centers to motivate students to use resource materials and equipment to further exploration and career planning.
7. Use results in classrooms to develop research writing skills, and other disciplines in assignments and project. For example, English teachers can work jointly with counselors and career technicians by giving assignments to complete, relative to selected occupational titles and/or profiles.
8. Use the answer folder to build vocabulary and spelling drills relative to careers. This will help increase career awareness and information skills.

Suggested Plan for Using JOB-O in Classrooms and with Groups

The question often arises: How is it best to use JOB-O as a classroom career education unit? Users of JOB-O have used it in a variety of ways, for a variety of purposes, and with a variety of populations. The strength of JOB-O is that it can be integrated into a program of curriculum as a teaching vehicle, as a counseling tool, as a decision-maker, and as a self-assessment instrument. Assignments and other activities can be developed around JOB-O using career centers, community resources, and parents. The following two to three class-period plan is offered as a suggestion. It has been used successfully at the middle and high school level, and it could be appropriately applied to other groups.

- ▶ **PERIOD 1 (50 minutes).** Administer JOB-O. It will take about the whole period to complete the JOB-O activity. Assign homework:
 1. List three occupations you like best from the answer folder
 2. Interview a parent of a significant person and ask the person to tell you which occupation might be most appropriate for you, and why
 3. Ask the person how they see your strengths and special abilities. How they fit into a career plan
 4. Write a short essay on what you will be doing 10 – 15 years from now. Try to take an honest guess of your future.
- ▶ **PERIOD 2 (50 minutes).** Finish the summary page on page 4 of the JOB-O answer folder. Review the assignment and encourage dialogue between members of the group.
- ▶ **PERIOD 3 (50 minutes).** Continue the activity of Period 2 using paper and computer resources, such as, the Occupational Outlook Handbook, O*NET and web resources. Discuss details of occupations selected by students, such as earnings, occupational outlook, employment, and related occupations.
- ▶ See Appendix B of this manual for the results of an evaluation of this suggested program.

APPENDIX A

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

I. ACADEMIC DEVELOPMENT

- Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community

II. CAREER DEVELOPMENT

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career success and satisfaction.
- Standard C: Students will understand the relationship among personal qualities, education and training, and the world of work

III. PERSONAL/SOCIAL DEVELOPMENT

- Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C: Students will understand safety and survival skills.

I. ACADEMIC DEVELOPMENT

Standards in this area guide the school-counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and are prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision-making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school-counseling program enables all students to achieve success in school and to develop into contributing members of our society.

- Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

ACADEMIC DEVELOPMENT

Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

STUDENT COMPETENCIES

Improve Academic Self-Concept

Students will:

- ▶ Articulate feelings of competence and confidence as learners
- ▶ Display a positive interest in learning
- ▶ Take pride in work and in achievement
- ▶ Accept mistakes as essential to the learning process
- ▶ Identify attitudes and behaviors which lead to successful learning

Acquire Skills for Improving Learning

Students will:

- ▶ Apply time management and task management skills
- ▶ Demonstrate how effort and persistence positively effect learning
- ▶ Use communication skills to know when and how to ask for help when needed
- ▶ Apply knowledge of learning styles to positively influence school performance.

Achieve School Success

Students will:

- ▶ Take responsibility for their actions
- ▶ Demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- ▶ Develop a broad range of interests and abilities
- ▶ Demonstrate dependability, productivity, and initiative
- ▶ Share knowledge

ACADEMIC DEVELOPMENT

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

STUDENT COMPETENCIES

Improve Learning

Students will:

- ▶ Demonstrate the motivation to achieve individual potential
- ▶ Learn and apply critical thinking skills
- ▶ Apply the study skills necessary for academic success at each level
- ▶ Seek information and support from faculty, staff, family, and peers
- ▶ Organize and apply academic information from a variety of sources
- ▶ Use knowledge of learning styles to positively influence school performance
- ▶ Become self-directed and independent learners

Plan to Achieve Goals

Students will:

- ▶ Establish challenging academic goals in elementary, middle/junior high, and high school
- ▶ Use assessment results in educational planning
- ▶ Develop and implement an annual plan of study to maximize academic ability and achievement
- ▶ Apply knowledge of aptitudes and interests to goal setting
- ▶ Use problem-solving and decision-making skills to assess progress towards educational goals
- ▶ Understand the relationship between classroom performance and success in school
- ▶ Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

ACADEMIC DEVELOPMENT

Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

STUDENT COMPETENCIES

Relate School to Life Experiences

Students will:

- ▶ Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- ▶ Seek co curricular and community experiences to enhance the school experience
- ▶ Understand the relationship between learning and work goals
- ▶ Understand that school success is the preparation to make the transition from student to community member
- ▶ Understand how school success and academic achievement enhance future career and vocational opportunities

II. CAREER DEVELOPMENT

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work and to support and enable the student to develop a positive attitude toward work and to develop the necessary skills to make a successful transition from school to the world of work and from job to job across the life/career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the *National Career Development Guidelines* of the National Occupational Information Coordinating Committee (NOICC, 1989).

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship among personal qualities, education and training, and the world of work.

CAREER DEVELOPMENT

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge to self and to make informed career decisions.

STUDENT COMPETENCIES

Develop Career Awareness

Students will:

- ▶ Develop skills to locate, evaluate, and interpret career information
- ▶ Learn about the variety of traditional and nontraditional occupations
- ▶ Develop an awareness of personal abilities, skills, interests, and motivations
- ▶ Learn how to interact and work cooperatively in teams
- ▶ Learn to make decisions
- ▶ Learn how to set goals
- ▶ Understand the importance of planning
- ▶ Pursue and develop competency in areas of interest
- ▶ Develop vocational interests
- ▶ Learn to balance work and leisure time

Develop Employment Readiness

Students will:

- ▶ Acquire employability skills such as working on a team, problem solving, and organizational skills
- ▶ Apply job readiness skills to seek employment opportunities
- ▶ Demonstrate knowledge about the changing workplace
- ▶ Learn about the rights and responsibilities of employers and employees
- ▶ Learn to respect individual uniqueness in the workplace
- ▶ Learn how to write a resume
- ▶ Develop a positive attitude toward work and learning
- ▶ Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- ▶ Utilize time and task management skills

CAREER DEVELOPMENT

Standard B

Students will employ strategies to achieve future career success and satisfaction.

STUDENT COMPETENCIES

Acquire Career Information

Students will:

- ▶ Apply decision-making skills to career planning, course selection, and career transitions
- ▶ Identify personal skills, interests, and abilities and relate them to current career choices
- ▶ Demonstrate knowledge of the career planning process
- ▶ Know the various ways which occupations can be classified
- ▶ Use research and information resources to obtain career information
- ▶ Learn to use the Internet to access career planning information
- ▶ Describe traditional and nontraditional occupations and how these relate to career choice
- ▶ Understand how changing economic and societal needs influence employment trends and future training

Identify Career Goals

Students will:

- ▶ Demonstrate awareness of the education and training needed to achieve career goals
- ▶ Assess and modify their educational plan to support career goals
- ▶ Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- ▶ Select coursework that is related to career interests
- ▶ Maintain a career planning portfolio

CAREER DEVELOPMENT

Standard C

Students will understand the relationship among personal qualities, education and training, and the world of work.

STUDENT COMPETENCIES

Acquire Knowledge to Achieve Career Goals

Students will:

- ▶ Understand the relationship between educational achievement and career success
- ▶ Explain how work can help to achieve personal success and satisfaction
- ▶ Identify personal preferences and interests that influence career choices and success
- ▶ Understand that the changing workplace requires lifelong learning and acquiring new skills
- ▶ Describe the effect of work on lifestyles
- ▶ Understand the importance of equity and access in career choice
- ▶ Understand that work is an important and satisfying means of personal expression

Apply skills to Achieve Career Goals

Students will:

- ▶ Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- ▶ Learn how to use conflict management skills with peers and adults
- ▶ Learn to work cooperatively with others as a team member
- ▶ Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences

III. PERSONAL/SOCIAL DEVELOPMENT

Standards in the personal/social area guide the school-counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

The school-counseling program enables all students to achieve success in school and develop into contributing members of our society.

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PERSONAL/SOCIAL DEVELOPMENT

Standard A

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

STUDENT COMPETENCIES

Acquire Self-Knowledge

Students will:

- ▶ Develop a positive attitude toward self as a unique and worthy person
- ▶ Identify personal values, attitudes, and beliefs
- ▶ Learn the goal setting process
- ▶ Understand change as a part of growth
- ▶ Identify and express feelings
- ▶ Distinguish between appropriate and inappropriate behaviors
- ▶ Recognize personal boundaries, rights, and privacy needs
- ▶ Understand the need for self-control and how to practice it
- ▶ Demonstrate cooperative behaviors in groups
- ▶ Identify personal strengths and assets
- ▶ Identify and discuss changing personal and social roles
- ▶ Identify and recognize changing family roles

Acquire Interpersonal Skills

Students will:

- ▶ Recognize that everyone has rights and responsibilities, including family and friends
- ▶ Respect alternative points of view
- ▶ Recognize, accept, respect, and appreciate individual differences
- ▶ Recognize, accept, and appreciate ethnic and cultural diversity
- ▶ Recognize and respect differences in various family configurations
- ▶ Use effective communication skills
- ▶ Know that communication involves speaking, listening, and nonverbal behavior
- ▶ Learn how to communicate effectively with family
- ▶ Learn how to make and keep friends

PERSONAL/SOCIAL DEVELOPMENT

Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

STUDENT COMPETENCIES

Self-Knowledge Applications

Students will:

- ▶ Use a decision-making and a problem-solving model
- ▶ Understand consequences of decisions and choices
- ▶ Identify alternative solutions to a problem
- ▶ Develop effective coping skills for dealing with problems
- ▶ Demonstrate when, where, and how to seek help for solving problems and making decisions
- ▶ Know how to apply conflict resolution skills
- ▶ Demonstrate a respect and appreciation for individual and cultural differences
- ▶ Know when peer pressure is influencing a decision
- ▶ Identify long- and short- term goals
- ▶ Identify alternative ways of achieving goals
- ▶ Use persistence and preference in acquiring knowledge and skills
- ▶ Develop an action plan to set and achieve realistic goals

PERSONAL/SOCIAL DEVELOPMENT

Standard C

Students will understand safety and survival skills.

STUDENT COMPETENCIES

Acquire Personal Safety Skills

Students will:

- ▶ Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
- ▶ Learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- ▶ Learn the difference between appropriate and inappropriate physical contact
- ▶ Demonstrate the ability to assess boundaries, rights, and personal privacy
- ▶ Differentiate between situations requiring peer support and situations requiring adult professional help
- ▶ Identify resources people in the school and community and know how to seek their help
- ▶ Apply effective problem-solving and decision-making skills to make safe and healthy choices
- ▶ Learn about the emotional and physical dangers of substance use and abuse
- ▶ Learn how to cope with peer pressure
- ▶ Learn techniques for managing stress and conflict
- ▶ Learn coping skills for managing life events

APPENDIX B

AN EVALUATION OF A TWO-DAY PROGRAM USING JOB-O

An evaluation form was given to students following a two-day career awareness and decision making program. JOB-O was used as the primary assessment instrument, along with an assignment that required the students to interview parents and get their reactions to career planning. The following information reflects the answers given by on the evaluation.

EVALUATION OF JOB-O

Student population: 416 Grade Level: 10

Responses reflect the percentage of students who selected the answer

1. How worthwhile was this career exploration program?
A. Excellent (44%) B. Good (52%) C. Fair (4%)
2. Were the jobs that you got from JOB-O satisfactory?
A. Excellent (30%) B. Good (53%) C. Fair (9%)
3. Did you like JOB-O? Was it interesting and helpful?
A. Excellent (42%) B. Good (54%) C. Fair (4%)
4. Do you know where the CAREER CENTER is located?
A. Yes (76%) B. Not Sure (18%) C. No (6%)
5. Will you be using the CAREER CENTER, now that you have started thinking about careers?
A. Very Definitely (18%) B. Most Likely (78%) C. I'll go elsewhere (4%)
6. Did your parent(s) like this assignment? (Your interview with them?)
A. Very Much (30%) B. Quite a bit (36%) C. Not Sure (I didn't see them) (34%)

Any Comments: (We have included selected comments left on the questionnaire)

JOB-O can help in high school plans.

I think it is a good program to have.

I'm not as lost as I was before.

I'm still torn between two types of jobs.

Interesting. Confirms some of my ideas.

I'm more sure of what I want to do with my life.

It's helped my get ideas on what I want to do.

It's a fantastic system.

It really gets people interested in jobs.

It shows what fields you are interested in.

I found jobs I never put into consideration before.

You got a chance to think about yourself.

JOB-O gave me additional insight with helpful statistics and outlook.

EDITOR'S NOTE: There were some negative comments of value. Those mainly concerned the lack of some jobs in JOB-O, and some dissatisfaction with the matching of jobs. The JOB-O DICTIONARY and CCH can help expand job titles - and of course, follow-up counseling is always essential when there is a need for clarification.

BIBLIOGRAPHY

Astin, Alexander and Panos, Robert J., **The Educational and Vocational Development of College Students**, Washington D.C., American Council on Education, 1969

Brown, Frederick G., **Principles of Educational and Psychological Testing**, Dryden Press, 1970

Burnett, Robert, **A Content Validity Study of the JOB-O Test**, California State University of San Francisco, California, 1973

Dictionary of Occupational Titles, Revised 4th Edition, U.S. Department of Labor, Bureau of Employment, Washington D.C., U.S. Government Printing Office

Enhanced Guide for Occupational Exploration, JIST Works, Inc., 1991

Guide for Occupational Exploration, U.S. Department of Labor, Bureau of Employment, Washington D.C., U.S. Government Printing Office

Holland, J.L., **Making Vocational Choices: A Theory of Careers**, Englewood Cliffs, NJ, Prentice-Hall, 1973

ISIS Search DOT Worker Trait Groups, Innovating Systems Implementation Service, Inc., 2710 N.W. Mulkey, Corvallis, OR, 1976 (A "Mini-DOT" and useful for rehabilitation and employment counselors)

Jobs for Which Apprenticeships are Available, U.S. Department of Labor, Bureau of Labor Statistics, Washington D.C. (updated biennially)

Jobs for Which a High School Education is Usually Required, U.S. Department of Labor Bureau Statistics, Washington D.C. (updated biennially)

Jobs for Which Junior College, Technical Institute, or Other Specialized Training is Usually Required, U.S. Department of Labor, Bureau of Labor Statistics, Washington D.C. (updated biennially)

Levine, Rhonda, **A Comparison of SDS and JOB-O for Use with Tenth-Grade Students**, Department of Psychology, California State University, Northridge, California, 1976

National Survey of Professional, Administrative, Technical, and Clerical Pay, U.S. Department of Labor, Bureau of Labor Statistics, Washington D.C. (updated biennially)

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics (updated biennially)

Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Fall 1991

Schutz, William C., **The Firo Scales**, Consulting Psychologists Press, Palo Alto, 1967

Schutz, William C., **The Interpersonal Underworld**, Science and Behavior Books, Inc., Palo Alto, California, 1966

Worker Trait Group Guide, Meridian Education Corporation, Bloomington, IL, 1988