Research of Theories of Adult Development and their Implications for Career Oriented Counselling of Women During Mid-Life

By

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ABSTRACT

The purpose of this pilot study was to look at the current literature on adult development, adult education, career counselling for women during mid-life, and existing career development programs for women during mid-life in order to establish goals and objectives for career development programs for women during this period. A preliminary quasi-experimental career planning workshop was designed, implemented, and evaluated. The 6 subjects for this workshop (experimental group) and the 15 subjects for the control group were female mature students age 29-55 from the University of Manitoba. They were not randomly selected. The experimental group participated in a workshop which was conducted once a week for 2-3 hours over a 5 week period. Participants completed the JVIS (Jackson, 1977), PRF (Jackson, 1965), Work Values Inventory (Super, 1970), and GATB (US Employment Service)(optional), prior to the workshop. Both groups completed a pre-workshop questionnaire which contained questions about personal data and 26 career related statements, which they scored on a scale from 1-5 as they applied to themselves. The same questionnaire excluding the personal data section was completed by both groups after the workshop. Means and Standard Deviations were calculated for all 26 statements. In addition, statements were grouped into 6 blocks and t-tests were performed to locate possible differences between pre- and post-test results as well as experimental and control group results. Of all tests produced, only the t-test on the experimental pre- and post-test statement block means concerning 'knowledge about a chosen career' was found to be statistically significant.

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Chapter I

INTRODUCTION

During the last decade there has been an increased interest in the stages of adult development and the related crises and growth in the adult life cycle (e.g., Gould, 1978; Levinson, 1978; Sheehy, 1974; Vaillant, 1977). Although research in this area is tentative and based on small selected population samples (Gould, 1978, Vaillant, 1977), it has stimulated the interest of educators and counsellors, who in the past have pointed out the lifelong, continuing nature of education (e.g., Alford, 1968; Blakely, 1971; Dave, 1973; Goodlad et al., 1974).

The need for counselling of women during their mid-life transition period is one area under investigation, and educators and counsellors are exploring the needs of this particular target group (e.g., Astin, 1976; Bramson & Kohn, 1975; Entine, 1977; Vriend, 1977). Western Society has been affected by changes in the roles of men and women. Swift economic, social, and technological changes, longer life expectancies, declining birth rates, rising living costs, and the encouragement and support of the women's movement have opened up non-traditional options for women. As more women discover their own abilities and take charge of their own lives, they are less satisfied with a perpetuation of a status as wife and mother or in the role of a traditionally female career. They are searching for a deeper fulfillment in their individual development which often surfaces

during mid-life. Other women are suddenly faced with the death of their husband, separation, or divorce, which forces them to find fulfilling options in career situations (Entine & Schlossberg, 1977; Nero, 1975). Although our society accepts the theoretical notion of a non-sexist equality of opportunities, the practical endeavour of women who break out of traditional roles is hindered by a number of personal and social obstacles. Research is beginning to discover particular problem areas for women, such as low self-esteem, inadequate information as to their options, and lack of an applicable decision making process (Hoenniger, 1974; Tiedeman, 1975; Toyne, 1975; Weiss, 1978).

Although a variety of programs have been developed, most of them are still in the experimental stages and others still need to be designed to assist women in all aspects of their career development (Aanstad, 1972; Bramson & Kohn, 1975; Entine & Harrison, 1976; Willis, 1977).

Statement of the Problem

The purpose of this study was to investigate the current literature on adult development, adult education, career counselling for women, and existing career development programs. Since most theories of career counselling focus on youth and have not been expanded to establish models for mid-life career counselling (for e.g., Osipow, 1973), this study explored the implications of adult development during mid-life for career counselling of women. Goals for an extensive career development program for women during mid-life were suggested, a pilot career planning workshop was presented and

evaluated, and suggestions for similar programs were made.

Background of the Study

The author's quest for a fuller life experience during mid-life led to an investigation and exploration of educational and employment possibilities. Lack of information, guidance and adequate support caused frustration and stress, and often unnecessary detours. Other women experienced similar difficulties and began to encourage and advise each other. The need of these women was eventually perceived by counsellors and educators at various institutions, and several programs in self- and employment- related explorations were developed.

The University of Manitoba Counselling Services has provided individual counselling and career related counselling for its mature students (as well as for all students) for a number of years, and decided to experiment with a group career planning workshop for its students. The author of this paper offered to be part of the planning committee and co-facilitator for the pilot program for mature students. The program was based on the assumption that career exploration of men and women in our Western Society is not completed at the stage of young adulthood, as traditional theories of vocational choice have assumed (Carter, 1940; Ginzberg, 1964; Super, 1953), and that the mature student population would be interested in and benefit from such a program.

Definition of Terms

Terms used in this study are defined as follows:

Adult development: Development can be defined as a

successive, successful task accomplishment (Havighurst, 1952), increasing opportunities for new sources of satisfaction and meaning (Ginzberg, 1971), or active and systematic change (Gould, 1972). These tasks, opportunities and changes can be related to a specific age or time in a person's life cycle.

This study recognizes the complexity of adult development and uses the term to indicate change which is influenced by various situations in a person's life, but not necessarily age specific for any one individual.

Career: A sequence of life roles and occupations which express the interests and capacities of a person and may lead to fulfillment of self and societal needs.

Mid-Life: This study recognizes the limitations and arbitrary elements in chronological age limits. For the purpose of this study a broad definition is used which includes women from 29 to 55 years of age.

Target-group: Includes women who are in the process of changing careers during mid-life, or changing from a traditional role into a career oriented life style.

Career planning program: A program developed to assist women during a period of exploration of themselves, their options, and the world of work; and to teach them a decision making process which they can apply in various situations.

Significance of the Study

The importance and value of this study are derived from the fact that it investigates the relatively unexplored relationship of

adult development and career counselling for women during mid-life. To date, the research in this area is very limited and certainly not sufficiently developed to warrant major conclusions. The need for this type of research has been pointed out by Bramson (1975), Willis (1977), Bocknek (1976) and others.

Present research suggests that a developmental process takes place during mid-life and it points to several significant changes in women during this period of their lives (Gould, 1978; Sangiuliano, 1978; Sheehy, 1974).

Research of counselling centers, particularly in the United States and lately in Canada as well, has shown an increase in the demand for career counselling and the desire for various types of programs related to different needs women (Entire & Harrison, 1976; Farmer, 1976; Thom, 1975; Willis, 1977).

The present study recognizes the need for further examination of adult development as well as suitable counselling programs. In this study an attempt has been made to define a variety of counselling and educational goals. The author recognizes, however, that a different population from a different cultural and social background with different social needs might require additional goal setting.

Chapter II

REVIEW OF RELATED LITERATURE

The many books, periodicals, articles and other writings now available on the subject of adult development and career education affirm the existing awareness and concern regarding the issue.

The purpose of this chapter is to survey literature on adult development by giving a brief overview of the historical background and discussing literature which deals with stages (see Table 1) and tasks of adult development and crisis and growth in the adult life cycle. Literature dealing with education and counselling for adults, methods and areas of adult education, and specifically career education and counselling for women will also be reviewed.

THEORIES OF ADULT DEVELOPMENT

Historical Overview

Developmental psychology is concerned with changes in behavior over periods of time. Until recently emphasis has been placed on child and adolescent development, and the area of adult development has received little attention, except for a growing interest in gerontology (Bischof, 1969).

Buehler (1933) attempted to delineate a psychology of the entire life cycle and provided a stimulus for subsequent research. Erikson (1950), Neugarten (1968) and Havighurst (1953) developed theories about stages and tasks of adulthood which recognized

Table 1

Identified Stages in Adult Development

Age	Erikson	Havighurst	Levinson	Gould	Sheehy
70	Old Age: Integrity vs. Despair Disgust	Later Maturity	Late Adulthood		
65			Late Adult Transition		
60		Middle Age	Culmination of Middle Adulthood	Beyond Mid-Life	The Refreshed or Resigned 50's
55			Age 50 Transition		
50	Maturity: Generativity vs. Self-Absorption		Entering Middle Adulthood		The Forlorn 40's
45			Mid-life Transition	Mid-Life Decade	
40			Settling Down		The Catch 30's
35					
34					
33				Opening up to what's inside	
30	Young Adulthood: Intimacy vs. Isolation	Early Adulthood	Age 30 Transition		The Trying 20's
28					
25			Entering the Adult World	I'm Nobody's Baby now	
22	Adolescence: Identity vs. Identity Confusion		Early Adult Transition	Leaving Our Parents World	
20					
18					
17			Childhood and Adolescence		

differences in the nature of adult development compared to developmental stages in childhood.

In 1969, Bischof attempted to compile the research in the area of adult psychology, and his book contains research data and theories of adult development as they had been suggested by various researchers up to that period (Bischof, 1969).

During the last decade, adult development has received wider recognition and more research has been conducted in this area. Different approaches have been used, purely statistical data has been collected, biographical investigations have yielded some interesting hypotheses, and Psychologists, Psychoanalists, Journalists, and Laymen have made an attempt to disentangle the complex area of adult development (Gould, 1978; Levinson, 1978; Sheehy, 1974; Vaillant, 1977).

The clinical approach to adult development has yielded a vast amount of information on adult intelligence, perception, learning and motivation. The influence of hormones to age-related behavior has been investigated; the interplay of health and behavior, and genetic influences as they relate to aging and life-span developmental psychology have been researched (Merrill, 1977). A study of the research data suggests, that a clearer definition of concepts relating to development and age is needed before any final conclusions can be reached (Bischof, 1976; Merrill, 1977).

Since the emphasis of this study is on implications of adult development for education and not on psychological research, the remainder of this part of this chapter will focus only on the

literature which is concerned with tasks and stages of adult development and the crisis and growth which occurs in the adult life cycle.

Stages and Tasks of Adult Development

The purpose of this subsection is to identify concepts related to developmental processes in adults which might lead them to maturity. How do different researchers define maturity, and what constitutes developmental tasks and/or stages in adult development? This information should help to clarify how educators and counsellors can approach the area of adult education, and assist adults during different stages.

A healthy child is usually considered one who has successfully completed an age related developmental stage. Bischof (1969) asked the question if maturity and health in adults could be measured, and he came to the conclusion that there appeared to be little agreement on the term maturity. The judgement of maturity may be highly subjective, and Bischof quoted several developmental psychologists and examined their view in regard to maturity and adulthood. He (Bischof, 1969) suggested several approaches in order to define maturity: historical considerations, the biological aspect, or psychological dimensions. Historical considerations dealt with the time period through which a particular individual developed and how certain historical events had shaped this development. Psychological dimensions could be viewed in different ways, and Bischof (1969) identified several controversial theories and viewpoints.

Researchers seem to agree that developmental stages and tasks

during adulthood are defined by different criteria than those used to measure childhood development (Buehler, 1968; Erikson, 1978; Havighurst, 1972; Neugarten, 1968). While the changes that characterize infancy, childhood, and adolescence occur in relatively discrete and well-defined stages, this does not hold true for the changes that occur in adulthood (Neugarten, 1968). Adults are governed by a social rather than a biological clock, certain events might be linked to certain ages, but there is no absolute time or exact sequential order. Internal and external transformations may recur and may develop at different times for different people (Neugarten, 1968). Buehler (1968), Erikson (1963), and Havighurst (1972) have attempted, however, to view adult development in some sequential order.

Buehler (1968) conceptualized stages of development in terms of value changes during three phases of the life cycle. From this perspective adult development could be considered as a maturing process towards fulfillment of four basic tendencies of life: (1) need satisfaction, (2) adaptive self-limitation, (3) creative expansion, and (4) the upholding of the internal order (Bischof, 1969, Buehler, 1968). The orientation of the self and the organizations of these goals for a given time period constitute the developmental process.

Erikson (1950, 1963, 1978) recognized eight stages of ego development which he expressed in polar extremes. The stages which concern us in this study are the stages of early, middle, and late adulthood, which Erikson formulated as "Intimacy vs. Isolation", "Generativity vs. Ego Stagnation", and "Integrity vs. Despair"

respectively. The struggle between these extremes during each stage persists throughout a lifetime, according to Erikson (1978), yet each stage has its particular developmental dynamics, while it is still linked with the successful integration of the others.

While Erikson (1963, 1978) focused his attention on the internal growth and development of a person, Havighurst (1972) based his developmental stages on Piaget and Erikson's model, but focused on the tasks which needed to be accomplished during the six periods of a life cycle. The concept of a developmental task as a learning process was one of Havighurst's (1972) contributions to the field of developmental psychology. He pointed out that in contrast to animals, human beings do not develop naturally, but go through a maturation process which involves learning. Although nature lays down possibilities for the development of the human body, how the human being realizes those depends on what the individual learns, and most of this learning is determined by society (Havighurst, 1972). Havighurst (1972) stressed the interaction of a biological basis, psychological basis, and cultural basis for the human development. These inner and outer forces combine to pose different developmental tasks for the individual which must be mastered throughout a lifetime.

Havighurst (1972) recognized certain critical periods for learning, when certain experiences create a "teachable moment" for the individual. These sensitive times should be closely observed and creatively used by educators. Although Havighurst (1972) made this observation mainly about the developmental stages for children, they are valid for adults as well, as Gould (1978) stressed in his writings. Havighurst (1972) made the observation that although early adulthood

is considered to be the "fullest of teachable moments", we find that our society does not live up to this challenge, and Havighurst (1972) brought this lack into awareness. During this time human beings go through many changes in their lives: career, marriage, child rearing, setting up a house, etc., and they are sensitive to their own loneliness and inadequacies to deal with these tasks. Havighurst (1972) recognized the social and educational implications for each developmental period and described a developmental task as a combination of an individual need and a societal demand.

Although Havighurst (1972) mentioned some recent cultural developments and allowed for some changes, this writer observed that in contrast to some of the recent approaches to adult development (e.g., Gould, 1978; Levinson, 1978) Havighurst dealt only with the expected, accepted traditional tasks of adulthood, which he centered mainly around the family, measuring adult development according to successful role fulfillment. However, Havighurst (1972), as well as Erikson (1963), and Buehler (1968), attempted to structure the period beyond adolescence and provide a conceptual framework for our understanding.

Other writers have recognized certain tasks and stages during adult development, such as parenthood as a developmental phase, confrontation with the inevitability of death and the finitude of time, and tasks connected with self-actualization (Bischof, 1969, 1976; Gould, 1972; Jacobi, 1968; Maslow, 1968). A general survey of these can be found in Bischof's writings concerning adult psychology (Bischof, 1969, 1976).

Many of the mentioned and later writers have drawn from the

insights of C.G. Jung (Jacobi, 1968), who opened an understanding for the characteristics of adulthood. According to his insights, man is always faced with polarities that are inevitable. The task is to balance these opposing forces into equal position in order to experience peace and productivity. This process is called individuation or self-actualization, and becomes a reality in our middle years of life and is influenced by various experiences throughout. He distinguished the first half of life from the second half, and marked the mid-life point around 40, where the individuation of an individual entered into a more intensive period again. At this period an individual acquires a clearer and fuller identity of his own, and discovers his inner resources and potentials which were repressed during early adulthood. Thought, feeling, intuition, and sensation, the four psychological functions, are more fully developed during this period. Jung was the first one who recognized that individuation is not only a task of childhood and adolescence, but develops at mid-life and beyond. The "archetypal unconscious", the inner source of self-definition and satisfaction, is allowed to come into focus. This is a task which continues into late and later adulthood, it is the task of continually coming to terms with oneself and getting ready to give this self up (Jacobi, 1968). Neugarten (1964), studied 710 people in the mid-1950's concentrating on the period of middle life. One of the conclusions from these studies confirms Jung's (Jacobi, 1968) insights and is particularly relevant for this paper, namely that by the mid-40's it is clearly demonstrable that there is a decrease in personality complexity, and a turning

towards a central core of values and inner promptings (interiority) as aging advances.

Although different tasks and stages of adult development have been suggested by several writers and a general consensus exists that developmental changes are taking place during adulthood, there is no clear understanding about the fully normal, healthy, or fully developed adult personality. Allport (in Bischof, 1969) came perhaps close to a concensus when he delineated the aspects of maturity, or what our Western culture considers a mature personality. He suggested six criteria as a goal for maturity: (1) a widely extended sense of self, (2) the ability to relate warmly to others in both intimate and non-intimate contacts, (3) emotional security and acceptance of self, (4) perception, thinking and acting with zest in accordance with outer reality, (5) capability of self-objectification, of insight in humor, and (6) a harmonious life with a unifying philosophy of life (Bischof, 1969, p. 38). He made no claim to originality for these six goals, but felt that too often psychotherapy and counselling ignore these factors or overstress any of these (Bischof, 1969).

Based upon the aforementioned research, the following can be stated as relevant to stages and tasks of adult development: (1) Development of a person is not completed at adolescence. (2) The adult person goes through several stages during adulthood with certain tasks to accomplish. (3) A major shift and change seems to take place during mid-life. (4) Stages and tasks of adult development are defined by different researchers in different ways, with similar elements, but no unifying concensus as to what a fully developed adult would be

like can be reached.

Crisis and Growth in the Adult Life Cycle

While the previous subsection dealt with stages and tasks of adult development, this subsection has a different focus as it deals with crisis and growth and related issues, which develop during mid-life. Several writers have recently researched this area: Levinson (1978), and Mayer (1978), concentrated their studies on men; Sangiuliano (1978) focused on the developmental processes in women; Sheehy (1974) and Gould (1978) studied men as well as women during their life cycle. These writers suggested that crisis situations as they are encountered during different stages might lead towards growth and change in the adult person. Concepts and data which they developed are valuable information for educators and counsellors who want to develop programs to assist men and women in their search for a fuller life experience.

Levinson (1978), Mayer (1978), Sangiuliano (1978), Sheehy (1974), and Gould (1978) have made a major contribution to our understanding of adult development, and the author will include a brief summary of the findings and relevant methodological issues covered by each one of the above mentioned researchers, as well as their major conclusions about the relationship of crisis to growth and development of the adult person during various phases.

Levinson (1978) researched adult development and identified sequences in adult life which allow for a systematic conception of the entire life cycle, but focused primarily on the major seasons of adulthood for men. Levinson pointed out that each phase of our life cycle

has certain potentials and limitations and to realize these we must come to understand and accept these in a creative way to shape our lives. Levinson (1978) found that the life cycle evolves through four different eras.

These eras are characterized by different biological, psychological and social aspects, and he asserted that development in adults is definitely age-linked. The main focus of this study dealt with the years from late teen to late forties, and the most controversial contribution is the demarcation between early and middle adulthood. Although he did not observe a single event which marks the end of early adulthood, and no single variable emerged, the transition became apparent when he observed how lives evolve.

The primary components of the life structure are choices, according to Levinson (1978). Transitions between eras are frequently times of crisis, of profound inner conflict, which come to an end after a new choice, a new committment for a different life structure is made. Events which occur during a life time are important aspects of these periods, yet the reaction to e.g. marriage or career will be determined by the particular period during which this event occurs.

The Mid-Life Transition which takes place from age 40 to 45, is the main focus of Levinson's (1978) research. Changes can be external and/or internal, and are connected with the Individuation process which goes on at this time of life. Coming to terms with the polarities of Young/Old, Destruction/Creation, Masculine/Feminine, and Attachment/Separateness, is the main task of this period. These polarities can never be fully transcended or resolved, but can be

internalized towards a fuller integration. Every aspect of life is questioned during this period--yet Levinson (1978) also admitted that this is not necessarily the case with everyone, in which case the conflict can surface at a later time in life. In this way the sequence of one period influences the next. Levinson (1978) is convinced of the sequence he discovered, but admitted in his conclusion that his answers are only tentative and more research is needed.

Mayer (1978) confirmed some of Levinson's (1978) observations, and felt that Levinson (1978) understated the fact that a man needs to get more in touch with the caring and nurturing part of himself. The most important issue which faces the American male during the mid-life crisis, according to Mayer (1978), is to shed the masculine mystique which has been imposed on men by the Western culture, and allow his evolving emotional self to emerge. She pointed out that it has been considered unacceptable in the Western culture if a grown-up man starts to question his life style, his marriage, his job, his values, and begins to make unexpected changes, yet this attitude can be traced to the bias that people grow up and are fully developed before the age of 20.

Mayer (1978) has been influenced by Jung who considered the mid-life period as a time for change and greatest unfolding, and agreed with him that many neuroses are rooted in a flight from this life task, and resistance to growth and change. Mayer (1978) goes on to say that change might produce a lot of fear, but man needs to expand beyond the limitations of the first part of life, meet up with anxiety, fear and pain in order to grow into his full manhood. The

urge for independence from expected task performance, new frontiers in the inner self, new directions in job and marriage are the outcomes of the mid-life crisis, and Mayer (1978) made constructive suggestions for dealing with different problems during this period. Her suggested guidelines might be important ones to follow in an educational program:

Take the Mid-Life Crisis Seriously.
Recognize the Need to Mourn.
Take Responsibility for Your Own Life.
Re-examine Your Values and Goals.
Learn to Substitute New Sources of Gratification for Old.
Get in Touch with Your Feelings.
Respect Your Body.
Break the Type A Pattern: (from Dr. Friedman (p. 244))
- Discontinue polyphasic thinking
- Listen without interrupting
- Read books that demand concentration
- Have a retreat at home
- Restructure trips and vacations
- Plan some idleness in every day

Be Realistic.
Take an Inventory of Your Life.
Test Your Ideas on Others.
Avoid Making Too Many Changes Too Suddenly.
Try Small Changes First.

While Levinson's (1978) and Mayer's (1978) studies focused on the mid-life crisis for men, similar elements can be found in a women's life as Gould (1978), Sangiuliano (1978), and Sheehy (1974) have shown.

Sangiuliano concentrated her studies on the developmental patterns of a women's identity and autonomy during her adult years. While Erikson (1963) suggested that personality development moves from identity to intimacy, Sangiuliano (1978) pointed out that for women, intimacy precedes and postpones a separate identity in as much as in women the striving for union and intimacy precedes any other desire and need. Women need to be disrupted in their pattern of dependency

to become aware of the hidden aspects of their own personality. A man might go through some of the stages of identity formation in his twenties, while a woman will often wake up to these discoveries only in her forties. A dissonance in her psychological, biological, and cultural demands will trigger both her conflicts and her development. Sangiuliano (1978) stressed the value of disrupting events in our lives, but acknowledged the painful questioning during these periods. She provided strategies which can help to get in touch with that subdued Self which clamours for recognition and encouraged women to search for their lost and subdued dreams and start living them out in an autonomous individual way. The power of day dreaming which Sangiuliano (1978) explained and advocated for women is very thought provoking and worth some more investigation by educators and counsellors, and her graphic illustrations and ideas for self awareness exercises could be valuable tools.

Perhaps the most important research work in the area of adult development has been conducted by Gould (1978). It was based on direct observations by anthropologists, psychologists, and psychiatrists. He measured the changing patterns of self-awareness and concerns that were observable in men and women between ages 16 and 50. His findings were further validated by hundreds of people who responded to his preliminary report in the American Journal of Psychiatry (1972).

Gould (1978) came to some conclusions about the definite steps of growth and change in adulthood. He made a major distinction between "childhood consciousness", which is rooted in childhood assumptions, rules, fantasies, irrationalities and rigidities and

makes us believe on a nonrational, emotional level that we are still the protected, cared for children of our omnipotent parents, and the "adult consciousness", which is the adult, rational view of reality, and lets go of different assumptions and fantasies. Gould (1978) outlined age related patterns of change which go on during the adult years and make us increasingly free to determine our own lives independent of the values and programs of our parent's way of life.

Gould (1978) explained how fears, anger, disappointments and envy are deeply rooted in childhood experiences, and how as adults we have to face up to these repressed resentments and frustrations, deal with each one, and get in touch with the core of our beingness. Gould (1978) acknowledged the pain we encounter when we shed our illusions on our way to the goal of a full, independent "adult consciousness".

The development of the adult takes place in four phases, and each phase is distinguished by a major assumption which has to be confronted and abandoned, according to Gould (1978). Although Gould (1978) sets certain age brackets for these phases (see Table 1), he allows for a shift in different subcultures in this country, but claims that they fit a large percentage of the population. A detailed description of each phase may be found in Gould's (1978) book Transformations which is written in a very concise style and every page is packed with ideas and insights. Gould (1978) was mainly concerned with changes in consciousness during the adult development periods, and used different culturally determined roles and events only as part of his illustrations for the individual's change of consciousness.

Sheehy (1974) drew widely on her interviews with Gould and

Levinson and other psychological research, as well as her own interviews with middle class American men and women. The objectives for her own explorations were: to locate the individual's inner changes; to compare the developmental rhythms of men and women; and to examine the predictable crises for couples. Her book centers around the development of the adult person, which is influenced and triggered off by several crisis periods: during adolescence, around the 30's, and later during the mid-life crisis around the 40's and/or 50's. Although these periods of change might be triggered off by "marker-events", their real force comes from within, according to Sheehy (1974), and these inner forces can not be ignored, and will haunt us till we are willing to recognize them as parts of us which have been neglected at some point in our development.

Sheehy (1974) saw times of disruption, of crisis and constructive change as predictable and desirable in terms of human development and growth. She points out that there is a choice, however, to settle back into a safe routine and stagnate instead of develop and grow. In this case, growth is halted, and during the next period those unresolved monsters come back to deal with us again. Sheehy (1974) claimed that while the sequence of adult development is predictable the age can not be mechanically set.

Sheehy (1974) saw the developmental sequence as the same for men and women. Both enter an accepted identity in their early twenties, go through a settling down period, which later erupts into a new quest for those aspects of the personality which have not been allowed to blossom. She distinguished several possible patterns for men and others for women, however, which are disrupted during later

crises periods and allow a new pattern to emerge. To be fully independent and self-sufficient is the goal in human development and growth, yet the acceptance of our essential aloneness allows us to become more loving and devoted. This happens because "the dismay of realizing that our safety does not reside in anyone else emboldens us to find security within ourselves. And once our individuality is no longer endangered, we can be more magnanimous in giving to another" (Sheehy, 1974, p. 416). As C.G. Jung (Jacobi, 1968) says, it takes half a life-time to reach this stage.

The research mentioned in this subsection shows many parallels between Levinson (1978), Mayer (1978), Sangiuliano (1978), Gould (1978), and Sheehy (1974). The following statements can be deducted from these studies: (1) Crisis can lead to growth in the adult person. (2) Certain patterns in this growth are discernible and age related, yet there is flexibility in the age structure. (3) There are culturally based differences between men and women with regard to their developmental patterns. (4) An understanding of developmental crisis situations can ease the pain and discomfort. (5) Each author identifies intervention strategies which in my own assessment are valuable for any educator or counsellor who deals with adults.

Conclusions About Theories of Adult Development

The review of the literature in this section has indicated a growing concern with issues of adult development. While some writers were more concerned to show a sequential development throughout the whole life cycle (Buehler, 1933, 1968; Erikson, 1950, 1963, 1978; Havighurst, 1953), others focused their attention on various tasks of

adult life (Bischof, 1969; Jacobi, 1968; Neugarten, 1964). Adult educators and counsellors need to be aware of these stages and tasks but may find more concrete intervention strategies through a knowledge of crisis situations during the various phases of adult development. These crisis situations mark changes for the adult person which have been identified by various writers during the last few years (Gould, 1978; Levinson, 1978; Mayer, 1978; Sangiuliano, 1978; Sheehy, 1974).

Although all writers used a different terminology for various stages and phases of adult life, there are certain similarities and overlapping growth processes which can be identified. Erikson (1978) and Havighurst (1953) set very general age limits for certain stages in adult life, while Levinson (1978), Gould (1978), and Sheehy (1974) initially imposed a fairly rigid age structure on the various phases of crisis and growth during adult life, but allowed also for variations in the development of the individual. These different stages as indicated by various authors are shown in Table 1.

This section on theories of adult development presents a challenge to educators and counsellors who need to respond to the growing and changing needs of adults. Have they been aware of these needs? Have they made provisions for a life long learning process which is necessary in periods of change? Have they explored methods and areas for adult education? The next two sections of the literature review will explore these questions.

EDUCATION AND COUNSELLING FOR ADULTS

Adult education in the past met social and scientific needs,

it led to social action, re-inforced or questioned belief systems, provided direction, informed people of diverse educational programs and showed them better ways to live and work in a given or changing environment (Blakely, 1971; Deinum, 1966). Several of our leading educators have remarked that continuing or adult education will become one of the major segments of our total educational efforts in the future (Alford, 1968). In a society where the only permanent thing is change, we need to be prepared for this change in every area of our lives, and education will have to meet this challenge. It should meet the physical, intellectual, emotional, social and spiritual needs of man, and since these needs are of a life-long, continuing nature, education has to be a life-long process and can not be restricted to a particular age group or institution (Dave, 1973).

Every individual has to become aware that education is a privilege and a duty, it is a source of pleasure and interest, and the most complete way to lead man towards a whole, fulfilled life in material as well as spiritual aspects. Looking into the future of a race during our developmental evolutionary process, Henri Hartung was aware that "there will be a demand for the harmonisation of the material and spiritual needs of mankind" (Dave, 1973, p. 41). He went on to say that "at each stage of life-long education, man attains a certain level of development and at the same time makes preparations for the next stage of life" (p. 42). Education must prepare man for these changes and reconcile this change with continuity, it must help him to integrate humanistic and technological values, and assist him

to make this universe intelligible and worth living in (Deinum, 1966).

Lengrand (1973) and others (Dave, 1973; Goodlad et al., 1974; Ziegler, 1970) suggested changes in the school system which could prepare man for a continuous learning process. To do this teachers would have to concentrate in their teaching not on quantity of facts, but on the art and skills of learning. They would have to teach learning structures and methods that will assist a student to learn throughout his life. These would have to include the development of capacities for reflection, methods for organizing one's work, establishing a relationship between analysis and synthesis, and most important: habits of dialogue and teamwork. The teacher in this kind of school system would be a resource person, who would learn along with his pupils, and have a questioning attitude to knowledge which could motivate a spirit of inquiry among his students. Griffin (1979), in an article on adult learners captured the essence of an adult educator when she said:

> To engage with learners in ways I have been envisioning here requires of all of us a great deal more than technical skills, much more than a solid value base. It requires of us an unshakeable sense of our own worth as whole persons and a willingness to bring that whole person into the interaction with our colleagues --our adult learners. (Griffin, 1979, p. 15).

From this premise the teacher can reach out to experiment with different learning and teaching methods which are suitable in a particular setting, for a particular purpose (Deinum, 1966; Dutta, 1972).

Methods for Adult Education

Methods for adult education range from individual study to

seminars, lectures and self directed study; from small group work to large groups with animators. The student needs skills in self-evaluation, interpersonal communication, group work techniques, and a knowledge of resources for relevant information. The constant and continuous exploration of the unknown does not only include subject matter, but new discoveries of learning methods suited to each individual's need. Griffin (1979) devoted a whole chapter to explore the different learning styles of mature students. "Learning how to learn" is a major area which needs to be explored, and Griffin attempted to crystalize different aspects (1979, pp. 12ff.). Taking responsibility for one's own continuous learning, and finding the best suitable method to do so seems to be each individual's challenge. Students need to be prepared for the future by learning how to find the method which works for them, and to be prepared for the unexpected in a constantly changing world of knowledge and new discovery (Cropley, 1979; Hameyer, 1979).

Areas of Adult Education

Areas of adult education have been identified in different categories by various authors according to the particular needs which they perceived (e.g., Bocknek, 1976; Lowenthal, 1975; Vriend, 1977).

Men and women go through different changes during mid-life and counsellors and educators must respond to these. Gutmann and Neugarten (1958) perceived a paradoxical shift in middle-class adults. Both sexes go through a shift in their views of themselves during middle age, yet they go in opposite directions, men becoming more affiliative, and women more achievement-oriented. The review of

literature dealing with crisis and growth in the adult life cycle dealt with these issues in more detail (Gould, 1978; Sheehy, 1974). Changes take place in five main areas: vocation, intimacy, family life, community, and the inner life (Schlossberg & Troll, 1976). Any change results in some disruption and requires new assessments and adjustments. The educator and counsellor can provide guidance and support in coping with these adult crises and expanding the repertoire of responses to crisis situations. Men and women are searching for the right position in the world. Often they "haven't found that yet and they don't really even know what is right for them. We help them figure it out," commented Shultz, the president of a counselling agency (Shultz, 1977, p. 373).

Counsellors and educators can assist these adults to feel increasingly autonomous, unafraid and competent (Schlossberg & Troll, 1976), and counselling intervention can help to mobilize resources to facilitate growth; while education can provide information and recommend courses of action. The counselling psychologist can be seen in the role of developmental facilitator, who opens possibilities of recruiting client resources which have not been previously available (Bocknek, 1976).

Learning-for-work and learning-for-leisure together might become dominant in adult education, as a study sponsored by the National Coalition for Research on Women's Education and Development revealed, and they forecast a continuous growth in this direction (Astin, 1979, p. 56). Entine (1977) too reported that two recent projects have uncovered an increasing need for a mix of paid employment, volunteer activities, and leisure oriented activities.

A need for education-for-living as well as education-for-earning seems appropriate in educational programs for adults. Changes that are affecting adult life-styles and career paths include rapid technological change, unemployment, and growing participation of women in the labor force (Entine, 1977). Entine suggested further that counselling in mid-life is likely to require both personal and career counselling. Anticipated as well as unanticipated external and internal events face the individual and require interventions with different emphasis.

The research mentioned in this section leads to the following conclusions: (1) Education is and should be a life-long process. (2) Various methods for adult education are recommended and should be individualized to meet diverse needs. (3) Areas for adult education are diverse and have to be identified and responded to individually. (4) One area of adult education deals with career related issues and will be discussed in the next section.

CAREER EDUCATION AND COUNSELLING FOR WOMEN DURING MID-LIFE

In the past, career education and counselling focused mainly on high school and college populations. The need for career counselling programs for women is becoming increasingly apparent. Women are revising the expectations of their lives and want to participate more fully in the decision making in our society (Thom et al., 1975). Women are searching for an identity apart from their roles as wife and mother. Their rekindled need for achievement is expressed by a search for redirection, accomplishment, and new work

orientation. Others are looking for a second career and desire to update their skills, or to develop new ones (Astin, 1976).

Social and cultural changes have led women to increased demands and expectations about work and life-styles. New satisfactions are sought through the quality of a job (Vriend, 1977). An increasing number of women combine career and marriage, others return to the work force after devoting several years to motherhood. Vriend (1977) stated that:

> Too many women don't like what they are doing, don't know what they want to do, and think they can't do anything. They need assistance to make early plans for a potentially long career outside the home, to reenter the labor market, and to find sources of continued guidance at crucial points in the career development process (p. 329).

Vriend (1977) continued to say that the traditional view that for a women family comes first and a career second, has hindered many women to devote time and energy in search of a suitable career. During mid-life they seek to enlarge and enrich their lives with a fulfilling career. Their search will be more effective if they spend some time in identifying skills, values, motivations, and long-range goals.

> Women making mid-life career changes need special career guidance assistance to select careers, secure training, hunt jobs, have successful interviews, evaluate employment agencies and prospective employers, get promoted, cope with role conflicts and role overload, and deal with sexual put-downs and run-arounds. They also need to be able to meet rapid changes in the conditions of careers and occupations (Vriend, 1977, p. 331).

Adult women who have already decided to return to higher education are generally highly motivated and have a great sense of direction, feel independent, and have a plan of action (Astin, 1979). Women in this group are often faced with problems of sex stereotyping

in non-traditional roles and in traditionally male dominated fields of study. Science, technology, engineering, administrative positions, are relatively new areas for women to move into, and recent research defined barriers which restrict the participation of women in these areas (Fox, 1977; Trotter, 1976), suggested changes (Greenberg, 1978; Smith, 1978), and explored new opportunities (Lebold, 1978; McLure, 1976). Workshops were designed to help and inform these women in their particular search (Heckert, 1978; Heller, 1978; Rutherford, 1978). Their decision has to be based on interests, abilities and skills, and these programs assist them in the exploration of self, and support their decisions.

Other women need assistance in a very basic career exploration. Particularly women who have never pursued a career, women on welfare, and women of minority groups need support and information in a number of diverse areas. Problems affecting these women include discrimination, unavailable educational opportunities, lack of funds, lack of self-confidence, and home-career conflicts. These women need to become aware of career possibilities, explore career opportunities, and need guidance concerning preparations for a career (Miles, 1977). These women need to be made aware that they have options in terms of jobs, educational opportunities, and other self-fulfilling activities. Resource centers, welfare agencies, employment counselling centers, and other organizations, as well as in-service training courses can assist these women during the awareness stage, and help them through specific programs to implement their choices (Bellenger, 1976).

There has been evidence that there are many members of the work force who would be interested in special programs to facilitate mid-life career change. Programs which provide counselling in personal, academic and occupational areas for mid-career shifters should be a top priority (Bramson & Kohn, 1975, p. 80).

Counsellors and educators need to be aware of unrealistic desires of dissatisfied women and their lack of self-knowledge, which can be disastrous in some cases. Career counselling can help individuals to realistically assess skills, values, needs and interests, and assist them in the choice of a first or second career that would be appropriate for their needs and desires (Branson & Kohn, 1975; Entine, 1977).

Existing Programs for Women

Counselling centers for women are now found in nearly every major city. Often they are connected with educational institutions. The scope and dimensions of adult counselling programs in the United States was explored in 1974 by a national survey of adult career planning and development programs. Emphasis in this survey was placed on counselling programs for women, ethnic minorities, and mid-career change (Entine & Harrison, 1976). Facilitators of 367 programs responded to the survey. These programs were sponsored by colleges and universities, community and junior colleges, private groups and agencies, government agencies, and public schools. Programs offer assistance with personal and family problems, they disseminate information on vocational and educational options, offer testing, and attempt to develop work opportunities through job

development activities.

Career counselling techniques vary greatly, with classes from 4 weeks to a full year, workshops, seminars, small group meetings, and individual counselling. Some programs provide services and information to adults in their homes, using telephone counselling (Arbeiter et al., 1976; Grothe, 1976), correspondence courses, cassette tapes and mobile vans (Entine & Harrison, 1976). These services provide information on educational and community resources, self-assessment material, and guidelines for career decision-making.

A particularly well-defined program for middle-income women has been developed by the University of Kansas Continuing Education Division (Cassel & McCoy, 1974). Procedures and materials for this workshop are outlined in a leaders' and a participants manual. The focus of this workshop was to help women choose a career, overcome internal, cultural, and familial obstacles to their growth, and succeed in their chosen fields. The content included family problem assessment, self-assessment, assertiveness training, career information and job seeking advice. The program encouraged realistic evaluation of self, job, family, and opportunities.

The University of Massachusetts developed a Modular Life Planning/Career Development Program for Women. This program was designed in sequential stages and took the women through a definition of her concerns, fears, and problems to a phase where she could become familar with current information on the world of work, non-traditional opportunities available to women, and changing roles of women. Following this, an individualized program was set up for each woman to work on her specific needs (Entine & Harrison, 1976).

Low-income women with limited educational background hold very low level jobs and could benefit greatly from further skill development. Several programs concentrated on the need of these women, helping them to increase their confidence and skills in language arts, job skills, and interpersonal relationships (Bellenger et al., 1976; Weiss, 1978).

Other programs seek to expand career options for women and break down some of the sex stereotyping (Hughes, 1977; Zell, 1974). Several management training programs for women have been developed which focus on the development of managerial skills (Toyne, 1975). The Job Horizon pilot program at Middlesex County College retrained housewives to enter clerical positions (Reynolds, et al., 1969).

The Women in Apprenticeship Program sponsored by the Advocates for Women in San Francisco, California was designed to get women into the more male-dominated trade and union jobs. This program supported women in seeking and maintaining jobs, and worked together with the Apprenticeship Councils and Training Committees to make them aware of the availability of women interested in the trades (Entine & Harrison, 1976).

Women from ethnic minorities need in addition to above mentioned programs others which focus on the teaching of survival or coping skills, including money management and budgeting, health care and nutrition, legal rights, and the skill of dealing and cooperating with agencies and resources in the community. Programs which included language courses in a career context were conducted in areas with a high population of immigrants. The purpose was to help make these

women more employable by increasing their competence in using English and in transacting business (Entine & Harrison, 1976).

The Mid-Career Counselling and Information Program at the State University of New York, Stony Brook, addressed the needs of individuals who face or choose a mid-career change. The participants in this program were mainly middle-class adults. The largest category were homemakers, who were pursuing part-time jobs and volunteer activities. They desired to re-enter the world of work on a full-time basis, and wanted to plan an educational and career path which would bring them satisfaction and productive work. Those who were already in the labor market wanted to learn about other career options with either less pressure, more job satisfaction, or more job security. For some of these individuals a change in attitude in terms of what could be in the realm of possibilities for them was an important program accomplishment.

Other Women's Resources and Counselling Centers were described in a number of recent articles (Goodmann, et al., 1975; Thom, et al., 1975; Weiss, 1978). Computer-assisted counselling centers for adults provided a comprehensive data bank of information on education, leisure time, and occupational opportunities. They also taught a problem-solving process and awareness of self as the decision-maker. The INQUIRY computer-centers made services available to many more adults with less time and effort (Farmer, 1976).

The Women's Educational Equity Act Program had a wealth of information on projects for women which focused on awareness of sex bias, career preparation, educational and administrative information,

and other areas of interest to women (Dissemination Center).

Weiss (1978) reported about a program conducted at Clackamas Community College, designed to help women on welfare. This program gave women an opportunity for self-evaluation, as well as information on job search techniques, training opportunities, community resources, as well as adult basic education, general educational development opportunities, testing, problem solving, and family life education. Over 90% of the students completing the program got off the welfare rolls and a number of these enrolled in additional educational training. Several found full-time jobs.

While many programs have been developed for adult women, most of them are still in the experimental stages (Aanstad, 1972). The only way to get information as to which aspects have to be emphasized in a career program for women, and how to design and conduct these programs is to experiment (Bramson, 1975). In spite of all the information contained in the literature and various analysis of data, there is still little known about many aspects of designing and conducting an effective career planning program (Bramson & Kohn, 1975).

Programs for Women in Manitoba

The Canadian Committee on Learning Opportunities for Women (CCLOW) researched current programmes in Canada which deal with adult education, retraining, and life skills for women (Willis, 1977). They reported that while the existing programmes had a positive impact on the women who participated in them--mainly in enhancing their potential for personal growth--continued efforts will be necessary to ensure that institutions respond to the needs of women, and

services for women need to be increased. As identified by respondents, the need for adequate career counselling/guidance and career planning services for women was seen as the greatest gap in educational services for women. Statistics are beginning to show the plight of the unequipped deserted woman of around 45 who is in need for guidance. There is a lack of courses dealing with life skills and life confidence building, as well as encouraging values-clarification. Another area of concern was identified as job training, job readiness and rights of women on the job. Manitoba reported a real need for confidence building in women.

The study quoted the problems which inhibit the development of programs for women: insufficient funding, apathetic uncommited or unaware attitudes of women themselves, lack of commitment and awareness on the part of institutions and government, lack of staff to organize programmes, lack of child-care facilities, negative attitudes of male administrators, lack of time and no support from family members of participants, and lack of income on the part of the women.

Suggested solutions to improve women's opportunities to learn within institutions/agencies/groups, include changing the above mentioned barriers and recognize the need for more adequate counselling services, flexible hours, and more publicity/promotion, as well as more information exchange/co-ordination among educators.

CCLOW published a Programme Information Directory (1977), which they intend to update periodically. The information on Manitoba shows the lack of career educational programmes for women.

The following observations can be reached from this section:

(1) In our western society women are searching for a fulfilling life-style through a combination of family obligations and career opportunities. (2) Women during mid-life need special career guidance assistance to identify skills, values, motivations, and long-range goals. (3) Counselling needs of women during mid-life are extremely diverse and need to be assessed individually. (4) Various programmes for women attempt to fill educational and counselling needs of particular groups of women and individuals. (5) Although many programmes for women are developed, most of them are still in the experimental stages, and more research is needed in this area. (6) There is a lack of educational, career oriented programmes for women in Canada, and a need for further development of appropriate programmes.

SUMMARY OF LITERATURE REVIEW AND RATIONALE FOR A CAREER DEVELOPMENT PROGRAM

In this review of related literature, theories of adult development have been researched, and stages and tasks during this period have been identified. The aspects of crisis and growth in the adult life cycle have been explored and the need for adult education has been demonstrated. Methods for adult education as well as areas in which this education and counselling is desirable have been mentioned. One such area is career education and counselling for women during mid-life. Some existing programs were given as examples, and the need for similar programs in Manitoba has been justified.

1. The literature relevant to Stages and Tasks of Adult Development indicated that (a) Development of a person is not

completed at adolescence. (b) The adult person goes through several stages during adulthood with certain tasks to accomplish. (c) A major shift and change seems to take place during mid-life.

2. Literature about Developmental Crisis and Growth suggested that (a) Crisis can lead to growth in the adult person. (b) Certain patterns in this growth are discernible and age related, yet there is flexibility in the age structure. (c) There are culturally based differences between men and women with regard to their developmental patterns. (d) An understanding of these developmental crisis situations can ease the pain and discomfort. (e) Various intervention strategies have been identified.

3. Literature about Education and Counselling for Adults led to the following conclusions: (a) Education is a life-long process. (b) Various methods for adult education are recommended and should be individualized to meet diverse needs. (c) Areas for adult education are diverse and have to be identified and responded to individually. (d) One area of adult education deals with career related issues.

4. Literature about Career Education and Counselling for Women during Mid-Life led to the following observations: (a) In our present day western society women are searching for a fulfilling life style through a combination of family obligations and career opportunities. (b) Women during mid-life need special career guidance assistance to identify skills, values, motivations, and long-range goals. (c) Counselling needs of women during mid-life are extremely diverse and need to be assessed individually. (d) Various programmes for women attempt to fill educational and counselling needs of particular groups of women and individuals. (e) Although

many programmes for women are developed, most of them are still in the experimental stages, and more research is needed in this area. (f) There is a lack of educational, career oriented programmes for women in Canada, and a need for further development of appropriate programmes.

The following section will be an example for developing a career planning program, for defining general areas and goals to the specification of operational objectives.

SUGGESTED GOALS AND OBJECTIVES FOR AN EXTENSIVE CAREER PLANNING PROGRAM

Given the difficult nature of an experimental program for career development concerning women during mid-life, the author has combined the insights from the readings mentioned in the literature review with current literature relating to career counselling for school and college youth. The author assumed that career counselling for adults has similar objectives and goals as those identified for college youth, as well as those which are related to the specific needs of this particular target population.

The first part of this section will give an outline of broad areas in career development and major goals that should be considered for a career development program in each of these areas. Planning a specific program, however, requires more precise operational objectives, examples of which will follow the general outline of goals. Choosing particular goals for a specific program involves consideration of this theoretical construct as well as a needs assessment of individuals and groups of people. Knowledge of

developmental theories as well as methods for adult education has to be added to the awareness of particular areas of a career development process.

The following framework for career development goals has been adapted from the Report of the Task Force on Career Development, Department of Education, Winnipeg, Manitoba, 1978. Specific goals and operational objectives have been synthesized from various sources who suggested similar goals for students at a high school and college level, and have been adapted to this particular target group by the author. Sources include lecture notes, readings and handouts from the courses "Career Development I and II," University of Manitoba 1978/80, and articles and books by Osipow (1973), Crites (1974), Super (1977), Bolles (1975), Hoppock (1976), Shertzer (1977), Hoyt (1977), and Gysbers and Moore (1978).

Career Development goals can be defined in 6 major categories:

1. Self-knowledge and the self concept.
2. Occupational and educational information.
3. Planning, preparation and decision making skills.
4. Work attitudes and values.
5. Work experience.
6. Leisure.

Each of these categories can be divided into several main objectives which can be defined in broad sub-groups:

1. Self-Knowledge and the Self-Concept

> Satisfaction with one's life and work often depend on the extent to which one's individual and unique characteristics such as abilities, interests, personality traits and values can find expression in life-style and in work roles. The attainment of this satisfaction consequently depends on the individual having

> the opportunity to acquire self-knowledge in terms of future careers, lifestyles and leisure activities (Task Force Report, 1978, p. 22).

Specific goals include assisting the individuals to:

(a) develop a positive self-image

(b) understand and apply their aptitudes, interests, temperaments, values, aspirations and attitudes

(c) identify and apply their work-related skills

(d) understand and accept their strength and limitations and work to develop these strengths and cope with the limitations

(e) develop responsibility for their own future

(f) be aware of their need for leisure activities and develop appreciation and skills for these.

2. Occupational and Educational Information

We experience careers in many different settings, and many different roles may constitute careers. An individual requires access to information concerning work, educational information, and information about available opportunities. The individual also needs information concerning the social and economic factors influencing career development.

Specific goals include assisting individuals to:

(a) develop learning skills--learning how to learn or how to acquire skills

(b) acquire the necessary information concerning occupational and educational opportunities, which includes developing awareness of occupational supply and demand, and labour market trends

(c) develop job-hunting skills

(d) acquire the necessary realistic information concerning the affect of different jobs on life-style (money, work environment, etc.)

(e) develop an awareness of the variety of occupations, and acquire necessary occupational information.

3. Planning, Preparation, and Decision-Making Skills

Learning the process of decision-making is more fundamental than the making of any specific choice or decision, and is useful and necessary throughout a life span.

Specific goals include assisting the individual to:

(a) acquire skills in setting long- and short-range goals

(b) learn how to acquire and evaluate the information upon which to base career decision and other important decisions throughout a life span

(c) become involved with decision-making in ways appropriate to the developmental level of each individual

(d) acquire skills in exploring and assessing alternatives and options

(e) examine different factors, models and methods involved in decision-making

(f) accept the consequences of decisions.

4. Work Attitudes and Values

Attitudes and values are reflected through work. A person's choice of work is affected by what they personally consider desirable and important. Their work behavior is also affected by attitudes and values.

Specific goals include assisting the individual to:

(a) acquire responsibility for their own decisions

(b) clarify work-related values and goals

(c) realize and accept limitations in self and others

(d) understand basic job expectations

(e) understand legislation related to the human rights of workers

(f) understand and deal with sex-role stereotyping

(g) understand contributions which can be made to society through paid or unpaid work

(h) acquire life-long learning skills in order to remain flexible and adaptable.

5. Work Experience

Direct experience with the world of work provides realistic learnings in terms of exploration or actual job skills.

Specific goals include assisting the individual to:

(a) assess interests, aptitudes, values, etc., in a realistic setting

(b) experience the relevance of academic learnings and to apply these learnings to the world of work

(c) acquire direct, realistic and practical knowledge concerning work and work conditions

(d) develop confidence and responsibility in working with others

(e) make transition from learning experience to the work situation

(f) acquire practical work experience.

6. Leisure

The importance of meaningful leisure activities throughout life becomes increasingly obvious in an industrialized society where the fulfillment of individual needs can not always be achieved in a job related experience. Individuals particularly in later life depend to an even greater extent on their leisure activities for self-fulfillment.

Specific goals include assisting the individual to:

(a) assess their particular abilities and needs in this area

(b) become aware of the different possibilities that are available to them (recreational, volunteer work, further academic skill development, etc.)

(c) make decisions based on adequate assessment and information about self and opportunities

(d) accept realistic limitations, and expand and broaden previous interests

(e) explore novel opportunities and try something new and unfamiliar.

Depending on the focus and goal of each particular program, a change should take place in women who take part in career counselling sessions. They can gain a greater self-understanding than those women who have not been involved in this counselling. Others will have more confidence to plan their career, based on self-exploration and support from the counsellor and the information which is available at a career resource centre. Some will have explored their environment

and will have a better understanding of the factors to be considered in making various kinds of choices. Compared to women without counselling assistance, these women will be prepared to assume personal responsibility for their decisions, and have a greater awareness of personal assets and limitations. A more complete, better integrated, and more realistic self-concept will be helpful for them in translating their abilities into more specific occupational terms, which the counselling can help them to define. The goals for these women will be a realistic assessment of their desires and reality; yet they will not attempt this compromise without extensive investigation into alternative possibilities.

It is essential for the counsellor to set operational objectives for any individual or group of women. The author has compiled examples of operational objectives for each category.

Operational Objectives

1. The individuals will gain self-knowledge and explore their self-concept.

- They will explore the stage of development, and the implications for further personal growth. (This will be accomplished by reading and discussing the latest research on adult development.)

- They will have a clear understanding of the factors that affect self esteem at this time in their lives.

- They will learn to recognize their interests, aptitudes, values, aspirations, attitudes and temperaments as these have changed and modified over the years.

- They will identify their needs and abilities and specify

those activities which can satisfy those needs through work experience and/or leisure activities.

- They will attain an acceptance and positive sense of self through this exploration.

- They will come to an understanding of the relationship between work and education, life-style, family roles, and leisure.

- They will become aware of different aspects of their personality (feelings, thoughts, emotions) and of those aspects which influence these.

- They will explore their interpersonal relationships, and will be able to create effective interpersonal relationships.

- They will know and be able to use various communication skills, such as:

  - listening with understanding
  - identifying blockages to interpersonal communication
  - recognizing feelings and attitudes
  - non-verbal communications
  - expressing own ideas and feelings

- They will gain an understanding of the influence which their immediate family has on their career choice, their values and interests. They will evaluate the expectations of their families and how this might affect their career decisions.

- They will deal with their difficulties from conflicts between their needs and societal and personal constraints which influence their career decisions.

2. Occupational and Educational Information relevant for this target group.

- After they have gained a sufficient awareness of their situation in terms of self-knowledge and environmental influences they will have a base from which to explore the occupational and leisure activities suited to their needs.

- They will explore different work environments which seem suited to their needs and abilities.

- They will understand career requirements in terms of education, time and energy involved.

- They will acquire information concerning occupational and educational opportunities, and will know where to get this information.

- They will explore labor market trends and make career decisions based on a realistic evaluation of opportunities.

- They will get in touch with resource people for information on specific job and education related issues.

- They will be able to differentiate between major occupations that make up a broad occupational area or a job cluster in terms of educational requirements, content, tools, setting, products, and services, their value to society, and their relationship to individual interests and values.

- They will learn job-hunting skills, advancement skills, and job-retaining skills.

- They will develop a system for collecting and using occupational information in order to use opportunities in their communities.

- They will be aware of means available to them for continuing and recurrent education.

- They will explore different occupations in terms of the life-styles that are connected with these, and relate the results to their individual preferences.

- They will be prepared to apply for a job, get further education and/or embark on volunteer activities or leisure activities which are suited to their needs.

- They will be able to prepare a resumè or job application, and will have developed effective job interview skills.

3. The individual will be equipped with planning, preparation, and decision-making skills.

- They will have acquired skills in setting long- and short-range goals.

- They will have learned to acquire and evaluate the information upon which they can base career decisions and other important decisions connected with these, as well as other important decisions which affect them and others.

- They will identify tentative career objectives based upon accurate and pertinent occupational and self information.

- They will plan and decide on the necessity to obtain employ-ability skills and where and how to get them.

- They will know how and where to apply for a job and why they have chosen those alternatives.

- They will have acquired skills in exploring and assessing alternatives and options.

- They will know how to use different models for decision making, and will recognize the variables which impinge upon a decision-making continuum.

- They will have used different personality and vocational inventories and learned about their value in aiding them in their decision-making process.

- They will understand the importance of a continuous reappraisal of their educational and vocational plans.

- They will have found a way to integrate their family life and a career.

- The individual will be aware of change in herself and her environment, and of the need for reappraisal of decisions.

- They will commit themselves to a plan of implementation and accept the consequences of their decisions.

4. The individuals will explore their work attitudes and values.

- The individual will explore how work meets their needs and affirms them as an individual.

- They will have developed a personally meaningful set of work values that foster in them a desire to work.

- They will know how to organize their time and energy to get a piece of work done.

- They will have experienced that work has the potential to meet various personal needs.

- They will have acquired a skill to work together in groups, and become aware of the personal value in these interrelationships.

5. The women in this target group will have had different work experiences. They will draw on these experiences and be open to explore new avenues.

- They will assess the meaning of previous work experiences and decide what and how they want to change these.

- They will continue to acquire direct, realistic and practical knowledge concerning work and work conditions.

- In some cases they will have to make a transition from a position as a housewife and mother to an additional role in a new career. They will learn strategies to assist them with this adjustment.

- They will develop confidence and responsibility for this added dimension in their lives and in working with others.

6. Taking a new look at leisure activities is another dimension for the career exploration of this target group.

- They will assess their particular abilities and needs in this area.

- They will become aware of the potential for self development through leisure.

- They will actively seek and find meaning through work in productive use of leisure time.

- They will list leisure activities in which they want to be involved, and try something novel and unfamiliar in this area.

- They will accept realistic limitations and expand and broaden previous interests.

- They will be exposed to a variety of leisure activity options and will make choices based on their interests and abilities.

- They will explore avenues for meaingful volunteer work, as well as recreational opportunities and further academic skill developments for their benefit and enjoyment.

HYPOTHESIS FOR PILOT CAREER PLANNING WORKSHOP

For this particular program on career planning, only a few of the goals identified in the previous section could be set. It was expected that the experimental group would show some improvements in the career related areas indicated through the six blocks of statements in the questionnaire, which included statements on (a) self-knowledge, (b) issues related to career and family life, (c) abilities to match individual interests and values to career planning, (d) knowledge about a chosen career, (e) general satisfaction with life, and (f) general notion about career plans.

The stated goals for this program were: (1) to learn a career planning process that can be used at any point in one's life; (2) to increase personal awareness of one's interests, needs, values and aptitudes; (3) to establish a tentative career plan. It was expected that these goals would be reached.

The information from the personal data section was expected to yield some information which would confirm the conclusions reached in the literature review which had been a rationale for the career planning program, mainly (a) that a developmental process takes place in the adult person, (b) that there is a need for continuing education during the adult life cycle; (c) that women during mid-life can benefit from career oriented education/counselling.

Chapter III

METHOD

Subjects and Tasks

The Counselling Service of the University of Manitoba has been involved in career counselling with students on an individual basis. Early in 1979 the Counselling Service and the University of Manitoba Mature Student Association co-sponsored a survey (see Appendix 1) to determine the interests and needs of the mature student population concerning various issues, including their desire for involvement in several activities. One need concerned the development of educational programs: e.g., parenting, career exploration, adult psychology, etc. The survey was mailed to 1,255 students who had originally enrolled as Mature Students at the University of Manitoba, which defines Mature Students as those persons who lack the University entrance requirements and are over 21 years of age.

One hundred and five students returned this survey, and 35 of these had indicated an interest in an educational program some had specified career exploration, others had indicated their general interest in educational programs. These 35 subjects formed the basis for the experimental and control group in the present study.

A letter was mailed to these 35 subjects announcing a Career Planning Workshop for women (see Appendix 1). An outline of the Career Planning Workshop was attached to this letter (see Appendix 1). Primarily due to examination conflicts it was desirable to change the

date for the workshop to May/June from April/May as originally planned. A second letter was mailed to confirm the re-scheduled program (see Appendix 1).

Seven of the 35 subjects were interested and able to attend the workshop. The remaining 28 subjects were considered for a control group. Questionnaire I (see Appendix 2) was given to all 35 subjects before the workshop, Questionnaire II (see Appendix 2) was given to all 35 subjects after the workshop was completed. The questionnaires were mailed to those subjects who did not attend the workshop with accompanying letters (see Appendix 2). Self-addressed stamped envelopes were included in each mailing.

In order to conform to the most widely held definition of mid-life it was decided to include only women in the experimental and control group who were between the ages of 29 to 50, and for statistical purposes only those who had also completed both questionnaires. Six of the workshop participants qualified, however one was 22 and did not qualify for the purpose of this study.

Twenty-three of the 28 subjects responded to Questionnaire I, and 18 subsequently returned Questionnaire II. Fifteen of these 18 subjects were between age 29 and 55, and this group constituted the control group for this study.

The nature of this study did not allow for random sampling or random assignment of subjects to the experimental and control groups. The information from the personal data section (see Table 2) included in Questionnaire I, however, indicated some equivalence on relevant variables which supports the notion that the two groups might be considered similar. The information from this data was used in an

Table 2

Personal Data from Experimental and Control Groups

	Experimental Group	Control Group
Marital Status		
Married	2	12
Separated or Divorced	4	1
Single	-	2
Age of Children		
No Children	1	3
Children under 14	2	9
Children over 14	3	3
Educational Background		
High School Education Grade 11	1	1
Grade 12	1	5
Up to 2 Years University, College or Nursing	1	5
More than 2 Years University, College or Nursing	3	4
Present Employment Status		
Not Employed	2	9
Full-Time Employment	3	5
Part-Time Employment	1	1
Employment Plans for those who were not Presently Working		
After Finishing Education	2	3
Next Year	-	1
No Definite Plans	-	5

Table 2 (continued)

	Experimental Group		Control Group	
Reasons for Attending University measured in Degrees of Importance on a scale 1-5	$\bar{X}$	SD	$\bar{X}$	SD
Upgrading for Present Employment	2.50	1.52	2.33	1.50
Preparation for a Career	3.50	1.05	3.53	1.13
General Interest in Subject Matter	4.00	0.89	3.40	0.91
Enjoyment of Campus Environment	2.66	1.63	2.27	1.03
Identified Major Events during the last 5 years which had a Significant Influence				
Identified One or More Major Events	6		6	

Note.

Events which were identified:

- Separation or Divorce
- Children Leaving Home
- Job Advancement
- Marriage Later in Life
- Decision to enter University
- Involvement with Wheelchair Sports

attempt to establish the equivalence of the experimental and control groups. Although no statistical tests were performed, the data suggested that the two groups might be considered approximately equal in terms of their age, marital status, children, educational background, employment status, plans for employment, and major events in their lives. The data on 'reasons for attending university' was indicated on a scale from 1-5 and Means and Standard Deviations for this data was computed using the computer program ST 11 from the computer program package Statistics On Line (SOL)(Rollwagen, 1973).

Evaluation Instruments

A questionnaire, partly based on similar questionnaires used by other workshop leaders (Cassel & McCoy, 1974), was developed by the author as an instrument which would attempt to indicate the particular needs of individuals and groups of women who desire career counselling (see Appendix 2). The same questionnaire was used to establish the similarity between experimental and control group as well as a measurement for the evaluation of the Career Planning Workshop.

An additional Evaluation Sheet was used for workshop participants on which they could indicate their degree of satisfaction with respect to the goals of the program (see Appendix 3).

Questionnaires. The Pre-Workshop questionnaire consisted of 2 parts. Part 1 contained general questions about personal data: age, marital status, children, educational background, present employment status, reasons for attending University, and identification of any major events during the last 5 years which had a significant influence

in their lives. These questions were meant to attempt to establish an equivalence of non randomly assigned groups, and also to verify some of the theories of adult development mentioned in the literature, particularly the aspects of changes and crisis situations during this period.

Part 2 of the questionnaire was composed of 26 career related statements. These statements dealt with different areas of career development:

Statements 1- 6 Dealing with self knowledge
7-12 Issues related to career and family life
13-18 Abilities to match individual interests and values to career planning
19-24 Knowledge about a chosen career
25 General satisfaction with life
26 General notion about career plans

The subjects could choose from 5 responses to score each statement as it applied to themselves. The score ranged from a low score of 1-completely false, to a score of 5-completely true.

The follow-up questionnaire was the same as the pre-workshop questionnaire with the exception that it did not include the personal data questions (part 1 of the pre-workshop questionnaire) and was used to assess any changes resulting from workshop participation.

Before administering the questionnaire it was pilot tested with 5 women of different age groups and educational backgrounds. These were acquaintances of the author and contributed some minor changes in the wording of the statements.

Additional Evaluation Instruments. Workshop participants were given a Career Planning Workshop Evaluation Sheet (see Appendix 3) after completing the sessions, which indicated their degree of satisfaction with respect to each of the goals of the program.

The score ranged from a low score of 1-totally dissatisfied, to a score of 7-totally satisfied.

Part B of this evaluation sheet provided for some open ended comments and suggestions from participants.

Procedures

The workshop was conducted with 7 participants who met from 6:00-8:30 P.M. on 5 Mondays in May and June 1980. The location was the Counselling Service at the University of Manitoba. The co-leaders were Dave Curtis, Counselling Service, and Christel Kraft, Graduate Student, Faculty of Education.

Several tests and inventories were to be completed by each participant before the scheduled workshop to allow for scoring and results being available during workshop sessions.

During the sessions homework was assigned to participants to allow for more discussion time during the sessions and allow for more variety of exploration by each participant.

The goals for this particular workshop were determined as follows:

1. To learn a career planning process that can be used at any point in one's life.

2. To increase personal awareness of one's interests, needs, values and aptitudes (skills).

3. To establish a tentative career plan.

Individual goals for each participant were established as well during the first session. The program was designed to allow a certain flexibility if the needs of participants required adjustment of the program. No major adjustments were required however since individual expectations fitted into the framework of the established goals.

Tests and Inventories. To meet the pre-program requirement the workshop participants were encouraged to complete the following tests and inventories at the Counselling Service:

1. Jackson Vocational Interest Survey (JVIS)(Jackson, 1977)
2. Personality Research Form (PRF)(Jackson, 1965)
3. Work Values Inventory (Super, 1970)
4. General Aptitude Test Battery (GATB) optional (US Employment Service).

The tests and inventories were completed by all participants except the General Aptitude Test Battery., which was administered only to 3 participants.

Test and inventory results were interpreted and processed by the co-facilitators throughout the sessions in combination with such group counselling techniques as information sharing, and dyads.

A detailed description of the five workshop sessions is presented in Appendix 3.

Data Analysis

The career planning program was conducted in a workshop format and evaluated on the basis of two questionnaires and an evaluation sheet.

The responses of 6 workshop participants and 15 subjects from the control group were handscored, and five analyses were performed.

Means ($\bar{X}$) and Standard Deviations (SD) for responses to all 26 statements contained in the pre- and post-test questionnaires were computed for both experimental and control groups (SOL - ST 11). In addition, for each of the six blocks of statements (see p. 57), means and standard deviations were computed for the pre- and post-test questionnaires for both groups (SOL - ST 11).

To test the hypothesis relating to the career planning workshop, for each of the six statement blocks, correlated t-tests (SOL - ST15) were performed on the pre- and post-test block means for the experimental and control groups. In addition, independent sample t-tests (SOL - ST14) were computed on the experimental and control group block means for both the pre- and post-test questionnaires.

Finally, satisfaction of workshop participants with results of the program was assessed by computing means and Standard Deviations on the responses from the evaluation sheet (SOL - ST11).

CHAPTER IV

RESULTS

Results of the study are presented in Table 3 to 6. Information from the personal data section is previously presented in Table 2.

Personal Data Section

To reiterate, conclusions reached from the literature review were (1) that a developmental process takes place in the adult person, (2) that there is a need for continuous education, and (3) that women during mid-life can benefit from career oriented education/counselling.

The personal data section indicates that all 21 subjects of this study (6 in experimental group, 15 in control group) are in a process of development as their educational interest for upgrading, and preparation for a career shows (Reasons for Attending University, Table 2). Several stages and tasks are indicated through their involvement with family, career and education. Major shifts and changes in their lives are indicated through the identified major events in their lives (6 for the experimental group, 6 for the control group).

All 21 women are involved in continuing education for various reasons to fill individual needs. Six of the 21 women (experimental plus control group) indicated their interest in the area of career education by participating in the career planning workshop, while the

Table 3

Means and Standard Deviations for all 26 Statements for Experimental and Control Groups

	Experimental Group				Control Group			
	Pre-test		Post-test		Pre-test		Post-test	
Statements	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	4.00	0.63	3.83	0.41	3.93	0.59	3.80	0.67
2	3.67	0.52	4.00	0.89	3.80	0.86	3.93	0.70
3	3.33	0.82	4.00	0.89	3.73	1.03	3.87	0.52
4	3.83	0.75	4.00	0.89	4.40	0.83	4.27	0.70
5	3.50	0.84	4.00	0.89	4.13	1.06	4.13	0.64
6	4.33	0.52	4.17	0.75	4.20	1.21	4.40	0.63
7	3.00	0.89	3.50	0.55	4.00	1.13	4.07	0.88
8	3.83	1.17	3.50	0.84	4.13	1.19	4.33	0.72
9	4.00	0.89	3.67	0.82	3.93	0.80	4.00	0.54
10	4.00	0.63	4.17	0.75	4.80	0.41	4.53	0.52
11	4.33	0.82	4.00	0.63	4.27	0.70	4.40	0.63
12	4.33	1.21	4.00	0.63	3.60	0.99	3.47	0.99
13	4.00	0.89	4.00	0.63	4.47	0.52	4.33	0.62
14	3.83	0.41	4.33	0.52	4.20	0.56	4.00	0.65
15	3.17	0.75	4.00	0.63	3.80	1.01	3.73	0.80
16	2.83	0.75	3.33	0.52	3.33	1.23	3.07	1.22
17	3.00	1.10	3.33	0.52	3.27	1.34	3.07	1.03
18	3.67	0.52	3.33	1.36	3.47	1.06	3.47	0.99
19	2.83	0.75	3.17	0.41	3.47	1.25	3.40	1.35
20	3.50	1.05	3.83	0.41	3.40	1.35	3.60	1.12
21	3.50	1.05	3.83	0.41	3.40	1.30	3.40	1.18
22	2.33	1.51	3.50	1.05	3.20	1.66	3.40	1.50
23	2.33	1.03	3.50	0.55	3.07	1.53	3.13	1.41
24	3.33	0.82	3.83	0.75	3.20	1.42	3.53	1.25
25	2.83	0.75	3.17	0.75	3.93	0.96	3.87	0.74
26	3.00	0.63	3.67	0.52	3.07	1.44	3.20	1.15
	N - 6				N - 15			

Table 4

Means and Standard Deviations for Blocks of Statements Experimental and Control Groups

		Experimental Group				Control Group			
		Pre-test		Post-test		Pre-test		Post-test	
Blocks	Statements	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	1- 6	3.78	0.72	4.00	0.76	4.03	0.95	4.07	0.67
2	7-12	3.92	1.00	3.81	0.71	4.12	0.95	4.13	0.80
3	13-18	3.42	0.84	3.72	0.81	3.76	1.07	3.61	1.00
4	19-24	2.97	1.11	3.61	0.64	3.29	1.39	3.41	1.28
5	25	2.83	0.75	3.17	0.75	3.93	0.96	3.87	0.74
6	26	3.00	0.63	3.67	0.52	3.07	1.44	3.20	1.15
		N - 6				N - 15			

Table 5

t-test on Pre- and Post-test Statement Block Means for Experimental and Control Groups

Blocks	Statements	Experimental Group Pre $\overline{X}$	Post $\overline{X}$	t[a]	Control Group Pre $\overline{X}$	Post $\overline{X}$	t
1	1- 6	3.78	4.00	-1.54 df 35	4.03	4.07	-0.39 df 89
2	7-12	3.92	3.81	0.85 df 35	4.12	4.13	-0.12 df 89
3	13-18	3.42	3.72	-1.93 df 35	3.76	3.61	1.77 df 89
4	19-24	2.97	3.61	-3.57* df 35	3.29	3.41	-1.33 df 89
5	25	2.83	3.17	-1.58 df 5	3.93	3.87	0.56 df 14
6	26	3.00	3.67	-3.16 df 5	3.07	3.20	-0.70 df 14

[a] $.01t_5 = \pm 4.03$ (two-tailed)

$.01t_{14} = \pm 2.98$ (two-tailed)

$.01t_{35} = \pm 2.72$ (two-tailed)

$.01t_{89} = \pm 2.63$ (two-tailed)

*Significant

Table 6

t-tests on Experimental and Control Group Statement Block Means for Pre- and Post-test

Blocks	Statements	Pre-test Experimental Group X	Pre-test Control Group X	Pre-test t[a]	Post-test Experimental Group X	Post-test Control Group X	Post-test t[a]
1	1- 6	3.77	4.03	-1.63 df 85	4.00	4.07	-0.46 df 58
2	7-12	3.92	4.12	-1.06 df 62	3.81	4.13	-2.26 df 72
3	13-18	3.42	3.76	-1.88 df 81	3.72	3.61	0.65 df 79
4	19-24	2.97	3.29	-1.34 df 80	3.61	3.41	1.16 df117
5	25	2.83	3.93	-2.79 df 12	3.17	3.87	-1.93 df 9
6	26	3.00	3.07	-0.15 df 19	3.67	3.20	1.28 df 18

[a] $.01t_9 = \pm 3.25$ (two-tailed)
$.01t_{12} = \pm 3.06$ (two-tailed)
$.01t_{18} = \pm 2.88$ (two-tailed)
$.01t_{19} = \pm 2.86$ (two-tailed)
$.01t_{58} = \pm 2.66$ (two-tailed)
$.01t_{62} = \pm 2.66$ (two-tailed)
$.01t_{72} = \pm 2.65$ (two-tailed)
$.01t_{79} = \pm 2.64$ (two-tailed)
$.01t_{80} = \pm 2.64$ (two-tailed)
$.01t_{81} = \pm 2.64$ (two-tailed)
$.01t_{85} = \pm 2.64$ (two-tailed)
$.01t_{117} = \pm 2.62$ (two-tailed)

other 15 had indicated their interest in other educational areas.

The pre-test means (see Table 3) for experimental and control group suggest improvement in several areas, for e.g., "knowledge about a chosen career", and "abilities to match individual interests and values to career planning". For example for the experimental group the computed means are below an average value of 3.00 for statements 16, 19, 22, 23, and 25, dealing with their knowledge of career options, knowledge about training for a chosen career, information about people working in the area of a chosen career, and general satisfaction with life.

Table 4 presents the means and standard deviations for blocks of statements for the experimental and control group. These blocks of statements indicate how the subjects perceive themselves in regards to career related areas before and after the workshop experience. Only two means are lower than 3.00 for the experimental group pre-test means in the areas of "knowledge about a chosen career", and "general satisfaction with life". The other means range from 3.00 to 4.13 in all cases. While the control group pre-test means are generally above average, there is little difference between the two groups (see also Table 6 t-tests on pre-test questionnaire).

In general, all subjects scored fairly high (over 3 for a score of 1-5) on all statements, as well as on blocks of statements, which is indicated by the means and standard deviations computed for each statement and blocks of statements (see Table 3 and 4).

Effectiveness of Career Planning Workshop (see Tables 5 and 6)

As stated previously, it was expected that the experimental

group would show some improvements in the career related areas indicated through the six blocks of statements in the questionnaire.

Table 5 presents the t-tests on pre- and post-test statement block means for experimental and control group. Only Block 4 (Statements 19-24) relating to knowledge about a chosen career shows a significant difference between the means of the pre-test and post-test for the experimental group ($t = -3.57$, $df = 35$, $\alpha = .01$). Although all the other block means are higher on the post-test than on the pre-test for the experimental group, none of these tests on means were found to be statistically significant.

Table 6 presents t-tests on experimental and control group statement block means for the pre- and post-tests. None of the twelve tests conducted were found to be statistically significant. In fact, the post-test means are higher for the control group for blocks of statements for the area dealing with self-knowledge and issues related to career and family life, as well as life satisfaction, while the experimental group score means are slightly higher in the remaining areas.

The three goals for this particular workshop were evaluated by workshop participants on a 1-7 scale, where 1 represented total dissatisfaction, and 7 total satisfaction. The mean and standard deviation was calculated for each goal.

Goal No. 1 - "To learn a career planning process that can be used at any point in one's life."

Goal No. 2 - "To increase personal awareness of one's interest, needs, values and aptitudes (skills)."

Goal No. 3 - "To establish a tentative career plan."

The mean response for goal 1 was 5.67 (SD = 0.52), for goal 2 - 5.83 (SD = 0.41) and for goal 3 - 5.50 (SD = 0.84). These means indicate that the workshop participants scored slightly lower than "very satisfied" with accomplishment of the goals set for this workshop.

The diversity of the needs of these women, as well as the experimental nature of this workshop was indicated by their comments which were invited on the evaluation sheet. Although they had indicated a high degree of satisfaction with the accomplishment of the goals of the workshop, other areas of need were identified by the following suggestions:

- More time for various exercises.
- More detailed information on career areas.
- Allow more preparation for interviews.
- Relate career information to available jobs.
- More information on job hunt and resumè preparation.

Comments which indicated different areas of satisfaction with the workshop included the following:

- Assessment of skills, interests and aptitudes was well done and helpful, new insights were gained, others confirmed.
- Heightened awareness of lack of self-confidence.
- Enjoyed group format for sharing and identification.
- Introductory exercise and "Time-Pie" valuable for awareness.

Chapter 5

DISCUSSION

The purpose of this study was to investigate the current literature on adult development, adult education, career counselling for women, and existing career development programs. It was further to explore the implications of adult development during mid-life for career counselling of women.

The literature review explored theories of adult development and identified stages and tasks of adulthood. The interrelatedness of crisis and growth in the adult life cycle was demonstrated, and methods for adult education as well as areas in which this education and/or counselling is desirable have been mentioned. One area was identified as the need of women for career related education and counselling. The present study suggested goals for an extensive career development program for women during mid-life.

Particular career related programs have to consider the varying needs of individuals and groups of women, however, and these need to be assessed by educators and counsellors in each case. The questionnaire which was developed by this author can be considered one tool for the assessment of particular educational and counselling needs of women, although it was not used as such in the present study.

The experimental career planning workshop which was conducted at the University of Manitoba Counselling Centre served as a testing ground for a career related program geared to the perceived needs of

this particular target group. The goals for this program were set according to the personal perception of counselling staff at the Centre, and can be modified for any additional programs in the future.

The remainder of this discussion will highlight some results which have been indicated in the results section of this paper, show the limitations of this study, and make further suggestions.

The expectations for the career planning workshop had been mainly: (1) to find some indication in the personal data section of the questionnaire if the assumptions about adult development were correct for this particular group of women, (2) to demonstrate that an educational/counselling need in these women could be met through a career planning program, and that some improvement in career related areas could be demonstrated, (3) to set certain goals for this particular program and demonstrate if these were met, and (4) to gain insight into further expressed needs of these women.

The first expectation was met as indicated in the results section. Although not all deductions from the literature on adult development were proven, there was an indication that the women who participated in this study were going through a developmental process. Changes in marital status, family involvements, education and employment were indicated. From individual questionnaires and personal talks during the workshop sessions it could be further deducted that some of the crisis situations in which these women found themselves had propelled them into new adventures and pursuits, e.g., separation made them aware of the need for a satisfying career; children leaving home indicated that an empty nest made them available

for pursuits outside the home. Some women were interested in education for their own pleasure and satisfaction, others in order to pursue a career, as the reasons for attending university indicated.

A need for educational and counselling programs had been suggested by these women, and participation in this particular program proved this need.

The second expectation was to demonstrate a need for a career related program and demonstrate improvement in career related areas through participation in this workshop. As is indicated in Table 3-6 all women scored fairly high in all career related areas. This might not be so for a group of women from a different population and indicates that the mature student population who was interested in this and other educational programs considered themselves aware of issues relating to self-knowledge, issues about career and family, and abilities to match individual interests and values to career planning, as well as knowledge about a chosen career.

There was a significant improvement for the experimental group in the area of knowledge about a chosen career, while not for the control group. However, it should be noted that this might be due to the original higher mean in this area for the control group. In fact, tests on post-test means did not show any difference between the experimental and control group in this area.

It is interesting to note that the control group scored slightly higher on the pre-tests in every area than the experimental group, except in the area of knowledge about a chosen career. Although the difference is not significant this might be an indication of the different needs of the experimental group.

The experimental group scored lower on life satisfaction than the control group. This might be an indication that women in the control group had more definite plans for further satisfying careers and therefore did not indicate an interest in this particular program. (General satisfaction with life had increased for the experimental group after the workshop.)

Three goals had been set for this workshop and the third expectation was that these goals would be met. In a limited career exploration program like the present one, only a few areas can be identified and responded to. The evaluation sheet for the goal achievement showed that workshop participants were very satisfied with the increase in awareness of their interests, skills, aptitudes and values, which is one of the needs of women during mid-life emphasized in the literature. They were encouraged to establish a tentative career plan, and succeeded in doing so during the workshop sessions. The career planning process which they learned was rated as useful and was scored as a very satisfactory goal accomplishment.

Expectation four was to gain insight into further needs of these women. Suggestions for program improvements were indications of those diverse needs even in this small experimental group. Although the three goals for this workshop were reached, further education and counselling related to career planning and job search were desired.

It had been expected that a short program like this can not respond to all these needs, but additional programs can offer further education and counselling. The group format for sharing and identification met individual needs and was commented upon favorably,

which suggested that women might enjoy this method of education in other areas as well.

Conclusions and Further Suggestions

In conclusion, the study has confirmed some of the observations and suggestions which were found in the related literature in regards to adult development and counselling needs of women during mid-life. This can not, however, lead to a general conclusion about the validity of these observations for the population at large, since the researched literature as well as the present program dealt mainly with a small segment of the North American middle-class population.

Consideration should be given to other groups of women, their needs should be assessed and programs developed to meet these needs. The goal outline and questionnaire presented in this paper could be used as a tool for further research, and could be expanded and developed to include other perceived and expressed needs of individuals or groups of women.

The changes which have affected women in our Western Society will probably stay with us, and women need to be prepared to face these and other yet unknown challenges in the area of economic, social, and technological advancements. Non-traditional options for women are increasingly opening up, and as more women discover their own abilities and want to take charge of their own lives they are faced with unfamiliar obstacles. Adequate information and an applicable decision-making process can be instrumental in overcoming these difficulties. Information can be made available and a decision-making

process can be taught. Self-awareness can be fostered and adequate encouragement can be given to raise the self-esteem which is necessary for women to live an interesting and fulfilling life.

The limitations of this study are given through the quasi experimental nature of the research, which represents a synthesis of the relevant literature and theories and the preliminary attempt to establish a tentative career planning program for a very select group of women. It should be considered as an attempt to point towards one of the goals which counselling and education might consider.

With all these possibilities open, the question still remains if our educational institutions will be able to respond to these educational and counselling challenges, acknowledging the inherent wealth of potential contributions of women which will otherwise escape our society.

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APPENDIX 1

Pre-Workshop Communication Forms

(a) Mature Student Survey
(b) Accompanying Letter
(c) Letter to Mature Students
(d) Schedule for Career Planning Workshop
(e) Revised Schedule for Career Planning Workshop

MATURE STUDENT SURVEY

1. Name:

2. Address:

3. Phone No.:

4. Faculty and Year:

5. Current Status:

   (a) Full-time, on-campus _____

   (b) Part-time, on-campus _____ (Day _____ Evening _____)

   (c) Off-campus centre in Manitoba _____ (Indicate location)

   _____

   (d) Correspondence _____

   (e) Will attend intersession/summer session _____

6. Please indicate the activities that you think a Mature Student Association should become involved in:

   (a) Pre-university orientation/information/advising _____

   (b) Developing social programs (discussion groups, entertainment, etc.) _____

   (c) Developing educational programs (on parenting, career exploration, adult psychology, etc.) _____

   (d) Pressure group for special services (babysitting, day care, parking, timetable, etc.) _____

   (e) Newsletter _____

   (f) Other (specify) _____

   _____

   _____

   _____

7. Are you prepared to become actively involved in our association and help with any of the above activities? Yes ____ No ____. If yes, which one(s)? _____

   _____

8. Do you want to receive subsequent information from us regarding our activities? _____

ADDITIONAL COMMENTS: _____

_____

_____

_____

Thanks for your cooperation. Please return this survey to:

Mature Student Association
c/o 474 University Centre
University of Manitoba
WINNIPEG, MB R3T 2N2

THE UNIVERSITY OF MANITOBA
WINNIPEG, CANADA

Dear Mature Student:

This letter is being sent to all mature students (current and former) at the University of Manitoba to provide information about a newly-formed Mature Student Association on campus. After bringing you up to date with our current activities, we will ask for your cooperation in helping us to develop our future plans by having you complete the enclosed survey.

Since September, a group of mature students has been meeting regularly to discuss the special interests and needs of mature undergraduates at university. We believe we are significantly different from the typical undergraduate in several important aspects, and we have therefore, decided to organize ourselves into an association. Some of the specific characteristics we have identified are:

(1) as mature students we are at a different "age and stage" compared to most undergraduates, and as a result we see a need to socialize more with other mature students.
(2) as mature students we experience some difficulty, at least at the start of our university experience, in making contact with each other.
(3) as mature students we prefer to meet each other in comfortable surroundings that lend themselves to conversation, relaxation, etc. (a home away from home?)
(4) as mature students we have academic and educational reasons for wanting to be in contact with each other (for information on courses, professors, "survival skills", etc.).
(5) off-campus students have no means of contacting each other for information or assistance.

We believe these issues affect many mature students at this university. We think an organization of mature students can serve a useful and important function, and we would like to get your views on this. The enclosed survey is an attempt to identify the purpose(s) that you think can be met by an association, and also to determine the extent of your future involvement and participation. Please take the time to complete the form, and return it as soon as possible.

In the meantime, we would like you to know that we are sharing the Graduate Students' Lounge, 217 University Centre. While the lounge is usually reserved daily from 11:30 - 1:30 for mature students, you actually are welcome to use the facilities any time that the lounge is not reserved by other organizations (check the Reservations Calendars daily in University Centre for confirmation). We also meet each Wednesday at lunchtime to discuss our plans for the association. You are most welcome to join us!

If you would like any further information about our group, please contact any of the members listed on the reverse side. This does not represent our entire membership by the way, but we thought it might help you to understand what we are all about if we provided you with a thumbnail sketch of our backgrounds.

Sincerely,

Mature Student Association

UM

The University of Manitoba
Counselling Service

474 University Centre
Winnipeg, Manitoba
Canada R3T 2N2

Telephone 474-8592
Area Code 204

February 20, 1980

Dear Mature Student:

Some time ago you replied to a questionnaire sent to you by the Mature Student Association. One of the things you indicated a positive response to was the need for programs such as career planning. As the faculty representative to the Mature Student Association and a member of the University's Counselling Service, I would like to extend an invitation to you to participate in a Career Planning Workshop for women.

With the assistance of a graduate student in Counselling, Mrs. Chrystal Kraft, I have developed a five-session program that incorporates most of the career counselling activities that we offer individuals in our department. The enclosed outline provides details on the workshop.

If you are interested and available at the scheduled time, we would like to hear from you as soon as possible. The program begins March 12, but as all participants are required to complete several career tests and inventories prior to the start of the program, our time is rather limited. If you are unable to attend this program but would be interested in future programs of this kind, please let me know as well.

If you have any questions related to the Career Planning Workshop, please call me at 474-8592. As there is a limit of twelve participants for this workshop, I hope to hear from you soon.

Yours truly,

Dave Curtis,
Counselling Service

CAREER PLANNING WORKSHOP

TIMES: Every Wednesday from 6:00 - 8:00 p.m. beginning March 12 and ending April 9.

LOCATION: Counselling Service, Room 474, University Centre

CO-LEADERS: Dave Curtis, Counselling Service
Mrs. Chrystal Kraft, Graduate Student, Faculty of Education

PRE-PROGRAM REQUIREMENTS:

Complete the following tests and inventories at the Counselling Service before March 7, 1980. (No appointments are required during the day, but evening testing is to be arranged with Dave Curtis.)

The career planning instruments and the time to complete:

1. Jackson Vocational Interest Inventory (1 hour)
2. Personality Research Form (1 hour)
3. Work Values Inventory (½ hour)
4. General Aptitude Test Battery (1½ hours)

OTHER REQUIREMENTS:

The really important ones are a sincere desire to take part in an exploration of self and to see how one's interests, temperaments, abilities and values relate to various careers. As this is a group experience, you will be expected to share information with others to the extent that you feel comfortable. The workshop is designed to teach you how to explore the world of work, both now and in the future. You will not be expected to come to any firm career choice, but if you do, that's a bonus! Last, but not least, you will be asked to interview someone in a career that you might be interested in. These interviews will take place between sessions 4 and 5, and you will be asked to present a verbal summary of your career interview in session 5.

FEE: $5.00 to cover the cost of career tests and handouts, payable at the time you take the tests.

REGISTRATION: Limited to the first 12 students who contact me by mail or phone:

Dave Curtis
474 University Centre
University of Manitoba

The University of Manitoba
Counselling Service

474 University Centre
Winnipeg, Manitoba
Canada R3T 2N2

Telephone 474-8592
Area Code 204

Thanks for your interest in our Career Planning Workshop. As I indicated, it seems desirable to change the day and the start time of the program to accommodate everyone. Consequently, I have rescheduled the program as follows:

Session #1	Monday, April 21,	6:00 - 8:00 p.m.
Session #2	Monday, April 28,	6:00 - 8:00 p.m.
Session #3	Monday, May 5,	6:00 - 8:00 p.m.
Session #4	Monday, May 12,	6:00 - 8:00 p.m.
Session #5	Monday, May 26,	6:00 - 8:00 p.m.

Please note:

1. Some sessions (#3 particularly) may require additional time.

2. If it is more convenient for you, it is possible to complete three of the career inventories at home. Please call our office (474-8592) and ask for the inventories to be mailed to you. The aptitude battery is timed, however, and must be done at the Counselling Service. I have scheduled a group test session for Monday, April 14 from 6:00-7:30. If this is not convenient, please let me know and I'll arrange an additional test session.

3. There will be a two week break between sessions 4 and 5 due to the holiday on the 19th of May. This will be advantageous, however, as it will allow for extra time to conduct the career interview assignment.

Sincerely,

Dave Curtis,
Counsellor.

APPENDIX 2

Questionnaires and Accompanying Letters

(a) Questionnaire I
(b) Letter accompanying Questionnaire I
(c) Questionnaire II
(d) Letter accompanying Questionnaire II

Questionnaire I

Part I

Name: _____ Address: _____

Phone Number: _____

OR

Code Number: (first 5 digits of your Social Security Number suggested)

_____

1) Please indicate your age: _____

2) What is your present marital status? (please check one)

single ____ married ____ separated or divorced ____ widowed _____

3) Do you have any children: YES _____ NO _____

If YES, please indicate their ages ___ ___ ___ ___ ___ ___

4) Do you have children or other dependants living with you?

YES _____ NO _____

If YES, please indicate number of children _____ others _____

5) What is your educational background?

Highest grade you completed in school (please circle)

6 7 8 9 10 11 12

Community College or Business School _____ years completed _____

University _____ years completed _____

6) Are you presently employed? YES _____ NO _____

If YES, are you employed a) Full time ____ b) Part time _____

If NO, are you planning to get employed a) next year _____

b) after finishing your education ____ c) no definite plans _____.

cont.

7) One or several of the following reasons for attending university have been indicated by some of the mature students.

Please, rate each of the reasons in terms of their importance for your present attendance at university. Put an X mark beside each statement under the appropriate number.

Responses:

1 not at all important
2 slightly important
3 moderately important
4 very important
5 most important

	1	2	3	4	5
1. Upgrading for present employment.					
2. Preparation for a career.					
3. General interest in subject matter.					
4. Enjoyment of campus environment.					
5. Other (please specify) _____					
6. _____					
7. _____					

8) Can you identify any major events during the last 5 years which you feel have had a significant influence on your life?

YES _____ NO _____

If YES, please describe briefly. (You may use the back of this page).

cont.

Part 2

The statements in this questionnaire are descriptions of yourself as you see yourself at this point in your life.

Read each statement carefully, then select one of the five responses listed. Put an X mark beside each statement under the appropriate number.

Responses:

1 completely false
2 mostly false
3 partly false and partly true
4 mostly true
5 completely true

	1	2	3	4	5
1. I feel that I really know myself.					
2. I know my capabilities.					
3. I know my limitations.					
4. I believe that I have choices in what I want to do with my life.					
5. I am aware of my dreams and aspirations.					
6. I think I am capable of being successful in a career.					
7. I talk about my career plans with my family.					
8. I have my family's full support for my career plans.					
9. I know how to organize my time.					
10. Personal growth is important to me.					
11. I am aware of the change of lifestyle connected with a career.					
12. I feel confident that I can combine a career with my obligations to my family.					

cont.

	1	2	3	4	5
13. I know my interests.					
14. I can priorize my work values.					
15. I know which careers match my interests.					
16. I know several options which are open to me in terms of a career.					
17. I know how to plan my career.					
18. I am confident that I will find suitable employment					
19. I know what training I need for my chosen career.					
20. I am aware of the fulfilling aspects of my chosen career.					
21. I am aware of the limiting aspects of my chosen career.					
22. I have talked with people who are employed in my chosen career.					
23. I am aware of the interests of people working in the area of my chosen career.					
24. The work environment of my chosen career would match my needs.					
25. Generally speaking I am presently satisfied with my life.					
26. Generally speaking I have a clear notion about my career plans.					

.....

If you would like to receive a summary of the results of this study please indicate your name and address , or contact me in September at my home phone number : 667-5190.

Name: _____ Address: _____

The University of Manitoba
Faculty of Education

Department of Educational Psychology

Winnipeg, Manitoba R3T 2N2

April 10th, 1980.

Dear Mature Student,

I am currently completing my Masters degree in Education at the University of Manitoba. Ten years ago, I started university as a mature student, taking one course a year. In time, I increased my course load as I gradually found that I could manage both school, marriage and family responsibilities. After this past year of full-time study I am now reaching my goal, and it seems almost too good to be true!

There is only one last hurdle to take - my thesis, which is focused on the area of Adult Development.

From students listed with the Mature Student Association I have selected a small group for my study, and I would appreciate your assistance in completing my research. I will need your cooperation in completing the enclosed questionnaire, and a subsequent questionnaire in May.

The information you provide will be kept confidential, but in order to match the questionnaires of this study it is necessary for you to identify yourself on both questionnaires. If you prefer to do this by selecting a 5 digit code number which you choose (the first 5 digits of your social security number might do), there is no need to indicate your name and address (but please record your code for use on the May questionnaire).

I will provide you with a summary of the results of my findings at a later date if you so indicate on the questionnaire, or if you contact me during the summer at my home address. I would appreciate it if you could return the enclosed questionnaire by April 21st.

As one mature student to another, I do hope you will make the effort to help me with this research. Thank you, in advance, for your support.

Sincerely

Christel Kraft

Questionnaire 2

Name: _____ Address: _____

Phone Number: _____

OR

Code Number: (first 5 digits of your Social Security Number suggested)

_____

The statements in this questionnaire are descriptions of yourself as you see yourself at this point in your life.

Read each statement carefully, then select one of the five responses listed. Put an X mark beside each statement under the appropriate number.

Responses:

1 completely false
2 mostly false
3 partly false and partly true
4 mostly true
5 completely true

	1	2	3	4	5
1. I feel that I really know myself.					
2. I know my capabilities.					
3. I know my limitations.					
4. I believe that I have choices in what I want to do with my life.					
5. I am aware of my dreams and aspirations.					
6. I think I am capable of being successful in a career.					
7. I talk about my career plans with my family.					
8. I have my family's full support for my career plans.					

cont.

	1	2	3	4	5
9. I know how to organize my time.					
10. Personal growth is important to me.					
11. I am aware of the change of lifestyle connected with a career.					
12. I feel confident that I can combine a career with my obligations to my family.					
13. I know my interests.					
14. I can priorize my work values.					
15. I know which careers match my interests.					
16. I know several options which are open to me in terms of a career.					
17. I know how to plan my career.					
18. I am confident that I will find suitable employment.					
19. I know what training I need for my chosen career.					
20. I am aware of the fulfilling aspects of my chosen career.					
21. I am aware of the limiting aspects of my chosen career.					
22. I have talked with people who are employed in my chosen career.					
23. I am aware of the interests of people working in the area of my chosen career.					
24. The work environment of my chosen career would match my needs.					
25. Generally speaking I am presently satisfied with my life.					
26. Generally speaking I have a clear notion about my career plans.					

The University of Manitoba
Faculty of Education

Department of Educational Psychology

Winnipeg, Manitoba R3T 2N2

May 26th, 1980.

Dear Mature Student,

I want to thank you for returning my first questionnaire so promptly. Your co-operation has encouraged me during my often very frustrating research.

The enclosed questionnaire is the subsequent questionnaire which I mentioned in my first letter to you. I would appreciate it if you could return it by June 2nd.

Most of you have indicated your name and address, and also your interest in the summary of the results of this study. I appreciate your trust. Please make sure that you identify yourself on the second questionnaire in the same manner as in your first: Your name or the 5 digit number (I need this information to match the questionnaires).

Thank you again for your support.

Sincerely

Christel Kraft

APPENDIX 3

Career Planning Workshop, Session 1-5

Included Tables:

3A Job Categories Chart
3B Outline for Career Planning Workshop
3C Outline of Goals for Workshop
3D General Decision Model
3E Arrow Decision-Making Process
3F Work Values Scoring Sheet
3G Priorizing Grid
3H Career Decision Grid
3J RIASEC Description
3K Personality Research Form
3L Comparison PRF, Trais, & SCII - Holland
3M Correlations PRF/Strong Vocational
3N JVIS Basic Interest Description
3P Comparable Themes
3Q Career Action Plan
3R Career Planning Workshop Evaluation Sheet

CAREER PLANNING WORKSHOP - SESSIONS 1-5

1. SESSION

Introduction

As an "ice breaker" and to introduce workshop participants to each other an introduction exercise "Bingo" (source unknown) was used. Participants wrote down two clues about themselves, which were collected and announced randomly by the leader. Participants wrote all of them down and then tried to match all the clues to members of the workshop. This was accomplished in dyad conversations until one participant had identified all the clues to matching participants.

Expectations for the Workshop

Workshop participants were asked to write down their expectations of this workshop. What did they hope would happen for them? These expectations were shared in the group:

"Checking out new information on career development."

"Getting new information and piecing it together."

"Explore and compare with others, find a way out of stuckness in present employment."

"Explore new options for a different career."

"Looking for direction, explore where abilities can be applied."

"Re-assess potential, how these relate to job. Tools for job-hunting."

Questionnaire

Participants were asked to fill out Questionnaire I with the

explanation that this was part of a research project (see Appendix 2).

Drawing Your Life-Line (Pfeiffer, 1972)

This exercise is designed to help clients become aware of themselves in the context of their life span. They are instructed to draw their life course represented by a line. This line which can take any form or direction will graphically plot their past, present and expected future. They are instructed to place an X at the point where they are now. With small circles they are to indicate the important events in their lives and label them. They will put down the approximate ages at which these events occurred and indicate with a plus or minus sign whether they considered the event as a positive or negative experience.

Instructions were given and the women were asked to spend some time asking themselves questions connected with their life-line drawings: What were the important events that influenced their past? How are these connected to the here and now of their lives? What were the learning experiences? Where on this line does the point X fall, what does that indicate? Have they given themselves a future? How do they visualize their life beyond the experience of the past and present? Are these realistic dreams and expectations?

The participants were asked to share their insights in dyads, and later with the group. They were also encouraged to explore these questions with their family or friends.

Time Pie - Time Management

This exercise was designed to make clients aware of time management procedures. In a circle they were to draw sections for

each activity of a regular day. These included work, leisure, sleep, eating, transportation, time with family and friends, etc. The circle represented the 100% of their day and each section represented any one of their activities. "How much time do they have to spare? Which time could they use differently? Are they aware of options?"

Participants were instructed to draw a time-pie and discuss changes which they might be able to make. They were encouraged to spend some time at home discussing probabilities of change with family and friends.

Adult Development Introduction

A brief introduction to the concept of adult development was presented. The women were referred to two articles which were handed out: Adult Life Stages by Roger Gould from Psychology Today, February 1975, pp. 74-78 and New Light on Adult Life Cycles from Time, April 1976, p. 69.

Two books were recommended for further interests in this subject: Gould, Roger L. Transformations, Growth and Change in Adult Life. New York: Simon & Schuster, 1978. Sheehy, Gail. Passages. New York: Bantam Books, 1974.

Bolles Skills Inventory

The Advanced Version of The Quick Job-Hunting Map by Bolles (Ten Speed Press, 1975) was introduced. As a homework assignment participants were instructed to rank order the Party Exercise on p. 5: (1) for themselves, and (2) have a "significant other" (friend, spouse, etc.) rank order them as well. The Skills Inventory on pages 8 to 26

were used to (3) rank order themselves, and (4) have the significant other rank order them. These rankorder assessments were then to be plotted on a modified chart of Holland's Hexagon (see Table 3A).

Program Preview

The program for the remainder of the workshop was again referred to and handed out (see Table 3B), and the goals for this workshop were again drawn to the attention of participants (see Table 3C).

2. SESSION

Decision-Making Model

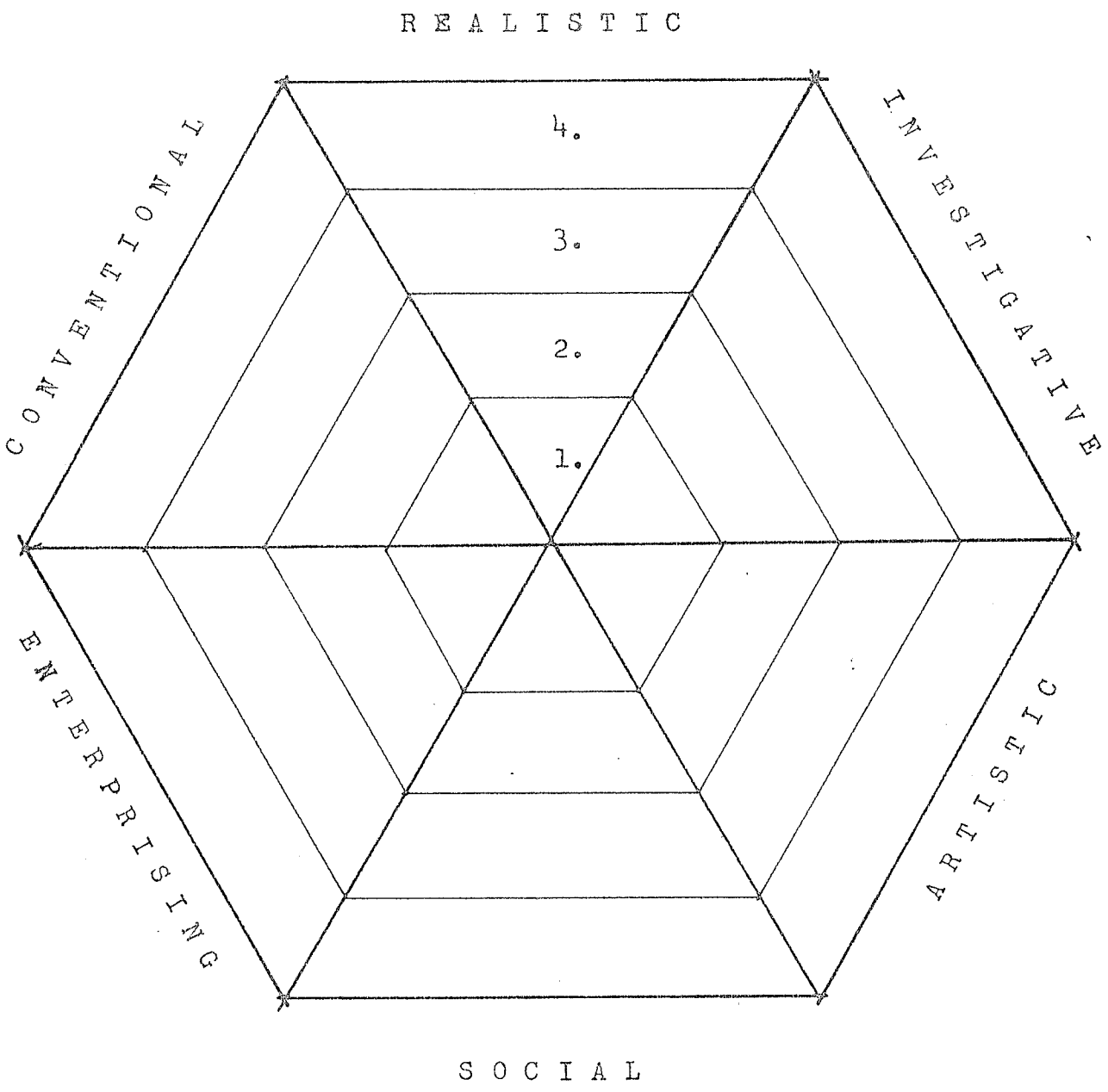
(a) The scientific classical model for decision making was introduced and explained (see Table 3D).

(b) Other decision making models were introduced and explained (see Table 3E).

(c) Participants were instructed to use any one of these decision-making models and following each step go through a simple decision-making process, (e.g., what to do in the evening, what to wear next morning, etc.). Although they might follow some of these steps intuitively for every day decisions, they should now become aware of these consecutive steps and learn to use them for more involved decisions.

(d) After each participant had completed their example, one of these was shared in the group and was followed by a brief discussion period.

Table 3 A



Comparable Categories as indicated by Bolles' The Quick Job Hunting Map:

A - Realistic, B - Conventional, C - Enterprising,

D - Social, E - Artistic, F - Investigative.

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Table 3 B

Career Planning Workshop

Session I , Monday, April 21st, 1980, 6-8 PM

- Personal introduction
- Review program goals and methods
- Questionnaire
- Life-line exercise
- Time management discussion
- Review decision-making process and the role of values (criteria)
- Homework: "Party exercise" and "Skills inventory" (self and significant other)

Session II, Monday, April 28th, 6-8 PM

- Work Values Inventory, results and discussion
- Prepare "Decision Grid" by entering work values
- Introduce Holland's theory of vocational choice
- Relate homework from session I to Holland's model
- Homework: Using the"Occupations Finder", identify career possibilities and enter on "Decision Grid" Whenever possible, determine if career alternatives meet personal work values

cont.

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Table 3 B (cont'd.)

Session III, Monday, May 5th, 6-8 PM

- Test interpretation (PRF - JVIS - GATB)
- Homework: Modify career alternatives

Session IV, Monday, May 12th, 6-8 PM

- If necessary, continue career alternative assessment process
- Identify (in consultation with group) a career for research interview
- Discussion of interview questions

Session V, Monday, May 26th, 6-8 PM

- Discussion career interviews
- Set personal goals
- Evaluation

Table 3C

Career Planning Workshop

Specific Goals to this workshop:

1. To learn a career planning process, that can be used at any point in one's life

Method: The five sessions in the workshop, homework and reading material.

2. To increase personal awareness of one's interests, needs, values, aptitudes

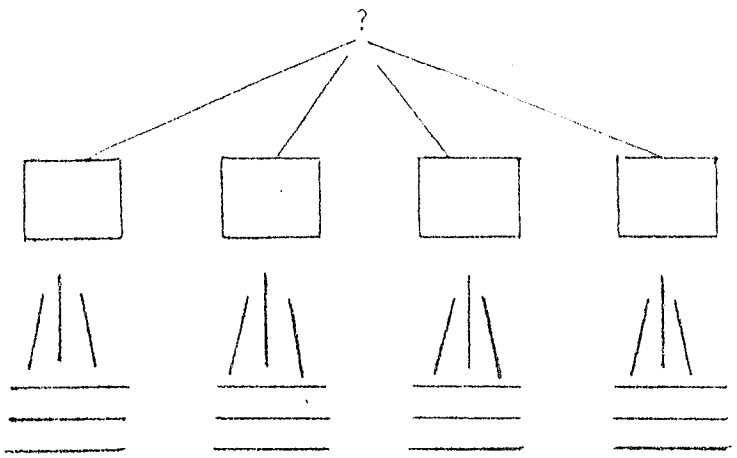
Method: Objective tests and subjective assessments.

3. To establish a tentative career plan

Method: Write an action plan in session.

Student Worksheet # 4(A) - General Decision Model

Table 3 D



. . . . . The Decision Question

. . . . . Alternatives

. . . . . Information on Alternatives

. . . . . Criteria

. . . . . Using Criteria to Weigh Alternatives

. . . . . Tentative Decision (Testing your decision against anticipated future events.)

"Final" Decision

. . . . . "Final" Decision

Table 3 D (cont'd.)

In attempting to identify criteria, students may be assisted by a review of the "concept" value. Some important ideas that might be considered are:

- something worth prizing in human existence
- a process of selecting priorities
- a kind of socially acceptable behaviour.

Some sample definitions of values:

Value - a quality of life considered by the individual and/or society to be important as a principle for conduct and as an ultimate goal of existence.

Values guide people in deciding how to live. They serve as standards for judging between alternative ways to expend time and energy and for judging the worth of decisions about how to live.

Values are standards used to decide whether some persons, ideas, or objects are good or bad, right or wrong, important or worthless, preferable or not preferable.

Values are beliefs which people develop about themselves, others and the world around them.

Table 3E

Arrow Decision-Making Process

1) Gather Information

about myself (interests, aptitudes, skills etc.)
my immediate environment
my significant others
realities and practicalities of my larger world

2) Assess Information in terms of my values

Define my values
Rank my values
Make choices
Explore alternatives

3) Clarify Goals

Reach decisions

4) Take action

This decision making process is cyclical, learnable, and self-directed. You will make decisions and take action. From these actions new information will result . . . and another decision making process is started.

Table 3E (cont'd.)

Decision Making Process (adapted from Vincent A. Harren)

This model presents a four-stage sequential process:

1) Awareness:

- a deliberate stocktaking of where one is, was, and will be
- an intuitive attention to present feelings, reverie about the past and fantasy about the future
- consideration of consequences of course of action
- awareness of present level of success and satisfaction

If through this exploration and appraisal of self-in-situation some dissatisfaction and anxiety is felt we recognize a need to explore alternatives:

2) Planning:

a) exploration:

- collecting information and data
- processing of this data, attaching personal meaning according to individual's present self-concept

b) crystallization:

- narrowing down

c) more exploration:

- more concrete data collection
- value priorities and their relevance to alternatives

This cycle continues till a tentative specific alternative is reached, which leads into:

3) Commitment:

- a private, subjective conviction
- feedback from others
- confidence in commitment increases
- incorporation and integration into self-concept system
- future orientation:
  - plans for implementation of commitment
  - specific action steps
  - detailed information

Table 3E (cont'd.)

- process of dissonance reduction: weighing of positive and negative aspects of chosen and rejected alternatives
- awareness of one's assets and resources

4) Implementation:

a) Induction into new context - conformity
- need for social approval and acceptance
- inhibition of own needs-values-goals

b) Reaction to new context - autonomy
- needs are asserted and exaggerated

c) Assimilation into the context - Interdependence
- needs are adaptively modulated and merged into a reciprocal and mutual interaction with others

Equilibrium of self and context leads to success and satisfaction. If this balance is upset by changing needs-values-goals of the individual or the group, a new decision making process will begin, where new alternatives are considered.

"Is career best understood as the implementation of the self-concept, or as the process whereby the self-concept is cyclicly differentiated and reintegrated?"

Values Inventory

The Work Values Inventory (Super, 1970) had been hand-scored for each participant and the results were handed out and discussed (see Table 3F).

Participants were then instructed to list their values on the Priorizing Grid (see Table 3G) as the 15 Alternatives and priorize the Alternatives following directions on the Priorizing Grid.

Following this they were to compare the lists and determine which one was a better reflection of their values. A discussion about career related values followed, and participants were made aware of the influence which values have on career decisions.

Career Decision Grid

The priorized work values were entered on the Career Decision Grid (see Table 3H) which would be completed during a later session.

Holland's (1973) Theory of Vocational Choice

Holland's (1973) Theory of Vocational Choice was introduced and a brief description of Holland's six categories was handed out (see Table 3J). These descriptions were related to their homework in the Bolles (1975) Skills Inventory, and the Hexagon (see Table 3A) was completed.

Occupations Finder

The information from the Hexagram was used to determine a letter code which could be used with the Holland "Occupations Finder". The participants were instructed to list alternative occupations according to Holland's code and enter them in their Career Decision

UNIVERSITY OF MANITOBA

CAREER PLANNING WORKSHOP

WORK VALUES INVENTORY* SCORING KEY

VALUE	ITEMS	TOTAL SCORE
Creativity	15, 16, 45	
Management	14, 24, 37	
Achievement	13, 17, 44	
Surroundings	12, 25, 36	
Supervisory Relations	11, 18, 43	
Way of Life	10, 26, 35	
Security	9, 19, 42	
Associates	8, 27, 34	
Esthetics	7, 20, 41	
Prestige	6, 28, 33	
Independence	5, 21, 40	
Variety	4, 29, 32	
Economic Return	3, 22, 39	
Altruism	2, 30, 31	
Intellectual Stimulation	1, 23, 38	

*Adapted from "Work Values Inventory" by Donald Super (1968).

PRIORIZED WORK VALUES

VALUES	TOTAL SCORE

Table 3 G

COUNSELLING SERVICE

UNIVERSITY OF MANITOBA

Priorizing Grid

Directions: This is a simple method of priorizing several alternatives. First, list all the alternatives you wish to consider in the left-hand column. Then start by comparing alternative #1 with #2. Circle your preference. Then go down the columa comparing #1 with #3, and so on. When you are finished comparing all pairs, count the number of times each number got circled and enter that total in the appropriate space. In case of ties, look at that pair in the grid to determine which was your preference.

Alternatives	Compare Pairs
1. _____	1 2
2. _____	1 3 2 3
3. _____	1 4 2 4 3 4
4. _____	1 5 2 5 3 5 4 5
5. _____	1 6 2 6 3 6 4 6 5 6
6. _____	1 7 2 7 3 7 4 7 5 7 6 7
7. _____	1 8 2 8 3 8 4 8 5 8 6 8 7 8
8. _____	1 9 2 9 3 9 4 9 5 9 6 9 7 9 8 9
9. _____	1 10 2 10 3 10 4 10 5 10 6 10 7 10 8 10 9 10
0. _____	1 11 2 11 3 11 4 11 5 11 6 11 7 11 8 11 9 11 10 11
1. _____	1 12 2 12 3 12 4 12 5 12 6 12 7 12 8 12 9 12 10 12 11 12
2. _____	1 13 2 13 3 13 4 13 5 13 6 13 7 13 8 13 9 13 10 13 11 13 12 13
3. _____	1 14 2 14 3 14 4 14 5 14 6 14 7 14 8 14 9 14 10 14 11 14 12 14 13 14
4. _____	1 15 2 15 3 15 4 15 5 15 6 15 7 15 8 15 9 15 10 15 11 15 12 15 13 15 14 15
5. _____	
Totals:	1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____ 11 ____ 12 ____ 13 ____ 14 ____ 15 ____

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Table 3 H

UNIVERSITY OF MANITOBA

Career Decision Grid

The attached grid is a method by which you can compare various occupational alternatives in relation to your priorized work values. To use the grid, follow these steps:

Step 1: Priorize your work values and list them in the left-hand column.

Step 2: List all the occupational alternatives you wish to consider across the top of the grid.

Step 3: Start with the first occupational alternative you have listed, and your highest work value. (In the example below, "Social Worker" and "Creativity".) Now determine to what extent it is possible to be creative in that occupation, and assign a weight from 1-5 according to the following scale:

1 - not important
2 - of little importance
3 - moderately important
4 - considerably important
5 - extremely important

Step 4: Now multiply the value-weight by the rank order and enter that number in the space provided. For example, if you determined that creativity was "considerably important" in Social Work, then you would have multiplied the value-weight (4) by the rank order (15) and entered the product (60) in the appropriate space.

Step 5: Compare totals and rank order your occupational alternatives.

	Priorized Work Values	Occupational Alternatives				
		Social Worker	Coun-sellor			Etc.
15.	Creativity	60				
14.	Independence Etc.					

Note: To determine the value-weights for each occupation, you may need to read career literature and/or interview someone in that career. If these approaches are not possible, then resort to your stereotype of that occupation and make an educated guess.

cont.

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Table 3 H (cont'd.)

UNIVERSITY OF MANITOBA

Career Decision Grid

Priorized Work Values	Occupational Alternatives																			
15.																				
14.																				
13.																				
12.																				
11.																				
10.																				
9.																				
8.																				
7.																				
6.																				
5.																				
4.																				
3.																				
2.																				
1.																				
Totals:																				

PRIORIZED OCCUPATIONAL ALTERNATIVES

First: _____

Second: _____

Third: _____

Fourth: _____

Fifth: _____

Table 3 J

BRIEF DESCRIPTIONS OF HOLLAND'S SIX CATEGORIES

REALISTIC	People who have athletic or mechanical ability, they prefer to work outside with their hands and tools, machines, plants or animals rather than with ideas or people.
INVESTIGATIVE:	People who like to solve problems that require thinking, they enjoy working with ideas and words, especially centering around science.
ARTISTIC:	People who have artistic, innovative or intuitional abilities like to work in unstructured situations using their imagination or creativity.
SOCIAL:	People who like to work with people, are good with words, they like to inform, enlighten, help and train others.
ENTERPRISING:	People who are good at talking and using words to persuade, influence and manage for organizational or economic goals.
CONVENTIONAL:	People who like to work with data, have clerical or numerical ability, prefering to follow others' directions and carry out activities in detail.

Table 3 J (cont'd.)

REALISTIC

Illustrative Occupations

Agriculture
Agriculture Economics
Agriculture Education
Agriculture Engineering
Agronomist
Air Traffic Controller
Animal Industries
Animal Science
Architectural Draftsperson
Carpentry
Ceramic Engineer
Civil and Sanitary Engineer
Construction Work
Cooks, Chefs
Dairy Husbandry
Dental Lab Technician
Draftsperson
Engineer
Engineering Technical
Farmer
Firefighter
Fish & Wildlife Specialist
Foreman
Forestry
Industrial Arts
Industrial Arts Teacher
Industrial Hygiene
Geographer
Jewelry & Watchmaker
Landscape Architect
Mechanic
Mechanical Engineering
Military Officer
Mining Engineer
Optician
Park Service & Recreation Mgt.
Police Officer
Printer
Radio Operator
Repair Person
Skilled Tradesworker
Surveyor
Technician
Typesetter
Vocational Ag. Teacher
Zookeepper

PERSON AND ENVIRONMENT DESCRIPTION

Realistic Personality

Typically, these are people who prefer to deal more with things than with ideas or people, are more oriented to the present than to the past or future, and have structured patterns of thought. They perceive themselves as having mechanical and athletic ability. They are apt to value concrete things or tangible personal characteristics like money, power, status; they will try to avoid goals, values and tasks which require subjectivity, intellectualism, or social skills. They tend to be more conventional in attitudes and values because the conventional has been tested and is reliable. They possess a quality of persistence, maturity and simplicity. Realistic types are found in occupations related to engineering, skilled trades, agricultural and technical vocations.

Realistic Environment

The realistic environment is largely dominated by realistic personalities. These personalities are involved in technical and mechanical competencies where there are demands and opportunities to use objects, tools and machines. This environment:

1. stimulates people to perform realistic activities.
2. encourages technical competencies and achievements.
3. encourages people to see themselves as having mechanical ability.
4. rewards people for the display of conventional values and goals: money, power and possessions.

*From Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973.

Table 3 J (cont'd.)

INVESTIGATIVE

Illustrative Occupations

Actuary
Aeronautical Engineer
Animal Husbandry Specialist
Agronomist
Airplane Pilot
Anthropologist
Astronomer
Bacteriologist
Biomedical Engineer
Biochemist
Biologist
Botanist
Chemical Engineer
Chemist/Physicist
Chiropractor
College Professor
Computer Programmer
Conservationist
Criminology Detective
Dentist
Ecologist
Economist
Electrical Engineer
Electrocardiograph Technician
Emergency Medical Technician
Engineer
Entomologist
Food Technologist
Geologist
Geophysicist
Horticulturalist
Internist (Physician)
Mathmetician, Statistician
Math Teacher
Medical Technologist
Meterologist
Microbiologist
Nuclear Engineer
Oceanographer
Optometrist
Orthodonist
Osteopath
Pathologist
Pharmacist
Physicist
Physiologist
Pediatrist
Political Scientist
Prosthetist
Psychiatrist
Psychologist
Radiologic Technologist
Surgeon
Tool Designer
Urban & Regional Planner
Veterinarian
Zoologist

PERSON AND ENVIRONMENT DESCRIPTIONS

Investigative Personality

Persons who are analytical, abstract and cope with life and its problems by use of intelligence. They perceive themselves as scholarly, intellectually self-confident, having mathematical and scientific ability. They hold less conventional attitudes and values, tend to try to avoid interpersonal relationships with groups or new individuals, and achieve primarily in academic and scientific areas. They are likely to possess a high degree of originality, verbal and math skills. Investigative types are found in occupations related to science, math, and other technical careers.

Investigative Environment

The investigative environment is largely dominated by investigative personalities. These personalities are involved in the observation and creative investigation of physical, biological and cultural phenomena. This environment:

1. stimulates people to perform investigative activities.

2. encourages scientific competencies and achievements.

3. encourages people to see themselves as scholarly, having mathematical and scientific values.

4. rewards people for the display of scientific values.

*Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973

Table 3 J (cont'd.) ARTISTIC

Illustrative Occupations

Actor, Actress
Advertising
Architect
Art Teacher
Artist
Cartographer
Decorator
Designer
Drama Teacher
Editor
Entertainer
Fashion Designer
Fashion Illustrator
Floral Designer
Foriegn Language Interpreter
Graphic Communicator
Interior Decorator
Journalist (Reporter)
Landscape Architect
Languages, Linguistics
Manager, Advertising
Model, Fashion
Musician
Performing Arts
Philosopher
Photographer
Public Relations Officer
Radio or TV Program Writer
Teacher, Art, Dance, Music
Teacher, English, Literature
Writer

PERSON ADN ENVIRONMENT DESCRIPTION

Artistic Personality

Persons who tend to rely more on feelings and imagination. They perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, having artistic and musical ability (acting, writing, speaking). They value esthetic qualities and tend to place less importance on political or material matters. They have artistic aptitudes rather than mathematical aptitudes, avoid direct relationships and learn to relate by indirect means through their medium. Artistic types are found in occupations related to music literature, the dramatic arts, and other creative fields.

ARTISTIC ENVIRONMENT

The artistic environment is largely dominated by artistic personalities. These personalities are involves in unstructured, free, and creative acts producing art forms and products. This artistic atmosphere:

1. stimulates people to engage in artistic activities.

2. encourages artistic competencies and achievements.

3. encourages epople to see themselves as expressive, original, intuitive, nonconforming, independent, and as having artistic abilities (acting, writing, speaking).

4. rewards people for the display of artistic values.

*Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973.

Table 3 J (cont'd.)

SOCIAL

Illustrative Occupations

Art and Music Therapy
Athletics and Sports
Claim Adjuster
Clergy
College Professor
Counselor
Dental Hygienist
Dietician
Director, Social Services
Dormitory Director
Educational Administrator
Elementary Teacher
Employment Representative
Environmental Health Engineer
Extension Agent
Foreign Language Teacher
Foreign Service Officer
Funeral Director
Gerontologist
History Teacher
Home Economics Teacher
Librarian
Medical Assistant
Museum Worker
Nurse, Midwife
Occupational Therapist
Personnel Manager
Physical Education Teacher
Physical Therapist
Political Scientist
Professional Nurse
Public Health Service Officer
Recreation Director
Rehabilitation Counselor
School Superintendant
Social Science Teacher
Social Scientist
Social Worker
Sociologist
Special Education Teacher
Speech Teacher
Teacher

PERSON ADN ENVIRONMENT DESCRIPTIONS

Social Personality

Persons who have high interest in other people and are sensitive to the needs of others. They perceive themselves as liking to help others, understanding others, having teaching abilities, and lacking mechanical and scientific abilities. They value social activities, social problems, interpersonal relations. They use their verbal and social skills to change other people's behavior. They usually are cheerful and impulsive, scholarly, and verbally oriented. Social types are found in occupations related to teaching, social welfare positions, and the helping vocations.

Social Environment

The social environment is largely dominated by social personalities. These personalities are involved in social activities to inform, train, and enlighten others. This environment:

1. stimulates people to engage in social activities.

2. encourages social competencies.

3. encourages people to see themselves as liking to help others, understanding others, and being cooperative and sociable.

4. rewards people for the display of social values.

*From Holland, John L. Making Vocational Choices: A THeory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973

Table 3 J (cont'd.) ENTERPRISING

PERSON AND ENVIRONMENT DESCRIPTIONS

Illustrative Occupations

Agent
Administrative Assistant
Administrative Engineering
Banker
Business Manager
Buyer (Purchasing Agent)
Contractor
Credit Manager
Director of Administrative Services
Director of Guidance
Director of Industrial Relations
Economist
Employment Interviewer
Flight Attendant (Steward/Stewardess)
Industrial Engineer
Insurance Underwriter
Labor Relations Specialist
Law-Paraprofessional
Lawyer, Judge, Attorney
Manager, Food Services, etc.
Manufacturer's Representative
Market Analyst
Personnel Assistant
Principal
Public Administration
Radio-TV Announcer
Real Estate Appraiser
Retail Merchant
Salesperson
Sales Manager
Stockbroker
Supervisor, Nursing
Systems Analyst

Enterprising Personality

Persons who are adventurous, dominant, and persuasive. They place high value on political and economic matters and are drawn to power and leadership roles. They perceive themselves as aggressive, popular, self-confident, social, possessing leadership, adn speaking abilities, and lacking scientific ability. They use their social and verbal skills with others to obtain their political or economic goals. Enterprising types are found in occupations related to sales, supervision of others, and leadership vocations.

Enterprising Environment

The enterprising environment is largely dominated by enterprising personalities. These personalities are involved in teh manipulation of others to obtain organizational or self-interest goals. This environment:

1. stimulated people to engage in enterprising activities, such as selling or leading others.

2. encourages enterprising competencies and achievements.

3. encourages people to see themselves as aggressive, popular, self-donfident, sociable, and as possessing leadership and speaking abilities.

4. rewards people for display of enterprising values and goals: money, power, status.

*Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973.

Table 3 J (cont'd.) CONVENTIONAL

Illustrative Occupations

Accountant
Auditor
Bank Teller
Bookkeeper
Budget Officer
Business Officer
Business Teacher
Cashier
Certified Public Accountant
Computer Operator
Court Reporter
Credit Analyst
Data Precessing Worker
Finance Expert
Keypunch Operator
Legal Secretary
Loan Officer
Library Assistant
Medical Secretary
Proofreader
Receptionist
Religious Affairs Clerk
Reservations Agent
Secretary
Stenographer
Telephone Operator
Time Study Analyst
Timekeeper
Typist

PERSON AND ENVIRONMENT DESCRIPTIONS

Conventional Personality

Persons who are practical, neat, organized, and work well in structured situations. They feel most comfortable withprecise language and situations where accurate accounting is valued. They perceive themselves as comforming, orderly, adn as having clerical and numerical ability. They value business and economic achievement, material possessions, and status. They are happy with and make good subordinates and they identify with people who are strong leaders. Conventional types are found in occupations related to accounting, business, computional, secretarial and clerical vocations.

Conventional Environment

The conventional environment is largely dominated by conventional personalities. These personalities are involved in conventional activities such as deeping data ordered, keeping records, filing and reproducing materials, operating business and data processing machines. This environment:

1. stimulates people to engage in conventional activities such as recording and organizing data or records.

2. encourages conventional competencies and achievements.

3. encourages people to see themselves as conforming, orderly, and as having clerical competencies.

4. rewards people for the display of conventional values: money, dependability, conformity.

*From Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey, Prentice Hall, Inc., 1973.

Grid. Whenever possible they were to determine if career alternatives met personal work values. If this could not be done at this point, they would gather more information about career alternatives as the workshop progressed, which would assist them in this task. Part of this exercise was designed as homework.

3. SESSION

PRF (Jackson, 1965)

The Results from the PRF were returned and discussed. Traits were explained and the comment sheet (see Table 3K) was used for further understanding of personality traits. Counsellor Comments had been typed for each individual participant. The relationship of PRF traits and Holland's 6 categories was discussed. Correlation Tables were used for this discussion (see Tables 3L & 3M). Participants were cautioned to check test results with their own perception of their personality.

JVIS (Jackson, 1977)

The computer print-out was given to the participants and all the parts were explained and discussed. JVIS Basic Interest Descriptions (see Table 3N) were used to elaborate on various interests.

GATB (Cronbach, 1960)

For those participants who had taken the GATB the results were individually discussed and interpreted. Individual questions were answered.

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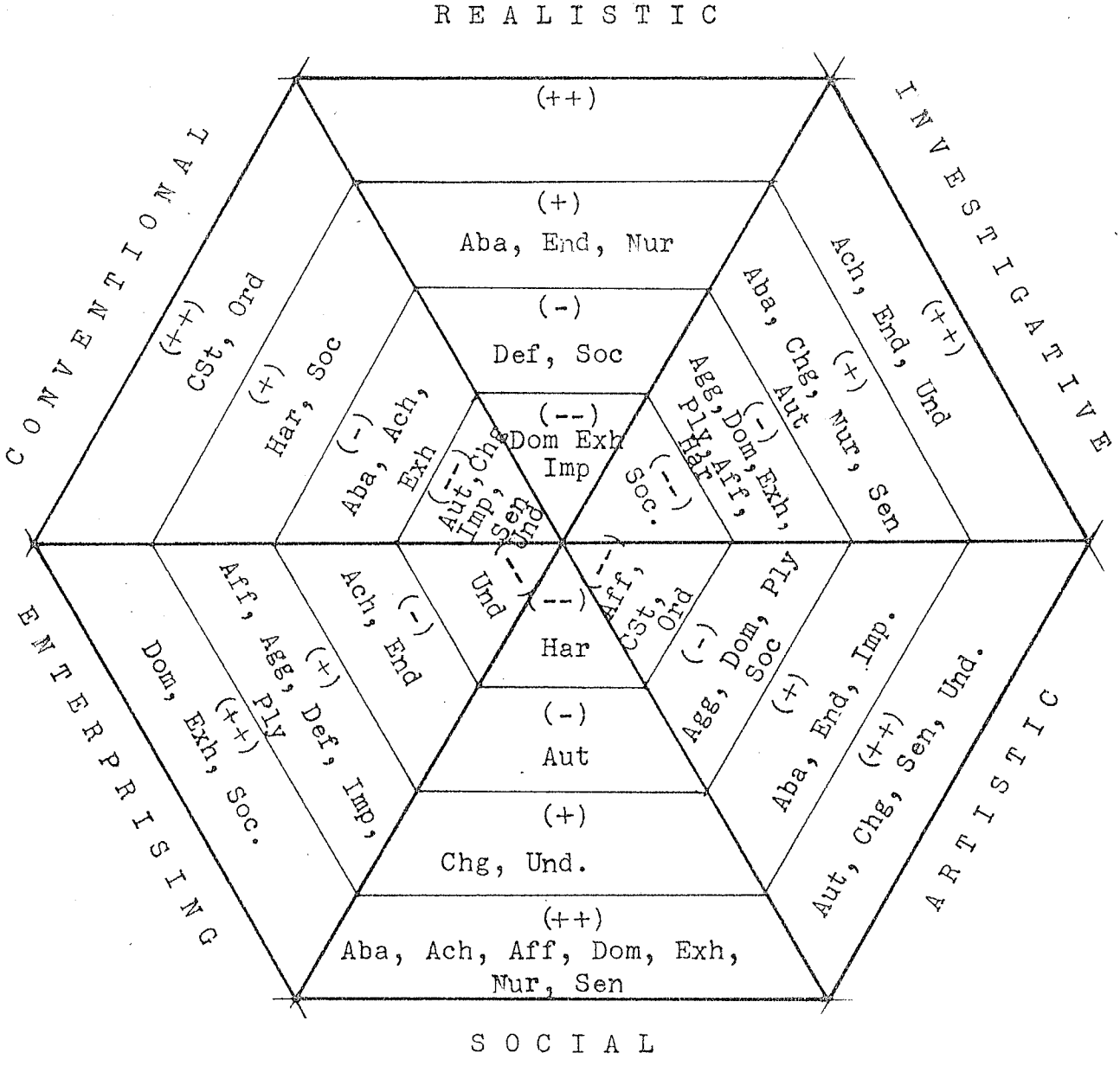
Table 3 K

PERSONALITY RESEARCH FORM

Personality Traits	Your Score	Descriptors for High Scorers	Counsellor's Comments
Group A: Measures of Impulse Expression and Control			
IMPULSIVITY		Uninhibited, Spontaneous, Impatient, Excitable	
CHANGE		Flexible, Adaptable, Flighty, Irregular	
HARM AVOIDANCE		Fearful, Careful, Unadventurous, Apprehensive	
ORDER		Organized, Methodical, Disciplined, Planful	
COGNITIVE STRUCTURE		Accurate, Precise, Perfectionistic, Rigid	
Group B: Measures of Orientation toward Work and Play			
ACHIEVEMENT		Ambitious, Competitive, Industrious, Enterprising	
ENDURANCE		Persistent, Energetic, Determined, Tireless	
PLAY		Fun-loving, Carefree, Jovial, Pleasure-seeking	
Group C: Measures of Orientation towards Direction from other People			
SUCCORANCE		Trusting, Confiding, Help-seeking, Defenseless	
AUTONOMY		Independent, Non-conforming, Rebellious, Self-reliant	
Group D: Measures of Intellectual and Aesthetic Orientations			
UNDERSTANDING		Inquiring, Intellectual, Logical, Theoretical	
SENTIENCE		Aesthetic, Sensitive, Responsive, Observant	
Group E: Measures of Dgree of Ascendance			
DOMINANCE		Powerful, Persuasive, Controlling, Forceful	
ABASEMENT		Self-critical, Humble, Obedient, Apologizing	
Group F: Measures of Degree and Quality of Interpersonal Orientation			
AFFILIATION		Friendly, Cooperative, Sociable, Neighbourly	
NURTURANCE		Sympathetic, Caring, Comforting, Helpful	
EXHIBITION		Entertaining, Expressive, Dramatic, Unusual	
SOCIAL RECOGNITION		Well-behaved, Agreeable, Courteous, Socially Proper	
AGGRESSION		Argumentative, Revengeful, Antagonistic, Hostile	
DEFENDENCE		Guarded, Self-Protective, Defensive, Suspicious	
Group G: Measures of Test-taking Attitudes and Validity			
DESIRABILITY			
INFREQUENCY			

Table 3 L

Relationship between PRF-SCII-Holland Theory



Note: This table compliments of University of Manitoba Counselling Services.

Table 3 M

Table 12

CORRELATIONS OF THE PRF WITH THE STRONG VOCATIONAL INTEREST BLANK

	Abasement	Achievement	Affiliation	Aggression	Autonomy	Change	Cognitive Structure	Defendence	Dominance	Endurance	Exhibition	Harmavoidance	Impulsivity	Nurturance	Order	Play	Sentience	Social Recognition	Succorance	Understanding	Infrequency	Desirability
Biological Scientist	22	29	-06	-18	10	17	-05	-11	-04	31	01	-12	-04	22	-06	-21	25	-24	05	49	08	09
Doctor	20	23	06	-12	08	24	-07	-07	-03	24	05	-23	04	29	-08	-10	32	-19	08	41	08	09
Dentist	20	14	-05	-11	06	12	02	-09	-25	16	-16	-07	-06	13	-05	-11	17	-15	06	16	08	-05
Veterinarian	12	-02	15	-02	-12	-03	07	-09	-14	-05	-18	-14	-07	15	05	05	11	-03	06	-15	11	01
Clinical Psychologist	21	09	15	-12	15	28	-24	-05	20	06	40	-12	22	25	-17	-06	24	-08	04	31	02	13
Architect	14	14	-24	-10	23	22	-15	02	-15	20	-06	-09	05	-03	-16	-17	30	-16	02	33	09	-11
Artist	17	09	-22	-13	28	27	-23	01	-18	10	01	-06	15	-04	-23	-18	20	-19	02	30	15	-14
Chemist (Physicist)	09	25	-17	-09	17	10	-04	-11	-19	32	-18	-10	-05	07	-08	-14	19	-27	-05	38	00	-03
Engineer	05	27	-14	-03	11	06	06	-09	-16	32	-23	-08	-10	02	-03	-10	09	-17	-10	23	-07	00
Mathematician	15	21	-16	-18	04	-05	05	-13	-18	24	-14	14	-17	-01	-04	-24	04	-16	05	37	-04	01
Experimental Psychologist	-02	01	-21	04	08	02	03	-02	-36	08	-37	-11	-06	-11	-06	-01	09	-14	03	08	06	-20
Farmer	04	01	00	00	-08	-08	15	-15	-33	-04	-45	-07	-18	00	08	01	01	-09	03	-20	08	-06
Carpenter	16	05	03	-14	-03	-02	09	-21	-25	16	-30	-04	-28	15	08	04	04	-18	-07	-06	04	01
Forest Service	19	19	12	-06	00	06	05	-12	-09	15	-25	-28	-05	23	02	00	17	-20	-04	02	09	06
Math-Physics-Science Teacher	18	17	17	-10	-10	-06	19	-17	-08	20	-17	-14	-23	30	17	-01	18	-18	04	15	03	16
HS Social Science Teacher	09	-03	28	-05	-16	-05	02	-05	29	-09	23	-06	-02	26	10	06	12	00	08	03	03	25
YMCA Phys. Ed. Director	19	16	30	00	-12	11	05	-02	26	08	16	-28	-03	39	09	06	32	-03	09	15	15	24
Personnel Manager	16	25	23	-02	05	17	-03	06	48	24	30	-25	-01	31	02	02	26	-01	-07	32	02	29
Public Administration	17	29	22	-08	04	15	-04	-03	46	25	24	-29	-01	35	03	00	28	-12	-04	37	06	32
YMCA Secretary	15	17	29	-10	-13	09	06	-02	36	04	23	-18	-05	38	14	00	26	01	05	16	04	29
Guidance Counsellor	-02	-01	27	03	-16	-07	08	05	39	-08	34	03	-01	17	15	04	-01	15	03	-12	-05	21
Minister	24	25	10	-15	04	23	-02	-01	18	23	21	-20	04	37	02	-12	32	-11	00	38	13	18
Accountant	-15	01	06	-02	-16	-20	33	-09	04	04	-14	11	-23	-07	30	07	-11	09	-01	-15	-13	12
Office Worker	-14	-11	17	05	-25	-24	30	-02	02	-07	-06	11	-18	-02	28	16	-14	20	06	-30	-14	07
Purchasing Agent	-25	-13	00	17	-11	-23	21	05	04	-07	-08	17	-12	-21	16	15	-26	19	-06	-40	-13	-06
Banker	-12	-23	07	-03	-29	-37	24	-12	-08	-18	-17	36	-18	-16	19	06	-41	18	03	-51	-09	04
Industrial Psychologist	-22	-15	11	24	-04	04	03	14	32	-10	13	-12	08	-13	06	21	-06	18	-10	-20	-06	-05
Pharmacist	00	-18	21	08	-17	-12	17	-05	-02	-10	00	02	-08	06	10	20	-03	09	09	-27	-12	00
Sales Manager	-12	-12	17	16	-08	-08	02	13	37	-12	32	09	07	-10	03	17	-11	23	-05	-23	-10	08
Life Insurance Sales	01	-10	26	13	-10	05	-07	12	36	-18	42	-01	17	00	-04	18	00	21	03	-14	-02	04
Real Estate Sales	-20	-33	08	19	-02	01	-12	18	14	-35	20	06	22	-27	-11	21	-21	24	-01	-36	-07	-15
Advertising	-02	-15	-12	03	23	25	-33	18	12	-11	35	-04	35	-16	-28	-01	03	04	-02	12	04	-16
Author-Journalist	06	-07	-27	-06	32	24	-39	08	-12	-03	16	-02	30	-15	-34	-09	04	-12	-01	24	10	-19
Lawyer	-05	01	-10	13	16	16	-32	17	24	-07	44	01	33	-08	-22	-01	-02	03	-05	20	-02	-04
Production Manager	-03	19	02	08	01	-06	24	-02	17	28	-13	-10	-22	10	16	06	10	-06	-06	02	-05	10
Musician	24	02	-02	-21	04	14	-14	-10	-25	07	00	-07	11	14	-12	-06	23	-11	09	23	07	-03
Army Officer	-02	13	19	16	01	14	11	10	34	16	09	-38	00	21	04	12	20	00	-05	13	-06	17

Note – Data from Siess and Jackson (1967).

Table 3 N

JVIS Basic Interest Descriptions

CREATIVE ARTS	Interested in arranging materials in an aesthetically pleasing manner; enjoys being creative and original in music composition or the applied or fine arts.
PERFORMING ARTS	Enjoys performing for an audience.
MATHEMATICS	Enjoys working with mathematical formulas and quantitative concepts; interested in performing computations and in planning and applying mathematical methods to the solution of problems.
PHYSICAL SCIENCE	Interested in the systematic investigation of various aspects of nonliving nature.
ENGINEERING	Likes to plan, supervise and coordinate the converting of raw materials of nature to practical use; interested in the designing, testing or manufacturing of a wide variety of products.
LIFE SCIENCE	Interested in investigating various aspects of living organisms.
SOCIAL SCIENCE	Interested in investigating and learning about various aspects of the organization of society, human behavior, and social interaction.
ADVENTURE	Enjoys novel situations; seeks out the unusual or dangerous.
NATURE-AGRICULTURE	Likes to work outdoors with animals or plants.
SKILLED TRADES	Prefers working with hands or with machines, usually in making or repairing some product.
PERSONAL SERVICE	Enjoys providing services to individuals, e g., travel guide or cosmetician.
FAMILY ACTIVITY	Enjoys domestic activities, likes to take an active part in family life and child care, in decorating and caring for a home and garden, entertaining guests, and related activities.
MEDICAL SERVICE	Interested in working toward the prevention and cure of disease in individuals.
DOMINANT LEADERSHIP	Prefers a forceful, aggressive style of leadership. Enjoys a position of authority in which active, direct supervision and criticism of the work of others is involved such as in the military.
JOB SECURITY	Prefers a job with a definite and predictable future. Avoids taking social or economic risks on the job.
STAMINA	Reports a willingness to work at a task for long hours without rest. Perserveres in the face of difficulty. Is likely to be challenged by difficult, involved assignments.
ACCOUNTABILITY	Reports a preference for working environments requiring a high degree of honesty and traditional virtues.
TEACHING	Interested in teaching a specific subject.
SOCIAL SERVICE	Wants to help troubled people cope with their problems.
ELEMENTARY EDUCATION	Enjoys teaching or caring for young children.
FINANCE	Interested in handling the financial needs of the public, in solving financial problems, and in investment and trade.
BUSINESS	Interested in the day-to-day functioning of business and commercial organization.
OFFICE WORK	Interested in clerical work and in activities involving detail, usually in a business context.
SALES	Interested in selling; likes to work with and to attempt to influence other people.
SUPERVISION	Interested in planning, organizing and coordinating the activities of others. Enjoys holding a position of managerial responsibility.
HUMAN RELATIONS MANAGEMENT	Enjoys acting as "the person in the middle" between people in conflict; enjoys resolving interpersonal situations, including those which are difficult or emotionally charged.
LAW	Interested in legal matters.
PROFESSIONAL ADVISING	Enjoys counseling and giving expert advice
AUTHOR-JOURNALISM	Likes to be creative and original in writing; enjoys writing for a general audience.
ACADEMIC ACHIEVEMENT	Is interested in scholarly activities, particularly of a verbal nature. Reports systematic study habits.
TECHNICAL WRITING	Enjoys writing detailed, factual reports, manuals, or essays about scientific, technical, legal, or historical matters.
INDEPENDENCE	Prefers working in an environment free from restraints and close supervision. Feels confined by rules and regulations. Would rather find own solutions to problems than seek advice from others.
PLANFULNESS	Is organized in work habits and prefers working in an environment in which activities occur in an expected sequence.
INTERPERSONAL CONFIDENCE	Prefers a working environment requiring a high degree of self-assurance in dealings with others. Reports not being afraid of meeting strangers and speaking with confidence about a variety of topics. Believes in own ability to accomplish most tasks undertaken.

As a homework project participants were encouraged to check their test results again and attempt to modify the career alternatives which they had established in Session 2. They did not need to finish this task however and would get more help with it during the following session.

4. SESSION

Pulling it all together

The Hexagon (see Table 3A) was used to rank order the results from various exercises and inventories. Using the material from session 2 the inner circle of the Hexagon was used for the results obtained from Bolle's (1975) Party Exercise. The second circle was to indicate the rank order of skills from the Bolle's (1975) exercise. Circle three was used for PRF (Jackson, 1965), and the outer circle for results from the JVIS (Jackson, 1977).

This chart was done as a group project for each member individually. Rating the self reported preferences (Bolle's) and those obtained from the PRF (Jackson, 1965) and JVIS (Jackson, 1977) indicated in each case a cluster of interests and traits around one or two of Holland's themes. The obtained code could be further translated into various occupations which were considered as alternative careers. The Canadian Classification and Dictionary of Occupations (CCDO) was used as an additional tool to Holland's codes. A Job Chart with 255 occupations with similar but different codes than Holland's was introduced as well. Comparable themes were indicated

on a chart (see Table 3P).

Participants entered new alternatives on their Career Decision Grid (see Table 3H) and checked them against their work values. Where information was not sufficient to determine the applicability of work values to occupation, they were encouraged to obtain detailed descriptions through career literature and interviews.

Preparation for Interviews

In consultation with the group each participant identified one career for a research interview. The group made helpful suggestions and identified connections with individuals who could be helpful in obtaining these interviews.

The purpose of these interviews was two-fold: (1) talking with a person in a chosen career would give our clients more insight into the rewards and limitations of that particular occupation, and (2) they would be able to get information regarding the extent of particular work values related to those occupations, which they needed to complete their Career Decision Grid.

Participants were encouraged to ask those questions which were relevant to them, and a number of sample questions were compiled during a brain storming session:

"What are the educational or training requirements to enter this occupation?"

"What are the career development or advancement opportunities in this occupation?"

"What are the working conditions? (e.g., physical, hours of work, aesthetic, noise factor, etc.)"

Table 3 P

COMPARABLE THEMES

Bolles	Holland	Jackson	Job Chart
A	Realistic	practical assertive	practical
B	Conventional	conventional socialized	orderly
C	Enterprising	enterprising	enterprising
D	Social	helping	social
E	Artistic	expressive communicative	artistic
F	Investigative	logical inquiring	investigative

"What is a typical day like in that occupation?"

"What are the financial rewards? Fringe benefits?"

"What is the current and future outlook for employment in this occupation?"

"Who are the potential employers?"

"What are some similar or related occupations with comparable job satisfaction?"

"What are the rewarding aspects of this occupation, and what are the drawbacks?"

It was stressed that these interviews were not job hunting campaigns but had to be considered as information gathering sessions with people employed in occupations which were of interest to our clients.

Two weeks were allowed for these interviews till the next session where they would bring back a written report with the obtained information.

5. SESSION

Interview Report

Participants reported the information from their interviews. These were discussed in terms of work values and personal relevance for career choice.

Career Action Plan

The Career Action Plan (see Table 3Q) was discussed, and participants made an outline of their immediate and long term goals. Individual help was given if required.

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Table 3 Q

CAREER PLANNING WORKSHOP

Career Action Plan

1. Identify your tentative career/educational goal:

2. List the steps required to meet your goal:

3. Identify any impediments to meeting your goal:

4. Identify the resources or methods available to help overcome, reduce or eliminate these impediments.

5. Indicate a time frame for meeting your goal:

Evaluation

Questionnaire II (Appendix 2) and Workshop Evaluation Sheet (see Table 3R) were handed out and completed while the Co-leaders left the room.

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Table 3 R

CAREER PLANNING WORKSHOP EVALUATION

PART A

Please indicate the degree of satisfaction you have with respect to each of the following goals of this program.

Goal No. 1
"To learn a career planning process that can be used at any point in one's life"

1	2	3	4	5	6	7
Totally Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Totally Satisfied

Goal No. 2
"To increase personal awareness of one's interests, needs, values and aptitudes (skills)"

1	2	3	4	5	6	7
Totally Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Totally Satisfied

Goal No. 3
"To establish a tentative career plan"

1	2	3	4	5	6	7
Totally Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Totally Satisfie

cont,

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Table 3 R (cont'd.)

PART B

Please suggest improvements to the program in light of your experience. (examples: the tests and inventories you completed; the usefulness of assignments; the various exercises; the interview experience; length of program; methods of presentation, etc.)