Policies and Guidelines for Educational and Vocational Guidance

D.Stuart Conger

UNESCO

UNEVOC

International Project on Technical and Vocational Education

Policies and Guidelines for Educational and Vocational Guidance

D. Stuart Conger

Preface

This publication is the first in a new series of "Studies on Technical and Vocational Education" distributed by the Secretariat of UNEVOC Project in UNESCO, Paris, aiming to promote international exchange of ideas, experiences and studies relating to technical and vocational education. UNEVOC is an acronym of the UNESCO International Project on Technical and Vocational Education, launched in 1992. This Project focusses on the exchange of information, networking and other methods of international co-operation among specialists in technical and vocational education.

Within the framework of UNEVOC Project, a series of technical documents including the present one are being reproduced to reflect the experiences gained by specialists or institutions in technical and vocational education. The series is addressed to educational administrators and planners, teachers-educators, curriculum-developers and all those interested in the current status and future development of technical and vocational education at an international scale.

A very important prerequisite to prepare the necessary competencies and skills in technical and vocational education is providing of adequate, timely educational and vocational guidance. In this respect, the notable experience of the Canadian Guidance and Counselling Foundation (C.G.C.F), which deserves popularization through the present document was summarized by Mr. D. Stuart Conger, then Executive Director of C.G.C.F. This paper which has been prepared under contract for UNESCO is an information document that would assist national authorities and specialists in technical and vocational education who are working in the field of educational and vocational guidance.

The views expressed in this study are those of the individuals concerned and do not necessarily reflect those of UNESCO. The designations employed and the presentation of the material do not imply the expression of any opinion whatsoever on the part of the UNESCO Secretariat concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The mention of specific companies or manufacturers' products does not imply that they are endorsed or recommended by UNESCO in preference to others of similar nature which are not mentioned.

Table of Contents

Policies and Guidelines for Educational and Vocational Guidance

INTRODUCTION

The purpose of this book is to offer recommendations for educational and vocational guidance policies and programs within vocational and technical education.

The report is structured to proceed from the goals of guidance, to suggested policies and sub-policies, then to the implementation of those sub-policies through content of services, program planning, modes of delivery, external relations, and evaluation. It is hoped that the report with be useful to practitioners, administrators and policy makers alike. Preferably, the document will be reviewed jointly by study teams representing all three groups wishing to strengthen the guidance service.

At one time, educational and vocational guidance was perceived as the process of giving students information about themselves and the educational and labour markets so that they would make the most appropriate decisions concerning educational and occupational choices. It is now accepted that information is not sufficient and that guidance must address the personal, social, educational and vocational development of the student. Another change that has greatly influenced guidance is the fact that it is perceived as a developmental process which requires a curriculum approach and not simpt individual interviews Sat decision times. The educational and vocational development of students begins in their homes as they learn the values of their families to education and to work. The process continues through their schoolyears and never really ends. Super (1974) has identified the characteristics of the career development process as it unfolds:

Planfulness: a sense of having influence on one's own success, an orientation to planning for the future, reflection on past experiences and anticipation of future ones, and a sense of self-esteem;

Exploratory attitudes: asking oneself about one's situation, the role one plays in the school and community anal the implications for the future affiliations

with institutions, valuing and using resources, formulating ideas of what might be, and testing out the possibilities and discarding some;

Decision-making: knowledge of the steps of decision-making and skill in using them;

Information: about educational opportunities and requirements, occupations and entry requirements, job duties, supply and demand forecasts, conditions of work, advancement opportunities, and other life-career roles;

Realism: self-knowledge, realism in self and situation assessment, consistency of preferences, and crystallization of self concepts and career goals.

This process of vocational maturation can be facilitated Greatly by a planned program of educational and vocational guidance.

How To Use This Book

This book contains many ideas and recommendations which, to be implemented, will require the agreement of counsellors, administrators and policy makers. There are some elements that individual counsellors and teachers will be able to adopt or adapt for immediate use, but in general, a joint decision by several. people will be required. In addition, there are some implications for the activities of all teachers in an institution, for counsellor and teacher educators, and, of course for students.

In order to make appropriate changes in the guidance services it is suggested that the reader arrange a meeting of counsellors, school principals, and senior administrators; in boards of education or ministries of education. The contents of this book might be summarized for, and discussed by, the participants. Comparing or contrasting the ideas with the existing guidance service would be helpful. Participants may be provided with copies of the book and invited to read it completely. They could then return for a second meeting to discuss the "ideal" guidance system, and to seek agreement on the changes that could be made to the present system

GOALS OF GUIDANCE

One ministry of education (Ontario, 1984) has listed the competencies that the students should achieve, as a result of the guidance program as the skills, knowledge and attitudes necessary to:

A: **To know and appreciate themselves**
1 identify their strengths, values, interests, aptitudes, and accomplishments;
2 use in-school and out-of-school experiences, activities, and interests to learn more about their potential;
3 develop skills for dealing with the physical and emotional changes that will probably occur as they develop from adolescence to adulthood;
4 identify, describe, and accept their feelings towards themselves and others; and
5 describe their hopes, expectations and fears.

B**: To relate effectively with others**
1 demonstrate and practise the skills needed for effective communication;
2 describe the qualities they seek in their relationships with others;
3 describe and practise appropriate ways of handling their emotions;
4 identify the different ways in which people behave in groups and evaluate the effects of these behaviours;
5 understand the importance of being sensitive to the feelings and needs of others in a group;
6 demonstrate and practise the skills needed to work productively in groups;
7 identify the contributions made to their community by people of different cultures, races, religious groups, abilities, ages and lifestyles;
8 interact with people of different cultures, races, religious groups, abilities and ages; and
9 understand how a community relies on the interdependence of its people;

C: **To develop appropriate educational plans**
1 become familiar with the educational alternatives available to them at each stage of their schooling;

2 use a wide range of educational resources such as school calendars, computerized information systems, and diagnostic tests;
3 tour various educational institutions and listen to speakers who are familiar with different educational alternatives;
4 understand how education relates to occupational choices;
5 choose courses based on their knowledge of their personal strengths, interests, values and accomplishments;
6 revise their educational plans at regular intervals on the basis of new information about themselves;
7 select courses that will allow them a range of occupational choices;
8 use personal work experiences such as part-time jobs, cooperative education, and volunteer work to help them formulate educational plans;
9 acquire the knowledge and attitudes needed to make successful transitions from one stage of their education to the next;
10 understand the significance of motivation in successful learning;
11 know which remedial and tutorial resources are available and how to use them;
12 develop study skills that are appropriate to their level of education; and,
13 develop effective time management skills.

D: **To explore career alternatives**
1 understand the meaning and importance of career-related terms such as career, occupation, work and job;
2 understand the importance of planning for each of the stages in their lives: education, work and retirement;
3 know how their experiences and decisions have influenced their lives to date and may affect their future career;
4 become aware of the possible influence of social and economic conditions and predictions of future trends on career planning;
5 know how to use various decision-making processes;
6 demonstrate effective decision-making skills in career planning;
7 identify the information needed to make realistic occupational choices;
8 identify and utilize the available resources for exploring occupational choices;
9 use their knowledge of themselves, of their relationships with others, and of their skills, as well as their educational plans, to develop tentative career plans that include immediate and long term goals;

10 identify and use various sources of information about employment opportunities;

11 write letters, complete applications, prepare resumes, and develop strategies for job search purposes;

12 experience simulated job interviews;

13 become familiar with the general expectations that employers have of their employees;

14 become familiar with their legal rights and responsibilities as employees;

15 understand the role of unions and other employer/employee associations; and

16 learn about the opportunities for and the advantages and disadvantages of self-employment.

POLICIES FOR GUIDANCE

Policies for the achievement of goals such as the above should make clear the school position on:

1 Guidance objective: its aims and objectives, and the services and programmes of study generated by them;

2 Guidance delivery: its availability to students and the mechanisms for provision, detailing the staff involved and the methods used to track the evolving career decisions of individual students. it should state how individual support is provided to students at critical times to meet their identified needs;

3 The line management responsibilities for planning, organizing and delivering a whole-school/college approach to educational and vocational guidance;

4 The arrangement for monitoring and evaluation of educational and vocational guidance;

5 The teaching, counselling, and learning methods necessary to deliver guidance;

6 Notions of entitlement to guidance services and equal opportunity;

7 The commitment to resourcing and staffing of educational and vocational guidance;

8 The identification of, and provision for, staff training needs;

9 The relationship between educational and vocational guidance, the wider educational program and work-experience programming;

10 The use of information technology and the use of computer assisted career guidance programs;

11 The involvement of parents, employers, schools, career or employment services and others in the educational and guidance process; and

12 The arrangements the school makes for reviewing existing policy and identifying future areas for development

A Policy

An educational and vocational guidance policy established by a ministry of education might state:

> *all students in each grade shall receive curriculum-based education covering each area of the goals of guidance; students who require educational and vocational counselling for satisfactory achievement shall receive it; and the counselling stafff shall have the necessary competencies to deliver the coun - selling effectively.*

A comprehensive approach to policv enunciation may list and define theGoals of Guidance followed by a statement that specifies the responsibilities of school principals, teachers and counsellors in respect of the guidance program development and delivery. The policy might be expanded and clarified by the following sub-policies:

1 A guidance course that addresses developmental issues appropriate to the age level of the students and which also covers the factors described on pages one and :two (planfulness, exploration, decision-making, information, and realism) shall be prescribed for each grade level;

2 Each course in the entire curriculum will include career information and address the goals of guidance listed on pages three to five appropriate to the subject;

3 Educational and vocational guidance and counselling services must be available through all educational institutions;

4 Educational and vocational guidance and counselling is a specialized function which must be performed by staff members who possess the required competencies;

5 Ministry of education, in collaboration with the school boards, must implement systematic and comprehensive staff training, including the continuing education of counsellors, required to support effective guidance and counselling services;

6 Ministry of education, in collaboration with the boards, must develop, test and implement the tools, techniques, courses and approaches required to enable schools to provide effective educational and vocational guidance services;

7 Counselling staff are responsible for determining, with students, their need for and willingness to receive counselling assistance;

8 Counselling staff are responsible for selecting and using, with students, the appropriate counselling tools and services needed to achieve student educational and vocational goals effectively;

9 Counselling staff are responsible for limiting the extent of their interventions with students according to their capabilities and the role of the school; and

10 Ministry of education, in collaboration with the boards, must develop a system for measuring and evaluating educational and vocational guidance and counselling services in order to provide counsellors and principals with data on which to make informed decisions and improve the quality of services.

PROGRAM PLANNING

The prime purpose of guidance is to provide students with generic career development competencies to cope more effectively with their continuing development as students, workers and citizens. In some organizations there has been a preference for the psycho-educational counselling of students, but administrators have become impatient with a clinical responsive approach when the main vehicle of student education is a developmental curriculum. Therefore, guidance services in many parts of the world have been rapidly changing. This section attempts to provide some information useful in planning and re-planning guidance services.

Responsibilities for Program Development and Delivery

It is expected that the principal and the staff shall provide a comprehensive guidance program in the school. They shall act in accordance with ministry regulations, other pertinent legislation affecting students and families, and school board policies. The following listing details the responsibilities of the director of education, principal, guidance counsellors and teachers.

The director of education shall:
- Give leadership to the schools in affirming the goals and policies of guidance;
- Ensure that comprehensive planning is done and that all staff are aware of, and support, the program;
- Ensure that a proper evaluation system is in place and used for program improvement;
- Implement a public relations program to ensure community understanding and support for the guidance program; and
- Assign sufficient resources for the proper implementation of the program

The principal shall:
- Provide leadership in the implementation of guidance;
- Have a written program for guidance;
- Assign the task of delivering selected parts of the program to appropriate staff members;
- Arrange for the necessary in-service development of the staff members who are responsible for the delivery of the program;
- Ask for evaluation and revision of the guidance program at regular intervals;
- Ensure that guidance is provided for all students;
- Arrange for the availability of the physical facilities, the resources, and the staff necessary for delivery of the program; and
- Ensure that adequate time is scheduled in the school timetable to allow all students to participate in the total guidance program.

The guidance counsellors shall:
- Assist the principal and other appropriate staff in planning and delivering a guidance program;
- Co-ordinate the delivery of guidance instruction and counselling for all students in the school;
- Establish and maintain a guidance resource centre with the up-to-date information necessary for the delivery of the program;
- Assist in arranging for the referral of students to appropriate services and community agencies when required;
- Assist students with that part of registration that relates to program and placement;
- Consult with classroom teachers, resource teachers, and others involved in assisting students;
- Maintain effective liaison between the elementary and secondary schools as well as with parents, community agencies, business and industry, and post-secondary institutions;
- Carry out those administrative tasks necessary for the efficient and effective delivery of the guidance program;
- Participate in the ongoing evaluation of the guidance program in the school;
- Counsel individuals and groups on the development of educational and vocational plans; and
- Plan for parent education to assist them with their role in the career development of their children.

The teachers shall:
- Assist with the development and implementation of the guidance program in the school;
- Teach career development courses;
- Implement the career education components of subject guidelines within their discipline(s);
- Assist students in developing and maintaining positive self-concepts and good relationships in the classroom.

It is the responsibility of the principal to ensure that all these professionals play their roles fully in the development and implementation of the guidance program.

Current models of developmental guidance (e.g., Herr & Cramer, 198X; Gysbers & Henderson,1988) propose that counsellors go beyond one-to-one individual or group counselling to include program development and coordination among their major functions. Some of the above areas might be incorporated into a systematic career development program involving teachers, parents, students, and community. A major delivery system integrates or infuses various career concepts and competencies through the curriculum, with counsellors and teachers teaming to teach various career guidance units

The California Department of Education (19X7) described three steps to effect change such as required for the implementation of a new policy:

Step l. Develop the climate for change by getting the school and people ready to review and renew. Successful change is founded on a positive and supportive environment. This includes commitment and support from the school board, superintendent, school administration and staff, students, parents, and community.

Step 2. Analyze the existing program and identify what changes are necessary to meet the requirements. Change requires an understanding of the difference between what is and could be. This includes the perceptions of users and providers, empirical data about outcomes, and a vision of the future.

Step 3. Design the renewed program by deciding what it is to be. A successful program requires a well-developed plan. The plan must integrate content, methods, resources, marketing, and evaluation.

Gysbers and Henderson, (1988) quote the California quality standards for a model guidance program which identify eight elements as follows:

1 Students acquire regular and timely information to enable them to make informed decisions:
2 Students develop self-management and planning skills;
3 Students are assisted in overcoming disabling educational/personal/social problems;

4 Students experience a supportive learning environment;
S There is a written, publicized program;
6 Leadership roles within guidance and counselling are evident;
7 The guidance program is comprehensive and provides for staff develop-
   ment; and,
8 The program is reviewed continually and renewed annually.

The Process of Organizing Change

Gysbers and Henderson quote Engel, Castille and Neely, (1978) to the effect
that six conditions are important to the change process: (1) counsellors com-
mitted to program improvement; (2) counsellors committed to change; (3)
counsellors committed to formulating specific goals; (4) support for the gui-
dance program leader from administration and counsellors; (5) funding for
inservice training; and, (6) support from the school board in the initial stages
as well as throughout the program improvement process.

Mitchell and Gysbers, (1978) elaborated on the list of conditions that are
prerequisite for successful transition to a comprehensive guidance program:

1 All staff members are involved;
2 All staff members are committed to the common objective of total inte-
   grated development of individual students;
3 The administration is committed to the comprehensive approach and is
   willing to help staff members identify current activities that do not contri-
   bute to priority outcomes and support staff members' abandonment of such
   activities in favour of those that do contribute to the priority outcomes;
4 All the staff members see the comprehensive systematic counselling and
   guidance program as a function of the total staff rather than the exclusive
   responsibility of counsellors;
5 Counsellors are willing to give up such "security blankets" as writing leng-
   thy reports of their contacts with counsellees or seeing counsellees indivi-
   dually on matters better addressed in a group;
6 Counsellors are interested in acquiring competencies;

7　Staff development activities to help more staff members acquire competencies needed for successful implementation of a comprehensive program are provided;

8　Time is made available for planning and designing the program and the evaluation, with all interested groups participating (students, parents, teachers, counsellors, administrators and community); and,

9　Program developers design an incremental transition rather than abrupt transition that ignores the need for continuing many current activities and initiatives.

The change sequence that leads to a comprehensive guidance program has four major phases: planning, designing, implementing, and evaluating. Each of these phases contains specific tasks to be completed. The phases and tasks are as follows:

Planning, including: a statement of values, selection of curriculum model, selection of program goals, determination of desired student outcomes, assessment of current programs, and establishment of priorities. This step includes securing information about the characteristics of the setting in which the program will operate and the resources to be committed to the program. It also includes developing needs surveys to determine what the students, teachers, parents and others believe the focus of the program should be.

Designing, including: development of program objectives, selection of program strategies, assignment of program components, analysis of staff competencies, and provision of staff development. The program objectives might include elements such as: developing a vocabulary to distinguish selfcharacteristics such as interests, aptitudes, values, roles and self-concept; attaining a positive self-concept; learning the basic relationship skills; and developing effective decision-making skills. The program goals may reflect the student's characteristics as well as available resources. Herr and Cramer (1988) has suggested that sample objectives might include:

1　From a list of 50 occupations a student can identify those that occur primarily indoors with 85% accuracy;

2　Student can place on a skilled/unskilled continuum 20 occupations about which he/she has read;

3   Student correctly lists high school courses required for entry into professional courses at a post-secondary institution;

4   Student can role play interpretations of the values workers might hold in four different occupations;

5   Student can compare correctly the social roles that describe a supervisor and a worker;

6   Given an identified issue problem, e.g. ecology, the student can create a lattice of occupations at different levels which might contribute to solving the problem;

7   Formulate tentative but appropriate career goals;

8   Demonstrate decision-making skills when prime choice is blocked;

9   Apply management skills to life roles.

Once the objectives have been set, it is then necessary to identify the processes that can facilitate the identified goals. These techniques might include: courses in career planning films or videos on occupations, work samples, individual counselling, role play, test interpretations, behavioral rehearsal, computer-assisted career guidance, and work experience.

Implementing, including: further training of counsellors and teachers as required by the innovation, administration of measurement instruments installation of program, and modification based on evaluation data.

Evaluating, including formulation of the questions to be answered by the evaluation, selection of evaluation design, selection of measurement instruments, development of procedures for data collection, establishment of a monitoring system, performance of data reduction, summary, and analysis tasks, and, preparation of reports

Budget

Program planning is not complete without addressing the costs. The budget for the entire program may be developed using categories such as follows:

1 **Personnel:** including counsellors, secretarial/clerical, guidance administrators, and fringe benefits;

2 **Materials:** Student materials including: texts and workbooks, audiovisual materials, testing materials, reference materials, and career guidance centre materials. Professional resource materials including: library books, journal subscriptions, and training materials;

3 **Supplies:** such as office supplies, computer assisted guidance equipment supplies, and instructional supplies;

4 **Capital outlay:** including equipment and maintenance, and consultants;

5 **Professional development:** such as meetings and conferences, and consultants;

6 **Travel;**

7 **Communication;** and,

8 **Research and evaluation.**

CONTENT OF THE PROGRAM

Gysbers and Henderson (1988) argue that the program of educational and vocational guidance comprises four components:

Guidance Curriculum. The guidance curriculum is at the centre of the developmental part of the comprehensive guidance program. It describes statements as to the goals for guidance instruction and the competencies to be developed by the students. The curriculum is organized by grade level. It is designed to serve all students and is often called classroom or group guidance.

Individual Planning. The activities of the individual planning component are provided for all students and are intended to assist them in the development and implementation of their personal, educational, and career plans. They help students to understand and monitor their growth and development and to take action on their next steps, educationally or vocationally. The activities of this component are delivered either on a group or individual basis with students and parents.

Responsive Services. The purpose of this component is to provide special help to students who are facing problems that interfere with their healthy personal, social, educational, or career development. It includes the provision of preventative responses to the students who are on the brink of

choosing an unhealthy or inappropriate solution to their problems or of being unable to cope with a situation. Remedial interventions also are provided for students who have already made unwise choices or have not coped well with problem situations. This component includes such activities as individual and small group counselling, consulting with staff and parents, and \ referring students and families to other specialists or programs.

System Support. This component has two parts. It includes activities necessary to support the other three components, and activities implemented by guidance staff that support other educational programs. Support that the guidance program needs includes such activities as staff development, community resource development, budget, facilities, and policy support. Support that the guidance staff provides to other programs includes the system related aspects of the individual planning activities (e.g., student course selection), linkage with special education programs, and guidance -related administrative assignments.

On page 39 we have suggested a time allocation between the guidance curriculum, individual planning, responsive services, and system support.

Ministries of education are in a position to mandate policies and curriculum for educational institutions up to and including secondary schools. But, post-secondary technical and vocational institutes and colleges generally have more autonomy and the decision to implement a career development curriculum is a "local option". Such institutions are encouraged to offer a career planning course, among other guidance services.

GUIDANCE CURRICULUM

The guidance curriculum is the first component of the guidance program. According to Myrick (1987): there are seven basic principles of a developmental school counselling program: it is for all students; it has an organized and planned curriculum; it is sequential and flexible; it is an integrated part of the total educational process; it involves all school personnel; it helps students learn more effectively and efficiently; and, it includes counsellors who provide specialized counselling services and interventions.

Myrick offers eight broad categories that might be typical of a school's guidance curriculum: understanding the school environment; understanding self and others; understanding attitudes and behaviours; decision-making and problem-solving; interpersonal and communication skills; school success skills; career awareness and educational planning; and, community pride and involvement.

Career Development Competencies and Indicators

A good basis for planning a curriculum may be found in the career development competencies and indicators described by the National Occupational Coordinating Committee (1989) as follows:

Self Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.
Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviours.
Demonstrate an understanding of the relationship between personal behaviour and self-concept.

COMPETENCY II: Skills to Interact positively with others. Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.
Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions. Describe healthy ways of dealing with stress.

Demonstrate behaviours that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.
Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interest.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.
Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviours.

COMPETENCY Vl: **Skills to locate, evaluate and interpret career information.**
Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labour market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries.
Describe the concept of career leaders.

Describe the advantages and disadvantages of self-employment as a career option.

Identify individuals in selected occupations as possible information resources, role models, or mentors.

Describe the influence of change in supply and demand for workers in different occupations.

Identify how employment trends relate to education and training.

Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Demonstrate academic or vocational skills required for a full or part-time job.

Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.

Demonstrate employability skills necessary to obtain and maintain jobs.

Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).

Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.

Demonstrate an understanding that job opportunities often require relocation.

Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: **Understanding how societal needs and functions influence the nature and structure of work**

Describe the effect of work on lifestyles.

Describe how society's needs and functions affect the supply of goods and services.

Describe how occupational and industrial trends relate to training and employment.

Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions
Demonstrate responsibilitvfor making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.
Identify steps to apply for and secure financial assistance for post-secondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.
Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCYXI Understanding the continuous changes in male/female roles.
Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

COMPETENCY Xll: **Skills in career planning.**
Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of post-secondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Ethical Practices

Guidance and counselling must be performed by professionally qualified counsellors. Their primary goal is to use counselling competencies to meet the educational, career, and personal/social needs of the students.

Counsellors should:

1 Believe in the worth and dignity of every individual;
2 Be concerned for the welfare of all students and work for constructive change on behalf of the student population;
3 Assist students to function more effectively as individuals and to achieve success as learners;
4 Contribute to the growth of individuals by assisting them to move towards greater autonomy and self-respect;
5 Believe that counselling services should be available to the broadest base of students and potential students;

6 Accept the following as guidelines for ethical practice:

   a Student Welfare. Counsellors respect the integrity and protect the welfare of the student. When there is a conflict of interest between the student and the institution, counsellors clarify the nature and direction of their responsibilities, and keep all parties informed of their respective obligations.

   b Confidentiality. Counsellors inform their clients that all information obtained by counsellors from clients is confidential. This information may be communicated to appropriate professional workers or public authorities under the following circumstances:

   - when clients give their expressed consent to permit appropriate information to be used in a professional manner;
   - when, in the judgement of the counsellor, there is clear and imminent danger to an individual or society;
   - as required by law.

c Dual Relationships. Counsellors are cognizant of their potentially influential position with respect to students. Counsellors make every effort to avoid dual relationships that could impair their professional judgement or increase the risk of exploitation. Examples include, but are not limited to, business or close personal relationships with clients. Sexual intimacy with clients is prohibited.

d Qualities of Counsellors' Competencies. Counsellors accurately represent their professional credentials, qualifications, affiliations, competencies, and limitations.

e Counsellor-Client Relationship. Counsellors inform their clients of the nature and limitations of their service through a variety of means.

f Delivery of Services. Counsellors deliver their services in accordance with the stated objectives of the counselling services and the school.

g Testing and Assessment. Counsellors ensure that the adminstration and interpretation of standardized test instruments, within their jurisdiction, are limited to individuals who are competent to administer, interpret, and integrate the results into a comprehensive assessment. As well, counselors strive to ensure that these ethical standards are met through the school.

h Human Rights. Counsellors respect human rights legislation and work actively against discriminatory practices.

Career Planning Courses

The next few pages will give some specific examples of materials and methods which are considered appropriate to organize a guidance curriculum. The examples are not exhaustive but they provide an overview of a range of possibilities.

Career development is a progressive learning and maturation process which can be greatly aided by a curriculum approach. As a result, many institutions offer such courses. An example is a credit course of 3 hours per week for 10 weeks with a heavy emphasis on experiential process-oriented learning strategies with the objectives of promoting student achievement of: improved self awareness; values clarification and decision-making skills; goal-setting skills; identification of personal strengths in interest areas; use of career information sources; knowledge of academic majors available at the institution;<and, knowledge and use of student services and organized activities.

A career planning course is generally designed to help young people to explore who they are, where they are, what the opportunities are, and what is facing them in the future. It is also designed to help them develop the skills required to act upon their knowledge. Without these skills, their future is left to chance. Almost all of the competencies listed on pages 16 to 20 can be developed through role play, simulated interviews, participant modelling, and searching for resources.

The Department of Education for the province of Alberta (Canada) has a compulsory course (Bessert, Crozier, and Violato, 1988) in grade 10 that covers five core themes: self-management; well-being; relationships, careers and the world of work, and independent living. The time required for these five core areas totals 51 classroom hours. In addition, up to 24 hours may be used for enrichment activities. The learning objectives for the careers and the world of work section are:
1 Explore the meaning of work and recognize how work relates to life;
2 Identify the requirements of a satisfying occupation within a personal framework;
3 Develop competencies required for effective career planning;

4   Examine the relationship between career planning and lifestyle;
5   Build skills in preparing for, obtaining, and advancing in a chosen occupational field;
6   Develop interpersonal skills that will lead toward positive relationships on the job;
7   Assess fundamental rights and responsibilities of employees and employers;
8   Formulate a personal career plan; and,
9   Develop skills in coping with change as it impacts on personal career plans.

Other countries have similar courses, Zimbabwe, for example, has a course entitled Education for Living.

At the beginning of a guidance course (Davison and Tippett, 1974) students may be given an opportunity to find out what "careers" are like by reading short biographies or by becoming involved in discussions with retired and working people. Here the purpose is to clarify some of the important decisions they will have to make at different stages in life and to show how these decisions are related to one another.

This leads to an examination of what work is like within the context of needs satisfaction. Through group discussion and individual activities, students explore their values and begin to verbalize their expectations from work. Many students know very little about themselves and they need the skills to gain self-knowledge. Students look at what they need to know about themselves in order to make good decisions. They also identify strategies for obtaining the information.

They may gather information by surveying their life experiences and activities, and learn more about themselves by completing and interpreting tests, inventories and checklists. They make themselves ready to search for occupational alternatives by using personal descriptors as stimuli. They identify those descriptions of themselves that will most broaden and most restrict the range of options Available to them. They may also code information from their tests, inventories, and checklists in preparation for occupational exploration.

While the students may prepare a manageable list of occupational alternatives, they may have very limited information on them and they may examine what they need to know about occupations to make a wise choice. They may also identify sources of information and ways of locating them as well as consider the usefulness of information from different sources. Students may locate and collect information on a few of their occupational alternatives and later evaluate them. Students may engage in individual counselling with the counsellor or instructor to help them assess their progress and to determine what next steps to take. Finally the course should examine ways of entering the occupation.

Portfolio

Van Zandt, Perry and Brawley (1992) describe the purpose of a student's career development portfolio as providing them with a tangible means by which they may collect and use important information to assist with personal, educational and career decision-making. The portfolio has four sections:

Self Knowledge is considered fundamental to any decision-making because of the unique blend of interests, aptitudes, traits, backgrounds, and personal styles that individuals bring to the process;

The Life Roles section highlights the cultural and social influences that have such a strong impact on peoples' lives. By showcasing the significance of one's cultural heritage, lifestyle, Hand leisure time pursuits, as well as the influences of stereotyping and interpersonal relationships, students are challenged to explore factors that may limit or enhance their choices;

Educational Development encourages students to both understand their own educational learning needs and academic progress and to assume responsibility for educational training that is personally meaningful; and,

In the **Career Exploration and Planning** section students explore how choices of various occupations can influence other facets of one's life, while engaging in a process for making career decisions.

The personalized portfolio helps students take responsibility for, and have ownership of, their career decisions. The portfolio serves to educate students about the many facets of career decision-making, while serving as a repository for their work. The comprehensiveness of the portfolio requires that students use higher-level analysis, synthesis and evaluation skills. Students often need a tangible means of seeing their progress and direction.

All school systems should have a career planning sequence in operation to assist students with career decision-making. The Personal Planning Portfolio provides built-in flexibility to accommodate a variety of planning sequences.

A similar approach is valid for adults who are interested in taking further education, and wish to receive formal recognition of the prior learning experiences.

Work Experience

Technical and vocational education frequently involves a programme of planned work to gain experience and training in an actual work site with specialized equipment. Guidance can broaden this work experience to illustrate the context of work and to widen young people's occupational knowledge by preparing them to observe the range of jobs represented in the establishment. The experience can also be used to develop adult relationships outside the school and home.

The work experience serves to aid informed career choice and break down occupational stereotyping, to assist students to obtain a realistic impression of the culture of industry and commerce, to develop the students' understanding of the role and function of different employees within an organization, to provide the discipline of employment, for example timekeeping, reliability, and responsibility, and to motivate young people within the school curriculum.

It is important for the counsellor to ensure that the student its prepared to understand what he/she sees and hears. For example one student might perceive the work in such a way as to relate higher skills, aptitudes, interests and personality to the situation - and hence learn more about the work and

him/herself in such a situation. A second student may see only the work and not know how to relate him/her self to it. A third student might perceive only the sociological dimensions such as the rivalry between management and union, or between males and females, or between various occupational groups.

In order to ensure that students do get the most out of work experience it is recommended that they work with the counsellor and use career centre resources, such as books, videos, and computer programs, before arranging a work experience. When the work experience has been completed, the students review it with the program coordinator and career counsellor to evaluate the experience and consider appropriate follow-up in the form of additional reading, counselling sessions, or other work experience.

Students are naturally concerned about whether they will get a job after they complete their education. It is important for them to understand some of the other factors that will determine their success in addition to their education and training. It is valuable for them to have an understanding of the duties that they might be called upon to do in their entry level positions, the credentials that they might be expected to have on entry, and to gain in the first few years of working such as licenses and certificates, union or other memberships, vehicle license, own tools and equipment, and certain types of work clothes.

They also need to know what employers expect in a potential employee's appearance, timekeeping, adherence to company policies, work methods and care of equipment and materials, as well as skills such as communications, human relations and self-initiative.

Work experience programs (or "School on the Shop Floor" as it is called in Zimbabwe) have become well-established parts of the school curriculum in many countries.

Career Development Seminars

Some institutions find it very useful to offer a series of short (one day or one half day) seminars for students. Typical topics include the following:

orientation to the career planning and placement offices; becoming decided about your career; assessing your career interests; managing your time; "what can I do with a major in_____ ?"; preparing resumes; job interviews; visits to potential employers; how to job hunt successfully; career exploration for women; life with a smaller company; how to search for international employment; studying abroad; dressing for success; starting your own business; survival in the job jungle; your first year on the job; summer job search; finding local part-time jobs; and, your summer as an earning learning experience.

A one day seminar may focus on developing a positive self-concept by devoting a morning to laying the groundwork by: baking time to appreciate how special each person is; exploring creativity skills; generating multiple solutions to a problem; practising relaxation exercises; and practising positive self-talk. The afternoon is then devoted to practising positive self-development skills.

A program that helps students develop positive self concepts is important to their success in school, social situations, and work. A seminar such as this that deals with one's own "self" serves as an excellent preparation for subsequent "task" seminars on such subjects as study skills and career planning. The seminar addresses some of the priority issues that must always be dealt with in career planning: the definition and clarification of one's own characteristics. It must be recognized, however, that there are severe limitations to what can be accomplished in a one day seminar.

Job Search Training

Technical and vocational education institutions are usually at an advantage in placing their students. Because of the occupational training their students receive, employers often seek out graduates of these institutions. Finally, because of the work experience programs, employers and students are brought into close contact with each other. On the other hand, students in technical and vocational education often have a strong preference for working with things than with people and therefore may not be particularly adept in the job search-employment interviewing process. For this reason it

is important to have the capability of providing some form of job search training.

In typical job search training students are asked to prepare a detailed inventory of their activities and closely examine it to help them choose the kind of work at which they would most likely succeed and find most satisfying. In some situations students believe that jobs are simply not available because of general labour market conditions. By having them examine the causes of job openings and statistics of the labour force an attempt is made to dispel this myth. Students are taught the major methods of conducting a job search: examining classified ads from a variety of sources; examining the services provided by the public and private employment agencies; and, examining the services provided by the school in the placement of students. The students are taught to use these services in an appropriate manner as well as to identify persons who could help them in their job search. They also look at canvassing employers as one way of locating job openings.

Students examine what employers expect and, alternatively, what they can reasonably expect in return for working. The training also gives students a chance to assess their personal job traits and past performances in order to identify behaviours that might prevent them from getting a job.

Students then tackle the task of investigating jobs and prospective employers, as well as matching their qualifications to the requirements of jobs. The emphasis is that students should apply for jobs for which they are qualified and that appeal to them. In the practice session students apply for jobs using a resume, a letter of application, and an employment application form. Students also practise applying for jobs using the telephone. Finally, students practise for job interviews, role play different stages of an interview and are evaluated by their classmates.

Job Finding Club

A more intensive and extensive job search program is found in the Job Finding Club (Azrin and Besalel, 1980, and Mills, 1983) which is a full-time training and job search program lasting two or three weeks. The emphasis

of the Job Finding Club is on the implementation of all of the points already mentio-
ned.

The Job Finding Club demands full attendance under close supervision. The training
practice in the Club is very strongly behavioral in which the members thoroughly
practise all of the required skills, first with each other in class, and then approaching
employers in pairs. For example, once they have practised making cold calls to an
employer, and received feedback from the instructor and students to the point that
they can do these practice calls well, they then take the telephone in hand and call
employers while another participant listens. Following the call, the two discuss how
it went and what might be done next time to make it better.

Every effort is made to build skill and self-confidence in the job search process. The
results of the Job Finding Clubs appear to be superior to all other methods because of
the intensive skill training and persistence that characterize this program.

Whatever particular method of job search is used it seems clear that the following
components should be included as much as possible: preparation of a resume; prepa-
ration of letters of application; preparation of application forms; preparation of letters
of thanks; opening sentence plus checklist for cold phone calls; opening and closing
statements for interviews; networks for job leads; peer support; mentoring; practice;
and persistence.

INDIVIDUALPLANNING

Individual planning is the second of the four components of a guidance program (gui-
dance curriculum, individual planning, responsive services and system support) and
is intended to assist students in developing and implementing personal, educational
and career plans.

Individual Career Counselling

Career counselling is a fluid yet systematic process of helping individuals to
explore both themselves and their possibilities and to decide, with awareness,
what they want to do at different stages of the life span. Among the areas

in which counsellors assist students are: goal setting, self exploration, assessment, decision-making, understanding trends and personalizing information in shaping one's own plans, imaging one's own future, raising self-expectations, individual planning, exploration of the work world and the changing nature of work, exploration of post-secondary opportunities, including apprenticeship, military training, and financial aid, development of a career portfolio, development of transition, change and coping skills, and examination of the influence of race, class, sex, and disability on one's vocational options and choices.

Individual career counselling serves a number of objectives including promoting student self-understanding, helping students choose among career alternatives, assisting a student establish career goals, and overcoming roadblocks and solving problems. Among the last, Krumboltz (1983) has identified several types of problems that may arise because of dysfunctional or inaccurate world-view and self-observation generalizations. Teachers and counsellors might look for students displaying the following beliefs or actions:

I **Students may fail to recognize that remediable problem exists.** e.g. If one believes "[must learn to accept things the way they are"; or "Teachers always act that way" then one may assume that one's problems and suffering are a normal part of life rather than a set of circumstances that might be: altered.

2 **Students may fail to exert the effort needed to make a decision orsolve a problem.** If one believes, "It is easier to avoid than to face decisions." or "It is best to do whatever is familiar and easily available" then one may fail to take constructive action on a problem, explore alternatives, Or seek information.

3 **Students may eliminate a potentially satisfying alternative for inappropriate reasons.** If one believes that certain courses are too difficult or the training too long one may fail to take advantage of potentially worthwhile alternatives because of the beliefs based on mis-information, over-generalizations, or false assumptions.

4 **Students may choose poor alternatives for inappropriate reasons.** If one believes that "I'd rather take a short course than a longer one to get to work sooner" one may only foreclose desirable alternatives and choose alternatives that result in years of regret and unhappiness.

5 **Students may suffer anguish and anxiety over perceived inability to achieve goals.** If one s goals are unrealistic "If I can't have the best, I don't want anything at all" or in conflict with other goals ("I don't want a job where I am supervised, but I don't have the courage to set up a business of my own"), one may again eliminate potentially desirable alternatives or accept less desirable ones because of these perceptions.

Thoresen and Ewart (1978) listed the objectives for individual career counselling as being:

I To clarity the nature and scope or the decision the students must make and the goals they seek to achieve;
2 To commit themselves to undertaking and persevering in personal and environmental explorations;
3 To acquire a more accurate understanding of their needs, interests and abilities; and,
4 To evaluate and maintain progress in the direction of personal goals.

In the process of counselling the students might be expected to:

l Change self-attributions and beliefs. along with inaccurate stereotypes and misperceptions; and,
2 Restructure their environment to help them engage in desirable behaviours.

Occupational and Labour Market Information

Students do need information about occupations and about the labour market in order to establish appropriate preferences, and to make decisions in the face of education training and employment opportunities. The kinds of information that they require includes: descriptions of the work in occupations; composition of occupational families: education and training requirements; requirements for certification, registration, etc.; salary and wage information; working conditions; characteristics (aptitudes, interests, and personalities) of people normally successful in the occupations; physical activities; interoccupational mobility; employment rates and numbers; seasonality; and, occupational forecasts.

Jenschke (1988) pointed out that a "basic condition of a career information system is a classification of careers and a statistical data system. The vocational guidance on a national level should provide a unified information system by collecting, classifying, and disseminating information" that is accurate, complete, up-to-date, and comparable. He also noted that the information system should include descriptions of training programs, the access to those programs, the availability of the programs, and financial information pertaining to the training.

Educational, occupational, and labour market information may be made available in printed or computerized forms.

Computer Assisted Career Guidance Systems (CACGS) have been developed over the past 20 years to provide systematic computerized access to a wide range of occupational and educational information. During this period, practitioners have worked together in professional associations to identify features that should be available to all CACGS users.

The Association of Computer-Based Systems for Career Information (ACSCI) has developed 51 standards pertaining to information, presentation, training, evaluation and support services. In addition to the content standards and structure for CACGS, cultural, linguistic, and economic differences in a country or geographic region, demand that a career planning system be flexible, and adaptable so that it can deal with a diversity of needs and populations.

Such was the case with a Canadian system called Choices (CareerWare 1992) which was designed to address these issues. Two official languages, a strong indigenous population, the regulation of education and of occupations is controlled separately in each of the 10 provinces and two northern territories, and substantial regional differences as a result of an immense land mass, required that Choices be designed from its inception to be flexible, adaptable and to accommodate multiple databases and languages.

The Choices- process recognized that clients who are at different stages of career development require a system that is responsive to their specific needs. Choices is actually a series of programs which have been developed

to address the different needs of different populations. Continuity of structure and data has been maintained across-all of the versions to ensure that no matter what stage of career development the client is in, a product will be available to meet their needs and that the client can build on work they may have done with a previous version of the system.

The Choices process also teaches the skill of decision making, self-analysis, goal setting and planning, and the development of flexible implementation strategies. These are key skills required in many aspects of life, not just career decision-making and skills that will he demanded from the workforce of the future.

These design principles have allowed Choices to be adapted for use in Holland, Belgium, France, Turkey, twelve Canadian provinces and territories, and the majority of the states within the United States. In fact, Choices has been adopted in 12 states and territories within the United Sates as the official state system. By maintaining consistency flexibility, and adaptability across and within their products, the Choices program is an example of a system that has been able to cut across cultural, linguistic, and geographic boundaries and meet the needs of a wide range of clients.

A comprehensive review of computer software related to counselling and guidance may be found in Walz, Bleuer and Maze (1989).

Developmental Assessment Model

In 1983 Super formulated a career assessment model for use in developmental counselling, as follows:

> **Preview** involving the assembly of data on hand, an intake interview and preliminary assessment;

> **Depth-view** including an enquiry concerning the salience of work to the individual with reference to the relative importance of diverse roles such as study work and career, home and family, community service, and leisure activities. This step would also include an exploration of the career maturity of the individual including:

I Planfulness (autonomy, locus of control, time perspective, reflection on past and anticipation of future, self-esteem);

2 Exploratory attitudes (asking questions about oneself and one's situation, life roles, affiliations with institutions, attitudes to resources); \ :

3 Decision-making skills (knowledge and commitment);

4 Information (world of work, preferred occupational group, and other life-career roles); ::

5 Realism (self-knowledge, realism in self and situation assessment, consistency of preferences, crystallization of self concepts and career goals, stabilization in major roles).

This step includes a review of the level of abilities and potential functioning, and of the field of interest and probable activity of the student.

Assessment of all data including matching and prediction of the individual in both occupational and non-occupational roles

Finally, the counsellor and student will discuss the action implications and planning including follow-up for support and evaluation.

Dissatisfied Students

It is not unusual for students to complain about specific issues (e.g., that an exam was too hard) but there are also some students who exhibit wide-ranging but vague dissatisfaction in contrast to complaints of overwork, harassment, etc. For example, a student might complain "I am not satisfied with my marks. I receive no recognition from my teachers for my extracurricular activities." or "I think the teacher does not like me" or "I want the other students to be nicer to me". They may also feel trapped by non-transferable courses, or the fear that they could not do any better elsewhere.

Probing these dissatisfactions generally reveals that the underlying problem is usually a series of unmet expectations. It is important that the counsellor or teacher ask the student to clarify the expectations associated with each dissatisfaction. He or she is then in a position to evaluate whether or not they are realistic expectations. Given the student's present status is it realistic

to believe each of the expectations could be met? Since some people do set themselves up for unhappiness by maintaining expectations that are unrealistic, it is important that each expectation be evaluated.

Counsellors who have worked with dissatisfied students have found that they: do not communicate what they want to the people they want it from; have little sense of confidence in their own power to initiate change, to create or modify the behaviour of others; and do not say "I am responsible for my own happiness so what am I going to do about it?"

Study Habits

An important component of educational guidance is to ensure that students know appropriate study habits. Many students do not really understand the marking system and the way in which credits are awarded, therefore it is important that teachers and counsellors together provide an explanation of the methods used.

RESPONSIVE SERVICES

Of the four components of the guidance service (guidance curriculum, individual planning, responsive services and system support) responsive services are often accused of being the pre-occupation and great time consumer of the counsellor.

Gysbers and Henderson (1988) report that problems relating to academic learning, personal identity, drugs, and peer and family relationships are a part of the educational scene. As a result there is a continuing need for crisis counselling, diagnostic and remediation activities, and consultation and referral to be an ongoing part of the comprehensive guidance program. In addition, there is continuing need for the guidance program to respond to the immediate information-seeking needs of students, parents and teachers. The responsive services component organizes guidance techniques and methods to respond to these concerns and needs as they occur. In addition, the responsive services component is supportive of the guidance curriculum and individual planning components.

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counselling, consultation, referral or information. Although counsellors have special training and possess skills to respond to immediate needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the components successful implementation. Responsive services are implemented through such strategies as:

Consultation: Counsellors consult with students along with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns.

Personal counselling: Counselling is provided on a small group and individual basis for students who have problems or difficulties dealing with relationships, personal concerns, or normal developmental tasks. It focuses on assisting students to identify problems and causes, alternatives, possible consequences, and to take action when appropriate.

Crisis counselling: Counselling and support are provided to students or their families facing emergency situations. Such counselling is normally short-term and temporary in nature. When necessary, appropriate referral sources may be used.

Referral: Counsellors use other professional resources of the school and community to refer students when appropriate. These referral sources may include: mental health agencies; employment and training programs; vocational rehabilitation; juvenile services; social services; and, special school programs (special or compensatory education).

SYSTEM SUPPORT

This is the final of the four components of the guidance program (guidance curriculum, individual planning, responsive services and system support), which includes activities necessary to support the other three components, as well as other educational programs.

Course Selection

Many students are uncertain what courses they should study, and there is always the temptation to take courses that are believed to be easy or enjoyable. Many students do not understand the relationship between course selection now, and future options based upon these selections. Finally, the connection between education and career entry is also not understood by many students. It is recommended that, in reviewing a student's course selections, the counsellor discuss the occupational preferences of the student and the implications of higher tentative course selections for these and other occupational goals.

Preparing for a Post-Secondary Program

Typically there is much competition for graduates of the secondary school system to gain admission to post-secondary programs, yet in many cases students are not adequately aware of the requirements for acceptance. Formulating occupational and educational goals and passing exams are, in themselves, insufficient.

Students also do need to know such information as: the school marks required according to the calendar; lowest marks of anyone who entered the program last year (this is often 10 or 15 points higher than suggested by the calendar); related and more accessible programs in case of non-acceptance; percentage of applicants accepted last year (sometimes less than 5%); percentage of people who start the program and actually complete it; the duration and schedule of the program - especially if it is a cooperative program; reputation of the program; the jobs it leads to; and if examinations are required after graduation in order to enter the occupation.

Students also need to know: the dates applications are due; type of documents and portfolios required; availability and costs of campus housing; costs of off-campus housing; reputation of the institution; and date of notification of acceptance or rejection. Financial planning is an important component of educational guidance and counselling. Students need to know the costs of training, housing, meals, spending money, transportation, and the possibilities of student loans, bursaries, and scholarships.

Finally, students planning to go to another educational institution may also need training in such social skills as: how to make new friends, how to break away from old friends, how to deal with distasteful people and situations, how to feel better about oneself, and keeping in touch with one's family.

Advocacy

There arc times when a counsellor must assume an advocacy role for the welfare of the student. In this way, the counsellor facilitates and champions for quality curricular and school experiences for the student. In this role, the counsellor is concerned with factors that influence the well-being of the student and promotes gender and racial equity; collaborates with school officials to ensure a positive school climate; conduct staff development including cross cultural strategies; assists teachers in offering student resume writing; organizes experiences with applications and simulated interviews: promotes policies that ensure a safe, positive environment; involves parents in the growth, development, and decisions of their children in career planning; coordinates parenting sessions; and, follows the student in a sequential process.

Peer Counselling

Many schools use student as peer career counsellors to help students. Limoges and colleagues (1992) have listed the functions of the peer career counsellors as:
1 Help a fellow student to identity his/her needs or request for help; 2 Refer the student to the school counsellor if necessary;
3 Help to maintain the career choices already made;
4 Help to integrate information already available to the student;
5 Help students to explore themselves or their environment for the purpose of decision-making; and,
6 Help the student to use educational and career information.

Peer counsellors are usually selected. trained and supervised by the school counsellor.

Peer Tutoring

A number of educational institutions have also implemented a peer tutoring service to provide first-year students with content-related assistance from senior students who have excelled in their subject area. Three principles generally guide the peer tutoring service: tutors help students achieve academic and personal success; tutors can make a vital difference and have the potential for significant impact on the student; and, tutors must be professional in their approach to both the administrative and the practical aspects of tutoring.

Counsellor Time Allocations

Every counsellor has a worrisome problem of how much time to allocate to each of the four components. It is worrisome from the perspective of two points of view: frequently the counsellor becomes aware of the depth of some problems underlying career indecision, poor study habits, vandalism, drug use, and absenteeism, and feels a responsibility to counsel these students. On the other hand the policy makers often underestimate the pervasiveness of these problems and accuse the counsellor of ignoring the other components of the guidance service. For these reasons it is important that policy makers, administrators, and counsellors negotiate target allocations of the counsellors' time.

There are no standard norms for time allocation but Gysbers and Henderson (19X8) reported the results of two school districts which established desired time appropriations for the guidance program balance. Both school districts allocated 30% of counsellor time to each of Individual Planning and Responsive Services. In the case of the Guidance Curriculum and System Support, one school district allocated 25% and 15% respectively, and the other school district did just the opposite.

While such examples are useful, each school and school district must make its own allocations depending upon the guidance program and the number of counsellors and other resources - including the availability of community resources to assist with responsive or other services.

Time allocation in post-secondary institutions will be different, partly because few implement the curriculum approach to guidance, and partly because they offer individual counselling and guidance to "non-students" who are trying to determine their own career directions. The numbers of adults who receive such guidance and counselling sometimes numbers in the thousands, and some institutions charge a fee to the non-students for this service. Considering the numbers involved it might be advisable for these institutions to offer a career guidance curriculum in their extension course program.

EXTERNALRELATIONS

Marketing of Guidance

Counsellors are often dismayed by the apparent misconceptions, even by their colleagues, of the work that they do - particularly as it relates to Responsive Services and Individual Planning. As a result, counselling often does not get the support it deserves, has unrealistic expectations placed upon it, or is construed as a form of discipline or punishment. It is necessary, therefore, to ensure that all appropriate people have a clear understanding of what counselling is and what it can and cannot do.

It is important that the counsellor have a brief written description of the services offered, and the outcomes to be expected from guidance. The preparation of such a paper can be very helpful in making sure that all counsellors have a common understanding of their "mission" in the school. Such a paper can be used to advantage with professional staff, students and parents, alike. It is effective to have a round table discussion of such a paper with the other teachers so that they understand and can make appropriate references and referrals to counselling or guidance.

Every counselling service should have a well-prepared formal presentation that it can make on its counselling service. The length of the presentation should be variable (i.e. it can be given in versions from 5 to 30 minutes depending upon the situation) but the initial planning should be for a presentation of twenty minutes. That is, perhaps, an ideal length of time for such a presentation.

Gysbers and Henderson (1988) assert that public relations program planning is not different from the planning used in the rest of the guidance program improvement process. You need to know where you are: perform a "current assessment" - in this case, the perception survey. You need to know where you want to go - the "desired" end - in this case. the established goals for the public relations program. And, you need to know how you are going to get there; establish your plan of action that includes the public relations objectives and strategies to be accomplished and the time frame involved.

To be systematic, public relations activities are installed as an ongoing part of the program's overall improvement and management procedures. Public relations activities that are not related in this integrated fashion to the total program may be superficial and, as a result, may not have sufficient impact. Thus careful attention to the planning is important.

To develop a plan for public relations, consider these steps:

I   Establish goals for your public relations efforts for example, for program consumers to be informed about, understand, and be supportive of the comprehensive program;
2   Identify the target populations for your public relations efforts; for example, student teachers, parents, administrators, referral agency personnel, community representatives/leaders:
3   Find out what these publics think about what you are doing and what they think you should be doing: for example, the specific data gathered in the current program perception survey should tell you this;
4   Establish specific objectives for each subgroup; for example, to inform all parents about the program,to gain support from some parents for the program;
5   Identify the resources available to assist in your efforts; for example, "Meet your counsellor" pamphlet, newsletters and programs of parents' groups, daytime radio talk shows, and school communiques;
6   Consider the relevant impact each resource may have on the target population; for example, inviting parent association leaders to sit on the advisory committee provides them an opportunity to fulfil their leadership/representative role, and if advice is taken, their support for the program has been enlisted;

7 Translate these resources into strategies to be used. Where possible use the already existing resources that have demonstrated effectiveness for reaching the target population, for example, the Administrators' Association newsletter to communicate with administrators. Where none exists, creating unique resources such as guidance department newsletters or "Counsellor Corner" columns in the local newspaper is to be considered;

8 Outline the steps that will be taken in the development of these strategies and relate them to the overall plan;

9 Assign a person to be responsible for the activities; and, 10 Establish a time frame.

Partnerships

Increasingly schools and businesses are forming partnerships in many communities to enhance the education and training of students. This practice has been common in vocational and technical education for decades, but the new enthusiasm on the part of both education and business for partnerships has added some new dimensions that are very applicable to technical and vocational education.

While employers are often pleased to provide work experience and some training at their establishments they also want to have an influence on the educational process of the schools. Corporate objectives for partnership may include: seeking to improve the learning environment in ways that can be measured; changes that are beneficial should become institutionalized; attention must be paid to the causes of any problems being dealt with and not just symptomatic solutions; teachers should benefit professionally from the partnerships; and, administrators and even parents should be involved wherever appropriate in addition to the students and teachers.

Typical activities with which the companies become involved include:

In-class participation. Employees of the firms assist with certain instructional and tutoring tasks.

Mentoring. Company volunteers work with students as mentors on technical projects at the mentor's work site. (The volunteers may be required to attend a one-day orientation on the educational system.)

Summer institute for teachers with monthly in-service components during the school year.

Promotion

The school should choose the promotional strategies that seem to be best suited for the type of community and the mission of the program. Van Zandt, Perry and Brawley (1992) listed several of the many methods for promoting programs such as the Portfolio:

Flyers and brochures - an excellent way to develop a planned message, augmented by graphics, that can be distributed to different interest groups;

Bulletin Boards - In highly visible areas of the school, bulletin boards can become a central focus to the messages. Eye-catching designs and catchy phrases are important for drawing students' attention to the message being conveyed;

Feature articles in school newspapers. Student newspapers are always in need of articles that feature special programs. An article can illustrate how faculty, students, parents, and the community are working together to help empower students for life's major decisions. In fact, each aspect of the guidance program could be highlighted in a series of feature articles;

Feature articles in local newspapers. If it works in the school, the local newspaper may want to hear about it, too. Most newspapers have education editors who welcome input from the schools;

Public Service Announcements. Public television and radio stations often run announcements that invite community participation. Schools attempting to enlist the help of parents and members of the community should find this resource to be valuable;

Community programming on local cable TV stations. Local stations are interested in running feature programs on special projects in the schools. There should he plenty of footage available for demonstrating aspects of the school guidance program;

Bumper stickers and T-shirts. Actually. any item that will spread the word about a guidance project can be used. Simple logos with the name of the project next to them can he transferred to items such as pens, pencils, pennants, gummed labels, notebook covers, and mugs, to name a few of the other speciality items that give visible attention to the main theme or the project:

Videos. Students faculty, and community members can collaborate to create a promotional video that explains the development of a guidance project, how it will be implemented, and the types of community linkages that will be a part of the program. Such a video can be a part of classroom orientations or may be used for meetings with local service clubs;

Information nights or public forums. By giving the public an opportunity to hear about the program and to offer input and ask questions, much can he done to minimize misinterpretation of the program and related activities:

quest speakers bureau. Presentations to civic, community and professional groups can promote understanding and support or assist in procuring necessary resources for the project.

PROGRAMEVACUATION

There is a growing expectation that all social agencies, including education, must be accountable for their services and programs. Therefore it is important that an area such as guidance and counselling develop appropriate measures for assessing the service.

Herr and Cramer (1988) have suggested some considerations that might be very appropriate in the development of a guidance curriculum:

1 consider what knowledge,skills, attitudes and experience are appropriate to educational and vocational guidance and should be achieved by all students by the school leaving age;

2 consider which aspects of the identified knowledge, skills, attitudes and 2 experiences are most appropriate for each specific age range;

3 consider the ways in which the identified knowledge, skills, attitudes and experiences could be grouped to form objectives;

4 consider at each specific age range:

   a   which of the possible objectives could be effectively reflected in the attainment targets of foundation subjects;

   b   which of the remaining objectives might usefully be linked with objectives in one or more of the other identified components of personal and social education;

   c   which objectives represent an irreducible core. which needs to be addressed separately within a discrete careers education program;

5 consider the formal and informal procedures which could be used to assess the objectives. There are a variety of methods available to teachers, including the use of regular constructive discussions between teachers and students, the use of project work, the involvement of adults other than teachers, the use of work experience schemes, and work shadowing projects, and the views of students and their parents;

6 consider the use of career guidance records for all students, including records of achievement. These could provide a focus for personal, educational and vocational guidance and contribute significantly to the assessment of student's development. Record systems in guidance should be compatible with any school policy on record-keeping.

Program Standards

Gysbers and Henderson (1988) propose the following criteria for the four components of the guidance program:

I.   Guidance Curriculum

1 *All* students are assisted in a systematic way to develop knowledge, understanding, and skills identified as necessary to enhance their personal, social, career, and educational development.

2 Developmentally appropriate student outcomes are specified for each grade level.

3 Outcome selection is based on an assessment of student needs for guidance instruction.

4 The guidance curriculum is taught to class-sized groups of students.

5 Teachers are augmenting guidance instruction by infusing guidance curricula into their regular curriculum.

6 Guidance lessons are taught, upon teacher request, in conjunction with the teachers' goals for a particular unit/subject.

7 The facilities and equipment used to conduct guidance curriculum activities are adequate.

8 Sufficient materials are available to support the guidance curriculum.

9 Student Earnings from particular lessons/units are assessed systematically.

10 Effectiveness of the guidance curriculum provided for each grade level is evaluated annually.

II Individual Planning

1 *All* students are provided information and are assisted in applying the skills necessary to make plans and to take the next appropriate steps toward their established goals.

2 The priority for the component, as indicated by the time spent by the counsellor(s) and the activities provided, is to assist students to successfully complete their education.

3 Individual planning activities are preceded by pertinent guidance instruction.

4 There is a systematic approach to helping students use their educational opportunities in school well through an effective orientation program.

5 There is a systematic approach to helping students plan/prepare for personally satisfying and socially useful lives by helping them make appropriate educational plans.

6 There is a systematic approach to helping students make wise choices during preregistration, including helping them be aware of their possible choices.

7 There is a systematic approach to helping students understand and respect themselves through effective interpretation of test results.

8 There is a systematic approach to helping students plan/prepare for personally satisfying/socially useful lives through career/vocational planning.

9 Individual planning activities are implemented through effective use of: large groups; class-sized groups; small groups; and, individual conferences

10 Accurate and attractive printed information is distributed to support the individual planning efforts of students and their parents.

11 The facilities and equipment available for conducting individual planning activities are adequate.

12 The materials available to support implementation of the individual planning activities are effective.

13 Student learnings resulting from individual planning activities for each grade level are assessed regularly.

14 The effectiveness of the individual planning system activities for each grade level is evaluated annually.

III Responsive Services

1 Students in need are assisted in solving immediate problems that interfere with their healthy personal, social, career, and/or educational development.

2 A balance of service is maintained for students with preventive and remedial level needs.

3 There is a systematic provision of responsive services as follows: group counselling; individual counselling; staff consultation; parent consultation; and, referral to other specialists.

4 Services are provided on the basis of assessed student needs.

5 The guidance departments maintains an adequate list of referral resources.

6 Counsellors are readily accessible to students with problems.

7 The facilities and equipment available for conducting responsive services are adequate.

8 The materials available to support implementation of the responsive service activities are effective. f

9 Student growth resulting from responsive services activities is assessed regularly.

10 The effectiveness of the responsive services activities is evaluated annually.

IV System Support

1   Administrative procedures encourage appropriate use of the counsellor(s)' special skills.
2   Counsellor involvement in non-guidance and counselling activities is streamlined.
3   On-campus communication mechanisms are established which facilitate collaboration between the guidance department and administration.
4   On-campus communication mechanisms are established which facilitate collaboration between the guidance department and the instructional departments.
5   Counsellor(s) is/are encouraged to utilize professional growth opportunities.
6   Guidance department paraprofessional staff provide needed support to counselling staff
7   Time is provided for guidance program/activity planning and evaluation.
8   A reasonable budget is appropriated to the guidance department by the campus administration.
9   Facilities and equipment are available and adequate for effective implementation of the program.
10 Counsellor(s) is/are provided sufficient access to students so that time is available to implement effective guidance and counselling activities.
11 Opportunities are provided and taken for counsellor(s) to explain the guidance and counselling program to the staff.
12 Opportunities are provided and taken for counsellor(s) to explain the guidance and counselling program to the community.

COMPETENCIES OF COUNSELLORS

The National Occupational Information Coordinating Committee (1989) has developed the following counsellor competencies.

Counselling
- Knowledge of developmental issues students address throughout the life span.
- Knowledge of counselling and career development theories and techniques.
- Knowledge of decision-making and transition models.
- Knowledge of role relationships to facilitate personal, family, and career development.
- Knowledge of different cultures to interact effectively with all populations.
- Skills to build productive relationships with students.
- Skills to use appropriate individual and group counselling techniques to assist students with career decisions and career development concerns.
- Skills to assist students in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
- Skills to assist students in changing biased attitudes that stereotype others by gender, race, age, and culture
- Skills to assist students in understanding the relationship between interpersonal skills and success in the workplace.
- Skills to assist students in continually reassessing their goals, values, interests, and career decisions.
- Skills to assist students in preparing for multiple roles throughout their lives.

Information
- Knowledge of changes taking place in the economy, society and job market.
- Knowledge of education, training, employment trends, labour market, and career resources.
- Knowledge of basic concepts related to career counselling such as career development career progression, and career patterns.
- Knowledge of the changing gender roles and how these impact on work, family, and leisure.
- Knowledge of employment information and career planning materials.
- Knowledge of employment-related requirements such as labour laws, licensing, credentialing, and certification.

- Knowledge of referral services or agencies for job, financial, social and personal service.
- Knowledge of legislation that may influence career development programs.
- Skills to use career development resources and techniques designed for specific groups.
- Skills to use computer-based career information systems.

Individual and Group Assessment
- Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personality.
- Skills to identify assessment resources appropriate for specific situations and populations.
- Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age and ethnicity can be determined.
- Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration
- Knowledge of program designs that can be used in organizing career development programs.
- Knowledge of needs assessment techniques and practices.
- Knowledge of management concepts, leadership styles, and techniques to implement change.
- Skills to assess the effectiveness of career development programs.
- Skills to prepare proposals, budgets, and timelines for career development programs.
- Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.

Implementation
- Knowledge of program adoption and planned strategies.
- Knowledge of barriers affecting the implementation of career development programs.

- Skills to implement individual and group programs in a variety of areas such as assessment, decision making, job seeking, career information and career counselling.
- Skills to implement public relations efforts which promote career development activities and services.
- Skills to establish linkages with community-based organizations.

Consultation
- Knowledge of consulting strategies and consulting models.
- Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.
- Skills to consult with influential parties such as employers, community groups and the general public.
- Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.

Specific Populations
- Knowledge of differing cultural values and their relationship to work values.
- Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons.
- Knowledge of alternative approaches to career planning needs for students with specific needs.

TRAINING OF COUNSELLORS

In order to prepare counsellors to develop and implement programs of educational and vocational guidance, training programs need to be reexamined. Jepsen (1992) has reported that most school counsellors need to be trained to implement the following five functions:

Career Counselling: School counsellors must be trained (a) to understand students' thoughts and feelings about their current experiences and plans for the future, (b) to communicate that understanding, and (c) to provide appropriate interpersonal support and challenge. Counsellors must be prepared to help students achieve a deeper understanding of themselves and the situations they face, clarify personal goals and implement plans to

achieve their goals. Counsellors also help students examine how their own personal characteristics (e.g., values, aptitudes, socioeconomic status, hopes, ethnicity, race, sex) may affect their options and life roles. Increasingly, career counselling involves helping students understand the interrelatedness of the various parts of their lives. Within a developmental guidance framework, counsellors are able to take leadership for the systematic career development program. Counselling requires adapting responses to the particular needs of individual students. The school counsellor must be trained in the special tools to aid in counselling including standardized tests and inventories, workbooks, small group activities and computer-assisted guidance programs. Counselling may be implemented with individual students or in small groups.

Provide Access to Information: School counsellors need: to be trained in the sources of information about the educational and training system, the labour market structure, employment trends, and in interpreting the information in relation to their student's own decisions. Counsellors need training in utilizing information sources such as computer-assisted career information systems, libraries, audio-visual materials, field trips, job shadowing, mentors and role models, and personal contacts. Finally, counsellors need to be able to teach others to access and use information for their own career self-management.

Instruction: School counsellors need to learn group processes and developmental person-centred teaching to teach guidance courses in the classroom, including instructing and/or coaching students in the skills associated with presenting themselves effectively to employers or training programs. The counsellor must be prepared to educate students about the local job market and hiring practice, and train them in the appropriate skills, such as job searches and applications, required for moving into full-time employment.

Program Development and Management: As counsellors move away from traditional one-to-one counselling toward more systematic comprehensive career guidance programs, they will need skills for creating, managing, implementing, and evaluating these programs. If counsellors are going to coordinate the career development program, they will need such skills and

knowledge as the following: imaging the future of their organizational setting; conceptualizing and planning programs; conducting status assessment and needs assessment; developing implementation strategies; acquiring program management, leadership, and evaluation skills; acquiring knowledge of the change process and organizational dynamics;: and acquiring knowledge of educational reform.

Consultation: The training of school counsellors must prepare them to consult with parents, teachers, work experience coordinators and others who can be helpful to the student in their academic, social and career development. School counsellors establish collaborative relationships with people in key positions within and outside the school who can provide support, mentoring, and information for the student not bound to post-secondary education. Through formal and informal conferences, the counsellor is careful to elicit assistance from others on behalf of the student's welfare. When appropriate services are available outside the school the counsellor informs the student and makes a referral.

Advocacy: School counsellors advocate to local training and employment policy makers on behalf of the school leavers' career needs and special characteristics. Since many of these students may be poor, ethnic minorities, outside the opportunity structure, counsellors share a special opportunity to be creative in their advocacy efforts. Systems interventions may be necessary along with individual and group counselling and school-community partnerships. Counsellors have a unique perspective on the students individually and as a group and are in a position to communicate this carefully to appropriate decision makers. The training in presentation and negotiation skills for this function is very important. As more and more women and other populations are encouraged to enter technical and vocational education, the counsellor has the responsibility to understand their special needs and to ensure that other members of the school accept and adapt their educational practices as may be appropriate. Similarly, with greater attention to drop-out prevention it is incumbent upon the counsellors to understand reasons for dropping out and to appropriately institute preventative measures with teachers, administration and parents.

THE VOCATIONALDEVELOPMENT OF GIRLS AND WOMEN

The stereotype of mathematics and science as boy's subjects is still prevalent and influences the choices of far too many girls. This belief is readily reinforced whenever a girl has a problem with those subjects in school - they have a readily accepted excuse for not doing well because girls are not believed to be scientific or mathematical. There has been an unacceptably high dropout rate from mathematics and the physical sciences on the part of female students.

This consideration in the career development of females has focused attention on the extent to which stereotypes and roles shape the vocational development of both sexes. The roles that we enact and the role choices that we make either freely or through social tradition have significant consequences in shaping our experiences and personalities: they define the behaviour expected of us by others; they are the major source of our feelings about ourselves; and, they expose us to experiences that can affect our later attitudes.

Astin (l985) noted that the structure of opportunity has undergone dramatic changes for women including: equity, labour force participation, portrayal of women in the mass media as successful and independent, increased longevity, increased divorce, non traditional occupations now open, reproductive technology that makes it safe to postpone children, codification of women's rights - equity, abuse, harassment, and changes in the economy have, on occasion, reduced the barriers women faced in the labour market.

Astin concluded that there were four factors that affected both males and females:

MOTIVATION in the form of three primary needs (for survival, pleasure, and contribution) which are the same for both sexes. Work which is defined as activity directed to produce or accomplish something, and which can take the form of paid employment, volunteer work, or family work has the capacity to satisfy these needs.

SEX ROLE SOCIALIZATION, whereby social norms and values areinculcated through family, play, school and early work experiences. In the process of satisfying the three needs through these childhood activities, the individual develops certain experiences that directly influence career choice and work behaviour.

THE STRUCTURE OF OPPORTUNITY, which includes economic conditions, the family structure, the job market, the occupational structure, and other environment factors that are influenced by scientific discoveries, technological advances, historical events and social intellectual movements.

WORK EXPECTATIONS, including perceptions of one's capabilities and strengths, the options available, and the kinds of work that can best satisfy one's needs. The individual's expectations are initially set by the socialization process and by early perceptions of the structure of opportunity. They can be modified, however, as the structure of opportunity changes.

This model assumes that work motivations are the same for women as for men. Their work expectations, and hence, their work outcomes in the form of career choice and occupational behaviour, tend to differ, however, because of sex-role socialization which rewarded and reinforced gender-differentiated behaviours and because the structure of opportunity for men and women differs. Because of recent trends that directly affect women, giving them greater freedom to choose a wider range of options, the opportunity structure is becoming more equalized. Such developments help to explain in part recent changes in the labour participation and career choices of women.

Zunker (1990), in summarizing the current status of career counselling of women concluded: Women are rearranging their career priorities and are looking beyond the traditional feminine working roles. However, even though women are being given greater opportunities to expand their career choices, barriers in the working world still exist. The emerging trend towards equalization suggests specially designed career counselling programs for women.

The family stereotype of a home-making mother and a bread-winning father is no longer typical. In greater numbers women are assuming a dual role of

homemaker and worker. Men are increasingly assuming a greater share of home and family responsibilities, but the gap is still very significant. Managing both roles has created conflicts especially for women in meeting their own individual needs. Career counselling approaches should be androgynous; that is, free of sex-role stereotyping.

Developmental components for girls prepare them for career-related events that are highly probable during their lifespans. Counselling components can assist girls in overcoming sex-role stereotyping, and may include identifying successful career women as role models and mentors. Issues of sex bias and sex fairness of interest assessment are indeed complex, and involve numerous technical problems such as test item development and norm references as well as issues concerning societal changes. Guidelines developed for sex fairness in career interest inventories primarily encourage both sexes to consider all career and educational opportunities.

Gender Issues and Equip,

It is important that counsellors and teachers be aware of gender role socialization and gender inequities and their possible negative impact on career options and development of both sexes. Of special concern are helping girls and boys make non traditional choices; that is, choices from which they have been excluded in the past on the basis of gender, race, class or disability. Women and minorities have been greatly under-represented in most of the high skill/high wage occupations. Counsellors need to be advocates for opening opportunities previously denied.

Counsellors must:

1 Provide gender-fair, multicultural and disability sensitive counselling; including examination of counsellors own attitudes;
2 Re-evaluate assessment instruments and their own use;
3 Develop gender-fair culturally sensitive career development programs;
4 Assure accurate information;
5 Encourage risk-taking;
6 Encourage non-traditional choices;
7 Advocate school policy change;

8 Provide activities to enhance self-efficacy; and

9 Develop a sense of agency so students believe that they can have more control over their lives.

Guidelines for Career Counselling of Girls and Women

This section was prepared by **Valerie Ward** and **Lynne Bezanson** of the *Canadian Guidance and Counselling Foundation*

Career counselling includes services and programs designed to facilitate individuals' development and their ability to make optimal choices regarding their roles in occupational, familial and social structures. Responsible professional practice requires counsellors to be knowledgeable about the effects of gender in human development and to apply such knowledge in career counselling with girls and women. To ensure responsible professional practice, jurisdictions must require all individuals involved in career counselling with girls and women to adhere to the following Guidelines:

1 Counselors are aware of the assumptions underlying various theoretical approaches to the practice of career counselling and recognize that such theories may apply differently to women and men. Counsellors continue to examine theoretical bases and assumptions underlying their practice to ensure that they utilize theories and models which are free of sex bias and sex role stereotypes and promote the realization of full potential by girls and women.

2 Counsellors ascribe no preconceived limitations on the direction or nature of potential changes or goals in counselling with women. In particular, counsellors ensure that career choice is an open process and that no individual is limited by gender - or by race, age, disability, ethnicity, sexual orientation or religion - from the exploration of any career option.

3 Recognizing that the use of male terms as gender-neutral reflects bias against women, counsellors use inclusive and gender-fair language in all oral and written communication and ensure that resources used to assist clients with decision-making are gender-fair. As an extension of this

principle, counsellors also avoid the use of generic adjectives to describe women with handicaps (e.g., blind, deaf, and so forth) in order to avoid excessive focus on the disability; descriptive phases (e.g., women with visual handicaps) are used as a much-preferred alternative to the more generic adjectives.

4   Counsellors are knowledgeable about support services available to women (e.g., child care, legal aid, health care, transportation, emergency services) and assist clients in accessing community resources which are suited to their needs. Where significant gaps are identified in support services available to women, counsellors may initiate or act as catalysts for the development of such support systems in their communities.

5   Counsellors continue throughout their professional careers to gain knowledge and awareness of social biological and psychological influences on female development in general and their career development in particular. As part of their ongoing professional development, counsellors continue to inform themselves about specific issues which may have an impact on the career decision-making of girls/women, e.g., balancing vocational and family roles, issues related to training and employment of women in non-traditional occupations, family violence, sexual harassment and sexual assault, as well as acquiring knowledge which is relevant to counselling particular sub-groups, such as women with disabilities, women who are culturally different, long-term welfare recipients, and female offenders.

6   Counsellors understand that the source of client difficulties often rests not only in the woman herself but also in situational or cultural factors which limit her concept of self, her aspirations and the opportunities available to her. Counsellors recognize and are sensitive to the impact of stereotyping, prejudice and discrimination on the basis of gender - as well as race, age, disability, ethnicity, sexual orientation and religion and work to counteract the negative effects of such attitudes and actions.

7   Counsellors are aware of and continually review their own values and biases and the effects of these on their female clients. Counsellors assess and monitor their own activities to ensure gender-fair practices, as well

as participate in professionaldevelopment programs, consultationand/or supervision to assist in identifying and working through personal biases and issues which have a limiting effect on their work with female clients.

8   Counsellors support the elimination of sex bias within institutions and individuals, by promoting fair and equal treatment of all individuals through services, programs, theories, practices and treatment of colleagues and clients which recognize the full potential of each.

9   Recognizing that there are circumstances where clients will have a preference for a same- or opposite-sex counsellor, whenever possible, clients will be given the opportunity to choose the counsellor with whom they will work.

REFERENCES

Austin, Helen S., 1985, The Meaning of Work in Women's Lives:A Sociopsychological Model of Career Choice and Work Behavior, The Counselling Psychologist, 12:4 p.117-126.

Azrin, Nathan H., and Besalel, Victoria A, 198(), A Job Club Counsellor's Manual: a Behavioral Approach to Vocational Counselling University Park Press, Baltimore,

Bessert, Carol, Crazier, Sharon D., and Violato, Claudio,1988, Strategies for Career and Life Management, Edmonton, Weigl,

California State Department of Education, School Climate and Student Support Services Unit, (1987) Program Quality Reviews for Guidance and Counselling

CareerWare. Choices, ISM Corporation, Ottawa,

Davison, Catherine V., and Tippett, L. Glen, 1977, Creating a Career: Career Planning and Job Search Workbook, Ottawa-Hull, Employment and Immigration,

Davison, Catherine V., and Tippett L. Glen, 1977, Creating a Career: Instructor's Manual, Ottawa-Hull, Employment and Immigration,

Engel, E., Castille, R., and Neely, J., (1978, March) Why have a traumatic time creating an accountable developmental guidance program when somebody else already had that particular nervous breakdown? Paper presented to the convention of the American Personnel and Guidance Association, Washington, DC.

Gysbers, Norman C., and Henderson, Patricia, 1988, Developing and Managing Your School Guidance Program, AACD,

Herr, Edwin L., and Cramer, Stanley H., 1988, Career Guidance and Counseling Through the Life Span, Glenview, Scott Foresman,

Jenschke, Bernhard, 1988, Vocational Guidance - A Vital Aspect for the Advancement of Technical and Vocational Education, <u>Educational and Vocational Guidance Bulletin,</u> 64-67, 48!1988

Jepsen, David, and others, 1992, <u>The School Counselor and Comprehensive Programs for Work-Bound Youth,</u> American Counseling Association, Alexandria.

Krumboltz, J. D., 1983, <u>Private Rules and Career Decision Making,</u> Columbus, National Center for Research in Vocational Education, Ohio State University,

Limoges, Jacques, Monast, Louise, Robert, Andree, and Gosselin, Jean,1992, <u>Training Peer Career Counsellors, The Trainer's Manual,</u> Editions du CRP, Faculté d 'education, Universite de Sherbrooke , Sherbrooke , Canada ,

Manchester City Council Education Committee September, 1991, <u>Work Experience:The Future</u>

Mills, Arthur F., 1987, <u>Counsellor's Manual for the Job Finding Club,</u> Ottawa, Canada Employment and Immigration Commission,

Mitchell A. M. and Gysbers, N.C. (l978) Comprehensive School Guidance and Counselling programs. In <u>The Status of Guidance and counselling in the nation's SchooLs</u> (pp 23-39) Washington, D.C., American Personnel and Guidance Association.

Myrick (1987) <u>Developmental Guidance and Counseling A Practical Approach,</u> Minneapolis, Educational Media,

National Occupational Coordinating Committee, 1989, <u>National Career Development Guidelines,</u> Washington, D.C.,

Ontario Ministry of Education, <u>Guidance 84,</u> Toronto, 1984

Super, Donald E. Assessment in Career Guidance: Toward Truly Developmental Counselling, <u>Personnel and Guidance Journal,</u> May 1983, p.555-562

Super, Donald E. et al, 1974, <u>Measuring Vocational Maturity for Counselling and Evaluation</u>, Washington DC, American Personnel and Guidance Association,

Thoresen, Carl E.. and Ewart. Craig K., Behavioral Self-Control and Career Development, in Whiteley, John M., and Resnikolf, Arthur, <u>Career Counseling</u> Brooks/Cole. Monterey California, 1978.

Van Zandt, C.E.(Zark), Perry, Nancy S., and Brawley Kay T., 1992, <u>Get</u> A <u>Life Your Personal Planning Portfolio tor Career Development, Facilitator's Manual,</u> American School Counsellors Association,

Walz, Garry, Bleuer, Jeanne C., and Maze, Marilyn, 1989, <u>Counseling Software Guide,</u> American Association for Counseling and Development, Alexandria.

Zunker, Vernon G., 199t), <u>Career Counselling:Applied Concepts of Life Planning</u> Pacific Grove, Brooks/Cole