Career Exploration Group

TI 011 - Thematic

By

Kathleen H. Staley

The Clearinghouse for Structured/Thematic Groups & Innovative Programs
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Career Exploration Group
Kathleen H. Staley

This is a 4-session structured group that introduces participants to decision-making, self-assessment of interests, generation of job options that fit one's skills and interests, and integration of interests, abilities, and values into one's career choice. Holland's Theory of Vocational Development is used. The group is presented as only one step in the process; additional research resources are emphasized and an introduction to the Career Center is provided to encourage further exploration. The 45-page manual includes handouts, session report, and facilitator's journal.

GOALS: To introduce students to the world of work; to encourage use of a decision-making process for academic major or career choice; to explore interests, abilities, and values for better self-understanding and better "fit" with one's career choice

TARGET: College students, particularly those uncertain of their major or career choice

LENGTH: Four sessions, 1.5 hours each

SIZE: 8 - 10 maximum

COST: $6.00 Make checks payable to: The University of Texas at Austin. Payment must accompany order. The University does not accept purchase orders for Clearinghouse materials.

ORDER ADDRESS: The Clearinghouse, The University of Texas, 100A West Dean Keeton St. Austin, TX 78712-5731.
Program Book

Table of Contents

I. Overview of program: Purpose, Target, Method
II. Goals and Objectives
III. Content of Sessions and Handouts
IV. Evaluation
V. Additional Information
   A. Training Procedures
   B. Advertising
   C. Screening/Selection
   D. Other agencies involved
IV. Suggested Modifications
VII. Background Readings
VIII. Update Log
I. Overview of Program: Purpose, Target and Method

The Career Exploration Groups were developed by the University Counseling Service and the Career Services and Placement Center (CSPC) to help students better explore possible academic majors or future career directions. They are small (8-10 participants), structured groups that meet for 1½ hours per week for 4 weeks. Students who are undecided or uncertain about a college major or occupation are helped to explore such factors as personal interests, abilities, values, and information about the world of work as well as how these factors relate to the decision-making process concerning career choice. The fourth session of each group is conducted in the CSPC Career Resource Center.
II. Goals and Objectives

A. CEG goals are:

1. To help students learn to understand and to use a decision-making process, especially as it relates to choice of academic major or career.

2. To help students experience and come to know themselves more accurately. Interests, abilities, and values are explored, particularly where they relate to choice of academic major or career.

3. To introduce students to the world of work.

B. The objectives of the CEG are for students to:

1. Learn to understand and to use a decision-making process—especially as it relates to the choice of academic major or career.

2. Have the experience of getting to know one's self better. The areas of interest, abilities, and values are explored, particularly where they relate to the choice of academic major or career.

3. Discuss and explore possible problems one encounters in making educational or vocational choices.

4. Become familiar with the world of work and the hundreds of career options available today by visiting the Career Resource Center.

5. Learn how to obtain job or career information.

6. Explore, narrow down, or select an academic major or career area.
III. Content of Sessions and Handouts

This section includes the CEG facilitator's manual with session by session descriptions of the activities for each meeting. The handouts are included at the end of this section.
GOALS:
1. To administer initial instruments to help in future evaluation of the group's effectiveness.
2. To communicate to the participants the goals of the Career Exploration Group.
3. To assess if the presented group goals are appropriate for each participant.
4. To provide an introductory experience to assist in group cohesiveness building.
5. To teach participants a model of general decision-making and how that model applies to any decision they will need to make including career decisions.
6. To obtain the participant's commitment to attend four group sessions.

MATERIALS NEEDED
1. Handouts for Each Participant:
   - Group Flyer
   - Evaluation Consent Form
   - Pre-Test
   - Decision-Making Process Steps
   - Career Issues Screening Questionnaire
2. Large Sheet of Paper and Color Pen for Each Participant
3. Group Attendance Sheet

ACTIVITIES
I. INTRODUCTION
   Goals and objectives need to be discussed to introduce the group to the process involved and to help participants self-select whether they should be in this group. Explain that this is an introduction to the career exploration process and it will not provide "the answer" to their questions about what they should do forever.

II. Have students complete and process the screening questionnaire entitled "Career Issues."

   Explain that the group will meet for 4 sessions, and will examine decision-making, interests, abilities, and values. In addition, one session will be devoted to use of the Career Resource Center, providing an introduction to the world of work.

Remind students—by phone or written message—of location and time of first meeting a few days in advance.

Handout: Flyer
Make certain participants are in correct group.
Check group attendance sheet.
Stress the importance of attending all 4 sessions.

Handout: Career Issues
Assess if a participant's career issues are beyond the scope of the group or if individual attention is needed.
Refer to individual counseling if necessary.
III. ADMINISTER PRETEST INSTRUMENTS

Explain voluntary nature of participation in evaluation.
Have students sign the evaluation consent form.

Handouts: Pretest Evaluation Consent Form

IV. INTRODUCTIONS

Have participants introduce themselves and give their reasons for being in the group.

OPTIONAL ACTIVITY: Name Round-Robin

To facilitate learning each other’s names. One participant begins and states his/her name. Second, the person sitting on his/her right states his/her name and the name of the preceding person. The third person in line then states the preceding two names and his/her own. An optional component to this exercise would be to combine a rhyming word, or one which begins with the same letter, to facilitate learning, e.g., Joanie Balogna or Joking Jennie.

V. DRAW-A-PICTURE EXERCISE

Introductory exercise which also facilitates initial self-examination. Have participants draw or symbolize each of the following concerning their unique self:
- interests
- values
- abilities

Give them about 5 minutes to complete this, then have each participant find a partner whose drawing intrigues him/her. Partners will then interview each other, focusing on: "What has your partner tried to convey?" "What is his/her background like?", and "What is your partner like?".

Return to the large group. Have participants introduce their partners to the group, sharing some of what they learned about that person.

Attempt to gauge where they are in the decision making process. If they say they are undecided, determine if they have some idea, no idea, or how complex they feel their decision is. Don't be hesitant to ask questions to get a good understanding of their situation.

Materials: Paper/Pen
Stress: Artistic ability will not count
Make sure participants know drawing will be shared with group.

Encourage group members to ask questions of each other. Don't be afraid to draw people out, ask questions, summarize. Look for and state similarities among participants.
Variation: Each participant can show his/her picture to the total group and group question/discussion can ensue.

VI. DECISION MAKING MODEL

This model draws primarily from work done by Krumboltz (1966). We are exploring the decision-making process in an attempt to facilitate the participant's career exploration. This process, however, is applicable, with variation, to any life decision one may encounter.

Explain the steps:

a. Formulate the Problem - define what is missing or bothering you that needs an answer or correction. What is the problem that needs a solution or answer?

b. Set Goals - once you have defined the problem, set down specific goals or steps you need to take to answer the problem.

c. Commit the Time to Do It - you have to set aside a certain amount of time in order to complete the decision-making process. Make a commitment to yourself (or perhaps to a friend, teacher, etc.) that you will see this process through in order to answer the question posed initially.

d. Know Yourself - you need information on you, especially on your interests (what do you like to do?), abilities (what can you do?), and values (what is important to you?). Knowing yourself is one of the crucial first steps in any decision-making process.

e. Generate Alternatives - what are possible alternative actions you can take to make your decision? Select several that will be compatible with your interests, abilities, and values.

WAYS TO THINK ABOUT DECISION-MAKING.

- As a process
- Providing a MODEL for satisfactory decisions now, but especially in the future (don't want a final one-time-only decision)
- Improving with practice
- Decision-making for career needs to be:
  - long-range
  - ongoing
- Decision making increases freedom and control over our own lives.

Handouts: Decision-Making Model

Give examples of the various decisions and steps; perhaps use examples from your own life process.
f. Collect Information about the Alternatives - find out more about the alternatives you generated. Read, write for information, interview people, explore the media to get this information.

g. Estimate the Consequences and the Risks for each Alternative - what would happen to you or to those close to you if you selected Alternative A? How much would it cost—in money, time, safety, freedom, etc.? What risks are involved?

h. Re-evaluate the Alternatives - you have the information on the alternatives and have considered the consequences. How does each alternative look now in this light?

i. Develop a Plan to Tentatively Select One of the Alternatives - write down the steps and procedures necessary to implement the alternatives. What needs to be done? When?

j. Implement the Plan - put the selected alternative into action.

k. Evaluate the Plan - is it working for you? Or are there problems and a need for revision? At this point, if the plan is satisfactory to you, you will probably wish to continue in it. If not, you will need to return to an earlier step in the decision-making process. Identify where your problem lies and return to the appropriate step. Do you need more self information? Do you need to generate more alternatives or can you select another already generated alternative?

OPTIONAL: Decision Making Styles

Have participants talk about how they chose to come to The University of Iowa. How do they make decisions generally (impulsively; laboring long hours over them; or avoiding making decisions??). Do they find it difficult to make decisions? What type of decisions are hardest? easiest? What risks or fears are involved in making decisions??

VII. INTEREST (Introduction)

Have the group define interest:
what we pay attention to
have feelings for
pursue
spend time engaged in
like to do

Have participants begin exploring what they like to do (interests) and what they do not like to do (non-interests). If there is time, participants may want to use two columns on a piece of paper to list "interests" and "non-interests."

Homework:
From decision-making model:
- determine own problem and set goals to accomplish during group
- Continue thinking about interests and non-interests.
SESSION II

GOALS:

1. To have the participants define, identify, and explore a variety of their interests.
2. To have the participants define, identify, and explore a variety of their abilities.

MATERIALS NEEDED:

Handout: Holland's Personality Traits
Self-evaluation of abilities

ACTIVITIES

I. REVIEW OF INTERESTS

Summarize briefly the discussion/definition of interests from the previous session.

Ways to define interests:
what we pay attention to,
have feelings for,
pursue,
spend time engaged in what we like to do.

II. "FIRST DAY AT WORK" EXERCISE

Explain to participants that they are to pretend that this is their first day on a new job. It is to be an orientation day—a time in which they will be able to get acquainted with their total work environment.

They are to further imagine being taken into a large six-sided room. In each corner are people performing specific types of work. The six different corners correspond to the six environments that Holland has described.

Each participant is to select the corner which is of greatest interest to him/her, the corner whose people and work he/she is most drawn to, would feel most comfortable in, and would most enjoy doing that kind of work. Write down the letter representing that corner. Repeat this process for the second and third most interesting corners. Participants will end up with a three letter Holland code.

Handout distributed at end of first day at work exercise:
Holland's Personality Traits. Are participants supervised at Holland code? Process if code is accurate for each person.
III. SUMMARIZE HOLLAND'S THEORY

- There are six work environment types and six corresponding personality types.
- Define the six types and how they fit into the hexagon.
- Types that are closer on the hexagon are more similar; those farther apart are more different.
- Each person, each work environment is a combination of types.
- Our goal is to find a work environment that will match your unique combination of interests as evidenced in your code.

IV. GENERATE JOB OPTIONS FOR EACH PARTICIPANT'S CODE

Take 15-20 minutes to generate job lists which would enable participants to realize the interests which they have described with their 3-letter Holland code. Try to generate at least 3 jobs for each participant if possible.

Encourage group participation.
Be creative and brainstorm!!
Optional: you may use Occupational Finders from Holland for assistance.

V. DISCUSSION OF ABILITIES

Presentation: How to Analyze your Abilities--A Model

Your ability to perform a task will depend on your genetic makeup, past experience, situational opportunities and constraints, and your present motivation to do the task. The threshold model can be conceptualized as follows:

<table>
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<th>MOTIVATION</th>
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<tr>
<td>SITUATIONAL</td>
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<td>(opportunities &amp; constraints)</td>
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<tr>
<td>PAST EXPERIENCE</td>
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<tr>
<td>GENETIC MAKE-UP</td>
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</table>
Definitions:

Motivation: Motivation has to do with how hard, how often, and how consistently one tries to do a task. If you are not doing well in a given situation that you want to do well in and have eliminated as causes the genetic factors, learning deficits and situational constraints, it is likely that you are not trying hard enough.

Situational opportunities and constraints: One's environment often contains opportunities for self-growth or development and constraints that limit or prevent other areas of self-growth or development. There are two points of view that a person can take when examining his or her environment: (1) Select the opportunities to develop one's environment offers, or (2) Change environments to obtain the opportunities for growth that one desires.

Past Experience: All that a person has experienced and learned up to the present. Past experience can limit a person's performance but this may not be a permanent limitation. If not limited by genetic make-up or emotional difficulties, a person can often learn techniques or skills that he or she did not learn from past experience.

Genetic Make-Up: Those capacities which a person inherits from his or her parents and has available for development at the moment of birth. Examples include: intellectual ability, body size, and/or build, degree of eyesight, hearing, etc. A person who is tone deaf will probably never be able to be a professional singer.

VI. SELF-EVALUATION OF ABILITIES

Ask participants to complete the self-evaluation.

Process the results. What abilities do participants wish to develop? What are resources at the University or in the community that can assist this development?

VII. DISCUSSION ON EVALUATING WHAT YOU DO WELL

Have participants generate a list of resources that can help them evaluate their own abilities.

Possible resources:
- self report
- parent report
- teacher report
- peer report
- high school report
- specific course grades
- past work experience
- volunteer work experience
- ACT
- other test scores
- student activities
Optional: If time permits, engage group in another brainstorming session about jobs which match their identified abilities.

Optional Homework:

- Have participants request feedback from their peers re: their abilities.
- Have students continue to brainstorm and talk with others about jobs which correspond to their abilities and interests.
SESSION III

GOALS:

1. To have participants define, identify and explore their personal values and their work values.
2. To integrate the values, interests, and abilities phases of exploration, and identify how they fit, or do not fit, together.
3. To continue generating career options that are compatible with one's interests, values, and abilities.

MATERIALS NEEDED:

1. Work Values (Handout)

ACTIVITIES:

I. DISCUSSION OF VALUES

Have the group discuss what the term "values" means to them. Lead the discussion in finding a definition. Emphasize the role of values in helping us to make effective decisions.

Ask participants to discuss the differences they perceive between personal and work values. Make a list of personal values and work values.

Additional discussion questions:

a. Do work and personal values need to be different?

b. Will some of your personal values interfere with your work values?

c. Do some of your work values limit the types of jobs you might be satisfied with?

II. WORK VALUES CHECKLIST

Ask participants to rank order the top three values which are personally of highest importance to them.

Examples of Definitions:  
--what is important, worthwhile, or desirable to a person  
--the areas of significance in a person's life  
--that which is useful or has meaning for a person.

Examples:

Work Values--money
independence
creativity
authority
stimulation
challenge

Personal--
honesty
close relationships
independence
travel
helping others
world freedom
Take time, as a group, to generate jobs which might incorporate such values.

III. FUTURE DAY FANTASY EXERCISE

Ask the group members to relax, get into a comfortable position, and close their eyes if they wish. Have them project 10 to 15 years ahead of time. Tell them to get a sense of themselves 10 to 15 years into the future. Slowly ask the following questions:

a) Where do you wake up?

b) Who is with you?

c) What do you do in the morning?

d) With whom or where do you have lunch?

e) What do you do in the afternoon?

f) What do you do in the evening after dinner?

Have participants "return" to the group and share their fantasies.

Discuss and explore:

- What interests or values were revealed?
- How detailed or vague was the fantasy?
- How well thought out?
- How realistic or unrealistic was the fantasy?
- Most importantly: What steps do the participants need to take now to implement progression toward the realization of the fantasy or parts of it?

IV. TYING IT ALL TOGETHER (towards making a decision)

Discuss this as a scheme for how each person might rationally compare two or more jobs or major possibilities.

Emphasize where this places the participants in the decision-making process.

A rating scheme of checks or numbers can be used to compare jobs.

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Put this chart on the board:

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<th>Interests</th>
<th>Values</th>
<th>Abilities</th>
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<td>Job #1</td>
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V. DETERMINING NEXT STEPS FOR IMPLEMENTATION

Ask each participant where he/she is in the decision-making process. Work with them to determine what their next step should be. Reinforce and support the process and progress for each participant.

Examples of questions:
Are they trying to decide between two majors?
Do they need additional information?
What can they do to get the information?
Do they still have some questions about their own interests? abilities? values?

VI. HOMEWORK

Have participants generate three specific careers (nurse, high school teacher, counselor) or three general career areas (health careers, teaching, helping professions) to explore in the CRC next time.

Announce that the group will meet at the CRC for the final session.

Stress the importance of attending the final session for world of work information, summary of the CEG, and evaluation.
GOALS:

1. To introduce the participants to the Career Resource Center.
2. To discuss ways in which academic major/career/occupational information can be obtained.
3. To gather information from the CRC regarding majors or careers.
4. To gather occupational information from the CRC to increase the number of career/major alternatives.

MATERIALS NEEDED:  CRC Information sheet, or Speedcop

HANDOUT:  Post-test

ACTIVITIES:

1. Meet the group at the CAREER RESOURCE CENTER (CRC)

   Make prior arrangements for CRC Staff to be on hand to describe their services/materials.

2. Provide an explanation of the offerings of the CRC and the arrangements of career materials in the library. The CRC Staff will assist you with this.

   Make sure participants have their own 3 point Holland code to facilitate use of the materials.

   Explain the use and advantage of:

   DOT--Dictionary of Occupational Titles
   Occupational Outlook Handbook
   Occupational Encyclopedia
   Career Biographies
   Pre-Health Planning Guide
   Guide to University of Iowa Academic Majors

   Point out the other types of materials that are available. Company literature is in the next room.

3. Participants should work on their own to gather information on specific job/careers of interest to them. Careers or career areas for exploration should have been generated from the homework assignment last week.

   Handout:
   CRC Information Sheet or Speedcop.
4. Participants in the group who are still in an exploration stage should be encouraged to use the CRC session as one in which they generate several occupational/career alternatives from materials listed. Assist them in finding alternatives by using their Holland Code and the Occupational Finder.

5. At some time during the group, depending upon how the session is structured, discuss alternatives to the CRC for obtaining major/career information. Stimulate the quiet/inactive group by being more active.

   Brainstorm with participants, but try to include the following ideas:
   - talking with professors
   - talking with friends
   - observing people on the job
   - volunteer work
   - going through the job interview process with the idea of your interviewing the company
   - read job descriptions and announcements

6. During the time spent in the session, the facilitator should take time to talk individually with each participant. Process with each participant if possible:
   - what they need from you now
   - their process in the group
   - their next steps to take
   - how they're feeling about their opportunities/progress
   - what additional information they need.

7. WRAP-UP. Bring the group together about 15-20 minutes before the end of the session.
Take a few minutes to process what the group has been like for them, where they are in the decision-making process, what their next step is, etc.

Make sure all participants have identified their "next step" goal.

8. Administer Post-Test

Handout: Post-Test
INSTRUCTIONS: Please fill out this report in duplicate after each group/workshop meeting. Return to your program manager when program is complete.

PROGRAM TITLE: 
DATES RUN (INCLUSIVE): 
TIMES: 
LEADER(S): 
NUMBER OF GROUP SESSIONS: 
FACILITIES USED: 

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INFORMATION FOR ALL INTERESTED STUDENTS

The following information is provided to help you decide if the Career Exploration Groups are appropriate to meet your current needs.

Purpose

The Career Exploration Groups were developed by the University Counseling Service and the Career Services and Placement Center to help you as a student better explore possible academic majors or future career directions. They are structured groups that meet for 1 1/2 hours per week for 4 weeks. Students who are undecided about a college major or occupation are helped to explore such factors as personal interests, abilities, values, and information about the world of work as well as how these factors relate to the decision-making process concerning career choice. The fourth session of each group will be conducted in the CSPC Career Resource Center.

Group Goals

In the Career Exploration Groups, you will:

1. Learn to understand and to use a decision-making process—especially as it relates to your choice of academic major or career.

2. Have the experience of getting to know yourself better. The areas of your interests, abilities, and values will be explored, particularly where they relate to choice of academic major or career.

3. Discuss and explore possible problems you encounter in making educational or vocational choices.

4. Become familiar with the world of work and the hundreds of career options available today by visiting the Career Resource Center.

5. Learn how to obtain job or career information.

6. Explore, narrow down, or select an academic major or career area.

Time of Group Meetings

Four separate Career Exploration Groups will be conducted during Fall semester. Students are expected to attend all four sessions of their group. Pre-register for your group at the UCS by calling 353-4484.

Group #1 Mondays, September 15, 22, 29, October 6; 3:30-5:00, Hoover Room, IMU.
Group #2 Tuesdays, September 30, October 7, 14, 21; 3:30-5:00, Hoover Room, IMU.
Group #3 Wednesdays, October 15, 22, 29, November 5; 3:30-5:00, Michigan State Room, IMU.
Group #4 Thursdays, October 30, November 6, 13, 20; 3:30-5:00, Michigan State Room, IMU.
THE DECISION-MAKING PROCESS: AN APPROACH TO GATHERING CAREER INFORMATION*

INITIAL STEPS
Decision-Making: A process over Time

ACTION STEPS

GOAL ACHIEVEMENT AND EVALUATION

CAREER EXPLORATION GROUP

"Career Issues"

As you think about the reason or reasons that you came to the Career Exploration Group, try to identify the problems you personally experience when trying to select your major or career direction. Why are you having trouble picking your major or career? What gets in your way? As you answer the following questions, use them to stimulate your thinking to answer the open-ended questions at the end. Please be as specific as you can and identify the issues, people, or things that make it hard for you to decide on a career direction.

For questions 1-14, use the following rating scale:

not at all 1 2 3 4 5 very true
true about me somewhat true about me

1. My career interests span a wide range of areas.

2. I have tried many ways to get help in selecting my future career directions.

3. I have a sense of my career interests, abilities, and values.

4. I feel distressed about not having chosen my major.

5. I am having trouble dealing with my parents' expectations for my career.

6. My career ambitions are focused in a specific area.
7. I feel nervous when I think about graduating and leaving school.

not at all true about me 1 2 3 4 5 very true about me

8. I can easily make most decisions.

not at all true about me 1 2 3 4 5 very true about me

9. I have trouble making commitments.

not at all true about me 1 2 3 4 5 very true about me

10. Other people are trying to make decisions for me.

not at all true about me 1 2 3 4 5 very true about me

11. I have a method that I use for making decisions.

not at all true about me 1 2 3 4 5 very true about me

12. I have trouble being assertive and taking action to get things done.

not at all true about me 1 2 3 4 5 very true about me

13. I feel as though I have a great deal of control over my life and my future life.

not at all true about me 1 2 3 4 5 very true about me

14. I wish someone else would make my career decision for me.

not at all true about me 1 2 3 4 5 very true about me

15. What do you think are the most difficult factors in making a career choice?

16. What keeps you from making your career choice or selecting your major?

17. What have been the strongest influences in your thinking about your eventual career?
"First Day at Work" Exercise

This is your first day at your new job. It is a day to acquaint you with your total new work environment. For your orientation, you are taken to a large room that has six corners:

(Realistic) R I (Investigative)

(Conforming) C A (Artistic)

(Enterprising) E I (Social)

Each corner contains people who are performing specific types of work. Read the six people/work types on the following page entitled "Holland's Work Environment Types."

Now go to the corner that seems most interesting to you—the corner whose people and their work you are most drawn to, would feel most comfortable in, and would most enjoy doing that type of work. Put the letter of that corner in box one.

Continue your orientation. Select your second most interesting corner to explore. Record the letter of that corner in box two.

Select your third favorite corner for box three.

1. 

2. 

3. 
John Holland's theory of careers and career choice consists of a set of rules and definitions that can be used to help understand people and environments. Five assumptions underline his theory:

1. Most people can be categorized as one of six personality types: realistic, investigative, artistic, social, enterprising or conventional.
2. There are six kinds of work environments: realistic, investigative, artistic, social, enterprising and conventional.
3. People search for environments that allow them to use their abilities and to express their values and interests.
4. People's behavior is determined by an interaction between their personality type and the characteristics of the environment.
5. People are usually happier and more satisfied if there is compatibility or "fit" between their personality type (interests, abilities, values) and their chosen work environment.

The six personality/work types can be represented in terms of a hexagon:

```
<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>S</td>
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Types located more closely together on the hexagon have more similarities than types located at opposite ends of the hexagon. For example, the Enterprising and Social types both value people contact while the Realistic and Investigative types prefer more independent non-people oriented work. Another example would be the more verbal orientation of the E,S,A types and the more non-verbal orientation of the C,R,I, types.

**REALISTIC**

ENVIRONMENT CHARACTERISTICS: Foster's technical competencies, mechanical abilities, and the use of one's body or hands in work. (Encourages people to view the world in simple, tangible and traditional terms.) Rewards people for conventional values and goods: money, power and possessions. These people usually have good physical skills and like to work outdoors or with machines.

PERSONALITY TRAITS: Conforming, frank, persistent, practical, stable, thrifty.

REALISTIC OCCUPATIONS: Skilled trades such as electrician, radio operator, tool and die maker, cook. Technical such as nuclear reactor technician, aeronautical engineer. Some service occupations such as truck driver, mail carrier and police-person. Mechanical or physical work such as construction or athletics.

**INVESTIGATIVE**

ENVIRONMENT CHARACTERISTICS: Encourages scientific competencies and achievements. Likes to solve complex problems. View the world in complex, abstract, independent and original ways. See themselves as scholarly and lacking in leadership skills.

PERSONALITY TRAITS: Analytical, cautious, critical, introverted, passive, rational and reserved.
INVESTIGATIVE OCCUPATIONS: Scientific such as physicians, mathematician, oceanographer, and weather observer. Some technical such as repair person (TV), x-ray technician and tool designer and maker.

ARTISTIC
ENVIRONMENT CHARACTERISTICS: Encourages people to see themselves as expressive, original, intuitive and as having artistic abilities (Acting, Writing, Speaking). View the world in complex, independent, unconventional and flexible ways.
PERSONALITY TRAITS: Complicated, emotional, idealistic, imaginative, introspective, intuitive, nonconforming, original, and self-expressive.
ARTISTIC OCCUPATIONS: Artistic such as Advertising person, fashion model, decorator, artist. Musical such as music teacher, orchestra leader and entertainer. Literary such as writer, editor, critic and radio program writer.

SOCIAL
ENVIRONMENT CHARACTERISTICS: Encourages people to see themselves as liking helping others, understanding of others, cooperative and sociable. View the world in flexible ways.
PERSONALITY TRAITS: Cooperative, friendly, generous, tactful, responsible, outgoing, helpful
SOCIAL OCCUPATIONS: Educational such as teacher, counselor, psychologist, librarian and recreation director. Social Welfare such as social worker, house parent. Others such as housekeeper, ticket agent, hair stylist and politician.

ENTERPRISING
ENVIRONMENT CHARACTERISTICS: Encourages people to see themselves as aggressive, popular, self-confident with leadership and speaking skills. View the world in terms of power, status, responsibility and in stereotyped, uncomplicated terms. Likes to manage, direct, lead, and influence people.
PERSONALITY TRAITS: Adventurous, argumentative, independent, impulsive, pleasure-seeking, sociable, and dominant.
ENTERPRISING OCCUPATIONS: Managerial such as banker, florist, postmaster, apartment manager, and restaurant owner. Sales such as sales clerk, sporting goods salesperson, travel guide and route salesperson. Others such as lawyer, airline steward/stewardess, labor arbitrator, administrator, business executive or manager.

CONVENTIONAL
ENVIRONMENT CHARACTERISTICS: Encourages people to see themselves as orderly, non-artistic and as having clerical competencies. Views the world in conventional, stereotyped, uncomplicated ways. Values money, dependability, conformity, and routine.
PERSONALITY TRAITS: Conforming, obedient, persistent, practical, self-controlled, conscientious, and valuing orderliness and routine.
CONVENTIONAL OCCUPATIONS: Office and Clerical positions such as file clerks, typist, personnel clerk, secretary, cashier, reservations agent and accountant.

Abilities at Work

Assessing personal abilities or skills can be a complex process. However, identifying specific skills or major areas where you are competent can be an important step in career decision-making. This exercise will help you to identify your abilities and to locate those areas which are strongest for you.

Evaluate your own abilities in the following areas by ranking your degree of competency according to the following:

1 = not very much ability in this area
2 = some ability in this area
3 = average ability in this area
4 = above average ability in this area

I. Realistic Abilities

- manual skill dexterity
- technical abilities (working with machines, instruments, blueprints)
- working with animals
- putting things together (assembling/constructing)
- working outdoors
- physical strength and stamina
- athletic ability
- repairing things

Sum of Realistic Abilities

II. Investigative Abilities

- analyzing facts or ideas
- synthesizing (putting ideas together)
- solving problems (looking for solutions)
- thinking logically
- classifying things or ideas
- evaluating data or ideas
- questioning or probing into ideas, arguments, problems
- understanding complex concepts or ideas

Sum of Investigative Abilities

III. Artistic Abilities

- finding new solutions to old problems
- inventing
- designing
- entertaining
- expressing ideas or feelings in a written or verbal form (e.g., writing, speaking, acting)
- expressing ideas or feelings nonverbally (e.g., painting, decorating, sculpting, ceramics, singing)
- sensitivity to artistic and aesthetic endeavors
- perceptual and motor skills

Sum of Artistic Abilities
IV. Enterprising Abilities

- managing others
- coordinating events of other people
- coaching
- negotiating or mediating
- selling
- supervising
- persuading or motivating
- delegating responsibility

Sum of Enterprising Abilities

V. Conventional Abilities

- being neat and orderly
- arranging data, files, supplies
- working within structure
- following instructions
- record keeping
- budgeting
- arranging events or meetings
- keeping to a schedule

Sum of Conventional Abilities

VI. Social Abilities

- serving or helping others
- listening to others
- talking with others
- demonstrating ideas, techniques, etc.
- explaining or teaching
- cooperating and working as a team member
- settling disputes
- relating to a wide variety of people

Sum of Social Abilities

Now that you have evaluated your abilities, go back through the list and rank order, from highest to lowest, your five strongest abilities of competencies.

(Strongest) __________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Now find those specific abilities which you feel you would most like to improve or develop. List the five specific abilities and ways you might improve your skills in each area (for example, take a course, get summer work in that area).

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<th>Skills</th>
<th>Ways to Improve</th>
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Finally, for each of the six ability sections, sum the values listed for each item and place the sum in the box found at the bottom of that section. Next, list the top three areas in order according to which has the highest sum.

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<th>Area</th>
<th>Sum</th>
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<th>Highest</th>
<th>Second</th>
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This three letter code gives you a "Holland Code Type" for your abilities. It will help you to identify one aspect of your "work personality."
In a general sense, "value" refers to that which is important to you. Your value system is both a reflection of your personal philosophy, and the basis of many of your important decisions.

Since values play such a central role in the selection of, and satisfaction with a style of living, it is important to know clearly what values are most important to you. This is particularly true in selecting a career. Since much of your time and energy will go into your work, a good fit between work activities and personal values can increase satisfaction.

Below is a list of seventeen values, followed by three blank lines. If some of your values are included in the list, write them on the blank lines. Also, if your definition of any of the values differs from that listed, feel free to use your own definition.

Now, go through the entire list and rate each value in terms of its importance to you. If it is very important, write a 3 next to it. If it is moderately important, write a 2 next to it. If it is not very important, write a 1 next to it.

3 = very important  
2 = moderately important  
1 = not very important

___ Adventure—experiencing new and exciting events and opportunities; sometimes involving some element of risk.

___ Spontaneity—being able to do things without extensive planning; on the spur-of-the-moment.

___ Variety—experiencing a wide range of ideas, activities, opportunities and environments.

___ Intellectual Challenge—experiencing frequent situations that require thinking abstractly, problem solving, and/or calling on prior learning to perform tasks.

___ Security—predictability, orderliness, being free from future concerns, either financial or situational.

___ Achievement—producing services and/or projects that give tangible and enduring evidence of accomplishment.

___ Work Associates—importance attached to relationships, contacts and interactions with co-workers.

___ Autonomy—having a decision-making role regarding work activities and/or schedule.

___ Aesthetics—appreciation of and attention to beautiful and/or appealing products.
Recognition—receiving attention, praise and/or other social rewards for accomplishments.

Leisure Pursuits—having time and resources for non-work activities.

Altruism—working for the benefit of others without regard for personal benefit.

Managerial Responsibility—directing the work activities of others and/or having organizational duties.

Financial Security—importance attached to amount of monetary income.

Creativity—developing new ideas, services and/or products; combining existing aspects in new ways.

Collaboration—working on projects with others; compromising and blending ideas, sharing effort.

Ecological Concerns—importance attached to how components of work activities impact the larger world.

Now, in the space below, write the name of each value to which you assigned a rating of 3.

The next part of this exercise might be somewhat difficult. If you have listed more than five values in the space above (more than five values rated 3), look over the list and cross some values out until you have a list of five. This can be difficult because crossing out personal values can be as hard as saying goodbye to old friends. However, keep in mind that you are not really saying goodbye to those values, you are only selecting the five most important for the purposes of this exercise.

Once you have chosen five values, list them in order from most important to least important. Put a 1 next to the most important one, a 2 next to the second most important, and so on.
When thinking about values in terms of career exploration, it is important to keep in mind that it is unlikely that any one career will satisfy all your important values. Often, people find activities outside of work to satisfy certain of their values. These activities include such things as leisure time and recreational activities, volunteer work, and so on. Look at each value on your list and try to decide if it is a value you expect to satisfy in your work, outside of work, or both. If it is a value you expect to satisfy in work, place a "W" next to it. If you expect to satisfy the value outside of work, place an "O" next to it. If you expect to satisfy the value both in and outside of work, place a "B" next to it.

In a sense, it can be said that a job that meets all of your important values is the most you can expect out of a career (although, in reality, this may never happen). It is also important to know what is the least you will settle for in a career, in terms of values satisfaction. So, from your list of most important values, select those that you think must be satisfied in your career. List these musts in the space below.

At this point you have probably completed a fairly thorough exploration of your personal values system, as it applies to your career exploration and decisions. You have a list of those values that are most important to you, a list of which values you expect to find satisfied through your choice of career, and which values you may need to satisfy via other resources, and a list of your minimal requirements of a career, in terms of value satisfaction. Exploration of your personal and work values will help you to identify one aspect of your "work" personality."
The following aspects should be taken into consideration in researching your career objectives. If you have problems finding information, check with the Career Information Specialist at the main desk to find the appropriate resources in your search.

**Information Sought**

Occupation Investigated: ________________________________

Occupational Duties: __________________________________

Skills/Abilities Needed: ________________________________

Training/Education Required: __________________________

Projected Outlook: ________________________________

Salary Range: ________________________________

**Decisional Factors**

Opportunities for Advancement: __________________________

Advantages/Disadvantages (Based on personal strengths): __________________________

Personal Rewards: ________________________________

Relocation Possibilities: ________________________________

Geographical Limitations: ________________________________

Sources to Write for More Information: __________________________
IV. Evaluation Procedures

The Career Exploration Groups have been evaluated in two ways. Pre and post administrations of the Career Maturity Inventory Attitude Scale (Crites, 1973) were used. Currently the CEG's are evaluated by a pre and post administration of the two attached career information assessment forms.
Career Exploration Groups

Evaluation Consent Form

The University Counseling Service (UCS) is interested in providing the best possible programs to the University of Iowa community. In order to accomplish this goal we need feedback from the people we serve. We are requesting your assistance in evaluating the effectiveness of the Career Exploration Groups. In order to assess if and how well we are accomplishing the goals of the groups, we ask that you help with this evaluation. Your participation will include:

1. Completing a brief questionnaire on where you are in the career choice process before the group begins (5 minutes)
2. Completing a brief questionnaire evaluating the effectiveness of the group and where you are in the career choice process at the completion of the group (10 minutes)
3. Participants who drop out of the group before its completion will receive a brief telephone call asking the reason for cancellation of group membership.

You are not required to complete these two questionnaires in order to attend the Career Exploration Groups, and you may drop out of the evaluation procedures at any time. We do appreciate your assistance in this program evaluation, however, since it will enable us to continue improvement of the career groups. Your responses will be kept strictly confidential and will be known only to the research staff. Your identification (I.D. number) on the responses will be used only to compare your answers on the first form to those on the other form and to group responses on the basis of age, sex, etc. Identification will remain on the questionnaires only until they are tabulated for analysis. Only combined data will be reported in the research summary; no individual responses will be given.

If you have any questions concerning the groups or the evaluation procedure, please contact your group leader or Dr. Kathleen Staley, Area Coordinator for Career Development at the UCS, IMU, 353-4484.

If you agree to participate please sign below:

I agree to participate in the evaluation of the UCS Career Exploration Groups by filling out the two above described questionnaires, the results of which will be treated with complete confidentiality.

Signed _____________________________

Date _____________________________

THANK YOU

For more information regarding University policies regarding this kind of research, you may contact the Office of the Vice President for Educational Development and Research (353-4484).
Welcome to the UCS Career Exploration Groups. Please take a few moments to assess where you are in your own career exploration process and answer these questions. Use the following scale:

1 2 3 4 5
Strongly Disagree Unsure Agree Strongly Agree

1. I have a good sense of how career information is organized.
2. I know where I can get career information.
3. I have a good sense of my interests and what I like to do, both vocationally and avocationally (hobbies).
4. I can verbally express my interests to another person.
5. I understand how my teachers have influenced my interests.
6. I know how to make a good decision.
7. I can use the decision-making process to make decisions.
8. I know what my values are and what is important to me in a career.
9. I can verbally express my values to another person.
10. I can identify my personal strengths and limitations (abilities) and how they might relate to a career.
11. I can verbally express my abilities to another person.
12. I am aware of how my abilities are similar/dissimilar to my parent's.
13. I can identify compatibilities or conflicts in my interests, abilities, and values.
14. I am aware of the extent to which my parent's career choice is influencing my own career choice.
15. I can identify one or more future life and/or career styles that is/are of interest to me.

II. How did you learn about the Career Groups?

- Newspaper article
- Campus poster/flyer
- From a friend
- Referral from University Counseling Service
- Referral from Career Services and Placement Center
- Other (Please describe)

Thank you! We hope the groups will be helpful to you.
Now that you have completed the three-week self-exploration portion of the Career Exploration Groups, we would appreciate your feedback concerning the effectiveness of the groups. The information you provide will serve as the basis for changes made to improve the groups.

For the first 15 questions, please use this scale:

I. 1. I have a good sense of how career information is organized.
   2. I know where I can get career information.
   3. I have a good sense of my interests and what I like to do, both vocationally and avocationally (hobbies).
   4. I can verbally express my interests to another person.
   5. I understand how my teachers have influenced my interests.
   6. I know how to make a good decision.
   7. I can use the decision-making process to make decisions.
   8. I know what my values are and what is important to me in a career.
   9. I can verbally express my values to another person.
  10. I can identify my personal strengths and limitations (abilities) and how they might relate to a career.
  11. I can verbally express my abilities to another person.
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  14. I am aware of the extent to which my parent's career choice is influencing my own career choice.
  15. I can identify one of more future life and/or career styles that is/are of interest to me.

II. How often will you use the decision-making process you have learned?

   1. 2. 3. 4. 5.

   Never sometimes A great deal

III. Please answer these questions as completely as you can:

   1. Were the goals of the group clearly communicated to you?
      Yes _____ No _____
2. List topics to which more time should have been devoted.

3. List topics to which less time should have been devoted.

4. List topics that should have been left out completely.

5. List topics which were not discussed which you feel would have been helpful.

6. Was the format (1½ hours per week for 4 weeks) satisfactory?______
   suggest changes.

7. Was the group size (number of participants):  1
   Too small  2  Good  3  Too large

8. What were the strengths of the program?

9. What were the weaknesses of the program?

10. How would you conduct or change these groups?

11. What were your group leader's strengths?

12. What were your group leader's weaknesses?

13. Would you recommend the Career Groups to a friend?
   ______ Yes  ______ No

Thank you for helping with the evaluation of the Career Groups!
V. Additional Information

A. Training Procedures

Currently, facilitators for the CEG's are trained by reading the facilitator's manual, going through a brief simulation and discussion of exercises session, and consulting with the CEG coordinator on the basis of need.

With available resources, better training methods would include having a new facilitator co-lead a CEG with an experienced facilitator or having a separate facilitator's group for leaders to process the activities of their groups.

B. Advertising

Advertising includes a brief handout describing the CEG that is given to students who request information on career counseling at the UCS. CEG information is also included in the UCS program information sent to all Student Services Agencies on campus and other key university officials and student leaders. Informal professional and student contacts augment our advertising efforts. New emphasis is being placed on the use of paid advertisements in the student newspaper.

C. Screening/Selection

An informal two-step screening mechanism is used.

Step 1: When students request career counseling at the UCS they are informed about the CEG's and given a handout to read. If the CEG goals and procedures are perceived by the student to fill his/her needs, the student is registered for a group.

Step 2: During the first CEG session the goals and procedures of the group are discussed with the participants to see if student needs/concerns are appropriate for the group.

Students not accepted for a CEG are referred to individual career/personal counseling at the UCS or to another campus agency, e.g., Career Services and Placement Center.

D. Other Agencies Involved

The Career Services and Placement Center (CSPC) is the other primary campus agency that works with the CEG's. The fourth session of the group meets in the Career Resource Center located in the CSPC and CSPC staff members guide participants through an introduction to the world of work.
VI. Suggested Modifications

Suggestions for possible modification of the CEG's follow:

A. Special interest CEG's - These are career groups designed to meet the interests and needs of specific populations such as women, minority groups, handicapped students, mid-life career changers, returning students, graduate students or students concerned with specific career areas (performing arts or health careers, for example).

The interest, ability and values sections of the CEG would focus on the concerns specific to a given population. Other topics to consider include: personal limitations, world of work limitations, life-style considerations, and fears and feelings associated with the area of choice or life situation of a given population.

B. CEG counseling group - This variation of the CEG involves a more open and less structured CEG, where the participant's personal feelings are given equal attention in addition to the presentation of information contained in the traditional CEG. Concerns and feelings associated with career choice often include fear of success, fear of failure, fear of choice situations, parental conflicts, life-style concerns, commitment issues, etc.

These groups might run for six to eight sessions.
VII. Background Readings

The following readings are included to increase your awareness and understanding of the career exploration process.
Session I - The first session's tasks seem to require at least two hours rather than the 1 1/2 hours which are planned. The participants were eager to get to know each other and to share the concerns which led them to join the group. This interaction seems especially important in developing cohesion and increasing motivation to continue with the group as well as reducing participant (and facilitator!) anxiety. The time limit and number of tasks in the first session necessitated that I decide whether to press the group to move on through the agenda, or continue to focus on blending tasks and maintenance activities. I chose the latter. The group commented how relaxed, non-threatening and warm the group seemed, and also that it was very helpful to hear others share their concerns. To choose to stick with the agenda would probably reduce the interaction and level of sharing by the group members.

I believe the role of the facilitator should be more as a participant than as an expert. Sharing my doubts and experiences as I struggled with career decision-making seemed to increase the group interaction and level of sharing. To come across as an "expert" or by lecturing early in the life of the group might structure the group as a "teaching" vehicle, reducing self-exploration and sharing while increasing the responsibility of the facilitator (rather than learning from themselves and others in the group the leader becomes an instructor and perhaps a bit threatening in the authoritative role!).

Session II - Session on abilities and interests. There were many distractions today; another meeting in the room which ran over, the weather was nice and people wanted to be outside, construction noise, a missing group member. The tasks for today - first day at work and self-assessment of abilities require individual work and mini lectures. It was difficult to generate the involvement and participation of the first session. Things did warm up when one member of the group mentioned she had trouble separating which interests were hers and which were interests she thought she should have due to parental and peer modeling. Another discussion followed a comment that we often devalue our own abilities; don't see them as special or unique which seems to sometimes imply an underlying attitude of "If I can do it everyone else can too." Comments from the group members indicated that they found the first day at work and self-assessment of abilities exercises to be boring and difficult. As they discussed abilities which they saw in themselves, but perhaps devalued, and received feedback from others, motivation seemed to increase. It seems that interaction and sharing through self-disclosure and feedback to one another are very important in increasing self-knowledge and commitment to the task.

Session III - The tasks today included a discussion of values. The participants found it confusing to distinguish between values and interests on the basis of the definitions in the manual. The fantasy trip was rewarding for the group members. One aspect, in particular, which
seemed to be exciting—was the alteration of characteristics in their fantasies. For example, one of the group members returned to a different house in the evening. She had discovered the house she had left in the morning to be too cold and impersonal even though it had been her "dream house" for years. The fantasy trip really does allow participants to "try out" and evaluate aspects of their future goals! None in my group had difficulty with imagining. One alteration which I made to the instructions was to lead the group through a brief relaxation exercise prior to introducing the stimulus questions. The tying it all together exercise became a group project. Due to the small size of the group, we were able to work through the comparison scheme for each person on the board. The cohesion of the group seemed to really pay off at this point as the group members helped each other process job alternatives. They appropriately supported, challenged and made suggestions—making more clear the factors involved in arriving at a decision.

Session IV - Visit to Career Resource Center. I was not present at this session which was led by a UCS graduate assistant. Feedback from the participants indicated that they did not have enough time with the resource materials. They thought too much time was spent instructing them on the use of the career information computer system. Seems they also felt that the information which they received via the computer was rather limited and did not justify the time involved in learning to access the information.
VIII. Update Log

1) Information about Participants:

Total number
Males
Females

Participants by class
Freshmen
Sophomore
Junior
Senior
Graduate

Types of Academic Majors of participants:


2) Modifications of proposed content or format made, if any:

3) Evaluation procedures used (design and results; e.g., post test only, pre-post, participant's feedback):

4) Recommendations or Comments: