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Making Connections: Teachers and Students Experiencing

the Career Module in CALM 20

by

Mary E. Lee Ⓒ

A thesis

submitted to the Faculty of Graduate Studies and Research

in partial fulfillment of the requirements for the degree of

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in

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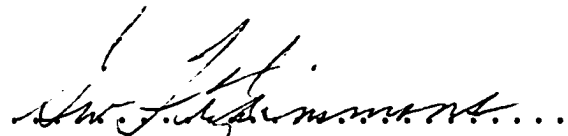
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Making Connections: Teachers and Students Experiencing the Career Module in CALM 20** submitted by Mary E. Lee in partial fulfillment of the requirements for the degree of Doctor of Philosophy in School Psychology.

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Abstract

This study was undertaken to gain an understanding of teachers' and students' perceptions of the Career Module of the Career and Life Management (CALM) 20 program. The illuminative approach to program evaluation was chosen to ensure that the information gained was through the eyes of individuals active in the program.

In-depth interviews were conducted with eight teachers and 11 students from schools in small towns or rural areas of Alberta. In addition to providing insight into the course module itself, the themes which emerged from these interviews also provided participants' insights into the career development process and the effect of the course on their own lives.

The depth and breadth of information gained in this study supports the view of the importance of seeking the voices of teachers and students when exploring the learning milieu and its influence upon students' intellectual and personal experiences. Seeking the views of program participants is an approach which can be accomplished by external reviewers or adapted for use by internal personnel for the betterment of their own school culture and learning experience.

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My husband, Rodney: Words cannot truly express my love for you and our life together. Thanks for your love, support, and encouragement throughout this process.

The Lord: "Lord, you establish peace for us; all that we have accomplished you have done for us" (Isaiah 26:12).

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CHAPTER 1

ORIENTATION TO THE STUDY

Introduction

In discussing the issue of what researchers choose to study, Bogdan and Biklen (1998) noted that "often a person's own biography will be an influence in defining the thrust of his or her work" (p. 51). I recognized that my own life story was influential in choosing a topic for exploration. The combination of my experiences as a classroom teacher and now as a psychologist, a woman with master's degrees in both educational psychology and educational administration, someone whose heart lies in rural settings, and someone with the love of hearing people tell the stories of their lives all served to influence the selection and evolution of this research. As such, I felt it important to reflect on my story.

Once Upon a Time

Once upon a time I thought all stories came about in one of two ways: Either a mother read them from a book or a father made them up. When I was a preschooler, my father would make up a story each evening to tell me, and each day my mother would read to me. Although the content of the actual stories is lost, the feelings of warmth and closeness I shared with each parent during this private time remains in my consciousness. The common element of each method of storytelling was that people were involved: in telling the story, in hearing the story, and in living the story.

As I continued to grow, the best parts of my childhood were characterized by storytelling. I loved hearing my father tell the story of meeting my mother for the first time. The tales of their early married life,

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their neighbors, and the lives on the farm were a constant source of fun and entertainment to me.

As I grew older and graduated from university, I taught junior and senior high students in a small town. As I reflect on these first nine years of professional life, I realize that once again hearing the tales of people's lives brought some of the fondest memories: teachers trading stories of good times and bad in the classroom, students discussing weekend activities, friends and family being curious about my personal life. I reflect on how children of all ages love to hear and tell stories. It bonds the storyteller and the listener in this world.

It is within this worldview that my research took form and grew.

The Growth

Throughout my teaching career, the subjects I shared with students were in what is referred as the arts area. The predominant areas were social studies and language arts, subjects I enjoyed teaching. I found, however, in social studies in particular, that the curriculum changed seemingly too frequently. What amazed me was that I was never asked my opinion on the old curriculum or on the changes that were brought about. I did not know of any other teachers in the rural part of Alberta in which I taught who were asked either. Neither my students nor any other students I had heard of were ever asked. The students and I certainly had opinions; however, no one ever asked. We simply were sent a new curriculum guide. It seemed that the people most involved and influenced by these materials did not have a voice. This view was shared by Knutson (1997), who explained that

> teaching and learning are about teachers and students, that together
> create what goes on in the teaching/learning equation. It's strange
> then that both what we do and how we do it are mandated by

external powers ignorant of who we and our students are, unaware of the complexities of the human dynamic that creates our living classrooms. (p. 13)

In addition, "I request that educational researchers empower us to make decisions in our classrooms, and I request that policy makers include classroom teachers in any decisions related to our practice" (p. 15). I chose to undertake research that would involve the people closest to the activity I examined.

Being married to a school principal and completing a master's degree in educational administration opened my eyes further to the world beyond the classroom. I learned of the duties of the administration and the varying ways in which they are carried out. It was in my administration coursework that I learned of the theoretical underpinnings of formal evaluation—both program and teacher evaluation. In my program as a doctoral student in the Department of Educational Psychology, my eyes were opened to program evaluation once again. This, however, was not theory but, rather, practice. It was when we students were asked to be involved in the planning process for some courses that I recognized the empowerment of being asked to partake in such an exercise. The students and professor planned and evaluated the course offerings. This process reawakened me to the concept of evaluation and helped peak my interest in the varying methods of program evaluation.

It was also during this time of career change and a return to university that I recognized my interest in career development for people of all ages. I was interested in learning more about this aspect of people's lives.

It was as a result of this journey that I chose to explore program evaluation from the vantage point of teachers and students who were involved in a program about career exploration.

Significance and Purpose of the Study

Rossi and Freeman (1985) explained that it is important that programs mandated by legislation and even those in existence for decades be subject to evaluation for a series of reasons. They listed three main reasons for program evaluation: (a) A program may have been instituted for a complex set of political and other reasons, and it is important to have hard data on its impact to justify its continuation; (b) changes in political outlooks, resources available, priorities, and the real or asserted declines of effectiveness or severity of the target problem may warrant evaluation activities; and (c) there may be the suspicion that a program is either inefficient or ineffective. Borders and Drury (1992) also discussed evaluation and stressed that "program renewal is necessary to meet the changing needs of students and those who have the greatest impact on their educational, career, personal, and social development" (p. 494).

In my proposal I stated that the purpose of this study was to investigate teachers' and students' perceptions of "Theme D: Careers and the World of Work" in the Career and Life Management (CALM) 20 program and to investigate what its intended purposes were as set by former Alberta Education, currently Alberta Learning. As the study evolved, I realized that my purpose went somewhat further than merely exploring students' and teachers' perceptions of this theme of the course, but also included examining and applying a model of evaluation which could be utilized to evaluate different school programs in a similar way.

There are many uses of evaluation in education. Worthen and Sanders (1987) said that evaluations can be utilized in deciding whether to adopt a program; in determining whether to continue, modify, expand, or terminate an existing program; in determining the extent to which the operation of an educational endeavor is congruent with its design; in determining the overall value of a program; or in helping evaluation sponsors, clients, participants, and stakeholders determine whether identified problems are being solved. Worthen, Sanders, and Fitzpatrick (1997) stated that it can be used to judge the quality of school curricula in specific content areas, to satisfy an internal funding agency's demands for reports on the effectiveness of the school programs it supports, and to provide information for decisions about programs, not only in the public school arena, but also in areas such as vocational education centers and community mental health clinics.

Bogdan and Biklen (1992) described a study done with an early experimental schools project in a southern state in the United States. The school district had changed its school process; however, student outcomes, a pivotal area for measuring change, demonstrated little change. The researcher's examination of different types of information, such as interviews with the teachers and parents, yielded other aspects of change: more going on in the classroom in the affective domain, students not being on the streets at night, and students taking responsibility for their own learning. He discovered other aspects of change which were not demonstrated in the student performance outcome. Evaluation may explore different types of data which yield not worse or better information, but perhaps just different information.

I was interested in doing a study in which, according to Gredler (1996), I would "understand a program as those affected by it do" (p. 11). I

was interested in providing "personalized information on the dynamics of a program and on participants' perceptions of their outcomes and impacts" (Fink, 1995, p. 14). Parlett and Dearden (1977) explained that it is possible to address "the experience of education" (p. 144) when doing educational research. The experience of education refers to the exploration of the perceptions of the participants in the enterprise. Teachers can explain and describe their views and experiences, however:

> When teaching, we know remarkably little about the experiences being undergone in front of us, despite our having once been children and students ourselves. Of course, we can point to what they are doing; we can ask for accounts. And we can draw inferences. . . . But the interior world of the student is basically inaccessible to the teacher—his or her states of part-knowledge, conceptual uncertainty, and interest or lack of it, are usually a matter solely for guess-work. (p. 144)

They explained that to study the experience of education, one would explore the views of both students and teachers. Therefore, I chose to interview teachers of CALM 20 and students who had completed the Career module of the CALM 20 program to gain their "evaluation" of this segment of the course.

The Questions/Issues

Bogdan and Biklen (1998) explained that "qualitative researchers avoid going into a study with hypotheses to test or specific questions to answer. They believed that shaping questions should be one of the products of data collection rather than assumed a priori" (p. 49). I stated in my research proposal which I submitted to the Ethics Committee of the Department of Educational Psychology that I was going to attempt to gain an understanding of what the Career module of the CALM 20 program meant to its main participants. I posed three questions which were designed

to address the three main areas that I was interested in exploring. These three questions were:

1. What are the intended purposes/objectives of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

2. What are teachers' perceptions and experiences in teaching Theme D: Careers and the World of Work in the Career and Life Management 20 program?

3. What are students' perceptions and experiences of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

In the development of this research, however, more issues or questions emerged which helped me gain an understanding of teachers' and students' evaluations of the course.

Program Being Studied: Career and Life Management 20

I recognized that my two main areas of interest, program evaluation and career development, could be blended. I chose to examine program evaluation. Because of my interest in career development, I chose to apply program evaluation and apply it to the Career module of the Career and Life Management (CALM) 20 program offered in senior high schools in Alberta. I was interested in hearing the viewpoints and judgments of the teachers and students who were actively involved in this program.

CALM 20 is a core course offered to senior high school students in the province of Alberta. This course "resulted from recommendations by the public and educators during the 1984-85 review of secondary education" (Alberta Education, 1988, p. 3). In September 1989 this course became

compulsory for all Alberta high school students wishing to qualify for a high school diploma or the certificate of achievement.

The *Teacher Resource Manual* (Alberta Education, 1988) explained that the CALM 20 curriculum was developed to focus on what was important to students in the here and now and emphasized that the way in which CALM was presented was as important as the curriculum content itself. "The objective of CALM is to develop students' ability to think and communicate on issues that have impact on their daily lives" (p. 3).

After the initial developmental process, the curriculum and resources for CALM were field tested in the fall and spring semesters of the 1986-87 school year. Subsequently, the course was available on an optional basis during the 1987-88 school year, and final authorization for the program was given in May 1988. The *Teacher Resource Manual* stated that CALM 20 was "the final link in a mandatory health program which is now available to all elementary and junior high students" (Alberta Education, 1988, p. 3).

CALM 20 was divided into two sections: the core section and the optional section. The core program consisted of five interrelated themes: Self-Management, Well-Being, Relationships, Careers and the World of Work, and Independent Living. Five optional modules could be offered to provide the in-depth study of topics which were introduced in the core three-credit course. The five optional modules which could be integrated within the core curriculum were Human Sexuality, Dealing With Crises, Entrepreneurship, Consumer and Investment Choices, and Cultural Bridges.

The 1989 revision (Alberta Education, 1989) established that the core curriculum would be structured into six themes, which included Self-Management, Well-Being, Relationships, Careers and the World of Work, Independent Living, and Human Sexuality. This three-credit core curriculum

could be expanded to a four- or five-credit course through the optional curriculum modules of Dealing With Crises, Entrepreneurship, Consumer and Investment Choices, and Cultural Bridges.

A 1993 draft (Alberta Education, 1993) proposed that CALM 20 be structured into three modules: Personal and Interpersonal Challenges, Career Explorations, and Financial Planning and Consumer Choices. All three modules were to be covered in the three-credit course, with schools having the option to expand one, two, or three of the modules for four or five credits. At each stage in the evolution of the CALM 20 program, parents retained the right to withdraw students from the sexuality component of the course.

The 1988 *Teacher Resource Manual* (Alberta Education, 1988) for CALM 20 and the 1989 revision (Alberta Education, 1989) indicated that in a three-credit course, the Careers and the World of Work module would be offered for 11 hours. Within these 11 hours, it was recommended that four subthemes be taught. They included the Career Planning Process, one hour; Personal Career Plan, five hours; Establishing and Implementing a Career Plan, four hours; and Choices and Challenges, one hour. The 1993 draft (Alberta Education, 1993) proposed that the Career Explorations module be taught for a minimum of 15 hours. Subthemes within this module included the Career Planning Process, Career Alternatives, and Preparation for the Work Force.

The Career Exploration module of the 1989 CALM 20 program (Alberta Education, 1989) specified nine theme objectives. They were:

1. explores the meaning of work and recognizes how work relates to life

2. identifies the requirements of a satisfying occupation within a personal framework

3. develops the competencies required for effective career planning

4. examines the relationship between career planning and lifestyle

5. builds skills in preparing for, obtaining and advancing in a chosen occupational field

6. develops interpersonal skills that will lead toward positive relationships on the job

7. assesses fundamental rights and responsibilities of employees and employers

8. formulates a personal career plan

9. develops skills in coping with change as it impacts on personal career plans. (p. 9)

This draft also specified four learning expectations for students. They included:

1. Career Planning Process

2. Personal Career Plan

3. Establishing and Implementing a Career Plan

4. Choices and Challenges

The 1993 draft CALM program (Alberta Education, 1993) specified eight objectives rather than nine. They were:

- explore the meaning of work and recognize how work relates to personal, family and societal values
- examine the relationship between career planning, family and personal goals, and lifestyle expectations
- identify the components of the career planning process and explore several labor market clusters
- recognize the need for flexibility and explore alternative career choices over one's lifespan
- recognize that personal, societal and economic changes may affect one's career or educational plans
- build skills and attitudes in preparing for and obtaining employment

- develop interpersonal skills that will lead toward positive work relationships
- identify the fundamental rights and responsibilities of employees and employers. (p. 6)

This draft also contained three learner expectations. They were:

1. The Career Planning Process

2. Career Alternatives

3. Preparation for the Workforce

"Career and Life Management 20 will provide all senior high school students with opportunities to develop and practise their skills in communicating, thinking and dealing with feelings" (Alberta Education, 1989, p. 1). This manual explained that it was hoped that this program would allow students to assess their own abilities and characteristics, plan for personal goals, and test their ideas and expectations in a safe, nonjudgmental environment.

Organization of the Thesis

This thesis is organized into five chapters. The first chapter provides an introduction to the study, the need and purpose for the study, the research questions to be addressed, and a description of the program to be evaluated. The second chapter consists of a discussion of approaches to program evaluation. Chapter 3 describes the methodology of this research. The fourth chapter presents the results of the interviews with the 19 people, and Chapter 5 presents the conclusions and recommendations.

CHAPTER 2

APPROACHES TO PROGRAM EVALUATION

Evaluation is a concept familiar to those who are involved in the school system or the world of work. It is a process which occurs regularly on an informal basis within all avenues of life. The prospect of a formal evaluation, however, can bring forth feelings of fear and trepidation in people. Fear of negative feedback, failure, and the evaluative process itself can all contribute to this discomfort. According to Peg Connolly (1984), much of the fear of the evaluative process is "based on a lack of knowledge and skill related to evaluation techniques and procedures" (p. 136). The purpose of this chapter is to explore the field of evaluation and different approaches with which to pursue this task.

The objectives of this chapter are (a) to examine what program evaluation is and what its purposes are, (b) to explore the history of program evaluation, (c) to describe selected contemporary approaches to program evaluation, and (d) to select one of the contemporary approaches for use as a model in this study.

This chapter is divided into sections. The first section defines program evaluation and discusses its purposes. The second section presents a review of the history of program evaluation. The third section of this chapter explores four contemporary approaches to evaluation, with one chosen to serve as the approach to follow in this research study.

Definition and Purpose of Program Evaluation

"In education, program evaluation refers to the sets of activities involved in collecting information about the operation and effects of policies, programs, curricula, courses, and educational software and other instructional materials" (Gredler, 1996, p. 13). This systematic inquiry is designed to provide information to decision makers or groups who are interested in a particular program, policy, or intervention.

Program evaluation can be undertaken at any of several phases of program development or implementation. Scriven (1967; as cited in Gredler, 1996, p. 16) said that evaluation can be used in the process of curriculum development or teacher evaluation, in which case it is referred to as *formative evaluation*; or it can be done as an evaluative conclusion, in which case it is *summative evaluation*. Others, such as Misanchuk (1978; as cited in Gredler, 1996, p. 17), suggested that Scriven's summative evaluation needs to be followed by a delayed confirmative evaluation, which he explained is conducted after the program has been in operation for a significant period of time to see how well it retains its effectiveness across time.

Evaluations can also answer questions about a program's activities and offer insights into a program's implementation and management (Fink, 1995). When the evaluation focuses on the program's activities, Fink explained that it is referred to as *process evaluation*. The findings can be reported any time and, according to Fink, are generally always useful.

Stake (1975) stated that "people expect evaluation to have many different purposes" (p. 15). He explained that these can include

documenting events, recording student change, aiding in decision making, seeking out understanding, and facilitating remediation.

Evaluation gives direction to everything that we do when changing and improving school programs (Sanders, 1992). He explained that the process of evaluation helps to identify needs, set priorities among them, and translate these needs into program objectives or modifications of existing objectives. It also serves to identify and select among different program approaches, organizations, staff assignments, materials and equipment, facilities, schedules, and other structuring choices in order to build a program with a high likelihood of success. An evaluation can help determine whether a program should be supported, changed, or terminated; "in short, evaluation is an essential part of the improvement of school programs" (p. 4).

Worthen and Sanders (1987) and Kogan (1996) noted that evaluation is an important process which contributes to the educational process:

> Without careful, systematic inquiry into the effectiveness of either current school practices or new programs, many changes occurring in education become little more than random adoption of faddish innovations. Perhaps the greatest contributions to this inadequate evaluation are (1) the lack of dependable information about the performance of educational products, practices, and programs; and (2) the absence of established systems for producing such information" (Worthen & Sanders, p. 3).

They explained that although "it is just one step toward educational improvement, evaluation holds greater promise than any other approach in providing educators with information they need to help improve educational practices" (p. 3). Kogan also felt that evaluation is a worthy aspect of the educational system which

needs to be fitted into the other governing functions of education authorities. It will be one element only of a sophisticated system in which schools and education authorities reflect upon what they are doing, on how to do it, on the results that they achieve, and then move back on the basis of that analysis to decide what they should do. (p. 39)

According to Kallen (1996), there has been a shift in paradigms in our society with regard to evaluation in education. In his view, the rationalist pattern of educational governance that had become predominant rested upon a hierarchical relationship with regional and local educational levels and with the school. It implied a "public control" model of educational accountability. He explained that with democratization, the emergence of new concepts of public services, and the growing complexity of educational systems, a new evaluation paradigm has evolved that is incompatible with the aforementioned model. The new paradigm, that of consumer-controlled and consumer-oriented evaluation, is, in essence, self-evaluation by the school, for its own benefit, and in close cooperation with the community.

"The weight has shifted almost imperceptibly from evaluation on behalf of the 'producers' of education, i.e., educational administrators and professional educators, to the 'consumers,' i.e., pupils/students, parents and the wider public" (Kallen, 1996, pp. 7-8). In this new paradigm evaluation is not only carried out at the level of, and by, the consumers themselves, but also conducted for them, in order to allow them to diagnose the education system and decide upon measures for its improvement. He felt that although this shift has not yet been fully completed, and for the time being both the producer and the consumer paradigm coexist, the trend is nevertheless clearly discernible.

In Kallen's (1996) opinion, the evolution toward consumerist models of evaluation has affected the methodology, leading to less sophisticated

approaches that can be handled by nonspecialists, which has been a positive move because evaluation should be carried out at the school and local levels. Kallen explained that the more sophisticated the methodological approach and the measurement instruments, the more evaluation becomes a matter for professional evaluators:

> This deprives evaluation at the lower levels of the system of what is precisely one of its assets; i.e., its being conducted and interpreted not by external evaluators, but by teachers and principals themselves with a minimum of external assistance. (p. 22)

One difficulty is the credibility of the evaluation. According to Kallen, the credibility of the evaluation is closely related to the intervention of external professionals; however, he stated that there is much to be said in favor of evaluation of and by the school itself. He suggested that "a mix of external assistance and in-house resources would provide the answer to the intricate problems that in-house evaluation raises" (p. 22).

History of Program Evaluation

The concept of formal evaluation is not a recent phenomenon. As early as 2000 BC, Chinese officials conducted civil service examinations to measure the proficiency of public officials, and in the area of education, Socrates used verbally mediated evaluations as part of the learning process (Worthen et al., 1997). During the first half of the 20th century Thorndike and his students developed objective testing; the 1920s brought the advent of norm-referenced testing for measuring individual student achievement; and during the 1930s in the United States, achievement testing and personality and interest profiles gained prominence. Worthen et al. explained that evaluation tended to be limited to summarizing student performance

and assigning grades, with few meaningful and formally published evaluations of school programs or curricula being done for another 20 years.

The exception to this was the first comprehensive program evaluation conducted by Ralph Tyler (as cited in Gredler, 1996) in the United States. It entailed the appraisal of the Eight-Year Program, a program designed to serve teenagers who were staying in school because they could not find a job in the workforce. Whereas previous approaches of assessment and evaluation involved testing students, Tyler's approach of program appraisal involved "the study of educational programs or curricula as particular entities with associated effects" (p. 5).

During the 1940s earlier evaluation developments were consolidated, and during the 1950s and early 1960s efforts were made to enhance Tyler's approach by emphasizing the development of objectives in different areas for school programs.

A reaction to the launch of the Soviet Union's Sputnik I in 1957 resulted in a reevaluation of educational priorities. The United States pushed mathematics, science, and foreign languages (Gredler, 1996). Evaluations were funded for the projects which had been developed; however, the resulting studies "depended on imported behavioral and social science research concepts and techniques that were fine for such research but not very suitable for evaluation of school programs" (Worthen et al., 1997, p. 30). This helped to set the stage for the evolution of evaluation in the next decade.

In the United States, the 1960s was an era of social unrest. The advent of programs such as Head Start, designed to educate disadvantaged preschoolers, and Follow Through, a longitudinal education program which encouraged the development of new models of cooperation and decision

making among the school, family, and community, were introduced in education. Gredler (1996) explained that a production factor concept, or the input/output perspective from microeconomics, was utilized as an approach to evaluating these programs. The input was the human services programs with their resources and funding, and the output of the educational programs was test scores. According to Gredler, the programs were evaluated using experimental research methods and inferential statistics to determine whether those in the program significantly outperformed those in the comparison group. Gredler explained that this approach was useful in identifying the program that maximized test scores.

In the 1970s parents, program staff, program developers, and researchers reacted negatively to the use of a production factor concept in social settings such as education. Critics said that the evaluation addressed bureaucratic, not client concerns and that the evaluation did not represent the projects well enough. In conclusion, Gredler (1996) explained that the "production factor concept was a poor fit with social reality; . . . the paradigm did not address the complex and varied processes of schooling" (p. 9). Therefore, "psychologists and researchers began to address the need for comprehensive evaluations that would also address issues and concerns raised about the early evaluation studies" (p. 10). New models or approaches to evaluation were developed, and the use of qualitative data emerged.

Worthen et al. (1997) explained that during the past three decades, there have been nearly 60 different proposals for how evaluations should be conducted. Those who have been responsible for the development of the various approaches to program evaluation have held differing views as to how to establish the worth or merit of a program. These "different

approaches" to establishing worth or merit are largely responsible for the diversity of views about program evaluation" (p. 64).

House (1980, 1983; as cited in Worthen et al., 1997, p. 66) wrote about the different philosophies of knowing or establishing truth and how they affect the choice of an approach to evaluation. House discussed objectivist and subjectivist epistemologies as well as the parallel approaches of utilitarian and intuitionist-pluralist evaluation approaches. Utilitarian approaches determine value by assessing the overall impact of the program on those who are affected by it. This may be accomplished through the use of assessments or comparative evaluations. Worthen et al. viewed objectives or management-oriented evaluation as being utilitarian approaches, and Gredler (1996) included the Provus discrepancy model, the CIPP perspective, Stake's (1975) countenance approach, and Scriven's (1972, 1973) goal-free perspective as being utilitarian approaches to evaluation.

The intuitionist-pluralistic approach to evaluation, which is at the opposite end of the continuum from the utilitarian approach, is "based on the idea that value depends upon the impact of the program on each individual" (Worthen et al., 1997, p. 66), with "the primary role of evaluation as that of enlightening individuals associated with a program and others about the complex dynamics that comprise the program" (Gredler, 1996, p. 11). Gredler explained that it is based on the assumptions that (a) the evaluation will address informational needs and concerns of individuals associated with the program rather than simply key decision makers, (b) the evaluation is to reflect diverse perspectives of those associated with the evaluation, and (c) information collected should reflect

the day-to-day workings of the program and not be solely program summary information.

Individuals associated with the program have knowledge about the day-to-day operations of the program, which is a very important element (Gredler, 1996). The perceived worth of the program is gained from that data and testimonials collected from the program participants and from observations of program operations.

"Different philosophical assumptions about knowledge and value give rise naturally to different evaluation methods" (Worthen et al., 1997, p. 68). Evaluators now have use of both quantitative and qualitative methodologies. Conrad and Wilson (1985) explained that, although methodological differences do exist between the various qualitative evaluation strategies, they are basically "holistic-indictive in that the evaluator seeks to generalize about the program under review within its natural setting, . . . [which] normally does not predetermine what variables are worth measuring" (p. 35). The goal is not judgment but, rather, understanding the subjects' world and determining how and with what criteria they judge it (Bogdan & Biklen, 1998). In the quantitative approach, "the design and evaluation criteria are determined in advance and guide data collection and analysis" (Worthen et al., p. 35).

Approaches, models, methodologies, and *guides* are all terms used to describe the differing ways of conducting a program evaluation. Whereas there are differing views as to what to call the ways of conducting an evaluation, there seems to be consensus that these different ways of conducting an evaluation do vary as to the amount of detail and direction provided for their use.

According to Conrad and Wilson (1985), an evaluation model "not only provides the overall framework for evaluation, but also gives shape to the research questions, organizes and focuses the evaluation, and informs the process of inquiry" (p. 20). Stake (1981, 1991; as cited in Gredler, 1996, p. 10) explained that the approaches developed in the 1970s cannot be viewed as methodologies because they do not have the necessary detail and completeness to plan and implement an evaluation. Instead, they can be referred to as guides to assist people in thinking about ways to conduct an evaluation (Borick, 1983; as cited in Gredler, p. 11).

Authors have also differed as to the categorization system used for the differing approaches to evaluation. Gredler (1996) categorized the approaches as either utilitarian or intuitive-pluralistic. Popham (1993) used a set of five categories: goal-attainment models, judgment models (inputs), judgment models (outputs), decision-facilitation models, and naturalistic models. Conrad and Wilson's (1985) taxonomy of evaluation models includes goal-based, responsive, decision-making, and connoisseurship models. McDonald (1973; as cited in Tawney, 1976, p. 126) utilized a simple classification system of bureaucratic, autocratic, and democratic.

Classification of Evaluation Approaches

Worthen et al. (1997) also developed a classification system for the different approaches to evaluation. Their classification system was chosen for use in this study for two main reason. First, I agree with their reasoning that individual approaches may contain features from different categories, thus making classification an inexact act. They dealt with this issue by placing each approach in one classification system in what they described as a somewhat arbitrary manner. The second reason that I was attracted to

their classification system was that they distributed the six categories along a continuum. The six categories of objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented, and participant-oriented were distributed along the dimension of House's (1980, 1983; as cited in Worthen et al., 1997) utilitarian to intuitionist-pluralist evaluation methods.

The Tylerian approach and Provus' discrepancy evaluation model were included under the objectives-oriented approach. The focus for these approaches is on specifying objectives and goals and determining the extent to which they have been attained. They include the CIPP model by Stufflebeam (1971; as cited in Worthen et al., 1997) and Stufflebeam and Stinkfield (1985; as cited in Worthen et al., 1997), and Alkin's (1969; as cited in Worthen et al., 1997) UCLA evaluation model in the classification of management-oriented approaches, where the central concern is on identifying and meeting the informational needs of managerial decision makers.

The consumer-oriented approaches' central issue is developing evaluative information on products. Scriven's (1967; as cited in Worthen et al., 1997) Key Evaluation Checklist and other checklists or review forms by Komoski in the mid 1960s, Morrisett and Stephens (1967; as cited in Worthen et al., 1997), and Patterson (n.d.; as cited in Worthen et al., 1997) are included in this type of evaluation.

The expertise-oriented approach depends on the application of professional expertise to judge the quality of the project being evaluated. Formal and informal review systems as well as ad hoc panel or individual reviews may utilize this approach. As well, the connoisseurship approach advocated by Eisner (1975, 1991; as cited in Worthen et al., 1997) would

fall into this category. The connoisseur in this approach possesses the capability to judge the quality of the object being evaluated. The knowledge that the connoisseur utilizes in this approach is gathered from previous experience in the area.

The main focus of adversary-oriented approaches involves "a planned effort to generate opposing points of view within the overall evaluation" (p. 138). They explained that the adversary approach also borrows from the expertise-oriented approach. Other writers have referred to this category of evaluation as *advocate-adversary evaluation*. The first conscious effort to follow an adversarial paradigm was Owens in 1970 (as cited in Worthen et al., 1997).

Naturalistic and participant-oriented evaluation were considered as types of intuitionist-pluralistic evaluation. Participant-oriented evaluation (Worthen et al., 1997) or participatory evaluation (Fink, 1995; Greene, 1997) invites certain representatives or stakeholders who are participants in the program and who will be affected by the evaluation to join the evaluator for certain activities involved in the evaluation and to portray their values, needs, and judgments regarding the program. Naturalistic inquiry (Simons, 1987) and the responsive model (Conrad & Wilson, 1985) are also terms utilized to describe many of the alternative approaches which include program participants in an active way in the evaluative process. They explained that the participant-oriented evaluation approaches evolved in the early 1970s out of a discontent with the traditional models of evaluation. These approaches are aimed at observing and identifying the firsthand experience of people involved with the program activities and settings. Participant-oriented approaches consider the participants or stakeholders central in determining the values, criteria, needs, and data for the

evaluation. It was Stake in 1967 (as cited in Worthen et al., 1997) who first provided the impetus to this orientation through his paper "The Countenance of Educational Evaluation" because of its focus on the portrayal and processing of the judgments of the participants. Others who have developed models or approaches within this category include Parlett and Hamilton (1977; as cited in Worthen et al., 1997)) with illuminative evaluation; Rippey (1973; as cited in Worth et al., 1997), with transactional evaluation; Stake, with responsive evaluation; and Guba and Lincoln (1981) with naturalistic and responsive evaluation. Advocates of this approach generally adhere to the following characteristics. They include depending upon inductive reasoning, using a multiplicity of data, not following a standard plan, and recording multiple rather than single realities.

Choosing an Evaluation Approach

Which evaluation model should a person choose? Madaus, Haney, and Kreitzer (1992) answered, "None of the above; that's the wrong question to ask" (p. 22). They explained that, instead, "we should begin with a consideration of the evaluation questions that could be addressed, the issues that must be addressed, and the resources available for the evaluation" (p. 22). Madaus et al. said that each model has its strengths that can "help illuminate different aspects of a program" (p. 23). An evaluator can choose a particular model or approach to follow or choose an eclectic approach, borrowing from different models. They stated that within the limitations of the budget, one can pick and choose features from various models that can provide the best evidence to answer the questions about the project. Popham (1993) also advocated an eclectic approach to the alternative educational evaluation strategies.

I chose to follow Madaus et al.'s (1992) suggestion to begin examining the issues to address, the questions to explore, and the resources available in the selection of a model or approach to utilize in evaluation. It was important to me to study and utilize an approach which would allow me the freedom to hear the stories of teachers and students, to hear of their evaluation of the course, and, ultimately, "to understand a program as those affected by it do" (Gredler, 1996, p. 11).

Participant-oriented approaches aim to understand the program through involvement of the evaluator with representatives or stakeholders who are participants in the program. This clearly fit with the issue which I wished to address: the exploration of students' and teachers' perceptions of the Career module of the CALM 20 program and the examination of the model or approach itself.

Within the broad category of participant-oriented approaches, however, lay many different models developed by different theorists. Conrad and Wilson (1985), as well as Worthen et al. (1997), included illuminative evaluation (Parlett & Hamilton, 1977), responsive evaluation (Stake, 1975), and naturalistic evaluation (Guba & Lincoln, 1981) under the umbrella of participant-oriented evaluation or the responsive model. Conrad and Wilson also included the goal-free model (Scriven, 1973) in this category, whereas Worthen et al. included it in the objectives-oriented category of evaluation. Simons (1987) included democratic evaluation and holistic evaluation by MacDonald (1971, 1973, 1974, 1978; as cited in Simons, 1987), transactional evaluation by Rippey (1973), and evaluation as a literary criticism by Kelly (1975; as cited in Worthen et al., 1997) in this category of approaches.

Guba and Lincoln (1989) proposed another method of evaluation, fourth generation evaluation. Because this method advocated the importance of stakeholders playing a key role in determining what information is needed, I believe that it can be included under the classification of participant-oriented approaches to evaluation.

Another approach to evaluation which has been developed is empowerment evaluation. This approach uses evaluation concepts and techniques to foster improvement and self-determination (Fetterman, Kaftarian, & Wanderman, 1996). It is a collaborative group activity which is designed to help people help themselves in the area of program evaluation and self-evaluation. According to Stern (1996), it is an approach designed to include participants in the evaluation procedure. It includes an active feedback policy to encourage the utilization of ideas generated. Worthen et al. (1997) saw empowerment and developmental evaluation as important uses of evaluation rather than as alternate types of evaluation.

From this list I chose four approaches to investigate more fully, with the intent of applying one or a combination to this research project. Those chosen to be investigated were responsive evaluation by Stake (1967), naturalistic evaluation by Guba and Lincoln (1981), fourth generation evaluation by Guba and Lincoln (1989), and illuminative evaluation by Parlett and Hamilton (1977).

Selected Evaluation Approaches

Responsive Evaluation

Robert Stake has been called the "pioneer of client-centered type of study" (Stufflebeam & Webster, 1983, p. 35). This approach helped people who were involved in a program to evaluate it and use it to improve their

program. Stake developed the Countenance of Evaluation approach in 1967. This new perspective to evaluation asserted that there were two basic acts or countenances of evaluation: a complete description of what is being evaluated and judgment of it. The countenance approach was subsequently incorporated into the responsive approach in 1975. This approach addressed the role of clients and audiences in evaluation. Stake is known for his use of the case study methodology and the incorporation of qualitative as well as quantitative methods of data collection.

After developing the countenance approach to evaluation, Stake (1991) came to realize that "the intuitive and experiential side of program development and operation remained a domain to which program evaluators needed to accommodate. Even in a relatively homogeneous social system, the situationality of education was apparent" (p. 78). As a result of his belief that the "procedures of evaluation research needed to be carefully responsive to the activity and contexts of teaching and learning," he developed responsive evaluation. This approach was "a persuasion to concentrate early attention on the activity, uniqueness, and social plurality of the program in order to see what data gathering and interpretive schemes might be useful for indicating program quality" (p. 78).

To Stake (1975), responsive evaluation was not new but was, rather, an old alternative based on what people do naturally: "evaluate things; they observe and react" (p. 14). He believed that, although this approach traded off some measurement precision, it did so in order to increase the usefulness of the findings to the people involved with the program. According to Stake, an evaluation is responsive "if it orients more directly to program activities than to program intents; responds to audience

requirements for information; and if the different value perspectives present are referred to in reporting the success and failure of the program" (p. 14).

The essential feature of the approach is a responsiveness to key issues, especially those held by people at the site" (Stake, 1990, p. 75). Stake explained that he chose issues as his conceptual organizers because "they draw thinking toward the complexity, particularity, and subjective valuing already felt by persons associated with the program" (Stake, 1991, p. 78). What the evaluator does is to inquire, negotiate, and select a few issues around which he or she wishes to organize the study.

According to Stake (1975), a responsive evaluation can serve different purposes, such as documenting events, recording student change, aiding in decision making, seeking out understanding, and facilitating remediation or change in a program. He explained that when it is important to emphasize evaluation issues that are important for each particular program, the responsive evaluation approach is appropriate to use. If it is important to know if certain goals have been reached, however, he noted that a preordinate evaluation would be the preferred evaluation approach.

I agree with Stake (1975) when he explained that many educators are committed to the idea that a good education results in specific outcomes such as performance, mastery, ability, and attitude; however, the value could also be diffuse, long delayed, or forever beyond the scrutiny of evaluators. As an example, Stake explained that in art education, sometimes the purpose of the program staff, or parent, is to provide artistic experiences and training to a student for the intrinsic value alone. I believe that the same rationale could be used for a program such as CALM 20. The effects of the career portion of this program may not become evident for a year or more.

Stake (1990) stated that a responsive evaluation is

> directed toward the discovery of merit and shortcoming in the program; . . . ultimately, the evaluators will either make strong summary statements of the program's worth, or they may provide the descriptive data and the judgments of others so that report readers can make up their own minds about program worth. (p. 76)

Stake explained that although responsive evaluation is not intended as an instrument of reform, reformists may find it useful. "It is intended to serve the diverse people most affected personally and educationally by the program at hand—although it is bound to produce some findings they will not like" (p. 76).

There are both strengths and weaknesses to utilizing the responsive evaluation approach. Conrad and Wilson (1985) pointed out that a strength of the model is that it allowed those who are responsible for the program to understand its actual achievements, and in cases where action is needed, it reconciles the results with any plans that need to be undertaken. In this instance, responsive evaluation can be very useful during the beginning and middle stages of program implementation.

Stake (1990) noted that some may object to this approach on the grounds that too much emphasis is given to subjective data, such as the testimony of participants; however, he explained that triangulation is utilized in order to show the reliability of the observation. Stake (1975) explained that "the bias of direct or vicarious experiences is reduced as repeated observations and diverse points of view are attained" (p. 23). Because placing value on the program is not seen as different from perceiving it, the worth of the program is revealed by how people subjectively view it. In terms of the subjectivity of the researcher, the researcher tries to make

value statements or positions clear and takes care to show the subjectivity of the data and interpretations.

Stake (1990) explained that there is a misconception that responsive evaluation must utilize a naturalistic inquiry or qualitative research. He argued that this is not so and that the evaluators, program staff, and evaluation sponsors can discuss alternative methods and the most appropriate one to use for their research. He stated that for a good responsive evaluation, the methods must fit with the "here and now" (p. 76) and serve the needs of the various stakeholders. He said, however, that it is uncommon for tests to be utilized in a prominent way in this type of evaluation because they are often not good approximations of the several outcomes intended, and they tend not to be cost effective.

Stake (1975) explained that a responsive evaluation consists of 12 reoccurring events which he organized as the numbers on a clock. These events, however, do not proceed clockwise; they can occur in any order or simultaneously, and the evaluator can return to each event many times before the evaluation is complete. According to Stake, the events are

- talking to clients, program staff, and concerned audiences
- identifying the program scope
- overview the program activities
- discover the stated and real purposes of the program
- conceptualize the issues and problems
- select observers, judges, and instruments (if any)
- collect the data; observe designated antecedents, transactions, and outcomes
- thematize the data and prepare portrayals and case studies based on the themes
- match issues to the audiences
- format it for audience use
- assemble formal reports (if there are any). (p. 20)

An important aspect of this procedure, according to Stake, is that it allows the evaluator to respond to emerging issues. This is unlike a fixed data plan where the attention is given to those issues which were identified early, to the exclusion of those identified later.

The first event, talking with clients, program staff, and people who are representative of the audiences, occurs at the 12 o'clock position. The evaluator can discuss many things with these people on many different occasions, including program scope, program activities, stated and real purposes of the program, and issues, problems, or potential problems. Once the interviewer has gained an understanding of the issues which are important to the program stakeholders, these issues become

> a structure for continuing discussions with clients, staff and audiences, for the data-gathering plan. The systematic observations to be made, the interviews and tests to be given, if any, should be those that contribute to understanding or resolving the issues identified. (Stake, 1975, p. 17)

The plan of a responsive evaluation is such that issues that emerge later in the evaluation also may be given attention. Stake (1990) also emphasized that the program staff, funding agency, or research community should specify the key questions. He explained that although their questions may not be worthy of study, the responsive evaluator is open to issues which may not be specified in the program plan.

This approach appears to be a worthy model if the researcher's intent is to utilize the participants' issues regarding the program as the structure for continuing discussions. For the purposes of my research, however, although I was interested in gathering the opinions and judgments of the teachers and students regarding the program, specific questions and/or issues to be addressed would be selected and raised by me, the researcher.

In evaluating a program, Stake (1975) stated that one becomes aware of issue-questions which are to be explored. He explained that an evaluator may require "more structure than a set of questions to help him decide what data to gather" (p. 17). Stake noted that a useful aid for his evaluation of an arts program was the use of a matrix he developed for a paper he wrote entitled "The Countenance of Educational Evaluation." This matrix advocated the use of both descriptive and judgmental data, as well as antecedent, transaction, and outcome information. He explained that this matrix provides a "conceptual structure and gives us ideas as to what observations should be made and as to which data should be recorded" (p. 18).

The reporting of the evaluation can be done in a variety of ways: orally; visually through a variety of media such as a video, scrapbook, or exhibits; by a written report; or by some combination. Stake (1975) explained that the reporting procedure for the vicarious experience should portray the mood, complexity, holistic impression, and mystery of the experience. He stated that one way to do this is through the art of storytelling. To accomplish this, it is common for the evaluator to prepare portrayals or case studies which the audience can interpret for themselves. "A portrayal of program offerings, of student involvement, and of a balanced account of perceived strengths and shortcomings should help faculties and citizens find proper places for art in the curriculum" (p. 30). This mode of evaluation would certainly have application to other program evaluations when the purpose of the evaluation fits with this model of evaluation.

Conrad and Wilson (1985) discussed the implementation of this model of evaluation. They said that the academic review process at the University

of Colorado-Boulder was coordinated by the Academic Program Review Committee and was undertaken "in a manner consistent with the responsive approach to evaluation" (p. 25). The process consisted of three stages: (a) a self-study which was conducted by the program under review, (b) an internal review by a committee of faculty and students from fields outside the program under review, and (c) an external review by disciplinary experts. They explained that the college dean was consulted early in the review, students were surveyed during the self-study process, and faculty views were sought in the self-study section. The internal group consisted of a representative groups of faculty and students, and the external review involves extensive interviewing. Conrad and Wilson explained that the solicitation of views from the different people was a central tenet of the responsive model.

According to Gredler (1996), although this approach may exclude important information and jeopardize the evaluation's validity because of the involvement of the stakeholders in technical issues, it does portray the program according to the stakeholders' realities and reflects the interests of the stakeholders. However, for this research it was deemed important that questions and/or issues selected be raised by the evaluator and opened to discussion by the participants. The responsive approach, however, has the participants selecting the issues for investigation. Therefore, other models of evaluation were investigated.

Naturalistic Evaluation

According to Guba and Lincoln (1981), responsive evaluation, as proposed by Stake (1975) and elaborated on by others, "offers the most meaningful and useful approach to performing evaluations. There are,

however, certain additions that it is necessary to make to this formulation"
(Guba & Lincoln, p. 33). Guba and Lincoln built on the responsive approach
to evaluation when they developed a new model of evaluation. They
combined two avenues of thought, that of evaluation and of methodology,
when they took Stake's responsive evaluation model and applied it to the
naturalistic paradigm.

According to Guba and Lincoln (1981), the major purpose of
evaluation is "responding to an audience's requirements for information,
particularly in ways that take account of the several value perspectives of
its members" (p. 36). The applied the principles of responsive evaluation to
a naturalistic approach to evaluation. This means that the evaluation studies
the program as it appears naturally without manipulation.

Guba and Lincoln (1981) saw evaluation as serving four main
purposes: (a) modification and/or improvement of the entity being
evaluated—formative merit evaluation; (b) critique, certification, and warrant
of the entity—summative merit evaluation; (c) fitting or adapting it to a local
context—formative worth evaluation; and (d) certification and warrant for
local retention, application, or use of the entity in its adapted form—
summative worth evaluation.

Guba and Lincoln (1981) explained that when a traditional
experimental approach is undertaken, the design can be clearly laid out.
However, they agreed with Stake (1975) that the design of the evaluation is
emergent and that it cannot be fully specified at the onset of the evaluation.
Because the client may be anxious about this type of evaluation after the
initial contract phase is completed, Guba and Lincoln explained the
necessity of providing informational progress reports to reassure the client,
rather than seeking sanction for emerging steps.

Although the design is emergent in nature, Guba and Lincoln (1981) identified four main phases which occur when implementing a naturalistic responsive evaluation: (a) initiating and organizing the evaluation, (b) identifying any issues and concerns, (c) gathering useful information, and (d) reporting results effectively and making recommendations.

The first phase in implementing a naturalistic responsive evaluation is initiating and organizing the evaluation. This involves negotiating the evaluation contract, organizing the evaluation team, getting set up at the site, and taking account of human and political factors. Negotiating an evaluation contract entails learning what the client hopes to accomplish, for whom, and by what methods. The contract itself can be in the form of a letter or a formal legal document, but however one chooses to formalize it, Guba and Lincoln (1981) noted that the following topics should be addressed with the client. The identification of the client or sponsor as well as appropriate consents should be made, the entity which will be evaluated must be identified, and the purpose of the evaluation must be negotiated. In addition, it is important that the various audiences (those who have some stake in the evaluation of those groups to whom an evaluation report will be sent) or relevant parties sanction the evaluation. Although it may be difficult to gain this agreement in this phase of the negotiation, it is important that the different audiences be identified and a process to secure their approval be agreed upon. It is important that audiences also have the right to review the proposed procedures and reject them on reasonable grounds. A method of inquiry should be discussed with the client. A naturalistic study generally uses a purposive sampling technique, and the major instrument used is the investigator him/herself (Guba & Lincoln, 1981).

Arrangements should be made to ensure that the evaluating team has access to records, and the issue of confidentiality and anonymity should be addressed. Although confidentiality and anonymity may be promised, Guba and Lincoln (1981) explained the necessity of recognizing the reality of the situations that may arise. Comments included in the report may narrow down the number of possible people who may have been quoted, and, as a result, the individual may be more easily identified. These issues must be recognized and dealt with. In negotiating the contract, it is important to put a statement in the contract which will guarantee the autonomy of the evaluator with respect to making decisions about the evaluation. The method, timing, and who has authority to release a report also must be dealt with. Guba and Lincoln explained that frequently the evaluator determines the content and the client determines whether to release a report. Lastly, the agents or who will do the evaluation, the schedule, the budget, and the products of the evaluation should be addressed.

The second phase is to identify the key issues and concerns. This involves identifying the stakeholders and eliciting their concerns and issues.

> A stakeholding audience is a group of persons having some common characteristics (for example, administrators, teachers, parents, students, sponsors, clients, and the like) that has some stake in the performance (or outcome or impact) of the evaluand; that is, is somehow involved in or affected by the entity being evaluated. (Guba & Lincoln, 1981, p. 304)

The identification of audiences is the first step in eliciting concerns and issues. It is important to remember that although "an evaluation has been contracted with a legitimate client, [that] is of itself no assurance that the evaluator will be accepted by either the respondents or the audiences of the evaluation" (p. 280). One strategy to utilize in gathering access to

audiences is to learn who the leaders or gatekeepers of the various audiences are and to endeavor to gain their trust through explaining the purpose of the evaluation. This person may assist in gaining access to group members. The evaluator must also develop and maintain trust with the respondents and deal with uncooperative respondents.

Guba and Lincoln (1981) explained that identifying concerns and issues from the respondents may be seen as consisting of a series of steps which may occur concurrently or be recycled. The first step identified is the initial interview. The respondent is contacted to discuss the reason for the contact, how this person's name was received, the guarantees of anonymity and confidentiality, what will be done with the data, and to set up a time and place. The actual interview will entail establishing rapport, warming the respondent up to the evaluand by asking the respondent to describe the evaluand, its context of use, and the actual conditions and operations involved in its application. This description serves the purpose of obtaining the participants' perceptions of what is occurring. Once this is completed, the evaluator should proceed to questioning the respondent about any concerns or issues that the respondent has about the evaluand. As the evaluator's knowledge grows, specific questions on what the evaluator has learned about the evaluand may be added. As the interview draws to a close, the evaluator may summarize what has been said, and then he/she may seek recommendations for other audiences or respondents who it may be advantageous to interview.

Once the evaluator has interviewed individuals from each of the audiences and has determined that further data gathering would yield marginally more information, he/she will want to do an analysis which would produce a list of concerns and issues. The evaluator may have begun this

process with the first interview and used earlier interviews to shape further data-collection efforts, in which case the data-analysis task will be nearly completed, with final refinements being the only item left to do. This analysis is designed to "produce lists of concerns and issues and to assess values" (Guba & Lincoln, 1981, p. 314).

The third phase of a naturalistic responsive evaluation involves gathering useful information which pertains to the issues and concerns of the stakeholders. "The responsive evaluator working within the naturalistic paradigm must generate five kinds of information: descriptive information, information responsive to concerns, information responsive to issues, information about values, and information about standards relevant to worth and merit assessments" (Guba & Lincoln, 1981, p. 339).

Guba and Lincoln (1981) explained that descriptive information is needed for the purpose of serving "as a basis for extrapolating findings to other settings should anyone wish to do so" (p. 340). This includes information about the entity being evaluated, the setting in which it is used, and the conditions under which both use and evaluation take place.

The entity being evaluated is the program or project. Information should be included regarding its objectives; the targets of the evaluated entity, such as grade level and ability level; the focus of the evaluand (e.g., curriculum in Grade 5 social studies); the materials, facilities, and costs which are required; the agents required to implement the evaluand (e.g., teachers, social workers); the schedule of activities; the relation of the evaluand to other projects or activities; and any special constraints.

According to Guba and Lincoln (1981), the description of the setting includes a description of the larger setting (organization, community, culture) in which the evaluand occurs. It also includes the value

characteristics of the stakeholding audiences and an evaluation of the context which initially set the stage for the evaluand. Guba and Lincoln explained that the description of evaluand in use and its setting as it actually exists are important because the implemented evaluand and the intended evaluand are not necessarily the same. They stated that a third type of description—variations—should also be explored. This involves an examination of the changes that may occur due to the evaluation being done, continuing activity of the evaluator, or reluctance or resistance by actors.

Another type of information to be explored, according to Guba and Lincoln (1981), is concerns-oriented information. An evaluator should collect information about each identified concern. Information that can refute or confirm the concerns should be collected, as should information that assesses the causes and consequences for the concerns. Once a concern is documented and its possible causes and consequences analyzed, then it may be possible to propose solutions. Sometimes, however, assessing the causes and consequences for the concern may be beyond the scope of the evaluation.

A naturalistic, responsive evaluator should also be concerned about collecting information that will be useful in dealing with, clarifying, and possibly resolving issues which were expressed. The evaluator can work with stakeholding audiences to clarify the reasons that they hold a particular opinion to understand the values underlying the opinion. This information regarding differing opinions and the issues underlying them can be shared with the various audiences, so that each side knows the basis for the other side's judgment. The next stage involves validating the reasons underlying the choices among the different issue alternatives. If the reasons have

validity, then the issue warrants further exploration. Once the clarification and validating steps have been completed, Lincoln and Guba (1981) explained that the advantages or disadvantages of each can be analyzed.

Values are inferred from an analysis of issues and concerns. An evaluator should clarify the values, seek to determine the basis or source for the values, and seek to determine the degree of conviction to which the various values are held.

The last phase involves reporting the results and making recommendations. Three main issues need to be addressed: (a) to whom one reports, about what, and when; (b) the forms of reporting, with an emphasis on the case study; and (c) the methodology of case studies. The client who commissioned and paid for the evaluation, as well as each of the different audiences, should receive a report. However, every audience does not necessarily receive the same report and in the same format. There are certain elements that each audience should receive: the purpose of the evaluation, a thick description to provide a vicarious experience, information which is responsive to the concerns and issues raised by the particular audience, information about each audience's values, and highlights of the various judgments and recommendations that need to be made by the audiences. The report should take into account the language of the audience for which it is written. Although there may be a specified schedule for reporting of information, a naturalistic evaluation involves reporting on a continuous basis with the members of the various audiences.

This approach applied Stake's (1975) responsive evaluation model to the naturalistic paradigm. Issues for investigation come from the participants themselves, rather than from the evaluator. My desire to have participants comment on questions and/or issues that I felt were important served to

eliminate this model as the sole basis for my investigation. Guba and Lincoln (1989) developed another model of program evaluation called the fourth generation evaluation.

Fourth Generation Evaluation

Guba and Lincoln (1989) discussed what they viewed as the different generations of evaluation. They referred to the first generation of evaluation as the *measurement* generation. The role of the evaluator was to know and apply the different instruments used for measuring the variables in an investigation. The second generation of evaluation was characterized by description. The evaluator retained the role of measuring; however, it was also called upon to describe the strengths and weaknesses of the program. During the third generation of evaluation it was recognized that the evaluation should reach judgments with regard to the program. The evaluator assumed the role of judge, in addition to the earlier technical and descriptive functions.

Guba and Lincoln (1989) thought that each of these generations of evaluation suffered from three major flaws: a tendency toward managerialism, a failure to accommodate value pluralism, and overcommitment to the scientific paradigm of inquiry. They explained that in traditional evaluations the relationship between the manager, the person who commissioned the evaluation, and the evaluator could have unfavorable consequences. They said that in such an arrangement, the manager is outside of the evaluation and his or her managerial practices would not be called into question. In addition, the manager would have the ultimate power to determine what questions would be pursued, how the answers would be collected, and whether the findings would in fact be distributed.

In the past, evaluations also failed to accommodate the value pluralism of our society. Guba and Lincoln (1989) explained that it is important that evaluation approaches take into account the value differences which exist in society.

The first three generations of evaluation have also been criticized by Guba and Lincoln (1989) because of an overreliance on the scientific method of inquiry. They believed that this resulted in an overreliance on formal quantitative measurement, the context in which the program occurred was ignored, the results presented were irrefutable and alternate ways of thinking of the evaluand were not considered, and the evaluator was relieved of any moral responsibility for his or her actions.

Guba and Lincoln (1989) proposed another method of evaluation, fourth generation, which was "a form of evaluation in which the claims, concerns, and issues of stakeholders serve as organizational foci (the basis for determining what information is needed), that is implemented within the methodological precepts of the constructivist inquiry paradigm" (p. 50). They explained that "fourth generation evaluation is a marriage of responsive focusing—using the claims, concerns, and issues of stakeholders as the organizing elements—and constructivist methodology—aiming to develop judgmental consensus among stakeholders who earlier held different, perhaps conflicting, emic constructions" (p. 184).

Fourth generation evaluation is considered to be a postmodern approach to evaluation (Stake, 1997). It is an evaluative process which utilizes a constructivist paradigm, which means that it rests on a relativist, not a realist, epistemology (Guba & Lincoln, 1989). The process of fourth generation evaluation produces not a set of conclusions and recommendations, but rather an agenda for the negotiation of claims,

concerns, and issues that have been unresolved in the hermeneutic dialectic exchanges which take place. Guba and Lincoln explained that negotiation is the key dynamic of fourth generation evaluation. A strength of this approach appears to be the close involvement of the stakeholders with the evaluation itself. It would be suitable for a context in which the stakeholders and the evaluator would be interested in negotiating a possible resolution to important issues. This research project was initiated by myself, the researcher, not by participants in the program who wish to explore issues and questions in an attempt to resolve any of these issues or claims.

Guba and Lincoln (1989) explained that fourth generation evaluation is characterized by six main properties. First, the findings of this type of evaluation are not fact but, rather, are the realities of the case. These realities represent meaningful constructions that individuals or groups of people have formed to make sense of the situation in which they have found themselves.

Secondly, the constructions through which people make sense of their situations are shaped by the values of the constructors. Guba and Lincoln (1989) pointed out that because we live in a value-pluralistic society, the issue of whose values are to be taken into account and how the differing value positions can be accommodated becomes important.

The third point recognizes that these constructions are linked to the particular contexts within which they are formed and to which they refer (Guba & Lincoln, 1989).

The fourth point raised states that evaluations can be shaped to enfranchise or disenfranchise stakeholding groups in a variety of ways. If only the evaluator and the client have the opportunity to design and implement the plan of the evaluation, then various stakeholder groups will

not have the opportunity to pursue their own interests (Guba & Lincoln, 1989).

The fifth point is that determining a course of action on which most stakeholders can agree to pursue can be arrived at only through a negotiation process that recognizes that separate sets of values exist. If this occurs, individuals may find a reason to support and work at it. For this to occur, the evaluator must be more than the "technician-gathering-information; instead, he or she must be the orchestrator of the negotiation process" (Guba & Lincoln, 1989, p. 10).

The sixth point involves the interaction of the evaluator and stakeholders as humans. The evaluator must respect their dignity, integrity, and privacy while fully including them in the design, implementation, interpretation, and resulting action of the evaluation.

Guba and Lincoln (1989) explained that the fourth generation evaluator is responsible for (a) identifying the full array of stakeholders who are at risk in the projected evaluation; (b) eliciting from each stakeholder group their constructions about the evaluand and the range of claims, concerns, and issues they wish to raise in relation to it; (c) providing a context and methodology (the hermeneutic/dialectic) through which varying constructions and the different claims, concerns, and issues can be understood; (d) generating consensus with respect to as many constructions and their related issues as possible; (e) preparing an agenda for negotiation on items for which there is incomplete consensus; (f) collecting and providing the information called for in the agenda for negotiation; (g) establishing and mediating a forum of stakeholder representatives in which the negotiation can take place; (h) developing a report or several reports presenting any consensus on constructions and any resolutions

regarding issues which were raised; and (i) recycling the evaluation to take up unresolved constructions and issues. Guba and Lincoln explained that these responsibilities were also translated into specific steps. They emphasized that these responsibilities and the process steps are not to be undertaken in a linear function but, rather, can be done simultaneously and interactively. There can be back-and-forth movement and the recycling of portions of the progression, and sometimes steps may be omitted.

Guba and Lincoln (1989) described the general progression of steps that a fourth generation evaluation may take:

1. Initiating a contract:

Possible elements which may be included in a contract are the identification of the sponsor of the evaluation, the identification of the evaluand (the entity being evaluated), a statement of purpose, a statement of agreement for the sponsor for the conditions for a productive hermeneutic dialectic, a statement of intent from the evaluator, a brief description of methodology, a guarantee of access to records and documents, a statement of the evaluator's intent to guarantee confidentiality and anonymity of information sources, a description of the reporting mode, and a listing of technical specifications (such as the agents of the evaluation, a tentative schedule, a budget, and a listing of likely products).

2. Organizing to conduct the evaluation:

This can include issues such as selecting and training a team of evaluators, gaining entry to the site and getting established, making logistical preparations, and taking account of any local social/political/ cultural factors.

3. Identifying the stakeholders:

Guba and Lincoln (1989) defined *stakeholders* as "persons or groups that are put at some risk by the evaluation, that is, persons or groups that hold a stake" (p. 201). This can include those who are involved in producing, using, or implementing the evaluand, those who profit from it, or those who are negatively affected by it. New stakeholders may be identified as the evaluation proceeds and may be included in the evaluation. Guba and Lincoln explained that in some evaluations the variety of stakeholders may be beyond the evaluation's resources, and as such not all will be included in the evaluation. They stated that utilizing negotiation in determining those who would be included in the evaluation is in keeping with the principles of fourth generation evaluation. This is accomplished by having each party present its case.

4. Developing within stakeholder group joint constructions:

Once the stakeholding audience is identified, then the hermeneutic dialectic circle process is started. The hermeneutic dialectic circle is the methodology through which the different constructions and different claims, concerns, and issues of stakeholders can be explored, critiqued, and taken into account. The purpose of making this circle is to identify as many different constructions as possible by the stakeholders.

An interview with a member of a stakeholder group is followed by a data analysis. In this way, the materials from the first interview can be included in the second interview so that Respondent 2 not only comments about his/her own constructions, but is also asked to comment on Respondent 1's construction. Another data analysis includes the constructions of Respondents 1 and 2. Respondent 3 is asked about his/her own constructions and to comment on the analyses of the first two

respondents. This continues until the comments of all the representatives from the stakeholder group are gathered. Each successive respondent is chosen or suggested by the previous respondent. The evaluator may wish to recycle the circle by returning to each respondent and allowing him/her the opportunity to comment on the emerging data. The evaluator may wish to bring all members of a stakeholder group together at the end of the circle process to comment on the construction that has evolved. A spiraling circle may also be used in which the respondents from the stakeholder group are replaced by different members of the group to allow fresh minds to participate. This creates extra work for the evaluator because he/she is beginning the process over again; however, it relieves the time pressure for each respondent. At the end of this step, the evaluator will emerge with a joint and hopefully consensual construction from a group of respondents who represent the stakeholder group.

5. Testing and enlarging joint stakeholder constructions:

A variety of other information may be accessed and used to bring bearing on the existing constructions. These sources of information can include documents and records, observation, professional literature, other stakeholder circles, and the evaluator's etic construction.

6. Sorting out resolved claims, concerns, and issues:

Guba and Lincoln (1989) claimed that this is the simplest of the 13 steps involved in fourth generation evaluation. The evaluator sets aside the resolved issues that the stakeholders hold for consideration when the final case report is written.

7. Prioritizing unresolved items:

Because the number of unresolved items that have been raised may outstretch the resources available, it may be necessary to prioritize the

items. This should be accomplished in a participatory way to that each stakeholding audience has input. The hermeneutic circle must be allowed to determine the criteria to be employed in the prioritizing of the items. However, three priorities that may be considered are (a) possible ease of resolution, (b) possibility of achieving an action compromise even though disagreement may continue, and (c) centrality of the issue to the value system of one or more stakeholding groups.

8. Collecting information/achieving sophistication:

Guba and Lincoln (1989) explained that to say that certain matters are unresolved means that no joint collaborative construction has yet evolved. They stated that joint constructions can be reached if there is enough information and appropriate levels of sophistication can be reached. At this point additional information may be gathered and, when added to the existing constructions, may lead to reconstructions. This information may come from the previous work of hermeneutic circles, which, although irrelevant then, may now be relevant; from existing professional literature; from documents and records; from the experience of the evaluator in other projects; and from information from other evaluations which were done in similar contexts (care must be taken not to generalize from it).

9. Preparing the agenda for negotiation:

This step involves defining and explaining why each construction is on the agenda, describing the constructions, providing training to build the respondents' level of sophistication to whatever level is needed, and testing the agenda with stakeholders to determine the level of its acceptability as a basis of negotiation.

10. Carrying out the negotiation:

The negotiation is carried out via the hermeneutic dialectic process with representatives that stakeholder groups have selected to represent them. The evaluator is the mediator and facilitator for the circle, but has no special powers. The entire process ends when some consensus is reached on previously unresolved issues or when resources and time are exhausted. There are three possible outcomes: (a) full resolution of an issue: Guba and Lincoln (1989) explained that an issue is fully resolved when the action to be taken is self-evident and, by agreeing, the stakeholders commit themselves to sharing responsibility for whatever action is taken;

(b) incomplete or partial resolution: When action is pending further study or consideration, a mechanism for further study should be proposed and implemented, with place-holding action to be implemented in the interim;

(c) no resolution: Any unresolved issues will serve as the basis for future evaluation activities.

11. Reporting:

A case study report is usually utilized. This case report should include the basic belief system underlying the paradigm, the rhetorical and action criteria, and the application of transferability criteria.

12. Recycling:

Guba and Lincoln (1989) explained that this step allows the evaluation to again take up unresolved issues and concerns that may have emerged as a result of changes made on the basis of the first round of evaluation. They stated that evaluations are never completed but, rather, pause until a further need arises.

This process of negotiation aims to devise joint, collaborative, or shared constructions of the evaluand which are solicited from the input of

the various stakeholders. This research, however, was initiated by the researcher with the intent of investigating a model of evaluation and students' and teachers' perceptions of a segment of a program. The purpose of the research was not negotiation and development of a collaborative construction of the evaluand. The focus, instead, was on hearing the individuals' views and exploring common themes regarding the program. The emphasis was on hearing their stories and investigating interrelationships between the stories, rather than on negotiating a collaborative story.

Russell and Willinsky (1997) stated that Fourth Generation Evaluation (4GE) has "particular relevance for the development of alternative formulations of evaluation practices among stakeholders, which can add a richness to accounts of student learning, and increase the likelihood of the evaluation actually being used to improve teaching in the school" (p. 187). The pointed out, however, a number of challenges for teachers to overcome when utilizing 4GE. Although Guba and Lincoln detailed an agenda for the negotiation process, Russell and Willinsky pointed out that if no consensus on decision making and practical action occurs, then the issue or concern will be left unresolved. Another area of difficulty, according to Russell and Willinsky, is the amount of time needed for mobilizing an evaluation such as this. Russell and Willinsky pointed out that although stakeholder participation is an important characteristic, they felt that in "school systems organised around hierarchies of position based on expertise, this seems even more unlikely than the society at large" (pp. 194-195). They believed that what the 4GE approaches needs is more attempts by teachers and their school communities to use it to see the potential for improving teaching and learning.

O'Neill (1995) utilized Fourth Generation as a methodology in an evaluation of a Durban-based science education project. This school science project provided classroom support and training to senior-high science teachers at the Black township and rural schools in the KwaZulu Natal Region of South Africa. O'Neill stated that the "attractiveness of the theory lies in its promises of widespread stakeholder empowerment, equal valuing of the constructions of all stakeholders, consensual constructions on the 'claims, concerns, and issues' of most stakeholders, and guaranteed usage of the evaluation process and product" (pp. 5-6). What he found, however, were several obstacles which impeded the achievement of these ideals. O'Neill found that the underlying theory is complex, and at least some concept of constructivist epistemology was needed; however, people found it difficult either to comprehend or to accept. Another area of difficulty was that stakeholder groups would not necessarily challenge other constructions held by other stakeholder groups. He felt that this was because groups were not particularly interested in aspects raised by other groups. O'Neill also pointed out another problem. What he found difficult was that stakeholders at different levels of the organization see different things at differing depths. Another problem raised by O'Neill was that many participants in his study were passive and nonchalant toward the process rather than being involved in the issues and process. He also felt that the evaluator should attempt to identify the real power structures of the evaluand and any distorting effects they may have, rather than hope that they do exist. O'Neill also addressed the issue of usage and speculated that perhaps there is still an onus on the evaluator to facilitate the usage of the evaluand. Although O'Neill had these reservations about 4GE, he said that it has made "excellent strides towards

incorporating constructivist ideas on how people form knowledge about their lives, into evaluation theory" (p. 20).

Guba and Lincoln (1989) explained that fourth generation evaluation is designed to give the stakeholders a measure of control over the nature of the evaluation activity. It tends to raise more questions than it answers. Guba and Lincoln pointed out that although it is a process which is a means to empowerment due to the process aspects and the sharing of information, it can be a long, difficult, and cumbersome process. They explained that because there are always unresolved issues, fourth generation evaluation never really stops; it just pauses. They stated, however, that in the end it works.

Illuminative Evaluation

The emergence of naturalistic evaluation in the past 30 years has been led by people such as Robert Stake, Louis Smith, and Elliot Eisner in the United States; and Barry MacDonald, Lawrence Stenhouse, and David Hamilton and Malcolm Parlett in Britain (House, 1986). According to House, naturalistic evaluation became the dominant force in Britain; however, evaluations in the United States remained largely quantitative and formal. In discussing Responsive Evaluation, Stake (1983) commented that he believed that although Parlett and Hamilton might not have endorsed everything about it, their writings were, for the most part, "harmonious with mine" (p. 291).

Illuminative evaluation was introduced by Parlett and Hamilton (1972) as a new approach to program evaluation. They stated that conventional approaches to evaluation belong to a classical or agricultural-botany paradigm, whereas this new approach belongs to the alternative or social

anthropology research paradigm. This means that whereas studies in an agricultural-botany paradigm utilize "a hypothetico-deductive methodology derived from the experimental and mental-testing traditions in psychology" (p. 3), the social anthropology paradigm involves an intensive study of "a program as a whole: its rationale and evolution, its operations, achievements, and difficulties" (n.p.). This means that illuminative evaluation does not aim to study the educational product of the program, but, in contrast, it aims to illuminate or throw light upon the character and the special features of the program or innovation, along with the wider context in which the program operates (Parlett, 1990). The program to be evaluated was to be studied as a whole, with an emphasis on "description and interpretation rather than measurement and prediction" (Parlett & Hamilton, 1972, p. 8). Illuminative evaluation seeks to discover and document what it is like to participate in the program, whether as a teacher or a pupil, and to discern and discuss the program's most significant features and processes. This was the goal of this research: to discover the participants' perceptions of the program and what it was like to be a teacher or a student in this program. The specific aims of the illuminate approach were a study of the program, how it operated, how it was influenced by different school situations in which it was applied, what those directly concerned with it saw as its advantages and disadvantages, and how students' intellectual and academic experiences were most affected (Parlett & Hamilton, 1972).

In this paradigm, a program or innovation is not to be examined in isolation but, rather, within the context in which it occurs. The instructional system and learning milieu influence a program and are important aspects to consider in the evaluation.

An instructional system includes elements such as a syllabus, a set of pedagogic assumptions, and details of techniques or equipment arranged into a plan of study (Parlett & Hamilton, 1972). These authors explained that the traditional evaluator examines the formal plan and chooses the program's goals, objectives, and desired outcomes, with the aim of examining whether the instructional system has met these goals or objectives. Parlett and Hamilton thought that this approach failed to recognize "the fact that an instructional system, when adopted, undergoes modifications; . . . it assumes a different form in every situation" (pp. 10-11). In the classroom situation, the objectives may be reordered, redefined, or abandoned.

The learning milieu is the environment in which teachers and pupils work together. It represents the complex network of cultural, social, institutional, and psychological variables which interact in complicated ways to produce, in each class or course, a unique set of circumstances which impact the teaching and learning which occur there (Parlett & Hamilton, 1972). Constraints in areas such as legal, administrative, and financial, together with operating methods (arrangement of subjects, curricula, teaching methods) held by the staff, individual teacher characteristics (teaching style, experience, goals), and student perspectives interplay and affect the learning milieu. Parlett and Hamilton explained that when an innovation or new program is introduced, a chain of repercussions is set off throughout the learning milieu, which in turn affects the innovation itself. "Connecting changes in the learning milieu with intellectual experiences of students is one of the chief concerns for illuminative evaluation" (p. 13).

Illuminative evaluation has been described as being responsive, naturalistic, heuristic, and interpretive (Parlett, 1990). It is responsive in that

it aims to be useful to educational practitioners, it utilizes close-up on-site investigative techniques, and the studies are kept as brief as possible. Parlett (1990) explained that an evaluator utilizing an illuminative approach pays close attention to the requirements, questions, and needs of the target audiences or stakeholders. Gredler (1976) pointed out that although an illuminative evaluation shares a key characteristic with Stake's (1975) responsive evaluation in that they are both "sensitive to the needs, interests, and questions of different audiences" (p. 72), an illuminative evaluation is different from responsive evaluation in that "stakeholders do not have input into the issues for study" (p. 73). Instead, the purpose of illuminative evaluation is holistic in nature, with a focus on the entire network of interrelationships rather than on particular individual variables or factors (Parlett, 1990). For the purposes of my research, this approach to evaluation interested me. I was interested in gaining an understanding of the participants' perceptions of the evaluand and investigating common themes or interrelationships in their stories.

Illuminative evaluations are naturalistic in that they occur naturally in real-life institutional settings, with no attempt made to bring them under artificial conditions. The aim of illuminative evaluation is to

> document the programme or set of issues being studied in an informative and revealing manner, drawing together factual and statistical material, opinions, observations, and historical perspectives, to provide a fuller base of comprehending and appreciating the special nature of the system studied. (Parlett, 1990, p. 69)

This type of evaluation is heuristic in that it is an evolving strategy of study. The strategy is continually updated as the evaluator gains an

understanding of the system as a whole. The course of the inquiry initially cannot be mapped out in detail.

Illuminative evaluation also has an interpretive aspect. Although it does place great importance on description and reporting of the description, "the aim is to provide a distillation of local thinking, to concentrate the wisdom, as it were, dispersed in many perspectives" (Parlett, 1990, p. 70). Illuminative evaluators therefore find it necessary to go beyond basic description. They must discover or create the underlying structures and relationships that are not presented in an obvious manner (Parlett, 1990).

There is no standard format or plan as to how to conduct an illuminative evaluation. It is not a standard methodological package but, rather, a general research strategy. It comes in diverse forms and is meant to be adaptable. Parlett and Hamilton (1972) explained that the size, aims, and techniques of the evaluation depend on many factors:

> the sponsors' preoccupations; the exact nature and stage of the innovation; the number of institutions, teachers, and students involved; the level of cooperation and the degree of access to relevant information; the extent of the investigator's previous experience; the time available for data collection; the format of the required report; and, not least, the size of the evaluation budget. (p. 15)

The choice of research tactics follows from decisions made in each case as to the best available techniques, not from the research doctrine.

Although the course of this study could not be charted in advance, Parlett and Hamilton (1972) explained that "characteristically in illuminative evaluation there are three stages: investigators observe, inquire further, and then seek to explain" (p. 16). A number of activities occur during the first stage, which Parlett (1990) referred to as the *immersion period.* During this initial stage, negotiation takes place between the evaluator and those

commissioning the study. They meet to "establish what questions and problems are of most concern, and how the study can address them" (Parlett, 1981, pp. 220-221). The evaluator also investigates whether there are underlying motives for the study. During this stage, the investigator will "listen and observe, ask numerous questions, read widely, consult a variety of individuals already knowledgeable with the system" (Parlett, 1990, p. 71). Parlett and Hamilton explained that in a study of a pilot project in independent learning in British secondary schools, Parlett's early visits to the schools yielded common incidents, reoccurring trends, and issues frequently discussed. These were obtained by either observation or hearing about them from teachers and pupils. In this exploratory stage, the investigator became more knowledgeable about the innovation or program.

During the second stage the investigation becomes more focused, selective, and systematic. The evaluator listens, observes, asks questions, and reads. The study then becomes more selective, with more focus being spent on particular themes. These emerging themes represent observations and arguments, which gives form and direction to the evolving study, with new themes being included up to the end of the study. Progressive focusing is a technique which is utilized throughout the evaluation. It is a technique for refocusing and narrowing the study to allow more attention to be paid to the emerging issues. Progressive focusing on selected themes assists in channeling the investigative resources and achieving increased clarity of these emerging themes.

During the third stage the investigator searches for general principles which underlay the organization of the program, looks for patterns of cause and effect, and places the individual findings within a larger explanatory

context (Parlett & Hamilton, 1972). These three stages may overlap and be interrelated.

The flexibility of the design of an illuminative evaluation necessitates having access to a variety of methods of data collection (Parlett, 1990). "Techniques are deployed in various combinations according to the exact nature of the enquiry at different stages, with problems defining methods rather than vice versa" (p. 70). Parlett and Hamilton (1972) explained that information can be collected from four areas: observation, interviews, questionnaires and tests, and documentary and background sources. The purpose of observation is to explore and become familiar with the day-to-day reality of the setting being explored. The examination of on-site surface behaviors and events can indicate important features of the social milieu. Because I was interested in learning about the career portion of CALM after the students had completed the unit, I chose to utilize interviews rather than direct observation of the unit being taught. Interviewing is useful in assessing the impact of an innovation. Instructors and students are asked about their work and what they think of it, and to comment on the usefulness and value of the innovation. Parlett and Hamilton explained that whereas structured interviews may be useful for factual or biographical information, more open-ended interviews are desirable for less straightforward topics. The use of interviewing in an evaluation allows the interviewer to inquire further on selected issues. It is rarely possible to interview everyone, but interviews may be conducted with members of different groups.

Parlett and Hamilton (1972) explained that although observation and interviewing are the most common forms of data collection in illuminative evaluation, paper-and-pencil techniques may also be utilized. They explained

that these techniques are advantageous for larger-scale illuminative studies. Although they may be advantageous for large-scale studies, Parlett and Hamilton cautioned their use for two main reasons: (a) The data accumulated may be vast and uninterpretable, so the benefits should be weighed against the time and resources invested; and (b) some participants may see the paper-and-pencil techniques as impersonal and intrusive.

Parlett and Hamilton (1972) explained that innovations do not arise without being preceded by documentary and background information. This information can provide an historical perspective on the innovation, may indicate areas for inquiry, and may point to topics for discussion or expose aspects of the innovation that may have been missed. Parlett (1990) also included the use of focused group discussions and of statistical and other information already collected as methods which also could be utilized in an illuminative evaluation.

"The outcome of an illuminative study is some overall model or map which attempts to make sense of the system as an organized and coherent totality, in ways which will inform those for whom the study is directed" (Parlett, 1990, p. 69). Parlett explained that illuminative evaluators must decide what to include and what to leave out of the study. This includes choosing the appropriate level of detail, scope of inquiry, and appropriate themes. He stated that "a fully successful illuminative evaluation is one which condenses a maximum amount of valid experience and informative commentary about the system studies into a readable report which stimulates talk and brings together key topics, unresolved questions, and practical thinking" (p. 72). The evaluator will increase

> communal awareness and bring local as well as wider-scale policy questions into sharper focus. The evaluation provides, within a single analysis, information and comment (including many different persons' 'evaluations') that can serve to promote discussions among those concerned with decisions concerning the system studied. (Parlett, 1981, p. 221)

The illuminative approach to program evaluation has been utilized in different studies since its origin in 1972. A study by Melton and Zimmer (1987) built on Parlett's (1981) approach to illuminative evaluation. They were interested in collecting concerns and ideas of individuals and groups at the Open University regarding cuts and restraints which were being enforced. Melton and Zimmer found that an advantage of utilizing in-depth interviews rather than questionnaires was the in-depth type of information they gathered. They believed that because of the nonjudgmental approach in illuminative evaluation, there was less chance that the illuminator would be seen as threatening than a conventional evaluator. They found that an advantage of utilizing different perspectives was that it helped highlight the limitations and biases of any one perspective. Melton and Zimmer believed that the approach they termed *multiperspective illuminative evaluation* was useful in identifying and illuminating major concerns about the cuts and restraints from a variety of different perspectives.

Gordon (1990) utilized illuminative evaluation as a method of inquiry in her research on minority programming in six public institutions of higher learner in the state of Washington. She believed that illuminative evaluation was an appropriate method to utilize when seeking information about nontraditional students and their approach to learning.

Downs (1992) also utilized the illuminative method to evaluation in his study of the experimental learning method utilized at the College of Law in

Sidney, Australia. This learning method simulates actual occurrences within the legal practice. Downs felt that because of its flexibility in the use of techniques and its acceptance of the holistic approach in the learning milieu, it would be an effective approach to examine this program.

The illuminative approach to evaluation has been utilized for the examination of different programs. It is suitable for use in school systems, colleges or universities, and community programs. Proponents of this approach believed that the data collected provides the reader with in-depth knowledge about the program in action.

The Questions

There were three main questions posed in this study. They were:

1. What are the intended purposes/objectives of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

2. What are teachers' perceptions and experiences in teaching Theme D: Careers and the World of Work in the Career and Life Management 20 program?

3. What are students' perceptions and experiences of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

Summary

There are multiple approaches to utilize in conducting a program evaluation. Because each evaluation differs in its design and purposes, no one approach is suitable for all evaluations. Each one has particular design qualities and individual strengths and weaknesses which make it more suitable for one evaluation than another.

Earlier approaches to evaluation focused on measuring the extent to which objectives or goals had been met in a program. Other approaches have utilized experts to judge the quality of a program, or people with opposing points of view have presented their cases regarding the program. Later models of program evaluation have used the views of those who are directly involved in a program as a basis for judging a program's strengths or weaknesses.

Evaluations investigate the effectiveness of a program, whether by measuring students' achievements on test scores or by presenting the views of experts or program participants regarding the program's effectiveness. Evaluations are one aspect of any program and are valuable in that they contribute to the development or ongoing success of any program.

CHAPTER 3

METHODOLOGY

This chapter presents the research methodology used in this study. It is divided into six sections. The first section deals with choosing the design for this study. Section 2 describes the process involved in selecting the participants for the study. Sections 3 and 4 deal with data collection and data analysis. The topic of the fifth section is credibility, and delimitations and limitations are discussed in Section 6.

Choosing the Design

The term *design* is used in research to refer to a researcher's plan of how he/she intends to proceed (Bogdan & Biklen, 1998). Patton (1990) explained that the decision of whether to use experimental inquiry or naturalistic inquiry is a design issue. He described experimental inquiry as being utilized when evaluators believe that the central purpose of the evaluation is measuring the effects of programs on participants in order to make valid causal inferences, whereas naturalistic-inquiry evaluators focus on "capturing process, documenting variations, and exploring important individual differences in experiences and outcomes" (p. 43). In developing the research design for this project, I agreed with Sanders (1992), who said, "Evaluation is not a mechanical process; it is a human endeavor" (p. 1). I felt it to be very important to have a strong human voice to this story and wanted to seek the voices of people who were intimately involved with the program to be evaluated. I chose to answer a teacher's call to "invite us into your conversations" (Knutson, 1997, p. 15) and to proceed with naturalistic inquiry.

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The question of which approach in data collection—qualitative, quantitative, or a combination—arose in planning this research project. Wolf (1990) stated that a debate about the merits of each is unnecessary. He explained that once the matter of purpose of the research has been identified, the approach to be utilized becomes apparent. Because I was interested in hearing the stories and viewpoints of teachers and students in CALM 20, I chose to collect qualitative data.

Utilizing a naturalistic approach and collecting qualitative data offered me the opportunity to bring disparate and often unsought points of view out in the open (Bogdan & Biklen, 1992). These authors stated that this approach requires researchers to develop empathy with people under study and to make an effort to understand their various points of view. The goal in this approach was not judgment but, rather, understanding the subjects' world and determining how they judge it. Denzin and Lincoln (1994) and Bogdan and Biklen agreed that qualitative researchers study things in their natural settings in an attempt to interpret phenomena in terms of the meanings that people bring to them. This also fit well with my desire to utilize the illuminative approach to program evaluation, which seeks to understand what it is like to be involved in the program.

Mirriam (1988) explained that one can collect and analyze data from a single case or from multiple cases. I chose to use the approach described as multisite qualitative research (Herriott & Firestone, 1983); cross-case, cross-site, or multisite case study (Mirriam, 1988); collective case study (Stake, 1994); or process inquiry (Denzin & Lincoln, 1994). Herriott and Firestone explained that "multisite qualitative studies address the same research question in a number of settings" (p. 14). This study addressed the same

questions to people in five different schools located in different communities in Alberta.

I agreed with Bogdan and Biklen (1998) that I, as a researcher, would know what I was interested in and have a general idea of how to proceed; however, I also recognized the importance of allowing my plan to evolve as I learned more about the settings and participants. My decision on how to proceed included following a naturalistic inquiry and collecting qualitative data. Denzin and Lincoln (1994) stated that qualitative research can involve the use of a variety of materials such as case study, personal experience, introspection, life story, and the interview to "describe routine and problematic moments and meanings in individuals' lives" (p. 3). I decided that I would utilize interviewing as the primary method of data collection, and, in addition, I maintained a personal journal and prepared fieldnotes after each interview.

Selection of the Participants

Fieldwork refers to

> being out in the subjects' world, . . . not as a person who pauses while passing by, but as a person who has come for a visit; not as a person who knows everything, but as a person who has come to learn; not as a person who wants to be like them, but as a person who wants to know what it is like to be them. (Bogdan & Biklen, 1998, p. 73)

Bogdan and Biklen explained that the first problem to face in fieldwork is getting permission to conduct the study; however, first I found it necessary to have a general outline of where and with whom I wished to conduct the study. In my proposal submitted to the Ethics Committee of the Department of Educational Psychology at the University of Alberta, I stated that I would approach students and teachers in both urban and rural secondary schools

in Alberta. My next step was to approach school boards and schools to receive permission from them to conduct the study. As the research process developed, however, I found my plan to contact students in both rural and urban schools changed somewhat. I realized that the selection of a site and of participants for the study was a reflection of who I am as a person. Because I grew up on a farm and spent most of my adult life living and working with people who live in rural Alberta, I discovered that I was interested in hearing the views of people who taught or attended school in towns or in rural areas of Alberta, not in large urban settings.

Choosing participants for this study entailed utilizing purposeful sampling to select "information-rich cases whose study will illuminate the questions under study" (Patton, 1990, p. 169). A type of purposeful sampling, maximum variation sampling, was chosen as the specific sample technique. The aim of maximum variation sampling is to capture and describe central themes or principal outcomes which cut cross participant and program variation (Patton, 1990).

I chose to approach two school divisions. In each case, school board approval was not required; however, approval by the principal of each school was necessary before proceeding with approaching possible participants in the schools. I chose to approach the principals of five secondary schools in Alberta located in small towns or in rural areas. The school principals gave me the names of teachers who taught Career and Life Management 20 in their schools. The teachers were approached and given information about who I was and the nature of my research, and asked if they were interested in participating in this research project. Eight teachers from four different schools chose to participate in the research. Of the eight teachers, six were women and two were men.

Table 1

Teacher Participants

Name	Teaching experience in years	Experience teaching CALM	CALM version taught	Time spent on Careers unit (minutes)	Grade of students in CALM
Dell	4	5 times	1993	1200	10
Vic	4	6 times	1989	1200-1280	10
Orrin	18	First time	1989	800	11
Kate	24	Since inception	1989	960	10
Becky	2	2 times	1989	1040	10
Larry	21	4 times	1989	800	10
Megan	16	10 times	1989	800	11
Alice	17	6 times	1989	800	11

The CALM 20 teachers at the five schools agreed to approach students who had completed CALM 20 or who were in CALM 20 but had completed the Career module. The purpose of the study was explained, and volunteers' names were collected. An information package and consent forms were sent to students, their parents, and the principals (Appendix A). Each of the 11 students who volunteered received parental permission and was interviewed for this study. These students (8 females and 3 males) were from five different schools located in five different communities.

All of the teacher and student participants were ensured confidentiality and were informed of their right to opt out of the research process. It was hoped that the selection of participants from different schools and school jurisdictions would also increase the likelihood of anonymity and confidentiality.

Table 2

Student Participants

Name	Grade	Age
Vince	11	16
Trina	11	16
Sandy	11	16
Trudy	11	16
Ken	11	17
Jessica	10	15
Rose	10	15
Cole	11	16
Audrey	11	17
Leslie	10	15
Jane	11	16

Data Collection

The interviewing of participants was the primary method of data collection. Patton (1990) explained that "the purpose of interviewing is to find out what is in and on someone else's mind. . . . Interview data for program evaluation purposes allow the evaluator to capture the perspectives of program participants, staff, and others associated with the program" (pp. 278-279).

Data were collected through two audiotaped interviews with each participant. These interviews utilized an interview guide approach (Patton, 1990). An interview guide consisted of a list of questions to be explored during the course of the interview (Appendix B). Within each question, I was free to explore and question the participant to illuminate the topic. Each participant was asked the same basic set of questions; however, a conversational style developed within the set of questions discussed with each participant.

Prior to the second interview, each participant received a verbatim transcript of his/her first interview. The purpose of the second interview was to have the participants check their transcripts for accuracy, to clarify meanings, and to add any ideas that they felt were of importance. The second interview also provided the opportunity to discuss points raised by other participants.

Data Analysis

Bogdan and Biklen (1998) described data analysis as "the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others" (p. 157). They explained that data analysis generally falls into one of two general modes. In one approach data analysis occurs concurrently with data analysis and is more or less done when the data collection has been completed. In the other mode, the data collection is completed before the analysis begins, although they pointed out that qualitative research involves reflection about what one is collecting and making design decisions while in the field. I chose to follow Bogdan and Biklen's advice to "borrow strategies from the analysis-in-the-field mode, but leave the more formal analysis until most of the data are in" (p. 158).

The analysis in the field included reading the transcripts to ensure a good understanding of each point made by the participants, to ensure that each planned question was posed to each individual, and to note new points raised by each of the participants. In the second interview, aspects from the first interview were clarified and points made by other participants were discussed.

In doing the formal analysis, I followed the procedure set out by Bogdan and Biklen (1998) in their description of the mechanics of working with data. The first step outlined by them involved a "simple house-cleaning task" (p. 182). This involved going through all my files and putting them in order and organizing the interviews, fieldnotes, and journal in such a way as to "facilitate locating data you may want . . . to have a filing system that is not confusing" (p. 182). Part of this process was making a clean copy of all my data and filing it in a safe place.

The next step outlined was to take long, undisturbed periods of time to read and reread the material carefully. Reading the data without disruption allowed me "to get a sense of the totality" (Bogdan & Biklen, 1998, p. 182) of my data. Bogdan and Biklen explained that it is important to develop a preliminary list of possible coding categories while doing this. I followed these instructions, but rather than jotting down my ideas on a separate piece of paper as they outlined, I chose to make my notes in the margins of the data themselves.

Bogdan and Biklen (1998) explained that once one has developed a list of coding categories, the next step is to assign each one an abbreviation or a number. Rather than doing this, I chose to assign each one a different color. They described the next stage as one where the researcher goes "through all the data and mark[s] each unit (paragraph, sentence, etc.) with the appropriate coding category" (p. 183). I went through the data, with the different colors representing the coding categories, scrutinizing sentences carefully and judging what codes the material pertains to" (p. 183).

After completing this, I cut up the units of data and placed them together in their categories. The categories were then analyzed, and themes emerged. The data representing each of the different themes were then

taped onto different pieces of bristol board, allowing me to visually examine the elements in each theme and make further modifications.

Credibility

Patton (1990) stated that the credibility issue in qualitative inquiry is dependent upon three distinct but related elements: (a) rigorous methods and techniques for collecting and analyzing data, (b) the credibility of the researcher, and (c) a philosophical belief in and appreciation for naturalistic inquiry and qualitative methods.

Bogdan and Biklen (1998) also discussed credibility. They explained that in discussions of qualitative research, the term *triangulation* has been used, which they described as the idea that to establish a fact, you need more than one source of information. They continued:

> We advise against using the term. It confuses more than it clarifies, intimidates more than enlightens. If you use different data-collecting techniques—interviewing, observation and official documents, for example—say that. If you collected data from many subjects about the same topic, say that. If more than one researcher collected the data, say that. In short, describe what you did rather than using the imprecise and abstract term triangulation. (p. 104)

In keeping with this philosophy, I will describe the elements which helped ensure the credibility of the research findings. These elements include those aspects which related to me as a researcher and the elements which related to the process of data gathering and analysis.

Within the area of the credibility of the data-gathering and analysis aspect, I interviewed multiple participants from two different categories of people, teachers and students. Each participant was interviewed two times, with a tape recording being made each time. Each participant received a verbatim transcription of the first interview, which allowed him/her to make

additions or deletions or provide clarification or additional information. I also shared with them any new points raised by other participants to gather their views on the same points. In writing up this study, I included direct quotations to substantiate interpretations which had evolved.

With respect to my credibility as a researcher, I selected a topic which was within my experience as a working woman and a naturalistic method of inquiry, and collected qualitative data that I felt to be most conducive to the research question I was pursuing. I kept a reflective journal during the research project which documented my thoughts, assumptions, and possible personal biases, and kept fieldnotes which consisted of a written account of what I heard, saw, experienced, and thought during the course of collecting and reflecting on the data.

Limitations and Delimitations of the Study

This study was limited by the need to identify willing participants who have either taught or been students in CALM 20. The study was delimited by the decision to involve schools from two different jurisdictions in rural Alberta. Distance, travel costs, and the use of interviews as the primary data source further delimited the study.

CHAPTER 4

FINDINGS

This chapter presents teachers' and students' perceptions of Theme D: Careers and the World of Work in the Career and Life Management 20 program. Data were obtained from in-depth interviews with 8 teachers and 11 students of CALM 20. The intent of this chapter is to present the stories of these individuals in a way that reflects their experiences with the Career module of the CALM 20 program.

Their stories are told through the exploration of the data categories and themes which emerged from the examination of the tapes and transcripts of the respondents' interviews. This chapter is divided into two main sections: (a) responses obtained from teachers, and (b) responses obtained from students. Each of these two main sections presents the responses related to each research question, followed by the presentation of the themes which emerged from the data.

TEACHERS' PERCEPTIONS

Research Questions

Question 1

What do you think of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

The focus of this question was to ascertain teachers' opinions of Theme D of the CALM 20 program. In a discussion of this theme of the course, participants' views tended to be positive, with a frequent reason being that they judged it to be an important aspect of the course.

Larry said that "it is an important module" and explained that

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there is a need for that unit for sure because this is the last chance that we have to focus in a curriculum area for senior high school students. This is their last kick at the cat, so to speak, as to choosing and selecting and understanding the world of work and what they're probably going to be doing for the major part of their adult life. As far as how the curriculum is laid out and what Alberta Education suggests be taught and how it be taught, I believe they give us enough flexibility to do that based on the resources and the experience that we have available to us.

Alice also said that "it's an important one," stating that "there is information there that I want the students to have and I think it's valuable for them to know." The idea that this theme of the course provided the opportunity for important information to be taught to students was supported by Becky, who indicated:

Kids can actually see how school can help them move into the world of work, and we do things that will help them do that, like transitional kinds of things like resumes, covering letters, and those kinds of things where they actually get an ad from a newspaper and apply for that job. It's not like it's some airy-fairy thing; it's real hands-on stuff.

Larry supported the claim that this theme provided valuable information to students by explaining that "it's a good foundation for counselling programs and students selecting postsecondary-institution choices." Vic also supported the view that the course was important for students, stressing the importance of students being prepared for the world of work:

If students want a full-time, good-paying job, whether it's in Alberta or whether it's anywhere else in the country, you're going to have to know exactly what you're doing, and you cannot take one step incorrectly. . . . I'm glad that the Alberta government has done a program that basically says, "Yeah, it's a dog-eat-dog world out there, so we're going to give you something that will enable you to sharpen up your teeth.

The Career theme in CALM 20 was viewed as being important, not only to teachers, but, according to Dell, also to students. Dell indicated that it is

> definitely one that the kids see as very credible when they're analyzing and reflecting on the value of CALM. . . . When they come into the class, I always ask them what they expect to learn and what they need to learn for adult life, and careers is one of the biggies.

Although Vic expressed the importance of this section of the CALM 20 program in preparing students for the world of work, he expressed his frustration with getting students to think about careers and indicated that more could still be done:

> Everyone knows that this is a critical issue for students and that it fits in very nicely from a political side or from a parental side, but it's really tough to get kids seriously thinking about careers, and we could do so much more with it than what is presently being done.

Kate also alluded to the role of the student: "It is important for those students who are ready to do it." She went on to describe a student who is "ready" as

> someone who has some ideas about what it is they want to do; is starting to be curious about the kinds of programs that they need to be doing in high school to get into where they want to go; has questions about how much money they can earn, exactly what the job entails.

Alice discussed the impact of students on her feelings toward teaching the course. In describing her feelings toward waiting to meet her new class of CALM students, Alice stated, "I was apprehensive about what was coming, because, you know, you have better classes and you have worse classes."

Not all participants were pleased with the CALM 20 course itself. Orrin commented on the course and the Careers theme in particular:

It has a potential for being really irrelevant for the kids.. . . Much of what's in CALM has been covered in previous years through the health curriculums, . . . not so much with the Career section. That's probably the one that's freshest, although they have done some work. Uh, particularly in Grade 9 they often do some careers work there, but I like to think we go into more detail in CALM.

In discussing this course, Vic expressed his enjoyment in teaching the course:

It's not just a break from English or social studies; it's a class that you personally enjoy teaching; you've got something to offer the students. It's a wonderful atmosphere for a class, that you can be very honest and frank and talk about real things.

Becky supported this view, saying, "It's relaxed, open; people are free to express themselves. . . . They seem to respect the fact that that's their classroom and they're safe there."

Questions 2 and 3

As an introduction to Questions 2 and 3, the teachers were asked to list and describe the activities they used in the Careers module of the CALM 20 program. This section will begin with a list and description of activities utilized in this theme, followed by the presentation of the responses to Questions 2 and 3.

Activities

There were seven main categories of activities presented by the teachers. Four main categories of activities which comprise this section were actually given to me by Alice, one of the teachers in this study. She stated:

In my mind, the unit is divided into four topics, and we start out with self-assessment. . . . The second area is career exploration. . . . My third topic is, I guess—I don't have a name for it, but the tools of the trade, what you should prepare and do for getting ready for the work

world. . . . Now, what do I do fourth? Oh, we try to spend some time on the expectations of the work world.

The data provided by the other participants fit the categorical system described by Alice.

Self-assessment. Of the eight teacher participants, seven responded that they had students do self-assessment or self-discovery types of activities in the Career theme. Alice described these activities as "an exploration of your own self." Larry described this process as "the first step for a person to get to know themselves, to know themselves, and quite often we deal with areas that are almost like breathing: We do them; they're common sense; we don't really stop and think about."

In discussing the types of activities they included in this section, the teachers said that they dealt with students' interests, values, and skills or abilities. Alice explained that this was accomplished through the use of "discussion, and a variety of self-tests or self-surveys, things like that, checklists for kids to fill out." Alice said that she utilized the "Self-Directed Search, which is easy to do with a class of kids"; and Larry described using instruments such as "the Guilford-Zimmerman or the Strong or the Saffran." Orrin and Larry said they used resources provided by the government; for example, newspapers such as *Canada Prospects* and *Perspective*. Larry also discussed using computer terminals for "interest inventories and the aptitude and ability kinds of tests," and Becky and Kate discussed using the Choices program, which Kate described as

> a software program that is a bank of—the latest one I've looked at is a thousand and forty-five occupations, and it's the kind of thing you can go in and put in aptitudes, your interests, your values, the desired level of education that you're willing to go to beyond high school, or if high school is just where you want to end.

As an extension to the activities which explore one's interests, values, skills, and abilities, Larry, Megan, and Becky discussed the application of self-knowledge to types of careers which would be suitable given the individual's interests, values, or abilities. As Larry stated:

> Once they have the snapshot, once they have an idea who they are and what they really are interested in, then it's a matter of doing a career research and finding occupations that tend to match or fit with themselves

Career exploration. The exploration of careers was a common activity for all of the participants and took the form of many different types of activities. Dell described short activities designed to get students thinking about different careers.

> I do a bit of an exercise with them to expose them to thinking about different kinds of careers. I do silly things at the beginning of every class, like "Today for attendance you have to tell me a career that starts with C." And I have them do an exercise where they take science and they have to come up with as many science careers as they can. I have them do an exercise where they take each subject and they have to come up with as many careers under each subject as they can. So I try to do one what I call broad exercise every day that takes maybe two minutes one day or five minutes another day, so that they start to think about careers in general, not focused on one in particular.

Larry described the investigation of possible careers being accomplished by

> a focus on the research skills: How can kids go and find information about careers? Let's do the job shadow, let's get on the Internet, let's get the brochures, let's go through the occupational profiles, absorb that information, and then let's go even further and start looking even deeper and deeper. And that would include finding the colleges, finding where the programs are being offered, and doing some research into where the programs are being offered, and doing some research into where I could actually end up working five or six or seven years from now.

Kate discussed the utilization of the Choices software program as a method of exploring the range of career opportunities in society:

> You can also use the program just simply to go in and look at an occupation, a particular occupation, any one of those thousand and forty-five, and see what you need in terms of education, what the pay scale is, the employment outlook for the future, what interests you should have in order to be in that job, what abilities, what the working environment is going to be like, what the salary is going to be, and so on, what hours, whether it's going to be shift work, and so on.

Others discussed research activities as a method of exploring possible careers. Vic stated that he

> had students do research projects on different careers. After they've done the aptitude test and see what their natural inclination might be, you have the students say, "Okay, what job could you see yourself doing in the future?" And then go and research those positions.

Dell said that she has students

> do an essay where they have to investigate a career that they're actually really interested in. . . . They look at the education needed, required prerequisites, the education that's involved, the salary, how it would affect your lifestyle, all those kinds of things.

Alice, however, said that the exploration of careers in her class entails a general rather than a specific focus on careers. She said that it is

> a focus on postsecondary opportunities in terms of technical schools, colleges, universities—training programs, okay? Actual careers, other than a general discussion of the work world out there, we don't explore specific careers. It's just too broad for the unit. And we hope kids will do that outside of CALM class.

Dell also described exploring postsecondary institutions:

> I have the students do a group assignment where they look at different institutions, and they come up with what that institution might have that's unique that another one doesn't, so they start to look at different programs in different institutions.

Other teachers also discussed exploring the options offered by postsecondary institutions. Orrin and Dell each stated that they had their students exposed to representatives from various institutions, Orrin through a Career Fair at the school, and Dell by having institution representatives come into the class for presentations.

The exploration of careers also entailed an exploration of job trends and job projections, according to Dell and Kate. Each described a resource they utilized in this area. Dell said she used the "*It's About Time* book that's put out by the Alberta government," whereas Kate said a particular guest speaker was helpful in this area.

Others also mentioned the value of having guest speakers in to speak on the topic of career exploration. Becky, Megan, and Dell discussed the value of guest speakers in the classroom. Megan explained: "Guest speakers are great; students like guest speakers in that section, so they know it's not just a teacher saying, 'This is how you should do it.'"

Tools of the trade. Alice referred to a third topic of study within the Careers theme as the tools of the trade, and described it as

> what you should prepare and do for getting ready for the work world. And that includes things like writing application letters, filling out application forms, preparing a resume, how to handle an interview, different approaches for finding out about the jobs, what all the abbreviations in job ads mean and how to read between the lines in them, and things like that.

Other participants also discussed doing activities that Alice referred to as tools of the trade. Alice, Vic, Kate, Becky, Dell, and Orrin discussed the importance of having their students do a resume and cover letter. The teachers discussed the value of this activity, emphasizing the importance of producing a quality product. Dell said:

> The students have to prepare a hundred percent resume and covering letter. I have them edit back and forth and back and forth till it's the max, and I always tell them at the beginning that it's my objective that when they leave the class they have a job-getting resume and cover letter.

Vic emphasized the importance of teaching students the value of a cover letter:

> Most kids just think that their resume is that. They don't have any idea how to mold words, how to sculpt words to apply to different jobs. They just think that their resume will work everywhere, and for them to realize that, no, there are some things that are better said, and this job, what skills might they be looking for?

Megan discussed the value of teaching students job-hunting skills when she explained: "I just discuss different ways that you can job-hunt, where you can look, the different places, and teach them the percentages that appear in newspaper compared to the other sources."

Another activity teachers discussed was the importance of interviews, both job interviews and information-seeking interviews. Kate said that she is "going to do some actual interviews based on covering letters and resumes they've done." Dell had her students interview a person in an area of work of interest to the student to "see how the person ended up in that career. I have them take a look at that and analyze how that fits with their lifestyle." Dell also has her students interview their parents "about what their parents wanted to do when they were seventeen and how they ended up doing what they're doing now."

Expectations of the work world. Dell discussed what she referred to as her fourth unit of work in the Career theme, one she referred to as "the expectations of the work world." She said that they "look at the Labor Act—it has a different name, but you know, regulations that employers and

employees have to follow. Ethical behavior in the workplace, what employers are looking for, and things like that."

In addition to Alice, five other participants discussed activities which fit into this unit of work. Megan discussed this as being a unit that teaches

> little things about employer requirements of a worker, like what it takes to keep a job, and relationships between employer and employee, two employees together; you know, you look at all the different work relationships there involved. And then one of the other little sections that you do is job research. Like, you look at taking those skills, applying them to maybe certain different kinds of occupations that they might be interested in, and then how do you find out about the occupations, what requirements?

In addition, Megan said that she "had employers come in and talk about what it takes to be a good employee, how they hire people." Becky also spoke about this issue:

> We also watch a video that's called *It's a Jungle Out There,* and it talks about the world of work and the realities of work and the kinds of behaviors that employers are looking for when you're in an interview situation.

Vic discussed the topic of employer expectations, saying that a video he ordered discusses "how to keep a job and different skills about what employers hate and like about their employees in the workplace."

Dell spoke of the importance of teaching employer expectations; however, she also said that it was important to look at "what employees are looking for . . . and employee expectations."

Kate commented on another area which needed to be addressed in her classes:

> I think one of the things that I would like to cover more in there, and I think it's one that would be very important, and it seems to be more important from the reading that I do in newspapers and stuff, is the subject of discrimination and harassment in the workplace, just

because these, some of these—I have some students at this particular point who are blatantly red neck, and if they were ever in a situation as an employee or as an employer, they would be looking at lawsuit after lawsuit.

Larry discussed a topic also mentioned by Alice as being an important topic, ethics:

We're starting to move into a little bit of ethics, the whole concept of ethics, and taking one paper clip may not be a serious crime, but, however, it is an ethical decision, and particularly in copying of software, manuals, and those kinds of things.

Independent living. Three teachers discussed an activity that combines the Careers theme with the Independent Living theme. Kate explained:

I have the students, after they've done their career investigations and their research and the stuff that we do in Careers, have them sort of say, "Okay, now, what would you like to have as a career?" And I give them an occupation card that says, "Okay, this is how much money you make as gross pay, this is how much you take home as net, and these are the other things that you're going to pay." . . . And then part of that Independent Living module is also that they have to take into account when they're looking for housing and buying groceries and so on, is, you know, how far they're going to live from their job, are they working shift work? Are they going to wind up working overtime? All of those, you know, job-orientation kinds of things that they need to be concerned about in that particular kind of job.

Vic described this activity similarly:

It really is a great assignment for making them realize the simple little things: that food is expensive; that utilities might not appear to be a lot, but when you add them all together, they are; how difficult it is to see it in the real world, and what happens if you don't make saving a conscious effort.

Becky commented on this activity:

And then at the end of the project, basically do a reconciliation of monthly expenses, and then do yearly expenses, and most of them say, "Do I fail CALM if I don't have enough money?" So I said, "No, because people would fail life.

Other in-class activities. Participants had a variety of other topics or activities that were included in the Career theme. Vic spoke on the importance of activities which build "classroom atmosphere." He spoke about beginning the course with a communication section, and later discussed how this unit influences the Careers theme. He explained the importance of getting the message to the students about talking to their parents on issues including career choices. Dell discussed including information on "the RAP [Registered Apprenticeship Program] program" in her course, and Larry discussed the issue of safety:

> We're really trying to encourage students to be not only aware of WHMIS, but also to ask the questions and to make the decisions themselves as to whether they would want to work in an environment where they figure it was unsafe, even though it could be ten or fifteen dollars an hour, which is great, but they have to make some choices there.

Dell also spoke of doing an exercise examining "what influences you?" She explained:

> I have them draw a tree, and the roots of the tree are what feed the career development, and then the top of the tree is where they're looking at. And the influences are things that they do as pastimes, for their hobbies; things that they've had for toys, say, when they were little and they got a doctor's kit, those kinds of things; their, what their mentor does; if they have a favorite uncle and what he has been successful in. Sometimes they look at adults that they see as successful. And there are so many influences on career development that it's kind of mind boggling.

Out-of-class career-related activities. Each of the eight participants mentioned activities which contributed to the career development of their

students who were in school but out of the regular classroom setting. Each of the teacher participants discussed the role of career fairs and their positive role in exposing students to more information and options for post-high school graduation careers and career training programs. Alice said that, in her opinion, the most productive career fair hosted by their school was one which was personalized for the students attending. She explained:

> And we polled our students first, said, "What careers are you interested in hearing about?" We tallied them up, and we tried to get those that had a high level of interest. . . . We had more positive feedback . . . than any of the others we've ever done.

School presentations such as a "drama troupe," as described by Dell, to presentations by "Syncrude, . . . Student Finance Board, . . . a number of guest speakers that come throughout the year," as described by Megan, were discussed as being of value.

Work experience was described by Larry, Megan, and Dell as contributing to students' career development. Larry stated that "we encourage all students, whether they be occupational students in Grade 9, the IOP students, to get involved, right up through the heavily academic students to get involved as well." Megan described work experience as "practical experience, very practical."

Other sources of input which were deemed to be important were school counsellors, liaison workers, field trips, and other courses offered. Vic described their counselling department as "a very strong counselling department in the school, not only personal counselling, but career counselling." Kate supported this view, saying that "the majority of academic students have a very clear idea of where they're going and how they're going to get there, and a lot of that is directly due to Jane [school

counsellor] counseling our students." Vic and Kate described a liaison worker's role at their school as being a "school-to-workplace transition" worker or coordinator for students. Dell discussed field trips to the University of Alberta, Grant MacEwan, and NAIT that "influence them from every direction we can while they're here." Other courses were also offered in some schools and described as being of benefit. They included *H2S Alive* as described by Vic, the Registered Apprenticeship Program Kate mentioned, and "the transporting dangerous goods" and "air brakes" courses as described by Dell.

The teachers were asked to comment on the activities they do with their students in the Career module. The first question posed dealt with activities they found to be useful, whereas the second question dealt with those which proved to be unsuccessful.

Question 2

What activities did you feel were useful from this unit?

Teacher respondents were asked what activities they found to be useful when they taught this theme. Becky responded:

> That's kind of a tough question because they're all useful, for the simple fact that this was a process where we eliminated things that didn't work already. So basically the things that we are doing right now are the things that have worked in the past, and they're still working.

Five of the respondents said that resume writing was a useful activity for their students. Megan, Vic, Kate, Dell, and Orrin all stressed the importance of this activity. Megan pointed out that resume writing is a "definite marketing tool now and is very important to go through them." Vic also stressed this:

We spend so much time on it; to make them realize that, you know, you need a formal document that you're able to sell yourself somehow. You need something to be able to show people that you are capable, you are intelligent, and that you are willing to work.

Dell discussed the importance of quality in a resume:

The students have to prepare a hundred percent resume and covering letter. I have them edit back and forth and back and forth till it's the max, and I always tell them at the beginning that it's my objective that when they leave the class they have a job-getting resume and covering letter. And the students find that a valuable activity as well.

Orrin also discussed resumes and pointed out that they get them "on a floppy for future updating"; however, although he thought that the resume building was useful, he said that other classes "had done a similar kind of activity, . . . and so it was something of a repeat, or maybe it was updating the resumes. . . . I knew that it was a useful activity, but I'm not sure they did."

A category of activities which Alice referred to as *self-assessment* were deemed by Becky, Vic, and Megan as being useful. In describing the usefulness of these activities, Becky said: "It's surprising again how they're always surprised at how close it comes to what they're really like. So I think that's valuable." Vic said that he is "not a huge believer in aptitude tests. They're like IQ tests: They're always biased in some way, shape, or form." He went on to explain, however, that students

have to be able to make an honest assessment of their own skills. You know, they don't want to BS themselves and think they're better than they are, or conversely, even worse than they are; and self-confidence certainly is an issue there.

Megan also felt it is important for students to "look at themselves":

it is very useful, to build on the skills and discuss what kind of skills, 'cause a lot of them think they have no skills, and you have to start discussing their background and what kind of skills they have, and so

they're quite pleasantly surprised that they do have skills that they've never thought about before.

Megan said that teaching job-hunting skills was useful for students. She explained that she discusses "different ways that you can job-hunt, where you can look, the different places; and teach them the percentages that appear in newspaper compared to other sources." She also explained the importance of "researching occupations and postsecondary skills that sometimes are needed to get into those certain careers."

Dell also felt it important to do activities involving

a lot of analysis in the CALM class, looking at things and seeing what works and what doesn't work, and I think that's very valuable to the students, because that's what they have to do in the job market, is decide what's going to work and what's not going to work for them.

Alice said that she liked them "to have exposure to a career day, career fair." She also said she liked to "visit places, attend open houses; those are useful." She described a field trip which was

a comprehensive tour of Canyon College with our CALM classes. And the reaction there was, the open house, which is kind of, it was more like a trade-show type of thing from the Canyon area. They found that boring, but the college tour was very interesting. They just didn't realize that there would be real animals in there and real motorcycles and Harley-Davidsons and beehives and things, that it is such a hands-on type of program, and it's fascinating to be able to see that.

Megan described guest speakers as being a valuable experience for her students. She stated that representatives from Alberta Apprenticeship and people from various careers that students were interested in come in to speak to her students. She explained that "guest speakers are great, like guest speakers in that section, so they know it's not just a teacher saying, 'This is how you should do it'; . . . they actually get it from word of mouth."

Along the same theme, students having contact with workers, Dell has her students become involved in job shadowing. She described this as an experience that "has them starting to look at themselves as a working adult" and explained this as being useful because "as soon as they're starting to look at that, then they're starting to work towards it." She described this as an opportunity for students to follow a person working in an area the student may be interested in pursuing:

> I think they get a chance to really see what it's all about, because they don't imagine themselves working when they're in school because it's not been a part of their lifestyle, and I think it gives them that realistic idea of going out to work, and it's exciting for them, and it's also relevant, and they start to think in terms of "Would this suit me?" I had one student last year who went to the lab at the hospital, and she came back and she said, "I could never do that. It's repetitive all day long, and I realize a repetitive job is not for me." So I think they find it valuable in terms of experience and valuable in terms of motivating to start thinking about actually going to work.

Vic described the approach to teaching CALM the his school:

> We wanted this to be an interactive class. We had too many kids who came into it saying, "CALM is boring, and there's no meaning to it." And we just decided, let's spice it up; let's have some fun with it. Let's get the kids here on a regular basis and teach them some stuff along the way. And now that we really feel like it is fun and exciting, now we're really able to focus our attention on, "Okay, this is where I'm going with this."

Question 3

What activities have you tried in the past that you are no longer using or not planning on using again?

The teacher participants were asked to comment on activities they no longer use in the Career theme or on those that they do not plan on using again. Megan commented on this issue: "I can't say I would not do anything

specifically. It'll rotate, like, each year slightly." She pointed out, however, that

> there's some videos that you get in from LRDC that are dated and wouldn't use again. Certain speakers, once you have them in, you know if they are actually—you know, they might be great at their job, but not great at speaking. So again, it varies on the mood of the students that semester and what they're interested in, because in CALM it is very important to have their input. And so it varies a lot, depending on the students at the time.

Larry also spoke on the issue of choosing materials appropriate to the class being taught:

> I have, like I say, five binders chock full of stuff. I'm only going to be able to use a binder and a half I'm sure, given the time and the needs of the students . . . I think the first year or two it was grabbing everything you could find and using it, but I think once a teacher has used them and experimented with them and knows how to use those resources properly . . . The other thing too is, you don't have to use a resource in its entirety. I've quite often selected, you know, a fifth or more or less of a resource and just focused in on that area and not bothered with the rest of it. Or in some cases used it for enrichment for some students.

Becky said that "the things that we are doing right now are the things that have worked in the past, and they're still working. So I can't think of any."

Alice explained that "one thing I recall doing less and less of my first topic, the self-awareness." She observed:

> I notice the kids getting turned off very quickly when we spend too much time on that. I think it's because it's an introspective kind of thing, talking about values, interests, abilities, and I think we do a lot of that in school, probably from Grade 1 on. They do it in junior high health, they do that kind of thing, and as soon as they hear that topic coming up again they kind of figure they already know what this is going to be about again, and they're tired of cranking out those responses over and over again. So I go through that quite quickly; I don't spend a lot of time on it.

Alice commented on resume writing. Whereas others found this to be a useful activity, Alice said: "For this year I'm debating whether I'm going to put so much emphasis on a resume." She explained that although she has spent time on this in the past, stressing to the students the "importance of having a good-quality resume and that its appearance be flawless and the spelling be flawless and the content be just so," she now realized over the last couple of years "that resumes get faxed and they look horrible, and that a lot of people get professional help doing their resumes. They can get outsiders to make them, . . . and you don't necessarily need all the skills yourself." Instead, Alice mused, "I've heard more and more about portfolios, the use of bringing a portfolio to a job interview rather than a resume, and I don't know very much about them yet, but that's what I'm interested in exploring."

The activity where students interview workers in career areas of interest was a topic that Orrin and Alice each discussed but did not agree on. Orrin commented on the topic of interviewing:

> I think there's something I would emphasize more, to tell you the truth, as far as change. . . . But I would push that more and maybe, I don't know, do something to cause more kids to do that. The ones that did, I think they got some useful information. Many of them were shy. You don't want to be uncool and ask dumb questions; I think that was their fear. . . . What I could have done was maybe actually had the class generate interview questions, and they'd have a set of ten questions or generic questions; and then they might feel more confident if these were endorsed by the teacher.

Alice, on the other hand, said that having her students speak to someone out in the work world was an aspect of the module in the past which she was considering not continuing. She explained why she would not do this assignment any more:

They end up probably procrastinating for awhile, and then the night before it's due they haven't thought of anybody to interview, so they sit down with Mom or Dad and quickly crank out a few answers about Mom or Dad's job, and, with very little detail.

Another issue which arose as an area of complaint was the use of resources. Vic described feeling

> extremely frustrated. We're using Alberta Employment, the job binders and things like that. The information in them was too simplistic. It gave a very rough overview of what the job did, but no specifics; . . . and the binders that we had were extremely limited by jobs that were Alberta specific, Alberta educational facilities specific. . . . These kids are looking beyond Alberta borders, and unfortunately, the resources just weren't there.

Kate commented on the computer program Choices, saying she did not use it as much as she used to. Her complaint was that

> there's too much emphasis on military. . . . You know, when you have a female student who is an athlete and interested in outdoor work and other things like that, and everything that shows up on her screen is military and that is not anything that she wants, I have a little problem with that. So how I use Choices now more than anything is as an additional resource to go in and look up careers. . . . I use it very much differently than what I have in the past.

Vic also described using the computer, saying it was a frustrating experience. He explained that he now used a pencil-and-paper instrument rather than the Choices program. He described the experience of having a class of students using the computers:

> When you have twenty-four kids in the computer lab, half of them not knowing how to use computers, and going through this whole scrolling mechanism that naturally takes a certain amount of time, then it's a very slow program. It's enough—the kids get bored with it very quickly, and if you're wondering why I don't have much hair, it's because I've pulled it out during that whole computer exercise. I again said, "Never again. Let's do something that is more meaningful."

Kate also had utilized the computer and its technology. She said that she had the class go on the Internet and do some career searches. She described it as

> frustrating. Again, you need to have enough machines set up with the Net available on them so that everybody has their own machine. And second, you have to have some idea of where it is you want to go and what you want to look at, because it's phenomenal the amount of stuff that's there. . . . So you sort of have to be able to narrow your search very well. . . . If I had enough time to sit down for myself and go through it and bookmark specific routes into things that I thought would be of value to students—I did find some things like that, but then of course when you've got five machines that are scattered around in the library, you're trying to help five groups of students locate things, and they start going in because they want to get on with stuff, and you can't get them back for enough to say, "Whoa, whoa, whoa. You've got to come back and then slow everything down." It's a real hassle. Like I say, I think you'd have to have a class and say, "Okay, this is the route I want you to go. This is where you have to go. These are the steps, exactly these steps, that I want you to go through."

Question 4

In your opinion, do you think the objectives of Theme D:

Careers and the World of Work are realizable, and are they

currently happening?

The purpose of this question was to gather information from teachers on their opinion of the objectives of this theme in the CALM 20 curriculum. Teachers gave their overall opinion, followed by comments on each of the objectives.

Megan commented that "as a teacher I've been dealing with these objectives. So they're definitely teachable." Becky said "I think the objectives are realizable. And I think that we as teachers have tried to make it that way, so that we can actually attain that."

Orrin and Alice felt that it depended on the objective. Orrin said,
"Some are; some are not"; and Alice supported this view: "Some of these
are realizable; maybe not all of them."

Dell stated that "I think they're reasonable objectives" but further
explained that "I think that the objectives can only go as far as what the
kids are ready for when they come into the class. They can only be taken
that far." This view of Dell's, that it depends on the students, was
supported by a number of teachers. Becky explained:

> It really depends on the type of student. You know yourself as being
> a teacher before, for some students you can do a circus act and it
> won't have an effect; whereas for other students, they're like
> sponges and they hang on every word you say, right? So it just
> depends on the kind of student, how important they think the course
> is, how worthwhile it is.

Larry also commented on this: "One of the things in this area is motivation."

Vic felt that

> I would like to believe that they can be achievable, is that there is no
> doubt the Alberta government understands the importance of having
> these kids think about other jobs, and that without preparation,
> without career preparation you're going to be relying on aspects of
> the economy which are in the decline.

He went on to comment on the difficulty of accomplishing the objectives of
the course: "Unfortunately, at the same time, whether or not it's being done
right now, I can only speak from my experience. There isn't a lot of good
researchable material out there." He concluded: "I honestly don't believe
that the lofty goals are being achieved."

Alice had commented that she felt some objectives were realizable,
others were not. Although she did not feel that all objectives were
accomplished for all students in class, she explained that she felt the

objectives are "life objectives or they're growing-up objectives. They can't be accomplished just in one class."

Theme Objective 1

Explores the meaning of work and recognizes how work relates to life.

Dell and Alice felt that this objective was both realizable and currently happening for students in a classroom situation. Vic explained that he felt that this objective has to be "an experiential type of activity." He questioned: "to talk about it in school without perhaps them having a job already, I don't know how successful that would be." Orrin's comment supported this view when he questioned:

> Is this an achievable objective without having kids experience work? Or we could have students in there that have never had a job, and for them to realize that objective, I would say no, I don't think it's achievable in a classroom situation.

Becky felt that this objective would become more realizable in their school with "a new position in the school which is a school-to-workplace liaison, and that's basically what they're doing, is what work means and how it relates to real life." She explained that "I guess we'd lay some groundwork for that in CALM, and then it's an extension outside of the course."

Larry felt that this objective was "doable, but some new resources have to be developed" and described a resource called *The Real Game* which he felt was useful to teach this objective.

Theme Objective 2

Identifies the requirements of a satisfying occupation within a personal framework.

Larry, Dell, Vic, Orrin, and Alice felt that this objective was realizable and currently happening in their classes. Larry pointed out that it was "important" and explained that he met it in class "through the abilities and interests and values surveys." Dell explained: "Yes, that happens very much in the job-shadow activity, for sure." The job-shadow activity has the student accompany an adult worker through an entire workday or two, observing what the job entails. Vic explained that "there are some aspects of the course that, you know, do allow that to happen." Orrin felt that this was an objective which could be done but questioned: "Would they be accurate for them in five years' time when they actually are in a job? That's another question."

Kate and Megan questioned whether this was or could be accomplished in the classroom setting. Kate said that "for those students who are ready to look at it, yes; for those who are not, no." She explained:

> They can understand what a satisfying occupation is and what they need to have one, but how it relates to them doesn't make any sense because all they can see, for some of them—some of them, their career goals are, get out of school and get a job, and that's as far as they can see. They don't think, you know, "What kind of job?" "I don't know. I'll find something." A very generalistic attitude, and they don't see that planning is going to make any difference to them.

Megan stated that "this one's a little subjective" and "that one is a realistic objective, but to teach that is difficult in a sense that you don't really know their personal framework, and you might have thirty-six different personal frameworks in the classroom."

She agreed with Orrin when she stated: "And probably not as relevant to the students when they're in Grade 11 because their personal framework is going to be different once they're full-time in the job market."

Theme Objective 3

Develops the competencies required for effective career planning.

This objective was discussed as being both realizable and currently happening by Dell, Orrin, and Larry. Dell stated that she felt that students could "career plan." Orrin's comment on this objective was, "Yeah, we can do that, and we did run through that: job-search skills and looking at what they need to complete at high school, and further postsecondary training, sure." Although Becky's comment was "Yes," it was qualified with the statement, "for those that are ready to career plan, yeah." Larry felt that this objective "is extremely important" and stated that he felt that this was an objective that was "definitely" happening and commented that "I hope it's a trend that continues and increases." He explained that

> it's learning how to research careers, because they're not going to stop planning careers once they get out of CALM class; they are going to continue to do this for the rest of their life, so they need the tools more than they need to pick the one career that they're going to follow for the next forty years.

Becky agreed with Larry that this objective begins in the CALM class but continues to develop. She felt that "we do a little bit of work with that in CALM class, and then it's extended in Grade 12."

Alice said: "I don't think we can do that completely; I think that's kind of—it has to start a lot sooner, long before CALM, and it has to continue after. I think we can just contribute to that.

Vic, however felt that the objective was "very broad" and suggested:
"Perhaps if they narrowed the objective a little bit and identified the
different areas of career planning. I don't know what career planning is; I
don't know how comprehensive it is."

Theme Objective 4

**Examines the relationship between career planning and
lifestyle.**

This objective was believed to be realizable and currently happening
by Becky, Megan, Dell, Orrin, and Larry. Larry pointed out that
"Independent Living is another unit, and I think we tie those two together as
much as we can."

Vic appeared reflective when commenting on this theme objective: "I
understand their objective. I don't know—I only know what we do with
that. I don't know how much further you could take it."

This objective raised a great deal of dialogue by Kate. She
commented: "That's a tough one, and I think that more students than not
don't achieve it." When queried on this, she explained:

> I think because they don't make any of the decisions in terms of
> financial responsibility in planning within their own lives. They're
> not—the vast majority of students are not responsible for paying for
> housing; they don't have to worry about utility bills. If they want
> twenty bucks, what do they do? They either have a part-time job, or
> they ask Mom and Dad. And they take their money, and they spend it
> on whatever they want to spend it on, for the most part, and if they
> want more, they just do the same thing. And I think that's why they
> don't see the tie-in between what you do as a job and how you're
> going to live as a person, how you're going to be able to support
> yourself.

Kate described an in-depth activity she did with her class in the Independent
Living Theme of CALM 20. This activity is designed to make things "much

more real for them." This activity has the student choose an occupation and then budget for how they would live on this income. The students must research housing costs, utility connection costs and utility bills, furnishing costs, transportation, and emergency costs. Kate felt that this objective "tends to be met more" in the Independent Living unit.

Theme Objective 5

Builds skills in preparing for, obtaining, and advancing in a chosen occupational field.

Kate deemed this objective as not realizable or currently happening; however, the remaining seven teachers felt that this objective had positive merits. Alice stated: "That's a rather big demand; I don't know. There I think we can partially do that." Orrin felt that his students had a close look at this "when the kids researched their occupations."

Larry described this objective as being met in his class. He stated: "Certainly we talked about the resume, we talked about exploring postsecondary institutions and doing your homework, because there are good and bad schools, and there are schools or postsecondary institutions where a student will be more successful."

Vic and Dell also described this objective as being met when they had their students work on resumes. Dell stated that this was accomplished "through the resumes and the covering letter; they would be building their skills in obtaining a position." Dell described the advancing portion of the objective being met "when we look at attitudes and work attitudes and ethics and what bosses are looking for and the kinds of things that promotions are based on." Vic described this as one "that we do quite well:

resume writing, some investigations, independent living, to be able to understand the correlation between an occupation and a lifestyle."

Becky said that she felt that they do "more than building skills, it makes you aware of the skills to prepare for and obtain and advance into an occupational field. I think it, like, makes you aware of, more than building."

Theme Objective 6

Develops interpersonal skills that will lead toward positive relationships on the job.

Becky stated that this "one's definitely a realizable goal" and described working on interpersonal skills with her students and relating them to relationships, personal and family, and job relationships. Larry emphasized that this objective "is important. Communication is definitely a key skill."

Kate and Dell described this objective as being realizable and one which is currently being met in their classes. Kate described accomplishing this by videotaping students doing mock job interviews. She explained: "They pick up on a lot of personal speech habits and stuff that they didn't realize that they had and that they don't see how they sit. We talk about appearance, we talk about all these kinds of things." She felt that the only problem with this activity "in a three-credit course is, you don't have time to do it very often. It depends on how fast your students are going through." Dell also described interviewing. In addition she said they "do a lot of development of interpersonal skills throughout the entire CALM course, not just the Career section." She also described working on "attitude at work, and they look at ways to have fun and increase the pleasure around their work and those kinds of things as well, as well as looking at conflict

resolution at a worksite." Orrin also described this objective being met in the course; however, he explained: "That was covered more in the communications section of the unit, not really dealt with in careers."

Vic had confidence in the school's ability to meet this objective, but he was not sure of its applicability in the workplace. He stated that "schools are very good at developing the interpersonal skills. However, it's not the workplace."

Alice described this objective as being important to do but felt that "we can contribute. It's a much bigger job than we can do in CALM alone."

Theme Objective 7

Assesses fundamental rights and responsibilities of employees and employers.

Dell and Becky described this as an objective which they addressed in class. Dell felt that it was "easily met and tangible." Becky described this as being discussed in the section on "resume, covering letter, and interview. And then we talk about what people have to expect from their employer and what the employer can expect from you."

Larry described an area that he felt should be stressed more in this area. He said: "I think we have to do more work in pushing the job safety and encouraging students and people not to work for unscrupulous employers or employers that do not employ safety standards or pay them lip service."

Alice described this objective as one which is dependent on the student. She explained: "I think some kids can do that in the class, not everyone."

Kate said she did not think that this objective received enough time in class. Orrin and Vic were forthright in their discussion of this objective. Orrin said: "We didn't actually deal with this. However, it wouldn't be hard to pull in—and I wish we had actually now that I look at this—pull in labor relations legislation or some summaries of that." Vic stated "Oooh, I didn't know that one existed before."

Theme Objective 8

Formulates a personal career plan.

One person, Orrin, stated: "Yes, we can do that." Other opinions were not as unqualified in a statement of agreement. Megan, Becky, and Larry were in agreement that this objective can be started in CALM but also will be ongoing and continuing after CALM is completed. Megan explained: "You can do it to an extent. You can at least teach them how you do that and develop it, and then they would have to carry that on again farther in their life after high school." Larry was in agreement in his comment that

> they can formulate a career, personal career plan to some extent, but as long as they realize that it's ongoing, that it will not stop, but they have to keep progressing, and it will change. What they decide to do at the end of CALM class may vary differently when they hit Grade 11 or even Grade 12.

Becky described this experience as one where

> we try to get the students to start thinking about developing a career plan, but often the CALM course is taken in Grade 10, and students really don't have much of an idea of what they'd like to do. So you lay the groundwork so that they will start to make those decisions anyway.

Dell also referred to grade level as being an influencing factor in accomplishing this objective. She explained that "we teach it in Grade 10, and so a lot of it is quite futuristic, and I find that in Grade 10 they're not

necessarily realistic. Grade 12, absolutely; and the latter part of Grade 11, more likely."

Vic had a different opinion with regard to this objective than the other respondents did:

> I don't necessarily agree with that objective. I like to open a door, but I don't like to have to push kids through it. And to formulate a personal career plan, the most motivated students will do that naturally, and the rest of the kids, you're trying to pigeonhole them, perhaps, or they see it as an assignment and they won't take it seriously, so they'll fill in the blanks, but it won't mean anything to them.

Theme Objective 9

Develops skills in coping with change as it impacts on personal career plans.

Becky and Kate described this objective as one which is realizable and currently occurring in their classes, whereas Alice felt that it could be partially done. Becky said that "the way our society is now, people are changing careers much more often than they had in the past, so usually what we do is get the students to look at, you know, several jobs instead of one."

Kate noted that this objective was being met in the Independent Living theme and was tied into the Careers theme. She explained:

> I tend to do a little bit of it in Independent Living, because what I will do in the Independent Living section is, okay, I get you established and you've got a place to live and you've got a car, and things are going along. Gee, all of a sudden you get to be a single parent or you get married or you lose your job or a crisis develops, so how are you going to deal with that?

An alternate opinion was voiced by Vic, Larry, Orrin, and Dell. Vic questioned:

How do you prepare a kid for, say, having an interviewer say, "Thank you. You're my second choice"? or "We don't think that you'll ever make a good doctor"? That's what I think of when I hear that statement, and it takes a very mature student in high school to be able to cope with that. Teenagers are naturally frail. I think they're too lofty.

Larry explained that "I'm really not sure how we can do it in a way that would have an impact. I don't know if kids understand change as much as we adults do." Orrin also discussed the idea of whether this is feasible for students:

I think building an awareness that those changes are imminent for them is about as far as we can get there. How do we teach skills for somebody in, say, five years' time to change jobs, or skills to cope with that kind of change? At this point I think we're putting the cart ahead of the horse. I think it's just so far beyond them, that it's just an awareness, that's it.

In commenting on this objective, Dell felt that "this is another one that I find is probably hard for me to meet at a high level." She described why this is difficult:

I think we touch on it, but I wouldn't say that it's highly developed, that their skills are highly developed, and that is simply to do with what age we're working with. Sometimes it's their first semester in high school, even within a month, and that's not necessarily very realistic, and it's a challenge. It's probably my biggest challenge with CALM students, is to get them looking futuristic seriously, like their decisions really are going to have an effect on them, because so far most of them in their lives, it's been their parents deciding on a lot of things—for some of them, not all of them.

Although a specific question was not posed on the topic of resources, each teacher participant spoke about the resources utilized when teaching Theme D. As such, this will be treated as a separate category.

Resources

The common approach for the eight participants interviewed was that each used a variety of resources in teaching this unit. Kate pointed out that

> most of the stuff that I use tends to be, I use bits and pieces. Like most teachers, I think I tend to pull out stuff of resources that I find useful, and I don't tend to use whole things, but I will use bits and pieces of things. Some of the more recent things that have been sent out again I take and pull apart.

Larry also indicated that he uses different resources:

> I use a variety of approaches, and I also gear the resources that I use to the particular class of students. The idea also is to personalize the resources, and certain students may use specific resources, whereas other students may use other resources, depending on their learning styles.

Textbooks, pamphlets, or other print material were a common tool mentioned as a resource aid in the Career section. Although Orrin said he liked using the textbook *Strategies for Career and Life Management* by Bessert, Crozier, and Violato in teaching this course, Larry stated: "My approach is not to use a textbook." He explained that

> from those textbooks we may have used three to four percent of the material where the ideas were useful. . . . We will use what's good and what's up to date and what we believe to be valid, as opposed to something that's from another country or several years old and outdated.

He continued: "Using textbooks, as I mentioned earlier, is probably not really effective, because they're just too darned expensive, and they get out of date unless it's generic information."

Larry suggested that a useful tool, because they are new and disposable, are "pamphlets or newspapers that are put out by the government or other agencies, or professional occupational organizations."

This idea was supported by Dell, Alice, Orrin, Kate, Vic, and Larry. Dell said that she utilized government-distributed pamphlets called *Job Seeker's Handbook, It's About Time,* and *Job Futures.* She explained that she liked using the pamphlet called *Job Seeker's Handbook* because it is

> an Alberta-government publication, and they update it maybe every two to three years now. . . . It almost seems like a mini-CALM course, a mini-career course, because it starts with the self-assessment and the exploration and how to write a resume, and anything along that line. . . . It is geared more, a little bit more to the younger person than a lot of other things are.

She explained that she liked using the pamphlet *It's About Time* because it contains information specifically about Alberta regarding postsecondary institutions. She described the information as including universities, public colleges, private affiliated colleges, religious schools, Schools of Native studies, police academies, airline industry, and the real estate industry. The *Job Futures* magazine, a Canadian publication, was described by Alice as including information on job projections for the future.

Orrin and Larry discussed utilizing a magazine called *Canada Prospects.* Orrin described its usefulness: "It's loaded with information about the work world . . . and in the future, which is of course where we want to prepare these kids for." Kate discussed a resource entitled *Independent Living Financial Planner* which, similarly to the magazine described by Orrin, was useful for "financial planning for the futures, for the students' futures."

Along the same theme, helping students plan for the future, Larry explained that he used a resource from the government called *The Edge.* This document was developed through the university and college and

government working together. He explained the importance of stressing with students that "learning is ongoing."

Vic stated that "there isn't a lot of good researchable material out there." He explained that he has used "Alberta Employment, the job binders and things like that," but that "the information in them was too simplistic." He said he also had used material from Alberta Career Development.

Larry described a new resource he had used this year, entitled *The Real Game*. He said it is a game where players are given a job and have five years to go through a scenario where they "plan for vacation, they talk about living and costs and the chance of life."

Another resource Larry mentioned that could be used is the Internet: "I think we're going to explore that as an option and try to get the students to actually do their own research." However, Kate had tried utilizing the Internet, as previously described, and found the experience "frustrating."

The computer had been utilized by others through the Choices program. Becky and Kate both discussed utilizing this; however, Kate had previously discussed the disadvantage of the emphasis on military careers and preferred to use it as a tool to look up information on various professions. Both Becky and Kate discussed using a paper-and-pen version of Choices, which Dell said "doesn't have the emphasis on a lot of the military careers that the Choices have."

Videos were a common resource for teachers, as discussed by Megan, Vic, and Becky. Megan pointed out that some are dated and inappropriate; however, Vic felt that videos are educational and enjoyable for the students. Becky discussed two videos that she used, one of which discusses "how choices can seriously affect a person's life" and another which "talks about the world of work and the realities of work and the kinds

of behaviors that employers are looking for when you're in an interview situation."

Guest speakers were discussed as a useful resource. This included representatives from postsecondary institutions, representatives from government departments speaking on careers and projections in the future, and professionals from different career areas.

In summary, the types of resources that Larry felt were most appropriate were those with "information that we can use relatively fast and update on a regular basis." He suggested that

> big resources . . . should be on loan too. For every school to buy one of every resource that we need is kind of ludicrous. I would like to borrow something that I've got for a month or two or three months, use it, and then it gets shipped on somewhere else or goes back to a central resource center. I think we have to combine our resources; the cost of resources is so expensive.

Question 5

In your opinion, what are important influences in the career development of students?

This question was posed to determine what teachers felt were important influences on the career development of students in high school. Dell stated: "There are so many different influences on career development that it's kind of mind boggling"; however, the influence of a student's family was a common response by participants. Megan said:

> I think every family varies, but I think families have a big impact because, traditionally, if you just look back in history, lots of children take on the same careers as the parents, and some parents still encourage that. I mean, you still see that. Parents encourage their children to become whatever they've become. Or you get parents saying, "No, don't do this. I want you to be better than this." And I think families have a big influence.

Alice also pointed out that "family values, perhaps family traditions" have an influence. She explained:

> If a student comes from a family of tradespeople, chances are pretty good they will know more about that and have a stronger interest in that. When a student comes from a professional family, they often have the expectation that "that's what I'm going to do too." Expectation will come from parents and often themselves, you know.

Dell also spoke of the influence of family on one's career-development process. Her description of influence was somewhat different from Megan's and Alice's. She felt that an important influence is

> family upbringing based on decision making and making choices. Some students have been brought up in homes where they've been allowed to feel consequences of their choices and they've been allowed to choose. Some students in Grade 10 are really still fighting to get some control over their lives, rather than have it be imposed by parents. And some parents bring their children up never imposing control on them. Exposure to things: Take them out and about, discussing it with them and giving students the power of choice, with managing their time, managing their money, managing their resources, and experiencing the consequences for the choices they make.

Kate also stated that family influences their child's career-development process. She explained that

> the opinions of people who are important in their lives, particularly parents if they have a good—well, not even good, but if they have a strong family background, whether it's positive or negative to them. Parental influence has a lot to do with the kinds of career choices that they make. Definitely parental, negative or positive.

Vic concluded that families influence one's career development but felt that "the biggest single impact must be not parents, but siblings." Dell discussed the impact of extended family, "what maybe one of their mentors does, if they have a favorite uncle and what he has been successful in." Orrin stated that not only family, but also community plays a part in the

process: "probably modeling from parents and the community that they live in."

Others also mentioned the influence of the community. Megan said:

I think the community and the opportunities have a lot to do with career development. I know in an area like this things like agriculture, oilfield, oil and gas, the forestry industry, a lot of those things are very high in students' minds, and I think they know more about it, because they have dads, uncles, brothers, and friends, neighbors who work in these fields, so they just get so much more information about them, and they're aware of the opportunities.

Dell also felt that "the area that they grow up in and the economics of the area" have an influence. Alice also described how the economy has an influence on career development. She explained that some students are able to "leave high school and go directly into a job." She described how some may do it and find it satisfying; however, she said:

Others find out it's either not satisfying, it's not what they thought it would be, it's not very well paying after all, or it takes more money than that to build a life on; and then they may later begin a career-development process. They may start thinking about what they can do to change things or develop their skills in other areas or broaden their abilities.

Larry said: "The community, community partnerships is the big area right now." He explained that "cooperative apprenticeship is a step in that direction. The RAP [Registered Apprenticeship Program] program where students can start apprenticing in high school, is an excellent opportunity. And again it comes down to the community and the partnership."

People other than family members were also felt to be influential. Larry felt that "peers would have an influence." Orrin also felt that "choice of peers" has an influence: "You know, a group that's going on to a certain college, and that's their particular peer group. They may choose to tag

along with them to that college or go to another college; . . . modeling from peers." Megan observed: "Other than school, part-time jobs, and family, their friends would probably have a small influence. If they have part-time jobs they'd talk to each other about the skills they share, what their boss is like, what the job's like, so that would have a little bit of impact."

Other people who were felt to have an influence included teachers and school counsellors or the school counselling services. Larry said that "teachers would have an influence." Vic described the influence of others on a student:

> I guess to look from inside the school out, imagine yourself the part of the bull's-eye where there's CALM, and you're seeing what else as you move out, . . . the first of which is teachers of the schools. I think students pull bits from every single teacher that they are experienced with, and they create their own Frankenstein from all the little pieces that they've pulled apart.

Dell, Larry, Kate, and Becky each felt that the school counsellors or school counselling services have an influence on students. Becky described their school counsellor as someone who "really works with the Grade 12s, showing them what options are available to them" and said: "I think that, again, is a really important influence."

Guest speakers were people who influence students in their career development, according to Becky. In describing the importance of students interacting with people working in areas of interest to the students, Becky said: "I think it's really beneficial for those students, especially the ones that are kind of interested in those areas, to actually see and be able to touch people who are in that area because it's more real to then."

Orrin, Dell, and Alice each discussed the importance of school success on the career development of their students. As Orrin stated: "Their

achievement at school, which does or doesn't open doors for them for future education." Dell described the process for students: "You're looking at what you have academically, you know, what your aptitudes are. . . . So you're really choosing based on what your resources are, what your interests are." Alice also said that school success has an influence on students:

> I think school success has a lot to do with it too. You know, the student that has had a positive experience throughout school will probably develop a feeling of self-confidence and ambition. They will probably be quite eager and ready to pursue another challenge, and they'll be fairly certain that they can succeed in it. And then there are many students for whom school hasn't been a good experience. They've been maybe failing classes or haven't related well to peers and teachers, things like that, and the thought of more schooling is pretty odious to them then, and they're ready to leave and get into the work world.

Alice mentioned the development of self-confidence. Dell also mentioned self-confidence, relating it to being an influence on students and their career development. She explained:

> If they have self-esteem it's easier for them to step and look at careers. If kids are busy in their teen years, going through a time where they're worried about how they're fitting in with everybody else, they don't have the energy or the wherewithal to go forward and look at careers ahead of time, and I think that affects the readiness of career development. I would swear to that.

Dell also described the influence of a child who can "work hand in hand with a parent in a business." She explained that then "they feel quite confident and competent, that makes a major difference in the world of work." She said that "giving the kids an opportunity to work and be successful at something is really important, I find."

Megan said that "part-time jobs definitely have a big influence" and that "that has changed so much that basically the part-time world is made up of students when you go into different—retail businesses especially. So I think that has a big impact." She had noticed that in recent years they have had a "lot of information to offer as class discussion that they didn't in previous years." The influence it provides, according to Megan, is "it gives them eye openers to whatever occupation they're in and if they like the skills that are involved in it." In addition to part-time jobs, Megan felt that work experience at school has a similar influence. Kate also felt that "any kind of job experiences that they have had that they have liked or disliked intensely" will be of influence. Larry stated that, in his opinion, "the biggest influence is the job shadow. He described this as a process of "trying it on for a day or so, and finding out more about a particular occupation."

Other influences mentioned by Dell were the "extracurricular courses" offered by the school and the "things that they do as pastimes, for their hobbies, things that they've had for toys, say, when they were little." Dell concluded that she felt that it is necessary to "expose them to as much as possible" because different things influence people in different ways.

Themes

Eleven themes emerged from the analysis of the interview data with the teacher participants:

- Suggestions for change
- Maturity/grade level of students
- Teachers' views on career development of senior high students
- Small towns
- Stage of career decidedness

- Future

- Influence of the career module

- Student expertise

- Role of the CALM teacher

- Teacher philosophy

- Gender issues

Suggestions for Change

A theme which emerged from the teacher interviews dealt with suggestions for change to the Career theme of the CALM 20 program. Megan said that there were no changes she would make to the Career theme; however, each of the other seven teacher participants spoke about changes that they would have liked to see made to this module of the CALM curriculum.

One area which three teachers spoke of was the time allotment of the Career theme. Vic stated that "the only way that I believe that Careers could be completely effectively used is if you had an entire three-credit course just on that." Alice spoke at length on the issue of the time allotment for the Career theme. She reiterated the comments made by Vic: "I personally would allow more time for it. I happen to enjoy that unit more than all the others in CALM, so I would like to steal some time from every one of the other four units and add them to the Careers." She explained the time constraint:

> The last two days we've been dealing with resumes, and tomorrow we're going to do interviews, and I have to give them some notes and lecture and research, you know, getting stuff out of some of the handouts or group work on little interview rehearsals or something. And I'm wondering, should I skip the film I got on interviews and just do the classroom stuff, or should I skip more of the classroom stuff

and show them that film we bought? It's a brand-new, up-to-date film, you know, dated '96, and it's called *Common Mistakes People Make in Interviews.* . . . There just isn't time if I'm already behind. Yeah, like, by next week my family-violence speaker is going to be coming to class. She's booked already, and I'm still going to be on employment. . . . So that's why we're just under time pressure.

Alice commented on an alternate method of offering this course, which would not "necessarily be feasible in every school." She suggested:

> Maybe this course should be a lot shorter. Make it intensive. Spend two weeks really doing a crash course in this kind of thing, or maybe a seminar for a week where you leave other classes or something and spend more time and just do this, and then drop it for the rest of the semester. And maybe a short focus time would be better than a semester course.

Another alternative Alice suggested was to make it optional:

> Why don't we just let the kids that want it take it? If CALM is just offered as an option, then kids have second and third chances to change their mind about it. . . . Like, if you don't want it now, maybe next year you will, or by the last semester of Grade 12 you might even think you really need it. And then you would be working with interested kids rather than kids who've been forced to take it.

Alice also discussed alternatives offered in other schools:

> I've heard of other schools that do it outside of the regular school week. I've heard of a school that spends a weekend a month, and they will meet at the school, spend all day Saturday and Sunday doing CALM. They'll use some of the time to go out, do some field trips, go visit, I don't know, the Housing Corporation, the Canyon College, AADAC, whatever things you're covering in different CALM units. And again that's more intensive, but it's not part of your regular class time.

As an extension to this, Alice said:

> And I've also thought, you know, maybe this could be done almost as a distance, a correspondence course type of thing. Give them a choice of how they want to do it. Let's offer a class for the kids that want to be in class, and let's offer a studies package for the kids that

just want the credits and don't have a lot of interest in this yet. . . . If they want to attend the class later, well, that is still open to them.

Dell also spoke of an alternative to the current method of offering CALM. She explained that

> it would definitely be valuable to have it [CALM] again sometime, because the other counsellor and I sort of feel like once we've had them in Grade 10, it's hard to get back to the 11s and 12s. Now, we come back and we meet with them and check over their courses, and we do a little bit of meeting with them about, you know, planning ahead and that kind of thing. But really, it would be nice to have another short segment, say, one-month time in the Grade 11 year or Grade 12 year. Like, I think it should be in both a short time, even a two-week period like we have in the past or they used to do in the past with the Sexuality, just some kind of a week that's totally career based again so that we have an opportunity to connect on a close basis with those students again.

The teachers also spoke on changes to the method of offering the Career theme in schools. Dell, Larry, and Vic discussed having a more inclusive approach to offering Career education to students.

When speaking of the Career theme, Larry said: "I'd like to see it almost mandated in Grade 9 as a Career Transitions course, and I'd like to see some work done probably in elementary as well in the area of careers." He explained that

> Careers just doesn't fit into its two- or three-week section by itself. Careers is stressed throughout. Last week in CALM we went to Canyon College for a day for a tour, and we did a little prework before going, and we did a little work afterwards. The other thing for very serious or very strong students is, we encourage them to start building their own file, particularly in Grade 10, 11, where they will build their own information, and some of them will actually collect research. They'll write away, they'll fax to various organizations, professional groups, colleges, and gather information on courses and those kinds of things that they're interested in. And some students do actually build their own file for personal use at home. But we can't count on all students doing that.

Dell explained that career education is not given enough emphasis in high

school:

> When it's a three-credit course it's just a joke because it's like all of
> the social issues and all of the things that might be of value to
> students once they're out of high school are jammed into a teeny,
> tiny little course at one spot in their high school years, so it's not like
> giving it the credibility that the course deserves. So sometimes I think
> that makes it a bit like a joke to the students. I don't think they see
> the value in it because it hasn't been given value in some ways in
> their high school years.

She continued, explaining an alternative method of handling this issue:

> Maybe the whole school should stop once a year for two weeks and
> deal with careers. I've been in a school that had a timetable that
> operated in a similar manner. And it was very, it was kind of a neat
> way to do it. You went in Monday morning and you worked on the
> same subject until Friday at three o'clock, three times a year for a
> credit, or for one course. And I think that CALM could be taught that
> way in the high school, with one week in Grade 10, one week in
> Grade 11, and one week in Grade 12.

Dell described her vision of career education in schools. She explained that,

ideally, it would be a more inclusive and global approach to career

education:

> I'd like to see a more global picture of career education in schools,
> and I'd like to see it start in Grade 1 and be progressive right until
> Grade 10. And I think if they had had an education that started in one
> point and been focused on it every year in, say, the health curriculum,
> as well as it be part of all of the specific subjects, that they would be
> much more, they would have so much more exposure to the thought
> of career in the world of work that it would become second nature for
> kids. And I think that is probably one of the keys to career education
> in the province or the country. . . . And it can be involved in the
> science class; it can be involved in the social class, the home
> economics class, the art class, all of those areas. And it's especially
> important in a small town, because our kids are exposed to so little,
> some of them. Some of the kids don't get to the city but a couple
> times in their youth.

Vic also described an approach which utilized a more integrated approach to career education:

> The first step on the government's part should be . . . to have kids starting to think about how education, how their education fits into the job choices that they make, to start integrating more technologies, more technical, more vocational into the school setting, and having more—instead of it just being an industrial arts, having a substantial knowledge component to it as well on how it might apply to future jobs. . . . So perhaps to integrate it more into every single class instead of having it in almost like a one-shot wonder in CALM. If you're going to do it for trades, you have to do it for other areas as well: in chemistry classes; obviously biology classes.

Vic also described the importance of having students see the consequences of their career decisions:

> With the decision that they make, what kind of lifestyle are they going to have? Right now kids and high school kids know exactly what lifestyle they want, whether it's realistic or not; it's not. But they have no idea how to make the next step: "This is the lifestyle that I want; now how am I going to be able to do it?" without jamming down their throats and without saying, "You are going to be a plumber." If we can find a way somehow to build a whole program to make them live with their choices, . . . that would be the greatest program in the world to teach them about their careers. Maybe in the exciting world of virtual reality they'll have an opportunity: "You get to be a doctor for a day."

Vic explained that

> the government had given them support by making them mandatory for high school students, but they haven't given them support in that it's just like this quick-fix approach, and I don't think that's the most effective for career development . . . I would like to see dollars and cents and administrative support and for as many activity-oriented experiences as students could have so that you can simulate as many real experiences as possible.

Kate spoke of the necessity of more resources for the Career theme:

One of the things that I would like is, I would like a resource listing for some more up-to-date kinds of things, whether it's Internet services or book resources or computer programs or whatever. A lot of the stuff that I've got coming across my desk or that I'm using right now is stuff that I've pulled from various sources. But even the stuff that's five years old, which doesn't seem like it's really old, is out of date, because occupations have changed so much. And I think that's one of the things that I would really, really appreciate, is some kind of resource that is much more up to date, much more up to date with listings of occupations, with current dollar amounts, training, and so on.

Alice acknowledged her frustration with limited methods of presenting information:

I wish I could find some way of bringing them in touch with lots of the useful information and interesting information without me lecturing to them. I just find it hard. It still seems like in so many of those topics that's the most efficient way to bring the information across, and it's not always the most effective way.

Alice described a resource that she felt would be useful to incorporate more fully into the Career theme: the use of guest speakers. She would have liked to see more

outside input from people outside of the school, get more guest speakers, or maybe a whole mini-Career Fair; like, maybe a week-long one as part of the CALM course, you know, for one week or so, just bring in people from various career fields. That's impractical because you can't cover enough of it.

Becky and Kate also spoke of the importance of contact with other people, but not in the classroom setting. Becky said: "The best thing would be to talk to other teachers or go to, like, the convention, you know, and just see what other people are doing." Kate wanted to have the time to spend with the school counsellor and Career Transition coordinator in the school to "talk about the kinds of things that the three of us can do, where we

overlap, where we can make the program of more benefit to the students."

Dell felt that

> it would be valuable to have parents more involved, and I think parents could use some educating on how to help assist their students with career—just to be recognizing career—what they can do to give their kids affirmations about careers. For instance, if they're in Grade 7 and they're, you know, really into, say, babysitting or something, recognizing that, "Hey, you have skills with children" or those kinds of things that they can do to start feeding their kids information about what they're good at and where their values are.

Dell and Vic had comments on how to improve the objectives of the Career theme. Vic stated: "If you were to take CALM and turn it into just a careers program, and somehow we were able to create—what's the word I'm looking for?—to create a more standardized program with equitable resources for everyone, then it's achievable for everyone." Vic said that he would like to have "a very clear curriculum with a teacher resource manual." He explained that

> there's lofty objectives, and there's all of these goals, but I have never seen a great deal of information on "Okay, now, this is the kind of path that you should follow with assignments, with the terms, with basic assignments for these students which will help you achieve these objectives." I've never seen those.

He said: "It's a mandatory course; it should have a mandatory curriculum, and it should have a mandatory form of evaluation, and I don't believe it has it at present." Dell commented:

> These objectives are really nonspecific also, because a lot of them are skill development, and I thing I'm meeting them. But then, is there some particular framework that's basic? Nobody has developed one that I think of—the development process of your career planning and you—and just the basics of exposure to careers.

The grade level at which CALM is offered to students was an issue to Kate, Megan, Becky, Dell, Alice, and Vic. Vic pointed out that "they're not forced to do it in Grade 11 when it's recommended." Kate's view was shared by the others:

> And the Career unit is a big, is a problem, because again, we have large numbers of Grade 10s taking the program. They don't see the importance; they just don't. . . . Once they get to the second half of Grade 11, because all of a sudden they've only got a year and a half before they're leaving this building and they can see it, they can see it coming, and they're sort of starting to go, "Oh, I have to figure out where I'm going when I leave here.

Larry and Vic spoke of the importance of partnerships. Larry said he would "like to see continued support by industry and by the community. I think it's very necessary, and I think we should put an emphasis on the practical side, the actual out there and the opportunities to try." Vic felt that it useful if "we had a program such as CALM and linking it with work experience and perhaps looking more into apprenticeship programs and partnerships with other industries. I think it's achievable." Vic also stated that it would be a good idea

> to incorporate more career planning, to have access to computer databases that can quickly have you do job investigations. It would be lovely to be tied in with Canada Employment, with their computerized system, just to give kids an idea of what jobs are being advertised right now.

He cautioned, however, that "there's no real indication, nothing available for the students to be able to say, 'In three or in five years these will be the jobs that are most in demand.' It's all speculation."

Maturity/Grade Level of Students

A theme which emerged from the interviews with the eight teachers was the difference between students in level of maturity and the influence it has on the delivery of the Career theme of the CALM 20 program. Three teachers, Larry, Dell, and Kate spoke of the differing level of maturity of students in the same grade taking the CALM course, but it was the difference between Grade 10s, Grade 11s, and Grade 12s which drew the most comment.

Dell stated that "I think for the students, they're not all at the same level when they come in there, so some are ready to have a specific plan, . . . and some are not." She speculated that a reason for "the differences amongst students is maturity." She said: "I don't know if it's maturity levels or as well with that, but a lot of students are still really trying to fight against their parents rather than realize that they're all working towards the same goal." In speaking of looking at CALM "on an individual basis rather than on a class basis," Kate referred to having a "particular mix of students who are mature and, you know, are immature, who are ready to go on and to look at careers and who aren't." When discussing maturity, Larry pointed out that "some Grade 11s can be just as immature as Grade 10 students, and some Grade 10 students can be exceedingly mature." In discussing the make up of a class, he said "If you have a strong group of immature Grade 11 students, they're going to dominate the class and pull it in that direction."

Of the eight people interviewed, three taught CALM primarily Grade 11 students, whereas the other five taught primarily Grade 10 students; however, they have also had experience with other grade levels.

Each of the eight teacher participants spoke of the differences in maturity among Grade 10s, Grade 11s, and Grade 12s. The participants spoke of the difficulty of teaching the Career theme of CALM to Grade 10s, the optimum grade being Grade 11, and the somewhat panicked feelings of Grade 12 students. A reason teachers gave for CALM being offered in Grade 10 was that as a three-credit course it is easier to timetable in Grade 10 than Grade 11, and, as Megan said, "Grade 12 is a very busy year for them for graduation requirements." Alice spoke of the issue of timetabling and her feelings of relief that CALM would be offered in Grade 11:

> Our principals, the two guys that do the timetabling—or mostly one of them, Donald—he begs and pleads with us CALM teachers every year: "Let me put it in Grade 10 because it would timetable so nicely right beside the phys ed. And we scream bloody murder: "Don't you dare!" And, when he came out with last year's timetable, there was CALM again in Grade 11, and with not the most streamlined timetable, but he accommodated us, you know. And I happened to mention to him, I said, "I see you gave us CALM in Grade 11 again," and he said, "Well, I didn't want to get my ears ripped off again!" So he's learned.

Teachers spoke of the difference that maturity makes for this theme. Alice said: "Maturity just makes a big difference. It makes a difference for all the topics in CALM, but we were talking about the Career one now, and I sure notice it there."

Teachers gave reasons for their opinions that the maturity level of Grade 10s makes teaching the course difficult. Although Kate works in a school where CALM is offered primarily to Grade 10s, she spoke of her experience teaching CALM at a different school where the "principal and I were able to sit down, and I said, 'CALM is a Grade 11 program. That's where it needs to be. It works best there,' and we were able to work it so

that I would have an occasional Grade 10 and an occasional Grade 12." In describing this experience, she said:

> Grade 10 students in the first half of the year, the first semester, it takes them a semester, I think, to sort of get the high school under their belts and figure out how it works. And then the second semester they can really start to buckle down and realize that all of this stuff counts, and they don't get a second chance. . . . So by the time they get to September in Grade 11, they're ready—first of all, they're looking forward because next year is their last year in school, and "What am I going to do when I'm done?" And so the focus when they come into Grade 11 is much more career oriented that it is in Grade 10. Grade 10 for a lot of students is play time, particularly nonacademics, because they don't see it—you know, to them, "Oh, I've got three years. I can look around." It isn't going to matter.

Megan also discussed the issue of maturity differences among students in different grades. She said: "I find Grade 10s are too young; that, a lot of them don't have part-time jobs, so they can't add opinions, they can't add experiences." Megan stated that "I think Grade 10s need that extra year of development." Becky described what she referred to as "an interesting situation last term." She said that "half the class was Grade 10s, and the other half was Grade 11 and 12." She said:

> That was really interesting! Like, for instance, I've never had a Grade 12 in CALM before, but for some reason it had, you know, not been picked up until Grade 12 for these guys. And the Grade 12s were definitely my better students in the class. They really took it seriously. I think they get kind of panicky by then. It's like, "I have to leave home. What am I gonna do?" right? And what was really good about that is that their attitude carried over to the Grade 11s and 10s, so all the 11s and 10s took it very seriously. But I found even though, like, the Grade 10s took it fairly seriously, they still didn't understand as deeply as the Grade 12s. So I think there's sort of a transition period there too. . . . I'd almost say that, you know, CALM should definitely not be taken before Grade 11. They get more out of it when the actual thing is not too far away.

Vic also discussed grade level and maturity:

I would love to have a classroom of Grade 11s and Grade 12s in CALM. I would personally like to see that you cannot take it in Grade 10, especially the first semester, first term. These kids are raw out of junior high, and they're still getting used to the rules of the school, and they're much more naturally rebellious, and all of a sudden you're saying that, "Well, I'm now going to take you outside of high school." Well, they just got here; it's completely impractical that way. Maybe all you have to do is ban it in the first semester for Grade 10s.

Vic continued:

There's a certain level of maturity that—it's amazing what happens between Grade 10 and 11. It's tough to talk to people about what it is. I don't even think that parents see the transition quite as dramatically as we do. Of course, you've always got good kids no matter where you go, but the difficult Grade 10s are extremely difficult to teach, and by the time they get to Grade 11 they know the rules, they know what happens if they break the rules, and they've modified their behavior significantly within the school.

Megan said Grade 11 is "the ideal place for it [CALM]," explaining that "Grade 11 gives them that one more year of maturity." Orrin also felt that Grade 11 was "a good year to do it." explaining that "it's a year before the decision actually confronts them and gives them time to get in place things that are needed, whether it's money or registrations or upgrading to open other doors for colleges and what have you." Dell offered reasons for Grade 11 being "the optimum" grade to offer the Career theme in CALM:

The Grade 12s are very serious about what they're going to do, but they're also scared because it's more of a reality for them. So I think Grade 11 is the optimum, because the fear of what they—of the responsibility for the choices they make hasn't set in.

Although Dell did not feel that Grade 12 was the best place to offer CALM, Alice did: "In an ideal world Grade 12 would be the best." Alice said that she would "settle for Grade 11," explaining that it is "kind of a compromise

there, 'cause some of them are ready and anxious, and some of them still think life is still a party; you don't need to get serious about it yet."

Referring to the maturity level of students, the teachers discussed particular activities and the effect of maturity on doing them. Vic said that in resume writing,

> Grade 12s understand the importance of resumes, . . . are really good at building a perfect resume. They understand the necessity of it. As you move down along the line is that the quality slips, and I think it's because they just don't see it as being essential. But there's no doubt that as you go through from Grade 12 backwards through Grade 10, that the kids don't see it as important, they don't know whether it's important to them or not, and they just don't put the same quality of care into their resumes.

Kate discussed students from different grades looking at jobs or occupations:

> I find that when students are looking at occupations, particularly at the Grade 10 level, that that is the way that they tend to look at them: the least amount of effort for the most amount of money that they can possibly get. When they're older, when they're in Grade 11 and Grade 12, they've figured it out that the easy jobs don't necessarily always give you the biggest amount of money, and if you want something that's going to involve your brain more, that you're going to have to spend the time doing the educational stuff in order to make the dollars.

Kate described "kids in Grade 10":

> When they're looking at jobs their bottom line is dollars. . . . They don't tend to look at being happy at what they're doing, because to them it's still sort of play time, and they don't see a connection between all of those things about a job and reality. Like, you know, "Do I have to think about shift work? Do I have to think about that I would be away from home for four nights out of seven or whatever?

In discussing Objective Number 8, "formulates a personal career plan," Dell said that

I find that in Grade 10 they're not necessarily realistic. Grade 12, absolutely; and the latter part of Grade 11, more likely. But because of the time that we teach it in our course, I wouldn't say that they—I would say that the students—you can meet the objective of having them formulate a personal career plan, but I'm not really convinced it's totally realistic. For some of them that are the decided type, it's no problem. But for those that are still leaning towards being a child in Grade 10 as far as maturity level, it's not realistic or relevant for them.

Dell also discussed Objective Number 9, "coping with change as it impacts on personal career plans":

It's probably my biggest challenge with CALM students, is to get them looking futuristic seriously, like their decisions really are going to have an effect on them, because so far most of them in their lives, it's been their parents deciding on a lot of things—for some of them, not all of them.

The teachers had suggestions which related to the topic of maturity and course offering. Orrin felt that for students of Grade 11 who are planning money and college or university registrations,

it is a little late for some because some of them have already burned some bridges with school work, and that's why I think Grade 9 is a good time to be a little more proactive. It's, by Grade 11 they're basically sitting in their lot, or they've made their bed and they're in it. And Grade 9, they can—I think we could shape a few of them up into thinking a little further down the road.

Vic felt that the thing to do is "ban it in the first semester for Grade 10s."

Kate agreed:

I think you could get away with teaching CALM quite nicely to Grade 10s in the second semester if you left the first semester alone and let them get all of the adjusting to high school stuff out of their system, and then go into second semester and teach CALM.

She qualified this advice, however: In Grade 11 "they're ready, they're ready to look at all of the things that CALM has to offer them in a much

more positive and constructive manner than I find a lot of the Grade 10 students are."

Dell thought that "it would be interesting to take those kids who have finished Grade 10 and felt they had been prepared by the CALM curriculum and look at them in Grade 12 to see if they really feel prepared." In discussing CALM being offered to Grade 10s in her school, Dell said:

> But really, it would be nice to have another short segment . . . in the Grade 11 year or Grade 12 year . . . that's totally career based again so that we have an opportunity to connect on a close basis with those students again.

Teachers' Views on Career Development of Senior High Students

Each of the teacher participants spoke on their view of the career-development process for senior high students. In particular, they related their views to the CALM class and to school in general.

Some teachers spoke on the importance of not pressuring students to make a decision on one career choice before they feel ready to do so. They viewed the process as being ongoing, taking place over time, and without pressure from others. Dell stated that "I think it can't just be a one-shot deal with kids; I know it can't be. It has to be ongoing." Megan indicated that

> I'm beginning to think that we apply an awful lot of pressure to kids to make decisions early, and I would like them to take a longer-term view of career planning. And I notice a lot of the kids, they suffer an awful lot of anxiety right around Grade 11 and 12 when they're at the threshold there, and they somehow have this feeling or the idea that "I have to make this big decision now, and it's going to be so hard to decide, and what if it's the wrong one? Them I'm doomed forever!"

Larry also felt that "kids shouldn't lock themselves in, that 'I'm going into dietitian, and come heck or high water, I'd better stay in this field 'cause I've picked it.'" He explained the danger of saying "You can't change your

mind": In his opinion, "They believe that. It's unfortunate; we're setting them up for failure." Some students enter a job directly after high school and are satisfied with that career decision. However, at a later time "they may begin a career-development process. They may start thinking about what they can do to change things or develop their skills in other areas" (Alice). Youth should be encouraged to view this as a positive, not a negative life transition.

Larry agreed that "their options should be open. I believe so. And the best way to do that is to teach them how to explore so they can look for something else." Alice explained that

> I'm trying to get them over that idea, that it's not a one-time decision, it's kind of a process that evolves along the way, and you will make a decision at the end of Grade 12, but it might be just for the next year or the next four years; and all along the way you can made little jogs in the pathway you've chosen if you want to. . . . They don't need to make this such, you know, don't see it as such a life-changing event, this graduation, and that first decision they make after it. Start, you know, start walking and you'll soon find out if you've chosen the path you want to continue on or you want to get right off of or you just want to alter a little bit.

Vic supported Larry and Alice's views: "I am very, very much against kids' having a narrow point of view of careers when they leave high school." He explained that

> when you start saying to kids, "We want you to know exactly what you're going to do when you leave high school," that might work for some kids, but there are going to be a whole bunch of them that were apathetic when they started, who don't have a real idea of what they want to become, aren't honest about it, that are being pushed in a certain direction. And kids will reach a point where they suddenly decide, "Well, I've done all of this work; it would be foolish for me not to carry through on it."

Vic described the role of Theme D in the CALM 20 program:

As far as Careers, I believe I should open their eyes, I believe that it should expand their horizons, and I believe that they should feel like, "Okay, now I feel more confident, so maybe I can afford to take more chances." You know, "There's a lot of stuff out there, so let's find out what I'd like to do." If we can establish a way to give them an idea of how to investigate, of the whole range of choices that are out there, and I'm sure there are some wonderful programs. That should be the purpose of CALM.

Many of the teacher participants spoke of the importance of students broadening their knowledge of the world of careers before beginning to narrow in on a career choice. Dell stated, "So I really try to have them expand their mind first before they start narrowing in." Alice and Orrin also spoke of having their students expand the horizon before narrowing in on a career choice. Orrin explained that he utilizes a "magazine" resource which has "a huge range of possible careers, and a lot of the ones with asterisks are the ones that are likely to have employment opportunities." He explained that the next step is to use checklists to "kind of narrow things down. And what I caused them to do was eventually to focus on a single one, and once they'd made that choice, we did a library research assignment where they found out what that career involved."

Alice also felt it important for high school students to broaden their choices before narrowing down and choosing one particular career choice. She used the subject of science as an example of the need to broaden the knowledge base. She explained:

There are so many fields of science that they have had no opportunity to even get acquainted with. . . . So there's still too much that they need to learn about and find out about, get familiar with things in the postsecondary system and in the work world. So I would really not want to narrow things down for them. If a particular student is ready to narrow down their focus and do all their preparation for exactly what they want—but for the general classroom, I would say broaden.

Larry and Kate spoke on the career process differing for students. Speaking on how students in CALM should decide on their field of choice, Larry said:

> It would depend on the student. Some students need to have their options wide open because they have a very narrow view, and they've only considered one or two options that may indeed be unrealistic. Some students in Grade 10 or Grade 11 are ready to narrow down their focus. They know they're interested in science; however, now it's a matter of narrowing down that focus even more and exploring particular options and particularly interests. So it's an open question. It can go either way. We can't paint all kids into the same corner. We have to give them an option there.

Kate agreed: "I think it depends on the student very much in a class. And sometimes you can work on a class basis, but most of the time you have to work very much on an individual basis." In her view, "I think for those students who don't have any idea of what they want to do, then it needs to narrow down a little bit, because it's wide open if you have no idea of what you want to do." For other students, Kate explained that it is necessary to "focus it down to a little bit narrower scale so they feel like they've got a little more control."

Dell felt it necessary to broaden the career horizon for some and help narrow it for other students. She explained that

> I hope that those who come in with something in mind go away having expanded the thoughts about that. I would also hope that those who've come in without any idea of what they are going to do have started to look at, "Yeah, this might be interesting, or I might—" that they've narrowed it down to at least one or two sort of areas.

Becky felt that the process involves "sort of broadening and focusing both at the same time." She explained that

the self-awareness and giving students a list of kinds of things that they might be interested kind of broadens their ideas, because oftentimes, you know, a person doesn't hear about all the kinds of things that are available to you. Often you don't have a clue what you have to do to get that job or that career, right? So we kind of try to open that up, and yet at the same time, you try to get them to focus maybe on an area and have a better look at those things.

Dell described her view of what she would like to see in terms of career education in schools:

I'd like to see a more global picture of career education in schools, and I'd like to see it start in Grade 1 and be progressive right until Grade 10. And I think if they had had an education that started at one point and been focused on it every year in, say, the health curriculum, as well as it be part of all of the specific subjects, that they would be much more, they would have so much more exposure to the thought of career in the world of work that it would become second nature for kids. And I think that is probably one of the keys to career education in the province or the country.

Small Towns

Of the eight participants who were interviewed, seven spoke of the disadvantages to offering CALM to students in a small town. One of these people also gave an advantage to small-town life in connection with students' career development. The eighth person, Megan, who also offered CALM to students in a small town, said that because of her town's proximity to a larger center, did not think that it "always seems that small a town." In addition, she pointed out, if students want "the resources of a larger center, they have them quite easily, quite readily available." She did, however, offer a word of warning to students:

When you're dealing with small towns, you're dealing with a very small group of businessmen that probably socialize together, know each other really well from Chamber of Commerce, and you have to be very careful that you don't burn bridges.

Although Larry spoke of disadvantages to offering CALM in a small town, he also spoke of advantages for students. He pointed out that when you are doing work experience, counselling, as well as teaching CALM,

> you get to know the students pretty well, you get to know the employers in the town pretty well. . . . You can match students—let's use the work experience, 'cause I think that's an extension of CALM in a way, that I can match a particular kid's personality with a particular employer's personality, and I know they will get along, whereas if I send another kid and employer together, I can foresee down the road that they're going to have a kerfuffle.

Larry added: "Another advantage would be access to technology. . . . Now it's much easier for us to access the rest of the world, and I think that's going to become even more prevalent as time goes on." Larry also spoke, however, of the disadvantage of small-town life for students' career-development process: "In a small town with very few resources, with few specialized careers and occupations, it's a little bit of a pinch." He elaborated:

> Often kids in smaller areas do not have a chance to see or feel or job-shadow or experience certain job areas because they just do not exist in the small community. . . . We don't have a bakery. . . . I can't send a kid who really wants to be a baker to try it. . . . If you're looking at computer repair or satellite technology or geostatic satellite whatevers, we could not possibly give them a chance to experience that field.

Vic concluded that "it's awfully tough to, to find job opportunities if you're running, let's say a work experience program, which we've tried. The two of them should go hand in hand, really." He also spoke of the effect that this has had on the students;

> I know the kids are rather disturbed at the lack of jobs in their own town, and they don't have a lot of, they don't have a lot of people to look up to. They don't know about certain fields. I don't know too many engineers in Mountview.

Others also spoke of the challenge of opening up students to the range of job opportunities that exist outside of their town. Dell stated that

> one of the difficulties or the challenges that I find with working with students here is that they are not exposed to a lot of careers in a small town. They're exposed only on a daily basis to very limited types of employment, and it's hard to get them to think in broader terms.

Becky also reiterated this point:

> I think it's more difficult for the students to see as many different occupations as they can, because they just aren't available here. And for the most part—I guess you can extend to Plain View, but for the most part they sort of, the Plain View people—and we have to look after our own, so that's the way it is.

Orrin spoke at length on the challenges of teaching CALM to students in a small town. He said: "I think one drawback that small-town CALM students have is limited access to occupations other than the sort of Mom-and-apple-pie, nurses-doctors-teachers-firemen kind of jobs." Orrin expressed his surprise

> when I got these assignments in, which they used to research their chosen occupation—and this is an academic crew, they get Social 20 just before the CALM, and basically they're all competent writers and had done well in school, successful, and they're good at it. And I got occupations like heavy duty mechanic and massage therapist and hairdressers; it just shocked me that they didn't see their potential to do something other than that. Not that a hairdresser is a failure in life or anything, but I just know with some of those kids, in time I don't think they'll be satisfied with that. . . . I thought it might be small town, close horizons. Whether that is true, I don't know. I know, like with my own kids, we try to take them out and make sure that they know there's life after Scenic Ridge, but when you get—at least to be a conscious decision I think on the part of parents. And I think school try and do it. We run these field trips off and whatnot, but there needs to be a mindset in the family that I'm not sure some of these families have.

Orrin indicated that it would be helpful to

bring in, for example, human resources people who are up to date and current of major corporations, to have them talk to students about the kinds of things they're looking for in their employees, and to give them advice about how to cope with the change and the flux in the business world. Those folks needed to be in that room and giving presentations, and we just don't have them in small-town Alberta.

He explained that "they did get an element of it with the Career Fair day, . . . but it was only a small taste, nowhere near what they should have got." Orrin said that while it is possible for a teacher to

provide that similar information about how things are going to be changing and the lifelong learning that's going to be confronting these kids, it just doesn't cut it the same as when you get somebody from the business field who's giving basically the same message.

Kate said that

the biggest problem that I have in terms of small town is the numbers of students who are limited still by looking at base industry, . . . like looking at forestry or oilpatch, and they're still looking at being roughnecks and still looking at logging. . . . It's really hard because they've got dads and brothers and uncles who work in those kinds of fields, and it's really difficult, I find, to get the idea through to them that these jobs aren't always necessarily going to be there. And they don't see some of the technological changes that are coming that are going to make even agriculture enormously different that what it has been. And they still have the idea and the attitude that they can walk into their dad's place of business and get a job doing trucking or whatever and working on the farm, and that they're not going to have to do an awful lot of schooling beyond Grade 12 to do that. And they don't see that they're going to have to make changes in those kinds of basic occupations in order to keep up because all of the skills are changing, the same as everything else.

Dell also spoke of the possible changes in the future:

So I find it difficult in a small town to keep, to have the students be aware of trends where people rush towards one thing, and to keep in perspective that it's only a temporary time right now also, that demands on industry are going to change in the next ten years, and

they have to be looking at something that's going to serve them long term also.

Stage of Career Decidedness

Teacher participants spoke on the topic of how decided students were with regard to a career choice when they were in high school. Kate described the type of student who benefits from CALM 20:

> A student who's ready to do the Careers and the World of Work section in the CALM curriculum is someone who has some ideas about what it is they want to do; is starting to be curious about the kinds of programs that they need to be doing in high school to get into where they want to go; has questions about how much money they can earn, exactly what the job entails. And that's what I think they need to be to get some value out of it.

Vic discussed differences between students and the need "to formulate a personal career plan." He explained that

> the most motivated students will do that naturally, and the rest of the kids, you're trying to pigeonhole them perhaps, or they see it as an assignment and they won't take it seriously, so they'll fill in the blanks, but it won't mean anything to them.

The teachers talked about the students in CALM who had decided on a career and those who had not. Becky commented that

> some students come to Grade 10 and they know exactly what university they're going to go to and where they're going to live, and, you know, they're going to have 2.3 children and live in Las Vegas. But, you know, there's other kids that forgot their lunch, you know; not a clue what they're going to do.

Megan also commented on this topic:

> A small percentage have a very strong desire for a certain career, and I'm sure that, I mean, you could probably go for years and talk to kids. They probably know what they want back in Grade 1, you know, and it stays with them, and then others change their mind every six months. . . . So there's always a few that know what they want. And when you're doing the research part where they have to

definitely choose some careers, like, if you take in the binders and the classification of all the different occupations and stuff so that they can see that there is a large amount of careers they've never heard of before, they want to stay very focused on their idea, what they had when they came in, you know, where others will flip because they have no idea.

Megan went on to say that they become more aware of career choices, and there's a "small percentage that find one while they're doing the research that interests them."

The teachers commented on students who had made a decision on a career choice. Dell talked about Grade 10 students and their concerns: "It's hard their very first semester of high school for them to be thinking about what they're going to do when they're done. But they definitely are worried about making a choice." Kate said that the concern over making a decision regarding a career choice becomes evident

once they get to the second half of Grade 11, because all of a sudden they've only got a year and a half before they're leaving this building, and they can see it, they can see it coming, and they're sort of starting to go, "Oh, I have to figure out where I'm going when I leave here."

She also commented on the role of the guidance counsellor in the school at which she was employed:

The majority of our academic students have a very clear idea of where they're going and how they're going to get there, and a lot of that is very directly due to Jane counselling our students from the middle of Grade 11 on: "Get your stuff in. Where do you want to go? What kinds of fields are you interested in?"

Alice commented on teaching students who have made a definitive decision regarding their post-graduation plans:

There are a number of students that know already what job they're going to go to after Grade 12; or they're going to, you know, get married, raise a family or something. And, you know, they question

me a lot. They say, "What do we need to know this for? I'm never going to use this stuff."

In discussing students who have difficulty planning for post-graduation work or further education, Kate said:

> They can understand what a satisfying occupation is and what they need to have one, but how it relates to them doesn't make any sense because all they can see, for some of them—some of them, their career goals are, get out of school and get a job, and that's as far as they can see. They don't, you know, "What kind of a job?" "I don't know. I'll find something." A very generalistic attitude, and they don't see that planning is going to make any difference to them.

Larry also spoke about students who did not have plans for the future. He said: "Some students, unfortunately, have not considered the career." He pointed out that when the teacher tries to involve them in a career selection process, they will pick occupations "that they're not attuned to."

Dell spoke to the challenge of teaching Grade 10 students "who haven't made a lot of choices for themselves" about Careers and the World of Work. She explained:

> Some of them have been choosing what to wear since they were three years old, and some of them have had their clothes laid out for them since they were three years old, so, there's a wide variety. But to have students who are fourteen and fifteen and sixteen be very serious about, examining possibilities for themselves is a challenge, especially when they're amongst their peers. To sit down and teach them one-on-one or in a small group of three or four would be no problem at the Grade 10 level, but in a class of twenty-nine or thirty of that age, they're really more busy looking at their social aspects in the classroom and dealing with relationships than they are looking at how they're going to make a living when they're old. And they can consider past high school old, you know.

Future

A theme which emerged from the teacher participants was one which dealt with the future. This theme speaks to both the teachers' views on the future and teaching students so that they will be prepared for it, as well as teachers' views of the students' concerns with the future.

Vic discussed a student's concern with the future:

> A student told me once that their parents had been harping on her time and time again, "What are you going to do with your life? What career are you going to have?" And she freely admitted that she never really cared to think about it. And all of a sudden at the end of this course she said, "Now I understand why they're concerned, is that the real world is ugly."

Dell also spoke of the worries that students have:

> One of the questions I had done on an assignment just this past week was, "What is one of your worries about your future?" And out of twenty-nine students, probably at least half of them were worries about "what I'm going to do to make a living" and "if I'm going to have money. " They were all, they were career-oriented worries.

Although five teachers expressed a concern about teaching and preparing students for the future, Megan felt that

> you can only deal with the present. You can talk a little bit about the future with them and what impact that will have, but still, you're only dealing with the present, and so the impact that that has is kind of an unknown quantity.

Orrin discussed his concerns with teaching and preparing students for their future:

> It's really hard for anybody in career—or having kids look at careers, it's really difficult because, you know, you're confronted with these statements like "Half the jobs that will be available in, say, five to ten years' time don't exist today." Well, how do you train somebody or give people advice on career choices when you don't know what's out there in five to ten years? And that's what's really difficult. And I

think the kids have trouble getting their minds wrapped around that concept, and definitely teachers do too, and it's uncomfortable. But I think it's—maybe one of our jobs is to have kids become comfortable with the notion that the future is not as predictable as it once was and that they need to be flexible and adaptable and to look at a lifetime, and that, you know, here we're looking at training for a job that may last you five years, but you've got to keep your mind open to a major shift at the end of that time. And just coming to terms with that, I think, is a big step that, you know, CALM could address.

Larry also spoke of the idea of change:

Change is constant. Some of the things we're hearing from the futurists are relatively scary and hard to process or internalize the fact that you're going to have five different careers in your lifestyle. Even I had trouble being able to work that through and see that it's something real, and I think telling that to kids is unreal as well unless there is a way to demonstrate or show or prove that to them.

Becky also commented the same issue as Orrin and Larry. She said: "The way our society is now, people are changing careers much more often than they had in the past, so usually what we do is get the students to look at, you know, several jobs instead of just one." Vic expressed concern with preparing students for the future:

It's a shame when so much money and so much effort is put into educating students, but we educate them for the wrong things. And if we can fix it somehow so that we've got a clear idea of—that the kids know five years ahead of time where most of the jobs are going to be. [He explained further:] In Alberta we've got forestry, we've got oil and gas, we've got certainly agriculture, but we've also got the huge growth industries of biochemical research. We've got all of these things that are on the rise, and yet we are still pumping out huge numbers of—and right now look at their situation—teachers, nurses, engineers, lawyers, and there's zero demand right now.

Dell also spoke to the issue of students entering fields where the job prospects may not be good. She explained that

we had fifty-five graduates last year, I think we had, and of that fifty-
five, I think there were about eight of them that were going into,
power engineering because of the oilfield industry. And that's a little
scary for me because I think if we have that high a representation in
fifty-five students, of which only a portion of those were male, and
these eight were all male persons, I'm thinking they're going into a
market that's going to be totally flooded. . . . So I find it difficult, I
think, in a small town to keep, to have the students be aware of
trends where people rush towards one thing, and to keep in
perspective that it's only a temporary time right now also, that the
demands on industry are going to change in the next ten years, and
they have to be looking at something that's going to serve them long
term also.

Larry suggested that "once you get out of Grade 12 you will not stop

learning; you will continue and continue to process and learn." He said:

I would suggest they're going to be doing career and occupational
research right throughout their life. If the trend that says we're going
to have four or five jobs, then they're going to be constantly in a
state of flux, and the better they know how to predict what's coming
and what's happening and where they fit in—they're going to be
using these skills ten years from now, twenty years from now, thirty
years from now, and that's why it's important to teach them the skills

Influence of the Career Module

The teachers talked about whether, in their opinion, the Career

module of the CALM 20 program had an influence on students and their

career-development process. Dell, Orrin, and Megan each felt that it was

influential and discussed the manner of its influence on students. Dell stated

that "absolutely . . . it does influence their development, I'm sure." Orrin

also felt that this theme has an impact on students: "I think it caused them

to do a lot of thinking." Megan stated: "It would be nice to say that all

school subjects influence them in some way. I'm hoping that the whole

CALM course influences them in the decisions they make for life."

These people also discussed the ways in which they found the Career theme to be influential. Dell felt that this unit influenced students' communication with their parents. She believed that

> it also initiates conversation and communication with them between their parents. It also has their parents starting to look at them as if they're going to be working adults sometime, and so it influences how, I would say, I'm sure, even how they're treated in the home.

Dell concluded: "It's all part of the steps forward, and that's one of the things that I have built into my course, is that there's some communication with the parents."

Orrin indicated that he felt that his students were doing more thinking as a result of "the class discussion and these checklist kind of surveys and the Career Fair." Megan said that "all I can hope is that the information they're presented in the course will help them in their life." She pondered: "I don't know if you want to call that influence. I'm just hoping that the skills that are presented in the CALM course will help them in all aspects." In speaking on the issue of the course helping students or influencing them, Megan went on to say that

> I know that it has in a sense, 'cause occasionally you'll get a student like two or three years later phone you at school: "I know you taught me this but where do you go . . . ? They remember hearing it but don't remember the answer, but they know the resource; there's a resource they can get to get help.

Dell indicated that, in her opinion, the job-shadow experience is of benefit in influencing students in their career-development process. She felt that it "has them starting to look at themselves as a working adult." She stated that

they don't imagine themselves working when they're in school because it's not been part of their lifestyle, and I think it gives them that realistic idea of going out to work, and it's exciting for them, and it's also relevant, and they start to think in terms of "Would this suit me?"

Other teachers felt that the Career theme influenced some students, but not others. Becky said: "I guess since I teach the course I'd absolutely like to say yes, right? Again, I think that depends on the student, I really do." Alice stated: "Well, with some, yes; with some, no. You know, it would depend on how much interest and motivation any particular student brings to the class." Becky and Alice both gave examples of how students in the same grade differ. Becky explained:

> You know, some students come to Grade 10 and they know exactly what university they're going to go to and where they're going to live. . . . There's other kids that . . . not a clue what they're going to do.

Kate also discussed the influence of the Career theme as differing with different students:

> I have had students who have come in very one-minded about what it is that they've wanted to do, and through some of the activities that we have done, . . . they've really looked at things and gone, "Oh. Maybe I should look at some other choices too. . . . And then there are some of them who, you know, like, have got a straight path from where they are to where they want to be, and they will do everything in their power in all of the activities that they do to make sure that they don't deviate from that path, and they do it very deliberately. . . . And I think if you can get students who don't have that sense of worth or image to look at themselves and start pulling those kinds of things together and gong, "Hey, I've got more going for me than I thought I did."

Larry used a computer analogy when describing his view:

It's a supplement or an adjunct to the other things that are out there, to the other resources. It's another place to put it, and it's probably the home base or the home page for career development in high school. But with the other webs that come out of it, the other activities that come out of it, this gives it a grounding or a solid base. Unfortunately, some of the students still consider it's just busy work: It's work I have to do to pass the course." Some students, unfortunately, have not considered the career, and even when you try to get them involved in certain activities and say "This is your future we're talking about, so put some thought to it" or "Pick a career that you might be interested in," they may end up picking something that is glamorous. "I want to be, you know, an NHL hockey star" or something that they're not attuned to: "Uh, I have a fifty-six average, but I want to be a vet." You know, the unrealistic side, unfortunately, is still there."

Vic was not as positive in his view on the course's having an influence on students. He said:

As it's written in the curriculum? It could. It's based on an extremely effective use of resources. I'll be perfectly honest with you, is that the only way that I believe that Careers could be completely effectively used is if you had an entire three-credit course just on that. In the time frame that we're talking about here, no.

Student Expertise

The teachers discussed the fact that students have areas of expertise, but that they do not recognize them in themselves. Megan said that

little activities where they have to look at themselves, is very useful, and build on the skills, and discuss what kind of skills, 'cause a lot of them think they have no skills, and you have to start discussing their background and what kind of skills they have, and so they're quite pleasantly surprised that they do have skills that they've never thought about before.

Dell, Alice, and Kate also felt that students do not recognize their own areas of expertise. Dell explained:

I find with students here, they often don't recognize they have areas of expertise, that they have a base knowledge. . . . A lot of them don't recognize that they grew up on a farm, so they have an agricultural base for, to spin off of. They think that that means they would have to be a farmer, and they don't see all of the kinds of jobs connected with agriculture. And so we talk a lot about them having a base knowledge and the kinds of careers that might be around that base knowledge.

Alice also presented this point:

I think sometimes kids have skills that they themselves don't value very much because they don't think they're—for example, if they've had them all along and just lived with them for a long time, well, then, it doesn't seem like anything special. But when you look at it in terms of what it will allow you to do in the work world, then it maybe takes on a little more importance to them, and they value it a little more.

Kate explained the usefulness of different activities in bringing students to

the realization that they might have areas of expertise:

I think that's what some of the interest in the values surveys and the, the scales will do for them, give them some ideas about what they might like, what kinds of things would interest them, what kinds of things they might be good at doing, because some students come in and they have such poor self-esteem, poor self-image, that they don't think they're good at anything, or for anything. And I think if we can give those students a sense of self-worth, "Oh yeah, I could do that." And I think resumes are good for that, because Grade 10 students will come in, particularly at the beginning of Grade 10, and you say, "Okay, we're going to do a resume." "I don't have any job experience." "Well, yeah, as a matter of fact you do. Tell me what you do at home." "Well, I babysit; I look after my younger brothers and sisters." "Do you babysit for pay for other people?" "Yeah." "Gee, isn't that a job?' "Oh! I never thought about that." "Do you go to church?" "Yeah." "Are you involved in a youth group?" "Yeah." "4-H?" "Yeah." "Have you ever held positions in any of those groups?" "Yeah." "Don't you do activities with those groups that involve working on a volunteer basis to earn money or whatever for your group?" "Yeah." "Aren't those jobs?" "Oh!" And so if you can give them that kind of a perspective in all those kinds of activities that they've done, are important, that the farm chores that they've

done, that the helping in the house that they've done is important stuff: "You've learned job skills by doing those kinds of things." . . . And I think if you can get students who don't have that sense of worth or image to look at themselves and start pulling those kinds of things together and going, "Hey! I've got more going for me than I thought I did."

Dell indicated that it would be helpful "to have parents more involved." She said that parents can "give their kids affirmations about careers." As an example, she said:

For instance, if they're in Grade 7 and they're, you know, really into, say, babysitting or something, recognizing that, "Hey, you have skills with children" or those kinds of things that they can do to start feeding their kids information about what they're good at and where their values are.

Role of the CALM Teacher

After the teachers had read the transcripts, it became evident that each teacher participant had a view on his or her role in the classroom setting. Vic, Dell, and Alice all said that they did not feel that it was their role to pressure students. Vic said: "I like to open a door, but I don't like to have to push kids through it." It was Dell's feeling that "I don't believe in pressuring the kids. I think what you want to know is where they're at and find out where they're at and let them know that they've got time." Alice also spoke on the topic of pressure and time:

So if a student is uncertain about what they want to do for the rest of their life when they're seventeen years old, I think then they need to give themselves time or allow themselves to explore a variety of things and make the decision when they're ready to. And by giving a course like this, I often feel that we are putting pressure on kids to decide now. I would like to put pressure on them to start thinking about it, but not necessarily do all this and decide right now, but just know that all this is coming and start thinking about it.

Orrin spoke on the issue of the future for students and what the role of the teacher is in preparing them for the future:

> Maybe one of our jobs is to have kids become comfortable with the notion that the future is not as predictable as it once was and that they need to be flexible and adaptable and to look at a life where, you know, we're looking at five or more major career shifts in a lifetime, and that, you know, here we're looking at training for a job that may last you five years, but you've got to keep your mind open to a major shift at the end of that time. And just coming to terms with that I think is a big step that, you know, CALM could address.

Larry, Orrin, and Megan spoke of their role as being to teach students to research areas of career interest and of future career trends. Larry said:

> They have to learn how to ask the right questions. I don't think we can do it for them. I think we can give them the tools, and they have to go out and do their own research. Once they leave us they're basically on their own, and they have to know how to read a college calendar, they have to know how to find out career trends, they have to know—look into the future and be able to determine what careers are available in the year 2010 when they're probably at their peak in employability.

Megan indicated that it is important for a teacher to assist in the career-choosing process but to leave the choice to the student. Susan said: "I'm there to show them what it takes to find a career and see the possibilities, and let them know that there are thousands of possibilities and it's up to them to choose."

Alice was pragmatic in discussing what her role was, stating: "I've asked the kids, 'What would you like us to do with this course? You know, how would you see it working better?'" The advice that they gave was, "Quit talking to us. Don't lecture to us." Alice indicated that she does "more group activities, more research-type activities, videos, films, guest speakers." She discussed the difficulty with doing this:

I wish I could find some way of bringing them in touch with lots of the useful information and interesting information without me lecturing to them. I just find it hard. It still seems like in so many of those topics that's the most efficient way to bring the information across, and it's not always the most effective way.

Teacher Philosophy

A theme which emerged from the teachers' stories was the philosophy of career education. The participants talked about what they felt was important when dealing with high school students and career education. Kate said:

To me, the whole thing with Career and Life Management is, you have to try and fill what the student needs, and if you can build up the self-esteem of the student in your program who needs it, if you can give a student a little bit of direction who needs it, if you can fulfill any of their, you know, to, give them ideas about how to deal with people better, any of those kinds of things are going to be better for them in terms of choosing a career, being happy in a career, being able to manage in a career in terms of their ability to deal with other people, I think all of those things are really important.

Larry discussed a couple of points which were important to him. First, he said:

The strongest belief that I have is that it's better to do something that you're interested in, and that's a point that we really harp on. If you're interested, you're going to be better at it, you're going to be more motivated, and you're probably going to stick with that career, and it's also going to be stress free, or less stress than a high-paying job that you don't like.

Vic stated that

we'll give you [the student] some basic tools on how to, how to reach these, on how to apply for a job, what to look for, how to write a resume, and leave the "What do I want to do with my life?" in the hands of the kids.

He continued:

> As far as Careers, I believe I should open their eyes, I believe that it should expand their horizons, and I believe that they should feel like, "Okay, now I feel more confident, so maybe I can afford to take some more chances." You know, "There's a lot of stuff out there, so let's find out what I'd like to do." If we can establish a way to give them an idea of how to investigate, of the whole range of choices that are out there, and I'm sure there are some wonderful programs, that should be the purpose of CALM.

Dell stated that it is important that students

> know that whatever they choose at fifteen or sixteen, they don't have to live with that the rest of their life; they always have a choice. And the lifelong learning thing and the opportunity for people, I consider myself a pretty good example of that. So, you know, I tell them that their world will not come to an end if what they decide to do when they're seventeen isn't what they want to do when they're twenty-five or thirty-five. They can go forward.

Larry also spoke to the issue of lifelong learning:

> One of the things that I stress with the kids is . . . learning is ongoing. There's a concept that that once you get out of Grade 12 you will not stop learning; you will continue and continue to process and learn. Change is constant.

Gender Issues

Gender and career choice was an issue discussed by teachers. Alice thought that among some students, "mostly the boys," "the options seem to be narrowed down to farm work, oilfield, or a trade or something like that." Larry and Kate felt that money was a particular influence among male high school students. Kate explained that

> for a lot of the boys there's still a perception that you can walk out of the door of the school without getting your high school diploma, without any kind of extra training, and walk onto a rig and make big dollars, and I don't think that that's true any more.

In Larry's opinion, "What it's really like, unfortunately, it's 'You're making twenty bucks an hour. So I want to do that. I don't care what it involves, I want to do it.'" This attitude among the males, according to Larry, occurs "because we're looking at vehicles, purchases, and we're looking at independence, the desire to move out and set up on your own."

In describing female students' attitudes toward careers, Alice said:

I find girls are still hesitant about getting into anything nontraditional. I think the opportunities are kind of opening up for them in trades and engineering and sciences and areas like that, but there's still not a lot of them venturing into that yet.

Kate's description of females in the high school in which she works was:

We still have a lot of girls who visualize leaving school and getting married and having families, the Cinderella complex: Prince Charming is going to come along with his millions of dollars and sweep me off my feet, and I'm going to live happily ever after. They don't have the idea that it's going to be the young man with his dad's half ton, and they're going to wind up, you know, like, being pregnant at nineteen or seventeen or sixteen or fifteen, and being a mom before they're ready, being a parent before they're ready, and raising a child on their own. Girls still have that Cinderella complex, and that's one of the things I find really difficult.

STUDENTS' PERCEPTIONS

Research Questions

Question 1

What do you think of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

Students' opinions of the Career theme of the CALM 20 program tended to be positive. Sandy said: "I really liked it." Cole felt that "it kind of makes you think, you know. It prepares you." He added that "that unit overall wasn't that long. As overall, it could have been longer. I would have

liked it longer 'cause it's the best unit." Cole explained why he liked this

unit:

> It's the most interesting. It's the one that I wanted to do because it
> shows you, prepares you for everything you have to do. It's in
> Grade 9 they were giving us an overview of what CALM was. . . . I
> figured the whole thing was gonna be career and life management.
> . . . I just thought it was cool 'cause it shows you, it opens things up
> which you wouldn't consider before.

Vince agreed that it was a good unit, saying: "I liked the careers unit of it.

It was the one thing in common that kind of held my interest." He explained

the positive and possibly negative aspects to the course:

> I think that if the student's willing to work it's good for them,
> because it makes them explore the different options, and it actually
> makes them, like, realize that they're going to be going out into the
> workforce fairly soon, and they should make a decision before, you
> know, it's too late and you're pressed into college and stuff like that;
> you just haven't made your decisions yet. But if it's not exactly what
> you're interested in and it feels like it comes on a little strong,
> because it really pressures you. Like, actually it is the realization can
> work both ways, you know, so sometimes it pressures you into
> reading about something you don't really want; you're just trying to
> fill space. So it's not exactly useful because you haven't decided
> what you wanted to do. So, okay, it can work both ways.

Jessica said that this theme "gives students a good idea on what

they're going to do later in life, and it shows them basically that they can do

it and what they can't do." Trina felt that "it's really useful" and that "a lot

of people were having to be in CALM because of the occupational stuff,

like, but that's the only reason." She said they looked at possible careers

and

> how long it's gonna take us and what we want to do and where we
> want to go, how much it's gonna cost us, do we have the marks? Do
> we have, like, what we need to do it? And a lot it, like, maybe not so
> much for myself, but a lot of the students, like, things that they felt
> they might want to do got turned around, and they found other things

they wanted to do instead. Like, we went through a thing and we studied, like, where our skills lie and, like, how we learn better and stuff like that, and it kind of showed us maybe that we're not so in tune for that job and maybe in tune for the other one, so I think it was good in that way.

Trina said that she felt that the course was not as useful for "people that aren't interested in their education and just want to go graduate and get, like, a job working on the oil rigs." She explained that she felt that the course was more suited to "ambitious people." She explained that

you really have to want to know what you're doing. If you are just kind of going through college a couple years and maybe figuring out what you want to do and stuff, yeah, like, then I wouldn't suggest CALM for them.

Trudy felt that the course was useful, saying: "It was good. I learned quite a bit from it. I kind of have an idea of what to expect when I graduate now, and I know how to do a resume and stuff now." Leslie said that she "found it kind of helpful" and explained that "it helped me know what my interests were and how to write resumes and stuff like that. Audrey said that "it's very informative, like, for going to job interviews and how you should act and how you should fill out forms for applications." She said that it was useful because "it helped me realize there are things I can improve so that people who are trying to hire me, who have to look at me, will see the better side, and it'll look better too, and better just getting a job." Rose said that the Career theme "was good," however, she pointed out that she did not know "if I found anything out about myself that I didn't know before, because the things that it asked, I'd been interested in these things all my life, so it was kind of just repetitive almost." Jane found that it was helpful in places and at other times, not helpful. She said:

There were parts of it that were really useful, like resume writing and application forms, like, filling out application forms, and evaluating the type of job that you'd be good for. But there's parts that were kind of, like, a repeat from every health class that we've ever taken, like, like values and morals, and we've done that so many times.

One student, Ken, did not find the Career theme useful. He said:

I actually thought it was a bit of a waste of time for what we did, because we had done most of the things prior, and we actually did it better. All we did was, we sort of picked a career that we wanted to study, and we studied it. But I think it was Grade 8 or something, we went through a list of, like, our interests and everything on this computer program, and it sort of listed some jobs for us. And to me, what we did wasn't too great.

He discussed a research report the class did individually, saying: "We had all the same articles to use for our report this year that we did in Grade 8, like. It was no big deal; it was just a big report." He felt that instead

it could have been more in depth, like, got us to work through more of our interests and, like, sort of pick out more than one occupation and sort of, like, do a little bit on each one instead of just picking one and doing a big one [research report] on it. Just pick out a few and write little essays on them or something, just to get you looking at other jobs and get more interested in it sort of.

Ken said that "if I had the choice I wouldn't even took the course, but being it's mandatory, I guess I had to." He explained that "I probably went into that course with a negative attitude." He said that

to me, I've never liked health or stuff like that, so I probably wouldn't have taken it. And the career, the career was actually what I was looking forward to, but it didn't turn out to be what I wanted, so, no, I probably wouldn't have taken it.

<u>Activities</u>

Students were asked to list and describe activities they remember doing in the Career theme of the CALM 20 curriculum. This was used as a prelude to Questions 2 and 3, each which dealt with the activities in the Career theme.

A common activity mentioned by students was exercises which dealt with the exploration of student interests. Rose said their class did "a couple" of interest surveys. She said: "There was one that was about a couple hundred questions, and then in the end you just tallied them up, and then it showed what kind of career would be good for you to go into." Leslie also said that "we did a sort of questionnaire thing that was, you know, all our interests and stuff and what we'd be best suited for." Trina described a similar activity that utilized a "series of questions." She said: "We went through it and we did little fun tests, you know, and it would tell you just kind of parts about yourself, and then you put it all together, and it makes what you're good at, how you're better at learning and stuff." Cole also described doing a "career area interest" activity, saying " it turned out that I was most, I have the most aptitude for a career in humanitarian or accommodating, and it was fun." Another student discussed doing a similar activity, but on a computer. Sandy said: "We did a unit on the computers where it told, like, you told your interests and everything, and it'll have you what you should be doing and what, like, would be good ideas to do, and I really liked that." Sandy said they also did "self-evaluation sheets" in which they "wrote down everything that we were interested in, all our hobbies and everything we wanted to do and things we didn't like doing." Jessica

summed up the activity which dealt with personal interests, saying: "We

wrote about how our interests would affect in this job."

The students also discussed doing activities to further explore

themselves. Jane said that they did an activity called

> Johari's Window. It's how you—I can't think of the word—level of,
> that's it—levels of self-disclosure, and how the type of level you're at
> with other people helps you decide, what type of person you're going
> to be and, like, how confident you are, and the more confident you
> are or the more level of self-disclosure you're at, the more you could
> trust the person, and that could help you in the job by, like, you
> know, if you like to work with people, if you trust others really easily

Jessica described utilizing

> a booklet, and we had questions on our values and our interests, and
> we had to write a journal entry at the end of it on if that changed our
> career we wanted to be and joined into. Like, some people just say,
> "Oh, yeah, okay, this looks interesting. I want to do that." But after
> they did this booklet they decided they didn't want to do it, 'cause
> they didn't have the right values and assets.

Two students, Cole and Rose, discussed doing an activity, as Rose

described, to learn "what kind of a learner we are." Cole also said that he

did an activity on "your learner aptitude."

Seven of the 11 students described doing activities which dealt with

career research. Vince described the research he did as follows:

> We investigated which kind of careers we might want to look into.
> Like, I, for instance, chose a policing unit, being a homicide detective.
> And then you'd go to the library and you'd check up your profiles and
> stuff and do a little report on them.

Ken described utilizing a newspaper resource to look at the

> outlook on jobs in Alberta. Oh, it actually went through all the
> provinces and it looked at outlook, like in tourism and manufacturing
> and everything, and it gave some salaries, and we worked through
> that newspaper thing. And once we were done that, then he got us

to sort of choose a career that we're sort of interested in and write a research paper on it sort of.

Sandy described getting "four or five different ideas off the computer, and they were really well suited and told you all the schooling you needed and all the money and how long it would take." Trudy described two types of research into careers. For the first, "we went to the classified section and looked under, like, for employment, and we looked under, like, fields of work that we wanted to work at and wrote them down and then said how much you got and where it was." The second one had students

on the Internet to find out what kind of education we needed and the cost of it and where to find it and stuff like that. Mr. Black helped us with that as well, just to find out everything basically we needed to get into whatever you wanted to take to get into.

Jessica described doing "research on different colleges to go in for different things, or jobs I should say." Audrey said that they "looked at different schooling, like colleges and universities and what we wanted to do in that." Trina said that in her class, "we were supposed to interview on somebody that we were interested; like, somebody that already had a profession that we were interested in."

Trina described another activity in which "we did a report, like, going through everything from the time we graduated till, like, I guess until after your college education was done or whatever, so you'd be about, twenty-five, maybe even older." Cole also described an activity which examined the future. He said: "To start with, we did a collage . . . and what you thought you could do or what you were going to do and stuff like that." Later in the course, Cole said that they did

a group-project kind of thing where you draw a job or an occupation out of this little hat thing and glue it onto a huge clump of papers, and then you go through and you indicate the house you want,

mortgage and rent and stuff, and based on your income you decide everything you get and actually go through first and write down all your expenses, what they would be and what you project and stuff. And you get to the end and see how much you actually spend a month versus how much you make.

Trina, Rose, and Leslie described doing similar activities to Cole's. Trina said that the teacher "gave us a lot of resources to figure out, you know, what those costs would be." The costs to which she was referring were

living costs, like. You don't have to be now, because obviously you're living with your parents and stuff like that. Like your food for the month, your rent, your insurance, your vehicle, or if you don't have a vehicle, your tuition, your books; it goes through that.

Leslie said that she also worked out "expenses when you get out of school," and Rose said that they were doing "this sheet about your future, and you find out how to calculate like the interests on and mortgages and things like that."

Vince, Trina, Cole, and Jane spoke of being involved in Career Fairs through their school. Vince said" "We had a College Day where all the colleges from all around came and interviewed for the whole day and basically told us what we needed to get in, and it gave us a realization of where we had to work at and what things are actually useful to us." Trina reiterated the same point as Vince. Cole spoke of a career fair he attended: "It wasn't really career based; it was, where do you want to go for college? And usually you need to know your career before you go." Jane said that during "our Career Days, when all the professions came to the school" she chose to go to seven or eight sessions of a possible thirty or forty. She said: "The Career Day, which was, you know, we'd have to see how other people worked, which was really good to see what, like, what jobs were available."

Seven of the 11 student participants spoke of doing resumes and cover letters in class. Leslie described it as learning "how to write up resumes and letters and stuff like that to send to future employers." Vince and Trina said that they also did follow up letters. Audrey commented that they learned that "when you're filling out applications or getting them, do a rough copy first." Trudy said in her class they looked through newspapers for jobs, wrote resumes, and discussed "what you do when you go to get an interview." Audrey also discussed the job interview, saying they learned "how you should look at the person, make contact, and sit straight, not go like this and cross your arms. " She advised that it is important "when you go for an interview, to always dress a step above, not way above." In her class, Trina indicated that "we went through an interview set-up where the class actually interviewed each other. Like, I would be the boss and you would be coming to me."

Other activities discussed by students included presentations, videos, and lectures. These modes of information presentation were on topics of career-related issues. Cole and Jane said that they received information about "sexual-harassment." Cole said that they also discussed "traditional roles of males and females in the job market, like stereotyping." Jane stated that they also looked at goal setting, student loans, grants, scholarships, where to get social insurance numbers, and legal limits on work standards. Leslie said they learned about "good work habits" and information on trades and apprenticeship programs.

Question 2

What activities did you feel were useful from this unit?

This question was designed to get students' impressions of activities that they found useful in the Career theme unit. Most students gave more than one example of useful activities. One variable, according to Sandy, was the seriousness with which students took the activities. She felt that all the activities were useful; however, some were more so than others. Sandy explained that

> everything gave you a better idea of where you stood. No, they were all pretty good. There was, like, some people in our class maybe that didn't get things out of it all, but they took it seriously, and yeah, it was all helpful, but some of it was better than others.

In her class, Jane felt that "there's lots that's useful."

There were six main categories of activities which students found useful, plus a few miscellaneous activities which were career related. They were (a) exploring student interests and their relation to careers, (b) tests, (c) resume and cover-letter writing, (d) career exploration, (e) money, and (f) College or Career Day.

The first group of activities which students discussed as being useful dealt with activities exploring students' interests and their relation to careers. Sandy said:

> We did a unit on the computers, where it told, like, you told your interests and everything, and it'll give you what you should be doing and what, like, would be good ideas to do, and I really liked that; that was good.

A second activity, which related to the first category, included utilizing tests, inventories, and journal writing to explore student skills, values, and interests. Trina said that tests "would tell you just kind of parts

about yourself, and then you put it all together, and it makes what you're good at." She described this as "a really good thing. If you got into it and answered them all honestly, you could really find out what you were into and stuff." She explained that

> we studied, like, where our skills lie and, like, how we learn better and stuff like that, and it kind of showed us maybe that we're not so in tune for that job and maybe in tune for the other one, so I think it was good in that way, like, looking at it a little bit.

Jessica also discussed doing "questions on our values and our interests, and we had to write a journal on it if that changed our career we wanted to be."

A third activity which was praised by students was resume and cover-letter writing. Jane, Audrey, Jessica, Ken, Trudy, Trina, and Vince each spoke to the usefulness of this activity. Jane said: "There were parts of it that were really useful, like resume writing and application forms, like filling out application forms and evaluating the type of job that you'd be good for." She explained its usefulness:

> Lots of students, including myself, are going for a summer job, and we need to know how to fill out a resume and how to do that, and application forms, and, like, tips on how to dress and how to act for a job interview and stuff.

Jessica also described the usefulness of this activity:

> Most people don't know how to write a resume, and I didn't either until now, and we did that, and then it paid off because I took my resume and I handed it into another work place. I think I might have got the job, but I'm not sure yet.

Trudy also described "the resumes, how to do them, . . . how to find a job" as being "the most useful thing that we could do." She said: "Where to look for jobs and just things like that will help more than the other things in CALM." In discussing resume writing, Vince explained that

the resume experience kind of taught us how, like, it should be professionally done. Like, if there's something you can't slack at, it would be doing up a resume, because it'll affect whether or not you get a job. . . . I thought that part of it kind of gave us a little bit more of an understanding about how tough it is too, because if you don't have the right—if your resume isn't perfect and you don't have a lot of stuff to fill the resume up, it's going to be tough to get a job.

The most commonly viewed helpful activity was the fourth category, the examination or research into possible careers. For some, the research into possible careers made individuals begin to think of the future. Leslie said:

I'm not really sure what I want to do, you know, when I get out of high school. But I guess it could be helpful in getting me started thinking about, you know, career choices and stuff like that. . . . It was all pretty good stuff, you know; got me to think about some things.

Sandy said that she had "a million different things I wanted to be and wanted to do." In discussing four or five career ideas that Sandy obtained from the computer, she said: "That was really worth it." This information, according to Sandy, told you

what kind of marks you had to have, and I knew about, like, I know where my marks stand, and how many years you're gonna spend in college, and just gave you an overlook of everything you wanted to do, and it narrowed down lots of other things and gave you lots of new ideas. Like, there's lots of things on there that I never even thought of that I'd probably be interested in.

An activity which was useful, according to Trudy, was using

the Internet to find out what kind of education we needed and the cost of it and where to find it and stuff like that. Mr. Black helped us with that as well, just to find out everything basically we needed to get into whatever you wanted to take to get into.

Jessica also described learning about colleges and universities as helpful.

She said that it helped to understand

what their expectations are and how hard it is to really get into a college if you don't have the grades or the money or scholarships and whatnot. . . . It made me think about planning where I'm going now. If I don't get my grades up, I ain't going anywhere.

Vince also spoke of how the knowledge gained about future possible

careers helped to shape his life now:

It really made you realize that too, that the job window is closing every year and things are getting phased out, and if you want an education you have to hit hard for the education and take that field, but pursue it all as quickly as possible to make sure that there's still a job out there for you. So it really did kind of put things in perspective and make it so you had to make a decision.

According to Trina, doing a report on

everything from the time we graduated till, like, I guess until after your college education was done or whatever, so you'd be about twenty-five, maybe even older [was] an eye opener, because you know how, like, when you're so old you think, Oh, I'll be married by this time and stuff, but you really had to put everything into perspective, like, when everything really was gonna happen and how everything was so based on your education.

In discussing possible career choices, Vince said:

Everybody's got their little childhood dreams of what they wanted to be, 'cause, you know, those people that they have for heroes and things like that. Like, you know, there's a firefighter and the hockey player and things like that, you know. But it really shows you that there's a level of superiority that you have to reach to become what our hero's, like, position was, you know, and sometimes it's just unattainable, so it really puts it in perspective. I kept my one dream, though; found out that was still reachable, so I kind of like that.

Vince said that, in exploring career alternatives,

a lot of people wanted to go into those things because they heard it paid a lot of money out. The reason it pays a lot of money out is because you have to go to school for twelve years and spend about a million dollars getting your education, so it turned a lot of them off and actually gave us a lot of realistic ideas of what we could be. Like, you didn't have to set a set route, but, I mean, it let you explore a

little bit on setting a little bit of limits, you know. . . . So, I mean, it kind of did push away those unreachable goals a little bit, and maybe that's not that good of a thing. But, I mean, it is good to kind of realize, like, get the realization in, you know? And it also made you set your standards a little bit higher than just going out and maybe getting a job as a gas jockey or something like that. . . . Most average people can work for, actually attain that one of a college degree, so it's not that though.

Although career exploration was viewed as a positive activity, one student, Ken, pointed out that the method of exploration had an effect on the usefulness of the activity. He said doing one large report on an area of career interest was not particularly useful to him.

Another activity that received a positive review dealt with money. Jane found the "information on student loans, grants, and scholarships" useful, "knowing where you can get money and how to deal with money." Cole found that a recent activity "was the most useful, because it showed me that I'm way too frivolous with my money. Like, I spend it before I get it." He explained that this activity taught students to budget money based on a particular choice of job and its accompanying income. Leslie also found the activity on "expenses when you get out of school" useful because "it kind of made me realize what kind of a job I'd need to support myself."

The last category of useful activities dealt with the College Day, according to Vince and Trina; or Career Day, according to Jane. Vince said that the College Day was useful because

it helped set up planning, because you can phone around out there and see how much apartments are or dorms, and they gave you all that kind of information too. It wasn't just schooling; it was your total life at university or college.

Trina found the College Day personally useful because "I found out that I want to do a Two Plus Two Program, two years in Plain View and then two

years in James River University, to be an accountant." Jane found "our Career Days" useful. She explained that you found out "how other people worked, . . . what jobs were available." She said that students could see if the presentation on the career was the "kind of field of work they want to go into."

Question 3

What activities were not helpful for you?

Opinions varied among students as to the activities which were not useful. Two students, Ken and Jane, felt that some of the Career theme was not useful for them; however, others, such as Leslie, Rose, Trudy, Jessica, Audrey, and Sandy, felt that the activities were overall quite useful.

Two students, Ken and Jane, felt that some of this theme was not useful for them personally. Ken said" "I actually thought it was a bit of a waste of time for what we did, because we had done most of the things prior, and we actually did it better." In particular, he referred to the research paper on a career of choice as "sort of a waste." Jane said that "there's parts that were kind of, like, a repeat from every health class that we've ever taken, like the values and morals, and we've done that so many times." She said the activity on "how to set goals for yourself and short-term goals and long-term goals and looking at what to do about that" is something that she has done many times before. She said that they also did exercises on values and morals that were not helpful; they "were basically just like things that you like . . . It's just a repeat; we've done it so many times that everybody knows already. . . . We all know our morals and our values and how they'll help us in the work world; we already know that."

Jane said that her class also did "I think it's Holland's Theme." She explained that the problem was

> not connecting it with jobs. Like, if we would have focused in a lot on specific types of jobs and looked at jobs that fit our style—we just looked at the different styles, you know, of ourselves; like, the six themes. We didn't look at what kind of jobs would be involved if you were under this theme or if you're under this theme.

Trina, Trudy, Cole, and Vince each had ideas of activities which were not useful to them. Trina said that the questionnaires dealing with self-analysis were "really tedious" and

> kind of like really hard to answer because you can't, like, you know, analyze yourself like that, and it's really hard to do, and you don't feel that this is a good enough answer 'cause, you know, you're blowing your horn or you're putting yourself down or whatever. And so I think a lot of the questions there were a little bit shaky, as well as some of them just, you didn't need, they weren't important.

She said that because she "knew what I wanted to be," some of the activities were not useful; however, "it was just kind of reassurance." Trudy said that she

> didn't think that when we interviewed each other, I didn't think that was very useful. It's just, I thought it was just something to pass time, but just basically it was more of a humor thing than important. I think that we learned how to act in an interview when we, like, got taught about that. At least I didn't think we had to do the interview part myself.

Cole also said some of the activities were not personally useful. He stated that

> I think mostly it was the roles, the traditional female and male roles, because I don't care. Like I mean, females can do what they want; males can do what they want; it doesn't bother me. Like, I don't stipulate between the two because a job's a job; doesn't matter if you're male or female. So I don't think that helped at all

He said that he did not find the career fair he attended particularly helpful because "it was more which colleges to apply for. It wasn't really career based; it was, Where do you want to go for college? And usually you need to know your career before you go, so it didn't help." Vince said that it would have been useful to have activities which would help students find out which type of work would be in their areas of interest. He explained that some of the activities done had questions, of which the answers said, "Basically you want to work, but you don't know which way you want to go, so I didn't find it all too useful." Another area which Vince found "a little bit unuseful" was the unit following the Career unit which the teacher said "you could tie in." Vince said:

> It was budgeting. And I'm not sure how useful that is. I mean, it gives you a bit of an idea, but inflation and everything like that, it's blowing the figures way out of the ballpark, you know? Like, you pretty much have to budget five hundred bucks ahead of what you actually did figure out to think, well, you know, that'll kind of be there in a couple of years. I didn't see a lot of uses to that.

Other students felt that the activities overall were useful, but they had a few ideas on those that were not as useful personally. Leslie said that "it was all pretty good stuff, you know; got me to think about some things." Rose also felt that "they all kind of, they all kind of said the same thing, but I don't know, they were, I think they were good." She said that they had information presented on careers in trades. She said: "I don't really want a career in trades, but it was just good to have information about it in case I decide that maybe I do." Jessica said that there were no activities that were not helpful to her personally. Sandy explained that "everything gave you a better idea of where you stood. No, they were all pretty good. . . . It was all helpful, but some of it was better than others." Sandy also mentioned that if

students did not take things seriously, they might not get anything out of the activities. A suggestion that she had was that

> we could have had more people from colleges. Like, we only had people from Plain View College and another one come in. . . . I think it would have been nice to have more, 'cause I don't want to go to either of their colleges.

Audrey said that "they're all pretty useful." She did say that the one activity which "didn't really help me" was the one where "we had looked at different schooling, like colleges and universities and what we wanted to do in that. And we had to find out, well, we had these books, but most of the information I wanted is out of the province."

Question 4

Has this unit caused you to think about career decisions or decision making?

This question was posed to each of the 11 student participants to determine their opinion on whether the Career theme had an influence on their personal career decision-making process. Of the 11 participants interviewed, one person felt that the unit had no influence on his career decision-making process and described his feelings of disappointment. In discussing the influence of this theme, Ken said:

> Not as much as I was hoping it was going to be when we started, but it seemed like nothing happened. It was just a normal class and that was it. I was hoping that somehow I could, like, find an occupation or learn about an occupation that would really interest me and be something I'd want to go for more, like, so I'd have some sort of goal to set for myself next year. But it never happened.

Audrey said that the Career theme did not have a great impact on her long-term career decision making but did have a more immediate impact. In response to the question, she replied:

No, except now I really want to get my lifeguard for money to spend and save up. . . . It made me realize if I want to go to college to get what I want to be, that I need the money to support that, because my parents, my dad went to a seminary, and they're still paying off loans, and I don't want to be like that.

Jane discussed the influence of this theme on her life. She explained that it told her "where I could go to, to go to postsecondary educational facilities [colleges and universities]." She explained that in class they "looked at why, like, what skills we have that would be good, and they give us a list of jobs, and it just told us which jobs fit our style and stuff." She explained that for her, personally, she found that "I like working with people and helping others."

In discussing the influence of this theme, Trina said that she "had a lot of this planned out already." She knew what she wanted to do after high school before she came into the CALM class. She said, however, that it "definitely" had an influence. She explained:

One thing that you had to think everything through, and you can't just say, "I'm gonna do this and this"; you've got to think, "I'm gonna do this, and that's gonna affect this," and then you've got to think about how that's gonna do with this and this. And it's just like an ongoing process where you actually have to do think everything out and think about how you want to do everything, you know, really seriously, because, you know, it's not something that you can just decide right then. You've got to think about it too. A lot of it's scary too; like, there's your life on a piece of paper. Oh, my God!

Jessica said that previously "we had learned a little bit before that, careers, but not much." She explained that in CALM, "this kind of went into depth and kind of got a lot of us thinking, including myself . . . where I'm gonna go in the future and what I'm gonna do and how I'm gonna get there. She explained that beforehand, "they kind of were in the back of my mind, and now it's just kind of, okay, maybe I should start planning for my future.

It's better now, sooner than later." Leslie also felt that the Career theme had an influence because

> it made me realize that once you get into high school, this kind of stuff is important to figure out before you're in Grade 12, or try to start thinking about it and making course choices that'd suit what I would need to do once I get out there.

Vince also supported this view. He said the unit had an influence because

> it's a realization, you know, hey, I'm in Grade 11 and I've got to pick something. Like, you can't go to college and—you can try college for a couple of years and not exactly take what you need, but, I mean, that'll hurt you a couple of years down the road when, let's say, that job window gets a little bit smaller and there's not that many jobs out there. Like, it really made you realize that too, that the job window is closing every year and things are getting phased out, and if you want an education you have to hit hard for the education and take that field, but pursue it as quickly as possible to make sure that there's still a job out there for you. So it really did kind of put things in perspective and make it so you had to make a decision.

Trudy said that she found it useful "'cause we had to look through newspapers, and I got kind of a feel what kind of jobs are available and stuff and what kind of education you need and stuff like that." Cole explained the influence of the Career theme. It "kind of took away from my wanting to be a vet because it shows that I have aptitudes in other fields, that I can go here if I choose and there, so it's not just the one; I can go anywhere now." Rose also described an opening of options as a result of the Career theme: "Before I was really thinking about going into something in science, but all of the things that I've done were more creative, so there wasn't really anything that was pointing towards science, so I've been thinking more maybe that's not for me." Sandy described the influence of the Career theme on her life:

> I was kind of set in my ways when I came in, and then I got lots of different ideas, and so now I'm just kind of deciding and picking different things, like, still trying to decide between a little bit more now. . . . So there's lots of different things that I wanted to do and wanted to go and wanted to see. But, no, it gave me—I don't know if it helped to make things more confusing. I thought I had it all together, and then it blows you right out of the water.

Sandy explained her plans and how they have changed:

> I was gonna go to college for equine courses, but, and like, and I've tooken [sic] sign-language courses and everything, and I didn't know how to tie all the things that I liked in with, like, one career that I'd pick. And working on the computers, you'd tell it everything, and it would give you back the response like social worker and stuff like that where things came back.

Although Sandy said the process became more confusing, she also said that she thought the above-mentioned process "was really helpful. I like that."

Question 5

Have there been other influences on your career development?

This question examined students' perceptions of the influences on their career development other than the Career theme of the CALM 20 program. Students spoke of a variety of influences in their lives. Trina said when discussing what influenced her in her life, "Just about everything, I imagine."

One area of influence discussed by students was that of their family. Sandy spoke of how her family had helped in the process of getting ideas in the area of careers:

> And like, my sister went to college and my brother didn't. Like, he didn't have very good marks and stuff, and so he didn't go to college; he barely graduated. And my parents, my mom graduated, my dad didn't. Like, just watching what they've had to do too, it gives you lots of ideas.

Some spoke of other types of influences that their families had had, including being influenced in particular directions. Jessica said that her parents and relatives have "all kind of said, 'Well, go in for something that's gonna help you to be worthwhile for you.'" When asked what *worthwhile* meant to them, she explained, "Something that you're going to hold; like, you're not gonna be shifted around and whatnot. Something that's gonna be centralized; you're not gonna end up having to switch jobs twenty to thirty years down the road." Trina explained that her family "kind of encouraged me to go to college, continue my education." Jane explained that "my family's supported me, and they think that helping people is important. And, and if I needed help or whatever, I know I could turn to them." She also said that "they're behind me and helped me decide to be a psychologist." Audrey also discussed the role of her parents in helping her: "Probably my parents because they're really strong Christians, and they live what they believe, and they've influenced that on me now, and I live it too." Rose also explained what influence her parents had had. She explained: "My parents, definitely my parents, 'cause my dad works in forestry, so he sort of wanted me to take something in that area, planting trees or helping the environment." Vince explained the influence of his family" "Dad was an influence. I just picked any career so I didn't have to be a farmer. Had to get away from that a little bit." When asked whether he did not want to follow in his fathers footsteps, Vince responded:

> Well, it's not so much that, that I don't want to. It's just, you've got to be reasonable. It's too much of a chance, farming every year. Like, this year they got nothing. So, I mean, I can see how it affects the family and how it affects the people involved. Like, It's just, I don't want to have to actually live through it. Like, I'm experiencing it, but not exactly experiencing it. Like, I'm kind of farther down the tree,

and I just don't want to have to put up with the emotions that Dad's going through for that kind of thing.

Vince spoke of the influence of his brother:

And another influence was my brother, with computers, just to make sure I take something there. But I kind of—like, he's twenty-four, and he's got four or five years of computer studies, but he hasn't been able to find a job with computers really good, so that kind of took the influence a little bit away from that. Like he said, it's a really fun thing to get into, but . . .

Audrey described the influence of her parents as well as her uncle:

And my uncle, he's an athlete, and now he goes speaking everywhere, and I think it's—and he tells them about Jesus on the side, and that's what I'd like to do too. He's an athlete. He's gone to the Paralympics for two years.

Another influence mentioned by some students was their friends.

Trina explained that "my boyfriend is in college, so I want to go there to be

with him." Rose explained that "I think that my friends are influencing me

more on the creative things. They're sort of, I don't know, helping me to be

more creative and individual." Jane explained the influence of her friends on

her decision to be a psychologist:

And my friends, they influence me, 'cause most of them are troubled, [and] they just need help and someone to talk to. And you know, I've been doing it all along since, like, Grade 6 and 7, so I decided I might as well make a career of it

Teachers were another group of people who some students felt were

influential. Leslie explained that "teachers in junior high and stuff like that

helped me think about it." Jessica and Vince also referred to the influence

of teachers. Jessica said that teachers have spoken to her about the

importance of going into a career which is worthwhile. Vince discussed the

influence of one particular teacher:

There was a math teacher I used to have too, and actually the one that I'm currently following under. He was quite the influence for me to take up a teaching course because of my math, but I've kind of tried to abolish that idea because of facts that the cutbacks and things like that aren't making it logical for you to actually take up teaching.

Students discussed not only the influence of teachers, but also other aspects associated with school as influences in their career decision-making process. One of these areas was students' ability or marks in school. Trudy explained that "when I was little I didn't learn as fast as the other kids, and I always had to go to resource, and I thought I could be able to do that too if, like, my marks are good and everything after." In discussing her career choice of accounting, Trina said: "I guess it's just something I've always wanted to do, plus, like, my abilities and stuff. I always got higher marks in math, so I wanted to do something to do with math." Sandy was not sure what she wanted to do after high school and said: "It depends upon my marks I think too."

The students also discussed the influence of subjects and their content. Ken explained that "every year we sort of have a unit like this that we look at job management, and each year you learn, well, that'd be sort of interesting and stuff like that." Rose explained that "in like junior high I was always really good at science, but that's probably why I want to go into some sort of science. Maybe archeology or paleontology." Cole also discussed the influence of school subjects:

I would say science, because, when I was applying, or when I was going through papers from the colleges and seeing the credentials and stuff that you have to have to get into the science courses and the veterinary courses, I found out that I needed a lot of classes that I'm no good in. And I don't know, you kind of have this illusion that, "Oh, I can be a vet. It doesn't matter, I don't need this stuff. I can just go 'cause I like the animals," right? And I found that it doesn't work that

way, that I have to have physics, and I'm not really good in math, so that doesn't help. And to go through this I have to go do a whole bunch of courses that I'm not really good in to get to the one that I want, and so that kind of made me think a little bit more about doing something else.

Ken also spoke of the schooling necessary for an occupation as an aspect that made him reconsider a possible career choice:

> My dad really wanted me to be a veterinarian, but—well, I think it would be sort of interesting too. Like, I don't mind animals and stuff, but then I did a little bit of research on that and I learned how much schooling there was and stuff, and that just sort of scared me away from it, so I never did it. Well, that's still sort of in the back of my mind too, but it's back there a ways.

Sandy discussed an interest in working with animals as well as the sign language that she has learned. She speculated on combining them into a career involving teaching sign language to gorillas. She said: "I think that is the neatest thing in the whole world. Like, they didn't have to take ten years of schooling. I'd love to do that." Jessica talked of a job-shadow experience in which she was involved and how the additional knowledge influenced her away from that career as a choice for her personal life. She explained:

> When we did our job shadows, that was when you'd go in for a day and you'd follow—kind of like to be this person's shadow—in your work field. . . . I shadowed a company of a lawyer. . . . There's too much paperwork, and I don't really like paperwork as it is. And then we got to go to lots of school, and I don't kind of want to go in for, like, sixteen, twenty years after I get out of high school. I learned that from Sam. He said to me, he said, "If you like school, continue." He says, "This is the job for you." He says, "If you don't like school and you're not really sure you want to take this job," he says, "by all means, go for something else." And I kind of—he got me thinking on that one. . . . Too much time. Like, the long hours are kind of hectic, and then you've got to take work home, and I don't really want to do that. I figure, like, work is at work, and if you have to take it home,

well, yeah, okay, take it home, but not every night and stuff. I kind of decided I didn't want to.

Work experience was another area of influence associated with school in students' lives. Trudy explained that she "did work experience with Miss Smith, and I get around kids then too." Sandy explained that she worked experience at school with Grade 2s. She explained that "this is my third year with Grade 2s, and she wants me back again next year. And that is just something else, I think."

Conferences were another area discussed by students as being influential in their lives. Jane explained that in "Grade 8 or 9 when we had another similar Career Days, and somebody was—I went to this little conference thing, and I just heard them talking and stuff, and I thought it'd be kind of neat." Audrey said that she "went to a convention, and there was this really charismatic speaker there, . . . and she really helped me decide, but she probably doesn't even know that."

According to Ken, "Money's always an influence." He explained that "you want to get a good-paying job, but I don't know. I just want a job that I'd sort of be able to afford a family for me and stuff like that." Sandy also referred to the influence of money.

Other areas of influence discussed by students included hobbies, extracurricular courses, movies, creativity, and working with children. Ken said that "hobbies and stuff" have had an influence on him. Ken discussed hobbies and their influence on a possible career of taxidermy:

> Sports, hunting, anything outside sort of. That's my fun stuff. It's just something that, like, I love looking at animals and seeing animals, and to be able to sort of capture them sort of, that would be the best, and it would be fun I think.

Sandy discussed taking a computer course and "decided I wasn't good with computers. Like, I'm not gonna take a job with computers; like, I'm not good at that at all." She also said she has taken sign-language courses and "really, really liked that."

Vince spoke of a "couple of movies that sparked my interest." These movies dealt with criminology. He also spoke of the influence of creativity:

> Basically the biggest influence has been creativity. I've always had an active imagination. It influences me because, like, the ideas just never stop coming through. And basically I've kind of streamlined them under those different job applications so that I can apply them to the different job. Kind of stockpiled each one, and the one with the most different imaginative ideas kind of wins.

Sandy and Trudy both mentioned the influence of children. Sandy said: "I had to work with a handicapped girl, and that just completely opens your eyes." She explained that "I'm not very good with dealing with lots of people, like, that are, like, my age or older. Like, I like dealing with kids and stuff." Trudy said that "I love—I play with kids and stuff, and I never had any little brothers or sisters or anything, and I just like being around them. I think they're lots of fun."

Themes

Six main themes emerged from the analysis of the interviews with the students:

- Career decision making
- Suggestions for change
- Feelings about graduating/leaving school
- Learning about self
- Small town
- Career focusing

Career Decision Making

A theme that emerged from the data was the career decision-making process of the students. This was an issue to which each of the 11 students interviewed referred. They spoke on their hopes or dreams in the career realm and how they had reached that point; and for others, the indecision and what that experience was like for them.

Of the 11 students interviewed, five of them had decided on a career path; however, these five were not at the same place in their post-graduation plans. Trina was clear on a career and the path she had chosen to get there. In deciding to be an accountant, Trina said: "I went through a lot of things." She explained this process.

> Like, I'm not an English basis, like around English or anything, and I am very good at math and I like physical activity and I like to be involved in everything. And at first I was actually studying an architect, but I started, like, getting into the job, like, started studying it, and it's so much on your own personal, how well you do it and stuff, and the idea kind of scared me, that what if I don't do it that well? And it's kind of—it's not something you're in a business and you get a pay cheque every week; it's different than that, and you've got to be with it all the time. And so, like, I know, actually, I went through a time when I didn't really know what I wanted to be.

Trina said that she liked working "with numbers." She explained how the process came together for her:

> I know accountants always work with numbers. And then last year I got into a computer course, and I just love computers now. They're just, you know, really good with them and stuff. So I kind of put the two together, and that's what I came up with.

She explained that this process of melding her love for numbers with computers into a career in accounting occurred when she was in Grade 10. Not only had Trina decided on a career in accounting, but she had also

decided where she would attend university. She explained where it is and how she came to this decision:

> We had a number of colleges come here and kind of tell us what they had to offer and how much their tuition is and stuff, and I found out that I want to do a Two Plus Two Program, two years in Plain View and then two years in James River University, to be an accountant.

Trina explained that she had "a lot of this planned out" before taking CALM. She had a boyfriend who was entering college, and she planned to be with him eventually. "So I had all my plan, but for a lot of people I think it was a really eye-opening experience because they had never even thought about it." Trina said that although she already had her plan before she entered CALM, some of the activities she did were "kind of a reassurance." She explained the results of an activity which said that "I'm better with numbers and I'm better with hands-on on computers and stuff, and so we were going through looking at that part of it. I could actually tell I was meant for this kind of career."

Four other students had also chosen a career, but they did not have the sequence of post-graduation events as organized as Trina did. Jessica had decided that she wanted to be a counsellor; however, until taking the CALM class, she had been debating between becoming a lawyer and a counsellor. Jessica discussed thinking about these two ideas as a career choice:

> Counsellor was just this past year, and a lawyer I've wanted since, I think it was about two years ago. Yeah, when I was in Fort Nelson. My teacher said, 'What do you want to be? Choose something,' and . . . I chose that.

She said she has now decided to pursue a career in counselling. She explained that it was during the Career theme of CALM 20 that she

narrowed her choice down. She said two things helped in eliminating law as a choice: An activity that they had done made her "understand that I'd be better off if I went for a counsellor, 'cause I understand what's happening and stuff. I can listen. It's kind of what I wanted to do more than a lawyer." She said that during the CALM course she begin thinking "where I'm gonna go in the future and what I'm gonna do and how I'm gonna get there." She explained that she had not thought about this a lot beforehand: "They kind of were in the back of my mind, and now it's just kind of, okay, maybe I should start planning for my future. It's better now, sooner than later."

The other activity which helped Jessica in her decision-making process was a job-shadow activity that she did as part of her Career theme of the CALM 20 class. She explained that she "shadowed a company of a lawyer." She explained that job-shadowing the lawyer for two days made her realize

> there's too much paperwork, and I don't really like paperwork as it is. And then we got to go to lots of school, and I don't kind of want to go in for, like, sixteen, twenty years after I get out of high school. I learned from Sam. He said to me, he said, "If you like school, continue." He says, "This is the job for you." He says, "If you don't like school and you're not really sure you want to take this job." he says, "by all means, go for something else."

Jane was another student who had made a decision as to a career choice before she started CALM 20. She had decided to become a psychologist. She said that she decided to do so in "Grade 8 or 9 when we had another similar Career Days, and someone was—I went to this little conference thing, and I just heard them talking and stuff, and I thought it'd be kind of neat." Another factor in her decision to become a psychologist, Jane said, was that "I just seen people working with other people. And a friend of mine, she's going into psychology, and she says it's really

interesting. And I like working with people." Although she had made her decision to become a psychologist before she entered CALM 20, Jane said that the work they had done in class on decision making was valuable because it taught the students "how to make a good decision, what steps to go through; like, going into asking yourself what side, like, which two choices would be good; and seeing the worst possible scenario that could ever happen if you make a decision and see if it's actually that bad; and you're taking chances and risks and stuff." Like Trina, Jane had decided where she would be going for postsecondary schooling:

> I'm sticking around Plain View for two years and going to the Plain View College, and probably taking a Bachelor of Arts degree, major in psychology, then going to stay with my auntie in Edmonton for another two years or one year till I get my feet planted on the ground, and then finish off at the U. of A., and then move out to—maybe move back here or see where there's a job in Edmonton or Calgary.

Audrey had also decided on the direction she wished her career to go. She said that she was interested in "talking to the youth and getting them excited about being a Christian and wanting to serve God." She used to think that this was something that "you do it volunteer," however, after attending a conference in May 1996 with a motivational Christian speaker, she discovered that this was something at which she could possibly make a living. Although her plans were not definite, Audrey said that "when I get out of high school I'd like to go to college, probably somewhere in Ontario. And I just basically want to go to a Christian college and maybe go in speaking courses." She wanted to go to Ontario, "because for the first thirteen years of my life I lived there, and all my friends and relatives are there."

Trudy also felt that she had her career path clearly laid out, but as we spoke it became evident that she might have had to obtain more information on some aspects. She said: "I want to go into early childhood development and become a preschool teacher in special ed. or something like that, work with kids." She said Mr. Black, a teacher at her school, had helped her "on the Internet to find out what kind of education we needed and the cost of it and where to find it . . . it's [the course] available at Plain View." Trudy indicated that the course is "two or three years" long and would qualify her to "work in daycare." She did not think that she could work in kindergarten, but

> I think it said something about being in special ed. for handicapped too. . . . Or else I want to be, like, a resource teacher like Mrs. Black here. She helps the kids that don't learn as good as other kids and stuff like that.

Trudy said that she had decided on this career as a result of her own learning difficulties in school, and because "I play with kids and stuff, and I never had any little brothers or sisters or anything, and I just like being around them. I think they're lots of fun." When she graduated from high school she planned to take "a year off, make money, and then go back to college." She said that during that year she would "live in Plain View and find a job there, and just live in an apartment with a friend."

Other students interviewed were not as decided in terms of a career choice or direction. Rose said that she had thought about going into something in biology, something in the creative area, or in dance. She said the idea of dance was something that she had thought of only recently, because "lately I've been helping teach dance to like little kids, so that might be something that I could go into, just be a dance teacher, but . . ."

She said, however, that "I really think that something in biology is—'cause I'm taking biology right now, and I like it, and I get pretty good marks in that class." She was also considering biology over something creative because

> I think there's just less, maybe less competition in that, in those areas, and in creative—a lot of people, they don't really, they don't make it; they don't become what they want to become, and they end up having to take jobs on the side and things like that. So I would want to just have to have one career and not have to worry about it.

To Rose, science was "fun." An alternative to biology for her was "archeology or paleontology." She pointed out, however, that all the class questionnaires had shown that she "was creative; that was what I always turned out to be, was creative, or appreciation of art and dance and things like that." She explained that "I was planning for a long time to go into biology, like some sort of biologist. But I don't know. I'm gonna take art and find out if I like it and might go into something in that area."

Leslie said that she currently had not made a decision on what she would do when she finished Grade 12: "I'm still considering." Leslie expressed her view that "I'd like to make a decision soon." She said, however, that

> I really don't know. I guess it's hard to decide when I'm not even sure what I'm going to take for lunch the next day. You know, it's kind of hard to plan ahead like that, but I guess I better start soon.

The reason that she felt that she should make a decision soon was that it would be helpful in order to "pick the right courses" in preparation for any further education or job requirements. She said:

> It would be nice to know what I'm going to do, so, like, if I wanted to take something like an extra math course or something like that, so it would be helpful just to pick my courses, you know.

Leslie indicated that "once I get a decision about what I want to do, I'll be fine. It's not the independence that scares me; it's the uncertainty; it's the not knowing what I want to do." In discussing the various possibilities, Leslie said that a class activity, an interest inventory questionnaire, "made me think about what kind of job choices there were." She said: "It was helpful. It's not gonna be, like, the major determining factor when I'm looking for a job, just this questionnaire, but it, you know, gave me something to think about." In considering the career possibilities, Leslie said that the trades were not something in which she was really interested. She discussed going to university or college, saying

> once I get my courses lined up and into university or college, I think I'll be okay. I know it'll be harder than high school, and it'll be different, but I think I'll enjoy that. I guess it's something different.

She had considered going into the Faculty of Education to become a junior high or possibly a Grade 6 teacher, or she was considering possibly teaching math or social studies. She indicated that "I really enjoy math. I'm not—I don't think I'd want to do English or anything like that." A role model for her was her junior science teacher. Leslie said that "I really was really learning things, so I guess I was kind of—I admired him for that, for being able to teach me something. It was nice." She stated that it was because of this role model that she began considering becoming a teacher.

Another career that Leslie had considered was in the area of veterinarian medicine. She said that "that was in elementary school. I don't think I could handle doing surgery, so that's probably not an option." She said that she would probably go to Edmonton or Calgary for university or college; however, she pointed out that "it depends, I guess, depending on

what I want in Grade 12, how my attitudes have changed." A change in

plans could include her deciding to

> just go right into work. I mean I don't think so; I'd like to go into
> education—well, I mean, get into higher education—but things
> happen. That's what happened with my sisters. They were thinking of
> going to college, and then they got jobs and the money was too nice,
> so they just skipped over the university thing and kept working.

In conclusion, according to Leslie, "I guess my interests are so varied that I

don't really know what I want to do. There's so many choices."

> Cole, on his changing view of a career path, stated:

> I went from—the aspiration to be a veterinarian changed to a teacher,
> and it hasn't wavered much from there until just when I got into
> biology this semester, and then it kind of leans toward, again, the
> medical field and science and stuff because I know that I can do it.

He said that "I haven't really examined in detail a lot of things." Cole

speculated on the various options that he had considered:

> I'm better in biology and chemistry than I am in anything else. Like,
> originally I was going to go, and I was going to be a writer. I was
> going to be this big, this writer who writes novels and spits out a new
> one every month and makes millions and millions of dollars, and that's
> not gonna happen, because my writing skills are deplorable. I can
> write, but I can't write. Like, the ideas and stuff, I can put them on
> paper so perfectly, but I have to have someone right beside me doing
> all the punctuation and the grammar and everything. . . . I even
> thought about being an actor, but that kind of dropped off fast 'cause
> I'm not a good actor.

A problem, according to Cole, was that "a lot of the things that I'm good at

are not what I'm interested in." He explained:

> Like, for instance, working at McDonald's, I'm really good at cooking,
> but I don't like to do it all the time, mainly because I have to clean up.
> But, I don't like the position I'm in because it just doesn't interest me.
> I'm good at it, but it doesn't interest me. . . . A lot of people say that
> I could be a really good salesman, because I'm influential when I want
> to be, but I don't like to do that because, I don't know, I have a guilty

conscience all the time. I feel "Oh, no, I just sold them something, and it's never gonna work," and just make me feel guilty for the rest of my life.

Cole commented that he thought he "would be best suited in humanitarian because I really care about how things are around me." He explained that he is caring for animals and people, so career fields such as "social services or nursing, doctors, child care, and customer services and hospitality" would all be considerations.

Although Cole had not selected a career, he was very aware of the type of work environment in which he preferred to work. In school Cole was on the yearbook committee and enjoyed the work and work environment. He liked to be able to "work at your own pace," and enjoyed seeing a good product. He liked the feeling of pride and that "you don't have to do the exact same thing day after day." He did not like repetitiveness and preferred spontaneity.

Ken said: "It would be nice to have a career sort of picked." He explained that

> I'd really actually like to get into a university or college right after school, and, like, to be able to have my application in and everything already would actually be nice. But being that I don't have a clue what I'm gonna do, it's sort of scary. And I don't know, it's just, I'd like to get out of the house as soon as I can with my parents and get my life underway sort of.

Ken's main concern was, "I wish I could get a job; that's the main thing. That's what I'm really hoping for, to have a safe career." Although Ken had not made a decision on a career choice, he had considered various possibilities. He said that he "actually like technical stuff; like, I really like building, and this summer I'm gonna be helping my cousin build a house, so I might look into carpentry stuff." The carpentry business, according to Ken,

"is sort of fun, but it also seems like people that are carpenters, they're always, they're always working, it seems like, and they're always busy." Ken had also considered "something with the oilfield, 'cause, I mean, there's a decent amount of oil activity out here, so that wouldn't actually be that bad." He had also considered two professions about which he had learned in Grade 8: "a pipeline engineer and a pipeline technician and stuff like that, and just from what I read there, like, that actually sounded fairly interesting and okay wages and stuff."

Another area of interest for Ken was taxidermy. He said that the main thing that would help him decide whether this would be a viable career was information on "the outlook on it." He would like to know if it is something that can be done as a "major job, or would I have to get a second job to succeed?" Ken had been thinking about this for some time. He indicated that his "dad really wanted me to be a veterinarian" and felt it "would be sort of interesting," however, "I did a bit of research on that and I learned how much schooling there was and stuff, and that just sort of scared me away from it." He said: "That's still sort of in the back of my mind too, but it's back there a ways."

Vince and Sandy each had a great deal to say on the issue of career decision making. Vince had considered many avenues and decided a few that he planned to pursue. He had considered becoming a forensic specialist, homicide detective, psychiatrist, writer, and computer technician. In discussing making a career choice, Vince said:

> Everybody's got their little childhood dreams of what they wanted to be, 'cause, you know, those people that they have for heroes and things like that. Like, you know, there's a firefighter and the hockey player and things like that, you know. But it really shows you that there's a level of superiority that you have to reach to become what

your hero's, like, position was, you know, and sometimes it's just unattainable, so it really puts it in perspective. I kept my one dream, though, found out that was still reachable, so I kind of like that.

One factor that Vine utilized in narrowing down his choices was the marks needed to pursue a program. In discussing becoming a forensic specialist, he said:

> I thought it would be tough, but I didn't think it would be that tough. You had to have an eighty-six-percent average, and only one third of the people that had that average or higher were accepted. . . . So, I mean, it kind of did push away those unreachable goals a little bit, and maybe that's not that good of a thing, but, I mean, it is good to kind of realize, like, get the realization in, you know? And it also made you set your standards a little bit higher than just going out and maybe getting a job as a gas jockey or something like that.

Vince did not think that he would pursue becoming a psychiatrist because of

> the time commitment; like, being able to support myself without a job for twelve years. I mean, that kind of set that a little bit out of reach. You have to be a little bit rich to kind of get a job like that.

Vince indicated that when he considered doing something in the area of computers, he felt that it would be beneficial to take "four years in Washington and three in Japan because, I mean, they're way ahead of us. So, I mean, if they can teach me for three years, yeah, come back, I'll be fifteen years ahead of everybody out here"; however, he decided that it made economical sense to be close enough to home to "make it back [home to his father's farm] every year. You know, then he can maybe help me out a little bit; . . . can't do that from Japan." Vince explained that

> a homicide detective, I think, you know, like, I had that kind of job in mind from the start, and then I had a couple of jobs that were, you know, that it would be nice to have, and it would be a lot more glamorous, but, like, this is the job that I wanted. And I realize that, you know, I can attain that job because I think it was only six years

or seven years of schooling with a lot of the courses that I can manage fairly well in high school.

Vince had decided on a route to pursuing his dream:

> I'm going to go to Plain View to college up there for two years. I want to take a bachelor's degree of arts because basically a bachelor degree of arts can open a lot of windows . . . And after that, get a . . . bachelor in criminology.

He also spoke of taking courses in psychology, a computer course, and

literature, to keep his option open to be a writer. He said:

> For a long time I've had an idea to be a writer too, so I'm actually a fairly good writer, and a lot of people say I should pursue it, so I want to get—actually, depending on how it is, I want to actually get a master's degree.

The writing career, according to Vince, was something that he might pursue

when he retired. He speculated that, "hopefully, maybe that retirement

period will be when I'm twenty-five, you know?"

Sandy spoke at length on her career-search process. She stated that

she had many interests but did not know how to make a decision on a

career and worried about whether, once a choice was made, she would

enjoy the career. She said: "Every day there's new ones, like. Every time I

see something, 'Oh, Yeah, I'd love doing that.'" She expressed her concern

about not being happy with a career that she might choose. For example,

Sandy said:

> I break horses now for my money, and I know that gets to be more like a job than a hobby. Like, it started out, it was the best thing ever. I could do it every day, all day, it didn't matter. Like, it was always interesting and fun, and then it just got so you didn't care, and I was sick of it, and thank God the winter came and I didn't have to do it no more. It's just a job like everything else. I hope that doesn't happen with everything. I don't want to go to college for years and then have a job I don't like anyways.

Sandy said she considered taking equine studies at Selma College; however, she felt that it was "more of a hobby." She was now considering social work as a result of an activity in the Career theme of CALM, or teaching as a result of working with elementary children in her work experience at school. She said that as a result of information gained from the Career theme, "There's lots of different choices that are along them lines of things that I like too that I found out that I didn't know that I'd even think about doing." Sandy said that narrowing down her choice "depends upon my marks," whether she wants "to take a year off after school," and "money; . . . it depends on how much I can afford."

Suggestions for Change

Students had suggestions as to how to improve the Career theme of the CALM 20 experience. Trina felt that something should be done to "make the students see how important it is" because at the present time she felt that "it's really hard to take the course seriously, because it's a joke, to tell the truth." She explained that "a lot of the students don't take it seriously, and therefore they didn't get anything out of it. They still managed to pass it." Suggestions on how the course or this particular unit could be improved varied.

Ken, Rose, and Cole each felt that the Career theme should have been longer. As Cole explained, "Overall, it could have been longer. I would have liked it longer 'cause it's the best unit. As I said before, it's the coolest unit." Ken also felt it would be better to "focus more on it [Career theme]." He explained that in this unit they did a report which examined their possible career choice and variables associated with this choice. He stated that more time would have been beneficial because "some of us were so

overwhelmed. Like, there's so much to think about when you do, like, your whole life story there." Ken stated that he would rather be "learning about my future and stuff instead of, like, my well-being or whatever. So, yeah, I would focus more on the occupation part of the stuff."

Some students believed that more should be done to individualize the unit to individual student needs. Jessica felt that one thing that could be done would be to have more individual work and that "there was too much group work." Trina said: "I would like them to go into it more individual." She used resume writing as an example. She explained that resume writing should be taught so that students could individualize their resumes to fit the particular jobs for which they were applying. She said: "If you're gonna go work in the oil rig or you're gonna have a higher profession there, like, it's gonna be a different resume."

Cole explained that it may have been "cool if they had specific assignments that you get marked on for things to try on your own." As an example, he suggested

> things that you can try on your own out of school, to, like, look through the papers and find a job and write up an application for it and do a mock interview or something with someone who knows about that particular position to help you through to see what could happen.

Ken and Rose felt that it would be useful to have more individual time with the school counsellor to discuss career-related issues. Ken said that it was useful

> when we did it before, [where] we were one-on-one sort of with a counsellor or someone, and it seemed like with somebody, like, going through it and helping you and getting you to think more of what you want to do, it's better.

Rose stated that in order to narrow down a specific career to pursue, "talking to the guidance counsellor would probably help."

Cole also felt that utilizing different modes of presentation during class was important. He found it easier to learn via hands-on types of activities such as "cutting-and-pasting activities." He explained that they did collages in class to explore career possibilities for their own life. As an alternative to written work, he proposed utilizing audiovisual material: "I personally find it more helpful if there's like movies or cassettes or something." Sandy said: "Everything was useful, like, as long as you took it in and thought about it, but there could have been more, I'm sure." She explained that she would have found it helpful to have more guest speakers in class to present material. She reported that two college representatives had come into their class, one from Plain View College and the other from Canyon Town, but "more people from colleges, I think, would have been nice." She explained: "I think it would be nice to have other colleges come in or, like, other students from other colleges and stuff and like, tell us what they thought of it." Sandy explained that the information from college students could include

> if their minds changed halfway through colleges, or, like, all kinds of things; like, what they thought of classes and what they had to take and what their grades were like, and then what they were interested in to do that kind of thing.

As well as college representatives coming into her class to present material, Sandy thought that it would have been useful to have "different people come in with different jobs and explaining what they thought and what they did." Rose also thought that it would be useful to get more guest speakers into class. She said that people in the work field could come in and talk

about "where they work and what kind of things that they do." She explained that "last year we had a geologist come in, and he was telling us about all the different places where he worked and things like that. And I think that if somebody come in that had a career that I'm looking at, I think that would just really help me a lot." Jessica also described the usefulness of "more public speakers, like, to just come into the classroom 'cause they help." She explained that "they know what you want; they've been there, and they know what they want or what is required in the job." Leslie suggested that "going out and talking to employers, see[ing] what they're looking for, I guess, in an employee" would be useful, because it would "give people an idea of what's needed and what was desirable." Jessica also had a suggestion that required going out of school for a day. She felt that a longer job-shadow or "hands-on experiences" would be useful. She suggested that, instead of doing a job shadow for one day, "another day or a couple days" would be useful.

Students spoke of doing an assignment in class in which they explored their interests and felt that it would have been helpful to connect their individual interest inventory results more fully with career occupations. Ken suggested: "List some careers that go with your interests." Leslie said:

> I know my interests, but the actual jobs, it would be nice to see them, 'cause I really don't know. . . . Like, this questionnaire wasn't very specific; it just, it basically just narrowed down your fields of interest, but it would be nice to see what kind of jobs there were, you know? And what's involved in those jobs too. What kind of, what degrees or whatever you have to have, and how many years of university you'd have to take, things like that.

Cole explained that he discovered he "should go to humanitarian," but he said: "It didn't tell you what was involved in that; just kind of an overview." He explained that "a little more depth would have helped."

Other students also spoke of wishing they had had more of a focus on information regarding occupations. Ken explained that it would have been helpful to have had "more sources on where, on where we could find information on different jobs, and listed more careers with a definition of which each does." He summarized: "We're lacking in, in sources to be able to investigate our careers." Jane felt that it would be important to focus more "on the long-term work, the occupation" and "focus less on the morals and stuff that we already know about ourselves."

Trina wished that there was a method of getting the message to students that "there's not really much out there for you and stuff now because you don't have your Grade 12; you really don't have much of an expansion on what you do." Her advice was to "focus more on that, that you need your education and stuff, not just what kind of jobs you want to do, 'cause if you're not qualified for them, then you can't do them." She said that it is important for students to pursue college: "Instead of being a waitress, you can be a teacher or something."

Sandy speculated that she did not know how to assist in the matter of one's ideas and hobbies changing over time and resultant changes in possible occupations to consider. She explained that

> from a year ago to now, like, I never thought of teaching or anything, and like, I don't know if that'll change again in another year or what. But like, that's pretty unstable, and that bothers you, but I don't know how they could help you with that.

Trina said that an option for future CALM students is to take the course by correspondence; however, "I don't think I'd like it. I like the teacher to be there teaching it to me." She said, in her opinion, that the reason her school might offer it by correspondence rather than in the

traditional classroom manner is that "I think it was kind of a cheapness at our school."

Feelings About Graduating/Leaving School

A theme which emerged from the interviews with students was their feelings about leaving high school. Four students talked of being scared of leaving high school, another three had mixed feelings about leaving, and two students said they were not nervous about finishing and leaving high school.

Jessica, Vince, Trina, and Cole each talked about being nervous or scared about leaving school. Jessica said: "It's gonna be different. Like, I don't know what to expect. I'd like to know what's up ahead, eh? And I find that, yeah, I am scared. Like, I don't know what's gonna happen." Jessica described her fear of leaving school and home:

> But maybe after being with your parents for a while and having that wing under, get back, to get out on your own and not having that security, it's gonna shock; it can be a shock. Yeah, I'm kind of nervous about having to find a job that I'm educated for or whether it's going to be available to me or not.

Vince explained why students have a feeling of apprehension about leaving school:

> Basically you've been pampered until you're out of school. Like, you're pushed out by yourself in the real world, and, yeah, it could be a freaky thing for a lot of people. It could be another reason why, like even going to school in another place, like going to college or something, it's not too bad, but when you're finished college and there's no one left to support you, if your realization sinks in. It's, whoa! I mean, the only time I'm going to see my parents is visits, not when I'm going to pick up the cheques. There's so much new stuff coming into their lives, and the burden of responsibility is huge. It's scared me, personally, but, I don't know, it shouldn't be too bad.

Trina also described the feeling associated with leaving school and the town in which she lives as scary:

> Well, I guess I've lived in Scenic Ridge all my life, except when I was really little, so of course I don't remember, but leaving here is quite scary. Like, at first, actually, it sounded like I was gonna go to SAIT, and, like, my mother, she's like, "No! You can't be it," because it's just amazing that a couple years I could be living on my own, having to pay my own bills, food bills, stuff like that, like stuff I don't even have to think about right now. And that's the really scary part. And the other scary part is the idea of coming out of college or university and having to find a job. Like, so everybody's always talking, "Well, there's no jobs out there. Did you know this and this or that?" Like, that's a real, like kind of scary part of it, which is why I suppose the resumes and the interviews helped a little. But still, the idea of actually doing it is gonna be—even when I'm there I'm sure it'll still be just as frightening. . . . And I don't know, I feel really unprepared sometimes when I think about coming from Scenic Ridge, going into a big city where there is a lot of competition; whereas here, like you go into a job interview, and you know him because he's your brother's cousin, is, you know. And like, you're all interrelated somehow, so that everybody knows everybody.

Cole expressed the feeling of wanting to stay in high school forever because everything's there:

> Like, your friends are there, and it's fun, and you don't have to work for anything, and it's kind of scary to leave, and that's why I don't know what I want to do, 'cause you're worried about all the other stuff. Just the fact, leaving high school and getting a job and then having to go to college and decide what you want to do, that's just scary.

Cole described school as "the safe haven." He explained:

> It's like the bib of the baby, and then you get rid of it, and all of a sudden you're scared. Brand, spanking-new clothes. You go to the wedding, and there's mush all over it, so it's kind of like it's your protective blanket. And as soon as you leave that, there's nothing, you think there's nothing to protect you; there's nowhere to go if you screw up really big, and so everything's—there's a lot of expectation: You've gotta do this, and you have to do that, and it's got to be exact; otherwise you're going to fail, and it's never going to happen.

Cole further explained the difference between life in school and the outside world:

> All of a sudden, all you had to worry about before was, Oh, no, am I going to have enough money to go the movies on Tuesday night? And now all of a sudden you've got to worry about, Hey! I need an apartment and a car and furniture and a job. And so all of a sudden there's more responsibility, there's more to worry about, but—and it's scary because of that.

Cole concluded that "it's scary because of that, but it's also exciting because of that, because I'm on my own; I can take care of myself now. And so it's kind of both exciting and awful."

Leslie, Rose, and Ken each spoke of mixed feelings with regard to completing school and leaving home. Leslie explained:

> I think once I get a decision about what I want to do, I'll be fine. It's not the independence that scares me; it's the uncertainty; it's the not knowing what I want to do. Once I get my courses lined up and into university or college, I think I'll be okay. I know it'll be harder than high school, and it'll be different, but I think I'll enjoy that. I guess it's something different.

When discussing leaving school, Rose said that she was "a little bit" nervous. She explained that "it seems really far into the future, but it's not," and further that

> I think it puts a little bit of pressure on people just to figure out what they want to do so that they're not stuck in something that they don't want to do until they're—until it's too late to do what they really want to do.

Ken also described mixed feelings: feelings of being scared together with feelings of excitement. He said: "I don't have a clue what I'm gonna do, it's sort of scary." He explained that "I'd feel more comfortable knowing what I'm going to do with the rest of my life than having to keep on thinking about it and worrying." Ken also expressed feelings of excitement:

"I'd like to get out of the house as soon as I can with my parents and get my life underway sort of. . . . Actually, I'd love to leave Scenic Ridge."

Two students did not express any feelings of fear or apprehension about completing school. Trudy said "I think I can manage to be by myself. I think I'll like it more." Sandy said that she was looking "forward to it, like, not to leaving school, but about getting your own job and your own place and just doing everything yourself. Like, that's what I look forward to." She also added:

> But maybe once you're out of school, then you would be nervous. Like, I know lots of people that have left have said that they were a lot more stable in school because everything was done for you, kind of thing.

She expressed excitement at the prospect of being on her own:

> I want to live by myself. I can have my own job and my own money and do what I want with my time and my life, but—like, even like if it's going back to another college. Like, at least that'll be a school that I chose, with the classes I choose and things I want to be taking.

Learning About Self

A theme which emerged from the data is that of the students' perceptions of what they learned about themselves through the course of the Career theme of the CALM 20 program.

One area of increased self-knowledge for students dealt directly with careers. Students discovered knowledge about themselves which they felt was useful when choosing a career. Cole discovered through the activities in the Career theme that he would be "best suited in humanitarian because I really care about how things are around me." Although he had not chosen a career path to follow, Cole said that within the humanitarian area, working with animals or people was a possibility. If he worked with people, the areas

of "social services or nursing, doctors, child care, and also in customer services and hospitality" were possibilities, because, as he said, "I like to help; I like to help people work things out." Cole had also discovered what he would not like to do. He had previously discussed a wide variety of possible career alternatives, including writing, acting, and veterinary medicine; however, he now discounted them either because he was not talented in areas such as writing and acting or, in the case of veterinarian medicine, he discovered that simply liking animals was not good enough. To be a veterinarian, he said he would "have to go do a whole bunch of courses that I'm not really good in." He also realized that "a lot of the things that I'm good at are not what I'm interested in." For example, Cole worked at McDonald's, and "I'm really good at cooking, but I don't like to do it all the time, mainly because I have to clean up. . . . I'm good at it, but it doesn't interest me." Another example he gave was a salesman. He said that whereas others felt that he would be a good salesman, it was not an area that he was interested in pursuing.

Rose was another student who discovered information about herself which influenced her career decision-making process. She said:

> Before I was really thinking about going into something in science, but all of the things that I've done were more creative, so there wasn't really anything that was pointing towards science, so I've been thinking more maybe that's not for me.

She explained that through class activities, she had discovered an interest in "sports and arts and creativity" and that this made sense to her.

Sandy also learned more about herself through the Career theme and through other activities such as work experience, a computer course, and a sign-language course. She found that she liked "helping things and just, it's

rewarding to teach somebody else something and they'll learn it." She also decided "that I wasn't good with computers. Like, I'm not gonna take a job with computers"; and if it didn't "take ten years of schooling," she would have liked to teach sign language to gorillas.

Another student who increased her self-knowledge was Leslie. She said that through doing questionnaire activities she "found out that it was mostly humanitarian, you know; it was—my interests were in humanitarian, or sciences." She said that this "was kind of interesting" but that she "kind of had an idea of what it would be like going into it." She "found out that I was pretty art oriented" also. She felt that what was useful was that "it made me thinking about what kind of job choices there were and that in those specific fields . . . it was helpful."

The information gained in class also seemed to reaffirm self-knowledge that Leslie already had. This was also true for Jane and Trina. Jane was interested in becoming a psychologist, and the information gained in class increased her knowledge base of this profession and did not contain disconfirming information. Trina felt that doing class activities "was kind of a reassurance" because she learned that she is "better with numbers, and I'm better with hands-on computers and stuff." She said: "I could actually tell I was meant for this kind of career [accountant] that I want to be in, and that I'm gonna be able to do it." Some classmates, however, had learned that an occupation that they were seriously considering was not for them. One thing that Trina had learned which was "really kind of an eye-opener" was a report that the students did on planning their own lives until age 25: "You really had to put everything into perspective, like when everything really was gonna happen." She said that "everything was so based on your education."

Another area of self-knowledge which Rose and Cole discovered dealt with their style of learning. Rose learned that she is an auditory learner, whereas Cole discovered that he is a tactile learner. Through a class activity Cole discovered that "I'm way too frivolous with my money." He realized that "I always spend it before I have it, and I'm broke, that I have the debts." He said that because of this activity he now has "a tendency to pay attention to the mortgage rates more lately." The reason for this, according to Cole, is "I want a nice house and I want a nice car, and I don't want to have to work for it, and I just want it to be there when we get out of school." He said that

> everything just kind of makes you think about every other little thing, so that you have to think about what you want to do and how you're going to do it and when you're going to do it, and I never thought about that before.

Small Communities

The students interviewed for this study all attended high school in a town or rural area, and the theme of *small communities* emerged from the student data.

Some students discussed the influence of taking CALM in a school in a small town. Cole felt that classes in small towns are "more personal." He said in his CALM class

> everyone had something to say, to put into the discussion . . . And not that that couldn't happen in a bigger school, but it's more personal. You know the person that's speaking, and so you can talk to them later and say, "Well, where'd you come up with something like this?

Cole felt that it was more comfortable when you know the people in your class. Sandy felt that in CALM

our class could help everybody with their answers and what they thought, because we've all been born and raised together and know each other so well; like, our class is really close. . . . And if you're not sure, like, what you think your strong points are or something, somebody else can usually tell you and help you out.

Another area of influence was lifestyle. Rose said that

I think the lifestyle, like, 'cause you're learning about how to take care of yourself and your family and things like that. I think that it's a different lifestyle in towns, in a small town than in a big city.

Trudy also felt that "we have different lifestyles" and speculated that "we like doing different jobs." She felt that people in the country might prefer more hands-on types of jobs.

The issue of jobs came up for other students as well. Leslie said that for work experience jobs "there's limited options in Mountview. . . . It's pretty much either the bank or the fast-food restaurant." Leslie reported that "pretty much the only way to get out of Mountview is to go to school, so I think that's a big goal for a lot of people." Trina explained that in the small town where she lives and attends school, "we don't have a lot of the options that you'd have in the city. Like, if we quit school we go out and work in the oilfield, or maybe go pump gas at Petro, you know?" Females, she said, get married. She elaborated that "it's a typical small town, . . . secretaries and stuff like—nothing big, never." Trina did discuss an advantage of farm life: "Like, on the farm we're always trying to get a better education so we can move to a bigger place and get a better job in a bigger place." She indicated that farm children have aspirations, whereas city children might not. In getting the jobs that are available, Trina explained that "you go into a job interview, and you know him. . . . You're all interrelated somehow, so that everybody knows everybody."

Two students felt that there is not much of a difference between small towns and cities for students. Jessica said that in terms of jobs or career choices she did not feel there was a real difference for students. Vince had lived in a small town and a larger center. He said that in terms of courses, he had not taken CALM in the larger center; however, he had taken "health and stuff like that where the same ideas were pushed across to you." He said that a difference in the job market would exist: In "a larger city they might not give you so many agricultural fields; they might give you more industry and things like that."

One student, Ken, commented that he could not think of any particular influence of attending school in a small town. He explained that it was a topic he could not comment on because "I've never been to a city."

Career Focusing

A theme which emerged was the topic of the method of focusing in on a career. Students spoke about whether they needed to enlarge career possibilities or to narrow down the number of career possibilities they were considering. One student spoke of the necessity of allowing for both widening or broadening of career horizons or the narrowing of them. Audrey said that "it depends on the person." She explained:

> If you don't know what you're gonna do, it's better to get as many possibilities as you can so you can mull over and see what you want to do. But then if you have too many decisions, if it'll help you narrow down, then it's better too. It depends.

Vince's opinion was that for him, personally, it would be better to have assistance in narrowing down a career choice. He explained that for students

the way I think it should go is, it should be a narrowing-down process, because basically now you need to know what you're doing, and if you get to college and you're still wide open, . . . you're going to be wasting a lot of money and a lot of years in college trying to figure out what you're gonna do.

Jane also felt that she would have benefited from assistance in narrowing down her career choice. She explained that it would be useful to have

a wide variety of jobs, and like, and like, under certain categories, people could look and look into themselves and see that, you know, which category they fall into by characteristics of themselves, and then see what jobs they'd be good for, and like that.

She explained that she thought there was

a computer program that you type in a couple of, like, your skills and your traits and stuff, and it'll, like, by process of elimination it'll eliminate some jobs and narrow down which ones you'd be good for. I think that would help.

Other students felt that it was best first to widen one's career possibilities, then proceed by narrowing down on a choice. Because Ken had not yet decided on a career, he felt that it would have been useful to spend more time analyzing multiple career possibilities and then proceed by perhaps choosing one, because "you'd have more idea, yeah." Rose supported this view, explaining that "it would be good just to have a big list of careers and then do sort of an activity where you just pick a couple of careers and just look into those ones." Leslie explained:

For me I think it would be more beneficial to widen the, you know, range of career choices, because I really, I don't have any idea about specific careers. . . . I know my interests, but the actual jobs, it would be nice to see them, 'cause I really don't know. I mean, sure, it's nice to narrow it down, but you have to have an idea of what's out there before I can do that.

Cole explained that he felt that an increase in the depth of knowledge rather than widening or narrowing the possibilities would have been helpful. He

said that in class they had discovered a category of careers for him—
humanitarian—but "it didn't tell you what was involved in that; just kind of
an overview. If it was in a little more depth it would have helped."

SUMMARY

The teachers and students discussed their experiences with the
Career module of the CALM 20 curriculum. The teachers talked about their
personal evaluations of this part of the course, discussing both positive and
negative aspects of it. They talked about their students, the influence the
course might have had on them, and other aspects which influence the
career development of senior high students. From the answers and
discussions with the teachers, 11 themes emerged.

The 11 students told their personal stories regarding the career theme
of the CALM 20 program. They also evaluated this part of the course from
their personal perspectives and provided insight into their experiences in
planning for their future. Six themes emerged from the analysis of the
interviews with these people.

The data collected in interviews with teachers and students in this
study reflected their views regarding the learning process in the career
module. Both groups believed that activities undertaken in class designed to
increase students' knowledge and skills regarding the career exploration
process were useful. Although students' goals for this module tended
toward the desire to have a concrete career path, teachers believed the
expansion of self-awareness and career possibilities were desirable
outcomes. Teachers and students believed that expanding the time
allotment for the career theme would have a desirable effect on the learning
process. Both groups felt it important to have up-to-date and detailed

information available to students regarding careers in society. This would allow students the opportunity to apply information to their personal plans.

There are different aspects which would further strengthen this course. Elements such as group discussions, individual introspections, job shadowing and site visitations, guest speakers, and research with print materials and the Internet serve to assist in the learning process. These are useful in helping teachers to facilitate students' career exploration process and for students to plan and bring closure to steps involved in it. Teachers hoped that the learning process would assist in expanding the awareness of alternatives for students and themselves. Students had a desire for increased knowledge and essentials for career planning in their immediate and distant future.

CHAPTER 5

CONNECTIONS

At the beginning of this study I discussed the influence of storytelling on the inception of this research project. For me, a story is about connection: words connecting to form a narrative, individuals connecting through the telling and hearing of a story, and characters connecting in a book we read. For many, that connection can be a powerful force. For a time, it can join us in sadness, happiness, anger, frustration, or any of thousands of thoughts and feelings. And at times, that connection can influence the flow of our lives.

This study is an illustration of connections—a series of voices connected by the topic they discussed: the voices of the past theorists discussing program evaluation, the voices of teachers and students evaluating a contemporary program, and, ultimately, a discussion of both the theory and practice of this evaluation.

The research questions which were explored in this study included

1. What are the intended purposes/objectives of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

2. What are teachers' perceptions and experiences in teaching Theme D: Careers and the world of Work in the Career and Life Management 20 program?

3. What are students' perceptions and experiences in teaching Theme D: Careers and the World of Work in the Career and Life Management 20 program?

In this chapter I will discuss the connection between program evaluation and its application to this study of teachers' and students'

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perceptions of the career theme of CALM 20 and the broader applications of program evaluation.

Program Evaluation

I share with Gredler (1996) the thought that it is important to "understand a program as those affected by it do" (p. 11). In developing this project, I felt it important to utilize a model of program evaluation which sought out the voices of those directly involved in the program. Illuminative evaluation, initially proposed by Parlett and Hamilton in 1972, offered me the opportunity to do two main things. First, it helped me understand the program from the point of view of teachers and students who were actively involved with it. Second, I was able to further understand the process of evaluation itself. Kirkup (1986) shared this view and explained that illuminative evaluation, as part of the naturalistic inquiry family, makes it "possible to study both the process the evaluator is interested in, as well as the process of the evaluation and how it is used" (p. 70).

Illuminative evaluation studies a program as a whole rather than attempting to measure an educational product (Parlett & Deardon, 1977). The aim of it is to study a program and determine "how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected" (Parlett & Hamilton, 1972, p. 9). Different methodological strategies may be used with the intent of illuminating these problems, issues, and significant program features. In this study, interviews with teachers and students allowed me the opportunity to learn of their opinions, concerns, and issues regarding the career module of CALM 20. Their unique

insights into the course illustrated Parlett and Hamilton's view that this approach "aims to discover and document what it is like to be participating in the scheme; whether as a teacher or pupil; and in addition, to discern and discuss the innovation's most significant features, recurring concomitants, and critical processes" (p. 9).

Illuminative evaluation is characterized by three stages: "Investigators observe, inquire further, and then seek to explain" (Parlett & Hamilton, 1972, p. 16). It is not a "standard methodological package but a general research strategy. It aims to be both adaptable and eclectic" (p. 15). My initial "observation" was conducted initially by interviewing each participant in the school in which they worked or which they attended, with follow-up interviews also being carried out. I was able to do as Parlett and Hamilton described in their pilot project in British secondary schools: learn of "common incidents, recurring trends, and issues raised in discussion" (p. 17). It was an opportunity to learn of their views and to get to know them in my own way.

Our Connection

Rather than summarize what each of these people had to say regarding program evaluation, I will instead explain my thoughts on our connections and their influence on me.

Larry: Your voice and actions portrayed your passion for life and for the course you teach. It was evident that you believe this to be a very important aspect of every student's life. I share this belief with you.

Dell: Your warmth is what struck me first. I felt welcome in your office and could see how students could feel this same comfort level in class with you.

Orrin: You are an experienced teacher thrust into a course for the first time.
I could sense your unease with teaching and discussing this course and
could share this feeling with you. I also have been the experienced teacher
who feels uncomfortable with the new course assignment.

Alice: I was struck by your desire to keep up with information regarding any
advances which could be useful to your students and their career
development process. I admire your desire to keep things current.

Megan: At first you seemed apprehensive and somewhat defensive in our
conversation. It helped to remind me that I am a person who is external to
your school and of the importance in building rapport in this evaluative
process.

Kate: Your open, casual style as well as the wealth of experience you have
in teaching this course is what immediately struck me about you. And yet
you appear to have a continuing desire to improve on the course and to
assist your students in the best way possible. Talking to you was
informative and relaxing.

Vic: You struck me as someone who will give your open, honest appraisal
on any subject to anyone. I like that approach, and we can all benefit from it
at times.

Becky: Your modesty was apparent in discussing your philosophy of a team
approach to the career-development process. You not only shared your
insights into the course, but you also gave a view of the learning milieu of
the school as a whole and the contributions of other staff members.

I believe it is important to hear the voices of teachers. They are the
ones in the learning environment, actively carrying out objectives and goals
set out by Alberta Education. They have first-hand insight into what works

in their class and what does not and into the operation of the course in the real world.

The students, I have to admit, surprised me. I had expected a hesitancy, an uneasiness when we first met which might become a barrier to my learning of their experiences and evaluation of this course. However, each of them, although they were such different people, appeared open and honest as to their experiences and willingly shared them with me. Each of them helped me to remember why I enjoy working with teens so much.

Vince: You spoke of how everyone has their little childhood dreams of what they want to be. I am glad that you feel that one of yours is reachable.

Ken: You spoke for a lot of people when you said you would like to get a job, a safe career; and that in our society, money is always an influence in this choice. You spoke with a down-to-earth wisdom that is often lacking in society today.

Leslie: You spoke of wanting to make a decision about what to do because the uncertainty of not knowing what to do scared you. The uncertainty of the future scares many, even though we often care not to admit it too openly.

Sandy: I felt an almost immediate connection with you as you discussed a passion we share—horses. Your wealth of experience astounded me, and I was struck by the truth of how the joy of a hobby can change with the sudden appearance of a paycheck and responsibility for doing the task. When your love of breaking horses started to earn you money, it became a job rather than a hobby. I hope you can rediscover the joy.

Audrey: You spoke of the tremendous impact that a motivational speaker you had heard once had on your life and your career choice. You stated that the lady was unaware of this influence because you were one of many in

the crowd and have never spoken to her personally. Hearing you speak of this gave me a sense of wonder and hope for the positiveness of the unexpected influences each of us may unknowingly have on one another.

Trudy: I liked your simple and straightforward honesty. You love kids, and you had learning trouble in school. This is what served as the basis of your career direction. Thank you for sharing.

Rose: I enjoyed sharing your ongoing journey of self-discovery. The future biologist who loves science suddenly discovers her creative side. I wonder what will come next.

Jessica: Stability, a job for 20 or 30 years is what you want. I could not help but think that that might be a part of a bygone era.

Trina: I felt as though I was having coffee with an old friend. Your maturity and insight are an antithesis to the stereotype of the teen today.

Jane: We spoke at length at two different times about a multiplicity of topics, but I did not feel that close connection that I did with the others. It made me feel that things were normal, because we do not connect deeply with everyone we meet.

Cole: You were funny and sensitive, and spoke in the most delightful language of metaphor. Never lose that special spark!

I believe that it is important to hear the voices of students in our school systems. As Lincoln (1995) pointed out, our society has developed a new awareness of children as "citizens and successors to the future" (p. 88). A new understanding has developed in which schooling is being understood as "one of the most powerful shapers of both learning and acquiring world view," so it makes sense to attend to ways in which children actively "shape their contexts and begin to model their worlds" and the way we, "in turn, shape the possibilities available for learners" (p. 89).

Seeking out and listening to student voices is, according to Lincoln, "an arena to which researchers and teachers have just begun to turn their attention (p. 88). This research sought out students' voices and advanced research into the inclusion of students in the evaluative process.

During this study I pondered the role of the evaluator. I agree with MacDonald and Stronach (1989), who stated that in contemporary program evaluation "we no longer see ourselves either as technicians or as judges, but rather as reporters of action, interpreters of meaning and brokers of information" (p. 54). I believe this to be an accurate representation of the role of an evaluator in an illuminative evaluation. My role was to present the views of the participants and to develop an accurate portrayal of their stories, rather than to serve as an evaluative judge. As such, I present their stories and their conclusions.

Connection to Evaluation Theory

Talking to students and teachers yielded many positive comments regarding the career module of the CALM 20 program. Teachers believed that this module was important because it assisted senior high students in their personal career exploration process. Students also discussed its importance in assisting them in preparing for life outside of high school, but they also found it useful for the practical knowledge they gained from it to use in their present life. Students also liked it because, to them, the topic was interesting to study.

Teachers and students did not have to be urged to elaborate on their evaluation of the course. They willingly discussed many topics. Teachers talked about the course objectives, and students discussed the activities they did in class. Both groups talked about not only the course itself, but

also career development, important influences and variables in this process, and their thoughts and feelings about themselves and the community in which they live.

Their voices and stories, though unique, had similarities which evolved into themes. The responses to questions and the themes which developed successfully accomplished the goal of studying the program: "how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected" (Parlett & Hamilton, 1972, p. 9).

My initial question posed at the beginning of this study was, "What are the intended purposes/objectives of Theme D: Careers and the World of Work in the Career and Life Management 20 program?" Exploring documents produced by Alberta Education yielded the answers to this question. Teachers discussed each of the objectives of this theme as to whether they felt that the theme was something which could be realistically achieved in the program; and, if so, whether it was something which was occurring successfully in their program. Their insights addressed the issue of how this module actually operated in their classrooms. Teachers tended to believe that seven of the nine objectives for the theme are realistic; however, they felt that the last two might be started in the CALM 20 program, but the results were not immediately observable. Teachers also discussed the resources and activities that they used for the theme module. Whereas objectives of the course are in the field of knowledge of teachers, they are not for students. Students discussed how the program operated in their school and what activities composed this theme. They presented their

personal opinions on the activities and their usefulness. This gave an insight into the working of the program from their own perspectives.

Interviews with teachers yielded a wealth of information with regard to the second goal of illuminative evaluation: how a program is influenced by the school situations in which it is applied. The theme "Maturity/Grade Level of Students" dealt specifically with the issue of class timetabling and the effectiveness of the course. According to Parlett and Hamilton (1972), "Connecting changes in the learning milieu with intellectual experiences of students is one of the chief concerns for illuminative evaluation" (p. 13). Teachers overwhelmingly believed that whether this course was timetabled to be part of a Grade 10 or Grade 11 student's program had a tremendous influence on the effectiveness of the course. They unanimously felt that the course was much more effective when taken by students in Grade 11, where it was designed to be utilized, rather than in Grade 10. According to teachers, the change in the learning milieu of timetabling affected the intellectual experiences of students because of the differing stages of their development during those two time periods.

Another aspect of the learning milieu which was deemed influential by both students and teachers to the student's career decision-making process was the location of their school and their lives. The theme "Small Towns or Communities" dealt with the influence that living and attending schools in small towns or rural communities had on students and on their high school experiences and career choices. Teachers felt that the restricted range of careers in evidence in small communities served to narrow the range of career choices by students.

Another goal of illuminative evaluation is to present the advantages and disadvantages of the program as seen by the participants of the

program. Both teachers and students discussed the positive aspects of the course with regard to career development, as well as the disadvantages. Students discussed activities from the unit which, in their opinions, were or were not useful to them personally.

This module also had unexpected advantages for students. They learned more about themselves, and it caused them to think about their future. A theme which emerged from the student interviews was "Learning About Self," which dealt with how this theme of the CALM program helped them discover new things about themselves. Discussing career decision making with students yielded a theme called "Feelings About Graduating/ Leaving School." In this theme, students discussed their thoughts and feelings about leaving home and school and their feelings of apprehension, excitement, and fear regarding the process.

Interviews with teachers and students also contributed to the final goal of illuminative evaluation: how students' intellectual tasks and academic experiences are most affected. Students and teachers discussed whether the career module, in their opinions, influenced students' career decision-making process and what other factors contributed to career choices. Influences included not only the course itself, but also school-related issues and nonschool-related topics such as family, friends, acquaintances, jobs, money, and desired lifestyle.

Both teachers and students were very passionate in their discussions about what changes they would like to see made to the program. Comments were made by both teachers and students regarding the length of the career module. Both groups believed it to be important to lengthen the course because of the importance placed on the topic of careers. They felt that, currently, too little time was spent on this important topic. Both teachers

and students addressed the issue of student motivation or seriousness in attitude toward the course. Both groups believed that some students are not interested in the course topic and activities. Whereas students did not have suggestions as to how to solve the issue, teachers did pose changes to the course to address this problem.

Students wanted to see changes made to some activities. They expressed an interest in focusing more work and time into the development of individual career plans rather than a focus only on the broader topic of careers. As examples, they suggested tailoring resumes to the individual advertisements of jobs for which they would be applying, connecting their personal-interest inventory results with specific occupational choices, and then intensively investigating those areas. Teachers and students both discussed things that, in their opinions, need to be done to the course to make it more viable.

This approach certainly yielded opinions regarding this program. Melton and Zimmer (1987) used multiperspective illumination in their research and found it to be useful in learning more about a program. They were interested in getting individuals to talk about any concerns regarding changes and a series of cuts and subsequent reappraisals that the university had been forced to make. They also found that an advantage of adopting an illuminative approach is that "it does illuminate major concerns and thinking concerning what needs to be done" (p. 118).

Curriculum Components

There are different elements which are essential to the planning and delivery of a program to students. In addition to course knowledge and resources, it is important for teachers to have the opportunity to learn of the

different elements which constitute a healthy, well-balanced individual. Learning what constitutes physical, mental, emotional, and spiritual well-being can assist teachers in recognizing needs and guiding students who may experience personal difficulty in these areas.

Teachers in this study expressed the challenges of teaching young people healthy adaptive skills to cope with changes which may occur in their lives. They also expressed a concern regarding the method for the preparation of students for jobs and careers which have not yet been invented. Students also addressed issues of relevance. They discussed the importance of in-depth and personalized information being made available to them for their career planning.

Critique of Illuminative Evaluation

Critics have pointed out that a disadvantage of the illuminative model of program evaluation is a lack of objectivity. Others have responded, however, that because a variety of different perspectives is gathered, no one viewpoint is comprehensive, and any biases or limitations of a perspective are highlighted (Gordon, 1990; Melton & Zimmer, 1987). Gordon elaborated on this issue, explaining that in her study, illuminative evaluation provided flexibility and sensitivity to different participants and allowed for the possibility that there was no one truth, but many truths. The utilization of the illuminative model in this research project allowed the opportunity to present the multiple truths regarding this course module.

Another point of criticism was the issue of the heavy use of the investigator's interpersonal skills. However, Parlett and Hamilton (1972) reminded us that

the use of interpretative human insight and skills is, indeed, encouraged rather than discouraged. The illuminative evaluator thus joins a diverse group of specialists (e.g., psychiatrists, social anthropologists and historians), where this is taken for granted. In each of these fields the research worker has to weigh and sift a complex array of human evidence and draw conclusions from it. (p. 25)

Who Can Use This Type of Evaluative Approach?

This form of evaluation can be used by program leaders in school systems, community service programs, and any type of system where there is a desire to learn what the participants of the program think of the course in which they are involved. This type of evaluative approach is not limited to any particular type of course or any specific geographical location. Course leaders of both objective as well as subjective class offerings throughout the world can utilize the illuminative approach in their desire to learn more about the learning milieu and its influence upon students' intellectual and personal experiences.

Shapiro (1988) stated that illuminative evaluation was suitable for "evaluating new programs when long-term effects could not be foreseen" (p. 195). However, I believe that illuminative evaluation is also effective for evaluating established programs. According to the teachers interviewed in this study, not all the effects or results of the objectives of the career module of CALM 20 could be successfully completed during the course. For example, according to teachers, long-term effects of Objectives 8 and 9 are not immediately evident and may not be for years. The illuminative model is conducive to evaluating programs when effects may be unmeasurable in the immediate sense and come to fruition only over an extended time period.

I believe that the illuminative model is of great use in learning what participants believe to be advantages and disadvantages to a program and

what changes they see as being beneficial to the program's effectiveness. Gordon (1990) utilized illuminative evaluation when examining minority programming in institutions of higher learning in the state of Washington. She hoped that her "research will provided a framework for such discussion in which the voices of those who have gone unheard may receive equal attention" (p. 109).

CALM 20 is currently undergoing a review and revision process by Alberta Education. In October 1999 the findings of this study were presented to Barb Milne, Program Manager for Health, Career, and Life Management Humanities Unit at the Curriculum Standards Branch of Alberta Education. She stated that having input from program stakeholders is crucial in curriculum development and revision; however, the time and monetary resources must be in place for this to occur. This can be detrimental to the utilization of this type of evaluative approach because the time and money required may not be provided by governmental agencies.

The illuminative approach utilized in this study can be adapted for other uses in schools than overall program evaluation. As Costa and Kallick (1995) pointed out, although teachers cannot interview people as a researcher does, they can turn normal conversations they might have into more productive information-gathering sessions. Discussions and conversations with students can become a valuable source of information for the teacher to use in program planning. School administrators can also use this approach in their quest for improving the school climate. Using observational, conversational, and analytical skills promoted by this approach can provide valuable information for use in school programming.

Kárpáti (1998) discussed methods and forms of the evaluation of art education in the Hungarian Arts Centers. In assessing or evaluating art-

center institutions, she suggested the utilization of ethnographic and naturalistic observations of programs, interviews with participant teachers and parents, surveys, the analysis of portfolios, exhibitions, and teachers' works. She promoted the use of interviews rather than questionnaires for data-gathering purposes because of the lower literacy rates of the population involved.

Davis (1998) discussed the evaluation of arts learning in community arts centers in the United States. She pointed out that an obstacle to documenting effectiveness of arts learning is the fact that results may not be immediate. She said that as the student is the client in arts programs, student satisfaction rates are markers of overall educational effectiveness. Davis explained that one of the discoveries of her investigation was the "fact that although center directors both feared and felt the urgent need for structures of evaluation, they often overlooked or took for granted their inborn and substantive practices for ongoing self-assessment" (p. 118). She promoted the idea that centers embrace a view of assessment as an "ongoing and natural part of daily practice" (p. 132). Davis's idea of ongoing self-assessment is another application of the illuminative approach.

"Who tells your story?" asks MacBeath (1999, p. 2). Traditionally, external teams were hired to perform the task of evaluation for institutions. Schools have typically had others speak on their behalf, "to tell their stories for them, to amend and abridge and to add their own ending" (p. 2). MacBeath discussed the discovery by Canadian researchers P. Coleman and J. Collinge that classroom observations by visiting auditors did not touch the real-life, day-to-day experiences of those in the classrooms, the teachers and students. Therefore, it is important for schools to speak for themselves.

Other institutions such as community arts education centers have also typically used external evaluators. Boughton (1998) explained that funding agencies generally prefer the external view; however, as Davis (1998) pointed out, the external evaluator is often not welcomed by staff at the centers. Some believe that the role of evaluation is no longer best served by outside auditors, but rather by the people who are involved in the program through ongoing self-evaluation.

In discussing the shifting conception of evaluation, Costa and Kallick (1995) explained that self-evaluation has come to be recognized as having an important role. It is my belief that illuminative evaluation can be adapted for use by institutions for internal self-evaluation, but participants must be introduced to its purpose, its value, and how it can be achieved. Costa and Kallick explained that students can be eased into self-evaluation by "having them first evaluate the materials and activities to which they're exposed" (p. 31), because this gives them the necessary experience as evaluators, which is "a role they are rarely invited to assume in school" (p. 31). According to these researchers, this is also less intimidating than a focus on themselves. Costa and Kallick believed that in time "student evaluation will be as significant an influence as external evaluation" (p. 67).

There are obstacles to overcome when changing to self-evaluation. When discussing course evaluation and the use of illuminative evaluation, Sharp (1990) found a number of constraints when collecting student opinion. They included the issue of dishonesty and the possibility that asking students their opinions might affect student-teacher relationships. He also expressed the concern that students might have about adverse responses to negative comments they make and the influence of personal antagonism that individuals might feel toward other people or to situations.

The effectiveness of this approach will also be impacted if participants have a genuine apathy to the process.

Boughton (1998), as well as Worthen et al. (1997) recognized that external evaluation will not end overnight and discussed how external and internal methods could be integrated. Worthen et al. believed that internal and external evaluators will become increasingly cooperative with each other. Boughton believed that the effectiveness of external evaluators is contingent on two points. First, power must be equitably distributed so that external evaluators cannot cause inappropriate changes to a program through fiscal leverage; and second, the external evaluation staff must work collaboratively with the internal staff. In the Netherlands, for example, Boughton explained that the emphasis has been placed on self-assessment by community centers with advice rather than power being exercised externally.

A major benefit of this work has been the tremendous opportunity it has given me to reconnect with my occupational roots, the school system, and to delve into a new field, program evaluation. I have had the chance to hear the voices of those directly involved with a school program and have discovered that both teachers and students are clear in their views of a program, its advantages and disadvantages, and changes that they would like to see made to it. Illuminative evaluation was effective in accomplishing this goal. Another effect of this study has been the recognition of the immense challenges this type of evaluative approach has to surmount in becoming a viable part of program evaluation at the provincial level. My philosophical view of the importance of including the people who are involved in the course in a very real and direct way has not changed; however, the realities of time, money, resources, and the desire to utilize

this type of approach have become evident. Nonetheless, this does not diminish the importance of continuing the work in the area of program evaluation and of exploring topics of career development which emerged from this study.

Future Research

How could this research be continued? Some ideas which interest me are:

1. The participants in this study were interested in discussing how to improve the course for other people. I believe that illuminative evaluation would be useful in an action research type of study. Research could utilize illuminative evaluation with program participants wishing to bring real change to their course or program. This could be accomplished with a school course or a community program.

2. Issues of career development arose in this study. It might be useful to work with a small group of young people over a three-year time period. Are there differences in their needs, from their viewpoint, regarding career-development issues from Grades 10 to 12?

3. This research took place with students who had completed the career module of CALM 20 but were still in Grade 10 or 11. Would their perceptions of the course be different at another time in their life?

4. The issue of the effect of taking CALM 20 in small towns or communities on the career development of youth was raised by both teachers and students. Research could be conducted with youth from small towns or rural areas to determine topics of concern and areas of need.

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APPENDIX A

Consent Form for Student Participants

I am volunteering to participate in a study in which I will be asked to describe my perceptions of Theme D: Careers and the World of Work, which is part of the Career and Life Management program (CALM 20). I am willing to share my ideas and thoughts on this topic, but understand I do not have to answer any question I do not want to, and can withdraw from the project at any time without consequences (prejudice).

I understand that the interview, of approximately 30 minutes in length, will be audiotaped and that after the tape has been transcribed and analyzed, I will be asked to meet at least one more time for approximately 20 minutes to review the transcription so as to expand or clarify any points. It is understood that these interviews will take place at a mutually agreed upon time outside of regular class time. I understand that my identity will be kept confidential in any written reports by changing my name and other identifying factors, and that the audiotape will be erased when the study is completed.

I am satisfied that I have received sufficient information about the study and am willing to participate in this research being carried out by Mary Lee.

_____   _____
Date   Participant

_____   _____
Date   Researcher, Mary Lee
                                    University of Alberta
                                    Phone: 538-3280
                                    Supervisor: Dr. George Fitzsimmons
                                              492-1144

Parental Information/Permission Form

DATE

Dear Parent or Guardian,

I am conducting a research study on teachers' and students' impressions of Theme D: Careers and the World of Work offered as part of the Career and Life Management program (CALM 20). Would you kindly permit your son/daughter to participate? Your child has volunteered to be part of this study. I would like to understand teachers' and students' perceptions of this course based on their own experience. An audiotaped interview with your child will be conducted by the researcher. After the interview has been typed and read, at least one other meeting will be held with your child to expand or clarify any ideas or thoughts.

Your child may opt out of this project at any time, without prejudice, by notifying the researcher. The name and identity of your child will be kept confidential by changing names and other identifying factors. Audiotapes will be erased when the study has been completed. Should you have any questions or concerns, please contact me, Mary Lee, or my thesis advisor, Dr. George Fitzsimmons, at the University of Alberta.

If you give permission for your child to participate in this study, please sign the bottom of this sheet.

Thank you for your cooperation.

Sincerely,

Mary Lee, Graduate Student   Dr. George Fitzsimmons, Professor
University of Alberta   University of Alberta
538-3280   492-1144

I do give permission for my son/daughter _____ to participate in the research being carried out by Mary Lee, University of Alberta.

_____   _____
Parent/Guardian Signature   Date

Consent Form for School Principals

I am granting permission for Mary Lee to interview teachers of Career and Life Management 20 and/or their students of _____ School until March 31, 1997, or another agreed-upon date if further access is required. Informed consent will be obtained from participating teachers and students before any interviews will take place. Respondents will not have to answer any question they do not wish to, and may withdraw from the project at any time without prejudice.

_____
Date

_____
School Principal

_____
Date

_____
Researcher, Mary Lee
University of Alberta
Phone: 538-3280
Supervisor: Dr. George Fitzsimmons
                    492-1144

APPENDIX B

Interview Guide

Interview Questions for Teachers

1. What do you think of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

    List and describe the activities you use in this module of the course.

2   What activities did you feel were useful from this unit?

3. What activities have you tried in the past that you are no longer using or not planning on using again?

4. In your opinion, do you think the objectives of Theme D: Careers and the World of Work are realizable, and are they currently happening?

5. In your opinion, what are important influences in the career development of students?

Interview Questions for Students

1. What do you think of Theme D: Careers and the World of Work in the Career and Life Management 20 program?

    List and describe the activities that you did in this unit.

2. What activities did you feel were useful from this unit?

3. What activities were not helpful for you?

4. Has this unit caused you to think about career decisions and decision making?

5. Have there been other influences on your career development?

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