

**AN INVESTIGATION OF JUNIOR HIGH AND SENIOR HIGH SCHOOL
STUDENTS PERCEPTION OF THE TERMS "CAREER" AND "OCCUPATION"**

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ABSTRACT

A Comprehensive Career Needs Survey was designed to assess the career needs of junior high and senior high school students. The survey consisted of questions regarding students, teachers, parents, counsellors and administrators evaluation of career education and support needs in Southern Alberta. Due to the recent research that suggests that adolescent perceptions of their needs, often differ from teacher or parent perceptions, it was important to examine how adolescents perceive “career” and “occupation” and how this perception evolves overtime and through developmental stages. Quantitative results show that the themes of “occupation” and “career” do not differ significantly across grade level, nor are there any prevalent themes within grade levels. However, the results of the qualitative research suggest that the way in which individuals think about these themes does evolve throughout developmental stages. Based on this research, it is suggested that Career Education begin earlier, be more integrated and comprehensive. In addition, increased adolescent involvement in future needs assessments is also recommended. Implications for teachers and counsellors will be discussed.

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CHAPTER 1: INTRODUCTION

A Comprehensive Career Needs Survey was designed to assess the career needs of Junior High and Senior High School students. Needs assessments provide a way of communicating with all participants, in order to achieve a greater and comprehensive understanding of the gaps in services that exist. It is important that all stakeholders are consulted in order that a complete understanding is acquired from the different perspectives of those involved. An interesting concern emerges, however, when the needs assessment is performed within the school system and a segment of the stakeholders are adolescents. Often individuals believe that adolescents are incapable of seriously considering their academic and career needs. This may be attributed to their lack of experience, the influence of social developmental traits or cognitive abilities. As a result, adults often believe that they are better able to make informed decisions regarding adolescent's needs.

The difficulty with this approach is that literature suggests that often the adult perceptions of student needs and students perceptions differ significantly (Collins, 1993; Collins, 1998; Couture, 2000; Hiebert, Kemeny & Kurchak, 1998; Lehamowsky, 1991; Robinson, 1999). Therefore, it is possible that adults are unaware of student needs. By limiting the needs assessment to adult participants this may result in an inaccurate portrayal of student needs and result in the alienation of students.

In order to gain a greater understanding of adolescent's ability to think about career issues, this thesis examined responses related to adolescents perceived definition of career and occupation. The importance of researching these perceptions is to achieve

greater understanding of how adolescents conceptualize these terms and whether they are able to contribute to career educational program planning. The terms occupations and career are particularly important as these terms are often used interchangeably. The ability for students to distinguish between these terms may reveal their understanding regarding career themes.

Joslin (1984) discusses the popular misuse of the term 'career.' Career, which is defined as "a lifelong sequence of work, educational and leisure experiences." is often misused by both the general public and counsellors alike (Joslin, 1984, 261). Career can be used interchangeably with 'job' and 'occupation.' This lack of differentiation threatens the term 'career' and Joslin suggests that if this trend continues, there will be a need to create another word to describe the appropriate definition associated with career (Joslin, 1984).

Sears reiterates the fact that confusion can often result "from the varied and often diverse meanings attached to identical terms" within career development research (Sears, 1982, 137). For example, Sears lists the possible meaning of career as "a succession of jobs held," "activities, occupational and other, constituting a life pattern," "a sequence of experiences in the world of work with objectives and consequences" or "occupation" (Sears, 1982, 137). As a result of the variety in definitions and the confusion that it creates, the National Vocational Guidance Association (NVGA) began to develop a glossary of terms in 1980 to solidify definitions and reduce incorrect usage (Sears, 1982). Despite this, career and related definitions continue to be used interchangeably, resulting in a proliferation in the meaning of the term.

Super and Bohn (1970) agree that the “terms ‘occupation’ and ‘career’ are often used as though they were synonyms, but in actuality have rather different meanings, which have become confused through everyday usage” (p. 113). According to Super and Bohn (1970) ‘occupation’ is defined as a “type of work activity in which people engage, a group of similar tasks organized in similar ways in various establishments, an activity that has a market value and in which people are, therefore, paid to engage” (p.113). This differentiates ‘occupation’ from ‘career’, which is “a sequence of occupations, jobs and positions engaged in or occupied throughout the lifetime of a person” (Super & Bohn, 1970, p.113). An important difference between these two definitions is the fact that career exists only in relation to the individual, while occupations exist regardless of whether an individual is or is not engaged in them (Super, 1985). Super suggests that the confusion between these the terms are due to the fact that often people tend to develop stability with occupations overtime. Therefore, the emergence of interchangeable terms regarding ‘career’ and ‘occupation’ has developed. The implication of the lack of differentiation of these terms suggest that a shared terminology will remove the distinction between terms and a new vocabulary would be required to re-establish this distinction.

If individuals tend to perceive these terms in different ways, this may provide a basis in understanding how individuals think about career issues. Individuals differ in their distinctions between occupation and career. Some do not differentiate between the two terms, while others attribute greater prestige, commitment and identity to ‘career.’ Of specific interest to this study is the evolution and emergence of these definitions among students from junior high to high school. It is through examining the various responses of junior high and high school students that patterns begin to develop and form, as

experience and development influence perceptions and definitions. It is the goal of this study therefore, to determine how the terms 'career' and 'occupation' are perceived and how this perception evolves over time and through developmental stages.

The literature review (Chapter 2) will examine the developmental changes that occur through adolescence. Through greater understanding of the cognitive, psychosocial and changes that occur, a better comprehension of why the responses change will result. This will be followed by a brief overview of career theories. The chapter will conclude with an overview of needs assessments and their findings as they pertain to this particular needs assessment.

The methodology section (Chapter 3) will outline the grounded theory approach and its applicability to this research question. This will be followed by a description of the data collection and analysis procedures. A description of the Chi-square analysis and the reasons for implementing it to this qualitative study will also be discussed. Consideration will also be paid to development of the surveys and ethical considerations associated with this study.

The Results section (chapter 4) will show the different themes that begin to emerge throughout junior high and high school. Also included in this section will be the results of the Chi-square analysis.

The Conclusion section (Chapter 5) will discuss and evaluate the results that emerged through data analysis. This will investigate whether a difference in perception does emerge and evolve over time and through developmental stages. Future implications and areas of further research will also be discussed with regard to areas of needs assessments and implications for career education.

CHAPTER 2: LITERATURE REVIEW

It is important to examine how the adolescent changes and develops within the cognitive, social and moral domains, in order to understand how perceptions of occupation and career may change from junior high to high school. Once these contextual elements have been discussed, a greater understanding of the different definitions and perceptions of career and occupation will be reviewed. Also included in this literature review is an overview of career theories and the various perspectives on how individuals choose careers and develop an occupational identity. Finally, this chapter will conclude with an examination of the needs assessment. The Comprehensive Career Needs Assessment will be described and examples of needs assessments will be provided.

Adolescent Development

Throughout the developmental stage of adolescence, dramatic changes in cognitive, physical and psychosocial abilities emerge (Elkind, 1967; Elkind, 1971; Harter, 1990; Jaffe, 1998; Piaget, 1959; Piaget, 1967; Piaget, 1981). These changes significantly impact the emergence of the identity and personality of the individual. The importance that physical changes have upon the individual, are beyond the scope of this thesis. This text will focus on literature dealing with the cognitive, psychosocial and moral changes that occur during this developmental period and its implication for career development. Cognitive and psychosocial influences impact the adolescent's ability to make decisions that may affect future opportunities. Decision making ability is dependent upon the adolescent's cognitive and psychological ability to handle the situation. Expectations and directions of others cannot influence adolescents if they are

not cognitively and socially capable of handling the information. The following will explore the cognitive and social changes that occur in adolescence and examine how these changes impact exploration and decisions regarding future career paths.

Cognitive Development

Adolescent cognitive development is associated with changes in cognitive abilities (perception, logical thinking, reasoning, planning) and critical thinking skills (analyzing, evaluation) (Jaffe, 1998; Piaget, 1959; Piaget, 1967; Piaget, 1981). According to Piaget, adolescents' reasoning abilities are more advanced than those of younger children; however, they are not as advanced as adult abilities (Piaget, 1959; Piaget, 1967; Piaget, 1981). Due to this difference in abilities, it is important to discuss the aspects of adolescent cognitive development in order to have a greater understanding of their learning abilities so that career development programming be more applicable to them.

Piaget recognized that differences existed in intellectual abilities of children in different age groups. He suggested that there are four different intellectual stages that the individual progresses through, which consist of Sensorimotor, Preoperational, Concrete Operational and Formal Operational (Piaget, 1959; Piaget, 1981). Each stage is experienced in a specific order, and no stage can be skipped. According to Piaget, cognitive development consists of periods of stability, accented with spurts of cognitive growth (Piaget, 1967).

Adolescent development involves Concrete Operational and Formal Operational Thought. Concrete Operational Thought, which spans from 7 to 12 years of age, is associated with advances in the individual's ability to mentally manipulate concrete objects that are available to them. Concrete Operational thinkers are still limited in their

ability to hypothesize about possible options. This stage is also associated with advances in conservation, ordered relationships and spatial interactions (Piaget, 1967). Piagetian Theory suggests that Formal Operational Thought begins to develop at approximately 12 years of age and older. This stage of development is what differentiates adolescent cognitive ability from that of children. According to Piaget, "the adolescent, unlike the child, is an individual who thinks beyond the present and forms theories about everything, delighting especially in considerations of that which is not." (Piaget, 1959 pp.148). This stage of development, therefore is associated with the ability to conceive of hypothetical or abstract situations (Piaget, 1981; Piaget, 1967; Piaget, 1959). Adolescents acquire the ability to project into the future and construct possible scenarios for a hypothesis. This can occur despite lacking concrete experience of the situation being considered (Phillips, 1969; Winzer, 1994). Hypothetical-deductive reasoning is associated with this concept, as it requires the adolescents to reason through possibilities and determine possible results before acting on their hypothesis (Phillips, 1969; Winzer, 1994). Piaget suggests that this differentiates Concrete Operational Learners from Formal Operational Learners as "hypothetical-deductive operations are situated on a different plane from concrete reasoning, since an action affecting signs that are detached from reality is something quite different from actions relating to reality itself or relating to signs attached to this reality."(p.15). This leads to improved problem solving ability, as they are less reliant on trial and error to resolve dilemmas. Systematic thinking (ability to consider multiple causes) and symbolic thinking are also associated with this stage of development (Piaget, 1959). All of these cognitive developmental strategies assist the adolescent in exploring scenarios related to future goals and possibilities. Unlike earlier

stages of development, which would require the individual to actively experience the situation in order to determine what it is like, adolescents can hypothesize based on information and experience in related situations. Piaget (1967) suggests that “in terms of function, formal operations do not differ from concrete operations except that they are applied to hypotheses or propositions.” (p.63)

Many Neo-Piagetians suggest that Formal Operational Thought, as described by Piaget, may actually develop later than initially believed, if at all (Berk, 1998; Keating, 1980; Keating, 1990; Winzer, 1994) These authors suggest that many individuals remain in the stage of concrete operational thought, throughout their adolescence. This would imply that not all adolescents may be capable of hypothesizing future paths or capable of critically analyzing possibilities. This suggests that those who do not achieve Formal Operational thought have greater difficulty determining or experimenting with possible scenarios, therefore interfering with goal setting and planning of future opportunities. However, it has been suggested that Formal Operational Thought is more likely to be achieved in areas in which the individual may have extensive experience (Berk, 1998). Therefore greater exposure to career exploratory tasks may increase students ability to successfully engage in the task.

The implication of the more advanced cognitive skills associated with Formal Operational Thinking is that adolescents are becoming more capable of exploring career possibilities by hypothesizing about many options. Adolescents do not have to actively participate in occupational settings, as they are able to hypothesize as to whether they would enjoy an occupational choice or not. This does not suggest that they would not benefit from an experience such as job shadowing. This ability allows the Formal

Operational thinker to explore many career options by identifying their individual skills and making inferences about their applicability to a particular job setting.

Social Development

There are many social characteristics specific to adolescence that impact their perceptions of others and their world. Egocentrism is associated with the individual's inability to differentiate or comprehend a viewpoint that is different from their own (Elkind, 1967; Elkind, 1971; Harter, 1990; Piaget, 1967; Piaget, 1959). They often consider their point of view to be the only correct way of viewing the world and may have little understanding or appreciation of others' beliefs. Associated with this is the adolescent belief in the 'imaginary audience.' This is the belief that others are concerned or overly attentive to the adolescent behavior or appearance (Elkind, 1967; Elkind, 1971). These states are temporary. Egocentrism decreases at approximately 15- 16 years of age due to the establishment of Formal Operational Thought, and the 'imaginary audience' eventually evolves into the reality of the social situation or the 'real audience' (Elkind, 1967; Elkind, 1971; Harter, 1990). However, these stages significantly affect the adolescents' behavior, choices, attitudes and beliefs.

The 'Personal Fable' is the adolescents' belief that they are immortal, and that their existence is unique and special in comparison to others (Elkind, 1967; Elkind, 1971; Harter, 1990). Not only is this associated with the adolescents' belief that they are destined for greatness, but it may also leads to the conclusion that they do not need to follow the same rules as others (Elkind, 1967; Elkind, 1971; Harter, 1990). This results in a lack of realism when considering current and future situations and an interference in

decision-making abilities. Despite cognitive advancements, social misperceptions often lead to false conclusions and errors in judgement (Jaffe, 1998, Kimmel & Weiner, 1995).

The formation of identity is a significant component of adolescent development. The adolescent is in a constant flux between the person that he/she is and who he/she wants to be. Erikson (1963, 1968, 1974) termed this as the stage of 'identity vs. role confusion.' This involves the continual attempt to experience new roles in order to determine their true identity. Erikson believed that at this stage the individual attempts to resolve both 'sexual identity' and 'occupational identity' (Erikson, 1968). This involves progressing through the stages of identity diffusion, moratorium and identity formation.

Marcia (1980) describes the process of maturation as involving the two variables crisis and commitment. The crisis stage involves the exploration of roles and options while commitment occurs when there is an investment in an occupation or belief (Marcia, 1980; Winzer, 1994). Based on Erickson stages of identity, Marcia (1980) describes the identity status categories that the individual experiences when seeking sexual, personal or occupational identity. Identity diffusion exists when no exploration or commitment to an identity is occurring. The individual is not interested in actively seeking or exploring identity issues. Therefore, they possess no ideological or occupational direction. Identity foreclosure occurs when an individual does not explore possible options and simply takes on the role similar to that of their parents. It would appear as though their career path has been chosen for them. According to Neimeyer (1992), "foreclosure can masquerade as clarity, with some individuals having co-opted available (often parental) career choices in lieu of undergoing the critical self-examination" (p.164). Identity achievement follows exploration with a commitment to a

choice. After extensive exploration, the individual is more likely to find satisfaction and make a greater commitment to the identity, as a lack of exploration often results in eventual dissatisfaction with identity choices (Grotevant, Cooper & Kramer, 1986). Moratorium occurs when the individual is contemplating possible career alternatives and this struggle results in an identity crisis (Marcia, 1980). The individual may be in different identity statuses for different aspects of their identity. The individual takes on adult roles to achieve identity, especially in relation to personal and vocational identity.

Issues pertaining to social development can often impede career exploration. The belief that one is destined for greatness and the inability to take on others viewpoints may interfere with the ability to hypothesize about realistic career opportunities. However, these characteristics begin to decline during adolescence. The ability and interest in exploring new roles and identities, provides an excellent opportunity for exploration for the adolescent. These adolescent traits also provide the career counsellor with opportunities to engage the adolescent in active career exploration.

Moral Development

Moral development begins to take on a greater impact through adolescence and appears to coincide with the development of identity. Although adolescence is associated with egocentrism, this does begin to decline at 15- 16 years of age (Elkind, 1967; Elkind, 1971; Harter, 1990). With this decline and the development of Formal Operational Thought, adolescents are better able to acquire perspective taking and understanding others' points of view. These new abilities are a result of increases in hypothetical reasoning, problem solving skills and empathy (Jaffe, 1998, Kimmel & Weiner, 1995).

Kohlberg (1981, 1984, 1987) suggests that adolescents evolve from the

conventional level of moral reasoning to the postconventional. The conventional level describes individuals who are concerned with maintaining the existing rule structure and respect for authority figures. During adolescence there is often a transition to the postconventional level of moral reasoning, which is defined by a greater awareness of the development of law through social conventions and is therefore subject to change as society evolves. These individuals have a greater concern for justice and no longer view situations in terms of 'black and white.' Individual circumstances and societal implications are explored and evaluated (Kohlberg, 1981; Kohlberg, 1984; Kohlberg, 1987). Future decision making is affected by these moral advancements, therefore the benefit of others and society becomes an important factor in choosing future paths and developing identity formation. An important aspect of identity formation is the development of the occupational identity.

The development of moral reasoning has an impact on career exploration, as occupational identity can be influenced by the moral decisions regarding who the individual wants to be. Personal variations in values and empathy may encourage individuals to seek out career opportunities that will allow them to express their moral outlook. Where younger individuals may stress monetary rewards as the main factor in determining career choice, older individuals who have reached postconventional moral reasoning may be influenced by their moral decisions in regards to career choice.

Summary of Adolescent Development

The transition of Concrete Operational Thought to Formal Operational Thought alters the adolescent's ability to conceptualize career opportunities and hypothesize regarding future career paths. Concrete Operational Learners may benefit from learning

about job skills and occupations while hypothesizing and problem solving may best be left to Formal Operational Thinkers. The social developmental trait of identity formation is an asset in encouraging the adolescent to explore future roles and career possibilities. In addition, moral developmental advances assist the individual in seeking opportunities that are intrinsically rewarding, that would increase the likelihood of satisfaction of occupational choice.

Career Theory

Weinrach (1979) organized career counselling theories into three categories, Structural, Process and Eclectic. The Structural approaches include theories by the authors Holland and Roe and the trait and factor theory. These theories focus on the connection between the worker and the workplace. Personality traits determine the individual's likelihood of satisfaction within a particular occupational category. Process approaches involve a developmental perspective of career. Authors such as Super, Ginzberg and Miller-Tiedeman and Tiedeman are included in this approach. The Eclectic approaches address career needs specific to particular groups, who contend with gender, race and demographic issues. Perspectives that will be discussed are the Feminist career perspective and the Social Learning Theory.

Structural approaches

Structural approaches attempt to explain the connection between individual personality traits and the degree of satisfaction with an occupational category. This approach to vocational guidance was initially founded by Parsons (1909). He introduced the concept of choosing a vocation or career rather than acquiring work. Parsons' model consists of three steps in vocational development. Firstly it is required that the individual

develop a clear understanding of the self, aptitudes, interests, resources and limitations. Secondly the individual must develop an understanding of the requirements necessary to achieve success within particular occupational choices. Included in this is the knowledge of advantages, disadvantages and limitations within each occupation. The final step involves the processing of the information acquired in order to determine the best choice between the identified traits and the occupational choices.

As a result this became known as the trait and factor approach, as individuals possess specific traits and occupations are composed of specific factors that account for the satisfaction or dissatisfaction dependent upon the degree of compatibility of choices (Peterson & Gonzalez, 2000). The authors, Bordin (1963, 1973) and Roe (Roe, 1979; Roe & Lunneborg, 1991), support these concepts. Bordin suggests that individuals rely on occupation choice as an opportunity to express personal desires and wishes. In order to achieve this, compatibility between personality and occupation are required. Similarly, Roe (1956) postulates that self-actualization may be achieved through vocational choices. Personality traits and interests are influenced by individual experiences and genetic background. However exposure to different environments results in the direction towards particular environments. Individuals interact "towards or away from people" depending upon their past experience (Roe, 1956).

Holland's Theory

Holland's Typology is a common example of the trait and factor approach. This theory is "concerned with explaining how people make vocational choices, what leads them to change jobs or vocation and what personal environmental factors are conducive to vocational achievement." (Holland, 1966, p.1). Holland's theory consists of

categorizing the individual according to six personality/interests types. This organization serves as a way of differentiating people according to interests, behavior, disposition and self-efficacy (Holland, 1985; Holland & Gottfredson, 1976). Holland's theory suggests that those who share similar interest codes have a predisposition to behave in similar and predictable ways. People may resemble aspects of more than one, or parts of all of the interest categories, however the more an individual "resembles a particular type, the more likely he or she is to exhibit the personal traits and behaviors." (Holland, 1985, p.2) The interest scales that have the highest scores comprise the "subtype" (Holland, 1966; Holland, 1985).

Occupations are categorized within these interest types as well. The theory holds that specific interest types are most compatible with occupations that maintain similar interest codes (see Appendix A). The relationship between the interest type and the occupational code explains the behavior in the work environment (Holland, 1985, Holland, 1966; Holland & Gottfredson, 1976). The characteristics of the interest type remain consistent, while the individual transitions among compatible and incompatible work environments. The individual is continually searching for a congruent work environment that will allow them to express their abilities and strengths (Holland, 1966; Holland, 1985; Holland & Gottfredson, 1976).

Holland's theory is considered a structural-interactive approach to career counselling. It is structural because it attempts to organize a vast amount of information about jobs and personalities. It is interactive because it "assumes that career and social behaviors are the outcome of people and environments, acting on one another." (Holland, 1985, pp.11). Holland's theory contends that "the choice of a vocation is an expression of

personality.” (Holland, 1966, p.2) Vocational interests are a reflection of an individual’s experiences and life history, and personal interests and behaviors significantly impact an individual’s connection to a particular occupation. Therefore people actively seek out environments that reinforce opportunities and goals that they consider to be important. As a result, people in a particular occupation tend to display similar personalities and respond to situations in similar ways. The significance of finding a match between the individual’s personality code and the occupational code is important, as it is associated with greater job satisfaction and stability (Holland, 1966; Holland, 1985; Holland & Gottfredson, 1976). Work environments that are not consistent with the personality type are more likely to result in instability and change. This is due to the fact that it is human nature to seek an environment that is more rewarding and connected to their interests (Holland, 1966; Holland, 1985; Holland & Gottfredson, 1976). Similarly, Adler (1964) believes that it is the individual’s tendency to seek out environments that allow them to develop their superiority, while overcoming their inferiority and addressing their social interest. Therefore, work represents the opportunity for the individual to experience and address these needs (Holland, 1966, Holland, 1985). Overall Holland suggests that “vocational satisfaction, stability and achievement depend on the congruence between one’s personality and the environment in which one works.” (Holland, 1985,p.10)

Process approaches

Process approaches attempt to account for the variability in individual choice and personal growth throughout an individual’s lifetime. Unlike the Structural approach which suggests that personality traits are stable and consistent, Process approaches

consider occupational choice to be developmental and subject to change, due to an individual's developmental stage and life role.

Ginzberg, Ginsburg, Axelrad and Herma's Theory

Ginzberg, Ginsburg, Axelrad and Herma (1963) view "occupational choice as a developmental process: it is not a single decision, but a series of decisions made over a period of years" (p. 6). There are four factors that influence an individual's career choice: individual values, emotional factors, education and environmental factors (Ginzberg et al., 1963). All of these factors influence the individual's decision-making process and attitude. Within each life stage the individual must negotiate between wishes and possibilities (Ginzberg et al., 1963).

The periods of career development that the individual faces are the fantasy phase (0-11 years), the tentative phase (11-17 years) and the realistic phase (17-early 20's) (Ginzberg et al., 1963). The fantasy phase suggests that due to the limitations imposed by developmental constraints that the individual has an inability to identify possible barriers and consider possible options. The tentative period is subdivided into the interest, capacity, value and transition stages (Ginzberg et al., 1963). Due to limited knowledge and experience, he/she is unable to commit to final decisions, as he/she is "not fully cognizant of the essential factors that should determine his decision about his future occupation." (Ginzberg et al., 1963, p.73) The adolescent makes decisions based on "likes and dislikes." Eventually realism, objectivity and values begin to influence the occupational decision making process. This would be reflected in an increase in related education, volunteer work and part-time employment in the area of specific interest and perceived ability (Ginzberg et al., 1963). The realistic phase is comprised of the

exploration, crystallization and specification stages. Choices become more realistic and specific as the career choice begins to develop (Ginzberg et al., 1963). The individual attempts to acquire greater experience in order that they can make an informed decision. However this increasingly realistic tendency may be delayed due to emotional, personal and financial conflicts. The theory contends that career development begins in early childhood and concludes in early adulthood. Over the years adjustments have been made to this theory that suggest that career development occurs throughout adulthood and continues to develop as environmental changes occur (Ginzberg et al., 1963). Individual's decisions therefore, are not irreversible as this theory once postulated (Ginzberg et al., 1963). Instead choices are more adaptive to the changes that occur, in order that the individual can find the most compatible environment. Even though the decisions made in the preparatory period ultimately influence career decisions, changes that occur during the career also influence future career decisions (Ginzberg et al., 1963). If the individual is dissatisfied with their original career choice, they will continue to make adjustments in order to seek a compatible match.

In relation to adolescent occupational decision making abilities, Ginzberg et al. (1963) suggest that adolescence is an inappropriate time to engage in career choice, as they are still developing intellectually and emotionally. The inability to completely understand society and the influence of emotional instability is associated with adolescent development. These authors emphasize the importance of the particular developmental stage in influencing occupational choice. Ginzberg et al. (1963) suggest that "to choose an occupation is only one of the problems that face an adolescent, it is necessary to consider the range and depth of the changes that take place in the personality during this

period.” (Ginzberg et al., 1963, p. 59) Therefore the expectation that an adolescent is able to make a rational and informed choice is unreasonable.

Super's Theory

Super's theory suggests that by evaluating both “Life-span” and “Life space,” a greater explanation of the client's role and developmental stage is achieved. By taking both of these elements into consideration a better understanding of the client's needs and abilities emerge, and comprehension of how career develops over a lifetime occurs.

Super states that “careers begin before employment, and they are shaped by parental background through its determination of exposure to occupations, and education opportunities, by aptitudes and interests and by educational attainments.” (Super, 1957, p. 114) Super's theory recognizes that people differ in ability and interests. These different abilities make some occupations more desirable than others (Super, 1957; Super & Bohn, 1970). Super describes the process of change as being a “maxi-cycle.” The stages contained in this cycle are Growth, Exploration, Establishment, Maintenance and Disengagement. Instability or career change results in a re-initiation of the change process, a process that is continuous and ongoing. The Life Space aspect of the model reflects the social roles and positions that the individual holds, such as worker, child, or student. The roles that people possess influence the other roles that they have in their life. The minor or less significant roles can be neglected when the core roles require a greater dedication of time (Super & Bohn, 1970). The interaction between these roles can result in an enriched or overwhelming life style. It is important to understand how these roles interact in order to understand the client's concerns.

The Life Span indicates the developmental stage that the individual experiences such as childhood/growth, adolescence/exploration, young adulthood/establishment, middle adulthood/maintenance and old age/disengagement (see Appendix B) (Super, 1957; Super, 1985; Super & Bohn, 1970). The Growth stage involves concerns about the future, acquiring personal control understanding greater need for achievement in work or school and developing work habits. With greater confidence in their ability, work ethic and greater understanding of the future, the individual is able to progress to the Exploration stage. Exploration involves crystallizing, specifying and implementing a career path. At this stage, children begin to daydream about possible occupations and career paths. When interests begin to narrow, an occupational choice begins to emerge and educational choices are initiated in order to pursue the occupation (Super, 1957; Super, 1960; Super & Bohn, 1970). The Establishment stage involves the advancement and solidification of the occupational role. This involves establishing a role in the work environment and significant position within the workplace (Super & Bohn, 1970). The Maintenance stage often focuses on considering whether the individual has chosen the appropriate career path. If the individual is not satisfied they begin to re-initiate the decision making process. If the individual finds satisfaction in their work they continue to maintain and revise their position (Super, 1957; Super & Bohn, 1970). Disengagement involves an eventual decline in energy and interest in the occupation. The individual begins to decrease their level of responsibility in order to prepare for retirement (Super & Bohn, 1970). These stages are not incremental, but they are ongoing and continuous (Super, 1957; Super & Bohn, 1970). The Life Span cycle suggests that career paths are subject to revision throughout a lifetime. This occurs by revisiting the Exploration and

Establishment stages. Each development stage is affiliated with a chronological age. Success at each developmental stage involves adapting to the assigned role and facing specific tasks or challenges.

Career maturity determines the ability of the individual to cope with demands of their environment and their ability to make career decisions (Super, 1960; Super, 1985; Super & Bohn, 1970). It also reveals the degree of vocational development throughout the change process by comparing the developmental tasks being performed to those expected at a particular age group (Super, 1960; Super, 1985; Super & Bohn, 1970). The definition of career maturity is an applicable term when referring to adolescents, however the term career adaptability is often used to describe the continual reassessment and exploration that occurs through adulthood as well. Overall greater career adaptability determines an individual's ability to adjust to changes in occupational environments. Individuals can be encouraged to develop career maturity by improving and maturing their abilities, interests, self-concepts and reality testing (Super & Bohn, 1970).

Developing an occupational self-concept is an important aspect of the career development process. The self-concept consists of aptitudes, physical appearance, exposure to many roles and evaluation of these roles (Super, 1957). The ability to reconcile these roles with realistic solutions depends upon the feedback that the individual receives regarding these roles, such as social conventions and personal interests (Super, 1970; Super, 1985). Satisfaction is contingent upon the client's ability to express their interests, traits, values and self-concepts (Super & Bohn, 1970).

In relation to adolescence, Super (1960) agrees with Ginzberg et al. in that developmental stages impact vocational decision-making. He suggests that an individual

is more likely to benefit from vocational guidance when they are emotionally ready to begin. Super (1957) believes that “careers are rarely chosen by a person who in high school or college surveys the future and plots his course ahead through the years.” (p.132) Instead he suggests that career choice involves “successive approximations towards a place in the world of work” (Super, 1957, 133). Super (1960) concluded in his study of *Vocational Maturity of Grade Nine Boys*, that these young men did not possess vocational maturity as measured by goal attainment, consistent /realistic preference or experience in the workforce. Within this situation, Super believes that encouraging planning and responsibility of choice is most beneficial for the child lacking in vocational maturity. Overall it is important to “keep in mind the developmental nature of vocational choice and the dynamic nature of the individual” (Super, 1960, p.157).

Tiedeman & Miller-Tiedeman's Theory

Tiedeman & Miller-Tiedeman (1984) similarly believed that career is a lifelong process and it maintains an important role in the formation of identity. Tiedeman & Miller-Tiedeman suggest that the difference between their theory and Super's is that they acknowledge the role of the individual in making decisions and creating his environment. The individual is responsible for the decision-making process and creating their own career situation.

Eclectic Approaches

Eclectic Approaches take into consideration concepts that are not addressed by the Structural and Process approaches. Consideration regarding societal influences, gender and demographics are examined in regard to their role in career planning. As a result, these theories are often viewed as sociological theories of career counselling as

they tend to focus less on individual choice and more on “institutional and impersonal market forces that constrain decision making and fulfillment of career aspirations” (Hotchkiss & Borow, 1996, p. 282). Feminist perspectives and the authors Bandura and Krumboltz will be discussed within this section.

Social Learning Theory

Social Learning Theory originated from Bandura’s Self-efficacy Theory (1982,1986). Self-efficacy is an individual’s perception of their ability to successfully accomplish a goal. Performance accomplishments, vicarious experience, verbal persuasion and emotional arousal determine and individuals level of self-efficacy. If an individual lacks a sense of mastery, has not successfully performed approximations of the task and is experiencing negative self talk, then their self-efficacy would be quite low. Both Mitchell & Krumboltz (1984) and Hackett and Betz (1981) applied Bandura’s Self-efficacy theory when developing their theories in relation to career planning.

Mitchell & Krumboltz’s (1984) development of the Social Learning Theory of Career Decision Making stressed the importance of how specific factors influence career paths. Mitchell & Krumboltz suggest that the combination of genetic endowment, environmental conditions, learning experiences and task approach skills determine future career choices. Unique to this perspective is the suggestion that genetic endowment (physical appearance, race sex and I.Q.) and environmental conditions (job and training opportunities, social politics and labour laws), combined with learning experiences and acquired skills, are determinant factors of career opportunities and success.

Feminist Perspective to Career Planning

Women's Career Development Theories tend to address gender differences in socialization and differential access to opportunities. Fitzgerald and Betz (1983) suggest that there are "internal and external barriers to women's career adjustment" (p.144). External barriers are the socially constructed limitations placed on women, resulting in the internal barrier of low self-efficacy. Hackett and Betz (1981) created a self-efficacy approach to the career development of women. In this they suggest that women lack strong self-efficacy as a result of being socialized to have lower expectations and failure to recognize talents and capabilities. Lent et al. (1996) suggest that, "people's beliefs about themselves and the world of work influence their approach to learning new skills and ultimately affect their aspirations and actions" (p. 243). Therefore all of these factors determine an individual's sense of efficacy, resulting in influencing their career choice.

The Conceptualization of Career and Occupation

The Structural approach perceives 'career' and 'occupation' as dependent upon making the appropriate choices according to personality traits. Choosing an occupation that is compatible to the personality type is necessary in order to obtain enjoyment within a particular occupation. Career enjoyment is dependent upon making consecutively compatible occupational choices.

Process approaches suggest that career and occupational choice is dependent upon developmental stage and life role positions. Therefore, occupational choices are appropriate if they are able to meet the needs of the individual's life role or stage of development. Career choices are considered to be most beneficial if they are consistently evolving and adapting to changes in life roles and developmental stages. Continually re-

engaging in explorational activities promotes positive occupational decisions and career choices.

Eclectic approaches perceive career and occupation as socially determined, according to the societal influence on self-efficacy and availability of resources. Individual choice is not a factor within this approach. The perceived levels of self-efficacy impact occupation and career choice, as the individual will choose a path according to their perceived ability. With increased self-efficacy and confidence, career opportunities are increased. Therefore with fewer social constraints and increased availability of resources, occupational and career opportunities are increased.

Summary of Career Theory

The Structural, Process and Eclectic perspectives have many implications on the career counselling of adolescents. Structural theories would suggest that adolescents should be evaluated in order to determine areas of strength and abilities. Once these are established, counselling would be used to guide and direct students to occupations that are congruent with their personality type and this could promote occupational success. Although interests and abilities are often stable, this theory ignores the adolescent's search for identity. Considering that identity is not yet set, and new roles are often being explored, to suggest that high school students are alert to their interests and abilities may be premature.

On the other hand, Super (1956; 1960; 1970) and Ginzberg et al. (1963) suggest that identity change and career development is an evolving process. The attempt to place the individual in the Realistic phase before they are ready may result in a difference between Ideal occupations and Expected occupations (McNulty, 1983). This theory

would suggest the need to adapt to changing environments. Rothstein believes that “careers may be more accurately considered as a series of responses to a succession of opportunity situations than the effort to realize a predetermined goal” (1980, p. 328). Process Theorists recognize the importance of initiating vocational guidance when the individual is developmentally able to comprehend and benefit from exploration. This is not to suggest that all forms of vocational instruction are inappropriate for earlier age groups, rather it reinforces that aspects of exploration be reserved for individuals who are cognitively and socially able to engage in the process.

Eclectic theorists remove the individual as an active participant in the career decision-making process. They suggest that career choice is dependent upon the individual’s perceived self-efficacy, which is often socially constructed. Gender, demographics and race are factors that influence individual occupational choice. By increasing an individual’s level of self-efficacy and the availability of resources, this results in an increase in career choice and opportunity.

Adolescent Career Development

Role-playing and experimentation with adult roles is associated with identity formation. Therefore, for adolescents, a portion of a maturing identity is associated with their occupational role in society (Erikson, 1968; Erikson, 1974). Paid employment reflects a form of independence and implies that the adolescent has the skills for survival in society (Jaffe, 1998). Both Erikson (1968,1974) and Havinghurst (1953) stress the importance of career decision making as an important challenge and step in identity formation. Advances in social development and cognitive development make adolescence an ideal time for career exploration. Formal Operational Thought allows the adolescent to

hypothesize regarding their future opportunities and plan in order to explore realistic options (Piaget, 1959; Piaget, 1967). The need to try on “new roles” and experiment with many opportunities, without having to commit, provides the adolescent with valuable information in order to make decisions for the future.

The exploration stage of career development originates in the form of play and schooling. The child learns rules and acquires the skills that will be necessary for future success (Jaffe, 1998). With further education and cognitive development, critical thinking skills and skill mastery begin to occur. Informal jobs or chores allow adolescents to develop and improve work habits. In addition they are able to respond to expectations and achieve pride in their performance (Jaffe, 1998).

Parents have a significant role in establishing career paths. The child learns of the work environment through their parents. They also consult parents in times of career decision (Jaffe, 1998; Trusty, 1996; Young et al., 1997). Career oriented women are often well educated with mothers who are well educated and these women receive encouragement from their family to be career oriented. As a result, they often postpone marriage in order to establish a career (Chusmir, 1983; Jaffe, 1998). Sons of working mothers tend to reflect a more equal outlook towards women and maintain higher occupational aspirations. As a result, future occupational identities can be significantly influenced by family environment (Jaffe, 1998).

Leisure activities may also develop habits of perseverance, attitude, values and social skills. According to Super (1984), “leisure activities can be valuable exploratory experiences which help youth to try themselves out in an occupationally related activity” (p. 74). Leisure activities provide the individual with the opportunity to explore areas of

interest in a relatively non-committal environment. All of these settings allow the adolescents to explore and experience work expectations and develop a work ethic that they will be able to apply later in life. These settings lead to greater exploration and experience of occupational roles and expectations. However, failure to explore opportunities is often associated with occupational dissatisfaction (Super, 1957; Super, 1970; Super, 1985).

Committing prior to sufficient exploration is a common error for adolescents. Grotevant, Cooper & Kramer (1986) found that adolescents who explore many career options make career choices that are indicative of the personality styles as determined by the Strong-Campbell Interest Inventory. Premature commitment to an occupation tends to result in a lack of congruence between occupation and personality, which often leads to occupation dissatisfaction. This dissatisfaction is less likely to occur if career choice is consistent with individual personality, values and beliefs (Jaffe, 1998).

Similarly, Rothstein (1980) found that most people do not make stable occupation choices initially in their career. Instead there is a tendency to respond to occupational opportunities available to them throughout their career. This suggests a tendency for occupational mobility, rather than occupational stability (Rothstein, 1980). Therefore career exploration may increase an individual's ability to adapt to career change.

This research supports the idea that career education begin earlier in order that the individual has adequate exposure to career exploration (Andrews et al. 2000; Marlow, 1998; Marlow, 2000; Toepfer, 1994; Woal & DuVall, 1995). Toepfer (1994) suggests that junior high is an appropriate time to focus on exploratory experiences, however it is not the time to engage in vocational preparation. He believes that the benefit of earlier

career education implementation is to teach students the importance of life-long learning, as the workforce is constantly evolving and capacities for learning are important to maintain employability. According to Toepfer (1994), junior high career education should focus on teaching and providing exploratory experiences and employability skills. As a result, Toepfer (1994) suggests that high schools would be more successful at meeting the career needs of students, while junior high schools are able to facilitate students in defining and exploring career interests. Other authors suggest that career education programs should be implemented during elementary school in order to familiarize students with occupations, goal setting and life skills (Marlow, 1998; Marlow 2000; Woal & DuVall, 1995).

Summary of Adolescent Career Development

Career Development occurs throughout adolescence and is often associated with identity formation. Exposure to a variety of careers occurs early in childhood despite a lack of formal career education. Family environment, play and leisure activities impact a child's perception of career and occupational identity. Values and impressions regarding specific occupations and work ethics are learned through interaction with family and members of society. As a result of this, many researchers suggest that formal career education may provide children with a greater variety of exposure that would benefit these individuals in high school career exploration activities.

Needs Assessment

It seems logical to suggest that programs are constantly in need of re-assessment and evaluation in order to determine effectiveness. Not only does this involve acknowledging and maintaining aspects that are successful, it also involves identifying

problem areas or gaps in service. By identifying these aspects, alternations could be made in order that the program could be adjusted to meet the needs of the individuals involved. This is the concept behind the Comprehensive Career Needs Survey, which involves identifying both the present state of program functioning and the potentially desirable state of functioning (Altschuld & Witkin, 2000).

The goal of the needs assessment is to create a program specific to the needs of the consumer. However, in the case of adolescent program design, adolescent needs are often being assessed by the adults involved, rather than the adolescents themselves. Recently there has been an increase in the involvement of students within needs assessment research (Collins, 1993; Collins, 1998; Drefs, 2000; Gordon, 2000; Hiebert, Collins & Robinson, 2001; Hiebert, Kemeny & Kurchak, 1998; Kemeny, 1997; Lehmanowsky, 1991, Roy, 1995). This inclusion of student responses is a result of the recognition that including student's perceptions could increase the accuracy of results, as adolescents may be the best source for identifying their own needs (Hiebert, Collins & Robinson, 2001). In addition, with increased student involvement in a student programming needs assessment, there appears to be an elevated investment and participation in the program by the participants (Collins, 1998; Hiebert, Collins & Robinson 2001). By consulting all stakeholders, greater participation and cooperation is likely to exist, resulting in greater potential programming success. Ultimately it is up to the school administration to determine to what degree student input will be considered in program planning.

Adolescent Perceptions vs. Adult Perceptions

The inclusion of student perceptions appears to be increasingly relevant as researchers have found that student perceptions and parent/teacher perceptions often differ (Collins, 1998; Collins, 1993; Couture, 2000; Hiebert, Kemeny & Kurchak, 1998; Lehmanowsky, 1991; Robinson, 1999). Hiebert, Kemeny & Kurchak (1998); Collins (1998); Couture (2000) and Gordon (2000) examined the differences between adult perceptions of adolescent needs and student's perceptions regarding the implementation of a Comprehensive Guidance and Counselling Program. These studies all found statistically significant differences between adult responses and adolescent responses. Student responses indicated that high priority needs included physical school environment, interaction with other students and teaching staff, safety and physical well-being and career information and planning. Adult responses, on the other hand, included self-esteem, relationship skill and equality issues as high priority needs. Overall these authors suggest that as a result of the popular view of adolescents as presented in the media, psychology and education, adults prioritize problem-focused, reactive needs (crisis intervention), while students prioritized proactive, non-crisis needs (career planning and physical building environment).

Another study by Lemanowsky (1991) reports that although students, teachers and parents agreed that career planning and financial aid information were priorities, teachers and parents focused on affective needs while students reported the need for career and educational planning. The differences between student perceptions and adult perceptions of student needs, has lead Hiebert, Collins and Robinson (2001) to conclude

that, “student perceptions of their own needs must be the starting point for program planning” (p.15).

The discrepancy between perceived student needs and adult perception of student needs is particularly of interest in regard to the career counselling needs of students. Due to the inexperience of adolescents it has often been assumed that career programming is best determined by adults, as students are often unaware of their needs due to their age. Researchers have suggested that social developmental issues such as identity confusion may interfere with the individual’s ability to plan for future events and objectively examine career-planning needs (Erikson, 1963; Erikson, 1968, Erikson, 1974; Harter, 1990, Piaget, 1959; Piaget, 1967). However, the development of formal operational thought may contribute to the ability to conceive of hypothetical or abstract situations (Piaget, 1959; Piaget, 1967; Piaget, 1981). Adolescents begin to acquire the ability to project into the future and construct possible scenarios for a hypothesis, despite a lack of concrete experience of the situation being considered (Piaget, 1959; Piaget, 1967; Piaget, 1981; Phillips, 1969).

It is a result of the belief that students do have the cognitive ability to contribute to program planning that the Comprehensive Career Needs Survey was designed. The Comprehensive Career Needs Survey was designed by Dr. Kris Magnusson and Dr. Kerry Bernes in order to assess the career educational needs of junior high and senior high school students in Southern Alberta. Consulting the students, in addition to school personnel and parents, provide these researchers with valuable information regarding the needs of which only students are aware. Limiting the survey to adult perceptions may result in a failure to accurately assess needs and reduce the student compliance. Through

the interpretation of results provided by the Career Needs Survey, the following study has investigated how the terms 'career' and 'occupation' are perceived by adolescents and how this perception evolves overtime and through grades 7 to 12.

Summary of Needs Assessments

The Comprehensive Career Needs Survey is an important way of accessing information regarding needs and gaps in services that exist. Often segments of participants are not fully aware of the needs pertaining to all groups. Research suggests that adult interpretation of student's needs, differ significantly from that of student reported needs. Therefore it is important that all stakeholders are consulted in order that an accurate assessment is achieved.

Conclusion

Adolescent cognitive development involves the transition from Concrete Operational Thought to Formal Operational Thought. Formal Operational Thought is defined by the adolescent's ability to conceptualize career opportunities and hypothesize regarding future career paths. Concrete Operational Learners may benefit from learning about job skills and occupations while hypothesizing and problem solving may best be left to Formal Operational Thinkers. Adolescent social development consists of many specific traits, such as egocentrism and identity development. A portion of identity development involves the adolescent's desire to try on many new roles in order to find their own identity. Identity formation is an asset in encouraging the adolescent to explore future roles and career possibilities. In addition the development of moral advances throughout adolescence, assist the individual in seeking opportunities that are

intrinsically rewarding, which would increase the likelihood of satisfaction in their occupational choice.

Career Development theory encompasses both Structural, Process and Eclectic perspectives. Both have many implications for the career counselling of adolescents. Structural theories would suggest that adolescents should be evaluated in order to determine areas of strength and abilities. Once these are established, counselling would be used to guide and direct students to occupations that are congruent with their personality type. Process theorists, such as Super and Ginzberg et al., suggest that identity change and career development is an evolving process. These theories would suggest the need to adapt to changing environments. Process Theorists recognize the importance of initiating vocational guidance when the individual is developmentally able to comprehend and benefit from exploration. This is not to suggest that all forms of vocational instruction are inappropriate for earlier age groups, rather it reinforces that aspects of exploration be reserved for individuals who are cognitively and socially able to engage in the process. The Eclectic Approach supports the concept that self-efficacy plays an important role in career decision-making. Society influences an individual's perception of their abilities and strengths, resulting in limiting opportunities for particular segments of the population based on gender, race and demographic variables.

Career Development can be initiated early in childhood despite a lack of formal career education. Family environment, play and leisure activities impact a child's perception of career and occupational identity. As a result of this, many researchers suggest that formal career education may provide children with a greater variety of exposure that would benefit these individuals in high school career exploration activities.

The Comprehensive Career Needs Survey is an important way of accessing information regarding needs and gaps in services that exist. However it would appear, that often segments of participants are not fully aware of the needs pertaining to all groups. Therefore it is important that all stakeholders are consulted in order that an accurate assessment is achieved.

By assessing student's perception of the terms 'career' and 'occupation', researchers are able to determine whether adolescents are capable of conceptualizing career themes and determine how these perceptions evolve over time. The terms 'occupation' and 'career' take on many different meanings depending upon the individual. By examining the themes that emerge, we are able to determine the complexity of thought regarding themes by the personal distinctions that individuals possess. In addition, through the examination of emerging themes, we are able to assess which career theory approach appears to be relevant to these students. Due to the fact that the terms 'career' and 'occupation' have become interchangeable amongst the general public, the abstract nature of these terms provide us with great insight regarding the perception of career concepts and ideology. It is for these reasons that the following study has investigated how the terms "career" and "occupation" are perceived by adolescents and how this perception evolves overtime and through grades 7 to 12.

CHAPTER 3: METHODOLOGY

The following chapter will outline the methodology used to examine the research question, “how are the terms ‘occupation’ and ‘career’ perceived? How does this perception evolve over time and through developmental stages? These research questions were explored by both quantitative and qualitative design approaches. The qualitative approach of grounded theory will be discussed and its application to this research study will be outlined. Data collection, data analysis and validation procedures that are practiced by grounded theory research will be discussed and evaluated relative to its applicability to the research questions at hand. The quantitative analysis of this study will also be discussed by introducing the Chi Square Analysis and outline how it was implemented in this study. In addition the ‘Comprehensive Career Needs Survey’ that was accessed for this study will be described. This will include the ethical considerations, questionnaire construction and the sampling distribution implemented.

Grounded Theory

Grounded theory approach does not examine the data with a preconceived notion as to how the information fits into the potential theory. Instead common themes emerge as the data is examined and interpreted and particular theories are developed through this process (Burns & Grove, 1999; Glaser & Strauss, 1967; Holloway, 1997; Strauss, 1987; Strauss & Corbin, 1990; Streubert & Carpenter, 1999). Overall the theory is not created, it emerges, as it was “grounded in the data” (Streubert & Carpenter, 1999, 102).

In time, the data collection is modified according to the theory that has developed through the examination of data (Holloway, 1997; Streubert & Carpenter, 1999). Data continues to be collected and organized into categories, as the theories become more

detailed and specific. The analyzing of data, prior to the theory development, can lead to greater richness in information and detail. It is therefore hoped that through this approach, insightful comments are less likely to be ignored if they do not support the preconceived theories. As a result, a greater variety of information is attended to and recorded.

Through the examination of comments and data that occurs in the grounded theory, symbolic interactionism theory becomes an important concept concerning analysis. Symbolic interactionism theory states that “people behave and interact based on how they interpret or give meaning to specific symbols in their lives” (Streubert & Carpenter, 1999, p. 34). It is this personal meaning and interpretation of events that provides the most useful and interesting information for the grounded theorist. This is applicable to this research, as the particular research question currently being examined is not concerned with the correct definition of career and occupation. Instead the focus of this research is on how these terms are perceived by adolescents and how this perception evolves over time and through developmental stages.

Constant Comparison Analysis is conducted so that the data is continuously examined and re-examined in order to determine the similarities, differences and connections that emerge (Holloway, 1997; Strauss, 1987; Strauss & Corbin, 1990; Streubert & Carpenter, 1999). Due to the continual need to examine the data, the initial research question serves as a template. It is adaptable and susceptible to change as themes develop and evolve (Holloway, 1997; Strauss, 1987; Strauss & Corbin, 1990; Streubert & Carpenter, 1999).

The Application of the Grounded Theory Approach

The following section will describe the steps of the Grounded Theory Approach and outline how it was applied to this study. Included in this, will be a description of the Comprehensive Career Needs Survey of which the data was derived. In addition validation procedures and information regarding informed consents will also provided.

Literature Review

Common procedure when developing a research study is to begin with an extensive literature review. This review provides the researcher with the necessary information surrounding previous studies, whether previous studies support or refute the proposed theory and provide information as to why the particular study is necessary or useful (Streubert & Carpenter, 1999).

Within the grounded theory approach many authors suggest caution, particularly when engaging in an extensive literature review prior to data analysis. (Chentitz & Swanson, 1986, Hutchinson & Webb, 1991, Stern, 1991, Streubert & Carpenter, 1999). This caution is suggested because of the possibility of researcher bias that may exist when coding. It is possible that the research may attend to specific information that supports previous data while ignoring data that is not documented in previous studies. As a result, novel information may be overlooked, as a result. Due to this potential for error, researchers suggest that literature reviews be less extensive (Chentitz, 1986, Streubert & Carpenter, 1999) or non-existent prior to data collection and analysis (Hutchinson & Webb, 1991, Stern, 1991).

The purpose or intent of a literature review changes throughout the study. Initially it serves as a basis for determining the type of previous research. As the study progresses,

the emphasis is on justification for the necessity and significance of the study (Chentitz, 1986). The literature review continues to evolve similarly to the evolving nature of the research question and the formation of themes (Chentitz, 1986).

This writer chose to initiate the literature review following the completion of data collection. There are two reasons for this choice. First, there was a concern of bias and unintentional neglect of novel data. Second, a general knowledge of adolescent development and career theories was considered to be sufficient in order to begin the analysis.

Theoretical Sampling

A *Comprehensive Career Needs Survey* was designed by Dr. Kris Magnusson and Dr. Kerry Bernes to assess the career needs of Junior High and Senior High School students. The questionnaire consisted of five different forms: parent, administration, CALM teachers/counsellors, teachers and students. The surveys were supplied to the Junior and Senior High schools in Lethbridge and surrounding areas. The school districts that participated in the study included Palliser, Holy Spirit, Horizon, Kainaiwa, Lethbridge, Westwind, Livingstone Range and Peigan. In total 54 schools received the survey and 52 schools returned completed forms. The survey consisted of questions regarding the individual evaluation of career education and support needs within each particular school. Topics included perceived resources and needs, educational needs, future goals and aspirations (student forms) or areas of professional development (teachers, administration, counsellors). The questions required both qualitative and quantitative responses. The surveys were colour coded in order to distinguish between the five possible formats. An identification number was located in the top right corner of

every survey. This number indicated the school that the survey originated from and individualized the surveys, while maintaining confidentiality.

Informed Consent

A proposal was submitted to the Human Subjects Research Committee at the University of Lethbridge (See Appendix C). This committee approved of the designed questionnaire and permitted the researchers to distribute the questionnaire. Informed consent forms were first presented to the School Superintendent of each individual school (See Appendix D). When the School Superintendent had signed the consent form, an informed consent form was provided to the school principal. Upon approval of the school principal, the students, teachers and parents received a consent form. The questionnaire was supplied to each individual school and the surveys were administered to each student at the discretion of the teacher. These consent forms ensured that the subjects were aware that participation was strictly on a volunteer basis. However these researchers are also aware that the volunteer participation of students is ultimately dependent upon the presentation of the questionnaire by the teacher (See Appendix E)

. Due to the rate of completion, (7816 students of a possible 15,000) the researchers can be reasonably certain that not all individuals participated and that volunteer participation can be assumed.

The research question of this text focuses specifically on the junior high and senior high school surveys. In particular this study focuses on question 5 (What does the term 'occupation' mean to you?) and question 6 (What does the term 'career' mean to you?).

Qualitative Analysis

Data Analysis

As mentioned earlier in this chapter, grounded theory data analysis involves the examination of raw data by categorizing data into themes. It is through this examination and categorization that themes emerge and are developed.

The coding process usually occurs in three steps. Open Coding or Level I coding involves assigning codes to initial themes. This results in taking a significant amount of unrelated statements and condensing them into discrete themes (Holloway, 1997; Neuman, 1997; Strauss, 1987; Strauss & Corbin, 1990). The goal is to discover as many codes or themes as possible in the data (Streubert & Carpenter, 1999).

Axial Coding or Level II Coding involves taking the initial themes that were discovered in the earlier coding procedure and categorizing the statements into codes (Holloway, 1997; Neuman, 1997; Strauss, 1987; Strauss & Corbin, 1990; Streubert & Carpenter, 1999). Additional codes may emerge during this stage, as the data is being re-examined.

Selective Coding or Level III Coding consists of scanning the data and the previous codes in order to find common themes in the data. Comparisons and contrasts are made at this time when the majority of the data has been collected and analyzed (Holloway, 1997; Neuman, 1997; Strauss, 1987; Strauss & Corbin, 1990). Once these themes have been found they are able to guide the process. It is at this time of the theoretical coding that the theoretical links can be made from the compiled data (Swanson, 1986)

The coding for this research study was completed individually. Stern (1980) suggests that coding be performed as a team in order that the best and most consistent results occur. However she also recognizes that “the intense state of concentration that one can only achieve in isolation is needed to make one’s way through the labyrinth of possible meanings” (Stern, 1991, p.157). As a result both of these suggestions were implemented in order to achieve the most consistent results. Initially the coding was performed by one individual, as it was believed that the results would be most consistent and efficient this way. Once the codes were established, three University of Lethbridge students reviewed the codes. Each student randomly selected 30 questionnaires and the applicability of the responses to a particular theme was determined. This provided a validation of the determined codes to increase the level of inter-rater reliability. Rennie, Phillips, and Quartaro (1988) believe that “ independent categorizing by research collaborators can be useful as a check on the perceptual field of the primary investigator” (p. 148).

Sampling and Data Collection

After all of the surveys had been collected from the schools, quantitative data collection and analysis was carried out on questions relevant to that particular methodology. With respect to this research question, the question regarding the definition of career and occupation was examined according to the community size that each school is located. Schools originating from large communities (10 000 or more), medium sized communities (more than 1000 but less than 10 000) and smaller communities (less than 1000) were randomly extracted from the sample.

Randomly sampled responses from twenty grade 7 questionnaires were transcribed into a notebook in order that they could be examined for emerging themes. The first sample was collected from a medium sized school. Similarly, twenty grade 7 responses were transcribed from the larger community school. These responses were compared against other responses and reviewed as to their relevancy to other themes. Twelve surveys were extracted from the small community school and examined for new themes. Twelve surveys were collected from the smaller school, as the sample sized was smaller and fewer questionnaires were available. When it appeared that no new themes were emerging, this researcher proceeded to follow the same strategy for the grade eight samples. The open coding procedure continued to follow the same format for grade 8, 9, 10, 11, and 12. Upon the completion of recording the statements for each grade and developing categories that appeared to encompass the relevant themes, this researcher reviewed all of the data compiled and sorted each statement into the relevant themes that had been discovered.

The data was again examined in order to determine the different themes that emerged with each progressive grade. Attention was also paid to specific themes that were more common to particular grade levels and less common in others. Comparisons were also made between the large, medium and smaller-sized school responses. Additional analysis examined whether differences between the perception of occupation and career within different sizes of communities existed.

Validation Procedures

Upon the completion of the coding process, a final validation occurred in order to verify themes and consistent patterns in the data. Within each grade level, twenty surveys

were randomly sampled and examined for themes and patterns. The samples were taken primarily from medium to large community schools, as it was difficult to retrieve twenty forms from the smaller schools.

Data Analysis

The data collection of the qualitative study does not occur in isolation of data analysis. The data is constantly being analyzed and examined through coding in order to bring greater understanding and meaning to the information. When coding the data, every written statement was examined and themes were extracted. Sometimes two to three points were made in each statement reflecting two to three different thematic codes or categories. The statements were recorded in the same words that the subject used. However the eventual labels attributed to the themes did not always reflect the subjects word usage (ex: Field of Work (what sort of work you do/ field of jobs/ subject you would like to work in)).

The codes that were developed were formed into categories. This enabled a connection to be made between categories and the theory. Strauss and Corbin (1991) describe this process by stating that "once the properties of the core category are identified, the next step is to relate the other categories to it (p.123). Data is analyzed according to the similarities and differences in the responses through the process of constant comparison analysis.

Quantitative Analysis

In order to provide the study with greater information regarding the frequency of themes that are present within each grade and across grade levels, a chi-square analysis was performed. The Chi-square test is able to examine the degree in which observed

frequencies differ from expected frequencies (Glass& Hopkins, 1996; Howell, 1995). Within each grade 50 questionnaires were randomly extracted and assigned to a pre-existing theme. After each response had been assigned to one or more themes, the frequency count was statistically computed using SPSS.

Conclusion

This chapter described the qualitative approach of grounded theory, and how it was applied to this study. The Comprehensive Career Needs Survey was described and its development and the ethical considerations were outlined. The qualitative analysis and the quantitative analysis were described in order to provide the reader with a clear understanding of the methodology that was applied. The following chapter will present the results that are found as a result of implementation of the data analysis procedure.

CHAPTER 4: RESULTS

This chapter will describe the results generated from the grounded theory research. The common themes that emerge from the perceived definition of “occupation” and “career” will be listed, described and evaluated according to their evolution from junior to high school. In addition, the results of the Chi-square Analysis will be provided to determine whether a significant difference exists between the different perceptions of career. As outlined in the methodology section (Chapter 3), the Grounded Theory approach was used to generate the common themes in order to evaluate how the terms “occupation” and “career” are perceived and how this perception evolves over time and through developmental stages.

The terminology used in the coding procedure was derived by either using the words or terms directly from the student’s responses or assigning labels based on similarities in statements which constituted one theme.

The following results will be reported from the findings that emerged within each grade level. This will involve documenting changes that emerge with the addition of findings from each progressive grade and developmental stage.

Qualitative Results

Junior High School Responses

Grade Seven

Grade seven students range in ages of approximately 12-13 years. Within this grade level, few differences appear to emerge between the definition of “occupation” and “career.” Some students would define both terms exactly the same way. For example, a common definition that was assigned to occupation and career was “a job” or “to earn a

living.” These results would suggest that this age group does not see a distinction between the terms job, occupation or career. This may be due to limited exposure to the workforce and/or the inability to have acquired practical experience that may allow these individuals to differentiate between these terms.

Although responses were sorted according to community size (small community, medium-sized community, larger community), no differences in responses were evident with regard to the answers to these two questions. It would appear that different community sizes did not influence the responses during this developmental stage.

Theme One: Job. As mentioned earlier, “a job” was a common response for this grade level when defining both career and occupation. Sometimes the student would answer with “a job” for both terms, and fail to provide any distinction between the two terms. Most often however, students would attribute the job theme to both definitions, but would qualify their responses by differentiating between duration of the job.

Table 1

Examples of Individual Responses to Occupation and Career Within the Theme of “Job”

Occupation is defined in terms of...	And	Career is defined in terms of...
“a job or a job to help”	And	“a specific job”
“a job”	And	“a long-term job”
“short-term job”	And	“stay for a long time”
“temporary job”	And	“permanent job”
“job that you don’t have to do for life”	And	“job for life”

These responses would suggest that at this particular stage of development, occupation is viewed as a short-term job that will change with time. This “occupational job” is separate from the “career job” which is permanent and specific. Many of these individuals do not see a connection between introductory or “occupational jobs” and the jobs that they will acquire later in life (“career jobs”). Therefore, beginner jobs are not considered to be part of an individual’s career history according to these students.

Theme Two: Something To Choose Or Aspire To. Individual responses also distinguished “career jobs” and “occupational jobs” as involving choices or goals to aspire to.

Table 2

Examples of Individual Responses to Occupation and Career within the Theme of “Something to Choose Or Aspire To”

Occupation is defined in terms of...	and	Career is defined in terms of...
“job you didn’t plan on having”	and	“long-term job that you need schooling for”
“a job you make most of your money from”	and	“something you choose”
“your main job”	and	“your chosen job for money”
“something you are doing or you do”	and	“a job or lifetime occupation”
“a job”	and	“what you want to do when you grow up”
“how you earn money for the time being”	and	“do a career that involves things you like to do, ex: hobbies as a job”

These responses continue to refer to the duration or permanency of jobs, however they also suggest that an occupation is a job that is not by choice, but of necessity. Career, on

the other hand, is something that people want to do and choose to participate in. There is a suggestion of both choice and aspiration because often extra schooling and education is included in the definition. The commitment to further education may suggest an increase in desire or aspiration. Career, therefore, is associated with the expectancy of long-term involvement and choice, while occupation is short-term and necessary. The continual implication of permanency associated with career may suggest that students at this grade-level maintain the belief that individuals remain in the same job for a majority of their adult employment.

Also included in this theme is the suggestion that career is “something that you are good at,” while occupation does not require any skill or particular talent. Choice and additional educational training may suggest that the individual is drawn to this career due to their pre-disposition and enjoyment in this field of work. For example, career is defined as “a long-term job, you enjoy more than any other job because you have related skills” or “how successful you are in your business.” Success and enjoyment are perceived to be defining characteristics of career. Jobs that do not provide characteristics for the individual are perceived as occupations.

Theme Three: Field of Work. The “field of work” theme is most often associated with the definition of career. For example, career was defined as “something you work in or want to work in” or “what your occupation revolves around ex: for the government in different positions.” These responses may suggest that some of the students believe that career is the field or category of work that an individual participates in, while occupation is most often associated with the specific job that is performed and the monetary reinforcement affiliated with it.

Table 3

Examples of Individual Responses to Occupation and Career Within the Theme of “Field of Work”

Occupation is defined in terms of...	and	Career is defined in terms of...
“Where I work and how much money I receive”	and	“what your occupation revolves around ex: like for the government in different positions”
“a job you will switch many times”	and	“field of study you are in, ex: teacher”

The perceived differences within this field suggest that career defines the category of work that is being performed, while occupation reflects the specific job or activity.

Theme Four: Something You Get Paid To Do. Although monetary reinforcement is mentioned in both definitions of occupation and career, it is most often associated with occupation. By attributing extrinsic motivational factors as the primary reason for performing the task, this often decreases the perceived value of occupation in relation to career. Choice and aspiration suggest that career is something that an individual does primarily for enjoyment and affirmation, while an occupation is something that pays the bills but is not enjoyed and would not likely be an activity that the individual would participate in if there was no monetary reward.

Overall, grade seven students define occupation as a short-term job that is performed in order to receive extrinsic reinforcement. The individual participates in occupational activities because it is necessary in order to survive, however it is not enjoyable and it is temporary. Career, on the other hand, is something that is chosen by the individual or that they hope to achieve. This desire to achieve is reinforced by the individual’s willingness to participate in additional education and training. As a result,

dedication to career is long-term, suggesting that this grade level considers career to be a “lifelong job” which is a permanent decision. Therefore when people chose their “career” they remain dedicated until retirement.

Grade Eight

Grade eight participants are comprised mostly of 13-14 year old students. Similar to the responses of the grade seven students, grade eight students perceived occupation as temporary, paid employment. Career was viewed as permanent, chosen employment or as a specific field of work. However, some additional themes did appear to emerge.

Theme Five: Responsibility. The concept of ‘responsibility’ is observed for the first time when defining occupation. This may be a result of the fact that occupation is associated with earning money, therefore in order to pay bills you must be responsible and maintain your occupation. With increasing age of respondent: jobs are not only associated with extrinsic rewards but the desire for security.

Theme Six: What You Do. With the grade eight student responses the theme “what you do” has been associated with the definition of career. This theme is presented by itself as follows:

“what you do for your life”

“what you want to do with your life”

“something you do”

This theme may also be presented in combination with other themes. An example of this is found when combining the “what you do” theme with the “choice” theme. Examples of this include:

“what you do in the future”

“something that you do or have planned for your life”

Theme Seven: History of Occupations. History of occupations becomes a reoccurring theme in grade eight. For example, career is identified as “a job after a period of time or a history of occupations in the past.” This theme is similar to that of Super’s definition of career which is “a sequence of occupations, jobs and positions engaged in or occupied throughout the lifetime of a person” (Super, 1957, 113). Not only does this theme reflect a greater understanding of the distinction between career and occupation, but it represents the definition suggested by career counselling theorists, such as Super.

The majority of responses still involve the themes of jobs and aspiration/choice. A primary response is the idea that a career is a lifelong job and that it is chosen. A greater variety of ‘choice’ themes exist (ex: “chosen pursuit in life”) and seem to continue to increase in frequency.

Table 4

Examples of Individual Responses that do not Distinguish between Occupation and Career

Occupation is defined in terms of...	And	Career is defined in terms of...
“a job to earn money”	And	“a job to earn money”
“job”	And	“same as occupation”

Despite the fact that the solidification of occupation as temporary and career as long-term and enjoyable occurs initially, sometimes a reversal of these themes occurs.

Table 5

Examples of Individual Responses that Differentiate from the Majority of ResponsesAssociated to Occupation and Career

<u>Occupation is defined in terms of...</u>	<u>And</u>	<u>Career is defined in terms of...</u>
<u>"what you enjoy in your spare time"</u>	<u>And</u>	<u>"a job to get money"</u>
<u>"something you do for a living, enjoy and make money"</u>	<u>And</u>	<u>"your job"</u>

Although this does occur sporadically throughout grade seven and grade eight, it is rare and generally the responses support the established themes.

No difference in responses seems to exist between medium, large and smaller community schools. Student responses from these schools continue to reflect the themes of job and career as associated with permanency, enjoyment and choice.

Grade Nine

Grade nine students range from approximately 14-15 years. The theme "field of work" begins to become more prevalent when defining career. For example, career is defined as "a field of jobs," "what sort of work you want to do" or "subject you would like to work in." A greater emphasis is placed on intrinsic motivational factors. Career is increasingly associated with something "you like to do," "enjoy" and "are good at." In addition, there is an increase in the belief that additional skill or training is associated with career and not necessarily with occupation. In past examples, when additional training was specified, it referred to university or college training. Within the smaller community school, an individual defined career as "a job you become a journeyman in." This reflects a broadening of training experiences and perceptions of additional education as influenced by the community.

With each additional grade there is an increase in the ability to differentiate between the two definitions. Although there are instances where no distinction is provided, at grade nine this is significantly reduced from those of earlier grades. This may be a result of greater effort being made in completing the questionnaires or an ability to see distinctions in common terms due to increased critical thinking and analytical processing.

Table 6

Summary of Junior High School Themes

Occupation is defined in terms of...	Career is defined in terms of...
<ul style="list-style-type: none"> • A job (temporary) • Something you get paid to do(monetary reward) • Responsibility/passion (intrinsic) 	<ul style="list-style-type: none"> • Job (permanent)-lifelong until you retire • Field of work • Something you choose or aspire to do • Something you do for a living • History of occupations • What you do

High School Responses

Grade Ten

Grade Ten students range from 15 to 16 years of age. Many of the same themes continue to be evident during this developmental stage, however many new themes also begin to emerge.

Theme Eight: Life Roles. Grade ten responses significantly differentiated from the junior high responses due to the increase in 'life roles' themes being associated with career. For example, career is defined as

“your family, job and life.”

“way you live your life (occupation, leisure time, job)”

No longer is career considered to be a permanent job that the individual likes; instead it is affiliated with all aspects of life.

For these students “career” reflects all of the roles and the similar beliefs and values associated with these roles. This may be associated with a larger theme of “life roles.” The introduction of “life role” themes at this stage maybe particularly important because of the increased interest in identity that emerges during adolescence. Therefore this increased awareness of identity and the need to experiment with new roles, influences the adolescent’s perception of career and what it means to them.

In addition, commitment becomes a more prevalent theme for “career.” Statements such as, “commitment to your choice of work”, “job long-term” and “commitment” begin to emerge. What was once considered to be ‘long-term’ is now expressed as commitment or dedication. This difference may suggest that an individual does not merely go through the steps of choosing a job and following through with the requirements necessary. Instead commitment and dedication is not only expended when deciding the particular career path to be chosen, but that there is a continual attempt to strive for success and an obligation to continue their work.

Grade ten students also begin to define occupation and career in ways that resemble the specific definitions that are cited in the introductory chapter of this thesis. Occupation is defined a “a job for a certain period of time” or “a job for a certain part of your life.” Career is defined a “many different occupations in a career” or “everything you have done, places you have worked.” Although these perceptions can be classified into pre-existing themes (temporary job, history of occupations), the accuracy of these

definitions suggests a maturity of terminology that was not evident at earlier stages of development.

This may be a result of increased critical thinking skills and expressive vocabulary. However, it may also be a result of increased exposure due to the Career and Life Management (CALM) course at this grade level. This is particularly evident in the small community school sampled, which not only had an increase in career as identity responses, but also contributed a definition for occupation as being a “vocab word in CALM class.”

Grade Eleven

Grade eleven students are approximately 16-17 years of age. Career themes associated with commitment and life-long dedication continue to emerge as the most prominent within this grade. The belief that a career is a job that is performed for the remainder of your professional life is evident. However, what continues to emerge with each increasing grade is the concept of career as a history of occupations. Examples of this theme is “jobs, occupations and activities you pursue in your lifetime.” “collection of jobs throughout your life” and “activities and jobs someone does in their lifetime.” Not only does this most closely resemble Super’s (1957) definition of career, but it also implies the reality of employment that suggests that career is not defined by one job, but a collection of different jobs throughout an individual’s history of employment. Rarely does an individual remain in one occupation throughout his lifetime. Individuals normally experience a variety of occupations throughout their lifetime that defines their career.

Another trend that emerges in the grade eleven responses is the definition of occupation as a 'field of work.' Earlier, this was only associated with career, however there appears to be an increase in associating this with occupation.

Within this sample, the definitions continue to be very specific and distinct from one another. In particular, the smaller community schools sampled are increasingly specific in career as "life-role" or as "a history of occupation" themes.

Grade Twelve

Grade twelve participants consisted of students ranging from 17-18 years of age. Responses recorded by grade twelve students did not differentiate a great deal from those of grade eleven students. There continues to be an increase in identity and history of occupation themes.

Theme Nine: Contribution to Society. A new phrase is apparent in grade twelve responses, which is "what you want to contribute to society." It implies that your role not only impacts those immediately around you (family and friends), but society as a whole. This need to make a difference in society maybe indicative of the postconventional moral stage of development during adolescence. The moral advancements that occur during adolescence influence future occupational choices due to the need to benefit others and society.

Similarly to other grades, the themes of job (permanent/temporary), choice and field of work continue to exist. What is noticeable is the overall distinction in the perceptions of career and occupation that emerge with each developmental stage.

Table 7

Summary of Senior High School Themes

Occupation is defined in terms of...	Career is defined in terms of...
<ul style="list-style-type: none"> • A job (temporary) • Something you get paid to do(monetary reward) • Responsibility/passion (intrinsic) • Field of work 	<ul style="list-style-type: none"> • Job (permanent)-lifelong until you retire • Field of work • Something you choose or aspire to do • Something you do for a living • History of occupations • Something you do • Life roles • Contribution to society

Qualitative Summary

Overall occupation continues to be defined primarily as a short-term job, necessary in order to make a living. Career is still defined as a lifelong job that you chose or aspire to perform in a specific field. However, there appears to be an increase in associating career with identity themes and a history of occupations themes. It is difficult to distinguish whether the increased complexity in definition is a result of developmental advancements or CALM instructional influences.

Quantitative Results

The results of the chi-square analysis suggest that there is no significant difference in frequency of themes within grade levels and no significant difference between themes across grade levels. This may be due to the fact that the themes were deemed to be either present or absent. In other words, the precision of measurement was not specific enough to find quantitative significance through the chi-square tests. Measurements that resulted in mean scores may have led to more precise measurement and therefore statistical significance. Despite the fact that the quantitative results did not

show significance, the qualitative results would suggest that there was increased complexity of responses at each progressive grade level.

Conclusion

The qualitative results of this thesis suggest that junior high and senior high populations view, occupation as a temporary job, while career is most often associated as a permanent job that is chosen and enjoyed. Although quantitative results find that the themes do not appear to be significantly different in frequency when examined within grade levels nor are the themes significantly different between themes across grade levels, qualitative results suggest that a difference in how students conceptualize and clarify the distinction between the two terms does exist over developmental stages. With an increase in developmental stage the terms appear to have greater distinction and there appears to be a greater number of themes reported by individuals for each term. Further discussion regarding the implications of these results will follow in the upcoming chapter.

CHAPTER 5: DISCUSSION

Results of this investigation suggest that although many individuals do not distinguish between the terms “occupation” and “career,” individuals across developmental stages do appear to consider these terms in very different ways. The themes that emerge through the qualitative analysis of the junior high school sample, continued to be reported within the senior high school sample. Any additional themes that emerged within the high school responses did not prove to be significant as a result of the chi-square analysis. In regard to our junior high and senior high populations, occupation is often viewed as a temporary job, while career is most often associated as a permanent job that is chosen and enjoyed.

The goal of this thesis was to examine how the terms “career” and “occupation” are perceived and how this perception changes over time and through developmental stages. The results of the chi-square analysis would suggest that the themes within each grade and across developmental stages are not significantly different. Therefore, the implication is that junior high and senior high school students are capable of thinking about “career” and “occupation” within very similar themes. Qualitative data would support this finding as a majority of the themes emerged during grade seven, a limited amount of themes were added and no original themes could be eliminated from the senior high school samples. However with each increasing grade the themes became more detailed and a greater distinction existed between the terms ‘occupation’ and ‘career.’ Therefore, this research would suggest that both junior high and senior high school students are capable of thinking about “career” and “occupation” regardless of their developmental stage.

Adolescent Development Conclusions

Qualitative results suggest that the way in which individuals think about these themes seems to evolve through developmental stages. With each progressive grade, the number of themes recorded within each individual response increased. These students were becoming better able to encompass many divergent themes in their responses. In addition to the increase in career related terminology a greater distinction between the two terms began to emerge. This is evident in the grade seven sample which did not appear to see a distinction between the terms “occupation” and “career.” This may be due to their Concrete Operational Thought patterns, which may result in a decreased understanding due to limited exposure to the workforce and for a lack of practical experience. Concrete Thought may also explain the failure in seeking a connection between introductory jobs and their career. Earlier exposure to the workforce or career education may clarify this connection for concrete thinkers.

The implication of the more advanced cognitive skills associated with formal operational thinking is that adolescents are becoming more capable of exploring career possibilities by hypothesizing about many options. Adolescents do not necessarily have to actively participate in occupational settings, as they are able to hypothesize as to whether they would enjoy an occupational choice or not. This ability allows the formal operational thinker to explore many career options by identifying their individual skills and making inferences about their applicability to a particular job setting. It is difficult to distinguish between the influence of formal operational thought or CALM instruction on these advancements in terminology and distinction of definitions, however they are increasingly apparent within each grade level.

Occupational identity can be influenced by the development of moral reasoning skills. An individual's moral outlook may be expressed through personal variations in values and empathy. This may encourage individuals to seek out career opportunities that are compatible with their personal moral framework. The later emergence of "life role" and "contribution to society" themes, may be indicative of higher moral functioning that is developed during late adolescence. Younger individuals may stress monetary rewards as the main factor in determining career choice. The postconventional moral reasoning of older individuals may influence their decisions in regards to career choice, rather than focusing only on extrinsic factors.

This increase in moral reasoning, in addition to the adolescence interest in exploring new roles and identities, provides an excellent opportunity for exploration for the adolescent. These adolescent traits also provide the career counsellor with opportunities to engage the adolescent in active career exploration.

Career Theory and Development Conclusions

The Structural Approach theorists would suggest that adolescents should be evaluated in order to determine areas of strength and abilities. Once these are established, counselling would be used to guide and direct students to occupations that are congruent with their personality type. This supports the ideal that individuals are naturally drawn to occupations that support their interests and to those that they find rewarding. Process theorists believe that occupational choices are not stable but are a continuous process of exploration and discovery. Regardless of the perspective, there is a need for individuals to be exposed to occupational information in order that they are able to determine their area of interest (Trait and Factor theory) or be able to participate in

active exploration. Exposure to a variety of occupations, whether it be through play, leisure activities or parents, are necessary in order to prevent identity foreclosure or identity diffusion.

Eclectic theorists might suggest that active efforts directed towards increasing an individual's level of self-efficacy would result in greater career choice and opportunities. It is hoped that through societal change and greater opportunities for all individuals, people will be able to find occupational success.

Many of the themes that emerged from the data can be categorized into the three different career theory approaches. Structural themes that existed in the data are the themes "field of work" and "something that you choose or aspire to do". The "field of work" theme is applicable to the structural approach because it suggests that occupations are placed into specific categories or fields depending on common characteristics. Included in the category "something that you choose or aspire to do" were things that you "enjoy" or "are good at". Therefore this theme is applicable to this approach as individuals are drawn to occupations that allow them to express their strengths. However the concept of choice is also appropriate to process theorists (Tiedeman & Miller-Tiedeman) as individuals actively explore occupations and choose according to developmental stage and life role.

The theme "a history of occupations" would appear to agree with the developmental nature of the process approach suggesting that career is on a continuum of occupations, which is altered continually according to the stage of development and life roles. The themes of "temporary and permanent jobs" reflect the concept of development and change according to the life role that is currently being experienced.

Eclectic themes appear to exist through the suggestion of maintaining an occupation and career as a way to “make a living”. The need to maintain a certain standard of living and the importance of the societal hierarchy appears to be evident through this theme.

The fact that these themes reflect all three career theory approaches would suggest that adolescents view career themes in a variety of ways. Some consider ‘occupations’ and ‘careers’ reflections of their personality type and abilities, others might consider their occupation to reflect their particular stage in life, while others consider it to be a necessary activity in order to fulfill societies expectations.

Implications for Earlier Career Counselling

The implication of these results might suggest support for earlier career counselling instruction. Although later grades appeared to have a greater ability to conceptualize themes and concepts, the younger students did consider these themes but at a more simplistic way. Therefore, because those concepts are being considered, earlier career instruction may encourage earlier exploration, thus enable older students to progress to more advanced exploration, which may involve greater career skill development and employability skills. Earlier exposure would facilitate career growth and better prepare older students in making appropriate and educated choices for their future. In particular, concepts that are acquired later in development may be taught earlier in order to facilitate their career planning success. For example, many individuals do not realize that their career consists of their first jobs. Instead they fail to see a connection between the jobs that they have during adolescence and those that they acquire in adulthood. This insight may provide adolescents with a better understanding of the

developmental nature of career and the influence that all of their job-related activities have on their professional growth. The developmental nature of career is important in teaching adolescents that careers are not permanent jobs. Individuals change their occupations throughout their lifetime. With this realization, adolescents may become more aware of the continuous exploration that should occur. This may result in an increase in experience and broadening of interests. Also it may encourage continual growth in order that the individual is not stagnated or limited in a particular field of employment. Finally, earlier career educational exposure may facilitate adolescents in the realization that career often encompasses many different aspects of the individual and their life. For many, career and occupation is not only a job, but it is also an identity. It may provide personal meaning and a sense of importance for the individual. The earlier that this concept is developed during adolescence, the more likely that they will look to employment as a form of personal expression and identity. This may increase further and deeper exploration.

Needs Assessment Implications

The results of this study supports the idea of including students in the needs assessment process. Both junior high and high school students seem capable of thinking about career issues and to contribute to program planning. Adolescent's contributions may increase ownership and compliance resulting in a more successful program. In addition, these individuals may draw attention to specific areas of needs, of which adults may be unaware. Contribution from all relevant parties, could create a more comprehensive program with less dissention and greater participation. The implication of the more advanced critical thinking and analytical skills might suggest that future

programming allow for greater flexibility in instruction, providing these individuals with the information that they seek, as well as allowing them to explore their own individual directions. The common belief held by many adolescents in the permanency of career paths, may limit their exploration and avoidance in appropriate decision making due to their fear in making the 'wrong choice.' With more advanced career instruction, these individuals may become more aware of the developmental nature of career and embrace greater exploration. The increase of descriptors such as commitment, dedication, responsibility and contribution to society reveal that late adolescents are considering their future career paths, in a more serious way, as a result of their cognitive advancements and improved moral reasoning.

Implications of the Interchangeability of Terms

Regardless of the reason, it would appear that the emergence of interchangeable or individual definitions of the terms 'career' and 'occupation' have developed. The implications of the lack of differentiation of these terms will vary. For example a shared terminology will remove the distinction between terms and a new vocabulary would be required in order to re-establish this distinction. In addition, individuals may not understand the role that occupations have in the individual career path. As a result these individuals may misinterpret career planning and not access career planning services because they are only interested in finding a job, not a career. Opportunities for these individuals could be missed. If people continue to consider occupation as a substandard of career, then labeling their own job as an occupation and not a career may decrease their level of self-worth and remove their perceived significance in their work.

An additional implication that this may hold for the career counselling field is that counsellors may view their role as establishing a career identity for the student. Super (1960) suggests that High School or University Students rarely choose careers. The role of the counsellor is to provide the student with “successive approximations” of a career path. Failure to differentiate between these two terms and the inability to recognize the interaction of occupation and career, may result in creating the lofty and unrealistic goal of determining a career path during high school.

Limitations of the Study

The limitations of this study are related to both the qualitative and quantitative research methodology. In regard to the qualitative research, the specific nature of the research questions investigated in this thesis, allowed for the researcher to focus directly on these two questions and provide little deviation from the subject matter. The difficulties that result from this approach are a limited scope in the ability to access the richness of information that grounded theory provides. When data collection and analysis is performed on two questions extracted from a survey, this limits the amount of additional information that may be found through an interview setting. In comparison to most grounded theory approaches, which allow for the subjects to expand on their answer and provide a rationale for their response, this approach did not allow for follow-up questions that may access further explanation. As a result an argument could be made to suggest bias in interpreting responses in order to code each response and assign it to a theme. Due to this concern, there is some question as to the “thinness of data” that has resulted from this approach, which might have been eliminated by an interview format. In addition, the presentation style of contrasting the two terms may have lead the subjects to

infer that a distinction between these terms exists, when they may not have initially viewed them as such.

Problems in the design of the quantitative methodology resulted in an inefficient measurement of the frequency of themes that existed. The measurement device implemented determined the “presence” or “no presence” of a theme. This did not provide any information regarding the development of themes or changes in the specificity of themes. Had the device been designed to measure variations in responses of themes, such as a rating scale, greater information regarding detail of response and evolution of themes would have been acquired. This alternate approach could also increase the kinds of statistical analysis that may be performed on the data, rather than limiting the statistical measurement device to a Chi-square analysis. Due to the chosen measurement device’s lack of sensitivity in recognizing small variations of change, it is difficult to suggest that no significant change occurred in the frequency of themes within grade levels or between themes across grade levels. A more accurate measurement of change and frequency may have yielded significant results.

Directions for Future Research

It would appear that there are many areas of further research, as a result of this study. Further research into the possible benefits that junior high school students obtain and the resulting changes in career development that senior high students may experience, would provide information and create greater insight into the potential benefits of earlier career education.

Presently there are relatively few studies that elicit the student perceptions of their program needs. It is suggested that greater research regarding student perceptions of

needs will provide program designers with rich and accurate information that will benefit all stakeholders. It is possible that with greater acceptance of student participation, that contributions may be taken more seriously by both students and adults.

Future research regarding the themes of 'occupation' and 'career' may focus specifically on investigating how a particular theme evolves throughout developmental stages. Although this study revealed that the majority of themes existed in grade 7 and continued to be recorded until grade 12, greater insight may be provided by ranking each theme and assigning specific characteristics along a scale, followed by quantitatively examining the results. A more "fine tuned" measurement device would provide greater information in regard to how each theme evolves over developmental stages. By acquiring a more accurate way of quantitatively measuring the themes, this may allow for greater confidence in concluding that no significant change has occurred.

In addition, further investigation of this research question might involve qualitatively examining the evolution of these terms through an interview research design. Information could be acquired in greater detail and richness by asking follow-up questions to the individual's responses.

Conclusion

The following study has investigated how the terms "career" and "occupation" are perceived by adolescents and how this perception evolves overtime and through grades 7 to 12. Information was collected from a Comprehensive Career Needs Survey that was designed to assess the career needs of junior high and senior high school students. The survey consisted of questions regarding students, teachers, parents, counsellors and administrators evaluation of career education and support needs in Southern Alberta.

Adolescent developmental research reveals that specific differences exist between junior high school students and senior high school students in regard to their cognitive, social and moral development. In addition, recent research suggests that adolescent perceptions of their needs, often differ from teacher or parent perceptions. Therefore literature suggests that adolescents perceive information differently than pre-teens and adults. By examining how adolescents perceive “career” and “occupation” and how this perception evolves overtime and through developmental stages, provides researchers with greater information regarding how adolescents process career information, the degree that they can contribute to program planning and their ability to benefit from earlier program planning.

Quantitative results show that the themes of “occupation” and “career” do not differ significantly in frequency within grade levels, nor are there any difference between themes across grade levels. However, the results of the qualitative research suggest that the way in which individuals are capable of thinking about these themes does evolve throughout developmental stages. Based on this research, it is suggested that Career Education begin earlier, be more integrated and comprehensive. In addition, increased adolescent involvement in future needs assessments is also recommended.

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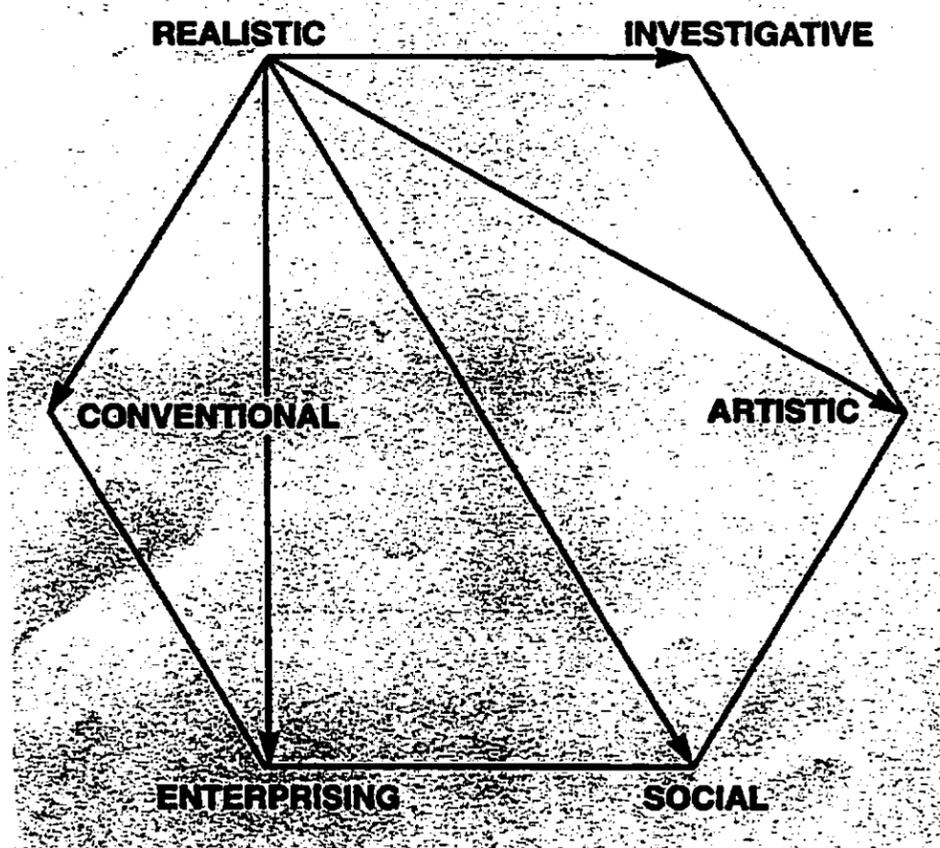
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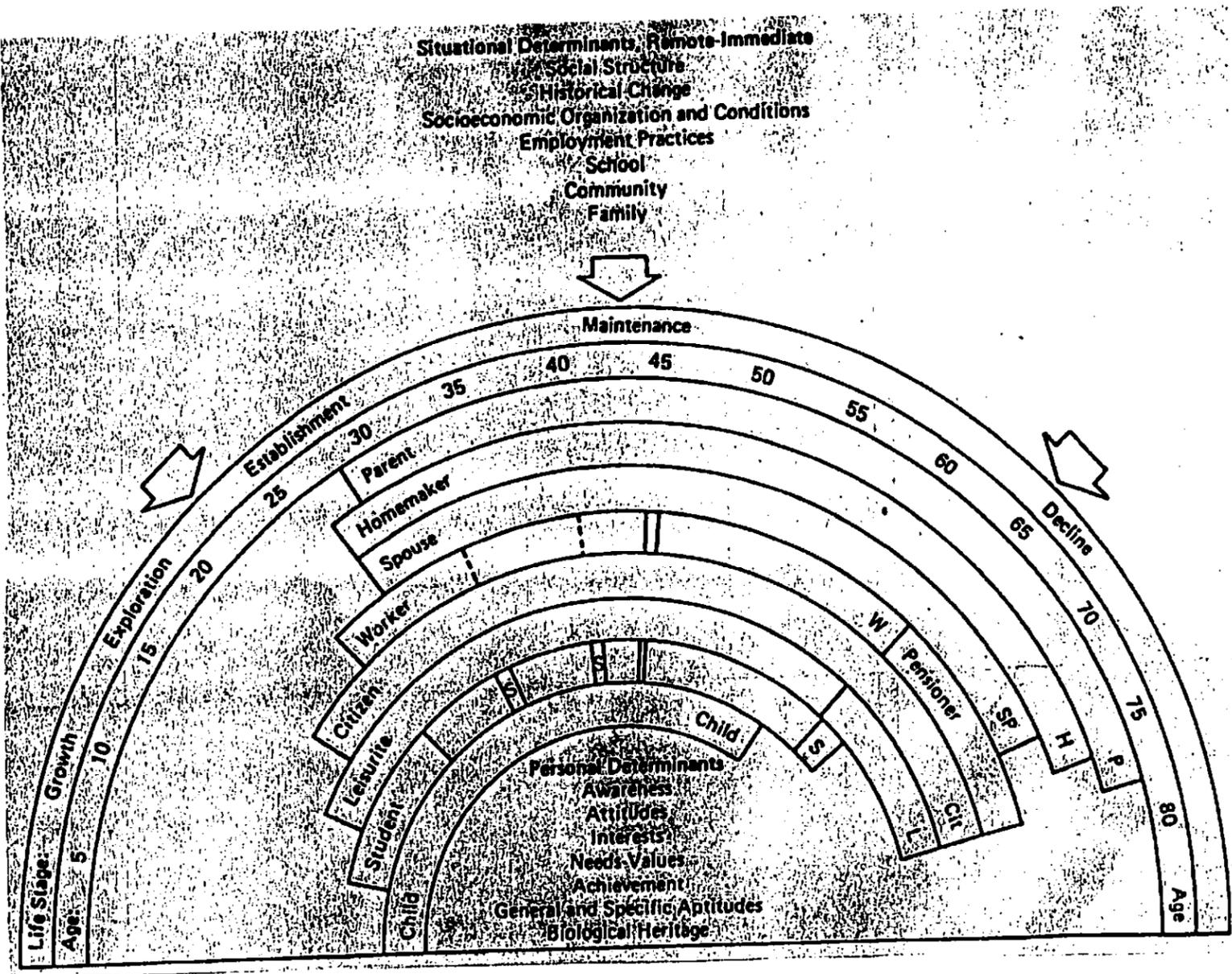
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Appendix A

Holland's Hexagonal Model



Super's Life Career Rainbow



Appendix C

Comprehensive Career Needs Survey Ethics Proposal and Approval Letter

**COMPREHENSIVE CAREER DEVELOPMENT NEEDS SURVEY
ETHICS REVIEW PROPOSAL**

By
Kris Magnusson, Ph.D.
And

Kerry Bernes, Ph.D.

November 11, 1999

1) NATURE. INTENT AND DURATION OF THE RESEARCH:

The proposed research project is a collaborative initiative between the Southern Alberta Center of Excellence for Career Development, of the University of Lethbridge, Faculty of Education, the Chinook Regional Career Transitions for Youth project and the Southwestern Rural Youth Career Development project. The Chinook Regional Career Transitions for Youth/Southwestern Rural Youth Career Development represent the following school divisions:

HOLY SPIRIT R.C.S.R.D. NO.4
HORIZON SCHOOL DIVISION NO.67
KAINAIWA BOARD OF EDUCATION
LETHBRIDGE SCHOOL DISTRICT NO.51
LIVINGSTONE RANGE SCHOOL DIVISION NO.68
PALLISER REGIONAL DIVISION NO.26
PEIGAN BOARD OF EDUCATION
WESTWIND SCHOOL DIVISION NO.74

In partnership, the Southern Alberta Center of Excellence in Career Development, the Chinook Regional Career Transitions for Youth, and the Southwestern Alberta Rural Youth Career Development seek approval for conducting research into the career development needs of students in grades 7-12 from the school divisions listed above. This amounts to approximately 15,000 students. The needs assessment survey forms are attached to this proposal. In total, 6 survey forms have been designed. They are as follows:

- Survey for students in grades 7-9;
- Survey for students in grades 10-12;
- Survey for teachers;
- Survey for administrators;
- Survey for counsellors, Health and C.A.L.M. teachers; and
- Survey for parents

The intent is to get the perspectives of students, parents, teachers, counsellors and administrators on the career development needs of students in grades 7-12. This data will provide the foundation upon which specific programming will be developed to meet the identified needs of youth. This programming will then be evaluated to ensure it is meeting the needs of students. This proposal focuses on the first phase of this project: identifying the career development needs of students in the above school divisions.

The timelines for the proposed study are as follows:

November and December 1999- Approval process
 January 2000-Data Collection
 February and March 2000-Data Analysis
 April 2000-Reports/Presentations back to school divisions, parents etc.

- **INSTRUMENTATION/TESTING PROCEDURES**

For students, teachers and administrators, data collection will consist of completing a brief (15 to 30 minute) questionnaire during school hours. Parents will be asked to complete a similar questionnaire at home. Informed consent forms will be attached to the front page of the questionnaire for teachers, administrators and parents. Signed parental consent will be obtained in advance for all students. All of the survey forms are attached to this proposal.

3) PARTICIPANTS RIGHTS TO INQUIRE ABOUT THE RESEARCH

The letter of informed consent (also attached) provides the names and telephone numbers wherein participants can gain more information about the research. In addition, information sessions about the results will be provided once the data has been analyzed.

4) PARTICIPANTS CAN DIRECT INQUIRIES TO A RESOURCE PERSON OUTSIDE THE RESEARCH GROUP

The letter of informed consent provides the name and the phone number of the Coordinator of Research at the University of Lethbridge for participants who require additional information.

- **PROVISION HAS BEEN MADE FOR OBTAINING INFORMED CONSENT IN WRITING**

The letter of informed consent is attached to this proposal.

- **THERE WILL BE NO COERCION, CONSTRAINTS OR UNDUE INDUCEMENT OF PARTICIPANTS**

Participation in the research will be voluntary, and indicated by a signed consent form (in the case of students, parent consent will also be obtained).

- **PARTICIPANTS HAVE BEEN INFORMED OF THEIR RIGHT TO WITHDRAW FROM THE STUDY**

The letter of informed consent states that participants have the right to withdraw from this study at anytime.

- **CONFIDENTIALITY OF INFORMATION PROVIDED BY PARTICIPANTS**

Information provided by participants will be held in a confidential manner and any reporting of the results will not result in identification of individual participants. Each response form will be number-coded, for the purpose of tracking demographic information such as age, grade, size of school, location etc. However, there will be no identifying information on the actual data collection forms.

- **THIS RESEARCH DOES NOT REQUIRE INFORMATION TO BE WITHHELD OR FOR PARTICIPANTS TO BE MISLED IN ANY WAY.**

- **THE RESEARCH BEING PROPOSED IS NOT POTENTIALLY THREATENING OR HARMFUL TO ANY PARTICIPANT**

Participation is not expected to create any risk to participants. Furthermore, the nature of the items are not likely to arouse negative emotions. In the event that such reactions do occur, the services of the school counsellors and/or family liaison workers will be made available.



The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4
403-329-2251
FAX: (403) 329-2252

FACULTY OF EDUCATIO

December 8, 1999

Dr. Kris Magnusson and Dr. Kerry Bernes
Faculty of Education
University of Lethbridge

Dear Drs. Magnusson and Bernes:

I am pleased to inform you of Human Subject Research Committee approval of your proposal "Comprehensive Career Development Needs Survey." I would like to personally congratulate you on an excellent proposal that clearly met or exceeded all of our committee's requirements.

Sincerely,



J. C. Poulsen
Human Subjects Research Committee

Appendix D

Sample Informed Consent Letters

**CAREER NEEDS SURVEY LETTER OF INFORMED CONSENT:
PARENTS' CONSENT FOR CHILDREN'S PARTICIPATION**

Dear Parent:

The Chinook Regional Career Transitions for Youth project, the Southwestern Alberta Rural Youth Career Development project, and the Southern Alberta Center of Excellence in Career Development of the University of Lethbridge are conducting a study of the Career Development needs of students in grades 7-12. The purpose of this study is to determine what students currently understand about career planning, and what they believe would be helpful in their career planning. We anticipate that your child will benefit from participation in this study by allowing the researchers to find out what the needs of students are so that appropriate programming may be designed to meet their needs. Therefore, we would like permission for your child to participate in this study.

As part of this research your child will be asked to complete a survey asking them what they would find helpful for their own career planning. Completing the survey will take about 15 to 30 minutes. Please note that all information will be handled in a confidential and professional manner. When the results are released, they will be reported in summary form only. No names or any other identifying information will be included in any discussion of the results. You also have the right to withdraw your child from the study without prejudice at any time.

If you choose to do so, please indicate your willingness to allow your child to participate by signing this letter in the space below, and return the letter to the school with your child.

We very much appreciate your assistance in this study. If you have any questions please feel free to call Dr. Kris Magnusson (329-2392) or Dr. Kerry Bernes (329-2447) at the University of Lethbridge. Also feel free to contact the chair of the Faculty of Education Human Research Committee if you wish additional information. The chairperson is Dr. Richard Butt (329-2434).

Sincerely,

Kerry Bernes, Ph.D., C.Psych.
The University of Lethbridge

I have read and understand the terms described above, and agree to allow my child, _____, to participate in the Career Needs Survey.

PARENT NAME: _____ STUDENT SIGNATURE: _____

PARENT SIGNATURE: _____ DATE: _____

**CAREER NEEDS SURVEY LETTER OF INFORMED CONSENT: TEACHERS, COUNSELLORS
AND ADMINISTRATORS**

Dear Teacher, Counsellor, and Administrator:

The Chinook Regional Career Transitions for Youth project, the Southwestern Alberta Rural Youth Career Development project, and the Southern Alberta Center of Excellence in Career Development of the University of Lethbridge are conducting a study of the Career Development needs of students in grades 7-12. The purpose of this study is to determine what students currently understand about career planning, and what they believe would be helpful in their career planning. We anticipate that your students will benefit from participation in this study by allowing the researchers to find out what the needs of students are so that appropriate programming may be designed to meet their needs. We are also interested in seeing how students, teachers and parents perceptions of student career needs vary.

As part of this research we are asking you to complete a survey of career needs. Completing the survey will take about 15 to 30 minutes. Please note that all information will be handled in a confidential and professional manner. When the results are released, they will be reported in summary form only. No names or any other identifying information will be included in any discussion of the results. You have the right to withdraw from the study without prejudice at any time.

If you choose to do so, please indicate your willingness to participate by signing this letter and returning it with your completed survey.

We very much appreciate your assistance in this study. If you have any questions please feel free to call Dr. Kris Magnusson (329-2392) or Dr. Kerry Bernes (329-2447) at the University of Lethbridge. Also feel free to contact the chair of the Faculty of Education Human Research Committee if you wish additional information. The chairperson is Dr. Richard Butt (329-2434).

Sincerely,

Kerry Bernes, Ph.D., C.Psych.
The University of Lethbridge

I, _____, have read and understand the terms described above, and agree to participate in the Career Needs Survey.

NAME: _____ DATE: _____

SIGNATURE: _____

**CAREER NEEDS SURVEY LETTER OF INFORMED CONSENT:
PARENT PARTICIPATION**

Dear Parent:

A little while ago, you received a letter asking for permission for your child to participate in a survey of career needs, sponsored by The Chinook Regional Career Transitions for Youth project, the Southwestern Alberta Rural Youth Career Development project, and the Southern Alberta Center of Excellence in Career Development of the University of Lethbridge. In this phase of the study, we are interested in seeing how students, teachers and parents perceptions of student career needs vary. This understanding will help us to develop better types of programs and services for the career development needs of students in Southern Alberta.

As part of this research we are asking you to complete a survey of career needs. Completing the survey will take about 15 to 30 minutes. Please note that all information will be handled in a confidential and professional manner. When the results are released, they will be reported in summary form only. No names or any other identifying information will be included in any discussion of the results. You have the right to withdraw from the study without prejudice at any time.

If you choose to do so, please indicate your willingness to participate by signing this letter in the space below, and return the letter to the school with your completed survey.

We very much appreciate your assistance in this study. If you have any questions please feel free to call Dr. Kris Magnusson (329-2392) or Dr. Kerry Bernes (329-2447) at the University of Lethbridge. Also feel free to contact the chair of the Faculty of Education Human Research Committee if you wish additional information. The chairperson is Dr. Richard Butt (329-2434).

Sincerely,

Kerry Bernes, Ph.D., C.Psych.
The University of Lethbridge

I, _____, have read and understand the terms described above, and agree to participate in the Career Needs Survey.

NAME: _____ DATE: _____

SIGNATURE: _____

Appendix E:

Sample Career Needs Survey Questionnaires

Comprehensive Career Needs Survey
Teachers and Administrators Form

740410

PART A: General Information

Please fill in the following information about you, your school and the community your school is in.

- 1) My primary role is as a (please check one):
 - a) Teacher _____
 - b) Administrator _____
 - c) Both _____
- 2) How long have you been in this role? _____
- 3) How many students are in your school?
 - a) Less than 100 _____
 - b) 100 to 499 _____
 - c) 500 to 999 _____
 - d) 1000 or more _____
- 4) What is the population of the town or city that your school is in?
 - a) Less than 1000 _____
 - b) 1000 to 9,999 _____
 - c) 10,000 or more _____
- 5) How would you define "occupation"?

- 6) How do you define "career"?

PART B: Career Planning Needs of Youth

7) In your opinion, how prepared are your students for their next career step?

Very Prepared ___ Quite Prepared ___ Somewhat Prepared ___ Not at All Prepared ___

8) What are the major career development obstacles faced by the young people in your school?

9) What role do you think you have to play in helping your students with their career planning?

10) What would help you to better fill that role?

11) What gaps in services, programs or resources do you see in helping your students with their career development?

740429

**Comprehensive Career Needs Survey
Counsellor, CALM and Health Teacher Form**

PART A: General Information

Please fill in the following information about you, your school and the community your school is in.

- 1) As it pertains to career development, my primary role is as a (please check one):
- a) CALM Teacher _____
 - b) Health 9 Teacher _____
 - c) Counsellor _____
 - d) Counsellor and CALM teacher _____
 - e) Counsellor and Health 9 teacher _____

2) How long have you been in this role? _____

3) How many students are in your school?

- a) Less than 100 _____
- b) 100 to 499 _____
- c) 500 to 999 _____
- d) 1000 or more _____

4) What is the population of the town or city that your school is in?

- a) Less than 1000 _____
- b) 1000 to 9,999 _____
- c) 10,000 or more _____

5) How do you define "occupation"?

6) How do you define "career"?

PART B: Career Planning Needs of Youth

7) In your opinion, how prepared are your students for their next career step?

Very Prepared ___ Quite Prepared ___ Somewhat Prepared ___ Not at All Prepared ___

8) What are the major career development obstacles faced by the young people in your school?

9) What role do you think you have to play in helping your students with their career planning?

10) What would help you to better fill that role?

11) What gaps in services, programs or resources do you see in helping your students with their career development?

PART C: Sources of Career Support

12) Each of the following items has two parts. First, rate how involved each is when it comes to helping the students in your school with their career planning. Second, rate how effective their involvement is.

Support Person/Group	Level of Involvement					Effectiveness				
	0 = Don't Know 1 = Not Involved at All 2 = Somewhat Involved 3 = Quite Involved 4 = Very Involved					0 = Don't Know 1 = Very Ineffective 2 = Somewhat Effective 3 = Quite Effective 4 = Very Effective				
a) Other teaching staff	0	1	2	3	4	0	1	2	3	4
b) School administration	0	1	2	3	4	0	1	2	3	4
c) School District Career Resource personnel	0	1	2	3	4	0	1	2	3	4
d) Parents	0	1	2	3	4	0	1	2	3	4
e) Other students	0	1	2	3	4	0	1	2	3	4
f) Community and/or government agencies	0	1	2	3	4	0	1	2	3	4
g) The business community	0	1	2	3	4	0	1	2	3	4
h) Other (please specify)	0	1	2	3	4	0	1	2	3	4

13) What training do you have in career development?

- a) Graduate course(s) in career development _____
- b) Master's Degree in Counselling, but no career development courses _____
- c) Certificate or Diploma in Career Development _____
- d) Professional Development Workshops/Inservice training _____
- e) No formal training _____

14) What professional development and/or training opportunities would you find most useful to you?

15) Please feel free to add any comments or observations that you believe would help us to better understand, and plan for, the career planning needs of youth (use the back of this page if necessary).

**Comprehensive Career Needs Survey
Parent Form**

750649

PART A: General Information

Please fill in the following information about you, your school and the community your school is in.

- 1) What grade is your child in? _____
- 2) How many students are in the school that your child attends?
 - a) Less than 100 _____
 - b) 100 to 499 _____
 - c) 500 to 999 _____
 - d) 1000 or more _____
- 3) What is the population of the town or city that the school is in?
 - a) Less than 1000 _____
 - b) 1000 to 9,999 _____
 - c) 10,000 or more _____

5) What does the term "occupation" mean to you?

6) What does the term "career" mean to you?

PART B: Career Planning Needs of Youth

7) In your opinion, how prepared is your child for his or her next career step?

Very Prepared ___ Quite Prepared ___ Somewhat Prepared ___ Not at All Prepared ___

8) What role do you think you have to play in helping your child with his or her career planning?

9) What would help you to better fill that role?

10) What gaps in services, programs or resources do you see in helping your child with his or her career development?

11) Please feel free to add any comments or observations that you believe would help us to better understand, and plan for, the career planning needs of youth.

Comprehensive Career Needs Survey
Junior High Form

220019

PART A: General Information

Please fill in the following information about you, your school and the community your school is in.

- 1) What grade are you in? _____
- 2) How old are you? _____
- 3) How many students are in your school?
 - a) Less than 100 _____
 - b) More than 100 but less than 500 _____
 - c) More than 500 but less than 1000 _____
 - d) 1000 or more _____
- 4) What is the population of the town or city that your school is in?
 - a) Less than 1000 _____
 - b) More than 1000 but less than 10,000 _____
 - c) 10,000 or more _____
- 5) What does the term "occupation" mean to you?

- 6) What does the term "career" mean to you?

PART B: Career Plans

- 7) Which of the following best describes your plans for what you will be doing after you have completed high school (please check one answer only):
- a) I have a specific plan for what I will be doing _____
 - b) I am trying to decide between a couple of different plans _____
 - c) I am not sure what I will be doing, but I have started working on it _____
 - d) I don't know what I will be doing, and I am not worrying about it now _____

- 8) Which of the following describes what you think you will most likely be doing in the year after you leave high school (please check as many options as apply to you)
- a) Taking full-time studies at a university, college or technical institute _____
 - b) Taking part-time studies at a university, college or technical institute _____
 - c) Taking other types of training _____
 - d) Returning to high school _____
 - e) Working full-time _____
 - f) Working part-time _____
 - g) Working as a volunteer _____
 - h) Travelling _____
 - i) Other _____ Please Describe _____

- 9) How important is it to you to be able to find work that allows you to stay in your community?
- Very Important ___ Quite Important ___ Slightly Important ___ Not at all important ___

- 10) If you had to start work tomorrow, and assuming that you had the proper education or training, what kind of work would you most likely choose?

- a) Why would you choose that kind of work?

11) What are you most encouraged about when you think of your career?

12) What are you most discouraged about when you think of your career?

13) How important is career planning to you at this time in your life?

Very Important ___ Quite Important ___ Slightly Important ___ Not at all important ___

a) If career planning is NOT very important to you now, when might it become important to you?

b) If career planning IS important to you, what would be most helpful to you right now in your career planning?

PART C: Career Help

14) Please rank the people you would feel most comfortable approaching for help with your career planning. Place a "1" beside the person you would be MOST comfortable approaching, a "2" behind the person you would be NEXT most likely to approach, and a "3" beside your THIRD choice for help.

- a) My classroom teachers _____
- b) My Health teacher _____
- c) My school counsellor _____
- d) My parent(s) _____
- e) Other relatives _____
- f) Friends _____
- g) Someone working in the field _____
- h) Other people I know and trust _____ Please specify _____
- i) No one _____

	0 = Don't Know 1 = Not at All Helpful 2 = Somewhat Helpful 3 = Quite Helpful 4 = Very Helpful
15) There are a number of things that people find useful for career planning. What would you find helpful at this time in your life?	
a) Convincing me that career planning is important right now in my life	0 1 2 3 4
b) Understanding my interests and abilities	0 1 2 3 4
c) Finding ways to pursue the things I am really passionate about	0 1 2 3 4
d) Information about the world of work (e.g., trends, etc.)	0 1 2 3 4
e) Information about different kinds of occupations	0 1 2 3 4
f) Information about opportunities within my community	0 1 2 3 4
g) Help with choosing between two or more occupational options	0 1 2 3 4
h) Information about post-secondary institutions (e.g., technical institutes, colleges or universities)	0 1 2 3 4
i) Help with planning the next steps in my career	0 1 2 3 4
j) Getting support for my career plan	0 1 2 3 4
k) Information about financial help for continuing my education	0 1 2 3 4
m) Other (please specify)	0 1 2 3 4
16) In the past, you may have received help with your career planning from a number of people. Please circle how helpful each of the following people have been with your career planning so far:	
a) My classroom teachers	0 1 2 3 4
b) My Health teacher	0 1 2 3 4
c) My school counsellor	0 1 2 3 4
d) My parents	0 1 2 3 4
e) Other relatives	0 1 2 3 4
f) Friends	0 1 2 3 4
g) Someone working in the field	0 1 2 3 4
h) Spiritual or religious groups	0 1 2 3 4
i) Youth groups or associations (non-religious)	0 1 2 3 4
j) Other (Please specify)	0 1 2 3 4

The next question has three parts. In the first column, please rate how available each service or resource was. In the second column, indicate whether or not you made use of the service or resource. In the third column, indicate how helpful it was to you.

17) Please rate how helpful the following services or resources have been with your career planning.	Was This Available?	Did You Use It?	How Helpful or Useful Was It?
	0 = Don't Know 1 = Not Available 2 = Yes, Available to Me	0 = No 1 = Yes	0 = Don't Know 1 = Not at All 2 = Somewhat 3 = Quite 4 = Very
a) Career counselling	0 1 2	0 1	0 1 2 3 4
b) School career information center / career library	0 1 2	0 1	0 1 2 3 4
c) Career library outside of your school	0 1 2	0 1	0 1 2 3 4
d) Local/Regional library	0 1 2	0 1	0 1 2 3 4
e) Community agencies	0 1 2	0 1	0 1 2 3 4
f) Health	0 1 2	0 1	0 1 2 3 4
g) CTS course	0 1 2	0 1	0 1 2 3 4
h) Written materials (magazines, workbooks, etc.)	0 1 2	0 1	0 1 2 3 4
i) Take Our Kids To Work	0 1 2	0 1	0 1 2 3 4
j) Computer programs (e.g., CHOICES)	0 1 2	0 1	0 1 2 3 4
k) Interest Inventories (e.g., Strong Interest Inventory, Self-Directed Search, etc.)	0 1 2	0 1	0 1 2 3 4
l) Career planning workshops	0 1 2	0 1	0 1 2 3 4
m) Career fairs	0 1 2	0 1	0 1 2 3 4
n) Internet sites	0 1 2	0 1	0 1 2 3 4
o) Videos	0 1 2	0 1	0 1 2 3 4
p) CD-Roms (e.g., CareerQuest, etc.)	0 1 2	0 1	0 1 2 3 4
q) Other (please specify)	0 1 2	0 1	0 1 2 3 4

18) When you think about the next few years of your life, how confident are you about the following:	Not at All Likely	Not Very Likely	Somewhat Likely	Quite Likely	Very Likely
a) I will be able to find an occupation that I love to do	0	1	2	3	4
b) I will be able to get the training or education that I need	0	1	2	3	4
c) I will be able to find work in the occupation I have chosen	0	1	2	3	4
19) If you find work in your chosen occupation, it will be:					
d) In my community	0	1	2	3	4
e) In my province	0	1	2	3	4
f) In my country	0	1	2	3	4
g) Internationally	0	1	2	3	4

**Comprehensive Career Needs Survey
High School Form**

750407

PART A: General Information

Please fill in the following information about you, your school and the community your school is in.

- 1) What grade are you in? _____
- 2) How old are you? _____
- 3) How many students are in your school?
 - a) 100 or less _____
 - b) More than 100 but less than 500 _____
 - c) More than 500 but less than 1000 _____
 - d) More than 1000 _____
- 4) What is the population of the town or city that your school is in?
 - a) Less than 1000 _____
 - b) More than 1000 but less than 10,000 _____
 - c) 10,000 or more _____
- 5) What does the term "occupation" mean to you?

- 6) What does the term "career" mean to you?

PART B: Career Plans

- 7) Which of the following best describes your plans for what you will be doing after you have completed high school (please check one answer only):
- a) I have a specific plan for what I will be doing _____
 - b) I am trying to decide between a couple of different plans _____
 - c) I am not sure what I will be doing, but I have started working on it _____
 - d) I don't know what I will be doing, and I am not worrying about it now _____
- 8) Which of the following describes what you think you will most likely be doing in the year after you leave high school (please check as many options as apply to you)
- a) Taking full-time studies at a university, college or technical institute _____
 - b) Taking part-time studies at a university, college or technical institute _____
 - c) Taking other types of training _____
 - d) Returning to high school _____
 - e) Working full-time _____
 - f) Working part-time _____
 - g) Working as a volunteer _____
 - h) Travelling _____
 - i) Other _____ Please Describe _____
- 9) How important is it to you to be able to find work that allows you to stay in your community?
- Very Important ____ Quite Important ____ Slightly Important ____ Not at all important ____
- 10) If you had to start work tomorrow, and assuming that you had the proper education or training, what kind of work would you most likely choose?

a) Why would you choose that kind of work?

11) What are you most encouraged about when you think of your career?

12) What are you most discouraged about when you think of your career?

13) How important is career planning to you at this time in your life?

Very Important ___ Quite Important ___ Slightly Important ___ Not at all important ___

a) If career planning is NOT very important to you now, when might it become important to you?

b) If career planning is important to you, what would be most helpful to you right now in your career planning?

14) Please rank the people you would feel most comfortable approaching for help with your career planning. Place a "1" beside the person you would be MOST comfortable approaching, a "2" behind the person you would be NEXT most likely to approach, and a "3" beside your third choice for help.

- a) My classroom teachers _____
- b) My CALM teacher _____
- c) My school counsellor _____
- d) My parent(s) _____
- e) Other relatives _____
- f) Friends _____
- g) Someone working in the field _____
- h) Other people I know and trust _____ Please specify _____
- i) No one _____

PART C: Career Help

	0 = Don't Know 1 = Not at All Helpful 2 = Somewhat Helpful 3 = Quite Helpful 4 = Very Helpful
15) There are a number of things that people find useful for career planning. What would you find helpful at this time in your life?	
a) Convincing me that career planning is important right now in my life	0 1 2 3 4
b) Understanding my interests and abilities	0 1 2 3 4
c) Finding ways to pursue the things I am really passionate about	0 1 2 3 4
d) Information about the world of work (e.g., trends, etc.)	0 1 2 3 4
e) Information about different kinds of occupations	0 1 2 3 4
f) Information about opportunities within my community	0 1 2 3 4
g) Help with choosing between two or more occupational options	0 1 2 3 4
h) Information about post-secondary institutions (e.g., technical institutes, colleges or universities)	0 1 2 3 4
i) Help with planning the next steps in my career	0 1 2 3 4
j) Getting support for my career plan	0 1 2 3 4
k) Information about financial help for continuing my education	0 1 2 3 4
m) Other (please specify)	0 1 2 3 4
16) In the past, you may have received help with your career planning from a number of people. Please circle how helpful each of the following people have been with your career planning so far:	
a) My classroom teachers	0 1 2 3 4
b) My CALM teacher	0 1 2 3 4
c) My school counsellor	0 1 2 3 4
d) My parents	0 1 2 3 4
e) Other relatives	0 1 2 3 4
f) Friends	0 1 2 3 4
g) Someone working in the field	0 1 2 3 4
h) Spiritual or religious groups	0 1 2 3 4
i) Youth groups or associations (non-religious)	0 1 2 3 4
j) Other (Please specify)	0 1 2 3 4

The next question has three parts. In the first column, please rate how available each service or resource was. In the second column, indicate whether or not you made use of the service or resource. In the third column, indicate how helpful it was to you.

17) Please rate how helpful the following services or resources have been with your career planning.	Was This Available?	Did You Use It?	How Helpful or Useful Was It?
	0 = Don't Know 1 = Not Available 2 = Yes, Available to Me	0 = No 1 = Yes	0 = Don't Know 1 = Not at All 2 = Somewhat 3 = Quite 4 = Very
a) Career counselling	0 1 2	0 1	0 1 2 3 4
b) School career information center / career library	0 1 2	0 1	0 1 2 3 4
c) Career library outside of your school	0 1 2	0 1	0 1 2 3 4
d) Local/Regional library	0 1 2	0 1	0 1 2 3 4
e) Community agencies	0 1 2	0 1	0 1 2 3 4
f) CALM course	0 1 2	0 1	0 1 2 3 4
g) CTS course	0 1 2	0 1	0 1 2 3 4
h) Written materials (magazines, workbooks, etc.)	0 1 2	0 1	0 1 2 3 4
i) Work Experience	0 1 2	0 1	0 1 2 3 4
j) Computer programs (e.g., CHOICES)	0 1 2	0 1	0 1 2 3 4
k) Interest Inventories (e.g., Strong Interest Inventory, Self-Directed Search, etc.)	0 1 2	0 1	0 1 2 3 4
l) Career planning workshops	0 1 2	0 1	0 1 2 3 4
m) Career fairs	0 1 2	0 1	0 1 2 3 4
n) Internet sites	0 1 2	0 1	0 1 2 3 4
o) Videos	0 1 2	0 1	0 1 2 3 4
p) CD-Roms (e.g., CareerQuest, etc.)	0 1 2	0 1	0 1 2 3 4
q) Job shadowing	0 1 2	0 1	0 1 2 3 4
r) Other (please specify)	0 1 2	0 1	0 1 2 3 4

18) When you think about the next few years of your life, how confident are you about the following:	Not at All Likely	Not Very Likely	Somewhat Likely	Quite Likely	Very Likely
a) I will be able to find an occupation that I love to do	0	1	2	3	4
b) I will be able to get the training or education that I need	0	1	2	3	4
c) I will be able to find work in the occupation I have chosen	0	1	2	3	4
19) If you find work in your chosen occupation, it will be:					
d) In my community	0	1	2	3	4
e) In my province	0	1	2	3	4
f) In my country	0	1	2	3	4
g) Internationally	0	1	2	3	4