A COMPARISON OF EXPERIENTIAL AND DIDACTIC GROUP COUNSELING
TECHNIQUES/ACTIVITIES FOR IMPROVING THE VOCATIONAL AND PERSONAL
DEVELOPMENT OF BLACK EVENING STUDENTS

BY

RICHARD D. DANFORD, JR.

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA
1980
To My Parents

Richard and Gladys Danford

Two very special people who have made innumerable sacrifices to educate, support, and fill their children's lives with love, respect, pride, and self-reliance . . .
ACKNOWLEDGEMENTS

The author wishes to express his appreciation to all his friends and relatives, and special thanks to the following people:

Dr. Joe Wittmer, Chairman, who supported the author throughout his doctoral program.

Dr. Max Parker, special friend and confidant whose concern, assistance, and sensitivity provided the author the encouragement needed when there was no light at the end of the tunnel—thank you!

Dr. Rod McDavis, friend, supervisory committee member, and advisor who supported the author throughout his doctoral program.

Dr. John Nickens, who provided statistical assistance and served on the supervisory committee.

Dr. Cecil Wayne Cone, President of Edward Waters College, who provided spiritual guidance, encouragement, and support.

Mrs. Derya Williams, counselor, who assisted the author with the experimental program.

Mrs. Cheryl Danford, the author's wife, who typed the manuscript and provided the love, support, and encouragement necessary to reach this goal.

The author's sisters and brothers, Barbara, Christopher, Christine, Ralph, and Connie for their love and support.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Rationale</td>
<td>5</td>
</tr>
<tr>
<td>Research Questions</td>
<td>7</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Characteristics of Adult Learners</td>
<td>10</td>
</tr>
<tr>
<td>Treatment Models</td>
<td>15</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>15</td>
</tr>
<tr>
<td>Didactic and Experiential Activities and Techniques</td>
<td>18</td>
</tr>
<tr>
<td>Vocational Development</td>
<td>21</td>
</tr>
<tr>
<td>General Theoretical Considerations</td>
<td>21</td>
</tr>
<tr>
<td>Vocational Maturity</td>
<td>27</td>
</tr>
<tr>
<td>Personal Development</td>
<td>31</td>
</tr>
<tr>
<td>Needs of Undergraduate Adults</td>
<td>31</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>34</td>
</tr>
<tr>
<td>Problems of Minorities</td>
<td>37</td>
</tr>
<tr>
<td>CHAPTER III METHODS AND PROCEDURES</td>
<td>45</td>
</tr>
<tr>
<td>Setting</td>
<td>45</td>
</tr>
<tr>
<td>Research Design</td>
<td>46</td>
</tr>
<tr>
<td>Research Hypotheses</td>
<td>47</td>
</tr>
<tr>
<td>Sample</td>
<td>47</td>
</tr>
<tr>
<td>Treatment</td>
<td>48</td>
</tr>
<tr>
<td>Instruments</td>
<td>56</td>
</tr>
<tr>
<td>Job Knowledge Survey</td>
<td>57</td>
</tr>
<tr>
<td>Career Maturity Inventory</td>
<td>58</td>
</tr>
<tr>
<td>Work Values Inventory</td>
<td>59</td>
</tr>
<tr>
<td>Data Collection</td>
<td>60</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>60</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1. Pretest-posttest control group design</td>
<td>47</td>
</tr>
<tr>
<td>2. Results of analysis of covariance among groups for group knowledge about careers as measured by the Job Knowledge Survey</td>
<td>63</td>
</tr>
<tr>
<td>3. Results of analysis of covariance among groups on decision-making skills and vocational maturity as measured by the Career Maturity Inventory</td>
<td>64</td>
</tr>
<tr>
<td>4. Results of analysis of covariance among groups on value change and the integration of personal values with career choices as measured by the Work Values Inventory</td>
<td>65</td>
</tr>
</tbody>
</table>
A COMPARISON OF EXPERIENTIAL AND DIDACTIC GROUP COUNSELING TECHNIQUES/ACTIVITIES FOR IMPROVING THE VOCATIONAL AND PERSONAL DEVELOPMENT OF BLACK EVENING STUDENTS

By

Richard D. Danford, Jr.

August 1980

Chairman: Dr. Joe Wittmer
Major Department: Counselor Education

The purpose of this study was to compare the use of selected didactic and experiential group counseling techniques for improving the vocational and personal development of Black evening students.

A total of 45 freshmen students participated in the study. Of that number, 30 were enrolled in the "Orientation to College" course required of freshmen students. Fifteen students were randomly assigned to the researcher (Group I--Experiential) and 15 to another counselor/instructor (Group II--Didactic). Additionally, 15 students were assigned to a control group (Group III) which received no treatment. All three groups were administered the Career Maturity Inventory, Job Knowledge Survey, and Work Values Inventory at the beginning and end of the semester.

An analysis of covariance was performed to determine if the three groups were significantly different on the pre and
posttest measures under investigation. An alpha level of .05 was set as the basis for acceptance of the hypotheses.

Specifically, this investigation addressed the following research questions:

1. Will there be a difference in decision-making skills, knowledge of careers, awareness of values, and integration of values with career choices between students who participated in an orientation course using selected experiential and didactic techniques and activities?

2. Will the didactic and experiential groups differ significantly from the control group following treatment?

In summary, the following results were obtained from the study:

1. No significant difference was found between the group exposed to the experiential approach, the group using the didactic approach, and the control group in increasing knowledge about various careers among the groups on the Job Knowledge Survey.

2. Neither experimental approach produced a significant difference in decision-making skills and vocational maturity among the groups as measured by the Career Maturity Inventory.

3. The experiential, didactic, and control groups did not differ significantly regarding value change as measured by the Work Values Inventory following treatment.
4. No significant difference was found between the experiential, didactic, and control groups on the integration of personal values and career choices.
CHAPTER I
INTRODUCTION

Today's higher education institutions, as in prior years, face an important and impending challenge: facilitating the educational, vocational, and personal development of an increasing non-traditional and shrinking student population. Private colleges, especially predominantly Black colleges, are faced with an even greater challenge because their continued survival is partially based upon the number of students they attract to these institutions. A major shift in the age of the student population is, however, fast becoming the rule, with a smaller proportion of "traditional" students pursuing higher education activities (Gleazer, 1974). For example, in 1975, 3.7 million adults, or 34 percent of the total college enrollment, were registered for a variety of programs and course offerings including adult education classes and regular undergraduate courses. It has been estimated that by 1980, adult students will comprise 40 percent of the total number (Graulich, 1977). Consequently, higher education institutions desperately need more research to determine how to most effectively facilitate the development of an increasing non-traditional and shrinking traditional student population that they serve.
Non-traditional students have specific vocational and personal needs and decide to attend higher education institutions for a variety of reasons. Some prevalent reasons are as follows: (1) to upgrade their academic skills, (2) to learn how to make more effective career decisions, (3) to learn how to more effectively communicate with fellow employees or peers, and (4) to improve their chances for better employment opportunities. These needs, however, are further compounded when the student is Black. Most often these students do not know which career to pursue, how to obtain and use occupational information, or the job opportunities available to them. Williams and Whitney (1978) substantiated the fact that minority students generally are less familiar with career options and have a more restricted view of possible jobs than their white peers.

The problems and issues encountered by Black evening students are very similar to the problems and issues of another special population, re-entry women. Re-entry women students have particular problems and the decision to further pursue their education can be compounded by a lack of self-confidence, encouragement, support, and the academic and social skills to effectively pursue their new educational interests. Hooper (1979) found that returning women students need the support and encouragement of their families. Additionally, re-entry women between 35-45 should receive special counseling to determine their needs and wants (Muskat, 1978).
Smith (1975) asserts that intervention techniques are needed to facilitate the career development of Blacks, but that they should be strategies which involve the whole individual—techniques which take into account their cultural differences, background, and human commonalities. Therefore, it is important to be familiar with the value systems of Blacks to understand why and how they make decisions in regard to their personal and vocational development.

Black people, quite often, operate in a vacuum and must function in two worlds—black and white. Often, these individuals feel frustrated, alienated, isolated, and rejected. Consequently, the helping profession must focus attention on Black students' individual differences, values, needs and "frame of reference" to facilitate their personal and vocational development.

While most higher education institutions recognize the special needs of this changing student population, only recently have many of them responded favorably to non-traditional students. As a result, administrators, teachers, and counselors have now begun to focus more attention on students with special needs (Clinkscale, 1978). Parker and McDavis (1979) developed a module employing four career guidance strategies (i.e., group interaction, information-giving, assessment, and decision-making) to use with ethnic minority students. These strategies were proven to be helpful in improving the self-concept and other difficulties these students face in making effective career decisions. Parker,
Shauble, and Mitchell (1979) used a seminar approach to improve the self-concepts and learning styles of marginal Black students. Additional attention, however, is needed to facilitate the educational success of these students. This is particularly important when focusing on those non-traditional students who generally attend during the evening and who are enrolled in college for the first time. These students, in most instances, have special vocational and personal needs which call for alternative counseling techniques, styles, and approaches to motivate, encourage, and help each of them in their educational pursuits. Consequently, this study was concerned with the use of selected didactic and experiential group counseling techniques to improve the personal and vocational development of Black evening students.

**Purpose of the Study**

Gibbs (1975) suggested that Black students experienced a greater range of problems than those experienced by the majority student population. However, despite interest and discussion, most student services remain traditional and individually oriented at most institutions (Sedlacek and Horowitz, 1974). In light of the special needs of Black evening students, a combination of selected didactic and experiential group counseling techniques might help them to successfully cope with their college pursuits, increase their knowledge of various career options, and improve their decision-making skills.
The purpose of this research was to compare the use of selected didactic and experiential group counseling techniques for improving the vocational and personal development of Black evening students. One group of Black evening students received selected experiential group counseling techniques and a second similar group received selected didactic group counseling techniques. Comparisons were made with a control group receiving no treatment.

**Rationale**

Within the changing student populations entering higher educational institutions are those who are in immediate academic trouble. Others tend to have difficulties by the end of the freshman or sophomore year. A smaller number will remain only to drop-out during their junior or senior years. There are many reasons for this phenomenon, but some important ones are as follows: (1) they are not trained to set their own goals, (2) they have problems reading fast enough or well enough to handle the college's demanding reading program, (3) they do not know how to study, how to take notes, or how to use the library, (4) they do not know what they came to college for, or where their studies are leading them, and (5) they attend college for the wrong reasons (Lass and Wilson, 1970).

There is a need for colleges and universities to provide non-traditional students with non-traditional opportunities for learning academic, personal, and career development skills.
Numerous surveys have centered on the concerns and problems of these students. Williams, Lindsay, Burns, Wyckoff, and Wall (1973) surveyed adults in an undergraduate program and found that 21 percent indicated the need for help in developing study skills. Kramer, Berger, and Miller (1974) found that the number one need expressed by students was for help in vocational choice and career planning (48 percent male and 61 percent female). McClellan and McClellan (1973) found 24 percent of surveyed community college students aged 18-65 years reporting problems in academic skills. In regards to counseling, it was noted that 29 percent of the students surveyed, regardless of age, needed help with personal problems. Additionally, Preston (1975) found 60.9 percent of all community college students surveyed felt a need for counseling.

Although the counseling profession has more recently begun to address the needs of special populations, there seems to be a total neglect of Black evening students. Almost nothing has been written concerning those enrolled in predominately Black higher education institutions. These students often lack the vocational, personal, and academic communication skills necessary to pursue and succeed in their educational interests. While many of them may have been exposed to decision-making and study skills techniques at some time, they hardly, if ever, put them to use. Moreover, many didactic study skills techniques provided for students
tend not to be effective when used alone (Silverman, 1974). but when used as an adjunct to either group or individual counseling there has been an associated improvement in academic performance (Rubin and Cohen, 1974). Group counseling, however, accomplishes everything that can be done on an individual basis with the added dimension of the interpersonal phenomena in the group (Carkhuff, 1973).

For a number of years, group counseling has been utilized by many counselors to facilitate client growth. Counselors have used this technique in aiding underachievers, developing self-awareness, and assisting students in their vocational and personal development. Black students, however, have some unique career guidance needs, and traditional career activities and problems have not adequately addressed those needs (Parker and McDavis, 1979). There also exists a discrepancy between the vocational aspirations of Black students, in general, and their actual vocational plans (Thomas, Kravas, and Low, 1979). While many Black students have been employed, or exposed to the world of work, they tend to have unrealistic career aspirations. This may be due in part, to their lack of knowledge about various career opportunities and the skills needed to effectively pursue those career options that may be open to them.

**Research Questions**

This study addressed the following research questions:

1. Will there be a significant difference between
the didactic and experiential groups in helping Black evening students learn more about careers, improving Black evening students' decision-making skills, helping Black evening students change and become more aware of their values, and providing Black evening students the opportunity to integrate their present values with career choices?

2. Will the didactic and experiential groups differ significantly from the control group following the treatment?

Definitions of Terms

Evening Student--refers to a male or female undergraduate who because of employment, family obligations or other reasons attends college after 5:00 p.m.

Career (or Vocational) Development--the life-long continuous process of implementing one's self-concept within the context of the world of work and society. This process occurs in stages and is a function of the individual's interests, attitudes, values, abilities, and behavior patterns, plus characteristics of environment.

Experiential Group Counseling Techniques/Activities--structured group activities and group interaction (learner-process oriented) designed specifically to meet the personal and vocational needs of students.
Didactic Group Counseling Techniques/Activities—structured group presentations and group discussions (teacher-instruction oriented) designed to meet the vocational and personal needs of students.

Group Counseling—a process of verbal interaction and discussion of attitudes and feelings among individuals within the normal range of adjustment and a counselor in an attempt to understand and modify feelings and attitudes so they are better equipped to deal with developmental concerns and problems.

Organization of the Study

The study is organized into five chapters. Chapter I includes the introduction, purpose of study, rationale for the study, research questions, and definitions of terms. Chapter II contains a review of literature related to the vocational and personal development of Black evening and similar students. Chapter III includes a discussion of the setting, research design, hypotheses, sample, treatment, instruments, data collection, and data analysis of the study. The results, discussion of the results, and limitations are presented in Chapter IV. Chapter V contains the summary, implications, and recommendations for further research.
CHAPTER II
REVIEW OF RELATED LITERATURE

In order to address the problem stated in Chapter I, and provide a means for improving the vocational and personal development of Black evening students, an examination of related research will be presented on (a) characteristics of adult learners, (b) treatment models, (c) vocational development, and (d) personal development.

Characteristics of Adult Learners

While education in the United States has always been the domain of more than the young, the last two decades have seen an increase in the number of adult learners enrolling in colleges and universities—soaring during the sixties from about 9 million—to 25 million (O'Keefe, 1977). In 1972, a survey by the Educational Testing Services indicated that some 32 million adults participated in further education (including self-instruction). Most recently, the Bureau of Census for the National Center for Educational Statistics surveyed 50,000 households in 1975 and found the total figure for adults who are involved in further education to be 17 million, or 11.6 percent of the eligible population (O'Keefe, 1977).
A comparison of the personality characteristics of adult learners and traditional age freshmen revealed some differences in the personality functioning of these individuals. Kuh and Ardaiolo (1979) list the following generalizations:

1. Adult learners exhibited a higher degree of development on some intellectual and most social-emotional personality dimensions;

2. Personality characteristics of adult learners differed by the kind of campus attended;

3. The personality characteristics of adult learners at the commuter campus tended to be more like traditional age freshmen than like the characteristics of adult learners at the residential campus. (p. 333)

Increases of adult learners are occurring among both men and women; however, among blacks the rate of increase is greater for women than for men (Chickering, 1974). A number of surveys have shown that Black women have higher educational levels than Black men. Black women tend to be supportive and encouraged to pursue further education; therefore, it is not surprising that more Black females attend college. Consequently, a large portion of this review will concentrate on women. Adult women involved in further education, generally, have increased due to several reasons. First their desire to enter the labor market and second, to advance in present positions through further development of their education and technical skills.
(Muskat, 1978). Consequently, the adult female in our society has the need and desire for some form of education to help ease their entry or re-entry into the work force. In 1976 alone, the number of women in the labor force increased by 4.8 percent—more than doubled the increase for men (2.0 percent). The continuing entry into the job market by women, especially older women who have been raising a family, probably will require that they receive additional education (O'Keefe, 1977).

A large proportion of the women (particularly those around age 35) who enter the labor force are either single, widowed, divorced, separated, or the husband's income is below $3,000 per year. The disparity in income which women suffer relative to men is less at higher levels of education, suggesting a positive economic benefit in additional education for women (O'Keefe, 1977). In addition to age, previous education, and family income, participation by the adult population differs across social descriptors. For example:

1. Females participated at a rate only slightly lower than males (11.6 percent for females versus 11.7 percent for males);

2. Of the male participants, 90 percent were working, while only 61 percent of the females identified themselves as working and 30 percent as keeping house;

3. In 1972, widowed or divorced females made up a significant proportion to the female participant population: 12 percent of all female participants were in this category while only 2.8 percent of the male participants were;
4. Also in 1972, 1.7 million of the almost 8 million female participants were heads of households, about one-third of them with one or more children to support; in contrast, 6.8 million of the 7.7 million male participants were heads of households, 4.3 million of whom had children to support;

5. In 1975, blacks had an overall lower participation rate than whites (6.9 percent versus 12.7 percent); however, when differences in previous educational attainment are considered, the participation rates are almost identical;

6. In combining sex and race characteristics, black males participated at the very low rate of 6.1 percent, only slightly above half the total participation rate of 11.6 percent. (O'Keefe, 1977, p.47)

A growing number of Black students continue to pursue some form of postsecondary education, despite barriers. According to the National Committee on Black Higher Education and Black Colleges and Universities (1979), this involvement in higher education is revealed by data gathered in the Fall of 1976:

-Over one million Black students (9.3 percent of the total higher education enrollment) were pursuing some form of higher education.

-Almost half of the Black first-time freshmen were from families with incomes of $8,000 or less.

-Only fifteen percent of the Black students in higher education were enrolled at the university level.

-Thirty percent of all Blacks in higher education were enrolled in historically Black colleges.

-Blacks continue to be seriously under-represented in physical sciences and engineering fields at both the undergraduate and graduate levels. (p. XIII)

Included in the increased population of adult learners are Black individuals who are oftentimes presented negatively
in research literature concerning vocational and personal
development. These individuals are referred to as "dis-
advantaged, high risk or under-prepared." A typical descrip-
tion defines such students as those who, in addition to
scoring poorly on standardized achievement tests, have
experienced economic deprivation, social alienation caused
by racial or ethnic discrimination, geographic isolation or
provincialism. Other descriptions suggest that such persons
feel powerless to control their lives, lack self-esteem and
achievement motivation, have little vocational direction or
sense of purpose, and have a negative self-image (Chickering,

Theorists continually suggest that the average Black
student may lack positive role models, have low self-esteem,
inconsistent high vocational aspirations, and negative con-
cepts of work. For example, Hauser (1971) found whereas
the self-images of Black males were relatively fixed, whites
demonstrated greater flexibility in their self-image. Thus,
the profile of the Black individual has been presented as a
portrait of a vocationally-handicapped person (Smith, 1975).
However, Black evening students, as a whole, do not fit all
these descriptions. The students tend to have a sense of
purpose and commitment of realizing their vocational and
personal goals. Many of these students are women who sur-
prisingly have the sole responsibility for rearing one or
more children and maintaining a household. Moreover, they
tend to have full or part-time jobs and attend during the evenings to upgrade their skills, increase job options, or fulfill job requirements or certification for an existing position. Yet, these non-traditional students have specific vocational and personal needs that must be addressed. Kuh and Ardaioio (1979) suggested to adequately meet the needs of older students, college student personnel workers will have to enter into a dialogue with them to discover, vicariously, the adult learner experience. "After determining what adult learners need, we must respond accordingly by modifying traditional but inappropriate service modalities or creating new structures and services to meet their needs" (p. 41).

**Treatment Models**

**Group Counseling**

The group process is potent and effective and is potentially the most dormant and most efficient therapeutic technique (Meyer and Smith, 1977). They state that:

Group counseling uniquely allows a greater range of behavioral models, more realistic immediate feedback, and consensual validation of decisions and future. . . . The efficiency of group therapy is evident in the term itself, since a significantly greater number of people can be seen per unit of a therapist's time than in individual therapy. (p. 638)

Group counseling can accomplish everything that can be done on an individual basis with the added dimension of the interpersonal phenomena in the group (CarKhuff, 1973).
Additionally, research evidence supports the positive effects of group counseling in a variety of settings. For example, comparisons of individual and group counseling suggest that group counseling is potentially more effective (Bednar and Weinberg, 1970).

In regards to the adult learner, either entering or reentering college, structured group learning activities can help women and minorities recognize their potential in areas that could provide more satisfying careers (Miles, 1977). Likewise, Yeager and McMahon (1974) suggest that group career counseling offers a means of comparison in relation to interpersonal effectiveness, values, peer achievement, life styles, and personal goals.

Hillman, Penczar, and Barr (1975) suggest that the activity group guidance (AGG) method can be used to help counselors bring new vitality into their schools by integrating the effective and the cognitive and by helping students learn by doing. Additionally, group guidance for vocational choice and planning has typically made use of field trips, consultants, and films. Recently, however, active methods to obtain occupational information in conjunction with group counseling have been used.

Parker and McDavis (1979) developed a career module using four career guidance strategies for counselors and teachers to use with ethnic minorities: (a) a group interaction strategy which counselors can use to improve the self-concept of ethnic minority students, (b) three
information strategies which counselors can use to enable ethnic minority students to explore a wide variety of occupations, (c) an assessment strategy which counselors can use to help ethnic minority students identify their own career needs, interests, and values, and (d) a decision-making strategy which counselors can use to help ethnic minority students with their decision-making processes.

Values clarification exercises were used with a group of college students to assist them in the growth and learning process. Korschgen, Whitehurst, and O'Gorman (1978) indicated that outside raters viewed participants as having greater self-understanding in a job interview situation. Immediately after the study, the values participants rated themselves higher on the dimension of self-understanding than the control group did.

A program similar to the one developed by O'Gorman was proposed by Storey and O'Brien (1977). These researchers proposed a mini-workshop (group experience) for career exploration, designed to help participants understand themselves and their values in relation to the world of work. The authors suggest that the "strength of this technique is that it has demonstrated effectiveness in substantive and practical vocational assistance in our students who need this important help" (p. 147).

Other studies showed improvement of personal development as a result of group counseling. Knott and Daker (1978) developed a structural group program to help new students
make the transition from high school to college. The authors used three sessions: 1) mapping skills, 2) problem-solving strategies, and 3) developing competencies. The group approaches were determined to be effective in facilitating the new students' adjustment and to reinforce the students developing self-esteem.

White (1979) developed and used an action-oriented guidance model to help Black female students demonstrate ability to state personal, educational, and technical competencies, occupational position or status, and economic rewards of career to which the students were exposed. She suggested, however, that this model may not address the most critical needs of Black females youth-making a career choice, or entering an educational or technical program designed to make Black female youth employable.

From the reports listed above, one can assume that the active participation of group members is tantamount to effective group counseling. In so doing, the individual participants can learn to deal effectively with their interpersonal concerns and problems.

Didactic and Experiential Activities and Techniques

A major problem confronting educators today is the need to assist ethnic minority students cope with the educational environment. Consequently, strategies to help these individuals should be employed that take into account their particular needs and problems. Sound methods of helping others
learn frequently involve the provision of direction in learning. That direction may include such things as arousing the learner, encouraging learner participation in the learning experience, and providing distributed practice, and verbal and other confirmations. If these activities are appropriate in attempting to assist individuals in learning skills and concepts, perhaps, they offer an appropriate basis for developing facilitative vocational and educational counseling practices and programs. Such a model has been demonstrated to be both effective and satisfactory in dealing with male and female college students' vocational development concerns (Smith and Evans, 1973).

Teachers and counselors interested in aiding black individuals employ both didactic and experiential techniques. Didactic learning is generally teacher (instruction) oriented and is typically used to impart knowledge. Examples of these methods include lectures, movies, readings and demonstrations. Experiential learning tends to be more learner (process) oriented and is frequently used to enhance discovery via interactive prescribed activities. Examples of experiential learning methods include role-play, case discussion, incident process discussion and problem-solving groups (Bell and Margolis, 1978).

Regardless of the means for transmitting learning activities, they should be aimed at sharpening the individual's skills of inquiry and supportive of the learner's "self-esteem-facilitating learner self-directness." According to Bell and
Margolis (1978) learning is more likely to take place when the individual is actively involved in the learning process. However, there are times when heavy didactic learning is appropriate and effective.

The literature consistently, reveals four factors that contribute to retention problems for college students: isolation, academic boredom, dissonance, and irrelevancy (Merluzzi, 1974). Even though students in general are affected by these factors, Black students are affected even more.

Instruction for students with special needs must be meaningful, individualized, and personalized in order to provide for each student's strengths and weaknesses. Consequently, an assessment of the needs of a given individual may include one or several of the following areas: motivation, language skill, and basic academic skills; career awareness and exploration activities; consultation; and any other area identified as being related to personal needs (Clinkscale, 1978).

Black students have particular problems that call for peculiar kinds of approaches in educating them. According to Stikes (1978), "teaching may be viewed as the facilitation and support (reward) of some change in meaning in relation to ideas, things, and persons. Therefore, the teacher should create and support a climate of creative inquiry for personal and social problem solving, personal meaningfulness, and socially relevant experiences with the content" (p. 195).
Vocational Development

General Theoretical Considerations

Career (or vocational) development is viewed as a continuous process of one's unique pattern of vocational growth. Consequently, considerable attention has been devoted to the concept of vocational development by educators and researchers alike. Vocational development means that vocational choice is not just one choice made over several years but many choices. Moreover, vocational choices seem to be a process of changing and choosing. Consequently, good vocational choices can be made only as individuals become familiar with occupations and discover ways of making a living that match or fit their abilities, interests, and values (Schertzer, 1977).

There are many theories of vocational development; however, this literature encompasses those theories expounded by Super (1953) and Holland (1959), since they are closely related to this study. The first hypothesized several stages or sequences of vocational development and the latter emphasizes expressions of personality. Super's vocational theory of development builds on distinct stages: a growth stage (birth - 14 years); an exploratory stage, occurring between ages 15 and 25; the maintenance stage, and the final stage (decline). Consequently, 10 propositions have been developed by Super (1953) which summarizes his theory:

1. People differ in their abilities, interests and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interest, and personality traits.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience.

5. This process may be summed up in a series of life stages characterized as those growth, exploration, establishment, maintenance and decline, and these stages may in turn be sub-divided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept.

9. The process of comprise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry job.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values. (p. 189-190)

According to Super (1953, p. 135) "the self-concept of a well integrated individual is a continually developing entity, shifting somewhat through life as experiences indicate that changes are necessary to reflect reality." In other words, individuals choose careers that allow them to function in a role consistent with their self-concepts.
The self-concept plays an important role in the selection of various occupational choices. Putman and Hansen (1972) affirm that self-concept is related to an individual's level of vocational maturity. Additionally, how people feel about themselves determines the degree of occupational explorations. Societal demands also impel individuals to make decisions at certain junctures, (e.g. entering college, graduation, etc.) along the continuum of what has come to be known as the vocational choice process (Super, 1957).

Unlike Super, Holland (1959-1966) expouses the premise that individuals select occupations through which they can express their personalities. Accordingly, vocational choice is viewed as an extension of personality types of corresponding environmental conditions. Some of Holland's ideas are:

1. People express personality through their vocational choices.
2. People are attracted to occupations that they feel will provide experiences suitable to their personalities.
3. Members of a vocation have similar personalities and they react to many situations and problems in a like manner. (Shertzer, 1977)

The six personality types identified by Holland are Realistic (R), Investigative (I), Enterprising (E), Conventional (C), Artistic (A), and Social (S). Because individuals in an occupation have similar personalities they create environments that are like them. Consequently, the environmental models related to the various personality types can be defined by clusters of preferred occupations.
For example, conventional types prefer occupations such as bankers, accountants and file clerks.

When working with Black clients, these theories are to be used cautiously, since most of the research on vocational counseling theories have not always considered race as a factor. Blacks, generally, are not adequately considered in career development theories. June and Pringle (1977) reviewed Roe's personality theory of vocational behavior and Holland's career typology theory of vocational behavior. The overview indicates that all three theorists were to some extent aware of race as a factor in career development. However, the overview suggests that the writing of Roe, Super and Holland ignored race as a crucial factor in developing, researching, and writing about their theories.

The role of relevant occupational information in the process of career development also has received considerable attention. Hoppock (1963) suggests that occupational choice is determined by an individual's knowledge of occupations and the ability to think clearly. Similarly, Loesch, Rucker, and Shub (1978) asserts that individuals can make better career choices if they are familiar with various job options. Consequently, Parker and Mc Davis (1979) developed a module employing four career guidance strategies to increase individuals' occupational awareness. Additionally, Mc Davis and Parker (1978) stressed the development of culturally relevant career information for counselors and other helpers who expect to work with minority group members.
Educators have not seriously considered nor included the development of minority students' self-concept in the educational process. At an early age all individuals begin to develop an awareness of their uniqueness based on experiences. Whatever the minority students' interaction with other ethnic groups reflects unacceptability of them as equals, their self-concepts will be less positive. This generally influences the minority students' behavior pattern for the remainder of their lives (Williams, 1979).

Research with respect to minorities' knowledge of various occupations (Williams and Whitney, 1978) indicates that the average minority student brings into the classroom several unique differences from his white counterpart in terms of values, background experiences, and orientations. The aforementioned tends to restrict Black students' view of occupations that might be open to them. Therefore, the minority student is less apt to be aware of the great variety of occupations or skills required for certain occupations (Williams, 1979).

Earlier studies have suggested that while the aspirations of Black youth were high, the actual expectations were unrealistic, given the realities of the opportunities open to Blacks (Deutsch, 1960; Johnson, 1941). High school guidance counselors who work with Black students report that a large number of Black students' career aspirations are inconsistent with their motivation and academic achievement. For instance, counselors indicate that many Black students
who aspire to be accountants do not want to take the required courses (e.g. calculus, etc.).

Tiedeman (1978), studying a group of high school students, found a strong relationship between vocational aspirations and the number of hours adolescents study per week. Students not studying much in high school do not expect to work at high responsibility levels in occupation.

Another study indicates that Blacks want to attend college as often as do whites and, while both Blacks and whites seek white-collar occupations, Blacks less often expect to work in these occupations (Lott and Lott, 1963). In other words, their perceived or real restrictions in the job market hinder their actual career expectations.

There are many factors that influence the vocational plans of Black individuals. Thomas, Kravas, and Low (1979) found that the potential income and salary derived from an occupation is the major influential factor in the Black students' actual vocational plans. Additionally, their study indicated that Black students' actual vocational plans differed from their vocational aspirations, which were more realistic, specifically with respect to academic preparation. Krefting, Berger, and Wallace (1978) found that the actual base rate of males and females in the job was the most important prediction of job sex types, accounting for 48 and 70 percent of the adjusted variance in sex types in two studies.

Role models (appropriate and in appropriate) influence Black individuals' vocational plans. Generally, Blacks model after those individuals in the community, school, home and
church that they respect. Consequently, if a Black individual respects or looks up to an inappropriate role model, this may have a negative effect on the individual's vocational aspirations.

**Vocational Maturity**

Vocational maturity may be viewed at any age as "planfulness or time perceptive, exploratory attitudes and behavior, the acquisition of information, knowledge or decision-making, and reality orientation" (Super, 1974, p. 5). Vocational maturity entails an assessment of an individual's level of vocational progress relative to a given set of vocationally relevant development tasks.

While most attention on career development is written on teenage and college students, very little attention is devoted to adults (Walsh, 1979; Walls and Gulkus, 1974). However, Crites (1976) outlines a model for the understanding and study of career development in early adulthood. He proposes that both congruence and coping abilities contribute importantly to career adjustment.

The basis concept which underlines the definitions of vocational maturity is that behavior changes systematically in various ways with increasing age (Crites, 1965). Crites (1961) suggests:

that to measure an individual's vocational maturity... requires (1) a comparison of his vocational behaviors with those which are typical of the different life stages and (2) a statement about which life stage he most closely resembles. This specification of an individual's vocational life stage then represents his vocational maturity "score." (p. 256)
In developing the CMI, Crites (1974) constructed a pool of items that were theoretically relevant and linguistically representative of the verbal behavior of adolescents. He achieved content validity on the Attitude Scale by having counseling psychologists (expert judges) indicate what they considered to be the most mature response to each item.

More than two decades ago, Super (1957) proposed that people's expression of a vocational preference is, in effect, a manifestation of their idea of the kind of person they are. It follows from Super's theory that self-definition may not be the most significant vocational developmental task for an elementary school-age child. As children mature and formulate their self-concept, they identify models, role play, and test reality. Thus they begin to fuse their interests, values, and capacities into their self-concepts (Super, 1957).

Crites (1961) criticized Super's definition on the grounds that a person might be considered mature by one definition and immature by another. Therefore, Crites combined the two frames of reference to give a measure of both degree and rate of career maturity. Consequently, Crites' definition of career maturity appears to be the most widely accepted and is the one used for this study.

Tilden (1978), however, suggested that the process of career development may be discontinuous in the post-high school years. The author, working with college students, failed to find systematic increases in vocational maturity scores on the CMI with increasing college grade level.
Vocational maturity is one of the primary constructs of vocational psychology and allows the researchers to assess both the rate and the level of an individual's development with respect to career matters (Crites, 1965; Super, 1955). The developmental theorists, however, have linked the process of vocational choice to particular cultural determinants and have premised their theories on middle-class phenomena, thus omitting research related to the vocational development of individuals who are not members of the middle-class majority society. Gribbons and Lohnes (1968) suggest, however, that in vocational research too little time and attention have been directed toward the less academically able student and the student from lower socioeconomic groups.

Murphy and Burch (1976), focusing upon adult career development, proposed that Super's developmental stages be expanded to include an additional, and life career stage for men, reflecting the changes men undergo between ages 35 and 45 in self-concepts, values, and goals. Along these lines, Hershenson and Lavery (1978), concerned with the sequencing of vocational development stages in a series of two studies, found that in vocational development Self-Differentiation preceded competence, which in turn preceded Independence. The authors, however, cautioned the need to confirm these data with longitudinal data.

Heath (1976) focused upon personality dimensions rather than developmental stages. Heath's goal in regards to career development is to conceptualize and measure how people establish an "optimal adoption" between filling their own needs and meeting the demands of their occupation. Heath's findings suggested
a strong relationship between vocational adaptation and psychological maturity, measured either as an adolescent or an adult.

According to a 1977 ACT Profile Report, the older adult is considerably more sure of choice of program of study and occupational goal. Perhaps the older adults (23-54 years) have defined their motivations more clearly (Ferguson, 1966) for attending college and, therefore, have a greater degree of confidence in their choice of college major and eventual occupation (Wallace, 1979).

Likewise, Harren, Kass, Tinsley, and Moreland (1978) examined factors that influence how college students make a choice of major. The authors found that progress in the decision-making process most directly influenced choice of major. Gender, sex role attitudes, and cognitive styles had little direct influence on choice of major.

In a study of locus of control and career maturity of college women, Gable, Thompson, and Glanstein (1979), found that internally controlled women scored significantly higher than externally controlled women on the maturity measure.

Dillard (1976) investigated the relationships between career maturity and self-concept of 252 Black males. Socio-economic status was found to have had the strongest predictive value on career maturity. However, from his findings, the author suggested caution in the use of the CMI with lower-class and/or minority persons.

Putnam and Hansen (1972) studied the relationship of the feminine role and self-concepts to vocational maturity. Further,
the more liberal the woman perceived her role to be, the higher was her level of vocational maturity. Girls tended to be vocationally immature in comparison to their male counterparts and have a lower than average self-concept. These findings support Super's (1953) theory of vocational maturity and indicate that his theory applies to females as well as males.

Research into the measurement of some aspects of vocational maturity in adults focused upon "career (occupational) choice" maturity. Crites (1965) used five attitudinal dimensions identified in his model of adolescent vocational maturity, for the specifications of the Adult Vocational Maturity Inventory (AVMI). These were as follows: 1) Involvement in the choice process, or the extent to which the individual is active in the process of making a choice; 2) Orientation towards work, or the extent to which the individual is task- or pleasure-oriented in his attitudes toward work and the values he places upon it; 3) Independence in decision-making, or the extent to which an individual relies on others in the choice of an occupation; 4) Preference for vocational choice factors, or the extent to which the choice is based on a particular factor; and 5) Conception of the choice process, or the extent to which accurate conceptions are made in choosing an occupation.

Personal Development

Needs of Undergraduate Adults

Since adult learners are increasing on college and university campuses around the country, many administrators are hoping that
their presence will partly offset the projected decrease in traditional-age college students. This phenomenon is particularly relevant when one mentions small, private, predominantly Black higher education institutions. However, in order to facilitate these students' personal development, it is imperative that their personal needs be addressed - especially since the adult student has needs that are not evident in the typical student.

Black students, particularly those who attend college during evenings, have special needs that are somewhat different from those of other students and should be addressed. First, there is a need to help these individuals improve their self-concept in order to increase their vocational, academic, and personal aspirations. This is not to say that these students have negative self-concepts, but, to imply that their life experiences have not been typical of the dominant middle-class society. Additionally, many of these students, because of economic or social status, were denied full educational opportunity when young (O'Keefe, 1977).

These students need help in making educational and vocational plans which have not been perceived as a need by the older student. One could assume that a student 40 years of age would not need an opportunity for receiving such help; however, it is apparent that this type of assistance should be available if needed. Accordingly, Wallace (1979) indicated that 41.6 percent of students surveyed (23 and older) perceived a need for personal counseling, especially in terms of negotiating the system and advising type services.
Financial assistance is another need of Black evening students. Even though many of these students work full and part-time jobs, they still fall within Federal financial-aid guidelines. Wallace (1979) when surveying adult and part-time students, found 50 percent of his group expressing a need for financial aid. This is especially significant in Black private colleges where the tuition and other fees tend to be higher than public institutions of higher learning. Consequently, grant and loan programs should not be given to the exclusion of evening students.

Another need of these individuals is help with improving their academic related skills in reading, writing, math, and study skills. It stands to reason that the longer these students have been out of an academic setting, the greater the need for this assistance. However, this problem is further compounded when the individual works during the day and has less time to spend in tutorial sessions between evening classes.

Women and ethnic minorities have not had the educational opportunities that would allow them to pursue careers of their choice. Additionally, middle-aged persons, women and ethnic minorities, for example, may not become involved in an occupation because of the belief that they cannot obtain the necessary educational credentials. The results are that women and ethnic minorities may not engage in activities that provide them with the greatest degree of personal satisfaction in life (Miles, 1977).
Decision-Making

Decision-making is based not only on making a choice that is consistent with one's interests, needs, abilities, skills and values, but also may involve decisions of which societal roles an individual will accept or reject. This is particularly crucial for ethnic minorities and adults who are about to confront, or who are actually coping with, the tasks of vocational development. Many adults, particularly Black individuals, are unfamiliar with decision-making strategies, do not know the process of decision-making, or do not have adequate information to make good decisions. Additionally, these individuals must be made aware that good decision-making requires thorough self-appraisal.

According to Tiedeman and Miller-Tiedeman (1975) whenever there are two or more courses of action, it is necessary to make a choice; however, choosing is not decision-making. To choose is an act, but to consider possible choices is decision-making. Learning to make sound decisions involves learning to understand one's self in depth as well as obtaining information and developing strategies for dealing with the uncertainties of life (Smaby and Tamminen, 1978).

A common problem of individuals making career decisions is the inaccurate estimation of their potentialities, separating the ideal from the real, the actuality from the fantasy. Several studies have investigated this aspect of decision-making by Blacks, lower-income groups, or women. In a study of Black and white lower-income teenage boys, Thomas (1975) found no
relationship between race and realism of occupational choice, preference, or aspiration.

One of the major goals of guidance is the development of students' decision-making behavior (Harmon and Dutt, 1974). However, rarely do students obtain good decision-making skills solely through their own initiatives; good decision-making usually involves good help. Consequently, some individuals (e.g. a counselor, teacher, etc.) must take the time to help the student learn how to make effective decisions (Parker, 1978).

A number of group counseling programs utilize decision-making techniques to improve decision-making and career development. Strategies for reaching decisions have been offered (Magoon, 1969) and writers have suggested the use of such strategies in counseling (Krumboltz and Schroeder, 1965). Albritten (1979) utilized a group program at Murray State University to assist individuals in developing the qualities identified in the literature as being related to autonomy and effective decision-making. The group (class) as a whole appeared to move towards a greater self-awareness, self-acceptance, and self-direction in terms of decision-making abilities.

Ganster and Lovell (1978) used Holland's Theory as a basis for designing a 15-hour career development seminar for 24 undergraduate students. Students viewed work as a more important aspect of life, became more personally involved in the career choice process, and grew more independent in decision-making. Similarly, Egner and Jackson (1978) developed an intervention program for teaching career decision-making skills. The
authors found that the program participants increased their career maturity scores on the Crites CMI Scale and career maturity was significantly related to decision making.

Evans and Rector (1978) found that more than 70 percent of the students enrolled in a college credit course (Decision-Making for Career Development) reported being closer to selecting a major and an occupation at the completion of the course than they were before enrolling in it. Baird (1969) found that decisiveness is closely related to the exercises of personal freedom. Wigent (1974) indicated that a close relationship exists between personal autonomy and positive self-concept, self-esteem, and stability. Other authors have related decision-making abilities to ego-strength development, internal versus external motivation, affiliation, and self-esteem (Stewart and Winborn, 1973).

Krumboltz, Mitchell, and Jones (1976) propose that career decision-making can be understood within the framework of social learning theory. They present a model explaining, in learning terms, how educational and occupational preferences and skills are acquired and how selections of careers and occupations are made. They propose that career decision-making is influenced by genetic endowment and special abilities, environment conditions and events, learning experiences, and task-approach skills.

Heath's work on personal maturity, begun in the 1960's and continuing, with attention to vocational maturity, in the 1970's
marked the beginning of attempts to construct a model of vocational maturity for adults (Heath, 1976). The author was able to identify the following five dimensions in a general model of personal maturity: 1) the ability to symbolize experience and aspects of the environment (symbolization); 2) the ability to appreciate varied viewpoints (allocentricity) which, 3) the individual can then integrate with other experiences (integration); 4) the ability to organize information into stable forms (stabilization); and 5) the capacity to perceive information about self and environment in an autonomous way (autonomy). The author suggested later that since this model identified the personality traits required for successful problem-solving, it could be readily applied to vocational decision-making (Heath, 1976).

**Problems of Minorities**

The opportunity for greater life satisfaction and self-fulfillment for all persons through work and leisure activities seems to be the major thrust of career development. However, ethnic minorities and women face an inordinate number of problems or barriers that hinder their personal and vocational development. Discrimination in career choice has long been a problem of women and ethnic minorities. The opportunity to gain personal satisfaction through work and leisure has been denied to these two subgroups of our society by custom or law (Miles, 1977). Consequently, discriminatory practices affecting educational opportunities, occupational choices, and leisure
activities have led to inadequate career development among these groups.

Wright (1978) asserts that Black female students who attend predominantly white universities are disadvantaged economically, academically, socially, and racially. These problems create a stressful college environment for Black female students attending these institutions. The author feels that counseling should include information about effective methods of coping with racial and sexual job discrimination.

With the 1964 Civil Rights Act, which prohibits discrimination based on race and sex in employment, and Title IX (1972) which prohibits discrimination based on sex in education, the doors are now legally open for the blossoming American woman. Unfortunately, inequalities still exist and more time is needed for the general attitude of society to completely accept women's emergence (Burnett, 1978).

Numerous barriers to employment opportunities face minorities and vocationally disadvantaged persons in getting jobs and keeping them. These problems or barriers include social and interpersonal conflicts, financial problems, legal problems, general barriers (child care, health, transportation) emotional-personal problems, drug abuse problems, job qualifications, discrimination, and communication problems (Miller and Oetting, 1977). Additionally, one author presented evidence suggesting that men in positions of authority, who make most of
the promotional decisions affecting women, frequently have sex-role-stereotypical attitudes toward competency that inhibit women's occupational advancement (Di Sabatino, 1976). Thus, there will remain barriers to occupational advancement for women and ethnic minorities even more detrimental to women and their vocational aspirations. In regard to career guidance for women, Tolbert (1974) states that it "is no routine, easy task under the best of circumstances, but when it is complicated by deeply ingrained and baseless stereotypes, it becomes immeasurably more difficult" (p. 3).

The problems of inadequate self-confidence or identity seem to be inextricably interwoven with problems of discrimination. Being excluded from certain occupations has the effect of lowering one's self-confidence. Many women and ethnic minorities may not possess the necessary confidence to enter new occupations because of their domestically based lives and because of a long history of exclusions (Miles, 1977). Both need special assistance and support in dealing with the new world around them. Regarding identity problems of women reentering the labor force, Thom (1975) sums it up this way:

Identity has not been such a primary problem for women when they were not part of the larger world outside of home and family, but a woman today needs to know who she is, what her skills are, what she wants, and what she thinks is important. (p. 129)

Another problem facing women and ethnic minorities is the lack of job-hunting skills and poor labor market information. Moser (1974) categorizes the problem into two camps: (1) Information about immediate job openings, for example, finding out
what kinds of skills are required, what kinds of jobs match one's own skills; the relative difference in wages in different occupations, and (2) longer term occupational planning information on trends in supply and demand for various occupations.

Drummond, McIntire and Skaggs (1978) compared the relationship of work values to occupational level in young adults and found that females rated extrinsic values relating to the personal work environment as more important than male workers. Additionally, "males tended to rate instrinsic values such as intellectual stimulation, independence, and creativity as more important than females" (p. 120). The fear of failure in women and ethnic minorities may be rooted in the socialization process. Women are taught to control their environment by independence on others, through affiliations (Hoffman, 1974).

Minority women at majority undergraduate schools also encounter barriers. They have difficulties with courses because they were excluded from preparatory classes at the secondary level and received biased advice on course selection. Further problems arise when minority women receive little or no encouragement to attend graduate school and lack information concerning graduate fellowships and internships when they do decide to go on (Almquist, 1979).

Minority women have many traditional societal barriers that have excluded them from entering a wide variety of careers. Sexual and racial stereotyping presents a serious problem to minority women in the choice of careers because in their
pre-collegiate and collegiate years they are often discouraged by teachers, counselors, or parents from taking mathematics and science courses. These minority students are usually placed in terminal mathematical classes for those who are not expected to major in science in college or who are not expected to go to college (George, 1979).

Black females may not find career libraries and computer programs attractive resources. When Blacks have not been sufficiently exposed to vocations on an informal basis, they are not in a good position to benefit from vocational reading, tests, and inventory data (Amos and Grambs, 1968).

Similarly, McLure and Piel (1978) assessed student perception of careers in science and technology for a sample of 1,017 talented high school senior women. Results suggested that few women chose careers in science and technology because they had doubts about combining family life with a science career, they lacked information, they believed influential adults, and they saw few examples of the important role women play in science. The evidence demonstrated the need for family encouragement, role models, and career information to change student perception of these barriers.

Gottlieb's (1975) two-year longitudinal study of 1,800 college students revealed that sex, race, and socioeconomic background play an important part in establishing educational and occupational alternatives. Also, the study pointed out that a need for specific programs designed to give students vocational information continues to be unmet (White, 1979).
Gade and Peterson (1977) suggest that concepts of vocational development theory, such as work values and career maturity, are more appropriately applied to populations reflecting middle-class, college bound behavior.

Regardless of the reasons for embarking upon a career, women and minorities face problems of lack of training and lack of self-confidence. More importantly, women and minorities should have the opportunity to seek out and engage in careers that are self-actualizing. As Super (1957) proposed, career development can only be understood if a person's perception of the world is clarified. His self-concept is defined in the context of his culture and his culture is "colored by values."

Since educators and counselors have begun to seek ways to assist Black students in their personal and vocational development, they incorporate their own values and cultures into the curricular and guidance services that are provided for these individuals. Quite often the value orientations and needs of Black students do not receive the necessary attention to facilitate their personal and vocational development. Consequently, an understanding of the relative importance of various values and value systems, is essential in dealing effectively with Black students' problems of vocational decision-making and personal development.

Counselors must make a concerted effort to understand the cultural makeup of their clients. This must not be merely
affectual understanding but accurate cognitive understanding of the total milieu of different cultural groups (Wittmer, 1971). In other words, the cultural and value differences, attitudes, and personality traits between ethnic minorities should be recognized in aiding these individuals' personal development.

Values are defined as "socially learned constructs through which people view events and assign meaning and significance to experiences" (Blocker, 1973, p. 59). Rokeach defines a value as:

An enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-state of existence along a continuous of relative importance. (1973, p. 5)

Values describe what individuals consider to be important. Values represent wants, priorities, likes and/or dislikes for particular things, conditions or situations. As Smith states it, "we are not born with values, but we are born into cultures and societies that promote, teach, and impact their values to us. The process of acquiring values begins at birth . . . but it is not a static process . . . values change continually throughout our lives" (1977, p. 3).

Ethnic minorities, generally, take on those existing values, behaviors, attitudes and lifestyles of the majority of groups in the American society. However, when these individuals have to function differently, with different groups, they
are often caught between different values. In other words when the individuals are Black, they quite often operate in a vacuum and must function in two worlds - Black and white. For many ethnic minorities, success in one's work and profession is seen as one means for acceptance in the larger society, and often access to education is perceived as the preliminary and preparatory step toward that success. Consequently, counselors and others in the helping professions must remain cognizant of the problems and barriers confronting ethnic minorities' personal and vocational development.
CHAPTER III
METHODS AND PROCEDURES

This study compared the use of selected didactic and experiential group counseling techniques for improving the vocational and personal development of Black evening students enrolled in a predominantly Black college in Florida. Non-traditional students have particular vocational and personal needs upon entering higher education institutions. Consequently, more research is needed to determine how to most effectively facilitate their development in these areas.

Setting

Edward Waters College, founded in 1866, is a small, private church related, residential, and predominantly Black liberal arts college located in Jacksonville, Florida. There are five academic divisions serving approximately 700 students. At least 85 percent matriculate from Duval County or within a 50 mile radius. The remaining 15 percent come from largely rural areas throughout the state of Florida and several other southern states. Additionally, within the latter percent, a small number of students from several foreign countries are supported via the African Methodist Episcopal Church. At least 95 percent of the student body received some form of
financial assistance during the 1978-79 academic year.

Edward Waters College is committed to the philosophy and total implementation of the open admissions concept. Consequently, any person, regardless of color, creed, sex, age, physical handicap or economic status having received a high school diploma or GED certificate is permitted to matriculate into the college. SAT and ACT scores are recommended but not required for admission.

The After-Five Degree Program at the college is designed to aid older students, veterans, and working individuals who desire to continue or pursue their formal education. The various curricula are arranged so that a person may maintain a full-time job or continue to rear a family while pursuing a degree or refresher courses.

**Research Design**

The design used for this study was a pretest-posttest control group design (Campbell and Stanley, 1963). This design adequately satisfied internal validity demands. Subjects were assigned randomly from the Orientation Class to the two treatment groups. The control group consisted of nonclass-enrolled students who volunteered to take the pre and posttests. The research design may be graphically represented as follows:
<table>
<thead>
<tr>
<th>Groups</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential</td>
<td>0₁</td>
<td>X₁</td>
<td>0₂</td>
</tr>
<tr>
<td>Didactic</td>
<td>0₃</td>
<td>X₂</td>
<td>0₄</td>
</tr>
<tr>
<td>Control</td>
<td>0₅</td>
<td></td>
<td>0₆</td>
</tr>
</tbody>
</table>

**Research Hypotheses**

The research hypotheses for the study were generated from statement of purpose and rationale. The hypotheses are stated in null form:

(1) There are no differences among groups in knowledge about careers as a result of exposure to the experimental treatments.

(2) There are no differences among groups in decision-making skills and vocational maturity as a result of exposure to the experimental treatments.

(3) There are no differences among groups in value change and integration of personal values with career choices as a result of the experimental treatments.

**Sample**

The sample for this study consisted of a minimum of 45 freshmen students enrolled for their first semester in the After-Five Degree Program at Edward Waters College, Jacksonville,
Florida, during the 1980 Winter Semester. Thirty students were enrolled in the "Orientation to College" course required of freshmen students new to the college. These subjects were highly representative of the freshmen evening student population.

Treatment groups I and II consisted of 15 students each from the orientation course and were randomly assigned to the researcher and another counselor/instructor, respectively. Additionally, 15 freshmen evening students were randomly assigned to a control group which received no treatment.

**Treatment**

The selected group counseling techniques used in this study consisted of both traditional and non-traditional activities. The researcher was the counselor/instructor of the "Orientation to College" course and conducted the experiential group techniques/activities in group I. Another counselor/instructor, who previously taught the "Orientation to College" course, conducted the didactic group techniques/activities in group II. These two individuals had considerable experiences in conducting Black group experiences. The instructors met periodically to discuss group progress, activities, and problems encountered.

The "Orientation to College" course encompassed 15 sessions, and the content was devoted to the orientation of students to the college and its programs, as well as services
and the various academic offerings. One class session was aimed toward increasing students' self-knowledge. Several sessions were devoted to providing students with survival skills techniques. The remaining sessions encompassed the treatment time of this study. The respective groups met weekly.

In summary, the activities for the two groups were as follows:

**Group I**
*(Experiential Activities and Group Interaction)*

<table>
<thead>
<tr>
<th>Session</th>
<th>Objectives and Requirements; Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pretest Administration (Job Knowledge Survey and Work Values Inventory)</td>
</tr>
<tr>
<td>3</td>
<td>Pretest Administration (Career Maturity Inventory)</td>
</tr>
<tr>
<td>4</td>
<td>Vocational Information Strategies (Parker and McDavis, 1979)</td>
</tr>
<tr>
<td>5</td>
<td>Decision-Making Strategies (Parker and McDavis, 1979)</td>
</tr>
<tr>
<td>6</td>
<td>Me and My Occupation</td>
</tr>
<tr>
<td>7</td>
<td>Value Auction</td>
</tr>
<tr>
<td>8</td>
<td>Rank Ordering Roles</td>
</tr>
<tr>
<td>9</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Posttest Administration (Job Knowledge Survey and Work Values Inventory)</td>
</tr>
<tr>
<td>11</td>
<td>Posttest Administration (Career Maturity Inventory)</td>
</tr>
<tr>
<td>12</td>
<td>Evaluation and Feedback</td>
</tr>
</tbody>
</table>
Group II

(Didactic Presentations and Group Discussion)

Session 1  Objectives and Requirements; Introduction
Session 2  Pretest Administration (Job Knowledge Survey and Work Values Inventory)
Session 3  Pretest Administration (Career Maturity Inventory)
Session 4  Speaker Panel
Session 5  Minorities in Occupations
Session 6  Film
Session 7  Lecture
Session 8  Film
Session 9  Team Panel
Session 10 Posttest Administration (Job Knowledge Survey and Work Values Inventory)
Session 11 Posttest Administration (Career Maturity Inventory)
Session 12 Evaluation and Feedback

The specific objectives and format of the experiential sessions (Group I) are as follows:

Goal: To facilitate the vocational and personal development of Black evening students.

Objectives:

1. To help students gain more occupational information.

2. To help students obtain more effective decision-making skills.

3. To develop students' awareness of the personal/social values operating in the formation of attitudes.

4. To give students practice in integrating values with career choices.
Session 1  Objectives and Requirements
Students were introduced and given an overview of the weekly sessions and activities.

Session 2  Pretest Administration
Students were administered the Job Knowledge Survey and the Work Values Inventory.

Session 3  Pretest Administration
Students were administered the Career Maturity Inventory and assigned the Vocational Information Strategy for the following session.

Session 4  Vocational Information Strategy
The purpose of this session was to actively involve students in an information strategy to assist them in gaining more occupational information. The following activities took place during this session:

1. Leader explained purpose of the session.

2. Leader reviewed reasons why many Black students lack sufficient vocational information.

3. Introduced and used "Occupational Shopping List" to help students gain occupational information and to determine the extent of information the students had about various occupations.

4. Students were divided into triads.

5. Students shared the information they had learned about themselves with group members.

6. Summary—after the small group discussion, students were encouraged to ask questions or make comments about the activity.

7. Assignment—Students were assigned the activity A Decision-Making Strategy for the next session.

Session 5  Decision-Making Strategy
The purpose of this session was to use a decision-making strategy to assist students
in obtaining good decision-making skills. The following activities took place during this session (60 minutes):

1. Leader explained purpose of the "Decision-Making Strategy."

2. Leader reviewed the five major factors that should be considered for good decision-making: (a) interest, (b) ability, (c) motivation, (d) reality, and (e) good help.

3. Students were placed in dyads and informed that they would be role-playing counselor-student interactions.

4. Students read Role-Playing Instructions.

5. Students role-played for approximately 15 minutes, and then exchanged roles with their partners and repeated the role playing activity.

6. Summary--After the role-playing activity, a group discussion followed.

7. Assignment--Students were assigned to write an essay for the next session on "Me and My Occupation."

---

Session 6  Me and My Occupation

1. Leader briefly reviewed last session (5 minutes).

2. Leader screened assignment for specific examples where (a) sound rational decisions had been made, (b) poor judgement, and (c) unrealistic choices made.

3. Participants were placed in a circle.

4. Participants voluntarily shared choices, and advantages and disadvantages of each choice elaborated.

5. A group discussion followed.

---

Session 7  Value Auction

The purpose of this activity was to assist the participants in becoming aware of their values and to give them practice in integrating these values with career choices.
1. Leader gave an overview of "Value Auction" instructions.

2. Leader distributed Value Auction sheet.

3. Participants were told that they had $5,000 to bid on a number of items being auctioned off.

4. Participants compared the values they bought or bid the highest on with values they ranked highest at the beginning.

5. After comparing the items purchased with those they originally ranked high in priority, participants discussed what they learned. (Appendix G)

Session 8

Rank Ordering Roles

The purpose of this session was to assist the participants in recognizing the influence of specific roles on their lives. Consequently, role playing designed upon the membership of various institutions that supply our culture with values were employed. Four institutions (i.e., family, church, school, and government) were focused on, emphasizing what precedents establish which values.

1. Leader reviewed last session (5 minutes).

2. Participants were divided into four groups (i.e., church, school, family, and government).

3. Participants discussed these roles in a hierarchy of importance.

4. Participants then exchanged roles, and a discussion of the group feelings in new roles ensued.

Session 9

Group Discussion

A group discussion designed to compare minority group values with those of the larger society was conducted.

1. Leader reviewed last session (5 minutes).

2. Leader explained purpose of group discussion.
3. Students were placed in a circle and a "go-round" conducted.

4. Leader summarized key points made during the session.

Session 10  Posttest Administration

Students were administered the Job Knowledge Survey and the Work Values Inventory.

Session 11  Posttest Administration

Students were administered the Career Maturity Inventory.

Session 12  Evaluation and Feedback

The students provided feedback to the leader in regards to the effectiveness of the various techniques and activities and suggested ways to improve the "Orientation to College" course.

The specific objectives and format of the didactic sessions (Group II) are as follows:

Goal: To facilitate the vocational and personal development of Black evening students.

Objectives: 1. To help students gain more occupational information.

2. To help students obtain more effective decision-making skills.

3. To develop students' awareness of the personal/social values operating in the formation of attitudes.

4. To give students practice in integrating values with career choices.

Session 1  Objectives and Requirements

Students were introduced and given an overview of the weekly sessions and activities.

Session 2  Pretest Administration

Students were administered the Job Knowledge Survey and the Work Values Inventory.
Session 3 Pretest Administration

Students were administered the Career Maturity Inventory.

Session 4 Speaker Panel

1. A panel composed of representatives from the National Alliance of Business conducted a presentation on the current job market trends (25 minutes).

2. After the presentation of statistical data concerning trends had been made, qualifications, and necessary preparation for designed vocational choices followed (20 minutes).

3. A group discussion followed (15 minutes).

Session 5 Films

Several mini-films were shown in an attempt to achieve the objective of adequately providing basic information for career development.

- Career Awareness: The Alternative
- Careers: Making a Choice
- Your Job: Finding the Right One

A group discussion followed to determine the effectiveness of this session in achieving the above stated objectives.

Session 6 Minorities in Occupations

A presentation was made focusing on Blacks working in responsible positions according to Holland's career typology. Holland (1959) espoused the premise that people can be characterized by their resemblance to six personality types: realistic, artistic, investigative, social, enterprising, and conventional. The presentation centered around the individuals background experience, self-concept, motivation, and obstacles.

Following the presentation, the leader and students participated in a group discussion.

Session 7 Lecture

1. A resource person from the Department of Religion and Philosophy lectured on the establishment of values and why (20 minutes).
2. Participants utilized knowledge gained through the lecture "Values" by interpreting issues presented by the lecturer orally in class.

3. Group discussion followed the lecture presentation.

Session 8  
**Film**

A film was presented in an attempt to develop participants' awareness of the personal and social values operating the formulation of attitudes.

1. Leader reviewed previous "Lecture" session (5 minutes).

2. Participants viewed film presentation.

3. A group discussion followed.

Session 9  
**Team Panel**

The counseling Center's staff discussed the minority student's values and attitudes as they relate to personal growth and development. A group discussion followed.

Session 10  
**Posttest Administration**

Students were administered the Job Knowledge Survey and the Work Values Inventory.

Session 11  
**Posttest Administration**

Students were administered the Career Maturity Inventory.

Session 12  
**Evaluation and Feedback**

The students provided feedback in regards to the effectiveness of the various presentations and activities and suggested ways to improve the "Orientation to College" course.

---

**Instruments**

The instruments used in this investigation were the Job Knowledge Survey (JKS), Career Maturity Inventory (CMI),
and Work Values Inventory (WVI). These instruments were chosen because of their appropriateness to this particular study and treatment group.

**Job Knowledge Survey**

The Job Knowledge Survey (JKS), was developed by Larry Loesch to assess the participants' job knowledge. The JKS is largely a self-administered paper and pencil test based upon Holland's six occupational themes model. These six are Realistic, Investigative, Social, Conventional, Enterprising, and Artistic. Holland believes that vocational choices are expressions of peoples' personalities. People with similar personalities tend to make similar vocational choices and those in similar vocations have similar personalities (Holland, 1966).

The JKS items are job titles obtained by random selection of eight occupational titles from each of the six occupational theme groupings in Holland's (1972) *The Occupations Finders*—a listing by occupational themes of the most common occupations in the United States. A respondent makes three responses for each JKS item: high, medium, or low involvement with data, with people, and with things. The JKS data—people—things codes contribute the correct answers (Loesch and Sampson, 1978).

Test-retest reliability coefficients were obtained from two of the normative groups (subsamples of a high school norm and community college norm group). Subsequently, a 2x2x2 (sex x race x grade level) factorial analysis of variance was
done on each JKS scale to determine if there were significant differences of interactions on the basis of demographic characteristics. Generally, the results indicate the JKS is internally consistent when used with high school and community college students. The JKS also is reliable in measuring an individual's level of job knowledge.

**Career Maturity Inventory (CMI)**

The Career Maturity Inventory (formerly developed as the Vocational Development Inventory) is an instrument used to measure the degree of career maturity, career attitude, and career choice competencies that are critical in realistic career decision-making. The Competence Test, composed of 100 items in five parts, measures the more cognitive factors involved in choosing a career. Specifically, these include: knowing yourself, knowing about jobs, choosing a job, looking ahead, and what should they do.

Although the possibility of sex differences on the CMI exists, it appears to apply equally to males and females (Crites, 1974). Additionally, the CMI is applicable to a wide range of groups, differing in racial, curricular, and demographic characteristics. Reliability for the scales has been reported in terms of internal consistency coefficients of .74, which were determined by the Kuder-Richardson formula. Crites (1974) proposes that these reports are comparable to other instruments similar to the attitude scale and are consistent with the expectations for a factorially complex such as the CMI. A test-retest reliability over a
year's time has been ascertained as .71. The validity of the scales has been established with other career maturity indices such as occupational aspirations, decision and realism of choice and consistency.

**Work Values Inventory**

The Work Values Inventory (WVI) was constructed by Donald Super and his associates to meet the need for a means of assessing the wide range of values which motivate people to work. It is designed to measure the values which are "extrinsic" to as well as those which are "intrinsic" in work, the satisfaction which individuals seek in work and the satisfaction which may be the outcome of work. The source of items was the literature on values and on satisfaction, which serve as a basis for writing trial items (Super, 1970).

Data Collection

The data collection process began three weeks after the commencement of the second semester. The first three sessions were used to handle routine administrative matters and the orientation of students to the college and its programs, as well as services and the various academic offerings. Several class sessions were aimed toward increasing students' self-knowledge and providing them with survival skills techniques.

Pretest scores for Groups I and II were obtained by administering the Job Knowledge Survey and Work Values Inventory during the second meeting of the scheduled treatment sessions. The Career Maturity Inventory was administered during the following session. The control group (Group III) was administered the same instruments as Groups I and II. During the last two meetings of the scheduled treatment sessions, Groups I, II, and III were administered the same assessment instruments for posttest scores.

Data Analysis

An analysis of covariance was performed to determine if the three groups were significantly different on pretest-posttest measures. An alpha level of .05 was regarded as an acceptable level of significance on all measurements. The responses to the assessment instruments used in this study were scored manually and then processed by the University of Florida Northeast Florida Regional Data Center, Gainesville, Florida.
CHAPTER IV
RESULTS AND DISCUSSION

Results

The purpose of this study was to compare the use of selected didactic and experiential group counseling techniques for improving the vocational and personal development of Black evening students. The analysis of the data was accomplished through the Northeast Regional Data Center Computer facilities utilizing the Statistical Package for Social Sciences (SPSS) for the analysis of covariation.

A total of 45 freshmen students participated in the study. Of that number, 30 were enrolled in the "Orientation to College" course required of freshmen students. Fifteen students were randomly assigned to the researcher (Group I - Experiential) and 15 to another counselor/instructor (Group II - Didactic). Additionally, 15 students were assigned to a control group (Group III) which received no treatment. All three groups were administered the Career Maturity Inventory, Job Knowledge Survey, and Work Values Inventory at the beginning and end of the semester.

Specifically, this investigation addressed the following research questions:

1. Will there be a difference in decision-making skills, knowledge of careers, awareness of values, and integration of values with career choices between students
who participated in an orientation course using selected experiential and didactic techniques and activities?

2. Will the didactic and experiential groups differ significantly from the control group following treatment?

Results of Data Analysis

Hypothesis 1

In general, hypothesis 1 stated that there would be no differences among the three groups in knowledge regarding careers following treatment. That is, there would be no differences in knowledge of careers among the students who participated in the experiential group counseling techniques and activities (Group I), the group receiving didactic presentations and activities (Group II) and, the control group which received no treatment (Group III).

Table 1 shows the analysis of covariance for groups' knowledge about careers. The Job Knowledge Survey (JKS) was used to obtain pre and post scores on career or job knowledge. The JKS contained 48 items and had a Total score range of 0 to 144. For purposes of addressing hypothesis 1, a total score was computed for the 48 items and then a comparison of the groups was made by an analysis of covariance with the pre-test being the covariate. An inspection of Table 1 indicates that the F ratio of 0.19 was not significant for the total score on the Job Knowledge Survey. Therefore, hypothesis 1
was not rejected at the .05 level of significance.

Table 1

Analysis of covariance among groups for group knowledge about careers as measured by the Job Knowledge Survey.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>D.F.</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariate</td>
<td>3328.72</td>
<td>1</td>
<td>3228.72</td>
<td>37.76</td>
<td>0.000</td>
</tr>
<tr>
<td>Main Effect</td>
<td>33.06</td>
<td>2</td>
<td>16.53</td>
<td>0.19</td>
<td>0.825</td>
</tr>
<tr>
<td>Explained</td>
<td>3261.78</td>
<td>3</td>
<td>1087.26</td>
<td>12.72</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>3505.84</td>
<td>41</td>
<td>85.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6767.62</td>
<td>44</td>
<td>153.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 2

In general, hypothesis 2 stated that there would be no differences among the groups regarding decision-making skills and vocational maturity. That is, there would be no differences in decision-making skills and vocational maturity among students who participated in the experiential group counseling techniques and activities (Group I), a group receiving didactic presentations and activities (Group II), and a control group which received no treatment (Group III).

Table 2 reveals the analysis of covariance for groups on decision-making skills and vocational maturity. The Career Maturity Inventory Competence Test was used to obtain pre and post scores. The CMI-C consists of five parts and yields a total score range of 0 to 100. For purposes of addressing
hypothesis 2, a comparison of the groups was made by an analysis of covariance with the pretest being the covariate. An inspection of Table 2 indicates that the F ratio of 0.328 was not significant for the total score of the Career Maturity Inventory Competence Test. Therefore, hypothesis 2 was not rejected.

Table 2
Analysis of covariance among groups on decision-making skills and vocational maturity as measured by the Career Maturity Inventory.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>D.F.</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariate</td>
<td>1349.93</td>
<td>1</td>
<td>1349.93</td>
<td>24.04</td>
<td>0.000</td>
</tr>
<tr>
<td>Main Effect</td>
<td>36.84</td>
<td>2</td>
<td>18.42</td>
<td>0.328</td>
<td>0.722</td>
</tr>
<tr>
<td>Explained</td>
<td>1386.77</td>
<td>3</td>
<td>462.26</td>
<td>8.232</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>2302.43</td>
<td>41</td>
<td>56.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3689.20</td>
<td>44</td>
<td>83.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis 3
In general, hypothesis 3 stated that there would be no differences among the three groups in value change. That is, there would be no differences in value change and integration of personal values with career choice among students who participated in the experiential group counseling techniques and activities (Group I), the group receiving didactic presentations and activities (Group II), and the control group
(Group III) which received no treatment.

Table 3 shows the analysis of covariance for groups on value change and integration of values with career choices. The Work Values Inventory was used to obtain pre and post scores. The Work Values Inventory is a self-report inventory comprised of 45 items. For purposes of addressing hypothesis 3, a total score was computed for the 15 three-item scales a comparison of Groups I, II, and III was made by an analysis of covariance with the pretest being the covariate. Inspection of Table 3 indicates that the F ratio of 0.178 was not significant for the total score on the Work Values Inventory. Therefore, hypothesis 3 was not rejected.

Table 3

Analysis of covariance among groups on value change and the integration of personal values with career choices as measured by the Work Values Inventory.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>D.F.</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariate</td>
<td>3086.69</td>
<td>1</td>
<td>3086.69</td>
<td>10.83</td>
<td>0.000</td>
</tr>
<tr>
<td>Main Effect</td>
<td>1026.19</td>
<td>2</td>
<td>513.10</td>
<td>1.80</td>
<td>0.178</td>
</tr>
<tr>
<td>Explained</td>
<td>4112.86</td>
<td>3</td>
<td>1370.96</td>
<td>4.81</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>11684.72</td>
<td>41</td>
<td>284.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15797.59</td>
<td>44</td>
<td>359.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion

The findings of this study suggest that the participants exposed to the experiential and didactic treatments experienced similar outcomes as those in the control group. Specifically, there were no significant differences in decision-making skills, knowledge about careers, vocational maturity, and awareness of values between the groups as measured by the Career Maturity Inventory, Job Knowledge Survey, and Work Values Inventory from pre-to-post treatment.

Previous research has shown special group counseling techniques and activities to be effective in facilitating students' vocational and personal development. The techniques and activities used by this researcher attempted to take into account the students' cultural differences, background, and value systems. However, there are several factors which may have attributed to the failure of the various techniques and activities to demonstrate any positive, significant changes in this study.

First, the participants in this study reported a sense of anxiety and disenchantment with the number, frequency, and length of the various assessment instruments - particularly the Career Maturity Inventory Competence Test. These students, like many other minority group members, have experienced the consequences of standardized tests (ability, achievement, interest, and personality) at some point in their lives. They may also have realized that standardized tests may have
hindered their access to vocational and educational opportunities in the past and may have been reluctant to take more such tests. Further, these students were aware that ethnic minorities were not included or represented in the norming groups for many of the standardized tests used in assessing vocational interests, needs, values, and personality characteristics (Parker and McDavis, 1979). This may have affected the outcome of this research.

A relative large number of the participants in this study were older students who had been or who are presently working in non-professional capacities and areas for a number of years. As a result, they perhaps had not been exposed to relevant career information in high school, nor were they familiar with a wide variety of career areas prior to the experimental activities. This investigation differs from that of Miles (1977) who purports that structured group learning activities can help the adult learner, either entering or reentering college, recognize their potential in areas that could provide more satisfying careers. However, the researcher feels very strongly that the various experiential/didactic techniques and activities were helpful in increasing career knowledge and improving the decision-making skills of the students who enrolled in the orientation class. The experiential techniques and activities, in particular, allowed the students to be actively involved in all phases of the various sessions. Again, it is possible that the criteria used to evaluate the experiential and didactic
techniques and activities were not sensitive enough to pick up the positive benefits that occurred.

Since the subjects' college has an open-door policy and admits students regardless of test results and academic standing, many of the students in the study were weak in academic related skills such as reading comprehension and writing skills. Consequently, several students had difficulty understanding and following the specific instructions for the various instruments. Perhaps, the experimental program should have included a separate session to familiarize the evening students with test-taking techniques and problems.

In planning the techniques and activities for this experiment, the researcher recognized the importance of trying to find more effective ways to assist Black evening students with their vocational and personal development. Since group guidance for vocational choice, until recently, had typically made use of field trips, films and consultants, it was expected that the Group I (experiential) would experience more positive results. The literature has pointed out the reported success when the affective and cognitive domains were integrated to help facilitate the students' vocational development (Hillman et al. 1975). Group I's treatment, therefore, consisted of several techniques and activities that provided this interaction (i.e., Vocational Information Strategy, Decision-Making Strategy, Values Auction, etc.). Clearly, these are good strategies, however, additional ways
for assessing their effectiveness with Black evening students will have to be found.

While several of the techniques and activities used in this investigation have been used successfully by investigators with special populations, they might be somewhat inappropriate for Black evening students. Kuh and Ardaiolo (1979) suggested that to adequately meet the needs of older non-traditional students, college student personnel workers will have to enter into dialogue with them to discover, vicariously, the "adult learner experience". Consequently, after determining the needs of Black evening students, the group strategies and techniques used in this study may have to be modified to best meet their needs.

Limitations

1. Many students in the experimental groups questioned the need and purpose of an " Orientation to College" class for evening students - especially the older student who works full or part-time during the day and has limited time for study during the evenings.

2. The fact that the class met from 8:30-9:30 p.m. posed an extra burden on the students which also tended to affect their attention span and active involvement.

3. Too many instruments were selected for use with this special population. Participants may have responded better to one or two instruments as opposed to three.
4. While the experiential and didactic groups' treatments were different, there was still some overlap in terms of whether or not the participants were actively involved in the different treatments. Additionally, there was interaction on the parts of the different groups in reference to the type and focus of the experiential and didactic techniques and activities. This may have affected the outcome.
CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

For a number of years group counseling has been utilized with success by many counselors to facilitate client growth. Counselors have used this technique to help underachieving students develop self-awareness and to assist many students in their vocational and personal development. Black evening student, however, have some unique career guidance needs. Research investigating the effectiveness of traditional career activities and programs with these students has been limited.

This study compared the use of selected experiential techniques and activities and didactic presentations and activities for improving the vocational and personal development of Black evening students. The experiential program was developed and conducted in hopes of finding effective ways of facilitating the vocational and personal development of Black evening students. The experiential group (Group I) counseling techniques and activities used in the program provided the students with an opportunity to actively participate in activities that would increase their job knowledge, improve their decision-making skills, and allow them to become more aware of their values. The didactic (Group II) component
utilized a lecture-oriented format to meet the same objectives as Group I (Chapter III).

Forty-five Black evening freshmen were randomly assigned to three groups. Of that number, 30 were enrolled in the "Orientation to College" course required of all freshmen evening students. Fifteen students were randomly assigned to the researcher (Group I - Experiential) and 15 to another counselor/instructor (Group II - Didactic). Fifteen students (non-enrolled) were also assigned to a control group (Group III) which received no treatment.

An analysis of covariance was performed to determine if the three groups were significantly different on the pre and posttest measures under investigation. An alpha level of .05 was set as the basis for acceptance of the hypotheses. In summary, the following results were obtained from the study:

1. No significant difference was found between the group exposed to the experiential approach, the group using the didactic approach, and the control group in increasing knowledge about various careers among the groups on the Job Knowledge Survey.

2. Neither experimental approach produced a significant difference in decision-making skills and vocational maturity among the groups as it was defined by the Career Maturity Inventory.

3. The experiential, didactic, and control groups did not differ significantly regarding value changes as determined by the Work Values Inventory following treatment.
4. No significant difference was found between the experiential, didactic, and control groups on the integration of personal values and career choices.

Several conclusions can be drawn from this study. First, even though there were no significant differences among the groups as measured by the various instruments, the students in the experiential and didactic groups reported and indicated, verbally, numerous positive benefits from the selected techniques and activities utilized in both groups. Students felt that they learned more about themselves and were better able to relate information about self with different career options. The students in the experiential group further indicated that being involved in the various sessions assisted them significantly in changing their attitudes about planning for a career and in gaining more knowledge about careers. This observation is consistent with the literature that supports certain structured group activities and their facilitative effect on indices of career development.

In summary, although other researchers have purported success of group counseling techniques with non-traditional students, the present researcher feels that the Black evening students in this study generally experienced more crisis situations during the semester that may have hindered their interaction in the various sessions. In other words, other student needs were more pressing than the career needs emphasized in the study - they were more concerned about financial assistance, information pertaining to the college, child care, and
employment assistance. Accordingly, the experiential and didactic techniques and activities used in this study might better be supported during the experimental program by individualized counseling sessions to assist students with their pressing personal concerns.

**Implications**

Higher education institutions are continuously faced with an important and impending challenge: facilitating the vocational and personal development of an increasingly non-traditional and often shrinking student population. Private colleges, especially predominantly Black colleges and universities, are faced with an even greater challenge because their continued survival is in large measure based upon the number and kinds of students they admit. The last few years have seen an increase in the number of older, working individuals registering for a variety of program and course offerings. Since these institutions recognize the special needs of this changing student population, it stands to reason that higher education administrators and counselors need to become aware of those intervention techniques and activities most effective in facilitating these particular students' needs.

This phenomenon has implications also for counselor education programs. Counselors should receive training preparing them to work in a variety of settings. It is important, therefore, that a continuous effort be made to improve the
existing group counseling techniques and activities and develop and use others that take into account the cultural differences, background, human commonalities and value systems of non-traditional individuals.

Recommendations for Further Research

There are many variations and applications of this study which can be used to find additional and more effective ways to facilitate the vocational and personal development for the Black evening student. One approach might be to compare an experiential program with individual counseling to determine the effects of the group model.

This study could be modified using Black evening students at a community college compared to a group similar to the ones involved in this research. Additionally, the investigator recommends that additional research be performed to determine the relationship of Black evening students' values and vocational maturity. Since it is essential for Black students to make positive career choices, clearly their value orientations and career decision-making skills are interrelated and demand a better understanding. Consequently, less difficult vocational maturity assessment techniques could be used to determine the effectiveness of similar experiential and didactic techniques and activities used in this study.
APPENDIX A

COURSE OBJECTIVES AND REQUIREMENTS

ORIENTATION TO COLLEGE

Purpose of Course

The primary purpose of this course is to facilitate the academic, personal, vocational, and psychological adjustment of freshman and transfer students to Edward Waters College. The objectives of the course are as follows:

1. To assist students in the development of self-direction.

2. To familiarize students with the College and its programs, services, academic offerings, and various other resources.

3. To aid students in obtaining different types of occupational information.

4. To help students obtain more effective decision-making skills.

5. To develop students' awareness and integration of personal and social values and interests.

6. To provide students an opportunity to explore academic and personal goals related to college success.

Requirements of the Course

1. Regular attendance

2. Participation in class discussions

3. Completion of homework assignments

The course will meet each Wednesday evening from 8:30-9:30 p.m. unless otherwise changed by the instructor.

Course Structure

The course will involve group participation and discussions, presentations by campus and community resource persons, and out-of-class assignments/activities.
APPENDIX B

VOCATIONAL INFORMATION STRATEGY*

The purpose of this section is to describe and illustrate three career guidance information strategies that counselors can use to help ethnic minority students gain more occupational information. Counseling practitioners have reported that many ethnic minority students who report for vocational counseling lack sufficient vocational information to begin the process of vocational counseling. There are several explanations for many minorities not having sufficient vocational information.

First, some minority group students have limited access to vocational information perhaps due to their day to day life experiences. For instance, many minority students from poor families do not hear their parents discuss issues around their occupations as majority students do. Career guidance specialists have reported that personal contact as a method of learning seems to produce the greatest depth in understanding vocations. They also report that upper class and middle class children knew more about occupational roles than did the lower class children. It has been observed that minority students on white campuses do not make use of services that provide vocational information.

Second, many minorities do not have sufficient vocational information because they do not read broadly enough. Reading stimulates thought about occupations, activates fantasies about occupations, and exposes one to information that might be missed through personal contacts mentioned above.

Thirdly, some ethnic minorities are unlikely to read occupational information because of the manner in which it is presented. The information is often voluminous and many times minorities are systematically omitted or underrepresented in the occupations described and depicted. For a more elaborate discussion on this problem and possible solutions see MODULE #1: USING AWARENESS AND EFFECTIVE COMMUNICATION FOR HELPING ETHNIC MINORITIES WITH CAREER GUIDANCE.

77
The following activities will show how the counselor can provide information for the student, and gather vocational information from the student. This information is intended to help the counselor determine what additional information he/she would need to provide for the student. It will also suggest the type of resources to which the student should be referred. For example, at the end of an activity the counselor might need to refer students to use some of the traditional materials such as the *Occupational Outlook Handbook*, the *Dictionary of Occupational Titles*, the *Occupational Thesaurus*, etc.

APPENDIX C

OCCUPATIONAL SHOPPING LIST

DIRECTIONS: Check each of the following occupations based on whether you might like it, dislike it, unsure about it, or need more information about it.

<table>
<thead>
<tr>
<th>LIST OF OCCUPATIONS (Classified according to Holland 1966, 1973)</th>
<th>LIKE</th>
<th>DISLIKE</th>
<th>UNSURE</th>
<th>NEED MORE INFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>President-manufacturing Company - Ec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salesperson - Ec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacist - Ies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemaker - C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer - Ric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatrist - Isa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Enlisted - Rc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Officer - R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police Officer - Ci</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematician - Ira</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Crafts - A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Designer/Decorator - Ais</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Labor Trades - Rc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Contractor - R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clergy person - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forester - Ri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecologist - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airline Stewardess/Steward - Esa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Superintendent - Se</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director Community Organization - Sec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIST OF OCCUPATIONS</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>UNSURE</td>
<td>NEED MORE INFO</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>(Classified according to Holland, 1966, 1973)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Director - Sie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Worker - C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewing Machine Operator-R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone Operator - Cse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician - Isa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentist - Ire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinarian - Irs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritionist/Dietician-S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buyer - Ec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing Agent - E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer - Es</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Specialist - A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant - Sai</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Agricultural Agent - Sri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculturist - I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Scientist - I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Scientist - I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Technologist - I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapist - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathologist - Sa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument Assembler-Ric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barber/Hairstyler - Rsac</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author/Journalist/Reporter - Ase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>UNSURE</td>
<td>NEED MORE INFO</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>Art Dealer - Ecs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florist - Ecs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musician - Asi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artist - Air</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainer - Aes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funeral Director - Sec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Demonstration Agent - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Agent - Cse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer - R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden Nursery Proprietor - Era</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model - Aes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translator - Ase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Sae</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banker - Ec</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Housekeeper - Sce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Teller - Cr</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeper - Ce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary - C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Recreation Administrator - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Scientist - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economist - Ias</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIST OF OCCUPATIONS (Classified according to Holland, 1966, 1973)</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>UNSURE</td>
<td>NEED MORE INFO</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>Accountant - Ce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Programmer - I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising Agent - Aes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineer - Ri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architect - Air</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Efficiency Expert - Cis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager - E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Leader - S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: List from 3-5 occupations where you checked LIKE and briefly define each.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Step 3: Tell what factors (qualities) these occupations have in common.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Step 4: List from 3-5 occupations where you checked DISLIKE and list several reasons for disliking those occupations.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Step 5: Tell what factor (qualities) these occupations have in common.


Step 6: List from 3-5 occupations in which you were UNSURE and tell why you are unsure.


Step 7: List from 3-5 occupations where you checked NEED MORE INFORMATION.


Step 8: Look up 3-5 of the occupations in which you marked NEED MORE INFORMATION in the following resources:

(1) Occupational Outlook Handbook

(2) Dictionary of Occupational Titles

(3) Popular magazines such as The Ebony, Nuestro, and Black Enterprise.

(4) Personal resources (Guidance counselor, teacher, etc.)

Step 9: Write down one thing you will do within the week to increase your knowledge about at least one occupation which appeals to you (e.g., interview an individual in the profession, use the DOT, etc.).
A DECISION-MAKING STRATEGY*

Decision-making is by definition a process, not an event. Unfortunately, counselors or career specialists often do not know when a student has made a career decision. Furthermore, students do not always know when they have made their decision. Accordingly, it is unrealistic for counselors to expect students to make definitive career choices during their relatively brief interactions with those students. What is realistic, however, is for counselors to be able to help students learn how to make decisions. Good decision-making requires thorough self appraisal. Quite often students are given an inaccurate picture of their interests, needs, abilities, skills and values by relying too heavily on standardized tests along or by placing too much weight on grades received in high school. Neither grades nor scores necessarily represent an accurate assessment of a student's competencies. This may be especially true of ethnic minority students. There are several factors which should be considered in making a career decision:

Interest: Interest has been thought of as being the broadest part of the vocational self. That is, the individual has interest in many occupations. One explanation for this phenomenon is that there are probably many factors which influence our interest. One student stated that she became interested in engineering as a result of crossing the Golden Gate Bridge. Another student explained that his interest in art was activated after observing the art exhibits at the World's fair.

While one can say and substantiate the idea that people in general have broad vocational interests, many ethnic minority groups have narrow or low vocational interest. Low vocational interest among minorities is evidenced by a narrow selection of careers and flat or low profiles on vocational
interest inventories. Since interest is developed through a wide variety of life experiences and activities, it stands to reason to assume that minority groups would have narrow or low interest due to a lack of certain life experiences.

Considering that many minorities have low vocational interest, it behooves the counselor to be creative and imaginative in finding ways to broaden the interest of ethnic minority clients. One approach that counselors can use is to expose minority clients to role models from their communities. Another approach is to expose them to culturally relevant information such as those materials developed in Module #1. In other words, to broaden their vocational interests, counselors need to create or bring experiences to minorities that otherwise would not have. Field trips to a variety of job sites would also create interest among minority group members. Clearly interest alone is insufficient for making sound career decisions. Other factors such as ability, motivation, willingness, and reality resting must be considered concurrently.

**Ability:** Ability might be considered the most important factor in career decisions. The assessment of one's ability is usually gathered from standardized test results or from grades in school. Some competencies important for success are at best only indirectly included in any grade or test score. Qualities such as motivation, leadership, creativity, and resourcefulness are not directly measured. These qualities certainly need to be considered in the assessment procedures with ethnic minority students. Many students have shown that the success of minorities cannot be determined totally on grades in school or on standardized test scores alone. The challenge for the counselor then is to look for other characteristics or qualities in their minority clients in order to make better predictions about their career choices.

**Motivation:** Regardless of interest, ability, needs, one will not be successful in an occupation without motivation or willingness to perform in the occupation. Some occupations
require stronger motivating forces for success than others. For instance, medical services due to their rigorous training in mathematics, biological and physical sciences, require many long hours of study and preparation. The fields of engineering and architecture also require the quality of perseverance for students to deal with the many complexities involved in those occupations. However, it would appear that different motivational forces would be necessary to enter social service occupations. For example, one may be inspired to teach school in order to make a contribution to the field of education. A minority group member might want to become an engineer in order to improve housing in ghettos where other minority group members live.

Whatever the motivating forces are for entering an occupation, these motivating factors should be defined, clarified and explored. The question one might ask before choosing a career is, "What forces are driving me to enter this occupation?" A second question might be, "What are the negative forces or blocking forces that are keeping me from entering this occupation?" A third question is, "Do the positive forces outweigh the negative forces?" However, answering these questions does not guarantee that the student will be able to make a career decision.

Willingness is closely related to the motivational factors. Willingness denotes the act of getting involved in and completely carrying out a task. Regardless of the existence of the other factors that influence career decisions, willingness seems to be the final key. To illustrate the importance of willingness, a football coach in a large university became totally frustrated at the decision of one of his star players to discontinue playing football. This player was rated by the football experts as having the most talent (speed, quickness, agility, skills) of all members on the team. This player explained to his coach and to the public that he was
no longer willing to go through another season of football. Clearly other examples could be cited where persons have interest, ability, and opportunity but lack one important factor, willingness to perform.

Historical as well as environmental factors regarding certain minority groups can give counselors ideas to motivate the minority client. For instance, statistical conclusions that the highest suicides are among minorities might inspire (motivate) a minority student to study psychology or psychiatry. Or, the fact that there is a shortage of minority specialists in the field of agriculture might motivate some minority clients to enter that occupation.

Another motivational force to assist ethnic minorities in their career decisions is to bring in national leaders who are respected by minority group members. Reverend Jessie Jackson of operation "Push" has been quite successful in inspiring many American youths to take more responsibility for their education.

Finally, income is a strong motivating factor for most people in the world of work. Income as a motivating factor for ethnic minorities and poor people are perhaps, even stronger. That is, certain occupations represent a chance to elevate many minorities out of the conditions of poverty in which they live.

**Reality Testing:** Perhaps a final factor to consider in making a career choice is reality testing. That is, what are the job trends, job availabilities, working conditions suitable for the individual's health, physical qualifications such as size, height, condition of eyesight, and so on. For example, a person aspiring to become an airplane pilot must have very good eyesight. A basketball player generally needs to be quite tall (at least six feet or above), and an oceanographer must be comfortable in or around the ocean. Occupational trends change from time to time. That is, while there was a
great demand for engineers in the 1950's, that demand decreased in the late 1960's. A career trend in the past few years has been the use of paraprofessionals in the medical profession. Counselors need to be aware of these changing trends in the world or work in order to help their clients in their career decisions.

For minority students reality testing is crucial. While minority students should be encouraged toward high career aspirations and expectations, they also need to know the reality associated with their career decisions. Many minority students enter college expecting to be medical doctors or engineers, yet they have had only minimal preparation for those occupations. Minorities with poor educational backgrounds must "burn the midnight oil" to build the necessary background to succeed academically. Minorities must spend many hours studying to make up for their scholastic deficit. Many times the frustration associated with their failure causes minority students to select down in their career choices or to give up their education completely. Counselors can help these students by presenting the true picture of the necessary sacrifices minorities need to make in order to succeed.

Some minority students think that they cannot enter certain occupations due to racial discrimination. This thought is often reinforced when the minority students look at the workers in occupations and see few if any ethnic minority representatives. Reality for minorities is that racism does exist yet this should not keep them from reaching their goal. This cycle will persist for many years unless there is an intervention process to change it. Counselors who work with ethnic minorities must have a positive attitude that minorities can enter occupations of which they are prepared. Care should be taken not to destroy the hopes, dreams, and aspirations of ethnic minorities. Too often counselors say that minorities should be realistic rather than having their hopes so high.
In other words, counselors cannot define occupational reality for minorities.

Some counselors have been successful in bringing employers from a typical occupations to have informal rap sessions with minority students who are interested in those occupations. Many minority students have learned through these experiences that many of the restrictions they face regarding their occupational choice are restrictions they place upon themselves. Other counselors who work with minorities have been successful in presenting role models in occupations of whom the students could identify. Graduates from colleges and universities in fields like engineering and medicine can also serve to inspire other minority students.

Last, good decision-making usually involves good help. Rarely do students obtain good decision-making skills solely through their own initiatives. This help is often of a personal nature. That is, some person (e.g., a counselor, teachers, etc.) takes the time to help the student learn how to make decisions. However, this help may also come in the form of instruments or techniques that help the student.

The best "decision-makers" utilize all of these major factors. Fortunately, these are all things that counselors can do something about.

APPENDIX E

ROLEPLAYING INSTRUCTIONS*

1. Be sure the "student" has a copy of the Student (Role-playing) Worksheet and a pen or a pencil.

2. The following are the (verbal) instructions for each of the four phases of this decision-making strategy. You should present them as closely as possible to the way they are written here. Remember that these are only the first instructions for each phase. You may add whatever additional comments, suggestions, or questions you feel are appropriate in order to facilitate the "counseling/decision-making" process.

I. Please list 10 jobs in which you think you might be interested. At this point don't worry about training or other qualifications; just list 10 jobs that appeal to you. Put them in any order. Then answer the following questions:

(a) When do you think you first became interested in these occupations?
(b) What or who influenced your interest in these occupations?
(c) What aspect(s) of these occupations appeal to you the most?
(d) Are there similarities or differences among these occupations?

II. Now think about your own abilities and how they relate to the 10 jobs you just listed. Then please list the six jobs that seem most closely related to your abilities. Remember that there is a difference between abilities and training. You can get the training needed if you feel you have the right abilities. Now answer the following questions:
(a) What do you consider to be your strongest personal skills?
(b) What are your greatest academic skills?
(c) What would you consider to be one of your greatest successful experiences?
(d) In which of the six jobs do you have a strong feeling that you can be successful? Why?

III. Now think about your own values, willingness to engage in certain types of activities, and your current motivation. Which four of the six seem best suited to your current values, willingness, and motivation? Please write them down. Then answer the following questions.

(a) What positions have you held before that you really enjoyed?
(b) What are the driving forces for your selecting each of the four occupations?
(c) Are there hindering forces to your entering any of the four occupations?

IV. Now let's think about reality factors. These are the practical things in our lives that often have strong influences on the directions our lives take. Think about the reality factors of your life and how they relate to the four jobs you have listed. After considering these reality factors, which two of those jobs seem most appropriate for you? Please write them down. Then, answer the following questions:

(a) Are there jobs available in the occupation?
(b) What are the trends for these occupations over the next ten years?
(c) Are you aware of any physical limitations (e.g. height, weight, age, condition of eyes, etc.) that would prevent you from being employed in this occupation?
(d) Has your educational background prepared you to enter these occupations? If not, can you develop the necessary background as you go?
APPENDIX F

STUDENT (ROLEPLAYING) WORKSHEET

1. _______
2. _______
3. _______  1. _______
4. _______  2. _______  1. _______
5. _______  3. _______  2. _______  1. _______
6. _______  4. _______  3. _______  2. _______
7. _______  5. _______  4. _______
8. _______  6. _______
9. _______
10. _______
APPENDIX G

VALUE AUCTION*

Process

I. The facilitator (auctioneer) passes out a Value Auction Sheet to each participant and explains the goal of the activity. Each person is "given" $5,000 and is instructed to work independently and to use the first column to budget this amount for the listed items of value.

II. When budgeting is finished, the facilitator auctions off the items in random fashion or by asking the group to focus on items of value. The items should not be auctioned off in order.

III. Bids should be in increments of no less than $100. Participants are cautioned to keep track of their "bank balance". The use of column two, "Highest Amount I Bid", is important to help participants recall their interest in various items.

IV. When an item is sold, the highest bid is recorded by everyone in column three along with the initials of the person who bought it.

V. When all items are auctioned off, the facilitator processes the activity, focusing especially on the following questions:
   1. Did you get what you wanted? If not, why not?
   2. How did you feel about competing for what you wanted?
   3. Did you spend all your money or did you have any left? How much? Why?
   4. What did you learn about your personal value system?

*This structured experience was designed by Roy W. Trueblood and Robert Rodgers.
APPENDIX H

VALUE AUCTION RULE SHEET

During this Value Auction you will have the opportunity to use your ten tokens to buy, and thus to own, any of the values listed on the chalkboard — if your bid is highest. Owning a value means you have full rights and privileges to do with the value whatever you so choose at the conclusion of the exercise. Keep in mind the following rules:

1. There is no limit to the number of values that may be bought.

2. You may elect to pool your resources with other persons in order to purchase a particularly high-priced value. This means that two, three, or four persons may extend a bid for any one value.

3. The auctioneer's task is to collect the highest number of tokens possible in the course of the auction. After the auction has begun, no further questions will be answered by the auctioneer.

4. Only tokens will be accepted as payment for any value purchased.
APPENDIX I

VALUE AUCTION SHEET

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount I Budgeted</th>
<th>Highest Am't Bid</th>
<th>Top Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A satisfying and fulfilling marriage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Freedom to do what I want</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A chance to direct the destiny of a nation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The love and admiration of friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Travel and tickets to any cultural or athletic event as often as I wish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Complete self-confidence with a positive outlook on life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A happy family relationship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recognition as the most attractive person in the world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. A long life free of illness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A complete library for my private use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A satisfying religious faith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. A month's vacation with nothing to do but enjoy myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Lifetime financial security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. A lovely home in a beautiful setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. A world without prejudice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. A chance to eliminate sickness and poverty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. International fame and popularity
18. An understanding of the meaning of life
19. A world without graft, lying, or cheating
20. Freedom within my work setting
21. A really good love relationship
22. Success in my chosen profession or vocation
APPENDIX J

JOB KNOWLEDGE SURVEY

Name (optional): ________________________________

Age: __________ Sex __________ Race __________

School: ________________________________

Grade Level (Fr/So/Jr/Sr): __________

One of the most common ways to describe jobs is the system used by the United States Government. In this system, a job may be described as having a high (H), medium (M), or low (L) amount of involvement with Data (numbers, paperwork, etc.), People (customers, patients, etc.), or Things (tools, machinery, etc.). For example, the job "carpenter" would be classified as M-L-H. This is because carpenters have a medium amount of involvement with Data, a low involvement with People, and a high involvement with Things. Similarly, the job "chemical engineer" would be classified as H-L-H because chemical engineers have high involvement with Data, low involvement with People, and high involvement with Things.

The purpose of this survey is to see how well you can describe jobs using the system explained above. For each of the jobs listed on the following pages, please show the amount of involvement you think each job has with Data, People, and Things. Mark your answers by putting an X through the letter of your choice (H for high, M for medium, and L for low).

Please turn to the next page and begin. Work rapidly but carefully. Be sure to respond to each part (data, people, things) of each item by marking an X through the letter for your answer (H = high, M = medium, L = low).
JOB KNOWLEDGE SURVEY - A

<table>
<thead>
<tr>
<th>Job:</th>
<th>Data:</th>
<th>People:</th>
<th>Things:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electrician</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>2. Optician</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>3. Locksmith</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>4. Farmer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>5. Shipping/Receiving Clerk</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>6. Police Officer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>7. Maid</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>8. Bus Driver</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>9. Physicist</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>10. Mathematics Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>11. Psychiatrist</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>12. Computer Operator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>13. Surgeon</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>14. Veterinarian</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>15. Aeronautical Engineer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>16. Electronics Technician</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>17. English Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>18. Drama Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>19. Literature Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>20. Orchestra Leader</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>21. Fashion Model</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>22. Photographer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>23. Interior Decorator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>24. Jewelry Designer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25. Funeral Director</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>26. Bartender</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>27. History Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>28. Athletic Coach</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>29. College Professor</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>30. Professional Nurse</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>31. Parole Officer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>32. Librarian</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>33. Banker</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>34. Furniture Dealer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>35. Lawyer/Judge/Attorney</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>36. Restaurant Manager</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>37. Sales Manager</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>38. Insurance Investigator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>39. Life Insurance Salesperson</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>40. Grocer</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>41. Key Punch Operator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>42. File Clerk</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>43. Certified Public Accountant</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>44. Calculating Machine Operator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>45. Typist</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>46. Business Teacher</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>47. Telephone Operator</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>48. Cashier</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
</tbody>
</table>
REFERENCES


Ferguson, J., Adult Students in an Undergraduate University, Journal of College Student Personnel, 1966, 7, 345-348.


George, Y.G., The Status of Black Women in the Sciences, Black Collegian, 1979, 9 (5), 64.


Williams, J.H., Career Counseling for the Minority Student: Should it be Different? Journal of Non-White Concerns, 1979, 7 (4), 176-182.


BIOGRAPHICAL SKETCH

Richard D. Danford, Jr., was born in Philadelphia, Pennsylvania, on May 2, 1945, the oldest of six children. He is the son of Richard Sr. and Gladys Danford of Waycross, Georgia. He is married to Cheryl Elizabeth Cumberlander.

After graduating from Center High School, in Waycross, Georgia, in 1963, he attended Florida A and M University, Tallahassee, Florida, where he received the B.S. degree in political science and history. During the summers of 1964, 1965, and 1966, he worked as an apprentice with the Atlantic Coastline Railroad, Waycross, Georgia, and Rayonier, Inc., Jesup, Georgia. In 1967, he was drafted into the United States Army and spent one year in the Republic of South Vietnam and six months in Fort Hood, Texas. After active duty in the military, he returned to Florida A and M University and received the Master of Education in Guidance and Counseling, August 1970.

In 1970, Mr. Danford was employed as a Coordinator of Student Personnel Services at Thomas Area Technical School, Thomasville, Georgia. From 1971-1975, he was employed by the University of Florida, Gainesville, Florida, as Director of the Upward Bound Program, Coordinator of the Division of Student Support Special Programs, and Counseling Intern (Research Assistant) in the Psychological and Vocational Counseling Center, Respectively.
While working on his doctoral studies at the University of Florida in the Department of Counselor Education, Mr. Danford has held several positions at Edward Waters College, including Dean of Students and Director of After-Five Degree and Special Programs.
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Joe Wittmer, Chairman
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Roderick McDavis
Associate Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

John Nickens
Associate Professor of Educational Administration and Supervision

This dissertation was submitted to the Graduate Faculty of the Department of Counselor Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1980

Dean, Graduate School