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Group Career Counseling for Adults: The Relationship between Participant Involvement and Subsequent Level of Job Satisfaction and Career/Educational Plans

David P. Helfand
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GROUP CAREER COUNSELING FOR ADULTS: THE RELATIONSHIP BETWEEN
PARTICIPANT INVOLVEMENT AND SUBSEQUENT LEVEL OF JOB
SATISFACTION AND CAREER/EDUCATIONAL PLANS

by

David P. Helfand

A Dissertation Submitted to the Faculty of the Graduate School of
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of the Requirements for the Degree of

Doctor of Education

January

1984

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Loyola University of Chicago

GROUP CAREER COUNSELING FOR ADULTS: THE RELATIONSHIP BETWEEN
PARTICIPANT INVOLVEMENT AND SUBSEQUENT LEVEL OF JOB
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This study examined the relationship between the degree of involvement of adults in a group career planning course and their subsequent levels of job satisfaction and career/educational plans one year after enrollment. Subjects for the study were enrolled in a continuing education, non-credit group career counseling experience for adults at Northeastern Illinois University.

Thirty-five subjects returned completed questionnaires which included three developed by the researcher which assessed levels of course involvement, career/educational plans and demographic information. The fourth questionnaire, the Minnesota Satisfaction Questionnaire, was used to measure job satisfaction.

Fifteen subjects had changed jobs since their course enrollment. Ten of the 15 job changers entered jobs that were career goal related. Results of comparing career goal related job changers were (1) significantly more involved with one aspect of the course - skill assessment/functional resume writing and (2) more satisfied, generally with their jobs.

In regards to subjects in general, additional findings revealed (1) that for those with higher levels of information interviewing there was a significantly higher level of career/educational plans and (2) for those who completed the skill assessment exercise there was a

significant relationship with job changing.

Even though results of this study suggest that greater course involvement in one area, led to career goal related job changes and subsequent increased satisfaction there still exists a need for additional research to better understand the value of group career counseling for adults.

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Finally, to my parents and siblings, I wish to express appreciation and gratitude for their unwaivering patience in me and support throughout my life.

VITA

The author, David P. Helfand, is the son of Irving Helfand and Dorothy (Weiss) Helfand. He was born October 13, 1949 in Chicago, Illinois.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.	ii
VITA.	iii
LIST OF TABLES.	vii
LIST OF FIGURES	viii
CONTENTS OF APPENDICES.	ix
 Chapter	
I. INTRODUCTION.	1
Purpose of the Study.	6
Significance of the Study	6
Conceptual Framework.	8
Limitations of the Study.	11
II. REVIEW OF RELATED LITERATURE.	13
Introduction.	13
Adult Development Theory.	14
Adults in Transition.	21
Adult Males in Transition.	23
Adult Females in Transition.	31
Reasons for Job Dissatisfaction Among Adults.	37
Translating Adult Career Development Theory Into Practice	43
Adult Career Planning Programs.	47
Adult Career Counseling Evaluations	54
Group vs. Individual Career Counseling	54
Group Career Counseling with College Students.	56
Group Career Counseling with Adults.	57
Group Career Counseling Follow-up Studies Using Instrumentation	61
Summary	63
III. METHODOLOGY	67
Research Design	67
Research Population	67
Research Setting.	68
Course Content.	69

Identifying Career Options	69
Skill Assessment and Resume Writing.	72
Job Search Techniques.	72
Instrumentation	74
Course Involvement Questionnaire	74
Career and Educational Plans Questionnaire	75
Personal Data Questionnaire.	78
Minnesota Satisfaction Questionnaire	78
Research Objectives	82
Institutional Review of Research Design	82
Data Collection	83
Data Analysis	84
Selection of Variables	84
Tests of Significance.	84
Summary	85
 IV. RESEARCH FINDINGS	 87
Results of Data Collection.	87
Description of Subjects	87
Gender and Age	87
Educational Background	87
Lifestyle/Living Situation	89
Income Level	89
Job Changing of Subjects	89
Research Objective #1	94
Course Involvement	94
Career/Educational Plans	96
Job Satisfaction	96
Other Related Findings	96
Summary.	99
Research Objective #2	99
Gender	100
Age.	100
Summary.	104
Research Objective #3	108
Additional Findings	108
Information Interviewing and Career/Educational Plans	108
Skill Assessment	108
Functional Resume Writing.	110
Reasons for Job Dissatisfaction/Satisfaction	110
Summary	113
 V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	 115
Summary	115
Purpose of the Study	115
Research Objectives.	115

Method	116
Results.	117
Conclusions	119
Implications.	127
Recommendations	131
Professional Training.	131
Group Career Counseling Programs for Adults.	132
Future Research.	134
REFERENCES	136
APPENDICES	143

LIST OF TABLES

Table	Page
1. Gender and Age of Subjects	88
2. Highest Level of Education of Subjects	90
3. Lifestyle/Living Situation of Subjects	91
4. Yearly Income Levels of Subjects	92
5. Job Changing and Career Goal Related Employment of Subjects	93
6. Analysis for Course Involvement By Career Goal Related Job Change	95
7. Analysis for Career/Educational Plans by Career Goal Related Job Change	97
8. Analysis for Job Satisfaction by Career Goal Related Job Change	98
9. Analysis for Course Involvement by Gender.	101
10. Analysis for Career/Educational Plans by Gender.	102
11. Analysis for Job Satisfaction by Gender.	103
12. Analysis for Course Involvement by Age	105
13. Analysis for Career/Educational Plans by Age	106
14. Analysis for Job Satisfaction by Age	107
15. Analysis of Correlation for Course Involvement and Career/Educational Plans of Non-Career Goal Related Employed	109

LIST OF FIGURES

Figure	Page
1. Contingency Schedule for Women	35
2. Examples of Causes for Mid-Life Career Change.	38
3. Course Involvement Questionnaire Structure	76

CONTENTS OF APPENDICES

	Page
Appendix A Course Involvement Questionnaire	144
Appendix B Career and Educational Plans Questionnaire	148
Appendix C Personal Data Questionnaire.	153
Appendix D Institutional Review Board for the Protection of Human Subjects Approval Form from Loyola University.	157
Appendix E Committee for the Protection of Human Subjects Approval Form from Northeastern Illinois University.	159
Appendix F Questionnaire Packet Cover Letter.	161
Appendix G Analysis for Course Involvement by Career Goal Related Job Change	163
Appendix H Analysis for Career/Educational Plans by Career Goal Related Job Change.	165
Appendix I Analysis for Job Satisfaction by Career Goal Related Job Change	167
Appendix J Analysis of Correlation for Subjects' Information Interviewing and Career/Educational Plans.	169
Appendix K Analysis of Skill Assessment Completion by Job Change	171
Appendix L Minnesota Satisfaction Questionnaire Results for Males.	173
Appendix M Minnesota Satisfaction Questionnaire Results for Females.	175
Appendix N Minnesota Satisfaction Questionnaire Results for Subjects Under 35.	177
Appendix O Minnesota Satisfaction Questionnaire Results for Subjects Over 35	179
Appendix P Minnesota Satisfaction Questionnaire Results for Subjects with a College Degree	181
Appendix Q Minnesota Satisfaction Questionnaire Results for Subjects without a College Degree.	183

Appendix R	Minnesota Satisfaction Questionnaire Results for Job Changers	185
Appendix S	Minnesota Satisfaction Questionnaire Results for Non-Job Changers	187
Appendix T	Minnesota Satisfaction Questionnaire Results for All Subjects	189
Appendix U	Female Career Goal Related Job Changers.	191

CHAPTER I

INTRODUCTION

Work is a major part of an individual's life and of the social structure in all societies. A person's occupation is one of the primary factors determining his/her economic level, type of home, neighborhood, friends and associates, and quality of leisure time. It exerts a powerful influence upon the options available to a person, the choices that are made among them, and the possibilities of advancement and satisfaction.

An occupation is often the primary medium in which a person's dreams for the future are defined, and it is the vehicle used to pursue those dreams. At best, an occupation permits the fulfillment of basic values and life goals. At worst, one's work over the years is oppressive and corrupting, and contributes to a growing alienation from self, work, and society.

Career decisions are vitally important since they do affect many aspects of an individual's life. This study focuses on adult career seekers and changers. Adults who are experiencing dissatisfaction with their working life are, in ever growing numbers, in need of assistance in this most important area of their lives--career planning. Deems (1979) indicates that between 1977 and 1987 there will be a 43% increase in the number of people between 35 and 45 years old living in the United States. As a consequence of the increased

number of individuals in this age group, mid-career redirection will become more common (Bernard, 1981; Levinson, 1978; Neugarten, 1979).

Job dissatisfaction and resulting changes among adults have been investigated by a variety of researchers. Robinson, Connors, and Whitacre (1966) summarize 494 attempts to measure the percentage of workers who were dissatisfied with their jobs. The population studied included many different occupations and the criteria used to measure satisfaction were numerous. The reported percentages of dissatisfied workers ranged from 0-92% with a median of 13% dissatisfied. In addition, Strauss (1976) showed that over 10% of the entire work force was dissatisfied with their job.

A 1975-76 survey by the College Board (Griffin, 1981) found 16% of adults between 30-49 years old to be in transition; that is, either undergoing or anticipating job or career changes. This is consistent with a 1977 survey conducted by the University of Michigan Survey Research Center (Griffin, 1981) that showed that between 1973 and 1977, American workers aged 30-54 years old, in general, experienced decline both in job satisfaction and in the desire to stay with present employers. In addition, Griffin (1981) reports that during 1977 the following percentages of workers changed jobs: 25.4% of those 20-34 years old, 15.1% of those 25-34 years old, 8.6% of those 35-44 years old, and 4.7% of those 45-54 years old.

Further evidence of the need for adult career counseling is provided by occupation mobility data from the current Population Survey, analyzed periodically by the Bureau of Labor Statistics. This reveals that in 1977 about 2 1/4 million people age 35-54 years old

(one of every 15 workers in this age group), changed occupations (Entine, 1977). Also, a substantial number of people in this age group, many of them homemakers, entered the labor force that year.

Consistent results have been reported by a variety of researchers regarding adults changing occupations. Kelleher (1973) and Sabin (1967) report that in a given year from 8-14% of all adults change occupations, with 40% of this group being over 35 years old. McCoy (cited in Chickering and Havighurst, 1981) reports that 10% of those between 40-60 years old change occupations, and Robbins (1978) shows that 32.2% of men between 30-59 years old, changed occupations over a five year period. In addition, Robbins (1978) reported 44% of white males between 15-59 years old change occupations over their working life. In yet another five year study, Gottfredson (cited in Robbins, 1978) reported that 25% of men and 30% of women between the ages of 40-55 years old changed occupations. Of those changing occupations, 60% remained in the same work category while 10-14% changed occupational categories by shifting to other areas of work.

After reviewing these statistics of job dissatisfaction and job changing among adults, one might wonder what accounts for the phenomenon. Researchers in the field of adult career planning identify three major areas of influence on adult redirection: social/personal influences, economic influences, and technical influences.

Bernard (1981), Entine (1976), Heddesheimer (1976), Perrone, Wolleat, Lee, and David (1977) and Robbins (1978) address the importance of the women's movement in the area of social influence on

the career decision making of women. This influence has resulted in feelings among many women that merely getting married and having children are not enough. More and more women are expressing a desire and need for further personal development through involvement in a career. The effect of the women's movement on their career decision making is reported further in Chapter II.

Personal factors influencing career redirection of adults include: psycho/social developmental ramifications at mid-life (Chickering, 1969; Entine, 1976; Erikson, 1963 and 1968; and Levinson, 1978), work related stress (Finnegan, 1981 and Heddeshimer, 1976), and increased leisure time (Perrone et al., 1977). The area of personal factors related to career decision making is also examined in greater depth in Chapter II.

Economic reasons for mid-life career redirection include increased unemployment in some areas (Entine, 1976 and Heddeshimer, 1976), while in others, economic growth (Thomas, 1979). Some technical area ramifications for mid-life redirection include rapid technological change (Entine, 1976) resulting in many cases in extreme specialization (Finnegan, 1981) and the need to upgrade skills (Heddeshimer, 1976). For some, resulting job obsolescence is an unfortunate influence on career redirection (Heddeshimer, 1976 and Perrone et al., 1977).

As a result of these types of reasons for job changing Bolles (1983) reports that the average working American works for 10 different employers during his or her lifetime--hence one may assume that each individual goes job hunting 10 times. In addition, the

average job tenure for all workers is 3.6 years, which means that on the average, the American worker conducts a job-hunt once every 3.6 years. What do American workers do when they find themselves in this position? Deems (1979) notes that most adults today probably have little experience in how to make life and career changes. Clearly, many adults would benefit from assistance in dealing with the various influences of job dissatisfaction and resulting job seeking and changing. Many will want to, or have to explore and make career shifts, but will not know how to go about it, or where to find the kind of help they need.

One place adults turn to for this type of assistance, in one form or another, is the college or university. However, a national study by the American Institute for Research to determine the extent of career counseling support services available to adults, found that although adults are the fastest growing segment in higher education, adult counseling services are alarmingly insufficient (Harrison and Entine, 1976).

Bolles (1983) comments that other kinds of help have been created to assist job changers: federal-state employment agencies, private employment agencies, classified ads, job counselors, and computerized job banks. Bolles claims, however, that none of these types of help work well. Most workers who use these methods, in Bolles' opinion, end up underemployed, if employed at all. Moreover, they do nothing to help career changers learn how to career plan and job search in case the same situation should arise again in the future. A method which does teach career planning and decision making techniques, is

examined in this study. This method includes group career counseling for adults.

Purpose of the Study

The purpose of this study is the investigation of the relationship between the degree of involvement of adults in a group career planning course and their subsequent levels of job satisfaction and career/educational plans one year after enrollment. Subjects for this study were students enrolled in the course, Career Exploration for Job Seekers and Changers. The course is offered as a continuing education, non-credit, group career counseling experience for adults at Northeastern Illinois University in Chicago, Illinois. In addition, the study seeks to identify unique aspects of the group's career counseling experience, with special focus on those aspects most influential to participants' subsequent job satisfaction, career movement, and level of career/educational plans.

Significance of the Study

Aside from the need for evaluations of existing adult career counseling programs (Entine, 1976; Fretz, 1981; Holcomb and Anderson, 1977; and Slater, 1978) there also exists a need for additional programs for adult career counseling (Bolles, 1983; Deems, 1979; Griffin, 1981; Harrison and Entine, 1976; Helfand, 1981; Perrone et al., 1977; Robinson et al., 1966; and Vriend, 1977). There is an ever-increasing number of adult workers finding themselves at a point of transition in their lives with respect to their career goals (Bolles, 1983; Griffin, 1981; and Perrone et al., 1977). This study investigates the impact of a specific adult, group career counseling

course on participants one year after course completion. This research will support the need for future development of a similar career counseling model within the profession.

The focus of this study on adult group career counseling participants sets it apart from the large majority of studies that preceded it. Fretz (1981) reports that so many career interventions are focused on students in the educational system that programs more appropriate to persons outside of the educational system who are already in or about to enter the world of work have been neglected. Holcomb and Anderson (1977) also suggested that more research be conducted with a population of employed workers, since only 5% of all previous studies have researched this group. A large majority of subjects in this study were employed during their participation in the career counseling course. The subjects in the course enrolled due to dissatisfaction with their current employment in one respect or another.

Research which investigates the relationship between adult level of involvement with group career counseling and subsequent levels of job satisfaction and career/educational plans has been specifically recommended by Entine (1976) and Fretz (1981). A review of the related literature reveals that the only statistically significant studies completed up to now, regarding the effects of group career counseling on subsequent job satisfaction, have been those utilizing high school students as subjects (Cuony, 1954 and 1957; and Rosengarten, 1963).

Covitz (1980) investigated the effects of an adult, group career

counseling program on subsequent job satisfaction with women returning to college. Her study failed to show any significant findings regarding the impact of group career counseling on participants' subsequent job satisfaction. A possible explanation for this could be that Covitz failed to identify those who were really involved in the course or which subjects really went on to use the processes advocated in the course. This identification might have revealed more significant information regarding those subjects that had a higher level of course involvement. It should be noted that merely attending a course in career counseling differs markedly from seriously getting involved in the course. The current study measures level of course involvement of participants to determine whether there is a relationship between involvement and subsequent job satisfaction and level of career/educational plans, one year after enrollment.

The subjects in this study are a unique population not yet investigated in this manner with this focus. They include males and females who are not necessarily returning to college and range in age from 24 through 58 years. The results also have significance for the career counseling profession as a whole in that they would establish the potential of this approach for this group of adults.

Conceptual Framework

Since this study examines potential adult career changers participating in a career planning course, it is important to recognize the relationship between developmental theory focusing on adult growth and development and the resulting relevance to career changing among adults. There are a number of theorists who have

postulated that human development involves the successful movement through various life stages of cognitive, psycho-social and moral development, from infancy throughout adulthood. The key to one's development is tied directly to successful completion of developmental tasks and the ability to cope with developmental crises in an environment which is challenging and supportive. This view of human development applies directly to many areas of a person's life, especially that of career development and decision making.

Super (1957), whose work was greatly influenced by Buehler (cited in Super, 1957), was one of the first to develop a model of career decision making by describing tasks related to life stages. Of primary importance in Super's approach is the role of an individual's self-concept in career decision making.

Erikson (1963 and 1968) and Chickering (1969) support Super's model with their own approaches incorporating stages of ego growth and vectors, respectively. Both are consistent with Super's approach in that they emphasize the importance of the role of one's identity in making career decisions. Also, both Erikson and Chickering emphasize that in order to be a sound, career decision maker, an individual must successfully negotiate the developmental tasks related to the different life stages/vectors represented by their models of human development.

Whereas Super, Erikson, and Chickering provide a framework upon which to view career development and its relationship to overall human development, there are other theorists whose work applies even more directly to the adult population under investigation in this study.

Since the ages of most participants in the adult, group career counseling course falls within the range of 28-33 years old, it is important to identify theorists whose work is relevant to this age group.

The research of Levinson (1977 and 1978) and others specifically addresses the transitional periods that adults experience. Similar to the models of the theorists already mentioned, Levinson emphasizes the importance of developmental tasks that adults are required to successfully accomplish in order to grow in a positive and healthy manner.

Especially relevant to this study is the period described by Levinson (1978) as the Age Thirty Transition which occurs approximately between the ages of 28-33 years. Levinson reports that this was a period of reassessment which the men in his study commonly experienced. During this time, Levinson's research subjects, who were men only, re-examined their progress in light of their goals and aspirations. Often, careers have not satisfied individual's needs for interesting work, income level, status or prestige, among other aspects, and this period becomes a time of possible change.

Even though Levinson's work was based on men--it seems apparent from other studies that women, for perhaps different reasons, experience an Age Thirty Transition as well. The research of Bernard (1981), Neugarten (1979), Robbins (1978) and others point out that factors such as changing marital, child bearing, and child raising patterns; increased levels of education; increased employment; and the feminist movement in general also lead women to experience

transitional periods. Many women at around age thirty are making decisions regarding career entry or re-entry, or returning to school for further education.

It is not surprising that most participants in the adult, group career planning course investigated in this study fall in the age range of 28-33 years old. As indicated by the theorists, both males and females in this age group experience transitions that have direct implications for their career decision making. During this period in the lives of adults, change in life stage, style, and/or situation, brought on by a variety of reasons, often lead to change of job and/or career. This area of adult development theory and its relationship to career decision making will be further examined in Chapter II.

Limitation of the Study

The research design of this study is of a descriptive nature. The subjects are self-selected; therefore, a random sample (often the procedure recommended) is not employed (Babbie, 1973; Fretz, 1981; Kerlinger, 1973; and Oliver, 1979). Also, the study is ex post facto research which makes it impossible to assign subjects to groups at random and to assign treatments to groups at random. Fretz (1981) pointed out the desirability of comparing different groups in the investigation of career counseling interventions. The lack of a random sample and the self-selections of subjects in this study is as Kerlinger (1973) states, "always a loophole for other variables to crawl through" (p. 363).

The number of potential respondents ($n = 45$) in this study limits the depth of statistical analysis that can be performed with resulting

data. Rather than providing data on interaction of variables, more simple correlations will be reported. Even though valuable results have been obtained with this study, especially in light of how little has been researched to date, applying the results to the whole population would be questionable because of the design limitations. Nevertheless, the fact that no previous study has researched the impact, one year after completion, of an adult group career counseling course makes this study worth the effort.

Chapter II examines the literature related to the following: a) adult developmental theory which has implication for career development, b) job satisfaction among adults, c) the translation of career development theory into career planning programs, d) a review of career planning programs in existence, and finally, e) a review of evaluation of adult career planning programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

During the last two decades there has been significant developmental emphasis on the study of vocational behavior. Increased theoretical and empirical attention has been given to the developmental nature of how and why individuals choose and adjust to occupations. In addition, during this time a variety of vocational and career development theories have been emerging (Osipow, 1973) which focus on concepts relevant to career development such as self-concept and maturity. Added to the research generated by specific theoretical orientations has been a great deal of research conducted on the relationship of various personality and social variables to career development behavior.

This chapter's review of related literature is organized as follows: First, a general overview of adult development theory and its implications for career planning and decision making; second, a review of research regarding adults in transition in general and men and women specifically, with a particular focus on the resultant ramifications that these transition periods have on career decision making; third, a review of various reasons contributing to job dissatisfaction among adults; fourth, an analysis of how adult career development theory is translated into viable programs to assist adult

career seekers and changers; fifth, a review of existing adult career planning programs; and finally, a review of research regarding the effectiveness of those programs.

Adult Development Theory

As early as 1933, Buehler (cited in Super, 1957) defined five psychological life stages as a result of her analysis of life histories. The first, the Growth Stage, extends from conception to about the age of 14. Following that stage is the Exploratory Stage, the period from age 15 to about 25. Next comes the Establishment Stage from years 25 to about 45. After that comes the Maintenance Stage which ends at about age 65. The final stage is that of Decline, beginning at about age 65. The age limits are considered by Buehler to be approximations which vary considerably from one person to another. Some people may be exploring, finding their place in life, developing and implementing adequate self-concepts even after they are in their thirties.

Lowenthal and Neugarten are two more recent researchers who place greater emphasis on life stages or events rather than on chronological age in relation to adult development. Lowenthal, Thurnher, Chiriboga, and Associates (1975) studied four groups of men and women living in the San Francisco area. At the start of the study, which was a longitudinal one, each of these groups was on the threshold of a major transition; they were high school seniors, newlweds, middle-aged parents, and pre-retirement couples. Lowenthal found that the four groups differed considerably in their general outlook on life, the stresses they faced, and their attitudes toward those stresses. The

researchers concluded that it is not so much being 40 years old that is important as being 40 years old and having adolescent children or being 40 years old and recently divorced. In short, life stages or events proved to be more important than chronological age.

Neugarten (1977a) also opposed the view that transitions are bound to chronological age or that they follow an invariable sequence. Instead, she has spoken of the role of functional events and timing in her overview of personality development during the adult years (Neugarten, 1977b). Her studies place special emphasis on functional events happening "on time". She suggests that most adults have built in social clocks by which they judge whether they are "on time" with respect to major life events. To be off time, whether early or late, carries social and psychological penalties. Getting married, having children, going to college, taking a job, reaching a peak of occupational achievement and retiring are linked in peoples' minds with age: though as far as Neugarten is concerned, the emphasis should be placed on events and not chronological age.

Buehler's early work in life stages later served as the basis for Super's (1957) model of career decision making. Super proposed that individuals strive to implement their self-concept by choosing to enter an occupation that is likely to allow self-expression. He described the following tasks for four of Buehler's life stages in relation to career development:

Exploratory Stage (age 15-25)

-finding one's occupation through development of preferences, training and entry.

Establishment Stage (age 25-45)

-getting located in a career - stabilizing and building upon it - advancement.

Maintenance Stage (age 45-65)

-holding one's own, relaxing, enjoying one's place in life.

Decline (age 65 and over)

-tapering off and preparing for retirement, success and satisfaction in leaving one's occupation.

The primary implication of Erikson's identity crisis, which is that vocational choice, commitment, and career decision behaviors are manifestations of identity crisis resolution, is related to Super's role of self-concept in career decision making. Munley (1977) points out that, according to Erikson, failure to achieve a sense of identity may result in difficulties and problems in vocational choice and decision making. Persons without a sense of identity, a sense of who they are, where they are going, and how they fit into society may well be incapacitated in terms of vocational choice and career decision making.

Erikson (1963 and 1968) offers a framework for integrating career development with overall human development. He suggests that the human life cycle involves eight stages of ego growth. These stages occur and correspond to a series of "crises" that a person faces as they develop and mature from infancy through childhood to adulthood. The stages of life described by Erikson that are most related to career development include: Identity vs. Role Confusion (Adolescence), Intimacy vs. Isolation (Early Adulthood), Generativity

vs. Stagnation (Middle Adulthood) and Integrity vs. Despair (Late Adulthood).

By the term "crisis" Erikson means a decisive or critical turning point which is followed by either greater health and maturity or by increasing weakness. Successful negotiation of each stage lends the necessary strength and solidarity to the personality to confront the next step. However, should a crisis not be adequately resolved, the individual is all the more vulnerable to the difficulties presented by subsequent stages. The content and resolution of the crises involve the development of particular attitudes toward oneself, one's world and one's relationship to one's world. An individual's resolution of each of the crises is supposedly reflected in the alternative basic senses or attitudes which develop at the outcome of each crisis stage. These basic attitudes theoretically contribute to an individual's psychosocial effectiveness and personality development. According to Erikson, the resolution of crisis has ramifications for the solution of other crises.

Munley (1977) states that Erikson's theory has implications for career development. First, he suggests that the theory provides a broad overview of human development which may serve as a frame of reference for the process of career development. It provides a conception of significant life stages that makes common sense and gives attention to vocationally relevant dimensions of human development. Especially related to career development behavior are the basic senses of initiative, industry, identity, generativity, and integrity.

Secondly, Munley adds that Erikson's theory of life cycle development recognizes the role of social and cultural factors and provides a theoretical framework by which we can integrate research findings on the sociology of career behavior. Social class and cultural membership have been shown by research to be important situational determinants in career behavior.

Munley describes the identity crisis as a third factor of Erikson's theory that has ramifications for career development. Erikson's concept of ego identity refers to individuals' feelings of knowing who they are and where they are going. A sense of ego identity entails a sense of confidence.

Munley states that Erikson recognized the importance of vocational choice as part of the identity crisis; he thought it was the ability to settle on an occupational identity which most disturbs young people. Making a vocational choice involves a person's saying - "This is what I am." Identity confusion or lack of a sense of identity will result in the inability to decide or make a choice. This confusion, however, is not unique to the lives of young people. Many adults, both male and female, experience confusion related to their identity as a person and the resulting career decision making problems.

Munley (1977) also shows other ways that Erikson's approach may have direct implications for career development.

1. The development of a sense of basic trust versus mistrust may contribute to the trust a person has in himself and others, and the ability to have faith and perceive meaning in the world of work (or

even in career planning activities for adult career changers).

2. Development of a sense of autonomy as opposed to shame and doubts may contribute to a sense of self-control, self-direction: the ability to will freely and to decide on an activity in the world of work.

3. Development of a sense of initiative as opposed to guilt may lead to establishing a basis for a realistic sense of ambition and purpose: the finding out what one might become.

4. Development of a sense of industry as opposed to inferiority may contribute to a sense of competency, productivity: a sense of being able to make things work (pp. 265-66).

The resulting implication of these proposed interrelationships among the Erikson stages is, according to Munley, that difficulty in resolving earlier stage crisis in childhood leaves one more vulnerable in terms of the identity crisis and career development: lack of trust may lead to an inability to make a career commitment, lack of a sense of autonomy may lead to coerced or inappropriate vocational choices, lack of a sense of initiative may result in unfulfilled vocational choice, and a lack of a sense of identity would probably cause vocational uncertainty.

Very similar to the work of Erikson and his proposed life stages is the work of Chickering and his vector model. Chickering (1969) identified seven major vectors:

1. achieving competence in the areas of intellectual, physical and manual skills, and social interpersonal skills.
2. managing emotions related to two major impulses - aggression

(expression of anger and hate) and sex.

3. becoming autonomous is the ability to carry on activities and cope with problems without seeking help as well as recognizing and accepting interdependence.

4. establishing identity involves clarification of conception concerning physical needs, characteristics, personal appearance, sexuality, and identification of sex appropriate roles and behavior.

5. freeing interpersonal relationships is possible with the achievement of greater autonomy and a more sure sense of identity because relationships may shift toward greater trust, independence and individuality as a result.

6. clarifying purpose requires formulating plans and priorities that integrate avocational and recreational interests, vocational plans and life style considerations - resulting in possibly greater direction and meaning in life.

7. developing integrity includes the clarification of a personally valid set of beliefs that have some internal consistency and that provide at least a tentative guide for behavior. This involves humanizing and personalizing of values, and development of congruence between behavior and values.

Chickering's fourth vector, establishing identity, is similar to Erikson's fifth stage, Identity vs. Role Confusion. In addition, Chickering's fifth vector, freeing interpersonal relationships, is also similar to Erikson's fifth stage and sixth stage, Intimacy vs. Isolation. Obviously, there is a strong relationship between the two models presented by Erikson and Chickering.

The Chickering vectors that seem to have the greatest implication for career planning are the fourth, establishing identity, and the last two, clarifying purpose and developing integrity. According to Chickering, to be able to make sound career decisions, an individual would need to successfully complete the developmental tasks associated with these vectors.

This section has presented the adult developmental theories of a variety of researchers including Buehler, Lowenthal, Neugarten, Super, Erikson, and Chickering. In the next section, additional adult development theory will be presented with a separate focus on adult males and females experiencing transition. These transitions are often brought on by or result in change of marital status, lifestyle, and/or occupation, the particular focus of this study.

Adults in Transition

Thus far a general overview of adult development theory has been provided. Through the examination of the psychological life stages of Buehler, the psychosocial stages of Erikson, the vector model of Chickering, as well as the work of others, a framework is provided for integrating career development with overall human development.

Certain developmental theories, in addition to some already reviewed, focus more specifically on the developmental periods of men and women from young adulthood and up. What becomes apparent in reviewing these theories is that both males and females experience certain transitional periods requiring the successful accomplishment of developmental tasks in order to proceed in a healthy and positive manner.

Havighurst (1953) defines a developmental task as one that arises at or about a certain period in the life of the individual, which, if successfully achieved, leads to happiness and success with later tasks; or if unsuccessfully achieved, may lead to unhappiness in the individual, disapproval by society and difficulty with later tasks. Havighurst summarized by pointing out that developmental tasks of life are those things that constitute healthy and satisfactory growth in our society in order to be reasonably happy and successful.

Levinson (1977) described adult development as the evolution of the life structure. The life structure does not remain static, nor does it change capriciously. Rather, it goes through a sequence of alternating stable periods and transitional periods. The primary developmental task of a stable period is to make certain crucial choices, build a life structure around them and seek to attain particular goals and values within the structure. Each stable period also has its own distinctive tasks which reflect the requirements of that time in the life cycle. Many changes may occur during a stable period, but the basic life structure remains relatively intact.

Levinson (1977) believes that the primary developmental task of a transitional period is to phase out the existing structure and to work toward the initiation of a new structure. This requires individuals to reappraise their existing life structure, to explore various possibilities for change in the world and in the self, and to move toward the crucial choices that will form the basis for a new life structure in the ensuing stable period. Each transitional period also has its own distinctive tasks reflecting its place in the life cycle.

A period is defined in terms of its major tasks, which requires individuals to build, modify, and rebuild their life structure.

Levinson also points out that a significant event (such as marriage, divorce, birth of a child, job change, retirement or illness) can occur at many ages and in many periods. His theory, which does not predict events, states that the meaning of an event and its impact on the person will depend on the developmental period and the life structure in which it occurs. One basic difference between Levinson and Erikson is that while Levinson's concept of life structure is centered more directly on the boundary between self and the world and gives equal consideration to self and world as equal aspects of the lived life, Erikson's primary focus is within the person. Each of Erikson's stages represents the vast influence he gives to the sociocultural world upon ego development. However, Levinson's approach is similar to Erikson's in that the periods/stages presented are not seen as being higher or better than another.

The primary purpose of the next section is to examine the transitional periods that adult men experience and the relationship of these transitional periods to career development. In order to better understand the experience of adult males in transition, the work of Levinson will be further examined as will that of Super, Havighurst, Gould, Ginzberg and others.

Adult Males in Transition. Super (1957) states that a person's career is an implementation of his/her self-concept. Murphy and Burck (1976) point out that studies reviewed, mostly using male subjects, indicate that midlife is a time of major change or even crisis in

self-concept. Therefore, in accordance with Super's theory, a person's career may no longer be an accurate expression of that changed self-concept and that a change or adjustment in career may have to be made.

Super (1957) defines adjustment as an outcome of behavior, whether defined as satisfaction (an attitude) or as success (achievement); it is essentially retrospective, for it related a present condition to past actions. Super adds that maturity is different by being prospective: it consists of behaviors and attitudes manifested in the present which pertain to tasks being dealt with in the present or likely to be encountered in the future. The vocationally adjusted person is one who is doing what one likes to do and is a success at doing it; the vocationally mature person is one who is coping with tasks appropriate to one's life stage in ways which are likely to produce desired outcomes.

Murphy and Burck (1976) conclude that the mid-life career developmental stage is characterized by the theme of a revolution of one's self-concept which leads to a readjustment or a re-establishment in one's career. They go on to suggest that to introduce the mid-life stage into Super's model requires only that among his stages of growth, establishment, maintenance and decline, the stage of renewal would be added and placed between the point of establishment and maintenance. There it would reflect the major life/career stage that is negotiated between the years of 35-45.

However, what of males in transition at ages other than the mid-life career stage of 35-45 years old? Levinson (1978) and his

associates carried on what is now considered a major research study related to males in transition. The primary aim of their research, which centered on 40 men (aged 35-45) studied biographically, was to create a developmental perspective on adulthood in men and to set forth a systematic conception of the entire life cycle, while paying primary attention to the major "seasons" of adulthood. They identified the following periods of adult male development:

Early Adult Transition (age 17-22)

links adolescence and early adulthood,

Entering the Adult World (age 22-28)

creating a first adult life structure, is the primary task,

Age Thirty Transition (age 28-33)

modification of first adult life structure which may result in creating the basis for a new and more satisfactory structure with which to complete the era of early adulthood,

Settling Down (age 33-40)

building of a second adult structure and reaching the culmination of early adulthood,

Mid-Life Transition (age 40-45)

links early and middle adulthood: its tasks include reappraising and modifying the late 30's life structure, to rediscover important but neglected parts of the self and, toward the end, to make choices that provide the basis for a new life structure.

Gould (1972) independently arrived at a similar sequence of adult developmental periods; though conceptualized somewhat differently, his view of the life course is similar.

Since the average age of male participants in the present study is about 40 years old, it is worth taking a closer look at the last four developmental phases on the preceding page. The purpose would be to see if there are specific ramifications of the related developmental tasks and the career development process. Levinson (1978) provides in depth descriptions of these developmental periods, which are summarized below along with additional information provided by other theorists.

The chief task of Entering the Adult World (age 22-28) is to fashion a provisional structure (first adult life structure) that provides a workable link between the valued self and the adult society. During this period a man makes and tests a variety of initial choices regarding occupation, love relationships (usually marriage and family), peer relationships, values and life style. McCoy (cited in Chickering and Havighurst, 1981) defines the career development tasks of this period as settling into work and beginning the career ladder.

The Age Thirty Transition-Changing the First Life Structure (age 28-33) has some relevance to this study since some males in the subject population fall within the age range described. Levinson (1978) describes this period as an opportunity to work on the flaws and limitations of the first life structure and to create the basis for a more satisfactory structure with which to complete the era of early adulthood. At about 28, the provisional quality of the twenties is ending, and life is becoming more serious, and more "for real". As Levinson suggests, there is a voice within saying, "If I am to change

my life - if there are things in it I want to modify or exclude, or things missing I want to add, - I must now make a start, for soon it will be too late."

Havighurst (1952) makes the point that of all the periods of life, early adulthood through age 30 is the fullest of teachable moments and the emptiest of efforts to teach. He explains that men in this age range are motivated to learn, yet the amount of educative effort expended by society on people is probably less during this period than during any other period, except old age. This lack of educative effort includes needed career planning programs for men in this period who are experiencing a desire to make a change in the working area of their lives.

In addition, Levinson (1978) found that for most men, the transition period takes on a stressful form, the Age Thirty crisis. A developmental crisis occurs when a man has great difficulty with the developmental tasks of a period: he finds his present life structure intolerable, yet seems unable to form a better one.

McCoy (cited in Chickering and Havighurst, 1981) describes the most important developmental task of this period to be a search for personal values and progress in a career including a sense of competence and achievement. If this does not occur then there is a greater chance of the Age Thirty crisis occurring. Levinson (1977) noted that there is a peaking of marital problems and divorce in the Age Thirty Transition period. It is also a time of various kinds of occupational change: a shift in occupational category or kind of work; a settling down after a period of transient or multiple jobs, a

promotion or advancement that brings one into a new occupational world.

Levinson (1978) explains that the shift from the end of the Age Thirty Transition to the start of the next period is one of the crucial steps in adult development. At this time a man may make important new choices, or he may reaffirm old choices. If these choices are congruent with his dreams, talents, and external possibilities, then they provide the basis for relatively satisfactory life structure.

Ginzberg (1972) realized the ramifications of the adult male transition period when he revised his original theory of occupational choice. In his original theory he claimed that occupational choice was a decision making process that extended from pre-puberty until the late teens or early twenties. He then reformulated his theory to indicate that the process of occupational choice no longer was limited to a decade, but now was seen as a life long open-ended one. His revised view of decisions made prior to age 20 was that they did not appear to have great potency later in life as men and women sought to find the best occupational fit between their changing desires and circumstances.

Levinson (1978) suggests that if choices are poorly made during this period, and the new structure is seriously flawed, a man will pay a heavy price in the next period. He added that even the best structure has its contradictions and must in time be changed.

The Second Adult Life Structures: Settling Down (age 33-40) is the vehicle for the culmination of early adulthood described by

Levinson. A man seeks to invest himself in the major component of the structure (work, family, friendship, leisure, community--whatever is most central to him) and to realize his youthful aspirations and goals. Levinson (1978) identified the two major tasks men face during this period as (1) establishing a niche in society, (i.e., to anchor his life more firmly--develop competence in a chosen craft and become a valued member of a valued world) and (2) working to make it, (i.e., striving to advance, to progress on a timetable).

If these tasks are not accomplished, that is, if a man during this period has not developed competence in his work, and does not feel he is advancing properly, then the potential crisis may occur, or at the very least, there is a need for some career counseling intervention.

Levinson (1978) claims that the imagery of "the ladder" is central to the Settling Down (age 33-40) period. It reflects the interest in advancement and affirmation that are so important during this time. A man's sense of well being during this period depends primarily on his own and other's evaluation of his progress toward goals that could include social rank, income, power, fame, creativity, quality of family life, and possibly social contribution. Satisfying work may lead to many of these outcomes, thereby, becoming central to the positive growth and development of a man at this time in his life.

The Mid-Life Transition: Moving from Early to Middle Adulthood (age 40-45) involves the termination of early adulthood and the initiation of middle adulthood, and is part of both. The late 30's mark the culmination of early adulthood resulting at around age 40 in

a man making some judgement regarding his relative success or failure in meeting the goals he had set. Therefore, the tasks of this period include reappraising and modifying the late 30's life structure, to rediscover important neglected parts of the self and, toward the end, to make choices that provide the basis for a new life structure (Levinson, 1978).

If a man experiences an inability to advance sufficiently on his chosen "career ladder", does not gain affirmation, independence, and seniority he wants, and does not feel he is his "own man" in terms defined by his current life structure, then problems set in during this period (Levinson, 1978). Although Levinson (1976) also claims that the central issue of the Mid-Life Transition is not whether a man succeeds or fails in achieving his goals, but rather what he does with the experiences of disparity between what he has gained, in an inner sense, from living within a particular structure, and what he wants for himself. The sense of disparity between "what I've reached at this point" and "what it is I really want" instigates a soul searching for "what it is I really want".

Levinson (1976) also adds that it is not a matter of how many rewards one has obtained, it is a matter of accuracy of fit between the life structure and the self. A man may do extremely well in achieving his goals and yet find his success hollow or bittersweet.

Through the research of Levinson primarily, and others, there now exists a framework to better understand the periods of growth, development, and change of adult males. This research regarding these developmental periods and resultant transitions of adult men shows

that there are direct implications to their career development and work related decisions.

The next section focuses on issues related to adult females in transition and on their relationship to career decision making as reported by the research of Bernard, Robbins, Neugarten, Lowenthal, and others.

Adult Females in Transition. Most of the research and writing on the life cycle has centered around the lives of men. However, as reported in this section (Bernard, 1981; Diness (cited in Bernard, 1981); Lowenthal, 1975; Neugarten, 1979; Robbins, 1978; and others) women experience a different socialization and development process than men. Therefore, in order to better understand the periods of growth and development of women, and related transitions, it is necessary to review the research related specifically to their situation. A relevant statistic, directly related to career planning, that reinforces this position is that in 1957 the National Manpower Council reported that at the close of the last century, about half of the adult women never entered paid employment. Now, for a variety of reasons, at least nine of every ten are likely to work outside the home (National Manpower Council, 1957, p. 10). In order to better understand the developmental periods and transitions of women and their relationship to work and career decisions, the following research is reviewed.

Bernard (1981) reports that women have been socialized to remain in the conformist stage of character development, conscious pre-occupation and cognitive style, and in the dependent stage of

interpersonal style. Women, Bernard states, have been socialized to be defensive and immature, to be passive and dependent, to have a limited behavioral repertoire, shallow interest and to habitually assume a subordinate position.

Addressing the role of schools in the socialization process of women, Neugarten (1979) suggests that schools probably reinforce the sex-typed socialization which begins in infancy, in the child's home and neighborhood. Neugarten points out how in most families boys are treated differently than girls. These differences become reinforced over time as the child meets the expectations of parents, teachers, and peers and this expectation becomes internalized.

In addition to the above factors, Neugarten (1979) also describes how the changing family cycle has influenced the role of women in today's society and how these changes affect their self-images and have implications for their career planning. She states that traditionally, education and career decisions of women have been influenced by marriage and childbearing. Yet, Glick and Norton (1979) predict that nearly 40% of women married between 25-35 years of age, will be divorced. In addition, U.S. Department of Commerce (1983) statistics show that for women between 30-34 years of age, close to 82% do not expect to be having any additional children. Therefore, as a result of divorce, or of having children old enough not to need their mother on a constant basis, many women between the ages of 30-35 years old are re-entering the work force. In light of this, it might be suggested that both men and women experience an Age Thirty Transition.

Neugarten also indicates that many more women are now living alone as a result not only of being divorced but because of being widowed, and more importantly in relation to younger women, simply postponing marriage for a career. This later group who enters the work force becomes possible career changers if dissatisfaction sets in and goals are not attained. This group of women experiences similar periods as those of men described by Levinson, as far as frustration from possible lack of growth, and the implication for career changing.

Related to this, Robbins (1978) states that no matter what the situation, women at Age Thirty Transition must deal with the realization that despite what society has taught them, they must establish an identity of their own, independent of whether or not they have an identification connected to a man.

In research involving a study of 542 women, Diness (cited in Bernard, 1981) found that the general career orientation change pattern seen was that age 25 was the point of greater preference for homemaking only (no career) and age 35 for combining homemaking with a career. Diness reported that age 40 was the point of greater preference for having a career (with no mention of combining it with a homemaking role). If this is true for most women, it is further evidence that, they as well as men, could experience a Mid-Life Transition (age 40-45) if they are not accomplishing what they originally set out to do related to their careers.

Diness (cited in Bernard, 1981) also noted that the greatest increase in preference for some degree of career life (career along or in combination with homemaking) was seen between the ages of 25 and

30. These years are more critical than any other period for role change among women.

The Diness data suggests that life-stage preference changes sequentially over time from a one role (homemaking) to a two role (career combined with homemaking) pattern, and again to a one role (this time, career) pattern.

Bernard (1981) developed four possible contingency schedules for women depending on what choices were made regarding training, marriage, childbearing, and career involvement. Though Bernard's schedule (See Figure 1) does not include women who marry or get professional training before age 22, it is still clear that from age 21 through at least the age of 40 the need for career planning exists. In fact, career planning is an ongoing process even after age 40 because of possible career dissatisfaction.

In viewing women making changes, Slaney, Stafford, and Russell (1981) suggested, though quite tentatively, that adult women experience more career indecision than high school women. However, it seems possible to build a case that suggests adult women may have fewer problems with career indecision than younger women. Ginzberg (1966) stated that young women cannot realistically plan on a career until they know whom they will marry because so much else depends on that decision. Ginzberg suggested that this greater uncertainty in planning is probably the major differences between the sexes in career development. Other major theorists in this area have suggested that women's vocational interests may crystalize later than men's (Campbell, 1974 and Tyler, 1964). Although, if as Neugarten (1979)

Figure 1

Contingency Schedule for Women

A	B	C	D
Marriage (22)	Marriage (22)	Professional Training (22-24)	Professional Training (22-24)
Childbearing (23-29)	Professional Training (22-24)	Marriage (25)	Career Entry (25-27)
Professional Training (30-32)	Career Entry (25-27)	Childbearing (26-33)	Marriage (28)
Career (33 and up)	Childbearing (28-35)	Career Entry (34 and up)	Childbearing (24-36)
	Career Resumption (36 and up)		Career Resumption (36 and up)

NOTE. From "Women's educational needs" by J. Bernard. In A.W. Chickering and Associates (Eds.), The modern American college. (p. 265).

suggested, many women are postponing marriage, then the disparity between the needs of younger and older women for problems related to career planning will lessen.

In comparison to men, Lowenthal et al. (1975) found that across the four life stages studied: high school seniors, young newlyweds, middle-aged parents, and pre-retires, women had weaker and less positive self-images. One interesting factor, somewhat consistent with Slaney's position, was that middle aged women were seemingly conflicted and nearly as negative, in their images of themselves, as was the high school senior. In fact, in assessing life satisfaction, Lowenthal found that of all four groups of women, the middle-aged were least satisfied. One reason for this could be the "empty nest" syndrome for the middle class women whose children have left home. Unfortunately, they are usually experiencing this while their husbands are likely to be going through their own mid-life crisis. This results in conflict - the necessity of coming to the aid of the husband versus their own personal development in the post-parent stage, resulting in what Lowenthal found to be considerable malaise and unhappiness among middle-aged women.

It is not surprising then to see that statistics show women in middle age returning to school, most to further career related goals. Neugarten (1979) reports that between 1970-74, the number of women enrolled in colleges between the ages of 25-29 increased by over 100% and for those between the ages of 30-34 by over 85%. In fact, she reports that the typical participant in a continuing education program is a white female in her mid 30's from a middle class background who

is married and has a supportive husband.

Women, apparently for different reasons than men, such as changing marital, childbearing, and child raising patterns, increased level of education, and the feminist movement in general, also experience different developmental and transitional periods in their lives. Therefore, both adult females and males, though from different causes, experience stages of growth and development connected by related transitions, that possibly result in changes. These changes usually have an impact on how one sees themselves, their self-concept/identity, and the goals they wish to attain for themselves, their purposes in life. The ramifications of these changes are directly related to career decisions and thus, emphasize the need for career planning assistance throughout the adult life span.

In the next section, research on factors contributing to job satisfaction among adults will be presented and the relationship of these factors to developmental issues, as well as other issues will be reviewed.

Reasons for Job Dissatisfaction Among Adults

In the previous section the work of various adult development theorists was reviewed in light of the ramifications their ideas have for career development. In addition to developmental issues having an impact on career development and possible job dissatisfaction, other issues as well contribute to job dissatisfaction among adults.

Some researchers have classified reasons for adult job dissatisfaction as internal/external. Entine (1977) proposed that

cause can be either internal or external and either unanticipated or anticipated (See Figure 2). Following, are some research studies that revealed internal reasons for mid-career job satisfaction.

Robbins (1978), who examined career change patterns of 91 middle and upper class men, mostly highly educated, between the ages of 30-59, found the greater percentage left for internal reasons. Subjects in the study generally left large, bureaucratic profit-making institutions to pursue careers in which they would have a greater degree of autonomy and control over their lives. Subjects moved generally from jobs dealing with data and things to those more so with people. Major reasons for dissatisfaction cited included desire for: more meaningful work, greater achievement, better fit between values and work, greater responsibility and more time with family. Better salary was ranked least important as a reason for change. All factors cited were considered motivational ones that can be classified as internal reasons for job dissatisfaction.

Similarly, Thomas (1980) studied the motivation for mid-life career changes of 73 men who left professional and managerial careers between the ages of 34-54. Major reasons for change had to do with a desire for more meaningful work bringing about a better fit between values and work. As in the study by Robbins (1978), the reason cited as least important was that of salary. Forty-eight percent of the subjects in Thomas' study changed for internal reasons. Many chose new career areas that are considered less traditionally masculine: education, nursing and social work. Generally, subjects switched to helping professions, as did subjects in the Robbins study.

Figure 2

Examples of Causes for Mid-Life Career Change

	Internal	External
unanticipated	serious illness divorce death of spouse or children	unemployment work dissatisfaction job obsolescence rapid inflation
anticipated	empty nest labor force re-entry voluntary career change	planned retirement promotion and advancement

Note: From "Counseling for mid-life and beyond" by A.D. Entine, 1977. Vocational Guidance Quarterly, 25 (4), p. 334.

Using the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967) manual as a guide for classifying reasons for job dissatisfaction as internal and external, the following is a summary of research studies finding internal reasons as major factors for adult job dissatisfaction and career changing.

Incongruence of Interests and Job

Helfand (1981), Neopolitan (1980), Robbins (1978), Sagal and DeBlassie (1981), and Vaitenas and Wiener (1977).

Lack of Challenge

Robbins (1978) and Strauss (1976).

Lack of Job Security

Robbins (1978) and Strauss (1976).

Lack of Respect, Status and/or Prestige

Levinson (1978) and Thomas (1980)

Lack of Social Contribution

Levinson (1978) and Robbins (1978)

Lack of Time with Family

Robbins (1978) and Thomas (1980)

Lack of Independence and Responsibility

Levinson (1978)

Lack of Ability

Sagal and DeBlassie (1981) and Vaitenas and Wiener (1977).

Whereas the above mentioned studies revealed reasons for mid-career dissatisfaction to be internal in nature, other studies have found external reasons to be of major importance. Helfand (1981) in a study of 46 men and women career changers between the ages of

21-47, found that primary reasons for job dissatisfaction were lack of upward mobility, lack of pay, and negative work environment (problems with co-workers and/or supervisors).

Similarly, a study by Sagal and DeBlassie (1981) pointed out that factors important to career dissatisfaction of males at midlife were supervision and relations with supervisors, as well as salary, wages and fringe benefits. Likewise, Strauss (1976) reports that most dissatisfaction is on jobs with short job cycles or relatively little challenge - and also in industries in which such characteristics are common, such as the automotive industry. In such cases, Strauss claims that dissatisfaction can be caused by low income, inadequate fringe benefits and/or tyrannical supervision.

Listed below is a summary of research studies finding external reasons as major factors for adult job dissatisfaction and career changing.

Lack of Income

Helfand (1981), Levinson (1978), Lowenthal (1975), Neopolitan (1980), Robbins (1978), Sagal and DeBlassie (1981), Strauss (1976), and Thomas (1980).

Problems with Supervisors

Helfand (1981), Neopolitan (1980), Sagal and DeBlassie (1981), and Strauss (1976).

Lack of Advancement

Helfand (1981), Levinson (1978), Lowenthal (1975), and Thomas (1980).

Another area of causes for job dissatisfaction, other than

internal/external factors, is related to the stability of mid-career changers. Vaitenas and Wiener (1977) claimed their results showed that mid-career changers were characterized by high incongruity, emotional maladjustment, fear of failure, and low differentiation and consistency of interests. In contrast to many other studies, developmental processes were not found to be involved in mid-career change. In fact, the authors accuse Levinson of taking no position on the possible role that incongruity, lack of differentiation and consistency, and emotional problems may play in the experiences of mid-career changers.

However, results of research by Neopolitan (1980) tend to contradict the notion that occupational change in mid-career results from instability. Rather, he claims these changers were making rational attempts to move from unsatisfactory occupational situations. Other researchers including Gerstein (1982), Hiestand (1971) and Russell (1975) have found mid-career changers to be well adjusted people. Perhaps the different viewpoints related to the emotional adjustment of mid-career changers verifies the wide range of possible reasons for dissatisfaction among adult career changers.

Thus far this review has included adult development theory and related transitional periods for both men and women and the resulting ramifications for career development. In addition, this section presented the variety of factors contributing to job dissatisfaction for adults. Next, with the knowledge of previous researchers' studies, examination of how their findings can be translated into programs to assist adult career changers will occur.

Translating Adult Career Development Theory into Practice

In the previous section prior to this, research findings were presented that identified major reasons for job dissatisfaction among mid-career changers. One of the major tasks of professionals in the counseling field in general, and career counseling specifically, is to be able to take the findings of researchers and translate that information into meaningful and worthwhile programs for clients.

One major area recommended for inclusion by researchers, as well as career development theorists, is that of self-assessment. As a result of reviewing reasons listed most often for mid-career dissatisfaction, from the previous section, it seems apparent that the most important category of self-assessment should include interests, values, and abilities and skills.

An area that is reported often as a factor in mid-career dissatisfaction is incongruence between interests of workers and the jobs they have (Helfand, 1981; Neopolitan, 1980; Robbins, 1978; Sagal and DeBlassie, 1981; and Vaitenas and Wiener, 1977). Assessment of interests seems to be most important in career planning. Knowing one's self in this way is recognized by many career development theorists as absolutely necessary in order to enhance the possibility of identifying meaningful and potentially satisfying career options. Theorists recommending interest assessment include: Crites (1974), Herr and Cramer (1979), Holland (1973), Shipton and Steltenpohle (1981), and Super (1957).

Both Robbins (1978) and Thomas (1980) report job dissatisfaction as a result of the need for a better fit between workers' values and

their jobs--thus the need for more meaningful work. Career development theorists and researchers note that jobs, perhaps more than anything else, can help individuals attain those things in life of value to them.

Reasons for mid-career dissatisfaction, that indicates a need for value assessment as part of the career planning process, include the following:

- the need for greater autonomy and control (Robbins, 1978) and more independence and responsibility (Levinson, 1978),
- the need for more challenging work (Strauss, 1976 and Robbins, 1978) and a chance for advancement (Helfand, 1981; Levinson, 1978; Lowenthal, 1975; and Thomas, 1980),
- the need to make social contributions (Levinson, 1978 and Robbins, 1978),
- the need for respect, status and prestige (Levinson, 1978 and Thomas, 1980),
- the need for monetary benefits (Helfand, 1981; Neopolitan, 1980; Levinson, 1978; Lowenthal, 1975; Robbins, 1978; Sagal and DeBlassie, 1981; Strauss, 1976; and Thomas, 1980),
- and, the need for more time with one's family (Robbins, 1978 and Thomas, 1980).

Consequently, in order for sound career decision making to take place, one should assess how much he/she needs or values the above mentioned factors. If this is followed by a thorough investigation of career possibilities for potential fulfillment of one's value priorities, then the likelihood of job satisfaction is enhanced.

Career development theorists who recommend value assessment include: Krumboltz and Hamel (1982), McCoy (cited in Chickering and Havighurst, 1981), Shipton and Steltenpohle (1981), and Super (1957).

Lack of ability, as a factor of mid-career dissatisfaction, is reported in the studies by Sagal and DeBlassie (1981) and Vaitenas and Wiener (1977). This final area of self-assessment is necessary in order to help career seekers/changers find appropriate employment, allowing the possibility of an individual to attain his/her greatest potential. Knowledge of one's skills helps to insure that job candidates are adequately prepared for the jobs they are seeking, thus avoiding an uncomfortable situation which could result in failure.

Career development theorists who recommend skill assessment include: Herr and Cramer (1979), Robbins (1978), Shipton and Steltenpohle (1981), and Super (1957).

Assessment of interests, values, and skills do career planning clients little good unless they are used in a practical way to identify relevant job options. A variety of means can be used including: printed career resource materials, group brainstorming exercises, informational gathering interviews, and goal setting. Using self-assessment data in conjunction with career resource materials such as the Guide for Occupational Exploration (U.S. Department of Labor, 1979), the Dictionary of Occupational Titles (U.S. Department of Labor, 1977), and the Occupational Outlook Handbook (U.S. Department of Labor, 1982), in order to identify career options has been recommended by Crites (1974), Holland (1973), Robbins (1978), Shipton and Steltenpohle (1981), Super (1957), and Vaitenas

and Wiener (1977). This approach is described further in Chapter III.

Brainstorming is a group exercise used to give feedback to participants about career options related to self-assessment data. The idea is that the combined world of work experience of a group of adults can far outweigh that of any individual counselor. This interesting exercise has been recommended by Robbins (1978) as a useful tool in the career decision making process.

Informational gathering interviews serve both as a method to gain information to aid in career decision making as well as a useful job search technique. Those suggesting the use of this approach include Krumboltz and Hamel (1982), Robbins (1978), and Super (1957 and 1977).

Goal setting is a process that helps career planners take action needed to progress through the career planning process. This action-oriented approach has been recommended for adult career changers by Krumboltz and Hamel (1982).

Resume writing and interviewing skills are also important aspects of career planning that have been suggested as ingredients for adult career planning programs by Herr and Cramer (1979) and Robbins (1978).

Traditionally, most career counseling has occurred in one-on-one situations between the client and counselor. More recently, the use of groups as the vehicle for delivering career planning assistance has increased. Group career counseling for adult career seekers/changers has been recommended by Corey and Corey (1977), Gazda (1978), Gerstein (1982), Herr and Cramer (1979), McCoy (cited in Chickering and Havighurst, 1981), and Robbins (1978).

Even though little has been published regarding the effectiveness

of group career counseling (Butcher, 1982) some of the major advantages that are cited include: commonality of need of participants, self-validation of participants, identification/sharing and support among participants, provision of often needed discipline through a structured program, monetary savings for participants (it is usually less expensive than the traditional one-on-one approach), and the efficiency it provides the professional in enabling him/her to help more people in less time.

In this section the task of translating the recommendations of researchers, in the field of career planning, into viable career planning activities and programs was addressed. The adult group career planning course, Career Exploration for Job Seekers and Changers, under investigation in the present study, includes all of the above recommendations for career planners: self-assessment of interests, values, and skills; identification of options using resource materials, brainstorming exercises, goal setting techniques; and job search techniques including contact making (via informational gathering interviews), resume writing, and interviewing skills development. This course is also presented, as mentioned, in a group setting. The next two sections will provide a review of a variety of adult career planning programs in existence today followed by a review addressing significant evaluations of existing programs.

Adult Career Planning Programs

A 1974 study reported by Harrison and Entine (1976) presented results of a survey of 367 adult career counseling programs by the American Institute for Research. The survey indicated that of the

programs offered, 54% were sponsored by either community and junior colleges (20%) or four-year colleges and universities (34%). Other major sponsoring agencies included: private groups and agencies such as the YMCA and B'nai Brith (18%), government agencies (16%), and public adult schools which are usually an adjunct to a unified or high school district (12%).

The fact that 54% of the programs offered were in junior colleges and university settings is consistent with the rise of continuing education programs in higher education. The U.S. Department of Education (1982a) reports that according to national estimates, noncredit adult education activities were offered by 2,285 accredited colleges and universities, or 72% of all such institutions in the United States, during 1979-1980. The total number of registrations reported by institutions is estimated at 12.3 million, which is a 21% increase from 1977-1978. Public institutions accounted for 88% of total noncredit adult registrations. In addition, the heaviest concentration (35%) of participants in adult education during 1981, were in the 25-34 year old age group, representing approximately 20% of the total population in this age group (U.S. Department of Education, 1982b).

Deems (1979) suggests that continuing education agencies can be a valuable resource by helping to provide opportunities for adults to gain skills in exploring career alternatives. The 1974 American Institute for Research Study (Harrison and Entine, 1976) reported that the most common format in which career planning and development assistance was being provided to adults was the classroom setting.

Some programs were held during the evening, some in the daytime; some lasted only four weeks, others a full year. Other university/college continuing education career planning program examples are those reported by Rubinstein (1977), Hyman (1975), and Entine (1979).

Rubinstein (1977) reports of a program offered through the Office of Career Counseling and Placement at Kingsborough Community College, Brooklyn, New York. As a result of funding from the Vocational Educational Act of 1968, the office instituted an Occupational Decision Making Project for adults referred to as "New Careers for Adults" (NCA). The goals of the project were to:

1. identify adults in the community in need of professional career counseling who were concerned with the recycling of their careers.
2. develop a series of career decision making workshops.
3. provide career counseling in a supportive group.
4. establish multilevel articulation with various education and training institutions (p. 364).

Hyman (1975) reports that a career counseling course at Catholic University in Washington, D.C. had graduated more than 2,000 people. The course was designed to be an inexpensive, effective, short term program (seven weeks) that identified and dealt with the emotional aspects of mid-career transitions, thus freeing job seekers to search effectively. Psychological testing and other assessment tools were used to aid participants in getting to know themselves better, to evaluate what they can and cannot do, and to examine areas which offer them opportunities. The course also included resume writing and

interviewing skills.

The Mid-Life Assessment and counseling program at State University of New York, Stony Brook, has combined credit and noncredit workshops (Entine, 1979). In the Spring of 1975, a noncredit course was developed. It consisted of eight weekly, two-hour classes and two, one-hour counseling sessions. Included in the program were the Strong-Campbell Interest Inventory, life skills assessment, resume writing and guest speakers. Currently, the Mid-Life Assessment at State University of New York, Stony Brook, offers three noncredit workshops: a basic mid-career course, women coping with mid-life adjustment, and a 16 hour weekend workshop on job search techniques.

The second most popular format (next to classroom settings) in which career planning assistance was provided to adults was the workshop, seminar, or small group meeting. Examples are reported by Setne (1977), Finnegan, Westfeld, and Elmore (1981), Waters and Goodman (1977), Frederickson, Macy and Vickers (1978), Tichenor (1977) and Atlas, Minor and Minor (1977).

Setne (1977) describes an experiential educational workshop for women which offered an opportunity for individual exploration through a vocational focus. The workshop was implemented through a community mental health agency. It consisted of six, two-hour sessions that included testing. Most participants were in their late 20's and mid 30's.

Finnegan et al. (1981) describe a four session Mid-Life Career Decision Making Workshop which had the following goals:

1. To help participants gain information about themselves in

order to make constructive choices.

2. To help participants gain information about the environment which might influence their work choices.

3. To help participants realize that mid-life reassessment is not unusual, that others are faced with it, and that there are ways of coping with it.

4. To help participants gain skills in decision making for occupational mid-life reassessment and change (p. 70).

The workshop addressed participant assessment needs in the following five theme areas:

1. Abilities - assessment by checklist,
2. Interests - Strong-Campbell Interest Inventory,
3. Values - values inventory,
4. Confinement - identifying barriers,
5. Environment - ideal work setting.

Waters and Goodman (1977) describe a six session career development program that was developed for adults considering job changes, re-entry into the educational/vocational world, or retirement. The goal of the course was to help participants become more self-directed in exploring and planning their careers, and to provide them with the necessary tools so that they could be self-directed. They reported certain components of the workshop as essential: use of small groups and homework, emphasis on learning a career decision making process rather than choosing a single job, and the use of goal setting.

Frederickson et al. (1978) reported on mid-change assistance

being provided by the Regional Learning Service (RLS) in New York. This outreach agency, for those outside of the educational establishment, was started in 1973 by Syracuse University and incorporated five counties in central New York. Both individual consultation and workshops were offered.

Two, structured group experiences involving Life Work Planning were reported by Tichenor (1977) and Atlas et al. (1977). Tichenor (1977) describes the Life Work Planning (LWP) group career planning experience developed by Kirn. This is a structured, 30-hour experience usually scheduled for three consecutive days. This program includes two phases:

Phase 1. - formation of 4-5 person sub-groups that involve themselves with exercises focused on one's values, experiences, interests, capacities, needs, hopes, fantasies and skills.

Phase 2. - presents, by means of a workbook, a number of conceptual tools which aid participants in decision making and planning for future action based on what was learned in Phase 1.

Atlas et al. (1977) discuss the Crystal and Bolles Life-Work Planning Process. This process included: thorough assessment (self, skills and career options), setting goals, and job search and attainment skills including interviewing, resumes, and contact making.

Thus far the focus of programs reviewed here has been on the two most prevalent formats for delivering adult career planning assistance--that of continuing education classes through colleges and

universities and the workshop/seminar format in a non-college setting. Another area where adult career planning assistance is being offered more frequently is through corporate and industrial settings. Organizational behaviorists have recognized that failure to meet employee career goals along with limited alternatives to choose from, appears to contribute significantly toward reduced motivation and interest of employees. Organizations that assist their employees in dealing with career concerns are moving toward fulfilling the social responsibilities of a mature organization by providing this important service (Hansen and Allen, 1976).

A program at Laurence Livermore Laboratories developed by Hansen and Allen (1976) provided participants with tools to assess their values, interests, and goals, thereby gaining more data with which to make career and/or life decisions. A second workshop was offered to help with interpersonal relationships and identification of work skills that the participants perform well and enjoy using. Other classes included assertiveness training, improving self-esteem, and decision making. Individual counseling was provided to aid in defining specific life or career goals in terms of present qualifications, training required, and labor market demand.

Many of the programs presented in this review include one or more of the following in addressing the need of adult career changers:

- assessment of interests, values and skills,
- attention to the career decision making process,
- job searching techniques including resume writing, interviewing skills, networking, and informational interviews,

- goal setting,
- dealing with the stress of mid-life career changing,
- use of either individual or group approaches or a combination of both.

These aspects are certainly in accordance with Entine (1977) who points out that career counseling include the processes that identify appropriate career and work options for individuals based upon a knowledge of aptitudes, skills, experiences, interests, and values. The identification of the relative value of these numerous approaches and methods in helping adult career changers is important. Limited evaluations of clients in these types of programs have been done and those results are the subject of the next section of this chapter.

Adult Career Counseling Evaluation

Group vs. Individual Career Counseling. Group career counseling has been in existence for some time. Perhaps the earliest and most consistent appearance has been in college settings with programs offered to undergraduate students. In fact, most research related to outcomes of group career counseling has been conducted with college students as subjects. One of the earliest studies, however, by Bivlofsky (1953), attempted to compare outcomes of individual and group career counseling of high school students. Using a composite rating of realism/lack of realism regarding the chosen vocational objective as the evaluative measure, Bivlofsky attempted to determine if there were significant differences between the realism of vocational objectives of students who participated in group counseling. No significant differences in realism ratings were

exhibited between either method.

Hoyt (1955) has similar findings in an early study with college students. This study was designed to evaluate group and individual programs in vocational guidance. Hoyt suggested four objectives: satisfaction with vocational choice, certainty of vocational choice, realism of vocational choice, and the appropriateness of certainty in terms of realism. The Group Experimental was significantly more certain, and realistic in its vocational choice and more satisfied with these choices and somewhat more realistic in them than the control group. Therefore, the findings revealed that individual and group methods are both effective in producing changes on the stated criteria. In Hoyt's (1955) study of college freshmen, as well as Bivlofsky's (1953) study of high school students, there was no difference between the results of individual and group career counseling. Both methods were effective in both studies.

Smith and Evans' (1973) study indicated that more positive group career counseling results could be obtained than with individual or control treatments. In this study, the effects of three treatment procedures on college students' vocational development was investigated. The three treatments consisted of:

- (a) experimental group guidance - subjects took part in a five week vocational guidance program,
- (b) individual counseling - subjects received individual counseling, and
- (c) control - subjects received no treatment.

The experimental group treatment was more effective in increasing

vocational development than either the individual or control treatments. The researchers reported that directed activity, including assigning tasks for completion, encouraging participants in identified activities, and following-up to insure completion of all tasks assigned, appears to be more effective, in terms of fulfilling vocational development, than does activity whose main ingredient is related to the encouragement factor alone, as in the case of individual counseling.

Group Career Counseling with College Students. Atlas et al. (1977) tested the relative effects of the Crystal and Bolles' life/work- planning process on undergraduate college students in a career development course at Oakland University in Rochester, Michigan. The study revealed that, after taking the course, subjects reported having vocational aspirations and expectations that were significantly more similar than those they held before their course participation. Subjects also exhibited increased congruence between vocational expectations and skills, and expected job choice and preferred work activity.

In another study with college students, Mencke and Cochran (1974) studied the impact of another group career counseling model, a Life Planning Workshop. The results seem to show that the LPW appears to influence the behaviors of workshop participants in two important ways. First, participants in the sample tended to take more responsibilities for their career decision making by actively seeking information relevant to their career, their future plans and themselves. Second, participants tended to consider career areas and

majors more congruent with their measured interests than those considered by subjects who had not experienced the workshop.

In a later study of college undergraduates participating in a Life Planning Workshop (Knickerbocker and Davidshofer, 1978) the results indicated significantly higher means for workshop participants on measures of positive attitudes toward future planning and feeling reactivity than for control group members. A three week follow-up assessment revealed that these gains were still apparent.

Group Career Counseling with Adults. The Life Work Planning workshop, similar to the LPW, was utilized in a group career counseling program investigated by Tichenor (1977). However, in this particular case, the workshop participants were 136 adults. Tichenor employed five scales of the Personal Orientation Inventory related to career planning, to measure experimental and control group results. The findings revealed that those in the experimental group scored higher on all five scales - significantly on two of them at the .05 level:

-Inner Direction

-Self-Regard

Tichenor initiated a five month follow-up study which revealed that none of the scales changed and increased levels of group participants' scores were retained.

A possible criticism of the Tichenor study is that the control group was receiving no treatment, which may have made it easier to show possible gains for workshop participants. It should be noted that retention of gains over a five month period by workshop

participants seems to dispute the opposite belief that changes from short term group experiences fade within a very short period of time. Also, it should be noted that what was being measured were personality traits only and not specific results related to career decision making or job attainment and/or job satisfaction. These important variables are often overlooked in evaluation of group career counseling programs.

Finnegan et al. (1981) presents a model for a mid-life, career decision making workshop designed specifically for adults in transition. This model recognizes a special need of a particular segment of the population. Even though the workshop was short - four, two-hour sessions - the authors expressed the following subjective impressions:

- value and validity of peer helping
- high demand for such a workshop
- a significant reduction of anxiety (based on observation as well as participants' evaluations) as each member found that there were others within the group experiencing the same things about midlife reassessment and related concerns (p. 72).

Finnegan has expressed his opinion regarding the participants' feelings of positive results; however, it was not a sophisticated evaluation and was reported at the conclusion of the workshop without a follow-up study. Positive results may very well have occurred but there was no statistical data to support that conclusion.

Deems (1979) discusses not only the need for midlife career-planning workshops, but provides preliminary data from a

6-12-18 month incompleted follow-up study of participants of an adult career-planning workshop emphasizing the Bolles' approach. The evaluation included the following information:

- over 95% would recommend the workshop to a friend,
- 75% said it helped them set objectives for their career plans,
- 94% said it helped them identify their values and think through personal goals,
- 42% increased job satisfaction, regardless of job changing or not,
- 46% reported changing jobs - though no information is included as to whether they were career goal related changes,
- 70% reported they continued to use one or more of the processes and skills learned after the workshop ended (p. 81).

Deems should be credited for making one of the few attempts to get follow-up information on adult group career counseling participants where data was specifically related to career planning objectives, not personality traits, as in the research of Tichenor (1977). Yet, as in the study of Finnegan et al. (1981), Deems' research is really a participant evaluation reported as percentages; with no testing or statistical analysis included. Therefore, even though the results seem positive, there is no real proof that enrollment in the workshop was the reason.

Thus far in this review it has been reported that group career counseling with college students resulted in:

- realistic vocational objectives (Bivlofsky, 1953; Hoyt, 1955; and Atlas, 1977),

- satisfaction and certainty of vocational choices (Hoyt, 1955),
- increased vocational development (Smith and Evans, 1973),
- increased responsibility for career decision making (Mencke and Cochran, 1974),
- greater congruence of career choice with measured interests (Mencke and Cochran, 1974; and Atlas, 1977) and skills (Atlas, 1977),
- more positive attitudes toward future planning and higher measures of feeling reactivity (Knickerbocker and Davidshofer, 1978).

More directly related to this proposed study were findings of group career counseling with adults, such as:

- gains on personality traits including inner directed and self-regard maintained over a five month follow-up period (Tichenor, 1978),
- observed reduction of participant anxiety (Finnegan, 1981),
- participants' reports of increased career planning and job satisfaction in 6-12-18 month follow-up studies, though rather unscientifically completed (Deems, 1979).

The closest related study to the purposes of this study seems to be Deems (1979). This represents an attempt to gain information regarding the effects of group career counseling on participants' subsequent job satisfaction, career movement, and career/educational plans. However, as mentioned previously, the results were percentages reported by participants. This study utilized instrumentation to measure job satisfaction and career/educational plans and their

relation to participants' level of involvement with course objectives.

Group Career Counseling Follow-up Studies Using Instrumentation.

Three studies have attempted follow-up measurement related to effects of group career counseling through the use of instrumentation. Two involved the effects of group career counseling on high school students (Cuony, 1954, 1957; and Rosengarten, 1963) and the other concerned the effects on women over the age of 25, returning to college (Covitz, 1980).

Perhaps the first study to measure the impact of group career counseling on subsequent job satisfaction was Cuony (1954). In this study, Cuony's experimental group of high school seniors in Geneva, New York, was studied one year after graduation and compared with a matched control group from the same class at the same school. The students who had the career course were more satisfied with their jobs than those who did not take the course, as measured by the Hoppock Job Satisfaction Blank, No. 5. Cuony also reported higher combined annual earnings of experimental group members.

During an economically depressed period five years after graduation, Cuony (1957) compared the same two groups again using the same instrument. The experimental group continued to be more satisfied and the difference was greater than before. The experimental group continued to report higher combined annual earnings. This extensive, in-depth follow-up study, showed that the experimental group excelled both during a time of prosperity and one of depression.

Rosengarten (1963) also explored the effect of group career

counseling with a high school population. High school graduates participating in an experimental program of career group activities during their senior year were studied. The experimental group surpassed a comparable group of former classmates in average earnings and reported greater satisfaction with jobs as measured by a job satisfaction questionnaire developed by the author. These outcomes were derived from a new program conducted in Roslyn High School, Roslyn, Nassau County, New York.

The Cuony (1954 and 1957) and Rosengarten (1963) research represent the only studies identified that actually revealed statistically significant results of group career counseling on subsequent job satisfaction of participants. It is important to note that treatment populations in both these instances were high school students. The only study relating to adult group career counseling participants reported thus far is that of Deems (1979) with its statistically inconclusive results.

Covitz (1980), however, attempted to measure the effect of group career counseling on subsequent job satisfaction of adult women college graduates over 25 years old. This was accomplished through the administration of a questionnaire. Subjects, upon college graduation, were drawn from two populations - one that had been involved in career counseling through an established counseling program for mature women and one that had no involvement. While career counseling did not have a measurable effect on job satisfaction, other variables such as income, marital status, number of children, level of education, and profession did. Covitz chose

three colleges to obtain research subjects. One had a formal career counseling program for women; the others did not. The women from the first college became the experimental group and those from the other two became the control group. Even though the women from the experimental group all took part in a formal group career counseling program, Covitz did not identify how much each participant learned and used from the career counseling experience. If this had been examined, with participants separated into groups according to their course involvement, the results may have been more significant. By comparing those who were really involved with and used what they learned with those who were less involved and did little with what they learned, the effects of group career counseling would most likely have been apparent.

Summary

This chapter, a review of related literature, began with a general overview of adult development theory and its implication for career planning and decision making. Through the presentation of a variety of theories including those of Buehler, Lowenthal, Neugarten, Super, Erikson, and Chickering, a better understanding of the role of life stages in the growth and development of adults is possible. Social and cultural factors, as well as self-concept and identity, associated with these life stages, were shown to be significant in the career decision making of adults.

It becomes apparent, upon close examination of certain adult development theorists (Levinson primarily related to adult male development, and Bernard, Neugarten and Lowenthal related to adult

female development) that both males and females experience certain transitional periods. In order to proceed in a healthy manner through these transitional periods, the successful accomplishment of related developmental tasks is required. These transitional periods, experienced by men and women for different reasons, have a direct impact on their career planning and decision making. Many, as a result of transitions in their personal development, decide to make changes related to jobs and careers.

Other factors, some related to developmental issues, also play a significant part in the decision making of mid-career changers. These include internal reasons such as the need for greater independence, more meaningful work, more time with one's family, and external reasons including lack of income, opportunity for advancement, and positive relationships with supervisors. As a result of the research that has identified the wide variety of reasons for job dissatisfaction among adults, it becomes possible to design programs to assist them with their career planning efforts.

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Career planning researchers and theorists have recommended that certain activities take place in programs designed to assist adults with their career decision making needs. These activities include assessment of interests, values and skills, use of career resource materials to identify relevant job options, brainstorming as a group effort to help others generate career ideas, informational gathering interviews, job search techniques, goal setting, resume writing, and interviewing skills. Also discussed were the advantages of delivering career planning assistance to adults through a group format.

Most career planning programs for adults are offered in junior colleges and university settings as part of continuing education programs. The most common format is the classroom setting with courses lasting from four weeks to a full year. Career planning assistance for adults is also provided in workshops, seminars, and small group meetings in non-college settings, as well as programs offered through corporate settings. Though a variety of program examples are presented, only limited evaluations of adult clients exist.

Numerous researchers have found group career counseling successful with college students. A few studies have been conducted with adults participating in group career counseling programs using a variety of evaluation methods. These included pre- and post-testing regarding certain personality traits and unsophisticated evaluations by workshop leaders and participants. Yet, only three studies have attempted to evaluate group career counseling with instrumentation, on a follow-up basis. Two that used high school students as subjects yielded positive results. The third attempted to measure the effect of group career counseling on subsequent job satisfaction of adult women college graduates over 25 years old. Though that study most closely resembles the design of this study, results were not significant.

In the present study, participants in an adult group career counseling program are contacted one year after enrollment to see if those more involved with the career planning processes and materials advocated through the course experienced greater job satisfaction,

more frequent career movement related to goals, and/or a higher level of career/educational plans. In the following chapter, the procedures for measuring involvement and satisfaction will be explored. In addition, the career course will be fully described as well as the methodology for this research.

CHAPTER III

METHODOLOGY

Research Design

The research design for this study is of a descriptive nature. Subjects were surveyed, through the use of mailed questionnaires, one year after their completion of the continuing education course:

Career Explorations for Job Seekers and Changers. Hackett (1981) points out that practitioners, administrators, and researchers in the field of counseling have begun to recognize the values of survey methods for assessing client reaction to and use of counseling in order to evaluate existing programs and services. This study resembles a cross-sectional survey which is employed when information about a population at one point in time is desired (Hackett, 1981).

Kerlinger (1973) stresses that survey research closely resembles other research methods, beginning with the formulation of a research problem, followed by hypothesis generation, the selection of a design appropriate to the identified problem, data collection and data analysis.

Research Population

The subjects of this study were enrolled in the adult group career counseling course: Career Exploration for Job Seekers and Changers, in the Winter and Spring/Summer trimesters of 1982 at Northeastern Illinois University. During the Winter 1982 trimester

two sections of the course had 14 and 15 participants respectively. The Spring/Summer 1982 trimester section had 16 participants. Therefore, 45 former course participants were eligible to be in the subject population of this study. However, the researcher determined that former participants could not have missed more than three of the ten class sessions in order to be included as potential subjects. Only three course participants did miss more than three class sessions and were eliminated. No current address was available for two others. Therefore, 40 of the 45 course participants were mailed the packet of questionnaires, one year after their course participation. Completed questionnaires were returned by 35 former course participants, representing an 88% return rate.

Research Setting

Northeastern Illinois University, located in Chicago, is 22 years old and in 1982 had an enrollment of approximately 10,000 students. Characteristic of this urban commuter university is a general commitment to the institution's urban mission and the prevailing belief that there should be a give and take between the University and surrounding community. Much has been accomplished in this regard; however, with respect to Counseling Center Services, little, until recently, has been offered to alumni and community members.

In an effort to extend services to alumni and community members, a continuing education course in career planning was developed and offered through the Mini-U program in conjunction with the Office of Continuing Education. This Mini-U program consists of a series of non-credit, low cost courses, covering a wide range of topics and

interests available to faculty, staff, students, alumni, and community members.

Career Exploration for Job Seekers and Changers met evenings in the Counseling Center during times when it was normally closed. The course consisted of a 2 1/2 hour session per week for 10 weeks. Participants were usually alumni and community members. The objective of the course was to provide participants with important information about themselves, alternative careers, their potential for those careers, as well as a process which they could use at any time when a career change would be desired.

Course Content

Identifying Career Options. The structure of the course followed the "creative imaginative" approach advocated by Richard Bolles (1983) in his best selling book What Color is Your Parachute? During the first portion of the course the topic of identifying career options was addressed. Through assessment and testing participants were shown two methods by which they could translate their interests and work activity and situation preferences into relevant job titles.

The students completed Work Activity and Situation Checklists developed by Appalachia Educational Laboratory (AEL, 1978a) which helped them to identify their top preferences related to future jobs. The results were combined with the Worker Trait Group Selection Chart (AEL, 1978b) in order to identify the trait groups that include the highest percentages of preferred work activities and situations.

The Worker Trait Group Selection Chart is arranged in identical order as the content of the Guide for Occupational Exploration (GOE)

(U.S. Department of Labor, 1979). The jobs in the GOE are divided into 12 general areas with each including a number of the 66 Worker Trait Groups. Upon identifying the most related trait groups, to their preferences, participants then locate the trait groups in the GOE. There, they found general information about the jobs classified to each trait group, as well as a listing of specific job titles with a Dictionary of Occupational Titles (DOT) number (U.S. Department of Labor, 1977). Participants were encouraged to examine the DOT for any job that they were not completely familiar with for a detailed job description. Through this process participants were able to translate their preferences for work activities and situations into actual related job titles.

The second method used to identify career options was accomplished through the use of the Holland Occupational Theme Codes (Holland, 1973). Three sources were employed in helping participants understand which theme code combinations best represented them. These included the Party Exercise in the Bolles' book (1983), the Strong-Campbell Interest Inventory (Strong and Campbell, 1974), and the conversion of preferred Worker Trait Groups into related Holland Theme Codes (U.S. Department of Labor, 1979, p. 325). Once participants identified theme code combinations most related to them, they then used a table in Holland's book, Making Vocational Choices: A Theory of Careers (1973), that converts theme combinations to DOT numbers in order to identify related jobs. Thus, this process, as well as the one previously described, have participants using sections of the DOT that contain jobs related to their interests and

preferences. For additional information on jobs of most interest to them, participants were directed to the Occupational Outlook Handbook (OOH) (U.S. Department of Labor, 1982).

Some participants made use of these resources during the course. Others, for a variety of reasons including lack of time and/or motivation, did not use these resources until after the course ended. The main objective, however, was that they know how and where to get this information whenever they decide they are able and ready to.

In addition to assessing interests and work activity and situation preferences, participants were administered the Temperament and Values Inventory (Johansson and Webber, 1976). This inventory is a valuable tool in identifying participants' reward values and personal characteristics which are useful in assessing career possibilities for potential job satisfaction.

Another activity employed to help participants identify career options was that of brainstorming. This serves as an opportunity for individual participants to benefit from the collective knowledge of the entire group. Participants were given the chance to present to the group a summary of their assessment results and any other information about themselves that they felt would be important for the group's consideration. The members of the group then brainstormed for suggestions of jobs that might relate to the various attributes of the participant being focused upon. Often ideas never thought of by individuals were generated by others through this activity. The exercise also helped to build group cohesiveness as members were helping one another.

Skill Assessment and Resume Writing. After the course addressed the identification of career options, participants completed the skill assessment exercise in Bolles' book (1983). The results of the skill assessment were used to help participants formulate functional/chronological resumes. If a participant identified a career goal by this time, then the resume was designed accordingly, highlighting the most important skills. The use of a cover letter was also addressed in this portion of the course.

Job Search Techniques. Job search techniques were the major focus of the last portion of the course. The main resource was again the Bolles' book (1983) and its non-traditional emphasis on job searching. Bolles advocates a process of information gathering interviews, contact making and networking as a way of finding out information that helps one make a career decision, as well as a method of generating leads to actual jobs. Those participants who were still in the earlier stage of decision making can use this approach to gain needed information from those already working in the field in which they may be interested and thereby establish contacts that may prove even more valuable at a later time. Others who had established specific career objectives used this approach to attempt to gain leads to actual employment. Participants were encouraged to talk with as many persons as they could who were doing the type of job in which they were interested in as many different settings that might be found.

Throughout the course, goal setting, from session to session, was a technique used to help participants accomplish what they wanted in

relation to the career planning process. The criteria used in setting goals enhanced the possibility of participants being able to experience some success (McHolland, 1976). This was most important since the career planning and job search process can be ego damaging. Through the setting of goals, in front of the group, participants seemed to gain motivation to accomplish their goals. Group members lended support and encouragement to one another which also had beneficial results.

The course culminated with sessions on interviewing skills. Participants discussed the most often asked questions and different ways in which to answer them. Role-playing situations were used to stimulate actual interview sessions. This process proved to be valuable and realistic. Often, those participants who were the most hesitant to attempt a role-playing interview situation were the ones who derived the most from it.

In summary, the course content can be divided into two parts. The first half being one of assessment of interests, work activity and situation preferences, values and skills. This process enables participants to identify relevant career options. The second half emphasizes the job search process by including sessions on resume writing, networking, and interviewing skills. As mentioned earlier, due to the nature of the career planning process and differences among participants as to their investment of time and work, it was not expected that at the end of the 10 week course that everyone would be decided on a career objective or actually have found gainful employment. Participants worked at their own individual pace.

Therefore, for many the process continued well after the end of the course. This is why the variable: course involvement measured in this study, includes what participants have accomplished in the year since their enrollment related to the materials and processes advocated in the course.

Instrumentation

Three questionnaires were developed by the researcher for this study. These include the Course Involvement Questionnaire (CIQ), the Career and Educational Plans Questionnaire (CEPQ), and the Personal Data Questionnaire (PDQ). Also, the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, and Lofquist, 1967) was used to assess job satisfaction.

Course Involvement Questionnaire (CIQ). The CIQ was designed to assess the degree course participants were involved in the year following the course with the materials and processes presented during the course (See Appendix A). Eleven questions, some with subparts, were designed to focus on the four major course objectives. These major objectives, with related questions, became the basis from which the CIQ Subscales were formed as presented below.

Subscale #1 - Identifying Options - determines how much participants have used, over the past year, the various materials and processes presented during the course, in order to identify career options.
(Question 1)

Subscale #2 - Career Resource Materials - assesses participant use, over the past year, of career resource

materials to gain information related to different career options. (Questions 2 & 3)

Subscale #3 - Information Interviewing - measures to what extent participants have incorporated, over the past year, this career decision making and job search methodology. (Questions 4, 5, 6, & 7)

Subscale #4 - Skill Assessment and Functional Resume Writing - measures to what extent participants accomplished, over the past year, skill assessment and functional resume writing. (Questions 8, 9, 10, & 11)

Each CIQ Subscale has a set of four-to-five questions. For Subscale #1 five subparts, to which subjects use Likert-type scales from which to choose their responses, are included. The response indicating a stronger extent of involvement receives five points and the least involvement, one point. In the CIQ Subscale #1, Identifying Options, items "a" and "b" are weighted 1.5 times the subject's response. The reasons for this is that in comparison with the other three items in this area, these two items demand more time from participants in order to do it thoroughly. Therefore, the weighting is an attempt to equalize the importance of the five items. The number of questions and possible point range for each of the CIQ Subscales and Total Score is indicated in Figure 3. The CIQ Total Score is calculated by adding points from all four Subscales, yielding a possible range of 21.5 - 107.5.

Career and Educational Plans Questionnaire (CEPQ). The second questionnaire developed for this study is the CEPQ (See Appendix B).

Figure 3

Course Involvement Questionnaire Structure

CIQ Subscales	Number of Questions	Range of Possible Points
#1 - Identifying Options	5	7.5 - 37.5
#2 - Career Resource Materials	5	5.0 - 25.0
#3 - Information Interviewing	5	5.0 - 25.0
#4 - Skill Assessment and Functional Resume Writing	4	4.0 - 20.0
Totals	19	21.5 - 107.5

In this questionnaire, subjects are asked about the type, length and change of employment since enrollment in the course. The CEPQ is also designed to yield a score related to each subject's career and educational plan level. This is accomplished by scoring questions related to:

- stating career goals (Question 5)
- focusing career goals (Question 6)
- certainty of career goals (Question 7)
- satisfaction with career goals (Question 8)

Subjects who answer Question 10 ("Does your career goal require you to undertake new education or training?") with a "yes" response are then asked to answer Questions 11 and 12.

- inquiry into education/training (Question 11)
- decision to undertake education/training (Question 12)

Those subjects who answer Question 10 with "no career goal listed" receive no points for Questions 11 and 12 and proceed to Questions 13 and 14. Subjects who answer Question 10 with "no additional educational/training needed for career goal listed" have 10 points added automatically to their score for Questions 11 and 12 and proceed to Questions 13 and 14 (listed below).

- certainty regarding education/training plans (Question 13)
- satisfaction with education/training plans (Question 14)

Responses to these questions are worth up to five points each. All questions, except Question 5 and 6, are Likert-type responses. In Questions 5 and 6, five points are scored for any response subjects submit other than, "undecided", which is scored "0".

The Career Planning Subscale (Questions 5 through 8) of the CEPQ is worth a possible 20 points and the Educational/Training Subscale (Questions 11 through 14) is also worth a possible 20 points. These two subscale scores added together yield a Total Score for the CEPQ with a possible range of 6-40 points.

In conclusion, the CEPQ determines how many subjects have career goals and how certain and satisfied they are regarding those goals. In addition, there is an education/training subscale score assessing action taken, if appropriate, in the area of education acquisition and certainty and satisfaction of educational/training plans.

Personal Data Questionnaire (PDQ). Demographic information such as age, sex, marital status, income, educational background, and reasons for initial job dissatisfaction were obtained through the use of the third questionnaire designed for this study--the PDQ (See Appendix C).

Minnesota Satisfaction Questionnaire (MSQ). The instrument used to measure job satisfaction was the Short-Form MSQ (Weiss et al., 1967). The 20 item, short-form MSQ is an adaptation of the 100-item, long form MSQ. Each of the 20 items refers to a reinforcer in the work environment. The respondent indicates how satisfied he/she is with the reinforcer on his/her present job. Five response alternatives are presented for each item: "Very Dissatisfied, Dissatisfied, Neither (dissatisfied nor satisfied), Satisfied, and Very Satisfied."

The following list identifies the 20 MSQ scales. The statement following the scale title is the satisfaction item which corerelated

highest with scale scores for a group of 1,793 employed individuals (Weiss et al., 1967).

1. Ability Utilization - The chance to do something that makes use of my abilities.
2. Achievement - The feeling of accomplishment I get from the job.
3. Activity - Being able to keep busy all the time.
4. Advancement - The chance for advancement on the job.
5. Authority - The chance to tell other people what to do.
6. Company Policies and Practices - The way the company policies are put into practice.
7. Compensation - My pay and the amount of work I do.
8. Co-workers - The way my co-workers get along with each other.
9. Creativity - The chance to try my own methods of doing the job.
10. Independence - The chance to do work alone on the job.
11. Moral Values - Being able to do things that do not go against my conscience.
12. Recognition - The praise I get for doing a good job.
13. Responsibility - The freedom to use my own judgement.
14. Security - The way my job provides for steady employment.
15. Social Service - The chance to do things for other people.
16. Social Status - The chance to be "somebody" in the community.
17. Supervision - Human Relations - The way my boss handles

people.

18. Supervision - Technical - The competence of my supervisor in making decisions.
19. Variety - The chance to do different things from time to time.
20. Working Conditions - The working conditions on the job.

The short-form MSQ is composed of the 20 items listed above. It also consists of the following three scales:

<u>Scale</u>	<u>Question Items</u>
Intrinsic Satisfaction	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20
Extrinsic Satisfaction	5, 6, 12, 13, 14, 19
General Satisfaction	1 through 20

Response choices are weighted in the following manner:

<u>Response Choice</u>	<u>Scoring Weight</u>
Very Dissatisfied	1
Dissatisfied	2
Neither	3
Satisfied	4
Very Satisfied	5

Reliability coefficients obtained were high for the short-form MSQ. For the Intrinsic Satisfaction scale, the coefficient ranged from .84 for the two assembler groups tested, to .91 for the group of engineers tested. For the Extrinsic Satisfaction scale, the coefficient varied from .77 (for electronics assemblers) to .82 (for engineers and machinists). On the General Satisfaction scale, the coefficients varied from .87 (for assemblers) to .92 (for engineers). Median reliability coefficients were .86 for Intrinsic Satisfaction,

.80 for Extrinsic Satisfaction, and .90 for General Satisfaction (Weiss et al., 1967).

Stability - No data are currently available concerning the stability of scores for the short-form MSQ. A two-year test-retest study is in progress. However, stability for the General Satisfaction scale may be inferred from data on the General Satisfaction scale of the long-form MSQ since both use the same 20 items. The test-retest correlation of the General Satisfaction scores yielded coefficients of .89 over a one week period and .70 over a one year interval (Weiss et al., 1967).

Validity - Since the short-form MSQ is based on a subset of the long-form items, validity for the short-form may in part be inferred from validity for the long-form. There is sufficient evidence of construct validity for the Ability Utilization, Advancement, and Variety scales of the MSQ. Some evidence of construct validity was observed for the Authority, Achievement, Creativity, and Responsibility scales. Little evidence of construct validity was observed for the Activity, Compensation, Independence, Moral Values, Recognition, Security, Social Service, Social Status, and Working Conditions scales. Thus, for seven of the 16 MSQ scales studied, there was some indication that scores on these scales related to need-reinforcement correspondence (Weiss et al., 1967).

Evidence for the validity of the MSQ, as a measure of general job satisfaction, comes from other construct validity studies based on the theory of work adjustment reported by Weiss, Dawis, England, and Lofquist (1966).

Research Objectives

Because the purpose of this research is to examine whether or not subjects' level of course involvement, during the year following enrollment, is significantly related to their subsequent career/educational plans, career movement, and job satisfaction, the following research objectives were investigated:

Research Objective #1

To examine whether or not a difference exists between those who are career goal related job changers and non-job changers in levels of course involvement, career/educational plans and job satisfaction.

Research Objective #2

To examine whether or not a difference exists between levels of course involvement, career/educational plans, and job satisfaction for gender and age.

Research Objective #3

To examine whether or not a relationship exists between levels of course involvement and subsequent levels of career/educational plans for those who are unemployed and non-career goal related employed.

In addition to the three major research objectives the researcher investigated whether a relationship between subjects' levels of information interviewing (CIQ Subscale #3) and career/educational plans exist. Also investigated was whether completing the skill assessment exercise increased the likelihood of subjects changing jobs.

Institutional Review of Research Design

University authorization for this research study involving human subjects was requested from both the Institutional Review Board for the Protection of Human Subjects (IRB) at Loyola University and the

Committee for the Protection of Human Subjects at Northeastern Illinois University. The research design was approved by Loyola's IRB on March 24, 1983 (See Appendix D) and Northeastern's Human Subjects Committee on February 8, 1983 (See Appendix E).

Data Collection

Subjects were mailed a packet containing the following:

- cover letter (See Appendix F)
- Course Involvement Questionnaire (CIQ)
- Career/Educational Plans Questionnaire (CEPQ)
- Personal Data Questionnaire (PDQ)
- Short-Form Minnesota Satisfaction Questionnaire (MSQ)
- postcard, with subject's label attached, stamped and addressed to the research director
- stamped, addressed return envelope

For the 25 of 29 subjects enrolled in the two sections of the Winter 1982 class that ended in April 1982, whose current addresses were available, the packets were mailed April 1, 1983. The 15 of 16 subjects enrolled in the Spring/Summer 1982 class that ended in July 1982, whose current addresses were available, received their packets at the beginning of July 1983. The cover letter requested that they return the completed questionnaire within one week.

In order to maintain subject anonymity no name was asked for on questionnaires. Mailed packets included a postcard, with the subject's mailing label attached, addressed to the researcher. Subjects were requested to return the postcard, separately, but at the same time they mailed back the completed questionnaires. This enabled

the researcher to identify non-respondents for the purpose of follow-up. The cover letter also insured subjects that complete confidentiality of their responses would be maintained and that results of the study would be reported only in collective form (See Appendix F).

Those subjects who did not return the materials within two weeks received a phone call from the researcher encouraging their participation. If the subjects required new materials, they were furnished. The non-respondents were contacted a second time, two weeks later. This procedure was recommended by Babbie (1973) who indicated that three mailings (an original and two follow-up) were the most efficient. Babbie states that a period of two-to-three weeks is a reasonable time between mailings. In this specific study, phone calls were made first, then the mailing of new materials if required. The number of subjects and their familiarity with the researcher enhanced the use of phone calls as a method for follow-up. The researcher terminated data collection on August 15, 1983. This enabled subjects from the Spring/Summer course to have approximately six weeks to respond.

Data Analysis

Selection of Variables. Independent variables analyzed include level of course involvement, age, and gender. Dependent variables analyzed include career/educational plans, job satisfaction, career goal related job change, non-job change, career goal related employment, and non-career goal related employment.

Tests of Significance. Non-parametric statistical procedures

were chosen for use in this study since the research sample has not been random and independently drawn from a normally distributed population. Therefore, since it cannot be assumed that the research population represents a normal distribution with equal variance the most appropriate statistical procedure to use is that of the non-parametric type (Daniel, 1978, p. 15).

Research Objectives #1 and #2 were tested for significance by the use of the Kruskal-Wallis one-way analysis of variance by ranks. The Kruskal-Wallis test uses more information than the median test. As a consequence the Kruskal-Wallis is usually more powerful, and is preferred when the available data are measured on at least the ordinal scale (Daniel, 1978, p. 200). Research Objective #3 was tested for significance by the use of Kendall's tau measure of correlation.

In relation to the additional areas of interest investigated the following statistical procedures were used to test for significance.

1. Kendall's tau measure of correlation was used to test if a significant relationship between subject's level of information interviewing and career/educational plans existed.

2. The Fisher exact test was used to identify whether a significant relationship exists between subjects completing the skill assessment exercise and those changing jobs.

Summary

This study used the survey method to assess participants one year after their completion of the adult group career counseling course:

Career Exploration for Job Seekers and Changers. Packets, consisting of four questionnaires, were mailed to 40 former course participants.

These questionnaires were designed to measure participants' levels of course involvement, career/educational plans, and job satisfaction. Three major research objectives were investigated in order to lend direction in understanding the relationship between participants' course involvement and subsequent career/educational plans, career movement, and job satisfaction.

In Chapter IV the results of this investigation will be reported. Using data from the questionnaires returned by course participants the significance of the research objectives will be determined and other related findings will be reported.

CHAPTER IV

RESEARCH FINDINGS

Results of Data Collection

The subjects of this study were enrolled in the adult group career counseling course: Career Exploration for Job Seekers and Changers in the Winter and Spring/Summer trimesters of 1982 at Northeastern Illinois University. The potential subject population for this study consisted of the 40 eligible participants enrolled in the three sections of the course offered during this time period.

Completed questionnaires were received from 35 of the 40 former course participants. This high rate of return, 88%, was facilitated by telephone follow-up described in Chapter III.

Description of Subjects

To aid in further understanding results that are described later in this Chapter, the following description of subjects' characteristics is provided.

Gender and Age. Thirteen males and 22 females make up the population of former course participants. The average age of all subjects is 35.7 years and the range in age is 24 to 58 years (See Table 1).

Educational Background. Most subjects are highly educated. Fifteen subjects had received a Bachelor's degree only, 10 subjects had also earned a Master's degree and one subject had a Doctorate.

Table 1

Gender and Age of Subjects

Subjects	N/%	Mean Age	Range of Age	Number Under 35 N/%	Number Over 35 N/%
Males	13/37.14	40.0	27 - 58	6/17.14	7/20.00
Females	22/62.86	33.1	24 - 53	17/48.57	5/14.29
Males and Females	35/100.00	35.7	24 - 58	23/65.71	12/34.29

Six subjects had experienced some college, and only three had no college experience at all (See Table 2).

Lifestyle/Living Situations. Table 3 provides information about the lifestyle/living situations of subjects. This information, categorized under the major headings of Living Alone/Not Alone and subheadings related to whether With/Without Children, about lifestyles of subjects adds some insight into their living situations. The largest sub-group is females, without children, living alone. The next largest is males, without children, not living alone.

Income Level. The number of subjects belonging to each of three income level categories is reported in Table 4. The majority of subjects earns annual salaries within the middle (\$15,000-\$26,999) income level. Males, on a percentage basis, earn more than females with 76.92% making \$15,000 or more per year. Only 59.09% of the females earn this much income annually.

Job Changing of Subjects. Of particular interest to this study is how many subjects actually changed jobs since their course participation and whether or not those changes were into career goal related jobs. Table 5 shows that 15 subjects (43%) changed jobs and 10 of those changes were into career goal related positions. Of the 35 subjects, 19 reported being involved in jobs that were non-career goal related and 16 reported being in career goal related jobs. Therefore, of the 16 career goal related employed subjects, 10 had become so through changes made within the year since their course participation.

What this study examines is whether or not subjects' level of

Table 2

Highest Level of Education of Subjects

Subjects	Non-College Degree		College Degree			Totals
	High School	Some College	Bachelors	Masters	Doctorate	
Males	1 2.86 7.69 33.33	2 5.71 15.38 33.33	6 17.14 46.15 40.00	4 11.43 30.77 40.00	0 0.00 0.00 0.00	13 37.14
Females	2 5.71 9.09 66.66	4 11.43 18.18 66.66	9 25.71 40.91 60.00	6 17.14 27.27 60.00	1 2.86 4.55 100.00	22 62.86
Sub Totals	3 8.57	6 17.14	15 42.86	10 28.57	1 2.86	
Totals		9 25.71		26 74.29		3 100.00

Table 3

Lifestyle/Living Situation of Subjects

Frequency	Alone ^a		Not Alone ^b		
Percent					
Row Percent					
Col Percent					
Subjects	With Children	Without Children	With Children	Without Children	Totals
Males	0	3	3	7	13
	0.00	8.57	8.57	20.00	37.14
	0.00	23.08	23.08	53.84	
	0.00	20.00	42.86	63.64	
Females	2	12	4	4	22
	5.71	34.29	11.43	11.43	62.86
	9.09	54.55	18.18	18.18	
	100.00	80.00	57.14	36.36	
Sub Totals	2	15	7	11	
	5.71	42.86	20.00	31.43	
Totals		17		18	35
		48.57		51.43	100.00

^aSingle, widowed, divorced, and/or separated and living alone.

^bMarried or; single, widowed, divorced and/or separated and living with someone.

Table 4

Yearly Income Levels of Subjects

Frequency				
Percent				
Row Percent	\$0-	\$15,000-	\$27,000	
Col Percent	\$14,999	\$26,999	& Over	Totals
Males	3	4	6	13
	8.57	11.43	17.14	37.14
	23.08	30.77	46.15	
	25.00	26.67	75.00	
Females	9	11	2	22
	25.71	31.43	5.71	62.86
	40.91	50.00	9.09	
	75.00	73.33	25.00	
Totals	12	15	8	35
	34.29	42.86	22.85	100.00

Table 5

Job Changing and Career Goal Related Employment
of Subjects^a

Frequency Percent Row Percent Col Percent	Job Changers	Non-Job Changers	Totals
Career Goal Related Employed	10 28.57 62.50 66.67	6 17.14 37.50 30.00	16 45.71
Non-Career Goal Related Employed	5 14.29 26.32 33.33	14 40.00 73.68 70.00	19 54.29
Totals	15 42.86	20 57.14	35 100.00

^aOne year after enrollment in career planning course.

course involvement is significantly related to their subsequent career/educational plans, career movement, and job satisfaction. The results of the investigation of the three major research objectives, as well as other related findings, are reported in the following sections of this Chapter.

Research Objective #1

The first objective examined whether or not a difference exists between those who are career goal related job changers and non-job changers in levels of course involvement, career/educational plans, and job satisfaction.

Subjects' career goal related employment status was determined by their response to Question #9 of the Career/Educational Plans Questionnaire (CEPQ).

"Do you consider your present employment to be career goal related?"

Whether or not a subject changed jobs since course enrollment was determined by Questions #2 and #3 of the CEPQ. Of the 15 subjects that did change jobs, 10 entered career goal related jobs. Therefore, 20 subjects were non-job changers. The following results were found by comparing the two groups, those who were career related job changers ($n = 10$) and those who were non-job changers ($n = 20$).

Course Involvement. The Course Involvement Questionnaire (CIQ) is designed to generate five scores, a total score and four subscale scores. Table 6 reports the results of comparing career goal related job changers with those that were non-job changers for the variable of course involvement. Career goal related job changers scored

Table 6

Analysis for Course Involvement by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NJC ^b			
Course Involvement Total Score	80.10	72.20	2.28	1	0.0897
Subscale 1 Identifying Options	23.60	22.25	0.64	1	0.4251
Subscale 2 Resource Materials	19.40	18.00	0.91	1	0.3411
Subscale 3 Information Interviewing	19.80	17.80	1.76	1	0.1849
Subscale 4 Skill Assessment/ Functional Resume Writing	17.30	14.15	4.35	1	0.0370*

NOTE. Range of scores for CIQ; Total Score: 21.5-107.5, Subscale 1: 7.5-37.5, Subscale 2: 5.0-25.0, Subscale 3: 5.0-25.0, Subscale 4: 4.0-20.0. The higher the mean, the greater the involvement.

^aCareer Goal Related Job Changers (n=10).

^bNon-Job Changers (n=20).

*p < .05.

significantly higher on Subscale #4 of the CIQ - Skill Assessment/Functional Resume Writing. The CIQ Total Score, which was higher for the career related job changers, showed some indication that the two groups were different, although the p value was not significant. The two groups scored similarly on Subscale #1 - Identifying Options and Subscale #2 - Resource Materials. There is also no significant difference between the two groups on Subscale #3 - Information Interviewing, though the career goal related job changer's score of 19.80 is a full two points higher than the 17.80 score of non-job changers.

Career/Educational Plans. The CEPQ is designed to generate a total score and two subscale scores. In comparing the two groups, as shown in Table 7, the career goal related job changers scored higher on both subscales (Career Plans and Educational Plans) and the total score of the CEPQ. However, none of these were significant differences.

Job Satisfaction. The Minnesota Satisfaction Questionnaire (MSQ) is designed to generate a total score (General Satisfaction) and two subscale scores (Intrinsic and Extrinsic Satisfaction). The career goal related job changers appear to be more satisfied with their jobs than non-job changers as reflected by their significantly higher MSQ Total Score - General Satisfaction. The career goal related job changers also scored higher on the two MSQ subscales, although these differences were not significant (See Table 8).

Other Related Findings. Since the group of non-job changers included six subjects who were career goal related employed the

Table 7

Analysis for Career/Educational Plans by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NJC ^b			
Career/Educational Plans Total Score	29.00	25.65	0.74	1	0.3903
Subscale 1 Career Plans	14.00	11.10	0.90	1	0.3421
Subscale 2 Educational Plans	15.00	14.55	0.18	1	0.6745

NOTE. Range of scores for the CEPQ; Total Score: 6.0-40.0, Subscale 1: 2.0-20.0, Subscale 2: 4.0-20.0. The higher the mean, the greater the career/educational plans.

^aCareer Goal Related Job Changers (n=10).

^bNon-Job Changers (n=20).

Table 8

Analysis for Job Satisfaction by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NJC ^b			
General Satisfaction Total Score	62.50	49.05	3.63	1	0.0474*
Subscale 1 Intrinsic Satisfaction	44.70	35.90	3.51	1	0.0608
Subscale 2 Extrinsic Satisfaction	17.80	13.15	2.96	1	0.0853

NOTE. Range of scores for the MSQ; Total Score: 18.0-90.0, Subscale 1: 12.0-60.0, Subscale 2: 6.0-30.0. The higher the mean, the greater the job satisfaction.

^aCareer Goal Related Job Changers (n=10).

^bNon-Job Changers (n=20).

* $p < .05$

researcher was concerned with whether or not this significantly affected the comparison of the two groups, career goal related job changers and non-job changers, in regards to levels of involvement, plans, and satisfaction. Therefore, in order to better understand the results related to Research Objective #1 a comparison was made between levels of involvement, plans, and satisfaction for career goal related job changers (n=10) and the non-job changers who were also non-career goal related employed (n=14).

Results revealed that the non-career goal related employed non-job changers scored lower than the total group of non-job changers on all scales, except one, related to involvement, plans, and satisfaction (See Appendices G, H, and I). However, in comparison to the career goal related job changers the non-career goal related employed non-job changers scored significantly lower on only two additional scales (Intrinsic and Extrinsic Satisfaction) than what resulted from the examination of Research Objective #1.

Summary. Career goal related job changers were significantly more involved with Skill Assessment/Functional Resume Writing and significantly more satisfied with their jobs, overall, than those subjects who did not change jobs. In addition, career goal related job changers were also significantly more satisfied, both intrinsically and extrinsically, with their jobs than the group of non-career goal related employed non-job changers.

Research Objective #2

The second objective examined whether or not a difference exists between level of course involvement, career/educational plans and job

satisfaction for gender and age.

Gender. Of the 35 subjects in this investigation, 13 are males and 22 are females. This section reports the findings of comparing males and females on levels of involvement, plans, and satisfaction.

In relation to course involvement, females scored significantly higher than males on Subscale #4 - Skill Assessment/Functional Resume Writing of the CIQ. The CIQ Total Score, which was also higher for females, showed some indication that the two groups were different although this difference was not a significant one. The remaining three CIQ scores, Subscales #1 through #3, revealed females scoring slightly higher than males but not significantly (See Table 9).

Females also scored slightly higher than males on the Career/Educational Plans Total Score as well as the two CEPQ Subscales, Career Plans and Educational Plans. None of these scores, however, revealed significant differences (See Table 10).

Table 11 reveals that in relation to job satisfaction, as measured by the MSQ, males and females scored very similarly on both subscales (Intrinsic and Extrinsic Satisfaction) and the total score (General Satisfaction). Because of this no p values were significant.

Age. The researcher divided subjects into two age groups, those under and above 35 years old. There were 23 subjects under 35 years old and 12 over 35 years old. This section reports findings from comparing the two groups on levels of involvement, plans, and satisfaction.

Subjects under 35 scored slightly higher than those over 35 on the Course Involvement Total Score as well as Subscales #1 through #3.

Table 9

Analysis for Course Involvement by Gender

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	Males ^a	Females ^b			
Course Involvement Total Score	69.73	76.36	3.10	1	0.0784
Subscale 1 Identifying Options	21.27	23.14	2.34	1	0.1260
Subscale 2 Resource Materials	17.62	18.50	0.38	1	0.5362
Subscale 3 Information Interviewing	17.08	18.64	1.40	1	0.2370
Subscale 4 Skill Assessment/ Functional Resume Writing	13.77	16.09	4.94	1	0.0263*

NOTE. Range of scores for CIQ; Total Score: 21.5-107.5, Subscale 1: 7.5-37.5, Subscale 2: 5.0-25.0, Subscale 3: 5.0-25.0, Subscale 4: 4.0-20.0. The higher the mean, the greater the involvement.

^a_n=13.

^b_n=22.

*_p < .05

Table 10

Analysis for Career/Educational Plans by Gender

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	Males ^a	Females ^b			
Career/Educational Plans Total Score	24.85	26.77	0.47	1	0.4941
Subscale 1 Career Plans	11.08	11.73	0.18	1	0.6683
Subscale 2 Educational Plans	13.77	15.05	1.61	1	0.2041

NOTE. Range of scores for the CEPQ; Total Score: 6.0-40.0,
Subscale 1: 2.0-20.0, Subscale 2: 4.0-20.0. The higher the mean,
the greater the career/educational plans.

^a_n = 13.

^b_n = 22.

Table 11

Analysis for Job Satisfaction by Gender

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	Males ^a	Females ^b			
General Satisfaction Total Score	53.46	54.45	0.02	1	0.8776
Subscale 1 Intrinsic Satisfaction	38.54	39.82	0.00	1	0.9727
Subscale 2 Extrinsic Satisfaction	14.92	14.64	0.16	1	0.6937

NOTE. Range of scores for the MSQ; Total Score: 18.0-90.0,
Subscale 1: 12.0-60.0, Subscale 2: 6.0-30.0. The higher the mean,
the greater the job satisfaction.

^an=13.

^bn=22.

The scores of the two groups on Subscale #4 - Skill Assessment/Functional Resume Writing were very similar. However, no significant differences were found between the two groups in relation to any aspect of Course Involvement (See Table 12).

In relation to Career/Educational Plans subjects under 35 scored consistently higher than those over 35 on both CEPQ Subscales (Career Plans and Educational Plans) and the Career/Educational Plans Total Score. The CEPQ Total Score shows some indication of difference between the two groups, though not one of significance. Only the CEPQ Subscale #2 - Educational Plans scores of those subjects under 35 were significantly higher in comparison with scores of subjects over 35 (See Table 13).

Subjects under 35 seem to be slightly more satisfied with their jobs than those over 35 as reflected by the MSQ Total and Subscale scores. Although in reviewing Table 14, none of these differences is significant.

Summary. In reference to Research Objective #2, females subjects scored significantly higher than males on Subscale #4 - Skill Assessment/Functional Resume Writing of the Course Involvement Questionnaire. No other significant differences were found between males and females related to involvement, plans, or satisfaction.

Subjects under 35 scored significantly higher than those over 35 on Subscale #2 - Educational Plans of the Career/Educational Plans Questionnaire. No other significant differences were found between those subjects under and over 35, related to involvement, plans, or satisfaction.

Table 12

Analysis for Course Involvement by Age

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	M/F<35 ^a	M/F>35 ^b			
Course Involvement Total Score	75.28	71.25	1.09	1	0.2966
Subscale 1 Identifying Options	23.11	21.17	1.42	1	0.2340
Subscale 2 Resource Materials	18.65	17.25	1.46	1	0.2275
Subscale 3 Information Interviewing	18.39	17.42	0.49	1	0.4853
Subscale 4 Skill Assessment/ Functional Resume Writing	15.13	15.42	0.00	1	0.9441

NOTE. Range of scores for CIQ; Total Score: 21.5-107.5, Subscale 1: 7.5-37.5, Subscale 2: 5.0-25.0, Subscale 3: 5.0-25.0, Subscale 4: 4.0-20.0. The higher the mean, the greater the involvement.

^aMales and females under 35 years old (n=23).

^bMales and females over 35 years old (n=12).

Table 13

Analysis for Career/Educational Plans by Age

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	M/F<35 ^a	M/F>35 ^b			
Career/Educational Plans Total Score	28.00	22.33	3.47	1	0.0626
Subscale 1 Career Plans	12.61	9.33	1.81	1	0.1791
Subscale 2 Educational Plans	15.39	13.00	5.00	1	0.0253*

NOTE. Range of scores for the CEPQ; Total Score: 6.0-40.0, Subscale 1: 2.0-20.0, Subscale 2: 4.0-20.0. The higher the mean, the greater the career/educational plans.

^aMales and females under 35 years old (n=23).

^bMales and females over 35 years old (n=12).

*p < .05

Table 14

Analysis for Job Satisfaction by Age

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	M/F<35 ^a	M/F>35 ^b			
General Satisfaction					
Total Score	55.65	51.08	0.37	1	0.5422
Subscale 1					
Intrinsic Satisfaction	40.52	37.08	0.59	1	0.4435
Subscale 2					
Extrinsic Satisfaction	15.13	14.00	0.11	1	0.7405

NOTE. Range of scores for the MSQ; Total Score: 18.0-90.0, Subscale 1: 12.0-60.0, Subscale 2: 6.0-30.0. The higher the mean, the greater the job satisfaction.

^aMales and females under 35 years old (n=23).

^bMales and females over 35 years old (n=12).

Research Objective #3

The third and final objective examined whether or not a relationship exists between levels of course involvement and subsequent levels of career/educational plans for those who are unemployed and non-career goal related employed.

There are 19 subjects (2 unemployed and 17 non-career goal related employed) who fall into this group that is identified as non-career goal related employed. Table 15 shows that applying the Kendall Tau test of correlation reveals no significant relationship between course involvement and career/educational plans for this group of subjects.

The next section of this Chapter reports additional findings related to this investigation.

Additional Findings

Information Interviewing and Career/Educational Plans. In order to see if a relationship exists between subjects' level of Information Interviewing (CIQ Subscale #3) and level of Career/Educational Plans, the Kendall Tau B correlation test was applied. The results, as reported in Appendix J, shows that a significant relationship exists between subjects' scores on all three scales of the CEPQ and their level of information interviewing. Therefore, those doing more information interviewing have significantly higher Career Plans (CEPQ Subscale #1), Educational Plans (CEPQ Subscale #2), and slightly higher Career/Educational Plans (CEPQ Total Score).

Skill Assessment. The skill assessment exercise was used in the career planning course to assist participants in identifying their

Table 15

Analysis of Correlation for Course Involvement and Career/
Educational Plans of Non-Career Goal Related Employed

<u>Variable</u>	<u>Correlation Value</u>	<u>n</u>	<u>P Value</u>
Career/Educational Plans Total Score	.10845	19	.5260

functional/transferable skills and then served as a basis for a functional resume. A comparison was made between those subjects completing the exercise and those that changed jobs in order to identify if a relationship existed between the two groups.

Through the application of the Fisher Exact Test, a significant relationship is shown to exist between those subjects who did complete the skill assessment exercise and those who changed jobs (See Appendix K). Thirteen of 15 job changers completed the skill assessment. Only two job changers did not. Nine subjects who completed the skill assessment did not change jobs and 11 subjects neither completed the skill assessment nor changed jobs.

Functional Resume Writing. Since it is necessary to have a knowledge of one's skills in order to complete a functional resume the researcher was interested in identifying if a relationship existed between skill assessment completers and those who wrote a functional resume. No significant findings resulted from this comparison but the following observations are worth noting:

1. Of the 25 subjects who wrote functional resumes, 17 did the skill assessment exercise and eight did not.
2. Thus, doing the skill assessment resulted in more than twice as many functional resumes than when it was not completed.

It was also found that job changers were more inclined to have done a functional resume (12 did, three did not) but doing a functional resume was no guarantee of changing. Thirteen subjects did functional resumes but did not change jobs.

Reasons for Job Dissatisfaction/Satisfaction. The Minnesota

Satisfaction Questionnaire (MSQ) was used to identify reasons for job dissatisfaction and satisfaction. This section reports the comparison of responses on the MSQ between the following groups:

1. males and females;
2. subjects under and over 35 years old;
3. subjects with and without a college degree; and
4. job changers and non-job changers

Finally, a summary of how all subjects, in general, responded on the MSQ will be reported.

Results of male and female averaged ratings on the 20 MSQ scales appear in Appendices L and M. Both groups rate lack of advancement and supervision (human relations) as major reasons for job dissatisfaction. However, the lack of compensation is the major reason for dissatisfaction among females (n=22). On the other hand, males (n=13) rate compensation in the middle of their reasons with an average rating of 3.0 (using a five point Likert scale). Males rate creativity, variety, and independence as major reasons of job satisfaction. Females also list independence and variety along with activity, as areas of their greatest job satisfaction.

Lack of advancement opportunities is the major reason for job dissatisfaction among subjects both under and over 35 years old (See Appendices N and O). Those under 35 (n=23) also rated lack of compensation and agreement with company policies as major reasons for job dissatisfaction. Rated second and third as reasons most dissatisfying for those over 35 (n=12) was lack of supervision (human relations) and recognition. Most satisfying job aspects for those

under 35 were independence, variety, and creativity. For those over 35, social service, variety, and activity were rated as the most satisfying aspects of their jobs.

Subjects with a college degree (n=26) represented a large proportion of the research population (79%). Their major reasons for job dissatisfaction included lack of advancement, compensation, and agreement with company policies and practices (See Appendix P). Those subjects without a college degree (n=9) also rated lack of advancement and compensation among their top reasons for job dissatisfaction. However, their primary reason for dissatisfaction was lack of sound supervision (human relations) (See Appendix Q). Both groups included variety and independence among major sources of job satisfaction. Those with a college degree also rated creativity high, while those without a degree rated activity highly.

Job changers (n=15) rated as most dissatisfying both scales related to supervision (human relations and technical) as well as lack of compensation (See Appendix R). Non-job changers (N=20) included among their major sources of dissatisfaction the lack of advancement, supervision (human relations), and agreement with company policies and practices (See Appendix S). Areas of satisfaction for job changers were variety, independence, and activity. Non-job changers rated independence, moral values, and variety as areas of greatest satisfaction.

Average ratings of all subjects (n=35) for the 20 MSQ scales appears in Appendix T. The major reasons for job dissatisfaction among all subjects are lack of advancement, sound supervision (human

relations and technical), compensation, and agreement with company policies and practices. The areas rated as most satisfying include variety, independence, creativity, and activity.

Summary

As a result of examining Research Objective #1 it was found that career goal related job changers were significantly more involved with Skill Assessment/Functional Resume Writing and significantly more satisfied with their jobs, overall, than those subjects who did not change jobs. In addition, career goal related job changers were also significantly more satisfied, both intrinsically and extrinsically, with their jobs than the group of non-career goal related employed non-job changers. In reference to Research Objective #2, female subjects scored significantly higher than males on Skill Assessment/Functional Resume Writing. In addition, subjects under 35 scored significantly higher than those over 35 with regards to Educational Plans. No significant relationship was found to exist between levels of course involvement and career/educational plans for non-career goal related employed subjects (Research Objective #3).

Additional findings included the identification of a significant relationship between levels of information interviewing and career/educational plans for all subjects. Also, a significant relationship was identified between those subjects completing the skill assessment exercise and those who changed jobs. Finally, major reasons for job dissatisfaction among all subjects included lack of advancement, supervision, compensation, and agreement with company policies and practices.

In Chapter V discussion will focus on conclusions, implications, and recommendations related to these research findings.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Purpose of the Study. This study investigated the relationship between the degree of involvement of adults in a group career planning course and their subsequent levels of job satisfaction and career/educational plans, one year after enrollment. The researcher sought to identify what job changes participants have made, whether the changes were career goal related, what influence course involvement may have had, and how satisfied participants were with their jobs.

The focus of this study on adult group career counseling participants, ranging in age from 24-58 years old, sets it apart from the large majority of studies that has preceded it. A review of the related literature revealed that the only statistically significant studies completed up to now, regarding the effects of group career counseling on subsequent job satisfaction, have been those utilizing high school students as subjects. The subjects in this study present a unique population not yet investigated in this manner with this focus.

Research Objectives. To accomplish the purpose of this study, the following research objectives were investigated:

- 1) To examine whether or not a difference exists between those who are career goal related job changers and non-job changers

in levels of course involvement, career/educational plans, and job satisfaction.

- 2) To examine whether or not a difference exists between levels of course involvement, career/educational plans, and job satisfaction for gender and age.
- 3) To examine whether or not a relationship exists between levels of course involvement and subsequent levels of career/educational plans for those who are unemployed and non-career goal related employed.

In addition to the three major research objectives, other areas of interest were investigated. These included determining whether a relationship between subjects' levels of information interviewing (a subscale of the Course Involvement Questionnaire) and career/educational plans exists, and whether completing the skill assessment and/or functional resume increased the likelihood of subjects changing jobs. Also reported are the job dissatisfiers/satisfiers for all subjects.

Method. Packets containing four questionnaires were mailed to 40 eligible subjects one year after their course participation. The four questionnaires included three that were developed by the researcher especially for this study: the Course Involvement Questionnaire (CIQ), the Career/Educational Plans Questionnaire (CEPQ), and the Personal Data Questionnaire (PDQ). The fourth questionnaire, the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Dawis, England, and Lofquist in 1967, was used to measure job satisfaction. Completed questionnaires were received from 35 of the 40 former course

participants. Tests of significance applied to resultant data included: the Kruskal Wallis Chi Square, the Kendall Tau B Correlation Coefficient, and the Fisher Exact Test.

Results. Of the 35 former course members participating in this study, 15 had changed jobs since their course participation. Ten of the 15 job changers entered jobs that were career goal related. In total, 16 subjects had jobs that were career goal related, 10 of which resulted from changes made since the course ended. Two unemployed subjects, in addition to the remaining 17 in non-career goal related jobs, were classified as non-career goal related employed.

In relation to Research Objective #1 the following results were determined. As far as course involvement is concerned the career goal related job changers scored significantly higher than non-job changers on Subscale #4 of the CIQ - Skill Assessment/Functional Resume Writing. In the area of job satisfaction, the career goal related job changers were significantly more satisfied, generally (MSQ Total Score), with their jobs than the non-job changers. No significant difference between the two groups was found related to levels of career/educational plans. Also, related findings revealed that career goal related job changers were significantly different than non-career goal related employed non-job changers in only two additional areas: intrinsic and extrinsic job satisfaction.

Investigating Research Objective #2 revealed that the only significant difference existing between male and female subjects, related to levels of involvement, plans, or satisfaction, was that females scored significantly higher than males on the CIQ Subscale #4

- Skill Assessment/Functional Resume Writing. In the area of subjects' age, males and females under 35 had significantly higher Educational Plans (CEPQ Subscale #2) than those subjects who were over 35. No significant differences related to course involvement or job satisfaction were identified for those subjects under or over 35.

Research Objective #3 was investigated to determine whether or not a relationship existed between levels of course involvement and subsequent levels of career/educational plans for those subjects who were non-career goal related employed. However, no significant relationship was identified between involvement and plans for this group of subjects.

The following results were determined in relation to the investigation of additional areas of interest. There was a significant relationship between levels of Information Interviewing (CIQ Subscale #3) and Career/Educational Plans (CEPQ Total Score and Subscales #1 and #2). For those subjects who completed the skill assessment exercise there was a significant relationship to job changing. As far as functional resume writing and job changing is concerned, it was found that most job changers (12 of 15) wrote functional resumes but there was not a significant relationship between the two. Major reasons for job dissatisfaction among all subjects included lack of advancement, discontent with supervisors (both human relations and technical), lack of compensation, and disagreement with company policies and practices. Areas of greatest job satisfaction among all subjects included: variety, independence, creativity, and activity.

Conclusions

In order to aid the drawing of conclusions regarding the subjects of this study it is worth while to note their average age. The average age of males was 40, while the female average age of 33 represented a somewhat younger age group. Upon closer examination of male and female subjects, it becomes apparent that the women are similar to the type described by Neugarten (1979) and Bernard (1981) as needing career planning assistance, while the men closely resemble those described by Levenson (1978) as experiencing the "Settling Down" period.

Neugarten (1979) and Bernard (1981) suggest that women, as a result of changing marital and childbearing patterns, increased education, and the feminist movement in general, are experiencing different developmental and transitional periods in their lives, and this has a direct impact on their career planning. More women are entering careers instead of marriage and even those married are delaying childbearing in order to develop a career area. The women represented in this study are similar to those described by Neugarten and Bernard: over 60% were not married and more than 70% did not have children. In light of their average age of 33, it does seem that these women are delaying marriage and childbearing. This sample also represented a highly educated group with over 72% having at least a baccalaureate degree and a number of them also possessing a Master's degree.

Diness (cited in Bernard, 1981) reported that the period when women most prefer some degree of career life (career alone or in

combination with homemaking) was between the ages of 25-30 years old. The women in this study who changed to career goal related jobs were an average of 31 years old (See Appendix U). This seems to support Diness' claim that this is a peak period of career interest for women.

In addition, Neugarten (1979) described the typical participant of continuing education programs to be white females, in their mid 30's, from a middle class background and married with a supportive husband. The female subjects in this study closely resemble this type. The majority was white with an average age of 33 years from middle income levels. In this study only 36% of the females were living with someone (married and/or single); however, those who made career goal related changes were more frequently living with someone (50% of the time) (See Appendix U). This may be evidence that living with someone provides some support, perhaps both financially and emotionally, for women pursuing job changes. However, this study included a small research population and no definitive statement can be made regarding the possible advantage of living with someone for women interested in changing jobs.

The women in this study also seem to be experiencing a type of "Age Thirty Transition" that Levinson (1978) describes for men: they are involved in careers, the majority is between the ages of 28-33 years, and most are dissatisfied with their jobs. It may well be a period of reassessing progress made toward their goals that perhaps results in a desire to change and/or modify the career focus of their lives. While the women closely resemble those in an Age Thirty Transition, the men investigated resemble those that Levinson (1978)

described as experiencing the "Settling Down" period (ages 33-40 years).

Levinson (1978) described the shift from the end of the Age Thirty Transition to the start of the next period, that of Settling Down, as the most crucial step in adult development. Two major tasks are involved in this period: a) establishing a niche in society -- anchoring one's life more firmly, and b) working to make it and striving to advance. The imagery of the "ladder" is central to this period. Levinson claimed that the "ladder" represented how one wishes to advance in life generally and in a career specifically. Therefore, if advancement possibilities at this time in one's life are stifled, frustration could occur with resulting desire for a career change. This is certainly evident for the male subjects in this study. Their major reason for job dissatisfaction was lack of advancement opportunities. As a result, it seems that a man, during this age period, who feels he is not progressing toward desired goals will pursue a possible career change.

With respect to subjects' overall reasons for job dissatisfaction there seems to be evidence that supports those career development theorists and researchers who claim that causes of adult career changing are for external rather than internal reasons. This investigation revealed that, for all subjects, the major reasons for job dissatisfaction--lack of advancement, compensation, and satisfactory supervision--were external in nature. Whereas, the major reasons of job satisfaction among all subjects were all internal factors: variety, independence, creativity, and activity. This is

evidence that subjects experienced their greatest frustration and dissatisfaction with aspects of their jobs over which they had the least amount of control.

As a result of the above mentioned reasons for job dissatisfaction, the adults represented in this study sought out career planning assistance. Of the variety of possible career planning services available they chose one offered in the context of a continuing education group experience. This one year follow-up study revealed that about 30% of the subjects made career goal related job changes since their course participation.

Upon examining the results of this investigation it became evident that career goal related job changers were significantly more involved, than non-job changers, with one aspect of the career planning course -- skill assessment/functional resume writing. In addition, a significant relationship was identified between completing the skill assessment exercise and job changing for all subjects. The majority of career goal related job changers happen to be female (80%), somewhat higher than their representation in the research population (63%).

Perhaps the above information, combined with the average age of males and females in this study, helps to explain why the only significantly different score (regarding involvement, plans or satisfaction) related to subjects' gender was the higher score for skill assessment/functional resume writing for females. As mentioned in Chapter I, Griffin (1981) reports that, during one particular year, those individuals closer in age to the females in this study (average

age of 33) changed jobs twice as often as those closer in age to the males in this study (average age of 40). Therefore, as a result of being younger, females in this study were more inclined to change jobs. Thus, they were probably more inclined to get involved with aspects of the course that proved to be significantly related to job change -- assessing one's skills and formulating a functional resume.

The career goal related job changers were also significantly more satisfied with their jobs than non-job changers. Therefore, greater involvement (in one aspect) led to a stronger possibility of career goal related job changing, which resulted in greater job satisfaction. This links one aspect of course involvement, skill assessment/functional resume writing, to subsequent job satisfaction for those subjects who were career goal related job changers since the course ended. It is difficult, however, to reach any absolute conclusions regarding the role course involvement has with subsequent job satisfaction of the career goal related job changers. More information regarding the subjects is needed. Career development theorists have pointed out the role of self-concept, identity, confidence, and other personality attributes in an individual's career decision making process. It is not known whether the career goal related job changers in this study differed significantly with non-job changers in relation to these attributes. Until these additional variables are examined in future studies like the present one, it would not be possible to know with certainty the full extent of the impact of course involvement on subsequent job satisfaction of career goal related job changers.

Another aspect of course involvement that proved to be influential for participants was information interviewing. A significant relationship was found between levels of information interviewing and career/educational plans of subjects. The information interviewing process was advocated throughout the career planning course for two purposes:

1. To encourage participants to gather information related to career areas of interest from those already involved in those careers in order to better formulate their own career plans.
2. To aid participants in making contacts with those working in career areas of interest to them, thereby establishing a network of individuals within a career area which could enhance future employment possibilities.

Results of this investigation indicate that the information interviewing process did help participants develop career/educational plans. Those subjects who did more information interviewing had higher levels of career/educational plans.

One additional finding that did prove to be significant was that those subjects under 35 had higher Educational Plans (CEPQ Subscale #2) compared to those over 35. It seems that those over 35 might be less inclined to seek additional education/training than those under 35. Older subjects would probably prefer career changes where further education/training was not necessary, though this could limit their choices and lead to possible frustration in the education/training area of their lives. Therefore, it is likely that those under 35

would be more motivated to undertake additional education/training, than those over 35. They would probably also be more certain and satisfied regarding the education/training area of their lives (which is what the CEPQ Subscale #2 - Educational Plans assesses).

Thus far it has been reported that two aspects of course involvement, skill assessment/functional resume writing and information interviewing, proved to be beneficial for subjects. However, two other aspects of course involvement, identifying options and resource materials, were not significantly related to subsequent career/educational plans, career movement, or job satisfaction of subjects. It is difficult, with the information available, to state the reasons for this. However, one or both of the following reasons may be valid:

1. The phrasing of questions and response choices for these two subscales of the Course Involvement Questionnaire may not have been worded specifically enough to discriminate levels of involvement between subjects.
2. Without additional data related to subjects' level of career plans upon entering the course it is unclear as to a) in general how much subjects wanted to explore new career possibilities (the course objectives related to the Identifying Options and Resource Materials CIQ Subscales), or b) to what extent did the career goal related job changers already know what they wanted to go into upon starting the course. Perhaps they already had some direction and were not interested in working on identifying

new options.

The validity of either of the above possible reasons can only be proven with additional research in this area. However, its importance to this study should not be underestimated. It is probably the reason that the CIQ Total Score is not significant in the comparison of career goal related job changers and non-job changers.

It is also difficult to understand why there was not a significant difference between career goal related job changers and non-job changers in regards to Career/Educational Plans. One possible explanation was thought to be that since there were six career goal related employed subjects among the group of non-job changers the group's career/educational plans mean scores may have been inflated. However, additional findings reported that even though the non-career goal related employed non-job changers' scores were lower on all scales of the Career/Educational Plans Questionnaire than the total group of non-job changers, none of these were significant differences when compared to the scores of the career goal related job changers. Perhaps a revised CEPQ, with additional questions and a wider range of possible scores, would be able to better discriminate levels of career/educational plans among these different groups of subjects.

Another question investigated in this study was whether a significant relationship existed between levels of course involvement and subsequent levels of career/educational plans for subjects who were non-career goal related employed. The results showed no significant relationship existed. Again, it is difficult with the information available to know exactly why results were insignificant.

Although, as mentioned earlier, if the CIQ Total Score (which was used in this comparison) was affected by the possibility of Subscales #1 and #2 not properly discriminating involvement levels among subjects, as well as the need for a wider range of scores on the CEPQ, then these could be the reasons for insignificant findings in this area.

The next section of this Chapter will address implications of these conclusions with regard to career planning and development theory, group career counseling for adults, and training for professionals in the career counseling field.

Implications

In the past, research concerned with adult development, related transitional periods, and ramifications for career decision making have focused mostly on the experience of men (e.g., Ginzberg, 1972; Gould, 1972; Levinson, 1978; and Super, 1957). Among those suggesting that women, as well as men, experience transitional periods related to their career as well as general development are Bernard (1981), Diness (cited in Bernard, 1981), Neugarten (1979), and Robbins (1978). Yet, only Robbins has used the term Age Thirty Transition (made popular by Levinson's (1978) study with men) in relation to the career development of women.

The results of this study support the suggestion that women do experience an Age Thirty Transition. Because of their changing marital, childbearing and child raising patterns, increased level of education, and the feminist movement in general, women at or around age 30 are now finding themselves more often in transition related to their career development. They are, in every growing numbers, members

of the work force and are self-supporting more often than ever before. The implication of this is that professionals in the career planning field should not only recognize that fact but also should treat men and women equally when providing adults with career planning assistance.

As far as job dissatisfaction is concerned, the results of this study support the claim made by previous investigations (Helfand, 1981; Lowenthal, 1975; Sagal and DeBlassie, 1981; and Strauss, 1976) that causes of adult career change are for external rather than internal reasons. This implies that adults, considering a career change, should seek out information regarding possibilities for control and autonomy in the jobs they are considering. This could help to decrease the likelihood of future job dissatisfaction.

Certain aspects of the group career planning course proved to be significant for participants. The career goal related job changers scored significantly higher than non-job changers in regards to involvement with skill assessment/functional resume writing. In addition, for all subjects there was a significant relationship between those that completed the skill assessment exercise and those that changed jobs. The implication of these results seems to be that assessing one's skills and formulating a functional resume helps to more effectively market oneself during a job search, attain career goal related employment and experience greater job satisfaction (one outcome of this study).

Information interviewing was another aspect of course involvement with which participants experienced significant results. Those doing

more information interviewing had higher levels of career/educational plans. The Career/Educational Plans score was designed to identify participants' ability to state career and educational goals and to assess their certainty and satisfaction regarding their goals. Therefore, the results imply that information interviewing is an effective process in helping adult career planning participants decide on career and educational goals.

The above information related to specific aspects of course involvement that proved to be significant for participants supports those theorists and researchers who have suggested that these activities be part of career planning programs for adults. Those who have recommended that adult career planning participants learn about skill assessment, functional resume writing, and information interviewing include Herr and Cramer (1979), Krumboltz and Hamel (1982), Robbins (1978), and Super (1957 and 1977). This study reveals that this can be accomplished for adults within a group career counseling format.

The results of this investigation, as well as those of previous studies, reveal that the age of participants is somewhat related to their actual job changing. The majority of career goal related job changers (80%) in this study was women and they tended to be younger (average age of 31) than the non-job changers (average age of 36). Prior studies by Griffin (1981), Kelleher (1973), and Sabin (1967) showed that the younger one is the more likely a job change may occur. In addition, subjects under 35 in this study had significantly higher educational plans than those over 35. This meant that they were more

likely to pursue necessary additional education/training and were more certain and satisfied regarding their plans in this area.

The implication of this could be that adult career planning participants, 35 years and over, might need more individual attention regarding their career planning and job searching. If they are involved in a group career counseling experience this could be accomplished in one of two ways:

1. Provide individual consultation for participants, especially older ones.
2. Divide participants into subgroups whereby older adults could be together with others like themselves in order to allow focusing on common issues.

It is still unclear from the results of this investigation as to the value of methods and processes advocated related to identifying options and the use of career resource materials. Part of the problem is whether the corresponding subscales of the Course Involvement Questionnaire adequately measure participants' involvement in these areas. The implication drawn from this information is that more research is needed, possibly with a revised CIQ. This could also provide more insight regarding the relationship between involvement and career plans of the non-career goal related employed subjects.

On the other hand, the results of this study indicate that for those subjects more involved with certain aspects of the career planning course (specifically information interviewing, skill assessment, and functional resume writing), their career/educational plans were higher, the likelihood of changing into career goal related

jobs increased and for those that did change, greater job satisfaction was experienced. Of the 35 subjects, 15 made job changes within a year of course participation and 10 of those were into career goal related jobs.

These results confirm that there is value in providing adults with needed career planning assistance. The outcomes of this study support Deems' (1979) suggestion that continuing education can be a valuable resource by helping to provide opportunities for adults to gain skills in exploring career alternatives. The results also support the value of a group approach as a vehicle for delivering career planning assistance to adults. This supports the many theorists and researchers who advocate the use of a group approach for adult career counseling, including Corey and Corey (1977), Deems (1979), Gazda (1978), Gerstein (1982), Herr and Cramer (1979), McCoy (cited in Chickering and Havighurst, 1981), and Robbins (1978). In the final section of this Chapter, recommendations based on the conclusions and implications of this study will be presented.

Recommendations

Recommendations based on the results of this study will be addressed with respect to the following areas:

1. training of career counseling professionals
2. delivery and content of group career counseling programs
for adults
3. future research

Professional Training. Graduate students in the counseling field, intending to provide career counseling for adults, should have

coursework that addresses the developmental stages that men and women experience. The fact that both men and women, for different reasons, experience transitional periods in their development which have a direct influence on their career decision making needs to be highlighted. In light of the changing role of women within the work force this is especially important. Since women are now often delaying marriage and childbearing and pursuing careers instead, they too are experiencing transitional periods similar to those of men (i.e., Age Thirty Transition).

Graduate students should gain experience with the different methods and processes used in assisting adult career counseling clients, especially those that proved to be significant in the study (i.e., skill assessment, functional resume writing, and the technique of information interviewing). Since the results of this study showed the effectiveness of a group career counseling approach, the need for graduate students to have group dynamics and leadership training is evident.

If the above suggestions are addressed in counseling training programs graduates will be more effective helpers for those adults seeking career planning assistance.

Group Career Counseling Programs for Adults. It is recommended, based on the results of this investigation, that group career counseling programs for adults be supported and promoted. This study helped to show that this approach is a viable vehicle for delivering to adults the career counseling they need. The group approach, investigated in this study, was a course within a continuing education

program at a four-year, urban public university. Continuing education programs, because they are usually moderately priced, are an ideal way to provide this type of assistance to adults. Colleges and universities need to further their efforts in providing continuing education courses as a means of important help for those adults in their community seeking career planning assistance.

Even though the group approach seems to be an effective way of helping adult career counseling clients, it is recommended that some individual consultation be provided. This could be especially helpful to clients that are older. This study, and others before it, indicated that with increasing age job changing gets increasingly difficult. Individual consultation and/or subgroups of clients with similar issues would be helpful in addressing these types of concerns.

It is also recommended that professionals offering group career counseling for adults include the necessary activities that can best help their clients. Those proven to be most helpful in this study, skill assessment, functional resume writing, and information interviewing, should certainly be included. Although the activities related to identifying options and resource materials did not prove to be significant in this study, it is recommended that they be included as well, until further research can clarify their value to adult career counseling clients.

Practitioners also need to be aware of the reasons for job dissatisfaction among adults. Those subjects investigated in this study identified external reasons as sources of job dissatisfaction (including lack of advancement, compensation, and supervision). These

are the type of concerns adult career planning clients need to inquire about in regards to jobs they are exploring. It would be important for practitioners to stress that autonomy on the job is important, in many cases, in avoiding frustrating and dissatisfying situations.

Future Research. There exists a need for additional follow-up studies of adult career planning course participants. Three aspects of the present study could be improved upon in future studies.

First, it is recommended that future studies include a greater number of subjects. This will enable future investigators to apply more in-depth analysis with resultant data. More subjects could provide additional findings related to the role of subjects' age, income, education, and lifestyle in their career planning and decision making.

Secondly, in order to better assess the results of such a follow-up study it is recommended that the design be a pre/posttest experimental one, with assessment of participants taking place at 6-12-18 month intervals after participation. It is also recommended that future investigators collect more data at the beginning of the career planning experience. This data should include information regarding levels of subjects' career goals and plans, desire for change, and present job satisfaction. In addition, data related to personality attributes such as self-concept, ego identity, and confidence levels should be collected. There also needs to be more investigations exploring the role of course involvement using revised questionnaires from this study or newly designed ones. It is also suggested that questionnaires used in future studies have more

questions, resulting in a wider range of possible scores, in order to better discriminate subjects' results. With this additional information future investigators would be able to better identify what contributes to the differences in subjects' levels of career/educational plans, career movement, and subsequent job satisfaction.

Finally, since a variety of career counseling interventions exists, it would be desirable if future investigations could compare different groups experiencing different interventions. This would aid future investigators to more precisely identify the most advantageous approaches to employ with adult career planners.

These research recommendations which include obtaining more subjects, using a pre/posttest experimental design, collecting more information regarding career plans and personality attributes of subjects, and comparing groups experiencing different counseling interventions, would greatly increase the knowledge available regarding the career planning, decision making, and job attainment of adults.

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APPENDIX A

Course Involvement Questionnaire

Using the scale below please respond to all items in Question No. 1.

- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
-

1. I have used the following materials and processes in gaining information to help identify career options.

- a. The Work Activities and Situations Checklists followed by the Worker Trait Group Selection Chart then into the Guide for Occupational Exploration (GOE) followed by the Dictionary of Occupational Titles (DOT).

Your response is: _____

- b. Holland Occupational Theme Codes (RIASEC) to the DOT Number Conversion Table then into the Dictionary of Occupational Titles.

Your response is: _____

- c. Strong-Campbell Interest Inventory results.

Your response is: _____

- d. Brainstorming Exercise (done for you, or observed during someone else's).

Your response is: _____

- e. Conversations with course instructor or other course participants.

Your response is: _____

2. How much of Bolles' Parachute book have you read?

- a. All of it
- b. About 3/4
- c. Half of it
- d. About 1/4
- e. None at all/or merely glanced through it.

Your response is: _____

Using the scale below please respond to all items in Questions No. 3, 4, & 5.

- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
-

3. I have used the following career resource materials to gain career information.

a. Guide for Occupational Exploration (GOE)

Your response is: _____

b. Dictionary of Occupational Titles (DOT)

Your response is: _____

c. Occupational Outlook Handbook (OOH)

Your response is: _____

d. Other sources (i.e., College Placement Annual, Encyclopedia of Associations, Professional Journals/Newsletters, related career publications)

Your response is: _____

4. I have incorporated the Information Interviewing/Contact Making approach in my career planning and decision making or actual job seeking.

Your response is: _____

5. I have gained helpful career planning/decision making information via the following:

a. Informal Information Interviews (short, possibly unplanned, little preparation on your part, types of conversations with others regarding career information)

Your response is: _____

b. Formal Information Interviews (longer, possibly scheduled appointments, preparation on your part, use of relevant questions and etc.)

Your response is: _____

Using the scale below please respond to Questions No. 6, 7, 8, 9, 10, & 11.

- a. Strongly Agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly Disagree
-

6. Using the Information Interviewing/Contact Making approach has been influential and/or helpful in generating possible job leads.

Your response is: _____

7. Using the Information Interviewing/Contact Making approach has enabled me to feel a greater sense of self-esteem as a result of feeling more in control, able to experience positive results of taking independent action.

Your response is: _____

8. I have completed the Bolles' Transferable/Functional Skills Assessment (called the Quick Job-Hunting Map).

Your response is: _____

9. I have rewritten (or improved) my resume since enrollment in the course (or during enrollment).

Your response is: _____

10. I have incorporated within my resume some form of functional style.

Your response is: _____

11. Information gained in the course on resume writing influenced the rewriting or improvement of my resume.

Your response is: _____

APPENDIX B

Career/Educational Plans Questionnaire

1. Please indicate your employment status when you started the course: Career Exploration for Job Seekers and Changers.

employed Job Title: _____

unemployed

2. If your employment status changed during the time you were enrolled in the course, indicate by checking the appropriate box below.

unemployed to employed

 Job Title: _____

changed jobs Job Title: _____

employed to unemployed

employment status unchanged

3. If your employment status has changed since the course ended, indicate by checking the appropriate box below.

unemployed to employed

 Job Title: _____

changed jobs Job Title: _____

employed to unemployed

employment status unchanged

8. How satisfied are you with the choice you listed in Question No. 6 above? If you have no choice listed proceed to Question No. 9.

(Check one)

- Completely Satisfied
 Somewhat Satisfied
 Neither Satisfied nor Dissatisfied
 Somewhat Dissatisfied
 Completely Dissatisfied

9. Do you consider your present employment to be career goal related?

Yes No (or unemployed)

Have you sought career goal related employment?

Yes No

How hard have you looked?

- Very hard
 Hard
 Somewhat
 Very little
 Almost not at all

10. If you listed a career goal in Question No. 6, does it require you to undertake new education or formal training? (Check one)

Yes (Proceed to #11) No career goal listed under #6
 (Proceed to Question #13)

No additional education/training needed for goal listed
 under #6 (Proceed to Question #13)

11. I have inquired about formal education/training from those employed in the field of my interest or from those teaching/offering related programs. (Check one)

- a. Strongly Agree
 b. Agree
 c. Undecided
 d. Disagree
 e. Strongly Disagree

12. Which of the following statements best describes your decision regarding the starting of additional formal education/training? (Check one)

- a. Have already started
- b. Will start soon (within a year)
- c. Not sure when will start
- d. Probably will not start for a long time
- e. Probably will not start at all

13. How certain are you of your plans related to formal education/training?

- a. Completely Certain
- b. Somewhat Certain
- c. Neither (Certain nor Uncertain)
- d. Somewhat Uncertain
- e. Completely Uncertain

14. How satisfied are you with your plans related to formal education/training?

- a. Completely Satisfied
 - b. Somewhat Satisfied
 - c. Neither (Satisfied nor Dissatisfied)
 - d. Somewhat Dissatisfied
 - e. Completely Dissatisfied
-

APPENDIX C

Personal Data Questionnaire

1. Your age is:_____ 2. Your sex is:_____
3. Your current marital/lifestyle is:
- _____ Single
 _____ Single, living with someone (other than friend or relative)
 _____ Married
 _____ Widowed
 _____ Widowed, living with someone (other than friend or relative)
 _____ Divorced
 _____ Divorced, living with someone (other than friend or relative)
 _____ Separated
4. Has your marital/lifestyle status changed since enrollment in the course?
 _____ Yes (proceed to #5) _____ No (proceed to #6)
5. If #4 is yes - which of the following changes apply to you?
- _____ Single to Married
 _____ Single to Living with Someone (other than friend or relative)
 _____ Living with Someone (other than friend or relative) to Married
 _____ Living with Someone (other than friend or relative) to Single
 _____ Married to Divorced
 _____ Married to Widowed
 _____ Separated to Divorced
 _____ Separated to Renewed Marriage
 _____ Divorced to Living with Someone (other than friend or relative)
 _____ Separated to Divorced to Living with Someone (other than friend or relative)

For Questions No. 6 through 10 you are requested to answer twice; mark an (x) for the response that indicates your situation at the start of course and an (X) for the response that indicates your situation at the present time.

6. Number of children living with you:
 _____ 0 _____ 1 _____ 2 _____ 3 _____ 4 _____ more than 4
7. Number of children living with you whose ages are:
 _____ 0-3 _____ 4-6 _____ 7-9 _____ 10-14 _____ over 14

- l. _____ lack of being able to do things that do not go against
your conscience
- m. _____ lack of praise for doing a good job
- n. _____ lack of job security
- o. _____ lack of opportunity to do things for others
- p. _____ lack of prestige
- q. _____ lack of supervisor who handles people well
- r. _____ lack of competent supervisor
- s. _____ lack of variety of job duties
- t. _____ lack of good working conditions
- u. _____ lack of skills necessary for you to feel comfortable with
the job duties
- v. _____ lack of resources to complete job comfortably
- w. _____ lack of reasonable distance to travel to work
- x. _____ lack of reasonable working hours
- y. _____ other (specify) _____
- z. _____ other (specify) _____

13. Of all the items you checked in #12 above, please rank them in order of which were most important to you, from most important to least important. (Use letters)

- | | | |
|---------------------------|-----------|-----------|
| 1. _____ (most important) | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | |

14. How did you hear about the course?

- | | |
|---|-----------------------|
| _____ MiniU posters, flyers, schedules | _____ Reader Ad |
| _____ From someone who had taken the course | _____ Other (specify) |
| _____ From someone who had not taken the course, but knew of it | _____ |

15. What is the highest fee that you would pay for a course like this (testing included)?

- | | | | | | |
|-------------|-------------|-------------|-------------|-------------|-------------|
| _____ \$55 | _____ \$60 | _____ \$65 | _____ \$70 | _____ \$75 | _____ \$80 |
| _____ \$85 | _____ \$90 | _____ \$95 | _____ \$100 | _____ \$110 | _____ \$120 |
| _____ \$130 | _____ \$140 | _____ \$150 | | | |

APPENDIX D

Date: March 24, 1983Name of Investigator: David HelfandName of Sponsor (if different): Dr. Terry WilliamsTitle of Project: Adult Group Career Counseling: An Investigation
of Participants' Course Involvement and Subsequent Levels of Job
Satisfaction and Career/Education PlansThe Institutional Review Board for the Protection of Human Subjects,
Non-Medical Campuses has reviewed your research proposal involving
human subjects.Review Date: 3/24/83

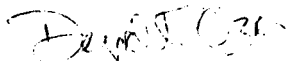
- The project as described has been approved by the IRB.
- The project is approved conditionally; see below.
- The project can not be approved as described. However, the IRB will give approval if written agreement is given the IRB that the conditions indicated below will be met.
- The project can not be approved as described. The risks to the rights and welfare of the human participants which are inherent in this project are not sufficiently safeguarded and/or are not deemed justified given the potential outcome of this project.

Remarks:

Further details of this review may be obtained by contacting the Chairperson of the IRB.

Thank you for your cooperation in this review process.

Sincerely,


David T. Ozar, Ph.D.
Chairperson, IRB

APPENDIX E

Northeastern Illinois University
Committee for the Protection of Human Subjects

Reviewer's Preliminary Analysis

Project Director: David Helfand

Project Number #17 _____

Project Title: Adult Group Career Counseling

Type of Review: New Periodic Revision Other

Funding Source: HHS UNI Other

Concerns/Questions:

Identifiable Risks: Minimal Risks More than Minimal Risks
(If "more than Minimal Risks" is checked, please explain.)

Consent Form (see reverse side):

If submitted: Acceptable

Needs Revision

If not submitted: Needed

Not Needed

Reviewer's Signature: *Dorothy Patton*

Date: 2/8/83

APPENDIX F

Dear _____

As a former participant in the course Career Exploration for Job Seekers and Changers, you are part of a research study that I am coordinating. The purpose of the study is to examine the effects of involvement with the course on individuals' subsequent job satisfaction and level of career plans.

Inside this packet you will find the following questionnaires:

- Course Involvement Questionnaire
- Career/Educational Plans Questionnaire
- Personal Data Questionnaire
- Short Form Minnesota Satisfaction Questionnaire

You will need approximately one hour to complete all four of the above. In order that the results of the study can be used to further understand the value of this type of adult career planning course and to continue improving this method of delivering career planning assistance to adults, your participation is needed. This type of follow-up study is a first with an adult population, therefore, your input is very important.

You will also find in this packet a stamped addressed envelope in which you can use to return the completed questionnaires. I would greatly appreciate it, if in the next week, you could take the time to complete the questionnaires and return them to me. In order to insure the complete confidentiality of your responses, no names should be on the questionnaires and results of the study will be reported in collective (group) form only. There will be no connection between you and the answers on the questionnaires. The reason for this is to encourage your participation in as honest a manner as possible. However, you will find a postcard addressed to me that has your name on it. This should be mailed back at the same time you return the questionnaires, but separately. This will aid me in my record keeping and follow-up efforts to non-respondents.

I would like to thank you in advance for taking time to provide the information requested. Please feel free to contact me if you have any questions by calling 583-4050, ext. 362.

Your co-operation is greatly appreciated.

David Helfand
Assistant Professor
University Counseling Center
Northeastern Illinois University

APPENDIX G

Analysis for Course Involvement by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NCGRE-NJC ^b			
Course Involvement Total Score	80.10	71.18	3.10	1	.0781
Subscale 1 Identifying Options	23.60	23.04	0.17	1	.6791
Subscale 2 Resource Materials	19.40	17.79	0.89	1	.3460
Subscale 3 Information Interviewing	19.80	17.00	2.52	1	.1122
Subscale 4 Skill Assessment/ Functional Resume Writing	17.30	13.36	5.58	1	.0181*

NOTE. Range of scores for CIQ; Total Score: 21.5-107.5,
Subscale 1: 7.5-37.5, Subscale 2: 5.0-25.0, Subscale 3: 5.0-25.0,
Subscale 4: 4.0-20.0.

^aCareer Goal Related Job Changers (n=10).

^bNon-Career Goal Related Employed - Non-Job Changers (n=14).

* $p < .05$.

APPENDIX H

Analysis for Career/Educational Plans by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NCGRE-NJC ^b			
Career/Educational Plans Total Score	29.00	23.14	2.60	1	.1070
Subscale 1 Career Plans	14.00	9.14	3.01	1	.0828
Subscale 2 Educational Plans	15.00	14.00	0.78	1	.3773

NOTE. Range of scores for the CEPQ; Total Score: 6.0-40.0,
Subscale 1: 2.0-20.0, Subscale 2: 4.0-20.0.

^aCareer Goal Related Job Changers (n=10).

^bNon-Career Goal Related Employed - Non-Job Changers (n=14).

APPENDIX I

Analysis for Job Satisfaction by Career Goal Related Job Change

Variable	Mean		Kruskal Wallis Chi Sq.	df	P Value
	CGRJC ^a	NCGRE-NJC ^b			
General Satisfaction Total Score	62.50	43.86	6.66	1	.0099*
Subscale 1 Intrinsic Satisfaction	44.70	32.64	5.66	1	.0174*
Subscale 2 Extrinsic Satisfaction	17.80	11.21	5.67	1	.0172*

NOTE. Range of scores for the MSQ; Total Score: 18.0-90.0,
Subscale 1: 12.0-60.0, Subscale 2: 6.0-30.0.

^aCareer Goal Related Job Changers (n=10).

^bNon-Career Goal Related Employed - Non-Job Changers (n=14).

* $p < .05$

APPENDIX J

Analysis of Correlation for Subjects'
Information Interviewing and Career/Educational Plans

Variable	Correlation Value	P Value
Career/Educational Plans Total Score	0.24476	0.0468*
Career/Educational Plans Subscale 1: Career Plans	0.27982	0.0252*
Career/Educational Plans Subscale 2: Educational Plans	0.25813	0.0399*

NOTE: n = 35

* $p < .05$

APPENDIX K

Analysis of Skill Assessment Completion by Job Change

Skill Assess. Completion	Job Change		Total
	No	Yes	
Frequency			
Percent			
Row Percent			
Col Percent			
<hr/>			
	11	2	13
No	31.43	5.71	37.14
	84.62	15.38	
	55.00	13.33	
Yes	9	13	22
	25.71	37.14	62.86
	40.91	59.09	
	45.00	86.67	
Total	20	15	35
	57.14	42.86	100.00

Statistics for 2-Way Table

Fisher's Exact Test (1 Tail) Prob. = 0.0133
 (2 Tail) Prob. = 0.0158

APPENDIX L

Minnesota Satisfaction Questionnaire (MSQ) Results for Males^a

Mean Scale Rating	Scale No.	Scale Description
1.9	14	Advancement
2.3	5	Supervision-Human Relations
2.5	12	Company Policies & Practices
	19	Recognition
2.7	4	Social Status
	6	Supervision-Technical
2.8	10	Authority
	18	Co-Workers
	20	Achievement
3.0	13	Compensation
	17	Working Conditions
3.1	7	Moral Values
	11	Ability Utilization
3.2	1	Activity
	9	Social Service
3.4	8	Security
3.5	15	Responsibility
3.6	2	Independence
	3	Variety
3.7	16	Creativity

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 53.46 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 38.54 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 14.92 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^a_n = 13

APPENDIX M

Minnesota Satisfaction Questionnaire (MSQ) Results for Females^a

Mean Scale Rating	Scale No.	Scale Description
2.0	13	Compensation
2.1	14	Advancement
2.5	5	Supervision-Human Relations
	6	Supervision-Technical
2.6	12	Company Policies & Practices
2.8	4	Social Status
2.9	19	Recognition
3.0	11	Ability Utilization
	20	Achievement
3.1	8	Security
	18	Co-Workers
3.2	10	Authority
3.3	15	Responsibility
3.4	7	Moral Values
	9	Social Service
	16	Creativity
3.5	17	Working Conditions
3.7	1	Activity
	3	Variety
3.8	2	Independence

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 54.45 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 39.82 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 14.64 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^a_n = 22

APPENDIX N

Minnesota Satisfaction Questionnaire (MSQ) Results for
Subjects Under 35^a

Mean Scale Rating	Scale No.	Scale Description
2.1	14	Advancement
2.3	13	Compensation
2.5	12	Company Policies & Practices
2.6	5	Supervision-Human Relations
2.7	4	Social Status
	6	Supervision-Technical
2.9	20	Achievement
3.0	18	Co-Workers
	19	Recognition
3.1	11	Ability Utilization
3.3	8	Security
	9	Social Service
	10	Authority
3.4	7	Moral Values
3.5	15	Responsibility
	17	Working Conditions
3.6	1	Activity
3.7	16	Creativity
3.8	3	Variety
4.1	2	Independence

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 55.65 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 40.52 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 15.13 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

an = 23

APPENDIX O

Minnesota Satisfaction Questionnaire (MSQ) Results for
Subjects Over 35^a

Mean Scale Rating	Scale No.	Scale Description
1.9	14	Advancement
2.1	5	Supervision-Human Relations
2.3	19	Recognition
2.5	6	Supervision-Technical
	13	Compensation
2.7	12	Company Policies & Practices
2.8	10	Authority
	11	Ability Utilization
2.9	4	Social Status
	17	Working Conditions
	20	Achievement
3.0	2	Independence
	7	Moral Values
	18	Co-Workers
3.1	8	Security
	15	Responsibility
3.3	16	Creativity
3.4	1	Activity
	3	Variety
	9	Social Service

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 51.08 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 37.08 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 14.00 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^an = 12

APPENDIX P

Minnesota Satisfaction Questionnaire (MSQ) Results for
Subjects with a College Degree^a

Mean Scale Rating	Scale No.	Scale Description
2.0	14	Advancement
2.4	13	Compensation
2.5	12	Company Policies & Practices
2.6	5	Supervision-Human Relations
2.7	6	Supervision-Technical
2.9	4	Social Status
	11	Ability Utilization
	19	Recognition
	20	Achievement
3.1	10	Authority
	18	Co-Workers
3.3	7	Moral Values
	8	Security
	9	Social Services
3.4	1	Activity
	15	Responsibility
	17	Working Conditions
3.5	16	Creativity
3.6	2	Independence
	3	Variety

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 54.00 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 38.96 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 15.04 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^an = 26

APPENDIX Q

Minnesota Satisfaction Questionnaire (MSQ) Results for
Subjects without a College Degree^a

Mean Scale Rating	Scale No.	Scale Description
1.9	5	Supervision-Human Relations
2.1	14	Advancement
2.3	13	Compensation
2.4	6	Supervision-Technical
	19	Recognition
2.5	4	Social Status
2.8	12	Company Policies & Practices
2.9	18	Co-Workers
3.0	8	Security
	20	Achievement
3.1	7	Moral Values
	10	Authority
	17	Working Conditions
3.3	15	Responsibility
3.4	9	Social Service
3.5	11	Ability Utilization
3.6	16	Creativity
3.9	1	Activity
4.0	3	Variety
4.3	2	Independence

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 54.38 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 40.63 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 13.75 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^an = 9

APPENDIX R

Minnesota Satisfaction Questionnaire (MSQ) Results for Job Changers^a

Mean Scale Rating	Scale No.	Scale Description
2.5	5	Supervision-Human Relations
	6	Supervision-Technical
2.6	13	Compensation
2.8	14	Advancement
3.0	12	Company Policies & Practices
3.2	4	Social Status
	7	Moral Values
3.3	10	Authority
3.4	8	Security
	19	Recognition
	20	Achievement
3.5	9	Social Service
	18	Co-Workers
3.6	11	Ability Utilization
	17	Working Conditions
3.8	15	Responsibility
3.9	16	Creativity
4.2	1	Activity
	2	Independence
4.3	3	Variety

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 60.80 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 43.93 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 16.87 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^an = 15

APPENDIX S

Minnesota Satisfaction Questionnaire (MSQ) Results
for Non-Job Changers^a

Mean Scale Rating	Scale No.	Scale Description
1.4	14	Advancement
2.3	5	Supervision-Human Relations
	12	Company Policies & Practices
	13	Compensation
	19	Recognition
2.4	4	Social Status
2.5	11	Ability Utilization
	20	Achievement
2.6	6	Supervision-Technical
	18	Co-Workers
2.9	10	Authority
3.0	1	Activity
	15	Responsibility
3.1	8	Security
	17	Working Conditions
3.2	9	Social Service
	16	Creativity
3.3	3	Variety
	7	Moral Values
3.4	2	Independence

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 49.05 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 35.90 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 13.15 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^an = 20

APPENDIX T

Minnesota Satisfaction Questionnaire (MSQ) Results for all Subjects^a

Mean Scale Rating	Scale No.	Scale Description
2.0	14	Advancement
2.4	5	Supervision-Human Relations
	13	Compensation
2.6	6	Supervision-Technical
	12	Company Policies & Practices
2.7	19	Recognition
2.8	4	Social Status
2.9	20	Achievement
3.0	11	Ability Utilization
	18	Co-Workers
3.1	10	Authority
3.2	8	Security
3.3	7	Moral Values
	9	Social Service
	15	Responsibility
	17	Working Conditions
3.5	1	Activity
	16	Creativity
3.7	2	Independence
	3	Variety

NOTE: MSQ Group Mean Scores

Total Score

General Satisfaction - 53.95 (Range 18.0-90.0)

Subscale 1

Intrinsic Satisfaction - 39.18 (Range 12.0-60.0)

Subscale 2

Extrinsic Satisfaction - 14.78 (Range 6.0-30.0)

The higher the score, the greater the satisfaction.

^a_n = 35

APPENDIX U

Female - Career Goal Related Job Changers

Subj. No.	Age	Highest Educational Level	Lifestyle/ Living Situation	With Children	Income ^a Level
#6	37	Masters	Married/ Not Alone	Yes	Middle
#9	26	Bachelors	Single/ Alone	No	Middle
#11	31	Masters	Divorced/ Alone	No	High
#16	32	Some College	Single/ Alone	No	Low
#23	33	Masters	Divorced/ Not Alone	Yes	Middle
#26	34	Masters	Married/ Not Alone	No	Low
#30	24	Bachelors	Single/ Alone	No	Middle
#34	31	Masters	Single/ Not Alone	No	High

^aIncome Levels:

High = \$27,000 & over

Middle = \$15,000-\$26,999

Low = \$0-\$14,999

APPROVAL SHEET

The dissertation submitted by David P. Helfand has been read and approved by the following committee:

Dr. Terry Williams, Director
Assistant Professor, Counseling Psychology and Higher
Education, Loyola

Dr. Manuel Silverman
Associate Professor, Counseling Psychology and Higher
Education, Loyola

Dr. Don Hossler
Assistant Professor, Counseling Psychology and Higher
Education, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

December 1, 1983
Date

Terry E. Williams
Director's Signature