

AN EVALUATION OF LIFEPLANNING INTERVENTIONS: COMPARING A
CAREER DEVELOPMENT COURSE WITH A PERSONAL DEVELOPMENT
COURSE AND LIFEPLANNING INTERVIEWS FOR WOMEN

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Bonita Clarice Long

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Department of Education

The University of British Columbia
2075 Wesbrook Place
Vancouver, Canada
V6T 1W5

Date Sept. 7, 1978

ABSTRACT

AN EVALUATION OF LIFEPLANNING INTERVENTIONS: COMPARING A
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The purpose of this study was to investigate the effectiveness and efficiency of a three-day career development course compared with a six-session personal development course and one-hour life-planning interviews offered to women through the Centre for Continuing Education at the University of British Columbia.

The co-ordinator of the Centre's career development program developed the following criteria of success for these interventions:

1. Participants should exhibit nontraditional attitudes towards women's lifestyles.
2. Participants should learn a planning process.
3. Participants should structure their time to increase non-traditional behaviors.
4. Participants should find certain components of the courses or interviews more effective than others.

The interventions were offered to adult women in the community. The courses and interviews were evaluated by observation and with responses obtained through questionnaires. The questionnaires were designed to obtain information regarding knowledge, awareness, perceptions of the intervention and behaviors of the women related to nontraditional activities. The comparison groups were chosen because they shared the same goals, objectives and were the same target population.

Using chi-square, the comparison groups were found to be equivalent on age and education but were significantly different on marital status.

Analysis of variance, chi-square and the Wilcoxon signed-ranks test were used to determine significant differences among means (pre-test and follow-up) and differences among the comparison groups four weeks following the interventions. The results indicated that:

1. There was a significant increase in reported nontraditional lifestyle attitudes for the career development course, the personal development course and the lifeplanning interview participants.
2. There was a significant increase in reported nontraditional behaviors for the career development course, the personal development course and the lifeplanning interview participants.
3. There were no significant differences in reported planning ability.
4. The career development course was not significantly more effective in increasing nontraditional lifestyle attitudes, nontraditional lifestyle behaviors or planning ability than the personal development course or the lifeplanning interviews.

Four weeks following the intervention 62% of the participants reported that they had a planning strategy for their future goals and 85% indicated that they felt much more positive about themselves. The overall meaningfulness of the intervention components was rated highly and was maintained for the four-week follow-up period.

It was concluded that the lifeplanning interventions for women were effective in increasing nontraditional lifestyle attitudes and in increasing nontraditional behaviors.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

As increasing numbers of women are seeking further education and re-entry into the workforce special programs and services in universities and colleges have been developed (Astin, 1976; Tom, Ironside & Hendry, 1975) to smooth the transition of women from home, to work and to school.

Programs based on the workshop model have provided an opportunity for close interaction and mutual problem-solving with one's peers (Berman, Gelso, Greenfeig & Hirsch, 1977; Katz & Knapp, 1974). Chesler (1972) suggested that traditional modes of psychotherapy may not be the appropriate or effective means for women to change. Women should be viewed as "in transition" and be provided services that focus upon effective decision-making toward choice of lifestyle (Brooks, 1978).

A means of integrating these services utilizing a broader definition of career development as "self-development over the life-span" (Gysbers & Moore, 1975, p. 648) has been postulated. It has been found (Richardson, 1978) that women's traditional roles have a continuing and subtle influence on their work lives and plans which has specific implications for developmental counselling strategies (Hansen, 1974).

With a few exceptions (Berman et al., 1977; Tichenor, 1977) there has been a lack of systematic evaluation of such courses. Particularly needed are data regarding the relative effectiveness of career courses

and other types of aid, or of no aid at all. Also needed are data on whether or not career courses provide the kind of help adults feel they need (Babcock & Kaufman, 1976).

Review of the literature produced little in the way of systematic comparisons of workshops or group approaches in continuing education or of outcome criteria that can be usefully employed (Nichols, 1974; Rice & Goering, 1977). Objectifiable criteria could demonstrate that supportive services designed for returning adults yield an economic and social payoff to the community and the university (Rice & Goering, 1977).

Edwards and Guttentag (1975) identified several situations when formal evaluation was appropriate, specifically if a program was new or newly changed or about to change. All evaluations involve judgements, usually comparative, about the desirability of action alternatives and address such decision problems as: Is this program a good idea? If so, what can we do to make it work as well as possible? If not, how can we devise something better, given our constraints?

Program evaluation has come to have many different meanings and often the terms evaluation and research become entangled (Oetting, 1976). Program evaluation according to Blackwell and Bolman (1977) should give individuals and systems some control over their mutual growth and development so that they can function optimally.

The literature has noted that participant planning lessens the threat of evaluation (Blackwell & Bolman, 1977) and has identified interpersonal skills and training not usually clarified when looking at the principles of evaluation (Carr, 1977). The evaluator must be aware of the whole context in which evaluation must occur and be sensitive to the evaluator's impact

on that context and to changes that occur as the evaluator's work continues.

The purpose and method of evaluation is very important in this study. The evaluation method used is based on Gottman and Leiblum's (1974) five-part flow chart in order to facilitate the relevance and usefulness of evaluation. One of the endemic complaints of both evaluation researchers and policy-makers is that the evaluation results are so little used in the actual decision-making process (Bennet & Lumsdaine, 1975).

Statement of Problem

The Centre for Continuing Education, University of British Columbia (U.B.C.), offers classes and short courses tailored to fit a variety of women's needs and is designed to further growth and encourage self-actualization of women (Thom, Ironside, & Hendry, 1975). A career development program has recently grown out of the daytime program which offers a wide variety of nondegree courses for adults. In its infancy, this program is struggling with the task of creating a working definition of what career development encompasses.

This program was identified as being a worthwhile program to evaluate as it was new and seeking answers to the above questions identified by Edwards and Guttentag (1975). One particular course "A Career in Your Life" was determined to be the model with which to implement evaluation procedures. Another Continuing Education course "Developing Personal Potential" and individual "Lifeplanning" interviews offered through Continuing Education were selected as comparison models for they shared some of the same basic assumptions, objectives and target population as the career development course (Epstein & Tripodi, 1977).

Statement of the Purpose

The purpose of this study is to investigate the efficiency and effectiveness of a three-day course "A Career in Your Life" compared to a six-session "Developing Personal Potential" course and one-hour "Lifeplanning" interviews offered to adult women through the Centre for Continuing Education at U.B.C.

Approach

Through discussion with course instructors, interviewers and the program co-ordinator, a careful description of the criteria of success, content and history of the interventions was developed. A preliminary phone survey of the career course's past participants was utilized to more clearly define the variables operating in the program (Appendix A). A brief description of the courses and interviews as advertised in the continuing education calendar can be found in Appendix B.

The effectiveness of the two courses and the interviews on the knowledge, attitude and behaviors of the participants was examined. The two course and interview participants were asked to complete questionnaires and self-reports immediately prior to the course or interview. The questionnaires and self-reports asked for information concerning demographic variables, knowledge regarding planning ability, lifestyle attitudes and time spent at particular lifestyle activities.

The efficiency of the two courses and the interviews was determined by a self-report rating of the meaningfulness of various aspects of the course and interview content, and was administered at the end of each daily session and four weeks following the course or interview.

Operational Definition of Terms

Dependent Variables

Lifestyle attitude. This deals with feelings with respect to a traditional (motherhood) or nontraditional (career) orientation and will be self-reported in response to a 20-item Lifestyle Attitude Scale (Burns, 1974). Appendix C.

Planning ability. A measure of knowledge in relation to the planning process as measured by the score on the Planning Ability Questionnaire. Appendix D.

Lifestyle behaviors. Behaviors or activities considered representative of the range of activities that women and mothers typically engage in. The particular activity and any change in commitment will be self-reported in response to a 32-item Lifestyle Behavior Checklist (Hands, 1974). Appendix E.

Program Evaluation Procedures

Effectiveness. Measures whether the program reached the stated criteria of success and is based on the effects the program should have. The criteria calls for the observation and measurement of a variety of effects ranging from participants' attitudes and cognitions to types of specific activities. The effectiveness of the program will be measured by the dependent variables described above (Lifestyle Attitude Scale, Planning Ability Questionnaire and Behavior Checklist).

Efficiency. The satisfactoriness of the design of the program and/or the factors that prevent or facilitate outcomes. Efficiency will be measured by self-reported ratings of the meaningfulness of the various components of the interventions. Appendix F.

Assumptions

The following basic assumptions were determined by the course instructors and the program co-ordinator:

1. Knowledge alone is not sufficient to promote change.
2. Adult women need to plan for their lifestyle development.
3. Most people like to work.
4. With help people who hesitate can implement change.

Hypotheses

All participants will report a change in attitude from traditional to nontraditional, towards women's lifestyles as indicated by the following hypotheses:

1. Participants' scores show a gain four weeks following the courses "A Career in Your Life" and "Developing Personal Potential" and the "Lifeplanning" interviews as measured by the Lifestyle Attitude Scale.
2. "A Career in Your Life" participants show greater gain as measured by the Lifestyle Attitude Scale when compared with the participants in the "Developing Personal Potential" course and "Lifeplanning" interviews.

All participants will report lifestyle changes reflected in an increased commitment to nontraditional female role functions and participation in more activities centered around jobs, education, professional training, community work, social relationships and personal growth groups. The changes are reflected in the following hypotheses:

3. "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants four weeks following the course report increased participation in nontraditional activities as measured on the Lifestyle Behavior Checklist.
4. "A Career in Your Life" participants report a greater increase in nontraditional activities when compared to participants in the course "Developing Personal Potential" and "Lifeplanning" interviews as measured on the Lifestyle Behavior Checklist.

All participants will demonstrate an increase in lifeplanning ability as indicated by the following hypotheses:

5. "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants show a gain four weeks following the course or interview as measured by test scores on the Planning Ability Questionnaire.
6. "A Career in Your Life" participants show greater gain as measured by test scores on the Planning Ability Questionnaire when compared to the participants in the "Developing Personal Potential" course and "Lifeplanning" interviews.

Description of the Following Chapters

This thesis is organized into five chapters and an appendix. The review of selected literature appears in Chapter II under three major headings. The headings are selected literature related to the growth of career development programs, the life-role choices of women and program evaluation of lifeplanning programs for women.

Chapter III contains the research methodology and discussion of the course and interview content, questionnaires and the evaluation plan and procedures. The results of the evaluation appear in Chapter IV. Chapter V includes a summary of the previous chapters and conclusions based on the research findings. Forms and questionnaires appear in the appendix.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

The review of selected literature will be considered under three major headings:

Selected literature related to the life-role choices of women.

As there is a continuing and subtle influence of women's traditional roles on their work lives and plans recent findings are discussed with implications for developmental counselling interventions.

Selected literature related to the growth of career development programs. Since the particular dilemmas women face compound the difficulty they experience in making lifestyle choices, the use of a new career development program model as a facilitating and integrating concept as well as the findings of recent program surveys will be discussed.

Selected literature related to program evaluation of lifeplanning programs for women. There is a plethora of courses offered to women yet very little adequate evaluation has taken place in order to determine the effectiveness or efficiency of the programs. This section reviews lifeplanning programs under the headings: Lifeplanning interventions - descriptive, lifeplanning interventions - informal, and lifeplanning interventions - formal evaluation.

The Life-role Choices of Women

The Influence of the Home-Career conflict on Life-role Choice

Women today are free to choose from a diversity and range of role options that were generally unavailable even in the previous generation. While they are encouraged by changing societal attitudes to fulfill themselves and use their talents in work outside the home, most women still wish to marry and pursue homemaking and parenting roles at some time in their lives. The reality is that women do have the choice of whether or not to work outside the home, and that they have choices about the kind of work they will do (Richardson, 1974b).

Women's orientation to work outside the home within the context of their life-role choices must be considered before female career choices can be meaningfully investigated (Richardson, 1973). Thus the career versus marriage orientation in women is an important variable to be studied (Osipow, 1973).

The concept of career orientation has emerged in the literature on female career development in an attempt to investigate how women incorporate career and homemaking roles in their lives. Richardson (1974a) broadly defined career orientation as the extent to which women are committed to and are involved in the work role. The construct provides one means of examining the priorities women place on an occupational role at a particular point in time.

Female self-expectations about life-roles stem partly from ambiguities involved in choosing educational/vocational pathways when marital status is ambiguous, and partly from husbands' attitudes and behaviors with reference to their working wives. The central position that marriage occupies in women's future plans was identified by Miyahira (1975) as one of the principle difficulties surrounding the career development of women.

Conflicts are apt to center on alternate routes to self-fulfillment, especially self-fulfillment integrated with marriage and on the degree of pressure with which the individual can cope in order to achieve, if achievement seems essential to self-fulfillment (Westervelt, 1978). Miles (1977) and Farmer (1971) have concluded that the source of this conflict is not the fact that more than one role is open to women (home versus career) but that a cultural lag exists between social opportunity and social sanction.

This situation has been identified by Brooks (1978) as transitional yet it is complexly determined involving career and personal-marital-family planning issues (Brodsky, 1978).

Research on women's decisions about their lifestyles is needed (Bem, 1973). Richardson (1978) pointed out the investigation of role involvement in women with respect to family and work roles may be particularly important in that major shifts in the behaviors, expectations and commitment to these roles have occurred in recent years. Few women consider new options and roles outside the home without difficulty (Brooks, 1978) yet women facing conflicts between career and marriage are at present not being helped to resolve these conflicts (Suniewick, 1971).

A Shift in Life-role Orientation

The literature on female career development reflects a shift towards dual or multiple life-role choices. A review of the literature revealed that earlier studies in career orientation and life-role choice of women tended to dichotomize subjects into homemaking and career oriented groups only and ignore the dual role or compromise

position. In 1958, Empey found that in her sample of high school seniors 80% of the young women preferred marriage over career. In 1968, Mintz and Patterson found that a majority of college women indicated a genuine interest in a career although they did not see it as a major goal. Rand and Miller (1972) surveyed high school and college women and found that the majority of girls opted for life plans that combined a career, marriage and motherhood, choosing to work most of the time.

Several authors (Broverman et al., 1972; Mednick & Tangri, 1972) have pointed out that career oriented women do not necessarily reject the feminine role; instead, they think in terms of a dual role of marriage plus career commitment. Manis and Mochizuki (1972) found that while seeking change, most women attending lifeplanning workshops want to embrace traditional as well as self-fulfilling roles. Rand and Miller (1972) have suggested that a new cultural imperative of marriage plus career may replace the previous homemaking only convention (Oliver, 1975). It has been concluded that as cultural biases against married working women relax, young women are becoming more liberal in their attitudes and desires concerning their life-roles (Rand & Miller, 1972).

The Effect Life-role Orientation has on Achievement

Farmer and Bohn (1970) have reported a study in which instructions designed to reduce the home-career conflict did in fact result in high scores on career scales and lower scores on homemaking scales of the Strong Vocational Interest Blank. Vetter (1973) concluded on the basis of this study and other data, that the level of career interest

in women would rise if the home-career conflict would be reduced.

Other studies (Gray-Shellberg, Villareal and Stone, 1972) have found similar results.

Gordon and Hall (1974) found that the women's perception of the male stereotype of femininity was the best predictor of various types of role conflict that women experienced. If women believe that their achievement strivings may threaten their affiliative relationships, particularly with significant males, they may experience anxiety and conflict, even sacrificing competence and achievement related activities.

Alper (1974) has been studying the relationship of sex-role orientation to achievement motivation in women for more than a decade and has found that women with traditional female orientations, attitudes and beliefs score lower on achievement motivation measures than women with nontraditional female orientations.

Life Stages and Developmental Trends

Hall (1975) predicted and found that woman's life stage would be related to her role pressures (work, home, self and time), conflict and satisfaction. Age and number of roles were not as strongly related to these variables as was life stage. Differential impact of various sources of conflicts in different life stages were reported.

Matthews and Tiedman (1964) examined the relationship between life-style as defined by high school curriculum, marriage and career plans, development stage and attitudes toward career and marriage for a cross-sectional sample of 1,237 women in Newton, Massachusetts who had attended highschool between 1943 and 1958. They found that lifestyle choice and attitude toward career and marriage were related with a developmental trend. The majority of subjects at each developmental stage preferred

marriage and noninvolvement in career for themselves 10 years hence. This is supported by more recent research by Rand and Miller (1972) who found that interests and plans to enter college tended to decrease with age. Harmon (1978) also reported that different factors are associated with achievement and career motivation for different age groups. At each level, women voiced concern over managing both a career and family. Of the college women, 30% felt that managing a home with a career was too much and 68% considered the effect of working mothers on children to be bad (Rand & Miller, 1972).

Somewhat conflicting results were found by Richardson (1978) who studied 70 undergraduates and found that the great majority of the sample wished to enact work, marriage and parent roles in their future life. Moreover, they expected to enter the work role first, followed by the marriage and the parent roles. Although work and marriage roles were perceived as more satisfying than the parent roles in the short term future, work was viewed as the least satisfying of the three roles in the long term future. In each case, marriage consistently was considered to be most satisfying. Thus, it appears that young women continue to expect that marriage and family roles will be a more major source of satisfaction in their adult lives than the work role. Results relevant to the life plan variable indicated that young women's feelings about their traditional roles have more impact on their life plan preferences than their feelings about the work role.

Role Choice and Well-being

Studies of women who have adopted lifestyles, attitudes and values at variance with traditional female roles provides interesting behav-

ioral and personality data. Logan (1973) studied the responses of a group of active feminists and active traditional women on the Minnesota Multiphasic Personality Inventory (MMPI). While the clinical profiles for both groups revealed effectively functioning patterns of behavior, significant differences between the two groups of women were obtained. The feminists scored significantly higher than the traditional women on the Ego Strength Scale and significantly lower on the Depression, Psychasthenia and Social Introversion Scales. Thus the feminists, compared to the traditional women, appeared to be functioning at a higher level of competence and self-confidence and, as a correlate of this higher level, were also less depressed and socially introverted.

Cherniss (1972) has published data from his study of young women active in the women's liberation movement and a comparison group of women matched on the basis of age, occupation and marital status. The women's liberation group were seen as striving to maximize their own self-determination which was highly valued. They displayed a quality of vigorous activity and assertiveness which was highly goal-oriented. A disposition toward structure, organization and rational planning distinguished these women and gave much of their activity the quality of purposive work. For the most part, the women's liberation women had higher self-esteem and a greater sense of self-acceptance than the comparison group.

That women who view themselves in nontraditional ways are psychologically healthier than their more traditional sisters has been supported by some of the career orientation research (Helson, 1972). Women whose self-concepts and role aspirations are oriented consistently

toward the homemaking role have been found (Richardson, 1975) to have medium to low levels of self-esteem. Gump (1972) studied sex role attitudes and psychological well-being in terms of ego strength, happiness (Elation-depression) and achievement plans. The majority of 162 senior college women tested believed it possible to assume the roles of wife and mother while pursuing extrafamilial interests. Women with traditional sex role orientations were not differentiated from women primarily concerned with realizing their own potential on the basis of happiness or relationships with men. However, the data suggested that ego strength may be negatively related to the adoption of the traditional sex role. These findings support Bardwick's (1971) contention regarding the ambivalence of women who pursue a traditional course of development in a society that devalues this feminine role.

Work and Well-being

The relationship of employment status to mental health symptoms was studied (Powell, 1977) in 40 graduates of an Eastern woman's college who had been out of college 35 years and were in their late fifties at the time of the study. All subjects were married women in the empty nest stage of life. Women employed fulltime were found to have significantly lower symptom scores than women not employed outside the home with women employed part-time occupying an intermediate position. While conflicts between career and family responsibilities in younger women may offset the increased self-esteem of career-oriented women, the beneficial effect of career involvement on mental health becomes apparent in the later middle years. This finding is in keeping with the higher self-esteem exhibited by career-oriented women in Birnbaums' (1975).

study and with Bart's (1971) findings of depression following maternal role loss.

It appears that the best strategy for a woman concerned about her mental health and well-being is to focus her life around work rather than around children, if she has to choose (Barnett and Baruch, 1976). Gove and Tudor (1973) argued that having two arenas to function in, work as well as family, is what protects men from mental illness.

Miyahira (1975) summarized the salient findings in the field:

1. Although career-committed women tend to delay marriage and differ in their concept of the homemaker from traditionally-oriented women, career-committed women are still very marriage oriented.
2. Marital satisfaction is not contingent simply upon the wife's employment status, but is also influenced by her attitude toward working, the rewards derived from homemaking, job satisfaction, and the husband's orientation.
3. Husband's attitudes toward his wife's employment constitute one of the most important factors affecting a woman's work status, even among career-oriented wives.
4. The presence of younger children in the home tends to affect negatively a woman's decision to work.
5. Husband's or family income appears to influence the length of employment expected by wives.
6. Career-oriented women tend to have more education than noncareer-oriented women, although the values that women from both orientations seek from their work are not significantly different.

Summary. The evidence suggests that, at least historically, women have attitudinally agreed that the woman's place is in the home. However, more recent studies suggested a new trend in attitudes. Women have now assumed a pose of wanting to work, while at the same time they tend to cluster in traditionally female occupations and express uncertainty over the compatibility of the dual role.

Some of the data were conflicting and contradictory. Not only were research results mainly descriptive but methodological inconsistencies in research designs and definitions were so widespread as to all but prohibit comparisons among the various studies or generalizations of results. Lack of cohesion reflects the difficulty in making generalizations about a population diverse in socioeconomic level, family demands, degree of sex role stereotyping, and occupational and educational opportunity.

Overall, sex role stereotyping appears to reinforce homemaking as opposed to career orientations in women. This socialization process tends to restrict rather than attenuate the behavioral options for women. Research results indicated that women who see themselves in less traditional roles tend to be psychologically healthier than women who accept the sex role stereotype.

Developmental Counselling Implications

The research on sex roles suggested important considerations for developmental-counselling interventions as it is important to continue to take into account the continuing and subtle influence of women's traditional roles on their work lives and plans. Homemaking can be viewed as an integral part of the female career process as women can and do combine roles.

Women need to co-ordinate career and family planning. In groups of men and women, whether the emphasis is on career exploration or on self-awareness, it is important to discuss in specific terms the impact societal change will have on their present and future lives (Oliver, 1975). Women need to be aware of the variety of lifestyles and family

and work patterns from which they can choose and of potential conflicts involved in choosing one pattern over another. Hansen (1974) suggested that one of the ways we can reduce role conflict is to be more accepting of a variety of life patterns and lifestyles.

The literature is also replete with suggestions concerning the importance of providing female role models as aid in the acculturation of women into nontraditional roles for they provide incentive and information.

Brodsky (1978) suggested encouraging women to seek fulfilling roles based on their individual needs and abilities and to aid women to move from defining themselves as having a single social role to a period of relativism in which an individual woman's role choices are seen in context of her own lifeplans.

From Hall's (1975) study it was seen that different organizational support should be provided to women at different career stages. Organizational tasks would be to help women cope with role conflict and not to figure out how to motivate them. Possibly the availability of placement help for the mature woman in her 30's re-entering the labour market may be more important than consciousness raising in that many women, fully conscious of their skills and need to work, are frustrated in their attempts to find work that will enable them to utilize their considerable potential.

It has been recommended that women possess an adequate base of information about the occupational and education world, an ability to appraise one's abilities and interests and a planning orientation and attitude.

By identifying the relevant factors that inhibit women, it is more

likely that optimal interventions can be formulated as well as most effectively applied. The intent is to facilitate the right to choose freely, having been informed of all the options.

The Growth of Career Development Programs

Concepts, Terms and Definitions

Many attempts have been made to define career development and most definitions have considered career development in reference to a lifelong process. Traditionally career development was viewed as occupational choice. There have, however, been attempts to define career development in a much broader context. Career development is presently seen as "self-development over the life span through the integration of the roles, settings, and events of a person's life" (Gysbers & Moore, 1975, p. 648). This perspective provides a personal framework for individuals to help them plan for their life careers.

From this framework career is viewed broadly to stress life-roles and lifestyles, occupation being considered only one part of career (Hansen & Gysbers, 1975). Lifestyle is a term describing the concept of how behaviors relate to basic values and purposes. Eason (1972) stated that, "A lifestyle is an overall way of looking at the world, at the physical setting, environment, at concepts and ideas, at people and social interaction and at oneself" (p. 128). Career development is viewed as part of a lifelong process of human development and career education is what is consciously and systematically done to facilitate that development, encompassing vehicles for facilitating change and maximizing human potential (Matthews, 1975).

Forces Behind the Career Development Programs

The extension of the career development concept can be traced, in part, to many substantial changes that have taken place in society. Social and cultural changes have led to increased expectations and demands about modes of work and lifestyle (Vriend, 1977). At each stage of an individual's life, he or she is confronted with societal problems which may create personal dilemmas. The literature has identified such problems and trends as affecting an individual's continued development and ability to manage a career. Such trends as:

1. A changing meaning of work.
2. Mid-life career changes.
3. Balancing multiple life roles.
4. Tight labour market.
5. Rising living costs.
6. A community/school split.
7. Information deficits from accelerating change.

Demographic changes that significantly affect women have also been noted (Lipman-Bluman, 1975; Oliver, 1975). Women are:

1. Living longer.
2. Marrying later.
3. Having fewer children.
4. Heading more households.
5. Encouraged and supported by the women's movement.
6. Living alone more often.

Especially noteworthy is the fact that between 1965 and 1975 the female labour force in Canada increased by 78%. Women now constitute 36% of the total labour force in this country and 44% of all women over the age of 15 worked in 1975 (Labour Canada, 1976). It is projected that 9 out of 10 Canadian women will be in the labour market for 25 years of their lives. As increasing numbers of women work outside the home, more interest is being focused on their changing roles and on the place of work in their lives.

As original career choices often were based upon temporary and inadequately considered premises women need assistance in making plans for potentially long careers outside the home (Vriend, 1977). Women now face considerable variation in commitment and responsibility over time.

Surveys of Career Development Programs

This new concept of career development has resulted in changing programs for women. The National Coalition for Research on Women's Education and Development in 1974 surveyed 15 Continuing Education for Women (C.E.W.) programs. Questionnaires and interviews were mailed to 649 of the total participants (68%). Included in the survey were 153 (54%) of their spouses. They found that the women were diverse, and that they fell into two groups (home versus career oriented). Those that were career oriented held less traditional views, had more self-confidence and although dissatisfied at home, felt they had family support. Most of the women held very pragmatic goals (Astin, 1976).

A recent Canadian survey (Willis, 1977) conducted at Humber College in Toronto included 95 self-selected, nonstudent women and revealed that the courses needed for women were ones to reinforce self-concept and that led to employment, retraining or re-entry. Life-skills as well as career guidance and counselling were requested.

In 1974 the National Survey of Adult Career Planning and Development Programs was implemented by the American Institute for Research. They surveyed 367 programs of which 32% were for women. They recommended that increased attention to program evaluation and follow-up studies be made if authorities were expected to underwrite such

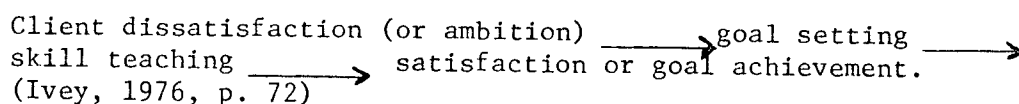
programs (Harrison and Entine, 1976).

Despite continuing education being the most rapidly expanding educational service (Astin, 1976) commitment to women's programs has been withdrawn at the whim of the administration (Willis, 1977). In order to justify to administration and the community the benefit to society and the need for continuing and expanding such programs adequate evaluation of measurable outcomes must be implemented.

The Evaluation of Lifeplanning Programs for Women

Women now have time to take up again the education left incomplete, the careers neglected, and the potential left undeveloped. A review of the literature produced a varied list of the needs of such women from vague discontent to lack of knowledge concerning the labour market.

A frequent type of educational program (Thom et al., 1975) is a group experience with other women sharing similar concerns thus providing supportive socialization and aid necessary for successful role changes. This psychoeducator model views the counselling role and the helping function as:



Systematic educational programs are advocated as ways of teaching people how to achieve their own uniqueness. Brooks (1978) identified the overriding counselling goal of such interventions as "choosing a lifestyle" (p. 227).

Little research is reported on the various treatment programs.

being proposed to meet women's needs by institutions of higher learning. Birk and Tanney (1976) suggested that research be done on the effectiveness of such counselling programs. Hill (1978) echoed that plea, stating that research needs to be done to determine what treatment can effectively produce changes for different women, and the components of these treatments need to be tested to see what factors are accounting for the changes. As not all women profit equally from such programs, the search for client moderators or variables that moderate treatment outcomes needs to continue to be part of the research on programs for women. Hewson (1975) further suggested that field programs should determine the extent that they are meeting the perceived needs of the participants.

In order to maximize the use of available empirical findings in the decision-making process of program evaluation, the following selected literature is presented as an appraisal of related research literature on lifeplanning programs.

It is vital that program planners know which techniques are available to deal with a given problem, what evidence there is of the relative effectiveness and efficiency, and what would be the organizational consequences of their implementation. (Epstein & Tripodi, 1977, p. 30)

Such information is also helpful in evaluating the strategy ultimately adopted for the program. The identified programs are considered the intervention strategy and are reviewed under the following headings: Lifeplanning interventions - descriptive, lifeplanning interventions - informal evaluation, lifeplanning interventions - formal evaluation.

Lifeplanning Interventions - Descriptive

Cochran and Warren (1976) described a career counselling workshop format for women stating that "The group-career counselling approach

is an intervention that lends itself well to examining and challenging the roles that women assume" (p. 124). The basic assumptions behind this working model are that all individuals can actively and creatively influence their futures and that women should plan for the fulfillment of their life and career needs and the expressions of their unique abilities. The stated purpose of this workshop was to assist participants in developing a specific yet flexible plan for the future. The activities described were lifeline, role stripping, interests, past experiences and goal setting. Techniques incorporated an experiential-educational format with large and small group learning experiences given in four- to six-hour modules. Cochran and Warren (1976) warned of a "cookbook" approach and insisted that the leader's style and purpose were important. Although the population was defined and the content and techniques clearly explicated, no data on this workshop's effectiveness or efficiency were available.

Waters and Goodman (1977) described two courses for adults. Career development was approached as a cyclical rather than a linear process with an orientation to teaching processes and skills. The goal was stated as helping participants become more self-directed in exploring and planning their careers and to provide them with the necessary tools so they can be self-directed. Career was defined broadly to include leisure, education and vocation. The activities described were value techniques for gathering and personalizing information and decision-making.

The population was generally middle-class women, ranging in age from 20 to 60 with the majority having post-high school education.

The sessions totaled 18 hours, incorporating both large and small group activities. Suggestions for adapting the agenda and the format to a younger population and for pre-retirement adults were given.

Waters and Goodman (1977) insisted that:

The logistics are not critical but what seems important is an atmosphere in which it is acceptable for adults to seek help and to have some kind of systematic approach....
(p. 343)

No data were reported on the effectiveness or efficiency of this workshop.

Summary of lifeplanning interventions - descriptive. Lifeplanning workshop designs share a broad view of career development including education, vocation and leisure activities. Value clarification, small group activities, decision-making around goals and planning activities are an integral part of such formats. The above studies (Cochran & Warren, 1976; Waters & Goodman, 1977) suggested that content was not as important as the atmosphere which may be reflected in leadership style and purpose of the program.

Lifeplanning Interventions - Informal Evaluation

Setne (1977) described an educational-vocational developmental program for adult women. The intended goals were "The exploration... (of) each individual's interests, primary modes of interacting with the world and of how her needs and values are (or can be) expressed in her everyday life" (p.234). This workshop was offered through a community mental health agency with participants ranging from mid 20's to mid 30's. They spent approximately 12 hours over six-week sessions.

This experiential-educational workshop used testing and small-

group discussion techniques.

The workshop was evaluated by informal discussion in the final small-group session. The major criticisms were that the group was too large (33 participants) and the two-hour sessions were too short. They felt the most beneficial aspects were the small-group discussions and the value clarification exercises. The overall results were favorable and indicated participants were enthusiastic. There were no quantifiable data collected on the efficiency or effectiveness of the workshop.

Manis and Mochizuki (1972) described a workshop for adult women returning to college. Its aim was to remove the psychological blocks that keep women from the choices they need to make to change lifestyles, and to give them the opportunity to assess their situation, their own skills and abilities and the options available to them in their community. The stated goals of the workshop were:

1. Give support, build trust, share concerns, relieve guilt, learn to work in groups.
2. Learn to communicate, improve interpersonal relationships.
3. Build self-confidence and understanding of self and abilities.
4. Exercise decision-making.
5. Learn about opportunities of outside world: education, volunteer, employment, and creative self-expression. (pp. 596-598)

The typical participant was 38 years old and a mother of two or three children and had attended college; however, the educational levels ranged from highschool dropouts to some with graduate degrees. The program consisted of three types of activity: small group interaction, testing, and homework assignments. Emphasis was on the psychological needs of participants.

Evaluation was completed by a questionnaire follow-up survey, .

although the time interval was not indicated. The results showed that the workshop had greatest success in giving support, decreasing isolation, sharing concerns and improving interpersonal relations. Goal setting was fairly successful while readiness to take the first step even more so. Response indicated that the workshop helped participants clarify goals and improve their self-concept. One hundred percent attendance supported the informal evaluation results that the workshop was a success. The outcome measures were not quantitatively reported in this study, nor did they utilize pre- and post-measures, comparison or control groups.

Summary of lifeplanning interventions - informal evaluation.

Through informal evaluation procedures both Manis and Mochizuki (1972) and Setne (1977) determined that the small-group interaction which permitted support, reduced isolation and afforded a sharing of concerns was most beneficial. Value clarification techniques were noted as important and outcome measures of goal setting and improved self-concept were described. Two-hour sessions were considered too short and large groups (33 participants) not particularly facilitative.

Lifeplanning Interventions - Formal Evaluation

Rubinton (1977) reported on a program called "New Careers for Adults" which ran several times during the year, both evening and daytime. The stated goals were to provide career counselling in a supportive group framework. The target groups were a) early retirees seeking second careers b) women contemplating re-entering the occupational world b) veterans and d) underemployed and unemployed adults.

The workshop focused on three broad areas; career-planning strategies, career information and career related concerns. The strategies included using a self-inventory, identification of work related skills, setting short and long term goals, resource material on careers and group support.

Evaluation was obtained from data on 75 people. They completed pre and posttest assessments and evaluation forms. Descriptive data on these participants were also obtained. Of the participants 82% were female, the median age group was 27 to 36 and most had high school or above.

Evaluation of the efficiency of the workshop was based on informal group discussions and a final questionnaire. Results indicated that 56% of one group and 86% of the other group felt the workshops as a whole were very helpful and informative.

The effectiveness of the program was evaluated by outcome measures of attitude change as assessed on a pre- and post-questionnaire. Significant findings were increased confidence levels relating to career decision-making and participants' knowledge of how and where to look for a job. Further outcome measures about the decisions, plans and action undertaken were obtained by a goal setting form and a description of positive steps taken or to be taken as a result of the workshop. Clarifying goals and developing strategies for implementing goals were considered by 75% of the participants as the major contribution of the workshop series.

A difference was found in evening and day participants in that evening participants were conscious of income security and sought alternatives that allowed them to continue working and day participants

more actively sought educational training or employment. The authors recommended that a six-month to one-year follow-up be done to determine long range effects. Although incorporating pre- and post-measures this study did not utilize comparison or control groups and the outcome measures were self-reported attitude changes.

Rice and Goering (1977) reported on two workshops for women based on a structured group counselling model developed to facilitate change and planning based on values clarification, lifetime planning, decision-making and increasing self-esteem. The content of the courses progressed from:

Specifying values and value clarification to the processes and tools of decision-making to lifetime goal planning and time management to specific didactic information on jobs, schools, volunteer work and how to enter each. (p. 58)

The techniques used were mini-lectures, exercise handouts and homework, with small-group interactions and presentation of role models. Both male and female leaders were present. The courses were advertised in community and university media. The first course was 16 hours (four successive days) and the other was 18 hours (three days over three weeks). The subjects were self-selected with the majority of women married with some college education.

The effectiveness of the courses was evaluated quantitatively with behavioral outcome criteria. Restructuring of time and activity was recorded noting how many women made significant changes (e.g. attending classes, working, volunteer work). It was found that more than 75% made major changes while 50% returned to classes. An increase in self-confidence and assertiveness was reported by 30% of the participants, 30% reported increased knowledge of values and goals,

while 35% reported using decision-making tools in other life situations.

The efficiency of the course was assessed by rating the meaningfulness of various components at the end of the workshop and at six- or ten-month follow-ups. Most highly rated were role models with lectures and homework also highly rated. The follow-up questionnaires showed little change in positive results over time.

It was expected that the younger women with small children would restructure their time less. This hypothesis did not hold true as most reported even greater change in activity (80%) and a greater change in returning to class (60%) than did their older counterparts.

This study did not utilize pre-measures and had no control group. The comparison group was offered at a different time and in a different location (community versus university). However, the course was very carefully described and the effectiveness of the workshop measured by a quantitative behavioral outcome measure while the efficiency of the workshop components was reported by rating of such and included a follow-up measure.

Berman et al. (1977) reported on two studies evaluating the efficacy of programs designed to meet the needs of adult women. The studies sought to determine if changes that would influence women's lifestyles could occur by providing a supportive learning environment rather than through traditional individual or group counselling. Pre- and post-experimental control group designs were employed in both studies. The control groups were women on a waiting list for the next session. There was no indication that they were randomly assigned to

this group. The groups were posttested one month after the course ended.

A supportive learning environment was designed to allow for sharing concerns, improving interpersonal relationships and goal-setting (incorporating assertiveness training and personal values awareness). Encouragement of new behaviors was provided by group leaders and other members.

The age range was from 20 to 60 years with an average age of 36. Most were mothers with two children and had some college education. The course ran for approximately 18 hours with both large and small group techniques used. One program was university-based and the other was a community agency-based program.

Outcome measures for the university-based setting were: Vocational Decision-making Checklist, Self-concept as Learner Scale, Attitudes Towards Women Scale, and Dogmatism (receptivity to new information). Outcome measures for the community-based program were: Vocational Decision-making Checklist, Inventory of Attitudes and Values and the Attitudes Towards Women Scale. Reliability and validity of these measures were reported.

The efficiency of the programs were analyzed by informal evaluation. The authors noted that role models were an important factor within the program as the leaders had previously made changes in their own life-roles.

Both programs had desirable effects on the participants. Specifically in Experiment 1 (university-based) the most salient effect was on the maturity of the women's vocational decision-making. The most pronounced effect in Experiment 2 (community-based) was on self-concept.

The differences noted were postulated as being due to the different type of women in the two programs: Experiment 1 had women who wanted or were more receptive to an experience fostering vocational maturity and may have gravitated to such a setting while those who wanted personal growth experiences (Experiment 2) chose a community setting. It was noted that Experiment 2 participants had a higher level of education in general thus supporting the hypothesis that they were not as motivated towards education and vocations. An alternative possibility was that women in Experiment 1 were required to complete a career exploration project and may have been forced to search actively for vocational goals. However, different measuring devices for self-concept were used and may have confounded comparisons between the two groups.

Additional outcome trends were apparent but the authors regarded it as inappropriate to draw conclusions from them. Although various pre- and post-outcome measures were used to determine the effectiveness of these programs, the efficiency of the programs was only informally suggested by the authors.

Tichenor (1977) reported on group career planning experiences developed by A. Kirn based on the "Life Work Planning Workbook and Manual". This study investigated the immediate and long-term (five-month follow-up) effects of the workshop on the level of self-actualizing attitudes and values of participants as measured on Shostrom's Personal Orientation Inventory (P.O.I.).

The experimental group contained both males and females, the control group was a waitlist group. No demographic data were reported

on the participants. A Solomon four-group design with half pretested and all posttested on the P.O.I. was utilized. This controlled for the effects of pretesting.

The workshop usually was three days for 30 hours incorporating small groups, interests, values, lifeline and many other exercises previously reported in this paper. Workshop trainers were given directions from a training manual.

The treatment group scored higher than the control group on all five scales identified as relating to career planning. Significant increases on two scales, inner direction and self-regard, were reported.

Females 33 years and younger scored significantly higher on the time competence scale than those aged 34 and older. It was postulated that with increasing age you think more about the past and future. The findings were retained over five months. The authors advocated having a specific set of goals for clients and selecting or designing an experiment that focuses on those goals. Thus treatment techniques could be replicated, eliminating to some extent differential outcomes that were due to different experiences.

Although this was a controlled study of outcome measures, the efficiency of the program was not evaluated and the outcome measures were in only one modality.

Hands (1974) evaluated the effectiveness of an eight-week course for women in achieving its objectives of encouraging movement away from traditional sex roles in the direction of more autonomous and self-actualizing lifestyles. The course was designed to motivate women to evaluate their lives in terms of their abilities, interests, needs,

responsibilities and relationships. They were encouraged to clarify and broaden their lifeplans by exploring possibilities for their involvement outside their homes.

The women were in their middle years and were housewives and mothers of middle-class socioeconomic status. Included in the study were 52 women who completed the course while 36 controls were on a waiting list. It was not indicated if they were randomly assigned to groups.

The following effectiveness outcome measures were utilized on pre-post- and six-month follow-up measures:

1. Personality Orientation Inventory (P.O.I.)
2. Feminism Scale
3. Marital Satisfaction Test
4. Marital Style
5. Marital Quality
6. Behavior Checklist
7. Survey of Husbands' Attitudes

The P.O.I. results showed a weak groups effect although the participants increased in self-actualizing values such as autonomy and self-esteem. Other results were reported changes in lifestyle activities, feeling more satisfied that needs were being met, enhanced marital relationships and a more feminist attitude. Possible undersirable effects were measured in this study by the various marital scales and the husbands' responses. Husbands reported satisfaction with marriage did not change and although their egalitarian attitudes increased, behavior did not change.

This study made good use of a "significant other" and behavioral measures of change but reported no data on the efficiency of the workshop.

Two further studies are briefly reported because they focused on female students. Smith and Evans (1973) and Babcock and Kaufman (1976) evaluated systematic learning experiences structured around the strategy for decision-making.

The results of these studies provided evidence that the courses were more effective than individual counselling and no counselling in facilitating vocational development of college women as measured by self-knowledge, knowledge of self in relation to a chosen career and planning activity. They compared a vocational guidance program (for credit), individual counselling (requested) and control subjects (random class). Although the subjects were not middle-aged women specifically, these studies reported valid and reliable outcome measures, compared two types of interventions with none and utilized pre- and post-measures.

Summary of lifeplanning interventions - formal evaluation. More formal evaluations, generally quasi-experimental (Campbell & Stanley, 1963) in nature, are reported above. None of the studies found indicated random assignment to control and treatment groups. Most of the groups consisted of middle-class, educated mothers, yet none of the studies employed sampling procedures. The amount of generalization possible was limited. Only because the degree to which findings were consistent in the various studies and the degree to which the populations in the studies were matched is some generalization possible.

Although Rubinton (1977) found day or evening participants reported different goals, this was not supported elsewhere. Conflicting results regarding setting were reported by Rice and Goering (1977) and Berman et al. (1977). Both Rice & Goering (1977) and Tichenor (1977)

found age to be a moderating variable. Hands (1974) and Tichenor (1977) both reported increase in self-actualizing values of participants utilizing the same measuring instrument (P.O.I.). Clarifying goals and developing strategies were supported by measures of behavior change (Hands, 1974; Rice & Goering, 1977). Comparisons to no counseling, or walk-in interviews supported group structured approaches as being most facilitative (Babcock & Kaufman, 1976; Smith & Evans, 1973).

Follow-up studies varied from one month (Berman et al., 1977) to ten months (Rice & Goering, 1977) discounting the "warm glow effect" as results did not deteriorate over time. Informal and formal efficiency evaluations reflected the impact of role models on the participants (Berman et al., 1977; Rice & Goering, 1977).

Summary

From the literature it was found that lifeplanning interventions were designed to motivate women to evaluate their lives in terms of their abilities, interests, needs, responsibilities and relationships and to clarify and broaden their life plans by exploring possibilities for their involvement in areas outside their home. These goals were achieved by activities such as small group interaction, testing, homework, values clarification, role models and goal setting. The primary counselling concern was to facilitate choices that reflect the value orientation of the individual and become expressions of a unique lifestyle (Eason, 1972).

The review of selected literature indicated some of the difficulties in determining the effectiveness and efficiency of lifestyle interventions for women. In attempting to reconcile results it became apparent that

the psychometric properties of questionnaires used were often in question as few standardized measures were employed. Other measures selected seemed to bear questionable applicability to the variable under study. With the plethora of treatment programs being proposed in the domain of returning or re-entry women, despite the usual problems of field experimentation this type of research is badly needed. It is important to seek evidence about the specific effects that such programs are having on women in order for women to select a program to help them with specific needs.

Career development defined as: a) a lifelong process of self-clarification, b) a consequence of the position one holds in a lifetime, c) the various choices and decisions one makes to implement a lifestyle and d) as the ways work and leisure fit in with the kind of person one perceives oneself to be, assumes that consideration of work is intimately related to family roles and patterns and to matters of career-marriage conflict and commitment.

The major purpose of this evaluation is to determine if changes, which would influence women's lifestyles could occur through a supportive career development course more readily than through one-to-one interviews or a personal development course. It is also the intention of this evaluation to provide some insight into which specific components of the program work best in facilitating change and planning and the relative stability of outcomes over time.

CHAPTER III

RESEARCH METHODOLOGY

Overview

The purpose of the study was to evaluate the efficiency and effectiveness of a three-day career course compared to a six-session personal development course and individual one-hour lifeplanning interviews for women in terms of criteria of success developed by the program co-ordinator of the career development program. The interventions were evaluated by responses obtained through questionnaires. The questionnaires contained items designed to obtain information regarding knowledge, attitudes, perceptions about the course or interview and activities of the women who participated. Questionnaires were administered to participants prior to the workshop, during the session, at the end of each daily session and four weeks following the last session. A modified Campbell and Stanley (1963, p. 47) non-equivalent control group research design (Figure 1) was utilized.

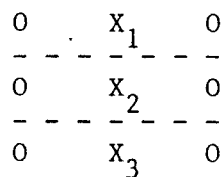


Figure 1. Pre-and Four-week Follow-up Tests

Content of Courses and Interviews

The function of the program co-ordinator of the Career Development Program, Centre for Continuing Education was to implement courses and services in the area of career development for adults. The value assumptions, goals and objectives that were eventually developed as a result of this program evaluation appear in Appendix G.

The focus of such courses and interviews was to help participants learn more about who they are and what they want, learn strategies to achieve their ends and gain the self-confidence they need to be able to know what responsibilities they must undertake themselves and what can be left to others.

If the courses or interviews were successful they should have the following effects on the participants:

1. Participants should exhibit nontraditional attitudes towards women's lifestyles.
2. Participants should learn a planning process.
3. Participants should structure their time to increase non-traditional behaviors.
4. Participants should find certain components of the courses or interviews more effective than others.

Career development. The "Career in Your Life" course was first offered once before in the previous fall term and was conducted by an experienced instructor in lifeplanning. The workshop was designed to assist participants in defining their life and work goals in order to establish a priority of goals and a plan to achieve these goals. The course consisted of a sequence of structured activities which encouraged each participant to thoroughly examine her lifestyle and career path in terms of direction and satisfaction. Participants

learned from their own experiences and from sharing with others. They worked alone, in pairs and small groups as well as in the total group. The focus was on each participant developing an in-depth understanding of her experience, achievements, skills, values, interests, wants and hopes for the future, and using this information to develop a personal action plan.

The course was offered on a weekend, Friday 7 - 10p.m., Saturday and Sunday, 9 a.m. to 4 p.m., and was held on the university campus. An outline of the course appears in Appendix H and the specific components appear in Appendix F.

Personal development. The "Developing Personal Potential" course has been offered through Continuing Education since 1971 and repeated whenever there was sufficient enrollment. The instructor was an experienced and qualified instructor in adult education. The course was described as one that helps focus on how to bring about change and to respond to resistance to change from family and friends. It explored dimensions of self-awareness and identity, of awareness of self with others, and the building of confidence. The course was designed as a basic introduction to learning through structured group experiences in a supportive atmosphere. Participants were free to explore new ways of communicating, to become more assertive, to deal with conflict and anger and were encouraged to keep a journal in order to evaluate their life situation and to begin planning for specific change. The format and content were both skill-oriented and rich in ideas for changing and growing.

The course was offered on six Tuesdays from 9:30 a.m. to 12:30 p.m.

at the Women's Resources Centre (downtown). An outline of the course appears in Appendix I and the specific components appear in Appendix F.

Lifeplanning interviews. The "Lifeplanning" interviews have been offered through Continuing Education for a number of years, and were conducted by experienced, qualified counsellors or social workers. They were advertised as a chance to clarify life goals and develop a strategy for attaining them. Individual interviews were arranged on the university campus or in the Women's Resources Centre (downtown). There was a fee of \$10 which may be waived in some circumstances. The purpose of the interview was stated as:

1. To explore your ideas about which direction is appropriate for you.
2. To develop a plan to implement your ideas.
3. To give information about facilities inside and outside the Women's Resources Centre.

The specific activities and components of the interview were unique to the participant and the interviewer. Some of these components are listed in Appendix F.

Summary. These courses and interviews, then, were offered to adults in the community and mainly advertised through the Continuing Education brochure and calendar. Table 1 indicates the dates, type of workshop given, time and follow-up date. The differences in the courses and interviews are outlined in Table 2. These factors include setting, time, costs, group or individual contact, and exercise format.

Overview of the Evaluation Strategy

The evaluation was based on the following model (Figure 2) which

Table 1
Dates of Courses and Interviews

Group	Date	Hours	Followup Date
A Career in Your Life	June 16, 17, 18	17	July 13
Developing Personal Potential	May 16 - June 20	18	July 11
Lifeplanning Interviews	June 12,21,22,28 July 6, 10, 12	1	July 14,21 28 Aug. 2, 8

Table 2
Outline of Differences in Presentation

Factor	A Career in Your Life	Developing Potential	Lifeplanning
Cost:	\$75	\$40	\$10 (waived)
Approach:	face to face, group	face to face,group	face to face, individual
Exercises:	lecture/discussion practice small group activities projective techniques	lecture/discussion practice small group activities projective techniques	varied
Setting:	University	Downtown	Downtown or University
Hours:	17	18	1

was adapted from the model proposed by Gottman and Leiblum (1974).

"Treatment" is considered the program evaluator, "therapist" the evaluator and "client" the decision-maker.

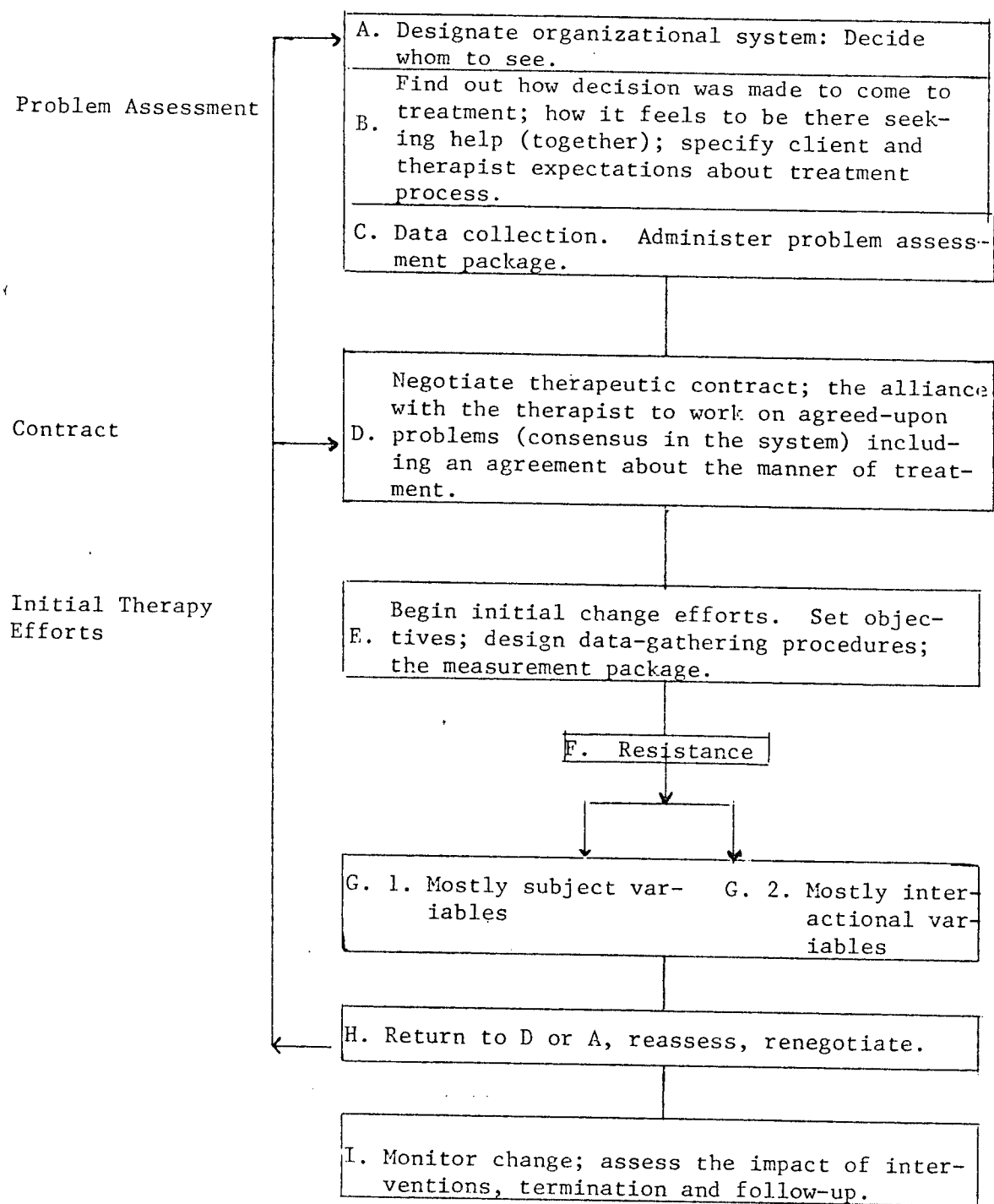


Figure 2. Model for Evaluation

Carr (1977) supported this model in his description of the program evaluation process. He defined program evaluation as "a method or methods designed specifically for the purpose of providing meaningful information to decision-makers to aid in resource allocation and process modification" (Carr, 1977, p. 115). Carr distinguished between decision-facilitating evaluation and decision-making activity. The two processes of program evaluation relevant to this study were:

1. Process evaluation: (formative) focuses on discovering through feedback the satisfactoriness of the design of the program, to monitor on a continuous basis possible areas of failure, such as what factors may prevent or facilitate people using the program. At the same time it is directed at describing why the program worked well, or the efficiency of the program.
2. Product evaluation: (summative) the focus of this type of program evaluation is on effectiveness. Does the program reach its stated objectives? Emphasis in product evaluation is often on measurement with explicit concerns to develop criteria for determining whether objectives have been met. (p. 116).

Carr identified the skills necessary for the evaluator to facilitate progress through the steps outlined in the above model: active listening, reflection and summarizing. Also Carr suggested nonjudgemental approaches such as brain-storming or problem-solving. Carr reiterates that "helping skills...are critical to the development of a vital and effective evaluation model" (p. 118).

Evaluation Procedures

The identified client was the program co-ordinator for two continuing education programs, Women in Management and Career Development. She explored the expectations of the program evaluator's role and conversely was presented with an overview of the process of program

evaluation. Through the above mentioned processes (Carr, 1977), she explored her initial concerns for the programs for which she was responsible and identified the specific program, Career Development, as her main focus of concern.

An initial contract (Appendix J) using the course "A Career in Your Life" for the model was negotiated and the process for establishing criteria of success initiated. Through interaction with the evaluator the program co-ordinator eventually developed criteria for success appropriate to her level of concern and understanding of her career development program. A telephone survey of past participants was implemented in order to further ascertain relevant variables for study. The program evaluator designed a data-gathering procedure with the program co-ordinator which could not be fully implemented due to the lack of a waitlist group.

A new contract was negotiated following the above procedure and appears in Appendix J. Two comparison groups were identified, "Developing Personal Potential" and "Lifeplanning" interviews. The program evaluator obtained information about the goals and content of the courses and interviews from the course instructors and interviewers. A data gathering device (Appendix D) was developed by a course instructor in order to have an unobtrusive measure of planning ability.

Following each meeting between the program evaluator and the program co-ordinator in order to facilitate direct and accurate communication, a summary of the interview was recorded and presented for comments or amendments.

Formative evaluation was conducted by assessing the efficiency of the course and interview components and by supplying qualitative

information for future planning and decision-making. Summative evaluation used was assessed by pre- and post-outcome measures of behaviors, attitudes and planning ability which represent desired criteria of success.

Results were reported periodically to the program co-ordinator to assist in revisions and to provide on-going feedback for program planning. Whether the criteria of success were obtained through the courses or interviews was determined on the basis of empirical data which consisted of a series of questionnaires and forms.

Development of Questionnaires

Lifestyle Attitude Scale. A 20-item counterbalanced Likert type scale developed by Burns (1974) was used to measure attitudes toward women's lifestyles. The scale purports to measure the traditional (motherhood), nontraditional (career) orientation of women. Content domains range from the vocational, educational and intellectual spheres to issues having to do with independence and marital obligations. Criteria-related validity was reported by Burns (1974). Scores on the attitude scale correlated ($r = .53$) significantly with self-reported behaviors relating to lifestyle. The alpha co-efficient of reliability was .889. Burns (1974) warned however, of possible limitations of the scale as her sample tested was comprised mostly of younger female students. Appendix C.

Lifestyle Behavior Checklist. The activity checklist used in pre and posttesting for each group was developed by Hands (1975) to assess behaviors indicating actual lifestyle changes. The questionnaire included a checklist of 32 behaviors or activities considered

representative of the range of activities in which women and mothers typically engage. Included in the total are several items of primary interest which pertain to the respondents' commitment to her own personal development and self-realization and to a more active, less traditional lifestyle. On the pre-measure the subjects were asked to indicate which of the listed behaviors or activities they participated in during the last four weeks. In the post-measure, they were asked to report whether the behavior or activity "increased", "decreased" or "stayed the same" in the past four weeks for all 32 items.

The checklist was chosen by considering the criteria and content of the courses and interviews, as well as by consideration of relevant factors indicated in the review of the literature. The checklist was reviewed by the course instructors, interviewers and the program co-ordinator. Appendix E.

Pilot testing. The behavior checklist was pilot tested with ten women. Four were students in the master's program in Counselling Psychology at U.B.C. and six were employees at the Centre for Continuing Education. They found the form easy to complete and had no suggestions for revision.

Planning Ability Questionnaire. The eight-item questionnaire asked respondents to order in logical sequence the planning steps required to establish a goal. This instrument was developed by the course instructor of "A Career in Your Life" as an unobtrusive measure of planning ability based on the course content and goals. The post-measure form also attempted to establish whether or not the respondents presently had a planning strategy for the future. Appendix D.

Post-session Meaningfulness Questionnaire. These items were designed to obtain information about the sessions' meaningfulness to participants. The questionnaire listed various components (Specific to the course or interview) which were obtained from the course instructors or interviewers. Respondents were asked to rate each on a scale of 1 to 5 from "not very meaningful" to "extremely meaningful". The questionnaire was reviewed by the course instructors and interviewers and was considered as listing the most important elements of their course or interview for which they desired feedback.

Appendix F.

Follow-up Meaningfulness Questionnaire. The identical components as were listed on the post-session meaningfulness questionnaire as well as questions concerning behaviors such as types of counselling-information sought, significant changes in their lives, and whether they felt differently about themselves. Perceptions of the course or interview were also self-reported. The questionnaire was reviewed by the course instructors, interviewers and program co-ordinator.

Appendix K.

General Information Questionnaire. This survey questionnaire was developed to obtain demographic information from the three groups. Questions 1, 2 and 15 (age, education and marital status) were used to determine the comparability of the sample characteristics.

Appendix L.

Pilot testing. The General Information Questionnaire was pilot tested with 35 women attending a Continuing Education evening course. The wording of some of the questions was changed on the basis of their

comments and some questions were deleted as not being relevant.

Observation Form. Observation of the courses was carried out for clarification of content and manner presented. Observation of the interviews was judged to be obtrusive and was not carried out. The observation checklist was compiled by the course instructors and the program co-ordinator and included environmental factors as well as group and individual processes. Appendix M.

Hypotheses

Null Form

Hypothesis 1. Participants' attitude scores show no statistically significant gain four weeks following the courses, "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" interviews as measured by the Lifestyle Attitude Scale.

Hypothesis 2. "A Career in Your Life" participants show no statistically significant difference in attitude change as measured by the Lifestyle Attitude Scale when compared with participants in the "Developing Personal Potential" course and "Lifeplanning" interviews.

Hypothesis 3. "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants four weeks following the interventions reported no statistically significant increase in degree of participation in nontraditional activities as measured on the Lifestyle Behavior Checklist.

Hypothesis 4. "A Career in Your Life" participants reported no statistically significant difference in degree of participation in nontraditional activities when compared to participants in the course

"Developing Personal Potential" and "Lifeplanning" interviews as measured on the Lifestyle Behavior Checklist.

Hypothesis 5. "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants show no statistically significant gain four weeks following the course as measured by test scores on the Planning Ability Questionnaire.

Hypothesis 6. "A Career in Your Life" participants show no statistically significant difference as measured by test scores on the Planning Ability Questionnaire when compared to the participants in the "Developing Personal Potential" course and "Lifeplanning" interviews.

Assumptions

The preceding hypotheses are based on certain assumptions. To the extent that they are accurate, these assumptions permit the acceptance of the alternate hypotheses where results indicate the null hypotheses should be rejected. To the extent that these assumptions are inaccurate, they limit the generalizations which may be drawn from the results of the study in terms of either the null or the alternate hypotheses.

Assumptions

1. That the sample is representative of women enrolling in life-planning courses or interviews through the Centre for Continuing Education at the University of British Columbia.

2. That the psychological measuring instruments used are adequately sensitive to reflect actual differences in the constructs they are

purported to measure.

3. That the differences among the groups four weeks following the interventions were a result of different interventions.

4. That the instructors hired by the Continuing Education Department were capable of teaching towards the same goals.

Evaluation Procedures: Data Collection and Analysis

Selection of the Sample

The participants were all self-selected. Initially a total of 13 women and two men attended the "Career in Your Life" course. The two males data were discarded for this study and one woman was not available for the follow-up study. In the "Developing Personal Potential" course, 22 women initially registered for the class with five women not completing the course. The "Lifeplanning" interviews included were the first 12 interviews conducted during the data collection schedule, one person was not available for the follow-up. The final sample (Table 3) consisted of a total of 40 women as subjects with missing data on any of the dependent variables included by each hypothesis being deleted from the analyses.

Table 3

Sample Size Used to Test Each Hypothesis

Group	Hypothesis 1 to 6
A Career in Your Life	12
Developing Personal Potential	17
Lifeplanning Interviews	11

Collection of Data from Participants

The Lifestyle Behavior Checklist, Lifestyle Attitude Scale and the General Information Questionnaire were given to participants immediately prior to the course or interview. Lifeplanning participants were contacted by telephone initially to obtain their consent (Appendix N). The introduction to the study, solicitation of co-operation and instructions were identical for both courses (see Appendix O). The Planning Ability Questionnaire was given to all participants during the session at a time when the instructor or counsellor judged it to be the most appropriate. The post-session Meaningfulness Questionnaire was given at the end of each daily session or interview. The post-Lifestyle Behavior Checklist, Lifestyle Attitude Scale, post-Planning Ability Questionnaire and follow-up Meaningfulness Questionnaire were administered four weeks following the course or interview and were arranged by group consensus during the first session of the course. Those unable to attend were either seen individually by the evaluator or mailed the questionnaires (see Appendix P). In all cases attempts were made at maintaining standard administration procedures. The data collection schedule appears on Table 4.

Data Analysis

All questionnaires returned were coded and a 10% random subsample recoded to check coder reliability (no errors were found). The data were analyzed by the standard Statistical Package for the Social Sciences (1975).

Preliminary analyses were performed to determine the comparability of the sample characteristics of the three groups. The nonparametric

Table 4
Data Collection Schedule

Instrument	Source	Time
Interviews with co-ordinator, course instructors and inter- viewers	Investigator	Prior to course or interviews
Telephone Survey	Investigator	Prior to course
General Information Question- naire Behavior Checklist Lifestyle Attitude Scale	Participants	Prior to courses or interviews
Planning Ability Questionnaire	Participants	Appropriate time in the courses or interviews
Observation	Participant	During courses
Meaningfulness Questionnaire	Participants	End of daily sessions
Followup Measures: Lifestyle Behavior Checklist Planning Ability Questionnaire Lifestyle Attitude Scale Meaningfulness Questionnaire	Participants	Four weeks following last session

chi-square test was used to determine equivalence of the groups on marital status, education and age groups.

The alpha level of $p < .05$ was used to determine statistical significance for the following hypotheses:

Hypotheses 1 and 2 (dependent variable: lifestyle attitude) were examined by a two-way repeated measures analysis of variance with an omnibus

F. The three comparison groups constitute the three levels of the between subjects factor, the pre- and posttesting occasions constitute the two levels of the within subjects factor. Use of repeated measures analysis of variance was considered appropriate in this study as it has more power with small samples than multivariate analysis (Huck & McLean, 1975; Levin & Marascuilo, 1977; Schutz, 1978).

Hypotheses 3 and 4 (dependent variable: lifestyle behaviors) were examined by a one-way analysis of variance test with three groups in order to determine significant differences among the means on the responses to change on the Behavior Checklist.

Hypotheses 5 and 6 (dependent variable: planning ability) were to be examined by a two-way repeated measures analysis of variance with omnibus F. The three comparison groups constitute the three levels of the between subjects factor, and the pre- and posttesting occasions constitute the two levels of the within subjects factor. However, it was found on examining the results of this analysis that the groups lacked homogeneity of variance and with unequal sample sizes this made the F statistic inappropriate.

Hypothesis 5 was examined by the nonparametric Wilcoxon matched-pairs, signed-ranks test (Ferguson, 1976, p. 392). This test requires that the difference between pre- and posttesting occasions be calculated and ranked with all tied pairs deleted from consideration.

Hypothesis 6 was analyzed by the nonparametric test of chi-square. The scores were analyzed as frequencies comparing those people who stayed the same or did not improve their score to those who improved their

planning ability scores. A significant chi-square implies the existence of a relationship between the two variables of group membership and planning ability.

Summary

This study was designed to evaluate the three-day "A Career in Your Life" course, the six-session "Developing Personal Potential" course and the one-hour "Lifeplanning" interviews for women at the Centre for Continuing Education, U.B.C. The research methodology, hypotheses, assumptions and evaluation plan and procedures were presented in this chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

The results from the analyses of the questionnaires are presented in this chapter in three sections: characteristics of the sample, analyses of the data in relation to the hypotheses of the study and discussion of the effectiveness and the efficiency of the courses or interviews in relation to the observations and follow-up evaluation of them.

Characteristics of the Sample

The data were obtained through the General Survey Questionnaire given immediately prior to the course or interview. Data on age, marital status and education were tabulated and the relationships among these variables and the groups were examined by the chi-square test for independence.

Table 5 shows the percentages of persons "other than married" (includes: single, divorced, widowed, separated) or "married" for each group. The largest proportion of "other than married's" attended the "A Career in Your Life" course.

The comparison of the amount of education for each group appears in Table 6. The groups appear relatively similar with the largest proportion having completed university or college.

The group distribution for age range appears in Table 7. The

Table 5
Comparison of Marital Status

Group	Other than Married	Married	<u>N</u>
A Career in Your Life	83.3%	16.7%	12
Developing Personal Potential	41.2%	58.8%	17
Lifeplanning Interviews	<u>36.4%</u>	<u>63.6%</u>	<u>11</u>
TOTAL	52.5%	47.5%	40

Table 6
Comparison of Education Attained

Group	High School or Below	Some College or University	Completed University or College
A Career in Your Life	16.7%	50.0%	33.3%
Developing Personal Potential	29.4%	23.5%	47.1%
Lifeplanning Interviews	<u>27.3%</u>	<u>18.2%</u>	<u>54.5%</u>
TOTAL	25.0%	30.0%	45.0%

Table 7
Comparison of Age Groups

Group	15 - 30	31 - 40	41 and over	<u>N</u>
A Career in Your Life	41.7%	33.3%	25.0%	12
Developing Personal Potential	17.6%	29.4%	52.9%	17
Lifeplanning Interviews	45.5%	27.3%	27.3%	11
TOTAL	32.5%	30.0%	37.5%	40

Table 8
Summary of Chi-square Tests on Group Demographic Data

Demographic Data	Chi-square <u>df</u>	
Marital Status	2	6.597 ^a
Education	4	3.439
Age	4	3.993

^aSignificant at the .05 level

median age group ranged from 31 - 40 years for all groups. Although the "Developing Personal Potential" group was older in this study, the statistical test does not reveal significance.

Table 8 presents a summary of the data on group differences in age, marital status and education. Significant differences among the three groups were found for marital status.

Further chi-square analyses revealed no significant relationship between marital status and the three dependent variables (Lifestyle Attitude, Lifestyle Behavior, Planning Ability) thus it is not necessary to control for between group differences in subsequent analyses.

Summary. The typical woman was in her mid-thirties, had some college education and may or may not still be married with an average of two children. If she was a "Career in Your Life" participant, she would typically be "other than married". It would seem that in this sample the younger, more independent woman was attracted to the career development program.

Analyses of Data from Questionnaires in Relation to Each Hypothesis

Several comparisons among groups were possible. The comparisons that were of specific interest to this study were the comparisons among the "Career in Your Life" group, "Developing Personal Potential" and "Lifeplanning" interviews. The results are discussed relevant to each hypothesis.

Hypothesis 1 states that; participants' attitude scores show no statistically significant gain four weeks following the courses "A

Career in Your Life", "Developing Personal Potential" and "Life-planning" interviews as measured by the Lifestyle Attitude Scale.

Table 9 shows group means for all three comparison groups, indicating that all groups gained in nontraditional attitudes from the pretest session to the four week follow-up session. A low score indicated greater nontraditional attitudes.

A two-way repeated measures analysis of variance was performed to determine significant differences among group means for the total score on the Lifestyle Attitude Scale pretest and follow-up sessions. The results of the analysis appear in Table 10. The F -ratio for the test of difference of session means was 4.63 which was significant at $p < .05$. As the F -ratio for session means was significant, the null Hypothesis 1 was rejected in favour of the alternate. It can be concluded that the courses or interviews did help change participants by increasing their nontraditional attitudes as measured up to four weeks following the course or interview.

Hypothesis 2 states that; "A Career in Your Life" participants show no statistically significant difference in attitude change as measured by the Lifestyle Attitude Scale when compared with the participants in the "Developing Personal Potential" course and the "Lifeplanning" interviews.

The results indicated no significant difference in the session by groups interaction (Table 10). Therefore the null Hypothesis 2 was not rejected. It was concluded that there was no difference in the reported increase in lifestyle attitude when comparing the "A Career in Your Life" group with the "Developing Personal Potential"

Table 9

Means and Standard Deviations on the Lifestyle Attitude Scale^a

Group	Pretest		Followup	
	Mean	S.D.	Mean	S.D.
A Career in Your Life	45.83	13.34	43.83	13.79
Developing Personal Potential	52.82	13.89	51.41	15.45
Lifeplanning Interviews	45.09	12.15	43.23	11.96

^aA low score indicates nontraditional attitudes
(possible range 20 to 100)

Table 10

Analysis of Variance for Lifestyle Attitude

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Between (Groups)	2	562.89	1.56
Within	37	360.33	
Sessions (pre/post)	1	56.66	4.63 ^a
Sessions x Groups	2	.62	.05
Within	37	12.25	

^aSignificant at the .05 level

group and the "Lifeplanning" group.

Hypothesis 3 states that; "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants four weeks following the interventions reported no statistically significant increase in degree of participation in nontraditional activities as measured on the Lifestyle Behavior Checklist.

The change scores represented change in participation in non-traditional activities as indicated by the following response items: 13, 17, 19, 23, 26, 27, 29, 30, 31. The average number of activities that decreased were subtracted from the average number of activities that increased. Examining the change score means (Table 11) revealed that they were all greater than zero suggesting an increase in non-traditional activities for all groups four weeks following their sessions.

A one-way analysis of variance test was performed to determine if there was a significant change in participation in nontraditional activities as indicated on the Lifestyle Behavior Checklist four weeks following the sessions. The results of the analysis, summarized in Table 12, revealed a significant F -ratio for the mean effect ($F = 36.58$, $p < .01$), thus rejecting the null Hypothesis 3. The grand mean reported reflected a significant increase (greater than zero) in non-traditional activities as it was indicative of the average of the group means.

Hypothesis 4 states that; "A Career in Your Life" participants reported no statistically significant difference in degree of participation in nontraditional activities when compared to participants in the course "Developing Personal Potential" and "Lifeplanning" inter-

Table 11

Mean Number of Nontraditional Activities on the
Lifestyle Behavior Checklist - Pre and Followup

Group	Pretest	Followup			Change ^a	S.D.
		Increase	Decrease	Same		
A Career in Your Life	3.23	2.17	.42	6.25	1.75	1.91
Developing Personal Potential	3.85	1.83	.54	6.65	1.29	1.49
Lifeplanning	3.29	1.55	.19	7.27	1.36	.92

^aDecreases subtracted from increases

Table 12

Analysis of Variance for Nontraditional Lifestyle
Behavior Change

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Mean	1	83.36	36.58 ^a
Between (Groups)	2	.79	.35
Within	27	2.28	

^aSignificant at the .05 level

views as measured by the Lifestyle Behavior Checklist. The results (Table 12) indicated that there was no significant difference among group means. The null Hypothesis 4 was not rejected and it was concluded from these results that there is no difference in reported increase in participation when comparing participants in "A Career in Your Life" to participants in "Developing Personal Potential" and participants in "Lifeplanning" interviews.

Hypothesis 5 states that; "A Career in Your Life", "Developing Personal Potential" and "Lifeplanning" participants showed no statistically significant gain four weeks following the course or interview as measured by test scores on the Planning Ability Questionnaire.

The nonparametric Wilcoxon matched-pairs signed-ranks test was used to determine if there was a statistically significant gain in planning ability over the four weeks. Table 13 summarizes the pre- and post-difference scores which ranged from -5 to +12. The results indicate no significant gain in planning ability ($W = 47_{20}$, $p < .057$). Therefore the null Hypothesis 5 was not rejected. It was concluded that of those participants who initially were unable to rank order the planning process correctly, there was no significant gain in planning ability over the four weeks for the three groups. The courses or interviews had no effect in helping participants gain in planning ability. It should be taken into consideration when interpreting these results that the Wilcoxon test necessitates a large reduction in sample size by discarding all tied-pairs data.

Hypothesis 6 states that; "A Career in Your Life" participants show no statistically significant difference as measured by test scores

Table 13
Comparison of Pre-Post-Difference Scores on
Planning Ability

Scores	<u>N</u>
Increased	14
Decreased	6
Stayed the same	20 ^a
TOTAL	40

^a17 were perfect scores

Table 14
Comparison of Pre-Post-Difference Scores that: Got worse,
or Stayed the Same and Improved on Planning Ability

Group	Got Worse/Stayed Same	Improved	<u>N</u>
A Career in Your Life	58%	42%	12
Developing Personal Potential	82%	18%	17
Lifeplanning Interviews	45%	55%	11
TOTAL	62%	38%	40

on the Planning Ability Questionnaire when compared to the participants in the "Developing Personal Potential" course and "Lifeplanning" interviews.

The nonparametric chi-square test was used to determine if there was a statistically significant relationship between the groups and increase in planning ability. Table 14 shows a group comparison of those who did worse or stayed the same and those who improved their score. No significant relationship was found ($\chi^2_2 = 2.67$, $p < .30$), thus the null Hypothesis 6 was not rejected. It was concluded that participants in all groups showed no significant difference in increased planning ability when compared with each other.

Summary. The results warrant the following conclusions:

1. All three lifeplanning interventions contributed to an increase in nontraditional lifestyle attitudes.
2. All three lifeplanning interventions contributed to an increase in participation in nontraditional activities.
3. None of the three lifeplanning interventions contributed to a gain in planning ability.
4. The lifeplanning intervention "A Career in Your Life" was not more effective than the interventions "Developing Personal Potential" or "Lifeplanning" interviews in increasing nontraditional attitudes, activities or planning ability.

Discussion of the Effectiveness and Efficiency of the Lifeplanning Interventions

Pertinent information from formal and informal observation is discussed in relation to the effectiveness of the interventions.

Observations

Participants. Participants were asked on the General Survey Questionnaire to indicate what one best word describes how they were feeling prior to signing up for this course or interview. The majority (74%) of women described their feelings about themselves as being negative (list of descriptors attached to Appendix Q). The most frequently stated feeling was that of "confusion". Proportionally more of the "Developing Personal Potential" group indicated negative feelings than participants in the other groups.

The question on the General Survey asking participants to indicate what prompted them to sign up for this course resulted in participants in all three groups suggesting a need for help in "ordering their lives".

Appendix Q contains a summary and complete tabulation for each item on the General Survey Questionnaire.

Participants expressed interest and actively participated in the courses through discussion and questions although more of the participants in the "Developing Personal Potential" course were initially quiet and unresponsive than in the "Career in Your Life" course.

Situation. "A Career in Your Life" was initially advertised for a mid-week session but was changed to a weekend due to lack of registrants. The courses and interviews were held in late spring which may have curtailed registration. The "Developing Personal Potential" course was held weekday mornings which probably restricted participants to nonworking women whereas "Lifeplanning" interviews were held anytime between 10 a.m. and 4 p.m. and took only one hour. Therefore

working or nonworking women could attend. More than half the women who attended the lifeplanning interviews were in fact working. It was felt that the convenience of the downtown location contributed to this attendance. The "Developing Personal Potential" course and the "Lifeplanning" interviews were most often requested as was the downtown location.

Material. All of the activities and exercises in the courses had been previously used with similar groups and included value clarification, decision-making, lifetime goal planning and specific didactic information on jobs, school, and work (course outlines appear in Appendix H, I).

Presentation. Differences have been discussed in Chapter III, Table 2. The most significant differences were the length, the type of contact and cost. The concentrated time and higher cost of the "Career in Your Life" course may have been prohibitive for many women. The "Developing Personal Potential" course offered support of fellow participants over a longer period of time. The "A Career in Your Life" course contained participant models of working women. The "Lifeplanning" interviews offered one-to-one contact, convenience and privacy that may have eliminated the fear of discussion with peers, however they lacked peer feedback and support.

Summary

The majority of women were feeling very negative, generally confused about their life situation and indicated a need for help in making selections, changing, improving or becoming "unstuck".

The three interventions offered a variety of advantages and dis-

advantages to the participants regarding location, time, cost and content. "A Career in Your Life" course was thought by the program co-ordinator to be more effective in promoting change than the "Developing Personal Potential" course or "Lifeplanning" interviews because the content was the most specifically nontraditionally (career) oriented.

Effectiveness of the Interventions

Lifestyle attitude. It was concluded that the courses or interviews were successful in helping participants change by increasing their nontraditional attitudes as measured up to four weeks following the course or interview. Examining the group means showed that the groups were fairly nontraditional (Table 9) at the initial pretesting. Thus the lifeplanning interventions resulted in participants gaining additional support for role redefinition. This may also be indicative of the increasing acceptance by society of more androgynous roles for women. According to the literature reviewed in Chapter II, the more nontraditional beliefs an individual holds the more psychologically healthy she is and the broader her behavioral options. Therefore the three lifeplanning interventions examined appear to contribute to the well-being and increased behavioral options for women.

Planning Ability. The findings indicated that the interventions were not successful in increasing planning ability as it was taught in the courses and interviews. As a large number of participants (42.5%) initially ordered the planning sequence correctly it would seem that the important variable may be the elimination of barriers or blocks to implementing plans as well as teaching the planning process. This

contention was supported by the verbal comments of the participants and the course instructors. An alternate explanation is that the planning ability criteria did not adequately measure planning ability.

No difference was found among groups on planning ability, however a follow-up question asking "Do you presently have a planning strategy for your future educational/vocational/or personal goals?" revealed (Table 15) that "Developing Personal Potential" participants were evenly distributed between those who have and those who do not have a plan, while the "Lifeplanning" participants indicated by 73% that they had a plan, and 67% of "A Career in Your Life" participants had a plan.

Lifestyle Behavior Checklist. All three interventions were effective in helping participants increase their participation in nontraditional activities up to four weeks following the course or interview (Table 16). Of the nontraditional lifestyle items identified where change was expected, the largest increase occurred in Item 17 "Making plans to attend school in the near future" and Item 26 "Read magazines, periodicals, books". More specifically almost 50% of the participants in each group reported an increase in Item 17 and Item 26.

It should be noted that the follow-up took place mid-summer when many people were on holidays, children out of school and some colleges and universities on semester break. This would affect particularly responses to Item 29 and 30 "Attending college, university or professional school fulltime or parttime".

The results of the behavior increases showed an increased interest in the participant's own education as well as (Item 31) "Making plans

Table 15

Followup Responses to the Question "Do You Presently have
a Planning Strategy?"

Group	Yes	No	<u>N</u>
A Career in Your Life	67%	33%	12
Developing Personal Potential	47%	53%	17
Lifeplanning Interviews	<u>73%</u>	<u>27%</u>	<u>11</u>
TOTAL	62%	38%	40

Table 16

Frequency of Increased Nontraditional
Lifestyle Behaviors
By Item

Group	Item Numbers									<u>N</u>
	13	17	19	23	26	27	29	30	31	
A Career in Your Life	2	6	1	4	5	2	0	0	4	12
Developing Personal Potential	1	7	3	5	9	0	1	0	5	17
Lifeplanning Interviews	<u>0</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>11</u>
TOTAL	3	18	5	12	19	2	1	0	12	40

for outside employment" and reflected a more active involvement in opportunities for greater self-realization and personal growth.

This finding is consistent with Hands' (1974) study discussed earlier.

Follow-up Questions. In terms of further attitudinal changes, participants responded to the question, "Do you feel any differently about yourself and/or your situation as a result of this course or interview?" Of the "A Career in Your Life" participants, 92% responded affirmatively, as did 88% of the "Developing Personal Potential" group and 73% of the "Lifeplanning" group (Table 17). Participants who answered "yes" and were asked to "specify" of those who responded (85%), 94% indicated that the change was a positive change such as greater assertiveness, self-confidence, or more awareness of values and goals.

In response to the question, "Have you made any decision using the information and processes learned in the course or interview?" results showed that 72% of the participants checked "yes" and explanations included returned to school, work, or leaving a relationship. Thus a majority of participants reported a practical application regarding information and processes in making decisions in their lives. There was no difference among groups to this question.

Table 18 shows the frequency of self-reported assistance participants sought in the areas of guidance, counselling and personal growth groups up to four weeks following the course or interview. A total of 28 services were indicated as having been utilized with the "Lifeplanning" participants utilizing the largest proportion. An explanation of this may be that they received more personal contact with the counsellor who directed them specifically to services available.

Table 17

Followup Responses to the Question "Do You Feel Any Differently?"

Group	Yes	No	<u>N</u>
A Career in Your Life	92%	8%	12
Developing Personal Potential	88%	12%	16 ^a
Lifeplanning Interviews	<u>73%</u>	<u>27%</u>	<u>11</u>
TOTAL	85%	15%	40

^a one person did not respond

Table 18

Guidance, Counselling and Information Sought
Following the Interventions

Group	Assistance Sought	<u>N</u>
A Career in Your Life	8	12
Developing Personal Potential	7	17
Lifeplanning Interviews	<u>13</u>	<u>11</u>
TOTAL	28 ^a	40

^a Some participants responded to more than one type of assistance

It was clear from the responses to the question "Did the advertising give you a clear picture of what to expect?" that the consumer is in need of more information about the services, content and concepts involved in courses and interviews offered through the Continuing Education Department. More than half of the participants responded negatively to this question (Table 19).

Summary

The results supported the conclusion that the lifeplanning interventions were effective in meeting the criteria of success of increasing nontraditional attitudes and behaviors. In addition, it was found that four weeks following the interventions participants in this sample had a planning strategy for future goals, many were planning to return to school or work and had made practical use of information and processes learned through the interventions. Because the most frequently reported change in activity for all groups was planning to return to school, it seems reasonable to conclude that returning to classes represents a viable goal for a large cross-section of women in transition, often the first step taken in moving toward lifetime goals.

It has been shown that a variety of formats facilitate change and it would seem reasonable to conclude that what is needed is the contact, the availability of discussing the meaning of an experience with someone else in order to develop a cognitive understanding.

Even though participants expressed similar needs when entering these courses and interviews and were at similar age-stage-situations their readiness, attention, need and capacity for investment were variable and a selection of spacing and structuring of interventions is essential: this may explain why the results did not show that the

Table 19

Followup Responses to the Question "Did the Advertising
Give You a Clear Picture..."

Group	Yes	No	N
A Career in Your Life	33.3%	66.7%	12
Developing Personal Potential	62.5%	37.5%	16 ^a
Lifeplanning Interviews	27.3%	72.7%	11
TOTAL	41.0%	59.0%	39

^aOne person did not respond

career development course "A Career in Your Life" was more effective than either the "Developing Personal Potential" or "Lifeplanning" interviews.

A lack of clear understanding and expectation for these interventions indicated a need for an integrating concept based on stated values, assumptions, objectives and goals. At the moment such interventions are like "random materials in search of a philosophy" (Matthews, 1975, p. 652). An integrating career development program as discussed in Chapter II, could offer such a service provided adequate public education regarding this broader concept of "career" occurs.

Efficiency of the Interventions

Table 20 shows 12 specific aspects of the "Career in Your Life" course rated for meaningfulness by participants on a Likert Scale of

1 to 5 where a rating of 5 was high. The spread across ratings was fairly small: the range of the initial ratings varied from 3.2 (setting: music, posters) to 4.1 (small group activities). Higher ratings were consistently given to the small group activities, achievement and bragging, and lifeline. A slight shift can be detected in the follow-up ratings with guided fantasy given a high rating. The last column presents the overall mean rating for specific content across sessions and ranged from 3.2 to 4.0.

Table 21 depicts the findings on 13 specific components of the "Developing Personal Potential" course rated for meaningfulness. The spread across ratings was also fairly small: the range of initial ratings varied from 3.0 (homework) to 4.1 (group discussions and drawing up a plan). Higher ratings were consistently given to exercises in trios, group discussion and drawing up a plan. Although a shift in ratings at the follow-up session could be seen with a lower rating given to drawing up a plan, the mean across content was the same (3.7). The overall mean ratings for specific content across sessions and follow-up ranged from 3.0 to 4.1 which reflected no change.

Table 22 shows the findings on 12 components of the "Lifeplanning" interviews rated for meaningfulness. The spread across ratings was fairly small: the range of initial ratings varied from 3.4 (written exercises) to 4.8 (suggested bibliography). Higher ratings were consistently given to suggested bibliography, one-to-one contact, and exploring attitudes and skills. This initial rating across content (4.2) was higher than the ratings for the two courses respectively (3.6, 3.7). The four week follow-up rating changed to a range of

Table 20

Meaningfulness to Participants: Mean Ratings on a 5-Point
Likert Scale Obtained at Initial and Followup
Periods for "A Career in Your Life"

Course Content	Initial (3 days)	Followup (4 weeks)	Mean Across Sessions
Small group activities	4.1	3.8	4.0
Current dissatisfactions	3.3	3.5	3.3
Lifeline	3.8	3.8	3.8
Achievements and bragging	4.0	3.7	3.8
What do I like to do and How do I know I'm doing it	3.5	3.5	3.5
Ideal attainment - guided fantasy	3.5	4.3	4.0
Ideal attainment - career-personal	3.6	3.4	3.5
Career map	3.4	3.1	3.2
Decision-making worksheet	3.5	3.4	3.5
Setting: music, posters	3.2	3.3	3.3
Journals	3.4	3.4	3.4
Planning process	3.6	3.4	3.5
Book table	3.4	3.1	3.2
N	12	12	
Mean Across Content	3.6	3.5	3.5

Table 21

Meaningfulness to Participants: Mean Ratings on a 5-Point Likert Scale Obtained at Initial and Followup Periods for "Developing Personal Potential"

Course Content	Initial (6 days)	Followup (4 weeks)	Mean Across Sessions
Demonstration of new skill	3.9	4.0	3.9
Journal writing	3.4	3.6	3.5
Exercises in pairs, trios, etc.	4.0	4.1	4.0
Beginning feedback session	3.7	3.9	3.8
Relaxation and centering	3.3	3.6	3.4
Group discussion	4.1	4.4	4.1
Didactic session - theme or new concept	3.8	3.6	3.8
Homework	3.0	2.9	3.0
Handout	3.8	3.3	3.6
Drawing up a plan	4.1	3.9	3.9
Exploring values	3.9	3.9	3.9
Suggested books	3.6	3.5	3.5
N	12	12	
Mean Across Content	3.7	3.7	3.7

Table 22

Meaningfulness to Participants: Mean Ratings on a 5-Point
Likert Scale Obtained at Initial and Followup
Periods for "Lifeplanning" Interviews

Interview Content	Initial (1 hour)	Followup (4 weeks)	Mean Across Sessions
Written exercises	3.4	2.5	3.0
Timeline	4.5	2.0	3.3
Fantasizing	3.8	2.6	3.1
Exploring interests	4.4	4.2	4.3
Exploring values	4.3	4.0	4.2
Problem solving	3.7	4.0	3.8
Suggested bibliography	4.8	3.9	4.3
Referrals	4.0	3.7	3.8
Drawing up a plan	4.4	4.8	4.5
One-to-one contact	4.6	4.6	4.6
Exploring attitudes & skills	4.6	4.0	4.3
Exploring life circumstances	4.4	3.6	4.0
N	11	11	
Mean Across Content	4.2	3.7	3.9

2.0 to 4.8 with the one-to-one contact remaining high and drawing up a plan rated as highest. This is consistent with the findings discussed earlier regarding group comparisons of those who had a plan at the four-week follow-up session. A greater proportion of "Lifeplanning" participants than the other two groups had a plan and also rated the planning process as being most meaningful to them.

Summary

Various contents of the courses or interviews were compared on immediate and long-term perceptions on their meaningfulness to the participants.

Both courses tended to maintain their rating over the four-week follow-up period. This seems to dispel the halo effect normally anticipated in an initial evaluation. This halo effect may be more evident in the ratings of the "Lifeplanning" group who had more direct contact with their counsellor. Their ratings tended to lower slightly overall although the follow-up rating was as high as the two courses overall ratings. It was concluded that the three group's ratings were quite similar.

Of the two courses, content that reflected peer support and interaction was rated consistently high. Across all three groups activities reflecting exploration of values, attitudes and skills were consistently rated high.

The specific components as delineated by the course instructors and program co-ordinator did not appear to adequately discriminate the elements that facilitate or inhibit achieving the programs' criteria of success. As the criteria of success becomes more refined based on

continuous program monitoring more relevant components could be identified to ensure decision-facilitating feedback. For example one such component may be the on going social contact that the courses facilitate.

Summary

In order to determine which intervention is most helpful for any given woman it is suggested that preassessment instruments be developed to determine which intervention would be most useful. In order to do this further data needs to be collected on the blocks, barriers and client moderators that effect outcomes.

In that these interventions increased psychological well-being by increasing nontraditional attitudes and behaviors, they may be considered an alternative to psychotherapy where therapy would be inappropriate. For many people caught in a developmental impasse these interventions offer an alternative to psychotherapy. This suggests that the programs should be planned and staffed by qualified personnel with an adequate referral system as well as built in evaluation procedures.

A broadly defined career development program could offer an integrated program of courses and services unified by an underlying set of values, assumptions, goals and objectives. With a variety of formats the program could begin to tailor its services to meet such individual factors as the a) needs of the person, b) learning style, c) time available and d) goals.

CHAPTER V

SUMMARY, LIMITATIONS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the effectiveness and efficiency of a three-day course "A Career in Your Life" compared to a six-session "Developing Personal Potential" course and one-hour "Lifeplanning" interviews offered to adult women through the Centre for Continuing Education at the University of British Columbia.

Although special programs and services in universities have been developed to smooth the transition of women from home, to work and school, very little in the way of systematic comparisons of approaches or outcome criteria has been employed.

The Centre for Continuing Education offers courses and services in lifeplanning, personal development and career planning for women to assist them in taking responsible action for their future lifestyle. A career development program which recently evolved from their daytime program was struggling with the task of delineating a set of assumptions, values and objectives for its program.

A review of the literature indicated that lifeplanning interventions designed to facilitate self-assessment, clarification and broadening of life plans should be incorporated into a broadly defined career development program.

As these courses and interviews shared some of the same basic assumptions, objectives and target population they were selected as comparison models. The interventions were widely advertised in the community. All subjects were self-selected and data were collected on 12 "A Career in Your Life" participants, 17 "Developing Personal Potential" participants and 11 "Lifeplanning" interview participants.

Pre- and post-measures were obtained on their present activities, attitudes and planning ability. The responses of the three groups were compared using repeated measures analysis of variance and the nonparametric tests of chi-square and the Wilcoxon signed-ranks test. The results of the analyses were related to criteria for success of the career development program. The perceived meaningfulness to the women of the various components of the interventions was self-reported in response to a rating scale four weeks following the course or interview.

Limitations

The study was subject to the following limitations:

1. It was not possible to obtain control groups who had expressed a desire for the program. Self-selected subjects who make a time, energy, and financial commitment are also likely to be higher in level of motivation and perhaps more likely to institute change.
2. Information was obtained through the use of self-reported data and is therefore subject to the limitations of self-reported data.
3. Experimental mortality may have affected the results as follow-up was not done on subjects who did not complete the course.

4. The planning ability criteria may not have been an adequate measure of planning ability.

Conclusions

It has been demonstrated by this study that lifeplanning interventions were able to 1) increase nontraditional lifestyle attitudes, 2) increase nontraditional lifestyle activities, 3) motivate women to draw up a planning strategy for their future lifestyle, and 4) change women's feelings about themselves from negative to positive. The study did not demonstrate that women increased their ability to plan, or that the intervention "A Career in Your Life" was more effective than "Developing Personal Potential" or "Lifeplanning" interviews. The study also demonstrated the stability of outcomes after a four week period. Overall the interventions were highly rated for meaningfulness, a rating which was maintained four weeks following the intervention and which indicated client satisfaction. The study does not reveal whether gains for "Lifeplanning" interviews would have been greater had the women had more contact hours.

Implications

The findings of this study have the following implications:

1. Further work should be done to assist women in taking a more active role in their lifeplanning.
2. Lifeplanning interventions should continue to be offered to interested women and should include both group and individual experiences.
3. Lifeplanning interventions should be offered under the

integrating program of career development that encompasses a variety of activities related to awareness, exploration and preparation.

4. Women need to better understand the broader definition of career development.

5. Continued evaluation of such programs needs to be done. Evaluation procedures as described in this study help develop program goals that are more responsive to the institution and its clients.

6. Lifeplanning interventions need to exist in locations which are easily accessible to the public and nonthreatening and will help link the community with the campus.

Recommendations

Based on the findings of the present study the following recommendations for further research are suggested:

1. Studies to determine the effectiveness of lifeplanning interventions for different populations (socio-economic, geographic, lifestyle, family structure, male and female) would be of value.

2. Studies to determine the long-term effect of lifeplanning interventions on lifestyle behaviors and attitudes would be helpful.

3. Studies comparing the effectiveness of interventions of varying types and compared to psychotherapy would be of value.

4. Studies to determine the effects of lifeplanning in basic educational programs and in schools of education would be helpful.

5. Studies to determine the cost/benefit of different types of lifeplanning interventions should be implemented.

6. Studies to determine client moderators that effect outcomes would be helpful (i.e. learning style, needs of person, time avail-

able, goals, etc.).

7. Studies need to be done to determine the effectiveness of various intervention components identified in the literature as being important variables in behavior and attitude change (i.e. role models, role exploration, self-assessment, didactic information, planning process, etc.).

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APPENDICES

Telephone Questionnaire

A Career in Your Life

Hi, my name is . I'm a worker from the Continuing Education Department, at U.B.C. helping them do a followup study with people who have taken the course "A Career in Your Life". We are interested in how you are doing at present with your career plans and the concern you had when you enrolled in the course. I would also like to ask you some questions over the phone that would take about five minutes, concerning your experience and feelings about the course. I am interested in hearing all the comments that you have about the program, both positive and negative. If you wish, the information you give me will be strictly confidential. The information from the interview will be combined with the information from approximately 15 other participants. Continuing Education staff will only see the final report with the averaged data and will not see the data associated with any specific individual. Or, if you wish, we will pass the information from this interview back to the Continuing Education staff. At the end of the interview I'll ask you which you would prefer: to have the information remain confidential or not.

Assigned Client No. _____

Confidentiality requested: Yes No

1. How old are you?
2. What is your marital status?
3. What was your primary reason for attending this workshop?
4. What one word could best describe how you were feeling at the time you enrolled in the course?
5. Had any major changes occurred in your life prior to the workshop?

6. How did you find out about the course?
7. Did the workshop help identify areas in your life in which you wanted to make some changes? If so, what areas emerged?
8. Since the workshop what areas were you able to make some changes in?
9. What factors in the workshop were most helpful in working towards your goals?
10. What did you learn from the workshop?
11. Would you recommend this workshop to someone else?
12. Did your knowledge of career planning increase?
13. Do you presently have a planning strategy for your future career or educational goals?
14. Did the advertising give you a clear picture of what to expect from the workshop?
15. How relevant do you feel this workshop was to you personally?
16. Have you had career counselling by any other means?
17. Have you sought counselling or assistance in career planning since the workshop? Where?
18. Where would you now seek career counselling or assistance if you felt you needed more?
19. What kind of help do you feel you might need to continue making decisions about your future?
20. Were the following satisfactory: a) location b) physical facilities
c) time d) length e) cost.
21. What was your overall impression of the workshop? (one word)
22. Do you have suggestions for improving the course "A Career in Your Life"?
23. Would you be interested in attending similar workshops in career planning?

Do you wish to keep this confidential?

Thank you for your co-operation today. We appreciate you sharing your thoughts and feelings about the course. The information that you and others have provided will help us to improve our services and provide better courses for present and future participants. Do you have any questions?

CALENDAR DESCRIPTIONS

A Career In Your Life

If you're stuck in your present situation and don't know where to start sorting things out then you need help in figuring out where you're going and developing a plan on how to get there.

Before you run off in several directions at once, you need to give yourself the time, the place and the experience of knowing what you want.

You will gain this knowledge by assessing your interests, abilities, and achievements through questionnaires, paper and pencil tests, evaluation and a focused examination on what you want to do with your life. These activities will help you see the total picture and from this self-knowledge you plan goals and plan how to achieve them.

There are no pre-requisites necessary to participate in this workshop, it is not academic in nature and psychological tests are not a part of the format.

The attention is on you, how you have lived your life and how to enjoy the experience of finding out what you want to do now.

Judy Cavanagh

Friday, June 16, 7 - 10 p.m.

Sat. June 17 and Sun. June 18, 9 a.m. - 4 p.m.

Mildred Brock Lounge, UBC Campus

\$75. Enrolment Limited.

Lifeplanning Interviews

A chance to clarify life goals and develop a strategy for attaining them.

Individual interviews may be arranged on the UBC campus or in the Women's

Resources Centre, 1144 Robson St. \$10 (May be waived in some circumstances)

(cont'd)

CALENDAR DESCRIPTION

Developing Personal Potential for Growth and Change: Beginnings

Talking about change is easy; accomplishing it is more difficult, and requires both courage and skill. This program helps you focus on how to bring about change and to respond to resistance to change from family and friends. It explores dimensions of self-awareness and identity, awareness of self with others, and building confidence. The course is designed as a basic introduction to learning through structured group experiences in a supportive atmosphere. You are free to explore new ways of communicating, becoming more assertive, dealing with conflict and anger, and centering, and you are encouraged to keep a journal in order to evaluate your life situation and to begin planning for specific change. The format and content are both skill-oriented and rich in ideas for changing and growing.

This popular program has been offered with variation each year since 1971, and will be repeated from time to time when there is sufficient registration.

Clare Buckland, EdD

6 Tuesdays, May 16 to June 20
9:30 a.m. - 12:30 p.m.

Women's Resources Center, 1111 Robson St.
\$40 each. Enrolment Limited

Assigned Number _____

LIFE STYLES FOR WOMEN

This questionnaire is on your attitudes toward life styles for women. You are to answer the questions by darkening the number of the answer of the numbered section of the sheet. These answers ranging from strongly agree to strongly disagree describe how you feel about the statement. Some of the statements may not fit your present situation, if so, answer as if you had the choice now in your life.

	1	2	3	4	5
	Strongly	Agree	Un-	Dis-	Strongly
	Agree		decided	agree	Disagree
1. I would have a great deal of difficulty being a mother and a housewife 24 hours a day.	1	2	3	4	5
2. I expect to move to a geographical area where my future husband's work takes us.	1	2	3	4	5
3. I think that a career will be my life and everything, including marriage, or a relationship will be built around it.	1	2	3	4	5
4. Being single is a selfish existence.	1	2	3	4	5
5. I expect a career to be basic to my survival (independence, security).	1	2	3	4	5
6. I believe in stopping my career when I have a child.	1	2	3	4	5
7. I must achieve in a career to feel complete, perhaps to feel alive I need pride in my professional accomplishments.	1	2	3	4	5
8. When I get married, my interest will be unity in the home, I will put my role as wife and mother first.	1	2	3	4	5
9. It is important to me to function as a professional in my career	1	2	3	4	5
10. Sometime in my life I expect to be a fulltime mother.	1	2	3	4	5
11. I have the strength to fight against sex-related expectations in the man's world.	1	2	3	4	5

	1 Strongly Agree	2 Agree	3 Undecided	4 Dis- Agree	5 Strongly Disagree
12. Being a mother will actualize me as a woman.	1	2	3	4	5
13. I must be working to keep alert and maintain my self-image.	1	2	3	4	5
14. If I don't have children, I will have missed the most important part of my life.	1	2	3	4	5
15. It is important to me to be self-supporting. I don't expect someone to support me in the future.	1	2	3	4	5
16. The statement "A Woman's Place is in the Home" is generally correct.	1	2	3	4	5
17. A working woman is probably a better companion to her husband.	1	2	3	4	5
18. A mother with pre-school children should not be away from home at a job.	1	2	3	4	5
19. I think housework would become very dull and boring for me.	1	2	3	4	5
20. Juvenile delinquency is often caused by having the mother at work.	1	2	3	4	5

Assigned No. _____

DO YOU KNOW HOW TO PLAN?

How does one go about planning? On this page is a list of eight planning activities arranged in random order. Order these activities according to the sequence you would follow if you were doing some planning. Give a 1 to the activity you would start with, through to 8 for the last activity in your planning sequence.

PLANNING ACTIVITIES

PLANNING SEQUENCE

- A. Decide on your best course of action.
- B. State what you want to make different, accomplish or make happen.
- C. Size up your present situation.
- D. Set a time sequence for your course of action.
- E. Check progress and adjust your plan as necessary.
- F. Determine advantages and disadvantages of each course of action.
- G. Put plan of action into effect.
- H. Think about all the possible courses of action.

Assigned No. _____

DO YOU KNOW HOW TO PLAN?

- A. How does one go about planning? On this page is a list of eight planning activities arranged in random order. Order these activities according to the sequence you would follow if you were doing some planning. Give a 1 to the activity you would start with, through to 8 for the last activity in your planning sequence.

PLANNING ACTIVITIES

PLANNING SEQUENCE

- | | |
|---|--|
| <p>A. Decide on your best course of action.</p> <p>B. State what you want to make different, accomplish or make happen.</p> <p>C. Size up your present situation.</p> <p>D. Set a time sequence for your course of action.</p> <p>E. Check progress and adjust your plan as necessary.</p> <p>F. Determine advantages and disadvantages of each course of action.</p> <p>G. Put plan of action into effect.</p> <p>H. Think about all the possible courses of action.</p> | |
|---|--|
- B. Do you presently have a planning strategy for your future career, educational or personal goals?

Yes _____ No _____

If yes, please specify: _____

DO YOU KNOW HOW TO PLAN?

THE PLANNING PROCESS:

1. Size up your present situation.
2. State what you want to make different, accomplish or make happen.
3. Think about all the possible courses of action.
4. Determine advantages and disadvantages of each course of action.
5. Decide on the best course of action.
6. Set a time sequence for your action plan.
7. Put your plan of action into effect.
8. Check progress and adjust your plan as necessary.

Assigned No. _____

LIFESTYLE BEHAVIOR CHECKLIST

Listed below are a number of activities. Please place a check (X) in the space next to each activity in which you have participated during the past four weeks. Not all activities may be applicable.

- _____ 1. Entertain couples in my home in the evenings.
- _____ 2. Cook.
- _____ 3. Attend Home and School Association meetings.
- _____ 4. Sleep some during the daytime.
- _____ 5. Take special lessons (art, music, tennis, etc.).
- _____ 6. Take adult education courses (non-credit).
- _____ 7. Do housework.
- _____ 8. Attend church.
- _____ 9. Play bridge in a women's bridge group in the daytime.
- _____ 10. Sexual relations.
- _____ 11. Paint, sculpt, write, do crafts or other creative projects.
- _____ 12. Gardening.
- _____ 13. Employed outside the home on a part-time basis.
- _____ 14. Serve as a den mother, homeroom mother, or sponsor of some children's group or activity.
- _____ 15. Sew some of my own or my family's clothes.
- _____ 16. Assist my husband in his business or profession.
- _____ 17. Making plans to attend school in the near future.
- _____ 18. Have active social life with other couples.
- _____ 19. Do volunteer work in the community.
- _____ 20. Attend a consciousness-raising group.
- _____ 21. Do church work (teach class, etc.).
- _____ 22. Spend time with my children or grandchildren.
- _____ 23. Go out socially in the evenings with women friends.
- _____ 24. Spend time with husband (if unmarried, with men friends).
- _____ 25. Play golf, tennis, etc.
- _____ 26. Read magazines; periodicals, books.
- _____ 27. Employed outside the house on a fulltime basis.
- _____ 28. Attend teas, luncheons, etc. during the day.
- _____ 29. Attend college, university or professional school part-time.
- _____ 30. Attend college, university or professional school full-time.
- _____ 31. Making plans for outside employment in the near future.
- _____ 32. Outings with the whole family.

Assigned No. _____

LIFESTYLE BEHAVIOR CHECKLIST

Listed below are a number of activities. Please place a check mark (X) in the space next to each activity in which you have participated during the past four weeks, indicating for all 32 items whether this activity has increased, decreased or stayed the same. Some of these activities may not be applicable to your lifestyle - please indicate that they have stayed the same.

In the past four weeks this behavior:
Increased/decreased/stayed the same

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 1. Entertain couples in my home in the evenings. |
| ___ | ___ | ___ | 2. Cook. |
| ___ | ___ | ___ | 3. Attend Home and School Association meetings. |
| ___ | ___ | ___ | 4. Sleep some during the daytime. |
| ___ | ___ | ___ | 5. Take special lessons (art, music, etc.). |
| ___ | ___ | ___ | 6. Take adult education courses (noncredit). |
| ___ | ___ | ___ | 7. Do housework. |
| ___ | ___ | ___ | 8. Attend church. |
| ___ | ___ | ___ | 9. Play bridge in a women's bridge group in the daytime. |
| ___ | ___ | ___ | 10. Sexual relations. |
| ___ | ___ | ___ | 11. Paint, sculpt, write, do crafts or other creative projects. |
| ___ | ___ | ___ | 12. Gardening. |
| ___ | ___ | ___ | 13. Employed outside the home on a part-time basis. |
| ___ | ___ | ___ | 14. Serve as a den mother, homeroom mother or sponsor of some children's group. |
| ___ | ___ | ___ | 15. Sew some of my own or my family's clothes. |
| ___ | ___ | ___ | 16. Assist my husband in his business or profession. |
| ___ | ___ | ___ | 17. Making plans to attend school in the near future. |
| ___ | ___ | ___ | 18. Have active social life with other couples. |
| ___ | ___ | ___ | 19. Do volunteer work in the community. |
| ___ | ___ | ___ | 20. Attend a consciousness-raising group. |
| ___ | ___ | ___ | 21. Do church work (teach class, etc.). |
| ___ | ___ | ___ | 22. Spend time with my children or grandchildren. |
| ___ | ___ | ___ | 23. Go out socially in the evenings with women friends. |
| ___ | ___ | ___ | 24. Spend time with my husband (if unmarried with men friends). |
| ___ | ___ | ___ | 25. Play golf, tennis, etc. |
| ___ | ___ | ___ | 26. Read magazines, periodicals, books. |
| ___ | ___ | ___ | 27. Employed outside the house on a fulltime basis. |

Increased/decreased/stayed the same

- | | | | |
|---|---|---|--|
| — | — | — | 28. Attend teas, luncheons, etc. during the day. |
| — | — | — | 29. Attend college, university or professional school part-time. |
| — | — | — | 30. Attend college, university or professional school full-time. |
| — | — | — | 31. Making plans for outside employment in the future. |
| — | — | — | 32. Outings with the whole family. |

1. Post session:
A Career in Your Life

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

A. Please indicate to what degree you found today's session meaningful?

Some of the following activities may not have been a part of today's session. Please circle the number that corresponds with how you feel about the various activities that were a part of today's session.

	Not very meaningful					Extremely meaningful				
Small Group Activities	1	2	3	4	5					
Current Dissatisfactions	1	2	3	4	5					
"How did I get to where I am" - Life line	1	2	3	4	5					
Achievements and Bragging	1	2	3	4	5					
"What do I like to do and how do I know I'm doing it"	1	2	3	4	5					
Ideal attainment - Guided Fantasy	1	2	3	4	5					
Ideal attainment - Career/Personal	1	2	3	4	5					
Career Map	1	2	3	4	5					
Decision Making Worksheets	1	2	3	4	5					
Setting: Music, Posters	1	2	3	4	5					
Journals	1	2	3	4	5					
Planning Process	1	2	3	4	5					
Book Table	1	2	3	4	5					

B. Do you have any comments or suggestions about today's session?

1. Post session: Developing Personal Potential

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

- A. Please indicate to what degree you found today's session meaningful? Some of the following activities may not have been a part of today's session. Please circle the number that corresponds with how you feel about the various activities that were a part of today's session.

	Not very meaningful		Extremely meaningful		
Demonstration of new skill (modeling)	1	2	3	4	5
Journal writing	1	2	3	4	5
Exercises in pairs, trios, etc.	1	2	3	4	5
Beginning feedback session	1	2	3	4	5
Relaxation and centering	1	2	3	4	5
Group discussion	1	2	3	4	5
Didactic session - theme for session (new concept).	1	2	3	4	5
Homework (was challenging and worked at it).	1	2	3	4	5
Handout	1	2	3	4	5
Drawing up a plan	1	2	3	4	5
Exploring values	1	2	3	4	5
Suggested books	1	2	3	4	5

- B. Do you have any comments or suggestions about today's session?

1. Post interview: Lifeplanning Interview

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

- A. Please indicate to what degree you found today's interview meaningful? Some of the following activities may not have been a part of today's session. Please circle the number that corresponds with how you feel about the various activities that were a part of today's interview.

	Not very meaningful			Extremely meaningful	
	1	2	3	4	5
Written exercises					
Time line					
Fantasizing					
Exploring Interests					
Exploring values					
Problem solving					
Suggested bibliography (books)					
Referrals					
Drawing up a plan					
One-to-one contact					
Exploring aptitudes and skills					
Exploring life circumstances					

- B. Do you have any comments or suggestions about today's session?

THE GOAL OF CAREER DEVELOPMENT

The goal of the Career Development Program of the Center for Continuing Education at the University of British Columbia is to provide the community with access to educational, developmental counselling and information that will enable participants to make choices and decisions that are integrated and congruent with the individuals career-life plans. Career-life plans must be viewed as a whole and both areas must be evaluated equally to provide a total life picture. The knowledge and skills needed to plan are based on choices and decisions. Choices and decisions can only be made when one has explored, assessed, experienced, dialogued, compared, developed and facilitated. Decisions can be made when one has a picture of knowledge, potential opportunity, encouragement, realism and information, to help people to choose and decide among possible stimulus/ courses of action. Career is synonymous to life, therefore, lifespan career development encompasses the human experience and the changing roles of society and the challenge to individuals is to search out, plan and implement their own journey.

Program Co-ordinator

CAREER DEVELOPMENT PROGRAM - OBJECTIVES

Participants will: learn decision-making skills.

make better choices/decisions.

be provided with a range of alternatives.

consider new fields of endeavour.

manage their time better.

be exposed to role models.

learn to plan better.

learn to see their potential.

receive encouragement and support.

be stimulated by new ideas and research.

be provided a forum for confusion, boredom and uncertainty.

learn to handle stress better.

gain a sense of direction and control over their lives.

be aware of trade-offs and compromise.

be able to deal with interpersonal relations on the job.

plan for advancement and promotion.

be brought together with people of mutual interest and a commonality.

examine their attitudes and consider what changes would help them live more fulfilled lives.

examine and practice new behaviors which will bring them closer to their goals.

learn to plan so they have a sense of control and direction regarding their life's aim.

be provided the stimulus and encouragement to consider creating their own careers.

be motivated.

be challenged.

A MAJOR INGREDIENT OF THESE COURSES IS THE EMPHASIS ON THE PERSON AND
SECONDLY THE SKILLS AND JOB.

VALUES AND ASSUMPTIONS

1. Most people like to work.
2. Most people are realizing that they will work for a long time and are becoming aware that they want 'more' out of a job.
3. The authoritarian work ethic is changing and workers are beginning to realize their values and expect more from their work day.
4. Because of the changing role of women and men which has created new expectations, more individual responsibility to home and family of single people, people are needing help in organizing their career life, due to pressures of time, changing market conditions etc.
5. With an increasing divorce rate, the impact and trauma resulting from such has forced people to assess their present situation re: career and life.
6. Because of increasing new values and publications which focus on individuality, assertiveness, life stages, people are curious and leaning towards these aspirations in the hope that these values, individualism, will result in solving, coping with life's daily difficulties.
7. Because the social trend is leaning toward self-fulfillment, people are more willing to experiment and explore options never before considered.
8. Because of the increasing belief and legalizing of individual rights as seen by unions, paid paternity/maternity leave, H.R.A., workers are taking and expecting more control and design of their work life i.e., compressed work week, paid educational leave.
9. Whereas people used to work for a living, workers new focus is from that of earning to that of challenge, satisfaction, contribution, camaraderie and value incentives, and vie with the sense of accomplishment, responsibility and sense of a job well done.

10. Most people hesitate and doubt their potential and promotion ability.
11. With help people who hesitate can implement change and action.
12. All people should enjoy and have dignity and respect regardless of job function.
13. If people put themselves down and hold themselves back because of conditioning and uncertainty over their expectations of self, plus work conditions i.e. bosses, colleagues, may be more interested in production (goal) rather than promoting or encouraging individuals.
15. A lot of people only want a job that provides a weekly pay cheque and sense of camaraderie (I accept that value) but I have a sense of obligation to reach them to consider are they getting enough out of their job/life. In lower paying, support services, there is a lot of bickering and meanness, the result of non-conscious attitudes that are displayed in behaviors of jealousy, putdowns, as a result of frustration. It is important to look at quality of work life.
16. A lot of men in power positions act out of conditioning and are non-conscious, non-thinking in assumptions.
17. Change of order is very difficult for many men because it forces them to examine their situation and consequently the change in women's life patterns are to a large part ignored, discounted by men.
18. Because of adult life-stages people are looking more and asking more about what they want from life and can more readily admit to boredom and confusion.
19. Institutions are part of the process of helping people examine discrimination and one major tool we have to persuade people to change is to call on their sense of justice.

CHALLENGES

One of the biggest problems is to MOVE people from the concept of: Can you get me a job - to providing them with the skills, etc. to do it on their own.

COURSE OUTLINE

A CAREER IN YOUR LIFE

Session 1:

Welcome - Ice-breaker; "The Party"

Use of Strong-Campbell types: investigative, artistic, social, enterprising, conventional, realistic. People went to the corner they were most drawn to.

Administration - Workshop overview, objectives, focus, themes, expectations.

Current Dissatisfactions - List of all complaints. Purpose - a starting place, know what you don't want.

Homework: a) Take current dissatisfactions and turn into positive attributes.
b) Journal reflections (journals used continuously throughout weekend, for writing one's own thoughts, reactions to the exercises.).
c) How do I see the rest of my life.
Aids in clarity of what one wants to achieve before death. Writing stretches the imagination.

Session 2:

Administration

How did I get to where I am? Purpose - table of contents, an inventory of one's life to date. Drawing all events from childhood to present that have been significant.

Play break - participant takes the rest through an activity

Achievements - Draw out seven that have been significant and describe in detail one.

Lunch

Bragging - working in groups, take the one achievement and convince the others that you were good.

Your functional/transferable skills. Take the one achievement and go through the skill categories and using two colors check if you thought the skill was used. One color - skill used and enjoyed. Working in groups (see handout).

Play break

What do I like to do and how do I know I'm doing it?

I am doing: List 10, rank importance - use symbol coding.

A - alone

O - others

♡ - something you want someone you love do, love doing it.

K - anyone else know you like to do this.

F - freely chosen

B - would like to be better at it.

W - work oriented

3 - if you would not have tried, three or more years ago.

\$ - cost over \$5.00

- date you last did it.

Homework - Your functional/transferable skills. Write up six others and checkoff skills.

Handout - What do I want out of a job?

Session 3 :

Administration

Ideal attainments - guided fantasy (aids in priority clarification).

Play break

Attainments: a) to help tie together the previous activities in terms of an inventory of all you want to do before you die.
b) 10 personal development, 10 career development assign priority
c) Pictorial account - list attainments

Lunch

Planning - Do you know how to? (see handout)

Career Map - worked in groups, using all information that had been gathered since Friday night.
- explored options

Decision workshee - (see handout)

Implementation - buddy system, contacts list (200 names of people who would know you, addresses (how they can help), organization information, develop a resume.

Play break

Goodbye

COURSE OUTLINE

DEVELOPING POTENTIAL FOR GROWTH AND CHANGE

Session 1:

Introduction: Done in pairs, with a stranger. Introduce self to partner in terms of: a) one thing I value/like about myself b) one thing I hope to gain from this program.
Be prepared to introduce partner to the group, sharing that information.
Introductions to the group. Expectations/goals recorded on newsprint.
Ground rules that help the group to function well were outlined.

Coffee Break

Stretching, relaxation, centering.

Focus on self, using list of adjectives (3-part exercise). Shared in three's.

Journal Writing: Introduction, handouts (2)

Homework.

Session 2:

Sharing: Journals and discussions of dreams.

Communication skills: Listening
a) something I enjoy (pairs)
b) something I find difficult (demonstration of perception check - "do you mean.....?" (pairs)

Coffee break

c) active listening - demonstration, exercise in triads.

Stretching, relaxation, centering.

Exercise: Non-verbal drawing - "How I experience myself now." sharing in three's.

Handouts: Reading list, aids to feedback.

Session 3:

Feedback

Communication exercise: Observing behavior "I imagine you are feeling....." and checking out.

Discussion of "risking" openness. Johari Window demonstration.

Fantasy: "The stump, the cabin, the stream."

Coffee Break

Shared fantasy

A continuum of communication patterns from avoidance to assertion, in relation to "How I care for myself, How I care for others, and how I deal with the issue at hand." Practice of "I" messages in three's.

Session 4:

Feedback

Discussion on the two aspects of the program - cognitive/conceptual input and the non-rational symbolic, intuitive component. These two aspects corresponding to left side/ right side of the brain.

Work re Conflict: a) sentence stems, shared in three's and feedback to the whole group; comments on special issues for women.

Coffee break

b) diagram at blackboard re: two dimensions which contribute to our style/mode of handling conflict: assertive/unassertive and co-operative/unco-operative. These dimensions interact to produce Lose/lose, lose/win, win/lose and win/win results.

c) discussion re working toward a "collaborative" mode (win/win) if only one person in a partnership is aiming at this. An exercise focusing on changing ourselves rather than demanding the other person change. Concepts from family therapy shared re: "self-differentiation" within the family.

Relaxation - pleasurable fantasy.

Session 5:

Feedback

Anger - presented concepts in three parts.

1) Situation - generated (time limited) anger versus self-generated (endless, draining) with same application to fear, grief, and joy or love.

2) Anger as a secondary emotion in response to threat.

3) Handling anger: turning it inward and turning it outward (many ways of expressing it constructively) Discussion.

Coffee Break

Centering exercise: "What are you experiencing?" What are you hoping for? What are you afraid of (or avoiding)?" Questions repeated at least three times in sequence, working in pairs, change roles after three minutes.

Enright exercise re: converging "have to's" to "choose to", and looking at un-acted upon goals.

Session 6:

Feedback

Planning Questionnaire- Answer sheet - self-discovery worksheet - work on for ten minutes quietly, alone with self, followed by twenty minutes more in groups of three's.

Coffee break

Energizing techniques from Shiatsu

Worksheet on planning next steps.

Discussion - sharing. Reviewed original objectives and shared progress. Sign up sheet for sharing other activities and keeping in touch. Fall programs listed.

Closed sitting in circle and holding hands silently, "as givers and receivers", looking at each other and silently giving appreciation.

INITIAL CONTRACT

On the part of Eileen Hendry, Co-ordinator, Career Development,
Centre for Continuing Education, U.B.C.

1. Allow Bonnie Long to conduct a survey of past participants of the course "A Career in Your Life".
2. Agree to follow the method of randomly assigning entering participants of the course "A Career in Your Life" (May 9.10,11) as outlined in the attached document.
3. Enlist the co-operation of the course instructors in order to obtain course descriptions and goals and to administer questionnaires.
4. Individuals not selected to participate in the May 9-11 workshop will be given an identical workshop within 6 weeks.
5. Obtain permission to administer questionnaires to Lifeplanning interview participants and participants of one other C.E.E. course.

On the part of Bonnie Long, Program Evaluator

1. Keep the confidentiality of all data concerning the project participants.
2. Agree to assume full responsibility for the design, implementation, analysis, and publication of the study.
3. Agree to make available all reports on research as they become available.
4. Agree to use the information collected from this research to meet Thesis requirements.

The above contract is open to change at the request of either party.

Eileen Hendry, Co-ordinator

Bonnie Long, Program Evaluator

SECOND CONTRACT

On the part of Eileen Hendry, Co-ordinator, Career Development, Center for Continuing Education, U.B.C.

1. Allow Bonnie Long to conduct a survey of past participants of the course "A Career in your Life".
2. Enlist the co-operation of the course instructors in order to obtain course descriptions and goals and to administer questionnaires.
3. Obtain permission to administer questionnaires to life-planning interview participants and participants of the course "Developing Personal Potential".

On the part of Bonnie Long, Program Evaluator

1. Keep the confidentiality of all data concerning the project participants.
2. Agree to assume full responsibility for the design, implementation, analysis, and publication of the study.
3. Agree to make available all reports on research as they become available.
4. Agree to use the information collected from this research to meet Thesis requirements.

The above contract is open to change at the request of either party.

Eileen Hendry, Co-ordinator

Bonnie Long, Program Evaluator

2. Follow-up: Career in Your Life

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

- A. Please indicate to what degree you found the course meaningful?
Some of the following activities may not have been a part of your sessions. Please circle the number that corresponds with how you feel about the various activities that were a part of your course.

	Not very meaningful			Extremely meaningful	
Small Group Activities	1	2	3	4	5
Current Dissatisfactions	1	2	3	4	5
"How did I get to where I am" - Life line	1	2	3	4	5
Achievements and bragging	1	2	3	4	5
"What do I like to do and how do I know I'm doing it"	1	2	3	4	5
Ideal attainment - guided fantasy	1	2	3	4	5
Ideal attainment - Career/personal	1	2	3	4	5
Career Map	1	2	3	4	5
Decision Making Worksheets	1	2	3	4	5
Setting: Music, Posters	1	2	3	4	5
Journals	1	2	3	4	5
Planning Process	1	2	3	4	5
Book Table	1	2	3	4	5

- B. Have you sought information or guidance from any of the following sources in the past four weeks (since this course)? Please indicate with a check mark.

- ☐ a. educational counseling
☐ b. vocational counseling
☐ c. marriage counseling
☐ d. personal counseling
☐ e. personal growth groups
☐ f. Other (specify) _____
☐ g. None

over.....

C. What life changes, if any, have you experienced in the Past Four Weeks (since the course)?

☐ marriage
☐ separation from husband (wife)
☐ end of important relationship
☐ divorce
☐ engaged to marry
☐ birth of a child
☐ death in family

☐ major illness
☐ birthday
☐ moved
☐ vacation
☐ children leaving home
☐ increase in pay
☐ other (specify:)

D. Have you made any decisions using the information and processes learned in the course?

Yes ☐ No ☐

If yes, please specify: _____

E. Do you feel any differently about yourself and/or your situation as a result of the course?

Yes ☐ No ☐

If yes, please specify: _____

F. Did the advertising give you a clear picture as to what to expect from the course?

Yes ☐ No ☐

G. Do you have any suggestions for improving the course?

2. Follow-up: Developing Personal Potential

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

- A. Please indicate to what degree you found the course meaningful? Some of the following activities may not have been a part of your sessions. Please circle the number that corresponds with how you feel about the various activities that were a part of your course.

Demonstration of new skill (modeling)	1	2	3	4	5
Journal writing	1	2	3	4	5
Exercises in pairs, trios, etc.	1	2	3	4	5
Beginning feedback session	1	2	3	4	5
Relaxation and centering	1	2	3	4	5
Group discussion	1	2	3	4	5
Didactic session - theme for session (new concepts)	1	2	3	4	5
Homework (was challenging and worked at it)	1	2	3	4	5
Handout	1	2	3	4	5
Drawing up a plan	1	2	3	4	5
Exploring values	1	2	3	4	5
Suggested books	1	2	3	4	5

- B. Have you sought information or guidance from any of the following sources in the past four weeks? Please indicate with a check mark.

- ☐ a. educational counselling
- ☐ b. vocational counselling
- ☐ c. marriage counselling
- ☐ d. personal counselling
- ☐ e. personal growth groups
- ☐ f. other (specify) _____
- ☐ g. none

- C. What life changes, if any, have you experienced in the Past Four Weeks?
(since the course)

<input type="checkbox"/> marriage	<input type="checkbox"/> major illness
<input type="checkbox"/> separation from husband (wife)	<input type="checkbox"/> birthday
<input type="checkbox"/> end of important relationship	<input type="checkbox"/> moved
<input type="checkbox"/> divorce	<input type="checkbox"/> vacation
<input type="checkbox"/> Engaged to marry	<input type="checkbox"/> children leaving home
<input type="checkbox"/> birth of a child	<input type="checkbox"/> fired from job
<input type="checkbox"/> death in family	<input type="checkbox"/> other (specify:) _____

- D. Have you made any decisions using the information and processes learned in the course?

Yes ☐ No ☐

If yes, please specify: _____

- E. Do you feel any differently about yourself and/or your situation as a result of the course?

Yes ☐ No ☐

If yes, please specify: _____

- F. Did the advertising give you a clear picture as to what to expect from the course?

Yes ☐ No ☐

- G. Do you have any suggestions for improving the course?

2. Follow-up Lifeplanning Interview

Assigned No. _____

Date: _____

MEANINGFULNESS QUESTIONNAIRE

- A. Please indicate to what degree you found the interview meaningful? Some of the following activities may not have been a part of your interview session. Please circle the number that corresponds with how you feel about the various activities that were a part of your interview.

	Not very meaningful			Extremely meaningful	
Written exercises	1	2	3	4	5
Time line	1	2	3	4	5
Fantasizing	1	2	3	4	5
Exploring interests	1	2	3	4	5
Exploring values	1	2	3	4	5
Problem solving	1	2	3	4	5
Suggested bibliography (books)	1	2	3	4	5
Referrals	1	2	3	4	5
Drawing up a plan	1	2	3	4	5
One-to-one contact	1	2	3	4	5
Exploring aptitudes and skills	1	2	3	4	5
Exploring life circumstances	1	2	3	4	5

- B. Have you sought information or guidance from any of the following sources in the past four weeks? Please indicate with a check mark.

- ☐ a. educational counselling
☐ b. vocational counselling
☐ c. marriage counselling
☐ d. personal counselling
☐ e. personal growth groups
☐ f. other (specify) _____
☐ g. none

C. What life changes, if any, have you experienced in the past four weeks?

<input type="checkbox"/> marriage	<input type="checkbox"/> major illness
<input type="checkbox"/> separation from husband (wife)	<input type="checkbox"/> birthday
<input type="checkbox"/> end of important relationship	<input type="checkbox"/> moved
<input type="checkbox"/> divorce	<input type="checkbox"/> vacation
<input type="checkbox"/> engaged to marry	<input type="checkbox"/> children leaving home
<input type="checkbox"/> birth of a child	<input type="checkbox"/> increase in pay
<input type="checkbox"/> death in family	<input type="checkbox"/> fired from job
	<input type="checkbox"/> other (specify) _____

D. Have you made any decisions using the information and processes learned in the interview?

Yes _____ No _____

If yes, please specify: _____

E. Do you feel any differently about yourself and/or your situation as a result of the interview?

Yes _____ No _____

If yes, please specify: _____

F. Did the advertising give you a clear picture as to what to expect from the interview?

Yes _____ No _____

G. Do you have suggestions for improving the interview?

GENERAL INFORMATION QUESTIONNAIRE

Assigned No. _____

CENTRE FOR CONTINUING EDUCATION

COURSE SURVEY

Please do not
write in this
column

1. In what age group are you? 15 - 20 _____
 21 - 25 _____
 26 - 30 _____
 31 - 35 _____
 36 - 40 _____
 41 - 45 _____
 46 - 50 _____
 51 - 55 _____
 56 and over _____
2. What level in school have you completed (indicate only one).
 _____ High school or below
 _____ some college
 _____ some university
 _____ completed college
 _____ completed university
3. Have you taken other courses offering certification or diplomas?
 Yes _____ No _____
 If "yes" please specify: _____
4. In the schooling which you have taken up to and including grade 12,
 what kind of courses did you take that were your choice?
 _____ Mainly commercial/vocational
 _____ Mainly academic
 _____ Mixture - commercial/vocational/academic
 _____ Other combination (please specify) _____
5. If you took any schooling beyond grade 12, what kinds of courses
 were they?
 _____ Commercial/vocational
 _____ General Academic
 _____ Professional
 _____ other (please specify:) _____
 _____ not applicable
6. Have you ever worked for pay?
 Yes _____ NO _____
 If "no" please go on to question 7.
61. If you answered "yes" please indicate type of job(s) and length(s)
 of time at each (beyond the years of your schooling).

04

05

06

07

08

09

10

11

12

13

14

15 16

.....2

Please do not
write in this
column

7. If you had a choice, which would you prefer to work:
- | | |
|---|----|
| <input type="checkbox"/> Part time | 17 |
| <input type="checkbox"/> job-sharing | 18 |
| <input type="checkbox"/> flex hours | 19 |
| <input type="checkbox"/> compressed work week | 20 |
| <input type="checkbox"/> other (specify:) | 21 |

8. If you have an income of your own, please indicate from what source:
- | | |
|--|----|
| <input type="checkbox"/> job | |
| <input type="checkbox"/> job and other | |
| <input type="checkbox"/> spouse | |
| <input type="checkbox"/> spouse and other | |
| <input type="checkbox"/> relatives (including legacies, "helping out", but not for work) | |
| <input type="checkbox"/> relatives and other | |
| <input type="checkbox"/> government assistance | |
| <input type="checkbox"/> investments | |
| <input type="checkbox"/> other (please specify:) | |
| <input type="checkbox"/> not applicable | 22 |

9. How much per annum do you get approximately?
- | | |
|---|----|
| <input type="checkbox"/> Below \$7,000 | |
| <input type="checkbox"/> \$7,000 to 15,000 | |
| <input type="checkbox"/> \$15,000 to 18,000 | |
| <input type="checkbox"/> \$18,000 to 21,000 | |
| <input type="checkbox"/> \$21,000 to 24,000 | |
| <input type="checkbox"/> \$24,000 to 28,000 | |
| <input type="checkbox"/> \$28,000 or above | 23 |

10. Who do you regard as the most important person in your life besides yourself (indicate only one)?
- | | |
|--|----|
| <input type="checkbox"/> spouse | |
| <input type="checkbox"/> children | |
| <input type="checkbox"/> friend | |
| <input type="checkbox"/> parents | |
| <input type="checkbox"/> other (please specify:) | 24 |

11. How much personal or moral support would you say that you receive from the most important person in your life?
- | | |
|---|----|
| <input type="checkbox"/> extremely supportive | |
| <input type="checkbox"/> a great deal | |
| <input type="checkbox"/> quite a bit | |
| <input type="checkbox"/> some | |
| <input type="checkbox"/> little | |
| <input type="checkbox"/> very little | 25 |
| <input type="checkbox"/> none | |

12. On a daily, continuing basis, from where do you get most of your general news or information? (please indicate only one)
- | | |
|--|----|
| <input type="checkbox"/> radio | |
| <input type="checkbox"/> newspapers | |
| <input type="checkbox"/> television | |
| <input type="checkbox"/> bulletin boards or other posted signs | |
| <input type="checkbox"/> journals | |
| <input type="checkbox"/> people around you | |
| <input type="checkbox"/> other (specify:) | 26 |

..... 3

Please do not
write in this
column

13. With whom do you discuss your ideas about your life and what you do or plan to do? (Please indicate only one)
- ___ spouse
___ friends
___ relatives
___ children
___ counselor
___ other (please specify): _____ 27
14. Has there been anyone in your life who has taken a particular interest in your career plans?
Yes ___ (please specify:) _____
No ___ 28
15. What is your marital status? ___ single (never married)
___ divorced
___ widow
___ married (including commonlaw)
___ separated (living apart) 29
16. Does your spouse work continuously or most of the time?
___ Yes ___ No ___ Not applicable 30
17. In relation to yourself, what level of education has your spouse?
___ More than you 31
___ equal to you
___ less than yourself
___ not applicable
18. Do you have any children? ___ Yes ___ No 32
If "no" please go on to question 21.
19. How many children do you have?
___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 or more 33
20. Are your children currently:
___ pre school (public) 34
___ attending school, college, or university 35
___ not at home
21. What is your total family income approximately per year? 36
\$5,000 or under ___
\$6,000 - \$10,000 ___
\$11,000 - \$15,000 ___
\$16,000 - \$20,000 ___
\$21,000 - \$25,000 ___
\$26,000 - \$30,000 ___
\$30,000 - or more 37
22. Are you considering or can you foresee a time when you might consider taking some courses or other type of learning activity?
___ Yes definitely ___ maybe soon ___ maybe later ___ No 38
If your choice is "no" go on to question 33
23. Would your consideration to undertake a course or some type of learning activity depend on plans for qualifying and getting a new kind of job or starting a new career? ___ Yes ___ No ___ Don't know 39

Please do not
write in this
column

24. What kinds of courses do you need;

Skills:	Personal Development:	Knowledge:	
communication _____	Values Clarification _____	Information _____	40 48 57
interviewing _____	exploration _____	new books _____	41 49 58
supervision _____	alternatives _____	Research _____	42 50 59
Assertiveness _____	attitudes _____	Didactic _____	43 51 60
Problem Solving _____	support _____	teaching _____	44 52 61
Leadership _____	stress _____	New and develop- _____	45 53 62
Other: (Specify) _____	interests _____	ing areas i.e. _____	46 54 63
_____	Other: (specify) _____	game simulation _____	47 55 64
_____	_____	etc. _____	56
_____	_____	Organizational _____	
_____	_____	development _____	
		Other: (specify) _____	

25. What time category is best for you?

evenings 5 - 7 _____	full day	M	T	W	T	F	S	S	65	71
6 - 8 _____									66	72
7 - 9 _____									67	73
Weekends: Friday 7 - 10 _____									68	74
Sat. 9 - 4 _____									70	75
Sun. 9 - 4 _____									76	77

26. If you would like to take some courses what kind of help do you think you might need first? (in order to plan your future)

_____ general assessment of interests for personal development	78
_____ hobbies or volunteer experience	79
_____ guidance, counselling, and education assessment	80
_____ aid in selection and planning of courses	Card 2
_____ longer term career planning	04
_____ don't know	05

26i Where would you go for the above listed help?

27. If choices were offered, would you prefer part-time (few hours per week) or full-time (five full days per week) courses? (Please indicate only one)

_____ Part-time _____ Full time _____ don't know

28. What times of the year are best for you in taking either part-time or full-time courses? _____ Spring _____ Summer _____ Fall _____ Winter

08 09
10 11

29. What kind of learning situation is best for you under your present circumstances:

_____ seminars	_____ think tank	12 13
_____ lectures	_____ reporting	14 15
_____ group discussion	_____ home assignments	16 17
_____ case studies	_____ workshop follow-up	18 19
_____ role play	_____ sharing support	20 21

Do not write
in this column

.....5

- 30.. How much would you be willing to pay per:
- | | | | |
|------------|-------------|-------------|--|
| 1 day | per session | Weekend | |
| 7 hours \$ | 2 hours \$ | 20 hours \$ | |
- 22 23
31. Would your employer be willing to pay for your courses?
- Yes No
- 24 25
- 26 27
32. What would be the most important consideration in your taking a course (aside from the subject of the course)?
- finances
- time
- location of course
- child-care
- transportation
- none
- don't know
- 28
- 29
- 30
- 31
- 32
- 33
33. From what or whom did you hear of this workshop (or interview)?
- relative
- friend
- bulletin (Cont.Ed.Calendar)
- newspaper
- Radio
- other (specify:)
- 34
- 35
- 36
34. Please indicate your birth order?
- first born with brothers or sisters.
- only child
- second child
- middle child
- last born
- 37
35. Did you always feel you would work outside the home at some time in your life? Yes No
- 38
36. When did you first begin to make career or work plans?
- childhood teens early twenties late twenties
- 30 - 40 years 40 - 50 years over 50
- Not applicable
- 39
37. What one word could best describe how you were feeling prior to signing up for this course (or interview)?
- 40
38. What prompted you to sign up for this course or interview?
- improve skills
- interest
- curiosity
- job advancement
- other (specify:)
- 41
- 42
- 43
39. Please indicate (circle) on the following scale - how you felt about your early schooling:
- 44
- 45
- | | | | | | |
|------------------|---|---|---|---|----------------------|
| highly motivated | 1 | 2 | 3 | 4 | 5 not very motivated |
| very successful | 1 | 2 | 3 | 4 | 5 unsuccessful |
| very enjoyable | 1 | 2 | 3 | 4 | 5 not very enjoyable |
- 46
- 47
- 48
40. Given your present life/career situation, which of the following situations, best describes you (select only one please).
- selecting improving changing stuck
- 49

OBSERVATION CHECKLIST:

Date:

Location:

Instructor:

Type of Group:

Number in attendance:

Did the group:

 Appear interested -

 Participate in discussion -

 Get involved in personal application -

 Ask questions -

Environment:

 Size of the room -

 Ventilation -

 Light -

 Seating -

 Extraneous sounds -

Speaker:

 Interested in topic -

 Spoke clearly -

 Responsive to the group -

Lifeplanning Interviews

Hi, my name is _____, I'm a worker from the continuing Education Department, at U.B.C. helping them do a special study with the women who sign up for "Lifeplanning" interviews at the Women's Resources Center.

We would like to gather some information from you before you have your interview and immediately afterwards. One month later we would like to meet with you once again to see how you're doing and if things have changed for you.

All the information will be handled in a confidential and anonymous manner.

We are interested in finding out what you need, what you enjoy, and who you are in order to give you the service and programs you want.

If you are willing to participate, I'd like to meet with you for about half an hour before your interview and for a few minutes immediately afterwards.

EVALUATION INTRODUCTION

The continuing education staff has recognized the importance of finding out what you need, what you enjoy, and who you are in order to give you the programs you want.

We would like to gather some information from you prior to the workshop which will help in the planning of future programs. We would appreciate having you complete the following questionnaires. Please work through the questionnaire in order. Your first response is often the best so do not spend a lot of time on each question.

This information will be handled in a confidential and anonymous manner. Please put the last three numbers of your telephone number in the appointed space. This number is necessary only so that we can match this set of questionnaires with ones you will complete after the course or interview ends. That way we can be assured of having a complete set of forms from each individual.

If you have any comments on the questionnaires or on any individual item, please feel free to place them in the unused margin or at the end of the questionnaire.

COVERING LETTER FOR FOLLOW-UP FORMS

Dear :

Please find enclosed four followup forms for you to complete and return in the enclosed, stamped envelope. Please work through the questionnaires in order. Your first response is often the best so do not spend a lot of time on each question.

This information will be handled in a confidential and anonymous manner. Please indicate as your assigned number the last three digits of your telephone number. This is to assure us that we have a complete set of forms from you.

Thank you for your participation in this study. A written copy of our report findings will be sent to all participants some time near the end of August.

Yours truly,

Bonnie Long
per Eileen Hendry
Continuing Education, W.B.C.

Encl. (4)

QUESTIONNAIRE TABULATION

Total number of questionnaires returned completed: 40

DPP - Developing Potential; LP - Lifeplanning;

The groups are coded by letter as follows: CIYL - Career In your Life.

Questions and Responses	Group Size:			
	12 CIYL	17 DPP	11 LP	40 TOTALS
1. In what age group are you?				
a) 15 - 30	5	3	5	13
b) 31 - 40	4	5	3	12
c) 41 - 56 and over	3	9	3	15
				Total: 40
2. What level in school have you completed?				
a) high school or below	2	5	3	10
b) some college/university	6	4	2	12
c) completed college/university	4	8	6	18
				Total: 40
3. Have you taken other courses offering certification or diplomas?				
a) yes	8	7	5	20
20 did not respond				Total: 20
4. In the schooling which you have taken up to and including grade 12, what kind of courses did you take that were your choice?				
a) mainly commercial/vocational	0	2	1	3
b) mainly academic	9	11	10	30
c) mixture-commercial/voc./academic	2	1	0	3
d) other combinations	1	1	0	2
2 did not respond				Total: 38
5. If you took any schooling beyond grade 12, what kinds of courses were they?				
a) commercial/vocational	3	3	2	8
b) general academic	5	6	6	17
c) professional	9	7	5	21
d) other	0	1	2	3
f) not applicable	0	1	0	1
some answered more than once				Total: 50
6. Have you ever worked for pay?				
a) yes	12	16	11	39
b) no		1		1
				Total: 40

Questions and Responses (Continued)		Totals per Response			
	Group Size:	CITYL	DPP	LP	TOTALS
		12	17	11	40
<hr/>					
61. If you answered "yes" please indicate type of job(s) and length(s) of time at each (beyond your years of schooling).					
a) professional		7	5	5	17
b) service		1	4	1	6
c) commercial		4	6	5	15
					Total: 38
<hr/>					
Number of years worked ranged from 2 to 45.					
7. If you had a choice, which would you prefer to work:					
a) part time		2	9	2	13
b) job-sharing		1	1	0	2
c) flex hours		7	6	6	19
d) compressed work week		2	0	2	4
e) other		1	0	0	1
					Total: 39 *
<hr/>					
8. If you have an income of your own, please indicate from what source:					
a) job		8	2	6	16
b) job and other		1	3	1	5
c) spouse		1	3	0	4
d) spouse and other		0	1	0	1
e) government assistance		0	0	1	1
f) investments		1	1	0	2
g) other		0	2	0	2
					Total: 31 *
<hr/>					
9. How much per annum do you get approximately?					
a) below 7,000		3	7	1	11
b) \$7,000 to \$15,000		3	4	3	10
c) \$15,000 to \$18,000		1	1	1	3
d) \$18,000 to \$21,000		0	0	0	0
e) \$21,000 to \$24,000		0	0	0	0
f) \$24,000 to \$28,000		2	0	1	3
g) \$28,000 or above		1	1	0	2
					Total: 29 *
<hr/>					
10. Who do you regard as the most important person in your life besides yourself?					
a) spouse		2	7	6	15
b) children		2	3	1	6
c) friend		4	5	2	11
d) parents		3	2	0	5
e) other		1	0	0	1
					Total: 38 *
<hr/>					

Questions and Responses (Continued)

Totals per Response

	CIXL	DPP	LP	TOTALS
Group Size: 12	12	17	11	40
<hr/>				
11. How much personal or moral support would you say that you receive from the most important person in your life?				
a) extremely supportive	3	1	3	7
b) a great deal	1	7	3	11
c) quite a bit	4	5	2	11
d) some	3	3	1	7
e) little	1	0	0	1
f) very little	0	1	1	2
				TOTAL: 39*
<hr/>				
12. On a daily basis, from where do you get most of your general news or information?				
a) radio	6	5	6	17
b) newspapers	2	7	4	13
c) television	1	0	0	1
d) bulletin boards or other posted signs	0	0	0	0
e) journals	0	1	0	1
f) people around you	3	3	1	7
g) other	0	1	0	1
				Total: 40
<hr/>				
13. With whom do you discuss your ideas about your life and what you do or plan to do?				
a) spouse	1	0	4	5
b) friends	8	14	6	28
c) relatives	2	0	0	2
d) children	0	1	0	1
e) counselor	1	0	0	1
f) other	0	1	1	2
				Total: 39 *
<hr/>				
14. Has there been anyone in your life who has taken a particular interest in your career plans?				
a) yes (please specify:) ^a	6	12	5	23
b) no	5	5	4	14
				Total: 37*
<hr/>				
15. What is your marital status?				
a) single, divorced, widow, separated	10	7	4	21
b) married	2	10	7	19
				Total: 40
<hr/>				
16. Does your spouse work continuously or most of the time?				
a) yes	4	11	7	22
b) no	0	2	0	2
c) not applicable	8	4	4	16
				Total: 40

Questions and Responses (Continued)		Total per Response			
	Group Size:	CIYL 12	DPP 17	LP 11	TOTALS 40
17. In relation to yourself, what level of education has your spouse?					
a) more than you		1	8	5	14
b) equal to you		4	3	2	9
c) less than yourself		0	2	1	3
d) not applicable		7	4	3	14
		Total: 40			
18 Do you have any children ?					
a) Yes		3	13	7	23
b) No		9	3	4	16
	* 1 did not respond	Total: 39 *			
19. How many children do you have?					
a) one		0	3	1	4
b) two		2	7	5	14
c) three		1	1	1	3
d) four		0	0	0	0
e) five		0	2	0	2
f) six or more		0	1	0	1
		Total: 24			
20. Are your children currently:					
a) pre school (public)		0	2	3	5
b) attending school, college, or university		3	9	2	14
c) not at home		0	3	2	5
		Total: 24			
21. What is your total family income approximately per year?					
a) \$5,000 or under		1	2	0	3
b) \$6,000 - \$10,000		1	3	1	5
c) \$11,000 - \$15,000		3	2	2	7
d) \$16,000 - \$20,000		1	3	1	5
e) \$21,000 - \$25,000		0	0	2	2
f) \$26,000 - \$30,000		4	2	2	8
g) \$30,000 - \$ or more		1	5	2	8
	* 2 did not respond	Total: 38 *			
22. Are you considering or can you foresee a time when you might consider taking some courses or other type of learning activity?					
a) yes, definitely		11	11	10	32
b) maybe soon		1	4	1	6
c) maybe later		0	2	0	2
d) no		0	0	0	0
		Total: 40			

Questions and Responses (Continued)		Totals per Response			
	CIYL	DPP	LP	TOTALS	
Group Size:	12	17	11	40	

23. Would your consideration to undertake
a course or some type of learning activity
depend on plans for qualifying and getting
a new kind of job or starting a new career?

a) yes	8	8	10	26
b) no	3	7	0	10
c) don't know	1	1	1	3

Total: 39*

*1 did not respond

24. What kind of courses do you need?

Skills:	11	15	2	31
a) communication	6	8	2	16
b) interviewing	3	1	0	4
c) supervision	5	1	2	8
d) assertiveness	9	12	3	24
e) problem solving	7	3	2	12
f) leadership	5	4	2	11
g) other	0	1	1	2
Personal development:	10	14	8	32
a) values clarification	5	5	2	12
b) exploration	4	6	3	13
c) alternatives	4	5	3	12
d) attitudes	4	6	0	10
e) support	2	5	0	7
f) stress	3	7	2	12
g) interests	5	3	2	10
h) other	0	1	2	3
Knowledge:	9	11	7	27
a) information	4	7	4	15
b) new books	2	1	2	5
c) research	2	1	0	3
d) didactic teaching	0	2	0	2
e) new and developing areas	0	0	0	0
f) game simulation	5	2	1	8
g) organizational development	5	4	3	12
h) other	0	0	2	2

*

*No totals available

25. What time category is best for you?

a) evenings 5 - 7	0	1	4	5
b) evenings 6 - 8	2	2	3	7
c) evenings 7 - 9	6	6	5	17
d) weekends Fri. 7-10	5	1	3	9
e) weekends Sat. 9-4	6	4	4	14
f) weekends Sun. 9-4	6	2	1	9
g) full days - Monday	4	3	5	12
h) full days - Tuesday	1	7	6	14
i) full days - Wednesday	3	5	6	14

Questions and Responses (Continued)

Totals per Responses

Group Size:	CIYL 12	DPP 17	LP 11	TOTALS 40
j) full days - Thursday	2	6	6	14
k) full days - Friday	1	2	5	8
l) full days - Saturday	3	0	1	4
m) full days - Sundays	2	1	1	4
* Totals not available				Total: *

26. If you would like to take some courses what kind of help do you think you might need first (in order to plan for your future)?

a) general assessment of interests for personal development	4	6	7	17
b) hobbies or volunteer experience	1	0	0	1
c) guidance, counselling, and educational assessment	5	7	8	20
d) aid in selection and planning courses	5	2	3	10
e) longer term career planning	5	3	7	15
f) don't know	1	3	0	4
*Totals not available				*

261. Where would you go for the above listed help?

a) WRC	0	1	3	4
b) UBC	2	2	4	8
c) colleges	1	0	0	1
e) private agencies	4	0	0	4
f) don't know	5	14	4	23
Total:				40

27. If choices were offered, would you prefer part-time or full-time courses?

a) part-time	10	13	5	28
b) full-time	2	1	1	4
c) don't know	0	1	4	5
2 did not respond				Total: 38

28. What times of the year are best for you in taking either part-time or full-time courses?

a) spring	4	9	5	18
b) summer	2	3	3	8
c) fall	9	9	8	26
d) winter	8	10	11	29
*Respondents indicated more than one				Total: *

Questions and Responses (Continued)		Totals per Responses			
Group Size:	CIYL	DPP	LP	TOTAL	
	12	17	11	40	
<hr/>					
29. What kind of learning situation is best for you under your present circumstances?					
a) seminars	5	6	5	16	
b) lectures	3	7	7	17	
c) group discussions	7	12	5	24	
d) case studies	2	1	3	6	
e) role play	3	1	1	5	
f) think tank	3	2	3	8	
g) reporting	0	1	1	2	
h) home assignments	2	0	5	7	
i) workshop follow-up	4	1	2	7	
j) sharing support	3	6	3	12	
				Totals: *	
<hr/>					
30. How much would you be willing to pay per session:					
a) 1 day, 7 hours	Range \$10 - 50				
b) 2 hours	\$ 4 - 25				
c) weekend, 20 hours	\$20 - 99+				
(many responses indicated that they couldn't answer as it depended on the course)					
31. Would your employer be willing to pay for your course?					
a) yes	2	2	1	5	
b) no	7	6	4	17	
				Total: 22	
<hr/>					
32. What would be the most important consideration in your taking a course?.					
a) finances	3	5	0	8	
b) time	7	8	6	21	
c) location of course	3	6	9	12	
d) child care	0	3	2	5	
e) transportation	0	0	0	0	
f) none	2	3	1	6	
g) don't know	1	0	1	2	
				Total: *	
<hr/>					
33. From what or whom did you hear of this workshop (or interview)?					
a) relative	0	1	1	2	
b) friend	2	2	4	8	
c) bulletin	5	6	4	15	
d) newspaper	1	3	1	5	
e) radio	0	1	0	1	
f) other	3	3	2	8	
				Total: 38 *	
<hr/>					
*2 did not respond					

Questions and Responses (Continued)		Totals per Response			
Group	CIYL	DPP	LP	TOTALS	
Size:	12	17	11	40	
<hr/>					
34. Please indicate your birth order?					
a) first born with brothers/sisters	6	4	4	14	
b) only child	1	2	0	3	
c) second child	0	4	2	6	
d) middle child	4	2	2	8	
e) last born	1	4	3	8	
1 did not respond				Total: 39	
<hr/>					
35. Did you always feel you would work outside the home at some time in your life?					
a) yes	9	11	10	30	
b) no	2	5	1	8	
2 did not respond				Total: 38	
<hr/>					
36. When did you first begin to make career or work plans?					
a) childhood	2	3	2	7	
b) teens	9	8	2	19	
c) early twenties	1	1	3	5	
d) late twenties	0	0	2	2	
e) 30-40	0	3	1	4	
f) 40-50	0	1	0	1	
g) over 50	0	0	0	0	
h) not applicable	0	0	1	1	
1 did not respond				Total: 39	
<hr/>					
37. What one word could best describe how you were feeling prior to signing up for this course or interview?					
a) positive or indifferent	5	2	4	11	
b) negative	7	14	6	27	
Total: 38				38	
<hr/>					
38. What prompted you to sign up for this course or interview?					
a) improve skills	0	6	0	6	
b) interest	3	5	3	11	
c) curiosity	0	6	2	8	
d) job advancement	2	0	1	3	
e) other ^a	8	5	5	18	
4 did not respond				Total: 36	
<hr/>					
39. Please indicate on the following scale how you felt about your early schooling?					
a) motivated - Highly 1	4	7	2	13	
2	4	2	3	9	
3	2	0	1	3	
4	0	2	0	2	
not very 5	0	1	1	2	
11 did not respond				Total: 29	
<hr/>					

Questions and Responses (Continued)		Totals per Response			
	Group Size:	CIYL 12	DPP 17	LP 11	TOTALS 40
<hr/>					
39. (continued)					
b) Successful - very	1	2	2	4	8
	2	6	5	3	14
	3	2	0	2	4
	4	0	1	0	1
unsuccessful	5	0	1	0	1
*12 did not respond		<hr/>			
		Total: 28*			
<hr/>					
c) Enjoyable - very	1	3	4	4	11
	2	3	2	2	7
	3	4	5	2	11
	4	1	2	0	3
not very	5	0	2	1	3
*5 did not respond		<hr/>			
		Total: 35*			
<hr/>					
40. Given your present life/career situation,					
which of the following situations, best					
describes you:					
a) selecting		3	4	2	9
b) improving		3	1	1	5
c) changing		2	7	1	10
d) stuck		3	3	5	11
*5 did not respond		<hr/>			
		Total: 35*			
<hr/>					

^aComments for questions 14,33,37,38 are listed on the attached sheets.

Question 14: Has there been anyone in your life who has taken a particular interest in your career plans?

spouse, husband, friends/family, parents, relatives.

Questions 33: From what or whom did you hear of this workshop?

lecture (stress), TV.

Question 37: What one word could best describe how you were feeling prior to signing up for this course?

depressed, hopeful, unsettled, undecided, confused,
optimistic, confused, confused, excited, confused,
depressed, unwanted confused.

Question 38: What prompted you to sign up for this interview/

Anxiety about future.
Alternatives.
Search for guidance.
Need a change.
Plan my future.
To help me find a job, perhaps ideas for a new area in
which to search.

A CAREER IN YOUR LIFE

COMMENTS

Question 14: Has there been anyone in your life who has taken a particular interest in your career plans?

employer/spouse/parent/friends, mother and father,
parents and friends, counsellor, friend, friends.

Question 33: From what or whom did you hear of this workshop?

program director/friend, another C.E. course,
Women's Resources Centre, Counselor, Women's Resources
Centre.

Question 37: What one word could best describe how you were feeling prior to signing up for this course?

searching, bewildered, putting it together, frustrated,
confused, confused, agonizing over career plans, scared,
aimless, good, unsatisfied, impatient, excitement.

Question 38: What prompted you to sign up for this course ?

bewildered, change career, direction, help in decision-making, counsellors recommendation, explore options, lack of self-motivation.

DEVELOPING PERSONAL POTENTIAL

COMMENTS

Question 14: Has there been anyone in your life who has taken a particular interest in your career plans?

counsellor, close friends, friends, husband, friends/family, WRC, friend, husband, various teachers, daughter, doctor friend, friend, friend.

Question 33: From what or whom did you hear of this workshop?

WRC, WRC, Counsellor WRC, Clare Buckland, previous course, library.

Question 37: What one word could best describe how you were feeling prior to signing up for this course?

frustrated, lost, unsettled, confused, confused, bored, ambivalent, undecided, restless, becoming re-directed, expectant, apprehensive, unsettled, lonely, excited, mixed-up, depressed, fed-up, bored.

Questions 38: What prompted you to sign up for this course?

WRC, need to order life better, clarify goals, improve life generally, self-development, guidance and help.