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Improving career/life services in K-12 schools: An investigation into a career interventions training program for pre-service teachers

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Improving Career/Life Services in K-12 Schools:

An Investigation into a Career Interventions Training Program for Pre-Service Teachers

by

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Abstract

The world of work in the twenty-first century is characterized by instability, insecurity and unpredictability (Robinson, 2011; Savickas, 2012). Thriving in such an environment requires a high level of self-awareness about sources of personal meaning (Robinson, 2011), the ability to adapt (Savickas & Porfeli, 2012), an understanding of factors that contribute to the construction of a fulfilling life (Baumeister, Vohs, Aaker, & Garbinsky, In Press), and the ability to examine the world of work critically (Malik, 2005). Currently, career services provided in Kindergarten-Grade 12 schools reflect traditional paradigms and models that emphasize stability, linearity, and predictability (Pryor & Bright, 2011) and do not adequately provide students the opportunity to develop such knowledge and competencies (Savickas, 2012). As a result, students report dissatisfaction with the career services received in K-12 schools (Campbell & Ungar, 2008; Johnson, Rochkind, Ott, & DuPont, 2010; Magnusson & Bernes, 2002). In 2009, members of the Faculty of Education at the University of Lethbridge began offering a pilot project to pre-service teachers to address the lack of effective career support being provided to students in the K-12 educational system. The pilot project is designed to train pre-service teachers to infuse career interventions into regular curriculum. As such, pre-service teachers complete a course in career education as well as an internship wherein they integrate career interventions into regular curriculum in K-12 schools. My study (heavily based on interpretivism and critical theory) investigates whether the training provided through this pilot project effectively prepares students to flourish in the twenty-first century world of work. Through this investigation a number of strengths are identified such as the emphasis on the value of career indecision. A number of weaknesses are also identified such as the lack of emphasis on, and sensitivity towards, issues of social justice.

Acknowledgements

I thank God for giving me all I needed to complete this dissertation. "I can do all things through Christ who strengthens me" (Phillipians 4:13). It is my prayer that I am further strengthened to use the knowledge and skills I acquired through the process of completing this dissertation and my doctorate to God's glory and in the service of others.

I thank my wife, Jennifer Anne Slomp, for her support throughout this long journey. This dissertation and my doctorate are as much hers as mine as I could not have completed them without her support and encouragement. I will always be grateful to you, Jenn, for your grace in supporting my dreams.

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Finally, I thank my children – Caleb, Madison, Taylor, Liam and Asher – for the joy they bring to my life every day. May you all strive to use your God-given talents to the fullest in serving God and humankind.

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Chapter 1: Introduction

My interest in career counselling and career education was ignited during the time I completed a Master of Education in Counselling Psychology at the University of Lethbridge. One of the components of the program was a required course on career counselling, and the content of that class had a tremendous impact on me. Prior to taking this course, I long held an interest in understanding how individuals construct meaningful, productive, and satisfying lives. For example, in my late teens and early twenties I devoured memoirs, autobiographies, and biographies such as *The Autobiography of Malcolm X: As Told to Alex Haley* (Haley, 1965), *The Greatest: My Own Story* (Ali & Durham, 1975), and *The World is My Home* (Michener, 1992). These memoirs, along with many others, fascinated me because they provided insight into how others built purpose-filled, and engaged lives. My interest in these topics continued to grow while I was enrolled in the career counselling course in my Masters program. I began to identify the fundamental contribution practitioners working in the field of career counselling make to the discourses of wellbeing, life satisfaction, and the "well-lived life."

During the years that have followed the completion of my Master of Education degree I have become more interested in career counselling and the contribution it can make in helping people build meaningful lives. I have also developed a strong interest in a branch of psychology labeled "positive psychology." Positive psychology is a "newly christened approach within psychology that takes seriously as a subject matter those things that make life most worth living" (Peterson, 2006, p. 4). The focus of those working in the field of positive psychology overlaps with the preoccupations of career counselling practitioners and researchers. Both fields are focused on helping individuals build flourishing lives. The goals of positive psychology and career counselling are synonymous with my own ongoing professional goals. I am driven by a

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desire to understand the components that underscore lives that are "well-lived" and I am committed to supporting others in building such lives.

My evolving interest in career counselling and career education led me to participate in a pilot project that was offered to pre-service teachers in the Faculty of Education at the University of Lethbridge (*Career Coaching Across the Curriculum: Integrating Career Education Into Curriculum*). The goal of this pilot project is to train pre-service teachers to integrate career interventions into regular curriculum in order to improve the access to, and the quality of, career services and support in the K-12 educational system. This goal is closely linked with my interest in helping individuals construct flourishing lives[1]. I believe that a fundamental purpose of the educational system is to support young people in constructing good lives for themselves, and that the educational experience should focus on this endeavor[2]. Additionally, the role of teachers should encompass providing career/life building support to students[3]. I became involved in my proposed research project through a belief that initiatives such as the *Career Coaching Across the Curriculum* pilot project have the potential to foster the development of educational environments where young people have the opportunity to begin constructing flourishing lives. By conducting research on the effectiveness of the *Career Coaching Across the Curriculum* research project I will contribute to a discussion about how to better support students in their career/life building; that is, to better support them in building lives of meaning, purpose, and fulfillment in the twenty-first century.

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[1] See Pages 5-6 for a definition of flourishing.

[2] See Pages 17-18, 30-33, 36-44, 156-157, 182-184, and 193-195 for a full discussion of this topic.

[3] See Pages 44-46 for a full discussion of this topic.

The purpose of my proposed research was to examine the training provided to pre-service teachers in this pilot project through a critical lens. As such, I investigated the following two questions:

- What perceptions do pre-service teachers hold about effective career interventions and career education following their participation in the *Career Coaching Across the Curriculum* pilot project?

- What strengths and weaknesses are revealed through pre-service teachers' responses about the way in which the *Career Coaching Across the Curriculum* pilot project prepares them to support students in their career/life construction?

My dissertation is organized as follows: I will begin by providing a review of the literature relative to my study in order to situate my own research questions. I will then provide a description of the methodologies and the methods that guided my research. Following a discussion of methodologies and methods, I will provide an analysis of the data collected in this study. Finally, I will provide a discussion regarding the implications of this data analysis, and I will suggest recommendations that follow from the data I collected.

Chapter 2: Review of the Literature

Introduction

One of the expressed purposes of the K-12 educational system in Alberta is to prepare students for the future and to help them, "realiz[e] their potential and achiev[e] their hopes, dreams and aspirations" (Government of Alberta, 2010, Forward). This goal implies a curriculum designed to help students create flourishing careers/lives. The Government of Alberta outlines a highly valuable purpose and captures, in my view, the fundamental aim of education. However, stated purposes do not always reflect reality. It is important to consider whether the stated purpose of assisting students in building flourishing careers/lives is being vigorously pursued in the Alberta educational system. In the following literature review I will examine what is required to ensure that students are able to build flourishing careers/lives in the context of the twenty-first century world of work. As well, I will examine whether or not students are being effectively supported in building such lives. This will include a discussion of the world of work and the nature of careers in the twenty-first century as well as the competencies students require to flourish in this context. Through an examination of the current state of career services in Alberta schools, I will then propose changes to better ensure that students are prepared to flourish in the twenty-first century world of work.

Throughout the discussions and explorations that follow I will use the term "career/life" instead of the traditional term "career". The term "career/life" more effectively captures the holistic, life designing nature of careers in the twenty-first century. Modern theories, models and paradigms of career counselling and career interventions conceptualize "career" as the totality of roles one fulfills through the lifespan (for example, student, parent, volunteer roles, paid work, etc) – one's career is one's autobiography (Niles & Harris-Bowlsbey, 2013). According to this

definition, career services involve a holistic approach to designing a life. As Savickas et al., (2009) state:

> [A holistic approach to designing a life means that] although the vocational aspects related to work and student roles are at the center of attention, other important life roles such as family member, citizen, and hobbyist should be taken into account. People involved in designing their lives should be encouraged to consider simultaneously all salient life-roles as they engage in career construction. Thus, life-design counselling includes career construction yet goes beyond it in attending to self-construction through all life roles, because for some people work may not be the salient role. (p.244)

Career services, then, are not primarily about securing a paid job; they are about supporting people in constructing a life – or as Savickas puts it, career services are about helping people "get a life" (Savickas, 2012, p.14). The term "career/life" – which I will employ throughout this document – reflects this holistic, life-designing approach to career/life construction.

As well, throughout the discussions that follow I often refer to the term "flourishing". In discussing this term I am guided by definitions provided by Huppert and So (2009) and Provencher and Keyes (2013). According to Huppert and So (2009), in order to flourish, an individual must possess certain core features (positive emotions, engagement, interest, meaning and purpose) as well as at least three additional features (self-esteem, optimism, resilience, vitality, self-determination and positive relationships). The definition of flourishing provided by Provencher and Keyes (2013) is more comprehensive than the definition provided by Huppert and So (2009) but contains many of the same elements. According to Provencher and Keyes (2013) thirteen dimensions reflect mental health as flourishing. These dimensions include:

- Positive affect: Cheerful, interested in life, in good spirits, happy, calm and peaceful, full of life;

- Avowed quality of life: Mostly or highly satisfied with life overall or in domains of life;

- Self-acceptance: Holds positive attitudes toward self, acknowledges, likes most parts of personality;

- Personal growth: Seeks challenge, has insight into own potential, feels a sense of continued development;

- Purpose in life: Finds own life has a direction and meaning;

- Environmental mastery: Exercises ability to select, manage, and mold personal environs to suit needs;

- Autonomy: Is guided by own, socially accepted, internal standards and values;

- Positive relations with others: Has, or can form, warm, trusting personal relationships;

- Social acceptance: Holds positive attitudes toward, acknowledges, and is accepting of human differences;

- Social actualization: Believes people, groups, and society have potential and can evolve or grow positively;

- Social contribution: Sees own daily activities as useful to and valued by society and others;

- Social coherence: Interest in society and social life and finds them meaningful and somewhat intelligible;

- Social integration: A sense of belonging to, and comfort and support from, a community.

As noted in both definitions, defining features of flourishing include having a sense of purpose in life (for example, finding meaning in one's work and life), feeling a sense of continued

development and growth, and believing that one's life and work is positively contributing to the wellbeing of others. My reference to the notion of flourishing throughout the discussions that follow is guided by these ideas.

World of Work and Careers in the Twenty-First Century

The world of work has changed dramatically in recent decades and all signs point to continued change in the future as a result of the digital revolution, the globalization of economies, and rapid advances in information technologies (Jarvis, 2006; Robinson, 2011; Savickas, 2012). As Savickas (2011) writes:

> The digital revolution of the twenty-first century is changing the form of work and occupations in Western society. Rapid advances in information technology and opening of world markets has produced a globalization of economies through which cultures influence each other to become more alike through trade, immigration, and exchange of information and ideas. Economic globalization is not only reshaping the social organization of work, it is changing health care insurance, pensions, and home ownership. While full-time employment remains the dominant form of work and long-term careers still exist, temporary and part-time work is increasingly commonplace following the flattening of the hierarchical corporation as an organizational structure for work. (p.252)

Kallenberg (2009) similarly notes that a decrease in job tenures, increases in long-term unemployment, greater feelings of job insecurity, growth of non-standard work arrangements, and declining commitment of employers to employees characterize the current state of work. The secure employment and stable organizations of the twentieth century have made way for a new social arrangement characterized by temporary assignments and time-limited jobs.

According to predictions, the twenty-first century worker is likely to experience a succession of work roles and will hold 15-25 jobs in up to five different industry sectors over the course of his/her working life; this necessitates ongoing career transitions throughout a worker's lifespan (Jarvis, 2006; Hartung, Porfeli, & Vondracek, 2008; Robinson, 2011). As well, the twenty-first century worker is likely to experience times of concurrent part-time jobs, periods with no paid work, and periods of part-time or full-time learning (often while holding one or more jobs) (Alberta Human Resources and Employment, 1999; Jarvis, 2006). The majority of workers in the twenty-first century will be considered peripheral workers, or workers whose jobs are uncertain (Guichard, 2009). As van Vianen, De Pater, and Preenan (2009) note, "Future careers will include periodic shifts between work activities, jobs, and occupational areas. Hence, the conventional path of career development, which leads to stability, will be replaced by a concept of careers characterized by lifelong learning and change" (p. 305). The instability of the twenty-first century world of work has produced the "insecure worker": workers described as temporary, contingent, casual, contract, freelance, part time, external, atypical, adjunct, consultant, and self-employed (Savickas, 2012, p. 13). Guichard (2009) points out that the question that will define workers in the twenty-first century is: How do I cope with the multiple transitions I face during the course of my life (p. 252)?

Within the context of the twenty-first century world of work, career education and guidance are under pressure to serve the interests of the state. There is an expectation that career and guidance services prioritize the following: 1) ensuring smooth transitions from education to work; 2) perpetuating the notion that individuals are responsible for their own career trajectories (thereby taking the emphasis off of issues related to inequality and injustice, the wider exploration of the concept of work, and the ways in which human value and worth are derived);

and 3) encouraging maximum economic productivity in the face of instability and uncertainty (Irving & Malik, 2005). As well, within the context of the twenty-first century world of work, the function of education is "coming under ever-closer scrutiny to ensure that the 'right' attitudes, skills, and behaviours are being inculcated in the young" (Irving & Malik, 2005, p. 1). In this way, the "needs of an emerging high skills labour market will be met by pupils who understand the benefits of a 'free market' and the need to become lifelong learners" (Irving & Malik, 2005, p. 1). Governments have responded to the economic changes and insecurities described in the preceding paragraphs by pressuring individuals and education systems to remain primarily focused on the values of capitalism, individualism, entrepreneurism, capital accumulation, labour market participation, and productivity.

In summary, the world of work in the twenty-first century has changed dramatically in recent decades. These changes have put pressure on individuals to adapt to new realities in the context of a neo-liberal rhetoric (Irving & Malik, 2005, p. 2). As well, these changes have placed pressure on those working in education systems to clarify the nature and function of the role of schools in supporting the career construction of students. As Malik (2005) notes, career education operates in a highly political arena and faces strong challenges on a number of fronts. She writes:

> Firstly, there is a distinct lack of clarity in this curriculum area as it wavers between preparation for work and preparation for adult life. Secondly, it continues to focus on individual aspiration and self-awareness within a mono-cultural educational framework that tends to neglect social and cultural dimensions. Finally the educational aspect is overshadowed by competency-based behaviourist approaches that, for example, give

primacy to preparation for, rather than a critical exploration of, the labour market. (2005,

p. 15)

As Malik (2005) cogently expresses, individuals who provide career education services are under

pressure to determine whether they primarily serve a role as a state agent or whether they instead

serve the interests of the diverse array of students under their care. This tension is reflected in

Noddings' (2003) observation that economic aims such as improving the financial condition of

individuals and advancing the prosperity of the nation pervade education to the detriment of

more student-centered aims such as helping students "develop their best selves" (p. 23).

Education and Career Support in the Twenty-First Century

The questions that follow a discussion of the realities of work world in the twenty-first

century, and the pressures that exist in such a context, include:

- What do students need in order to flourish in an environment characterized as uncertain,
unstable and unpredictable?

- What are the characteristics of a curriculum that effectively prepares students for such a
reality?

In the following section I will begin to examine these questions by describing the competencies

students require in the twenty-first century world of work. I will then examine the services and

programs that exist within the K-12 educational system to help students acquire these

competencies. Finally, I will propose changes to the current system to ensure that students are

being effectively prepared to build flourishing lives in the context of the twenty-first century

world of work.

The competencies students require in the twenty-first century world of work. In

order to flourish in the 21st century world of work, students need to be self-aware, adaptable, and

resilient; they need to have a good understanding of the nature of happy, fulfilling careers/lives and how to go about constructing such lives for themselves; and they need the ability to critically examine the world of work and its pervasive ideological assumptions. I will discuss each of these aspects in turn.

Passion. In order to flourish in one's career/life, it is critically important to have a high level of self-awareness about one's passions, appetites, inclinations, dreams, and "life themes" (Savickas, 2005). Students need to develop an awareness of the activities, topics, disciplines, skills, etc., that pique their curiosity, stir their imagination and provide deep levels of engagement. Czikszentmihalyi (1990) has devoted a lifetime of research to investigating the question: "When do people feel most happy?" As a result of his research, he has found that people are most happy when they are experiencing "flow," a state in which people are "so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (Czikszentmihalyi, 1990, p. 4). In summarizing his research on "flow states" (or autotelic experiences) Czikszentmihalyi (1990) writes:

> The key element of an optimal experience is that it is an end in itself. Even if initially undertaken for other reasons, the activity that consumes us becomes intrinsically rewarding. Surgeons speak of their work: 'It is so enjoyable that I would do it even if I didn't have to'. Sailors say: 'I am spending a lot of money and time on this boat, but it is worth it – nothing quite compares with the feeling I get when I am out sailing'. (p. 67)

The "flow" experience is based on a deep sense of enjoyment and engagement and it is this deep sense of engagement that lies at the heart of fulfilling careers/lives. Therefore, in order to flourish in one's career/life, it is important to have a clear sense of the activities and pursuits that

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provide these experiences of flow. It is important to know how to distinguish these experiences. As Peterson (2006) states: "Very familiar to all of us but sometimes overlooked by psychologists is that we all have interests – passions, if you will – that define who we are …We are our passions, and part of the good life is understanding what these might be and then developing and indulging them" (p. 198).

Robinson (2009) also writes extensively about the importance of developing a deep understanding of one's passions – those activities that produce "flow." He writes:

I believe strongly that if we can find our Element, we have the potential for much higher achievement and fulfillment…we all have distinctive talents and passions that can inspire us to achieve far more than we may imagine. Understanding this changes everything. It also offers us our best and perhaps our only promise for genuine and sustainable success in a very uncertain future. (Robinson, 2009, p. 8)

Robinson (2009) argues further that understanding one's passions is critical to flourishing in a world of uncertainty and change. In summarizing the profiles of individuals he interviewed for one of his books he reflects:

Many of the people you'll meet in this book didn't pursue their passions simply because of the promise of a paycheck. They pursued them because they couldn't imagine doing anything else with their lives. They found the things they were made to do, and they have invested considerably in mastering the permutations of these professions. If the world were to turn upside down tomorrow, they'd figure out a way to evolve their talents to accommodate these changes. They would find a way to continue to do the things that put them in their Element, because they would have an organic understanding of how their talents fit a new environment. (p. 20)

As Robinson (2009) points out, individuals are given the best chance of thriving when they are able to build their careers/lives around their deepest sources of engagement and meaning. Each individual student possesses unique interests and passions. These interests and passions provide the seeds for a career/life imbued with meaning and purpose. They also provide a stable anchor for one's life; while economic circumstances may change, one's deep interests remain stable and provide motivation, purpose, and fulfillment. Therefore, it is critically important that students are provided with the opportunity to cultivate an awareness of these sources of deep fulfillment.

Adaptability. In order to flourish in the twenty-first century world of work students also need to be adaptable and resilient (Savickas & Porfeli, 2012; Van Vianen, et al., 2009). As a result of the uncertainty prevalent in the twenty-first century economy, Hartung et al., (2008) assert, "Adaptability has become an essential characteristic of workers in the modern world" (p. 64). Savickas (1997) defines adaptability as "… the quality of being able to change, without great difficulty, to try and fit new or changed circumstances" (p. 254). He notes that it is a central developmental process throughout one's lifespan. Savickas (1997) argues that in post-industrial economies where people no longer work at one job for thirty years, new technology, globalization, and job redesign require workers to more actively construct their careers. Pryor and Bright (2011) similarly state:

> We need to recognize that the most fundamental challenge that career counselors confront is to assist their clients to develop the skills of adaptation and resilience required to negotiate and use productively the fluctuating fortunes of their careers. It includes assisting clients to reinvent themselves continually, to identify opportunities, to recover from setbacks, to find meaningful work that matters to them and to others, and to capitalize on chance. (p. 11)

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As these authors express, adaptability is critical to flourishing in the twenty-first world of work.

Savickas (1997) states that in order to effectively negotiate the instabilities and uncertainties inherent in the twenty-first century, individuals need to "engage in a cycle of adaptation that is periodically repeated as new transitions appear on the horizon" (p. 6). According to Savickas and Porfeli (2012) as each transition approaches "… individuals can adapt more effectively if they meet changing conditions with growing awareness and information-seeking followed by informed decision making, trial behaviors leading to a stable commitment projected forward for a certain time period, active role management, and eventually forward-looking disengagement" (p.662). Savickas (2005) conceptualizes adaptive individuals as:

- Becoming concerned about their future as a worker;

- Increasing personal control over their vocational future;

- Displaying curiosity by exploring possible selves and future scenarios; and,

- Strengthening the confidence to pursue their aspirations.

Career concern means that individuals develop a future orientation and a sense that it is important to prepare for tomorrow. As Savickas (2005) writes, "Attitudes of planfulness and optimism foster a sense of concern because they dispose individuals to become aware of the vocational tasks and occupational transitions to be faced and choices to be made in the imminent and distant future" (p. 52). Career control means individuals develop an understanding that they both feel and believe that they are responsible for constructing their careers (Savickas, 2005). Career curiosity refers to inquisitiveness about and exploration of the fit between self and the work world (Savickas, 2005). Career curiosity is vital because it "provides a fund of knowledge with which to make choices that fit self to situation" (Savickas, 2005, p. 55). Additionally,

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career confidence "denotes feelings of self-efficacy concerning the ability to successfully execute a course of action needed to make and implement suitable educational and vocational choices" (Savickas, 2005, p. 56). According to Savickas (2005) students are prepared to be adaptable throughout their careers/lives if they have the opportunity to develop career concern, career control, career curiosity, and career confidence. If opportunity is provided to develop these capacities, students will have the best chance of developing "concern for the future, a sense of control over it, the curiosity to experiment with possible selves and explore social opportunities, and the confidence to engage in designing their occupational future and executing plans to make it real" (Savickas, 2005, p. 56). The importance of adaptability in the twenty-first century world of work (and the validity of Savickas' work on adaptability) is reflected in the recent development of a psychometric scale to measure career adaptability (called the Career Adapt-Abilities Scale) developed by researchers from 13 countries (Savickas & Porfeli, 2012) and based on Savickas's (2005) constructs of career concern, career control, career curiosity, and career confidence.

Kuijpers, Meijers, and Gundy (2011) similarly argue that students need to be provided the opportunity to develop skills associated with adaptability. They state, "Students should not be provided with more (or even better) information just before a decision needs to be made but should be helped to learn how to gather their own information and to transform this information – by developing career competencies – into meaningful knowledge and actions with regards to self, work, and career" (Kuijpers, Meijers, & Gundy, 2011, p.22). Kuijpers and Scheerens (2006) and Kuijpers, Schyns, and Scheerens (2006) identify five distinctive career competencies that contribute to adaptability and resilience: capacity reflection (observation of capabilities that are important for one's career), motivation reflection (observation of wishes and values that are

important for one's own career), work exploration (researching job possibilities), career directedness (making thoughtful decisions and taking actions that allow work and learning to correspond with one's capabilities and motivation and challenges at work), and finally, networking (building and maintaining contacts focused on career development).

Niles, Amundson, and Neault (2011) have also highlighted the importance of adaptability and have provided a model for fostering related competencies. Their model, the Hope-Centered Model of Career Development, prioritizes the following attitudes and behaviours as necessary for adaptability and effective career self-management:

- Hope;

- Self-reflection;

- Self-clarity;

- Visioning;

- Goal-setting/planning; and,

- Implementing/adapting.

Hopefulness relates to envisioning a meaningful goal and believing that positive outcomes are likely to occur should specific actions be taken. Hopeful thinking encompasses agency thinking, pathways thinking, and goals (Niles, 2011). Self-reflection involves intentionally considering that one's evolving self-concept is embedded in a particular life context (Niles, 2011). Self-clarity occurs as individuals develop answers to key questions about themselves and their circumstances (Niles, 2011). Engaging in self-reflection and developing self-clarity are ongoing, lifelong tasks and are necessary for creating a hopeful personal vision of the future (Niles, 2011). Visioning is a process that involves brainstorming future career possibilities and identifying desired outcomes. Goal setting and planning refer to creating personally meaningful goals and

then taking actions that are in line with these goals (Niles, 2011). All of these capacities, as well as the capacities noted by Savickas (2005) and Kuijpers, Meijers, and Gundy (2011), highlight the importance of fostering adaptability in students.

In summarizing the capacity for adaptability that students require Borgen and Hiebert (2006) note:

> In designing career-related guidance and counselling programs, it may be useful to consider the orientations, attitudes, and skills adolescents will need….Some of these include: facing ongoing rapid change in work and personal environments; being required to achieve mastery in some areas of life without being able to meet basic needs in other areas; experiencing project based careers and fragmented careers; engaging in ongoing learning; accessing accurate, relevant, and up to date information; making sense of a range of contradictory information; being flexible and innovative in times of uncertainty, being resilient and managing in chaotic environments; expecting the unexpected while remaining optimistic; remaining hopeful and self-confident; feeling included and competent; engaging in activities that promote self-recycling and self-renewal; and being self-sustaining. (p. 397)

Those who provide career services in schools do well to examine their programs, services, and interventions to ensure that they address these factors and adequately prepare students to be adaptable throughout their lives/careers.

Happiness and flourishing. In order to flourish in the twenty-first century world of work students also need to understand the factors that contribute both to happiness and flourishing in their career/life. It is hard to imagine how students can be equipped to build flourishing lives if

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they are not given the opportunity to seriously consider the components that underscore such a life (and the myths, misconceptions, and factors that detract from it). As Barrow (1980) writes:

> Finally, there is one thing that we might profitably teach about, and that is the nature of happiness itself. Too many people miss out on happiness because they assume that it is something that it is not or because they have some other, false, ideas about it: they await some magical feeling, perhaps, and their fretting about the absence of that stands in the way of their being enmeshed; they believe that it must come through wealth or virtue, maybe, and simply find themselves mistaken; they are convinced that it doesn't count if happiness is based on simple pleasures, so they avoid some of the things that would actually make them happy. These, and a hundred other erroneous beliefs about happiness, themselves stop people being happy. And such beliefs could be removed by thinking about the concept of happiness. (p. 140)

Students need to have a thorough understanding of the components of happiness in order to have the best chance of building flourishing careers/lives. There are many misconceptions about work and career that encumber individuals in their pursuit of happiness and fulfillment. For example, as Noddings (2003) points out, many people are compelled by the notion that financial wealth is the secret to happiness when the reality is that often "more money does not bring a proportional increase in happiness…many of us are willing to sacrifice some salary to obtain work we really enjoy" (p. 201). As this example illustrates, in order to help students build flourishing lives they need to be provided with the opportunity to explore the nature of happiness as well as the space to consider the questions "How does one create a satisfying career/life?" "What are the components of a satisfying career/life?" Such investigations will assist students in deliberately crafting the kinds of lives they desire.

Critical awareness. Finally, in order to thrive in their future careers/lives, students need to develop the skills to critically examine the ideological assumptions that pervade the world of work. Irving and Malik (2005) successfully argue that career education has to foster critical understanding in students in order for them to both "assess and evaluate the influences at play in the wider society" (p. 18) and "develop their own understanding of 'career' within a lived context" (p. 5). Irving (2005) writes, "A radical rethink of the overall aim and purpose of career education is urgently required therefore to enable it to respond positively to a rapidly changing social, political, and economic landscape, and prepare young people appropriately for life in an uncertain world" (p. 19). Such a rethink needs to consider opportunity awareness, self and social awareness, and critical understanding (Irving, 2005). According to Irving (2005) critical understanding involves developing the skills to "examine and interrogate the various political, economic and social discourses that influence the construction and distribution of work, and impacts how we might shape our collective futures and live out our lives" (p. 19). In order for students to construct personally meaningful and fulfilling lives they need to gain a critical understanding of the world of work and the pressures and influences that bear upon their career/life construction.

In summary, students will be provided the best opportunity to flourish in their careers/lives if they are provided the opportunity to:

- Gain awareness of passion;
- Develop the knowledge, skills and attitudes associated with adaptability;
- Increase their knowledge of the components of happiness and the "well-lived life" and how to go about securing such a life;

- Gain the skills required to critically examine the world of work in light of their own values.

What is currently happening? It is now important to turn attention to the questions:

- How are Alberta schools helping students to flourish in their careers/lives? Is enough being done?

- How are schools supporting students in discovering their unique appetites and passions?

- How are schools supporting students in developing a foundation for adaptability and resilience?

- How are schools supporting students in understanding the pathways to building flourishing careers/lives in the twenty-first century?

- How are schools helping students to develop the ability to examine the ideological assumptions prevalent in the world of work?

These are the questions I will address in the following section. I will begin by describing the career services currently provided to students in the K-12 educational system before offering a critique of the current state of career services in schools.

Current services. Career support is currently provided to students in several ways in the Alberta K-12 educational system. According to a document published by Alberta Education (1997), entitled *Comprehensive School Guidance and Counselling Programs and Services: Guidelines for Practice*, one significant way that Alberta students are supported in their career planning is through access to comprehensive school guidance and counselling. The following features characterize this document:

- For all students;
- Joint responsibility of the school;

- Developmental/preventive counselling as well as crisis counselling;

- Guidance program within existing curriculum;

- Career planning and development program;

- Program management involving coordination, consultation and counselling;

- Proactive, goal-oriented, planned daily activities;

- Accountable; and,

- Focused on evaluation and change based upon student needs. (Alberta Education, 1997)

As this document expresses, the Alberta K-12 education system aspires to provide comprehensive career support throughout the entire educational experience.

One of the main components of the comprehensive guidance and counselling program offered to students in the K-12 educational system is the course *Career and Life Management* (CALM). This course is typically offered to Alberta high school students in grade eleven. Alberta students must complete this course in order to fulfill the requirements for graduation. The stated aim of the senior high school CALM curriculum is to, "Enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future" (Alberta Learning, 2002, p. 1). The CALM course is organized around three general outcomes:

- Personal choices (students will apply understanding of the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health – and the dynamic interplay of these factors – in managing personal well-being);

- Resource choices (students will make responsible decisions in the use of financial and other resources that reflect personal values and goals and demonstrate commitment to self and others);

- Career and life choices (students will develop and apply processes for managing personal, lifelong career development). (Alberta Learning, 2002)

Each general outcome listed above is broken down into specific outcomes. For example, the specific outcomes associated with the career and life choices component are:

- Examine the components of effective career development as a lifelong process;

- Update and expand a personal profile related to potential career choices;

- Examine the relationship among career planning, career decisions and lifestyles;

- Examine the components of effective career development as a lifelong process;

- Update and expand a personal profile related to potential career choices;

- Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work;

- Develop a quality career portfolio;

- Investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship programs;

- Analyze variations in employment and implications in the life career process;

- Determine the skills, attitudes and behaviours necessary to getting a position;

- Determine the skills, attitudes and behaviours necessary for retaining a job;

- Investigate employer and employee ethics, rights and responsibilities;

- Design a plan for turning life goals and aspirations into reality. (Alberta Learning, 2002)

As this demonstrates, the CALM curriculum focuses on many important aspects related to providing career support to students.

In summary, as outlined in *Comprehensive school guidance and counselling programs and services: Guidelines for practice* (Alberta Education, 1997) and the *Career and Life Management* curriculum (Alberta Learning, 2002), the Alberta government recognizes the importance of providing career support to students. The services and programs provided display recognition of the need for young people to receive comprehensive career support throughout their K-12 educational experience.

Critique of current services. Although Alberta Education promises to deliver a comprehensive school guidance and counselling program and a credit course in career and life management to support students in their careers, it is apparent that these efforts are deficient in many ways. In the following section I will focus on three areas as I critique current career services provided in Alberta K-12 schools:

- The goals and aspirations expressed by Alberta Education regarding career education and guidance are not being fully delivered.

- The career services provided in Alberta K-12 schools reflect traditional models and paradigms of career (as opposed to more relevant modern models and paradigms).

- The goals and aspirations expressed by Alberta Education regarding career education and guidance are not broad enough and are not supported by larger educational aims.

Goals and aspirations not being fully delivered. Although the goals and aspirations expressed in both the CALM curriculum and in the document Comprehensive school guidance and counselling programs and services: Guidelines for practice (Alberta Education, 1997) are in many ways appropriate and useful, they are not being fully addressed. Both documents promise

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career guidance and counselling services that are effective, comprehensive, accessible, and integrated into curriculum. However, it is clear that in reality, students do not find these services to be effective, comprehensive, or accessible (Campbell & Ungar, 2008). Recent large-scale research studies show that young people are dissatisfied with the career services they receive during their K-12 educational experience (Campbell & Ungar, 2008; Johnson, Rochkind, Ott, & DuPont, 2010; Magnusson & Bernes, 2002; Osborn & Baggerly, 2004). The Career Needs Research Project conducted in Southern Alberta examined the career planning perceptions, understandings and needs of students in Grades 7-12 (Magnusson & Bernes, 2002). This study showed that although the vast majority of students in junior high and senior high see the value of engaging in career planning, they do not perceive those working in the educational system as particularly beneficial in assisting them in this endeavour (Bardick, Bernes, Magnusson, & Witko, 2004; Magnusson & Bernes, 2002). For example, only 11% of junior high students report that the career counselling provided by guidance counsellors is helpful (Magnusson & Bernes, 2002). Students also report that they received little, if any, occupation-related information, career information, or career guidance during their school experience (Campbell & Ungar, 2008). This is not unique to Alberta. The study *Can I Get a Little Advice Here?* (Johnson, Rochkind, Ott, & DuPont, 2010) paints a bleak picture of career services in the United States as well. In this study, the majority of 600 young adults surveyed rated their high school counsellors as fair to poor in preparing them for careers or postsecondary education, a score even lower than their rating of helpfulness from teachers (Johnson, Rochkind, Ott, & DuPont, 2010).

Research suggests that guidance counsellors at the elementary, middle and high school levels spend very little time providing career counselling and career assessment services (Osborn & Baggerly, 2004). They are stretched to the limit due to discrepancies between the large

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number of students and the limited number of available counsellors (Green & Keys, 2001; Whiston, 2002) and they spend the majority of their time attending to issues such as crisis counselling, discipline issues, academic failure, course planning, and university/college admission (Domene, Shapka, & Keating, 2006; Feller, 2003; Niles & Harris-Bowsbey, 2005; Rosenbaum & Person, 2003). In discussing this matter, Schenck, Anctil, Smith & Dahir (2012a) state:

> Limited counseling resources, especially time, have been diverted to coordinating, testing and other noncounseling functions, thus reducing availability for other counseling programs. In addition, heightened academic accountability for classroom teachers has limited counselors' access to students, both for classroom guidance and for pulling students out of classes for individual or group counselling. (p. 221)

A national (United States) study of 1000 practicing school counsellors revealed that counsellors report spending significantly less time on career development than on academic or personal-social development, and over 70% reported that career development had a moderate to low/no priority in their schools (Anctil, Smith, Schenck & Dahir, 2012a). Schenck, Anctil, Smith, & Dahir (2012a) note that:

> Despite the fact that career development is interwoven and interconnected with human and personal development and at a time of critical employment challenges because of globalization and economic uncertainty, today's school counsellors often find it increasingly difficult to offer their ideal level of career guidance and counseling to their students. (p. 221)

As research suggests, the trend in Alberta (and in North American in general), is that very little time in K-12 schools is devoted to providing preventative, comprehensive career support

services. In fact, many young people are even unaware that counsellors can help them with their career-related needs (Domene et al., 2006). Students typically report that they are not able to access effective, comprehensive career support from professionals in the K-12 educational system. Therefore, although the Alberta Government promises a comprehensive and effective guidance and counselling program, it is clear that the services being offered are limited and ineffective.

The career services provided in Alberta K-12 schools reflect traditional models and paradigms of career. Although the goals and aspirations expressed in the CALM curriculum and in the document *Comprehensive school guidance and counselling programs and services: Guidelines for practice* (Alberta Education, 1997) are appropriate and useful, they do not reflect the reality of the services being provided. That is, although many of the objectives and intentions described in these documents reflect new paradigms of career interventions, current services reflect a traditional approach to careers that many argue is not entirely appropriate for today's world. I will first describe the characteristics of the traditional paradigm. Following this, I will provide examples of the way in which services are currently provided and how this reflects a traditional approach to career interventions.

The two major paradigms for career intervention in the twenty-first century were vocational guidance and career education. In describing these two paradigms, Savickas (2012) states, "Vocational guidance rests on a psychology of fixed traits and types that can be objectified with tests and then matched to stable occupations that provide long tenure. Career education rests on a predictable trajectory of developmental tasks that can be eased by teaching individuals mature attitudes and competencies that prepare them to unfold careers within

hierarchical organizations" (p. 13). These paradigms are based on a set of assumptions about career development and decision making which include:

- Everything is fixed – stable and unchanging.

- Choice is a matter of rationality.

- Logic is the best decision-making style.

- All the relevant information that is needed for a decision can be known.

- There is only one best decision.

- The process of career development is an orderly pattern of progression.

- Indecision is bad and decidedness is good.

- Making a decision does not affect the context in which the decision is made.

- Choice is about a long-term goal such as "the career".

- Choice implementation must be practical – grounded in reality.

- Commitment is necessary to overcome obstacles in the way of realizing one's choice.

- Other possibilities are dangerous distractions from the achievement of the original goal.

 (Pryor & Bright, 2011)

As this demonstrates, the defining characteristics of the traditional paradigm include the notions of linearity, predictability, logical choice, stability, and certainty.

As discussed earlier, however, the world of work in the twenty-first century is no longer characterized as predictable and stable; therefore, traditional paradigms are no longer entirely appropriate for addressing the realities of the twenty-first century (Pryor & Bright, 2011; Savickas, 2012). Pryor and Bright (2003) comment that the traditional approaches, "…fundamentally fail as sufficient accounts of the realities of the contemporary experience of 21st century students and workers" (p. 121). Savickas (2012) similarly writes, "Matching through

vocational guidance and preparing through career education may not adequately address the life design needs of citizens in information societies" (p. 13). Savickas and Baker (2009) have similarly noted, "With less stable personalities and occupations, vocational psychology's basic model of person-environment fit with its goal of congruence seems less useful and less possible in today's labour market" (p. 45). As these writers suggest, traditional approaches to career interventions are no longer entirely appropriate for addressing current realities.

However, despite the fact that traditional career intervention paradigms are no longer sufficient, they have provided, and continue to provide, the foundation for career services in schools – despite rhetoric that suggests otherwise. The Government of Alberta (2010) outlines the intentions of career guidance and counselling services in ways consistent with the new realities of careers in the twenty-first century. However, these types of aspirational statements are contradicted by curriculum outcomes and teaching practices that continue to utilize language, terminology, and objectives that are more consistent with traditional paradigms. For example, one of the outcomes listed in the CALM curriculum is, "Examine the components of effective career development as a lifelong process" (Alberta, Learning, 2002, p. 11). Such an objective utilizes the term "career development" and thus suggests an orderly pattern of progression. Current practices in the delivery of career services also reflect the traditional approaches to career interventions. Career services are primarily provided through an ancillary service (guidance counsellors) and through one course provided near the end of students' high school education. Such an approach emphasizes that career/life construction is a marginal educational pursuit (in fact, the "Career and Life Planning" portion only comprises a third of the CALM curriculum), and that career planning involves a one-time choice best made in late adolescence. Such an approach also reinforces the idea that "indecision is bad and decidedness is good"; one

needs to make a "maximal" choice (Van Vianen, De Pater, & Preenan, 2009); and "there is only one best decision" (Pryor & Bright, 2011). As well, when students are able to access career guidance the format used is often founded on a "psychology of fixed traits and types that can be objectified with tests and then matched to stable occupations that provide long tenure" (Savickas, 2012, p. 13). Career tests and assessments are still the predominant intervention used in schools to assist students with their career concerns (Campbell & Ungar, 2008).

One of the significant consequences of the emphasis on the traditional paradigms of career interventions is that students are not very likely to be fully prepared to be adaptable in their lives/careers. In privileging certainty over uncertainty, traditional career intervention paradigms compromise the likelihood that individuals will develop the capacity to be adaptable (Pryor & Bright, 2011). Current conceptions of career and career interventions are products of the traditional career interventions that were appropriate for an era characterized by stability and predictability. A reliance on dated theories ill-prepares students for the realities of the twenty-first century world of work, characterized by instability, nonlinearity, and unpredictability.

A major reason why traditional approaches to career interventions feature so prominently in the career services provided in schools is that those providing such services rarely receive any training in career counselling theory and practice. For example, a survey conducted with CALM teachers, school counsellors, and health teachers asked participants: "What training do you have in career development?" Fifty-nine percent of the CALM teachers, school counsellors, and health teachers who participated in the survey stated that they had no formal training, 37.5% reported that they had some professional development workshops or in-service training, and less than 2% of participants reported having either a certificate or diploma in career development (Witko et al., 2006a). It is perhaps because of this lack of training that only 33% of Alberta high

school students rated the CALM course as helpful (Witko, Bernes, Magnusson, & Bardick, 2006a). It is also perhaps because of this lack of training that traditional approaches to career interventions continue to be utilized in schools.

Goals and aspirations are not broad enough and are not supported by larger educational aims. Although the goals and aspirations expressed in the CALM curriculum and in Comprehensive school guidance and counselling programs and services: Guidelines for practice (Alberta Education, 1997) are appropriate and useful, they lack breadth and are not supported by larger educational aims. The aims of the CALM curriculum, of comprehensive guidance and counselling programs within schools, and of educational endeavours in general need to be broadened to include the concept of happiness. As well, the aims of career education and guidance in schools need to be broadened to include critical examinations of the contemporary world of work. In the current milieu, job preparation and economic prosperity serve as the animating force in education and in the provision of career services in schools (Hinchey, 2010; Noddings, 2006; Noddings, 2003; Pinar, Reynolds, Slatterly, & Taubman, 1995). These aims often go largely unquestioned by those providing career education and guidance services and also by students seeking these services. However, the emphasis on economic prosperity and job preparation impoverishes the notions of work and career and does not provide a solid foundation for students to construct flourishing careers/lives. In this section I will examine the current aims of education; I will outline why career interventions need to be framed within a larger discussion of happiness; and I will discuss why students need to be provided with the skills to critically examine the dominant ideological assumptions underlying the contemporary world of work.

Pinar et al., (1995) argue, "Schools are mainly assumed to exist for the sake of job preparation…" (p. 17). Hinchey (2010) similarly states that, "We are told repeatedly that

schools must serve the interests of the national economy. This is not a new perspective; in fact, workplace preparation has dominated schooling for decades" (p. 11). In fact, public schools were formed to meet the demands of an industrial economy (Pinar, et al., 1995; Robinson, 2011) and mass education was seen as a way of "inculcating the working class with the habits and disciplines that were essential to industrial production" (Robinson, 2011, p. 54). Within this context, the primary role of career education and guidance has been similarly identified as "a mechanism through which smooth transitions from education and work are facilitated, thereby enabling the labour market to function efficiently and effectively" (Irving & Malik, 2005, p. 4). These emphases continue to pervade the aims of education and the priorities of career education and guidance in Alberta. For example, consider the following two statements provided in the Government of Alberta's (2010) recent document *Inspiring Action on Education*:

- Education is connected to the overall economic future of the province and the Government of Alberta is implementing new strategies to ensure that our province has one of the most innovative and competitive economies in North America. (p. 2)

- Education is critical to providing the foundational skills that employers depend on to make our workforce innovative and productive. As the world of work and economic activity changes, education will ensure our population has the ability to adapt, take on new roles and develop new opportunities. In these and many other ways, education is connected to the overall economic future of the province. (p. 2)

These statements suggest that the preoccupation with job preparation and economics has, and will continue to, animate education. Noddings (2003) argues that now, these aims go unquestioned:

In the past, great educators have devoted much thought to the issue of aims, but today we hear little such debate. It is as though our society has simply decided that the purpose of schooling is economic – to improve the financial condition of individuals and to advance the prosperity of the nation. (p. 4)

Economic wellbeing and job preparation have been, and continue to be, the animating forces in education to the exclusion of more important aims.

Noddings (2006; 2003) and Barrow (1976), however, argue that in contrast to the aims of 'economic prosperity' and 'job preparation,' schools should pursue the goals of happiness and flourishing. For example, Noddings (2006) writes, "Educators must never forget that our task is to contribute to the development of fully human beings, not merely to provide productive workers for the national economy" (Noddings, 2006, p. 218-219). In making this statement, Noddings properly conceptualizes the purpose of education. Her perspective casts the aims of education (and the aims of career interventions provided within schools) appropriately within the realm of helping students to build flourishing lives (that is, in her words, to become "fully human"). Noddings (2003) writes, "Happiness should be an aim of education, and a good education should contribute significantly to personal and collective happiness" (p. 1). Noddings (2003) writes further, "Education, by its very nature, should help people develop their best selves…A large part of our obligation as educators is to help students understand the wonders and complexities of happiness, to raise questions about it, and to explore promising possibilities responsibly" (p. 23). Barrow (1976) similarly states, "Education should develop individuals in such a way that they are in a position to gain happiness for themselves, while contributing to the happiness of others, in a social setting that is designed to maintain and promote the happiness of all so far as possible" (p. 84). Strangely, very few educational theorists have written about

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happiness, and it is very unlikely that any mention of happiness currently exists in writing devoted to school reforms and standards (Noddings, 2003). However, I think that if we frame the provision of career services within the larger aim of happiness we will have the best chance of achieving the highest ideals of what education can and should be. As well, we will secure the best chance of helping students build flourishing careers/lives.

In addition to broadening the aims of education – as well as the aims of career education and guidance – to include happiness, the aims of education need to be broadened further to include fostering critical understanding in students – that is, the ability to critically examine the dominant ideological perspectives that frame the discussions concerning careers in the twenty-first century (Richardson, 2012). Malik (2005) contends:

> There is little to suggest that current career education approaches expose young people to alternative opportunities and ways of being; prepare them to become critical learners and workers; connect with active citizenship; provide space to question inequitable labour market practices; promote democratic engagement; or advocate the pursuit of critical-recognitive socially just goals. (p. 16-17)

Malik's (2005) contention that very little is done in career education to foster critical awareness in students is supported by an examination of the career education and guidance services offered in the K-12 educational system in Alberta. For example, none of the outcomes identified in the CALM curriculum are concerned with developing critical awareness in students. This is a fundamental oversight in career education and guidance services. Without the ability to critically examine the ideological assumptions that govern the contemporary world of work, students are restricted in their ability to construct personally meaningful and fulfilling careers/lives.

Summary. Although many aspects of the programs and services currently provided to students in the K-12 educational system are often well intentioned and contain many useful practices, they are not effectively preparing students to construct flourishing careers/lives in the context of the twenty-first century world of work. In the following section I will outline ways in which the current system can be improved to better achieve the objective of assisting students in constructing such careers/lives.

What is needed to improve the provision of career services? The Government of Alberta's (2010) document, *Inspiring action on education*, describes the challenges that face educational systems. It states, "We know the world is changing, and that education must change with it to prepare students for a future none of us can predict" (Government of Alberta, 2010, Forward). The question that remains is, "What changes need to take place to enhance the likelihood that students will receive the career support they require?" I will argue that the following changes need to be made to better support students in constructing flourishing careers/lives:

- Integrate career interventions into regular curriculum.

- Frame career interventions within the larger aim of promoting happiness.

- Provide career education training to teachers.

- Base the career education training provided to teachers on new career intervention paradigms that reflect the realities of the twenty-first century world of work.

The following section will examine these recommendations in further detail.

Integrate career planning into regular curriculum. Schools need to deliver on the promises made in documents such as *Comprehensive school guidance and counselling programs and services: Guidelines for practice* (Alberta Learning, 1997), *Career and life management*

(Alberta Learning, 2002), and *Inspiring action on education* (Government of Alberta, 2010) to provide career support within existing curriculum. As noted earlier, the promises outlined in these documents include providing career support that is preventative, comprehensive, and integrated into regular curriculum – features still not currently being provided in the K-12 educational system despite stated intentions. These features are vitally important though. As Gysbers (2001) states, "A fully implemented comprehensive guidance and counselling program would best serve the needs of students. When offered this way, guidance and counselling can be an integral and transformative program, not a marginal and supplementary activity" (p. 13). Witko, Bernes, Magnusson, and Bardick (2006) similarly argue that integrating career interventions throughout the K-12 curriculum would be an effective way to address current career concerns. According to Witko et al. (2006b), implementing an integrated career curriculum would involve creating a program that is developmentally appropriate and contains a variety of career planning information tailored to students' needs. Elsewhere they state, "Although a mandatory CALM program is currently being delivered in Southern Alberta high schools, the results of [our] study indicate a need for a more comprehensive career curriculum" (Witko, Bernes, Magnusson, & Bardick, 2005, p. 46). They suggest integrating career into curriculum subjects" (p. 46). As these authors suggest, a curriculum that effectively supports students in their career/life construction is one that is comprehensive and integrated throughout the K-12 educational experience. Rathman (2010) describes the value of integrating career guidance into regular curriculum by stating:

> In my view, schools should not leave students to 'dabble' in a variety of extracurricular classes, activities and experiences with the hope that students will magically discover their individual purposes, their sense of identity, and their ability to function in society.

Instead, schools should take a proactive approach to self-knowledge by offering a

curriculum designed to help students discover individual assets, attributes, gifts and

values … Students then may be able to choose and learn and to do the things in school

that will help them materialize the futures they have decided they want. (p. 234)

One major recommendation from experts in the field of career counselling for improving

the quality of career support in schools is to integrate career education in a systematic and

comprehensive fashion throughout the K-12 educational experience.

Frame career interventions within the larger aim of promoting happiness. As stated

earlier, career services (and educational aims) need to be included within the larger framework of

happiness. A focus on happiness creates the conditions under which students are most likely to

construct happy, flourishing lives. I will explore this idea in the following section by examining

some of the ways in which a curriculum focused on happiness would benefit students in

constructing flourishing careers/lives.

Pathways to happiness. A curriculum focused on happiness would provide the opportunity for

students to explore potential pathways to happiness and flourishing and the ways in which work can

contribute to such ends. Noddings (2003) writes:

It is not hard to persuade our students that happiness is something sought by all human

beings. We can provide, through appropriately differentiated materials, many

opportunities for students to explore the sources of happiness in personal life. In

addition, as we educate for occupational choice, we can help students to understand that

loving one's work is more important than money, that there are boring white-collar jobs,

that no one should be so poorly paid that enjoyment of her work is impossible … (p. 215)

As Noddings (2003) suggests, opportunities to explore happiness can be extremely profitable for

students. Such opportunities would provide students the ability to consider how work, career and

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occupation can contribute to realizing the kind of person they envision and the kind of life they desire. Noddings (2006) writes further on this topic:

> … I have taken a somewhat unusual approach to preparing students for an occupation. Instead of focusing on the nation's economic needs and how individuals might best climb the economic/occupational ladder, I've concentrated on the relation between occupation and personhood, urging students to ask: 'What sort of work might contribute to my full development as a person?' (p. 223)

Noddings' comments reinforce the value of guiding students in an exploration of the nature of happiness and how work can contribute to the construction of a satisfying life. Such explorations provide students with the opportunity to consider the factors that contribute to happiness in their own lives and provide space for students to consider the components of happy, fulfilling lives.

*Critical understanding***.** A focus on pathways to happiness would also allow the opportunity to explore the prevalent messages in society that contribute to, or detract from, the attainment of happiness. For example, such discussions could examine how particular kinds of work and educational subjects are devalued in our society. Robinson (2009) has noted that our current education system typically values particular subject areas (Math and Science) over others (such as the Arts). This prejudice has, and continues to, marginalize students whose interests do not align with more highly valued subjects. Mary Sue Richardson (2012) has similarly noted that particular occupations and roles are also devalued in society. She writes, "More generally, the second-class and invisible status of personal care work has to do with the patriarchal values of a market economy that privileges economic production driven by growth and marginalizes social reproduction, or the reproduction of citizens and a social order supportive of the care and

welfare of such citizens" (Richardson, 2011, p. 198). Elsewhere Richardson (2012) discusses the marginalization of personal care work:

> The discourse of career development and of work and family that has become everyday parlance for many shapes how people experience their market work and their family lives. Although obviously, the work of reproduction, the bearing and raising of children, caring for the sick, weak, disabled, and elderly, and unpaid or volunteer work in neighborhoods and communities continue to be done, these tasks are not recognized or valued as work, per se, by the language and discourse of career development and of work and family. Paid employment or market work, packaged into careers for some, has become the only work of value. People work at their jobs, are fortunate if they have a career, and "keep busy" at home and in their private and personal lives. Although the gendering of market work has been dissipated by the revolutionary changes in women's roles in past decades, the genderization and marginalization of personal care work continues. (p. 197-198)

Irving and Malik (2005) similarly argue that the neo-liberal economic rationality that dominates current discussions concerning education and careers marginalizes those who choose 'alternative work' activities. They state, "Failure or reluctance to make an economic contribution is…construed as deviant or disruptive behavior" in a system where "the needs and desires of a society as a whole are subservient to the economic goals of capital accumulation" (Irving & Malik, 2005, p. 3). Such a system marginalizes those who are, for example, "…not actively engaged in paid labour due to family responsibilities, cultural/religious beliefs, disability, age, or a decision to commit their life to useful work such as volunteering in the community or participation in protest movements" (Irving & Malik, 2005, p. 3-4).

Noddings (2006) also points out that in our current society certain occupations, work roles, and pursuits are much more highly valued than others. She further argues that such differential valuing of educational pathways and occupations contributes to feelings of worthlessness and disillusionment in those that chose less valued avenues. Noddings (2003) eloquently writes:

In today's education, occupational (economic) life is the focus of our attention. We want every child to succeed, and this has come to mean that every child should be prepared for college and the sort of work that requires a college education. What of all the children who will become bus and truck drivers, retail sales clerks, appliance repair people, construction workers, material handlers, heavy equipment operators, railway engineers and conductors, house painters, plumbers, bakers, farm workers, beauticians, postal workers, cooks, waiters, hotel clerks, house and office cleaners, auto mechanics and salespeople, dog and horse groomers, telephone/electric line workers, prison guards, hospital attendants, grounds keepers, maintenance workers, managers of laundromats and dry cleaning shops, installers of burglar alarms, carpet layers, window washers, steel workers, fishermen, sailors, caterers, cashiers, chimney sweeps, roofers, makers of china and glassware, decorators, musicians, florists, entertainers, moving men…and what would happen to our society if no one were willing to do this work? Do these people represent failures of schooling, or do we fail them when we lead them to believe that only economic success *is* success? (p. 35)

Students are faced with many explicit and implicit messages that emphasize the relative merit of certain forms of education and training (and certain career paths and choices) over others. In order to be able resist these pressures, students need to be able to critically reflect on the

hierarchies and messages prevalent in society that devalue certain forms of work and education (Richardson, 2012). Noddings (2003) describes the value of providing students the opportunity to critically reflect on dominant perceptions of the world of work by stating, "One aim of exploring occupational hierarchies is to encourage genuine appreciation of economic and social interdependence. All students should become generously aware of how dependent we are on the work of others" (p. 200). Such reflections will allow the opportunity for students to more proudly choose their own paths in life.

Noddings (2006) writes further about the importance of fostering critical understanding in students (concerning the structures and messages in society that detract from students' pursuits of happiness):

Kids should know that much of what they hear in schools is economic propaganda. It is not true, for example, that most jobs in the next two decades will require higher education. To the contrary, most job openings will be in occupations that do not require a college education. Why do educators persist in passing along this false message? (p. 203)

As Noddings (2006) suggests, students are confronted with many messages in society that threaten to negatively impact their career/life trajectories. A student who is confronted with a great deal of 'economic propaganda' will be influenced to make career/life decisions based on false pretenses rather than personal fulfillment. An important function of career education and guidance, therefore, should be "exposing the value-laden ideologies of the global labour market to scrutiny…to ensure that the recipients of career learning are given an opportunity to explore alternative visions and develop their own understanding of 'career' within a lived context" (Noddings, 2006, p. 5). Unless students acquire the skills to critically examine the world of work, they risk being negatively impacted by the influences of dominant ideologies and they risk

not being able to live a life they find personally meaningful and fulfilling. As Richardson (2012), Noddings (2006), and Irving & Malik (2005) suggest, students are given a great gift when they are provided with the opportunity to critically reflect on prevalent messages in society that have the potential to compromise their pursuit of a happy life.

A focus on critically examining the world of work would also help students acquire an understanding of the inequalities and inequities that exist in the world of work. This would help them to be aware of the barriers that exist in pursuing their goals and would give them the opportunity to consider how they might successfully address such barriers. For example, Feller (2009) notes that advising students into STEM occupations (Science, Technology, Engineering and Math) is more than an employment issue (STEM earnings average $60,664 as opposed to all occupations averaging $32,390); it is also an equity issue. Today, the STEM workforce comprises 26% women (all races), 6% African Americans (women and men), and 5% Hispanics (women and men). Awareness of such realities opens the door for discussions about real and perceived barriers to pursuing particular occupations, a critical step in addressing such inequities and opening up career possibilities for students who might ordinarily have been excluded or inhibited from pursuing particular career paths.

The here and now. A curriculum focused on happiness would also place emphasis on the quality of students' experiences in the "here and now." The quality of students' educational experiences has a great bearing on their career/life trajectories. One of the dangers in framing career services within the goal of job preparation and economic prosperity is that often happiness is projected as a future promise and the quality of the educational environment is neglected. In describing the state of education Noddings (2003) writes, "More than thirty years later, school is

still boring, and in some ways worse than it was in the 1960's when reformers were clamoring

for change" (p. 244). She continues:

> I am thoroughly convinced that 95 percent of all the 'academic learning' that goes on in
>
> public schools is meaningless blather to the children engaged in it. That the real lessons
>
> children learn have to do with the unpleasantness of learning, the lack of joy in books, the
>
> grind of doing arithmetic, the drudgery of answering other people's questions instead of
>
> one's own, the vast distance between themselves and their teachers, between anything
>
> meaningful in their lives and schooling. As one youngster expressed it to me: 'Being in
>
> school is like being on a bus; you sit there and watch the world go by, and you can't get
>
> off until three-fifteen.' (Noddings, 2003, p. 244)

A curriculum that is detached from the aim of encouraging student happiness, and a curriculum

that conceptualizes happiness as a future goal, can easily result in student disengagement and

apathy and can negatively impact their career/life trajectories. It is, therefore, critically

important to emphasize the quality of the learning environment that students experience. As

Noddings (2003) explains, "But happiness is not best construed as a state earned or promised for

future life. Happiness in the present is not incompatible with future happiness, and it may even

be instrumental for future happiness. Educators should therefore give attention to the quality of

students' present experience" (p. 240). Robinson (2011) similarly argues that, "Education is not

only preparation for what may come later; it is also about helping people engage with the

present. What we become as our lives evolve depends on the quality of our experiences here and

now" (p. 59). Robinson (2011) makes a fundamentally important point with this statement. An

individual's occupational future is, in many ways, determined by his/her educational experiences

in the present. Therefore, the quality of students' educational experiences needs to be of critical concern.

Noddings (2003) argues that an education that focuses on happiness as an important aim values "delight-filled walks," a "curriculum of exposure," and a "rich curriculum for every talent." Such an education contributes significantly to students constructing happy, flourishing careers/lives. For example, in describing the value of "delight-filled walks" Noddings (2003) explains, "There should be lots of free gifts in education, lots of aimless but delight-filled walks in the fields of learning" (p. 38). Elsewhere, she writes:

> Education should offer many, many opportunities for students to hear about and participate in activities that yield minor ecstasies – gardening, hiking in the wilderness, holding an infant, watching a sunrise or sunset, cooking a terrific meal, coming home to the companionship of family, listening to favorite music, surfing an ocean wave, coaxing a houseplant into bloom, reading poetry, having a tea and cookies with an elderly grandma … (Noddings, 2003, p. 29)

In discussing a "curriculum of exposure" Noddings (2003) writes, "We should want students to try their hands at mechanical tasks, at dance and sports, at spiritual exercises, at interpersonal skills. As Dewey said, it is quite wonderful to find out the sort of work for which one is suited. Through exposure of this sort, children can also find an avocation – another source of happiness" (p. 208). A curriculum that is focused on the aim of happiness values the quality of the student's learning experience. As such, much opportunity is provided for students to explore sources of personal happiness, to sample a wide range of topics and interests, and to pursue those that contain the promise of even greater levels of enjoyment and fulfillment. Provided with such an

education, students will find their way in the world and will naturally gravitate towards career trajectories that are deeply meaningful and fulfilling.

In summary, Noddings (2003) aptly notes, "Today, with recent changes in social thought and massive changes in technology, it is more important than ever to consider why we are promoting certain goals in schooling and why we continue to neglect education for personal life and for happiness in our occupations" (p. 93). A curriculum that frames career services within the larger goal of promoting student happiness is best suited to assist students in building happy, flourishing lives.

Provide career interventions training to teachers. In order to successfully integrate career planning into regular curriculum, it is imperative that teachers receive training in both career interventions and in career education. As Bloxom et al. (2008) state, "Considering that students would like support from school counsellors and teachers during their career planning, [the results of our study] indicate a need for improved career training for school professionals in addition to improved access to effective career planning resources (p. 93). Rathman (2010) similarly comments, "I suggest that the role of teachers expand to include guiding students in knowledge of themselves. Such knowledge can help students plan a future in which they explore their unique selves, identify their own aspirations and goals, and contribute to the world beyond themselves" (p. 239).

Teachers play a critically important role in supporting students in their career/life construction. As Noddings (2003) writes:

> The best educational guidance is a product of a shared life, not of highly specialized
> assessment. Professional guidance counselors have much to contribute in school settings,
> but they are not best positioned to guide the selection of courses and tracks for particular

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students. For this task, we need teachers who know their students…Teachers who have

worked with students closely should know something about their aspirations, work

habits, character and personality. When a relationship of care and trust has been

established, a teacher can talk frankly with students about their goals and plans. (p. 205)

As Noddings points out, teachers often spend a great deal of time with students, get to know their

students well, and form relationships of trust. They are therefore in an advantageous position to

support them in their career/life construction.

Teachers play a critical role in students' career construction since students are often

unable to access effective support in other relationships. Although young people report that non-

professionals such as family members, friends, and employers are beneficial sources of

information, advice, and encouragement, very few young people report that they received

guidance about choosing an occupation from them beyond "do what makes you happy" (Ungar

& Campbell, 2008). Although children frequently turn to parents for career development support

(Bardick, Bernes, Magnusson, & Witko, 2005), parents report that they are unsure of how to

provide effective assistance to their children (Downing & D'Andrea, 1994). Parents also report

that they require greater assistance with facilitating the kinds of effective career planning support

their children require (Bardick et al., 2005). Although it would seem that a child's best source of

career support would come from his/her home and family, this is often not the case. As Rathman

(2010) comments:

When asked where acquisition of self-knowledge should happen, many people respond

that it should happen at home. In a perfect world, perhaps that would be correct.

However, for the vast majority of young people, such self-learning conversations are not

happening at home for a myriad of reasons…Indeed, as a result of the increasingly

pervasive modern family structure, self-knowledge must become part of the mission of

educating at school. School is the only equalizing factor in EVERY child's life. It is the

only place where each child, no matter what type of family he or she comes from, can be

exposed to a variety of adults who could guide and mentor him or her toward making

positive life choices. (p. 236-237)

Training teachers to provide effective career support ensures that all students have access to the

guidance they require to construct their careers/lives.

It is important to note that teachers often acknowledge that they have an important role to

play in assisting students in their career construction; however, many feel unprepared to take on

this role (Rathman, 2010). As Rathman (2010) reveals:

Many teachers need extensive training before they will feel comfortable leading

meaningful and lengthy discussions that are not academically focused. Some teachers

naturally mentor and speak to all aspects of their students' lives, but many are

uncomfortable, unpracticed or unfamiliar with diverse aspects of the development of

young people. (p. 238)

Certainly, in order to embed career planning throughout the K-12 educational experience,

teachers need to be trained in career education. Rathman (2010) contends, "…We cannot expect

teachers to take on this added role of facilitating self-understanding without first providing

considerable training and scaffolding" (p. 238). Doing so will ensure that career education and

guidance is not left only to specialist career guidance staff, but is instead supported by all

members of the teaching staff.

Base the career education training provided to teachers on new career intervention

paradigms that reflect the realities of the twenty-first century world of work. New paradigms

of career intervention have been proposed to more effectively meet the needs of people in the

twenty-first century. Training provided to teachers in career interventions needs to reflect the

tenets proposed by these theories. These include:

- Systems theory framework of career development and counselling;

- Career construction theory;

- Life design;

- Chaos theory; and

- Culture-infused career counselling.

The above-mentioned theories, models and paradigms are vitally important because they were

created in response to the needs of individuals and society in the postmodern twenty-first century

(whereas previous, traditional models were created to meet the needs of an industrial, modern

society) (Savickas et al., 2009).

In addition to receiving training in modern theories of careers and career interventions,

teachers need to be provided with the skills to think critically about careers in the twenty-first

century world of work. They also need to develop the skills to foster critical awareness in their

students. I will discuss each of these in turn.

Systems theory. Patton and McMahon (2006) have characterized their "Systems Theory

Framework of Career Development and Counselling" (STF) as a metatheoretical framework for

career theory. STF is an "overarching theory within which all concepts of career development

described in the plethora of career theories can be usefully positioned and utilized in theory and

practice" (Patton & McMahon, 2006, p. 154). The significance of STF is that it creates an

awareness of the multiple factors that influence career development. Whereas traditional career theory tends to focus on specific discrete concepts relevant to individual career behaviour (to the exclusion of other important factors), STF provides a framework for considering the myriad factors that influence career behaviour (McMahon, 2011; Patton & McMahon, 2006). STF emphasizes the plethora of influences that impact an individual's career trajectory, such as the individual system, the individual's social system, as well as the broader environmental/societal system (Patton & McMahon, 2006). The individual system includes such elements as gender, health, disability, personality, world of work knowledge, ethnicity, and self-concept (Patton & McMahon, 2006). The broader environmental/societal system includes such elements as the employment market, globalization, socioeconomic status, political decisions, geographical location, and others. These systems are also located within the context of time (for example, the past influences the present and together the past and present influence the future) and are affected by chance (Patton & McMahon, 2006). As all of this suggests, STF rightly presents career development as a dynamic process that is influenced by process influences, recursiveness, change over time, and chance (McMahon, 2011; Patton & McMahon, 2006). This theory offers an extremely useful perspective because it recognizes the complexity individuals face when constructing a career/life in a complex world.

Career construction theory. Career construction theory is based on personal constructivism and social constructionism. Its basic premise is that careers do not unfold (a notion favored in traditional theories); rather, they are constructed as individuals make choices that express their self-concepts and substantiate their goals in the social reality of work roles (Savickas, 2005). Career construction theory asserts that individuals construct their careers by imposing meaning on their vocational behaviour and occupational experiences. The term career,

then, denotes "a subjective construction that imposes personal meaning on past memories, present experiences, and future aspirations by weaving them into a life theme that patterns the individual's work life" (Savickas, 2005, p. 43). This approach is vastly different than traditional approaches to career interventions because it emphasizes identity rather than personality, adaptability rather than maturity, intentionality rather than decidedness, and stories rather than scores (Savickas, 2012). As Pryor and Bright (2011) comment, "Counselling is not about discerning a good match between the person and the occupation, but rather it is about assisting individuals to identify and utilize their life themes through narrative telling and then actively constructing the future" (p. 20).

Life designing. The "Life Designing" (Savickas, 2011) theory of career counselling is built upon the premise that, as a result of the unpredictability and instability of the twenty-first century, workers need to develop skills and competencies that differ substantially from the knowledge and abilities required by twentieth century occupations. Individuals need to become lifelong learners who can "use sophisticated technologies, embrace flexibility rather than stability, maintain employability, and create their own opportunities" (Savickas et al., 2009, p. 240). This theory of counselling emphasizes career construction throughout the lifespan of an individual. The use of the term "career construction" highlights the notion that individuals progressively design and build their lives/careers.

Chaos theory of careers. The "Chaos Theory of Careers" emphasizes the need for theories of career counselling to address the "realities of the contemporary experience of the 21st century students and workers" (Pryor & Bright, 2003, p.121). Chaos theory recognizes the "sheer complexity and range of potential influences on people's careers" (Pryor & Bright, 2003, p. 121) as well as the nonlinear nature of careers in the twenty-first century. Bright and Prior

(2005) also note, "In chaos theory, the future is conceptualized not principally as some place or time out on the horizon; rather, the future is essentially an individual's next thought, work or action" (p. 53).

The "Chaos Theory of Careers" also emphasizes the:

Dynamic, interactive and adaptive nature of human functioning in the world and in making career decisions and taking career action…the tendency of humans to construe and construct experiences and perceptions into meaningful and often unique interpretive structures for understanding themselves, their experiences and their world…[and it recognizes the fact] that human experience and career development in particular, tends to be laced with unplanned and unpredictable events and experiences which are often crucial and sometimes determinative in the narrative of people's careers… (Pryor & Bright, 2003, p. 121)

Chaos theory identifies four cornerstone constructs:

- Complexity;

- Change;

- Chance;

- Construction.

The construct "complexity" recognizes the "multiplicity of influences in career decision making" (Bright & Pryor, 2011, p. 163). As well, "complexity" recognizes that these influences are "interconnected and have the potential to interact in unpredictable ways" (Bright & Pryor, 2011, p. 163). The construct "change" highlights how change impacts and affects peoples' lives. "Chance" emphasizes the impact that chance has on peoples' careers/lives. Finally, "construction" addresses the opportunities presented by "the lack of ultimate control or

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predictability" (Bright & Pryor, 2011, p. 164) inherent in life. As Bright and Pryor (2011) express, "The lack of ultimate control or predictability opens up the opportunity for individuals to become active participants in the creation of their futures rather than pawns in a rigidly deterministic system of cause and effect" (p. 164).

 Culture-infused career counselling. Educators providing career support to students in a twenty-first century classroom in Canada are confronted by a mosaic of people with different customs and cultures (Arthur & Collins, 2010). In order to effectively serve such a diverse population, educators need to gain cultural self-awareness, awareness of client cultural identities, and an understanding of how to develop a culturally sensitive working alliance with students (Arthur & Collins, 2011; Amundson, Harris-Bowlsby, & Niles, 2005). Cultural self-awareness involves reflecting on how one's personal culture influences one's view of work, life roles, beliefs about success, and personal agency (Arthur & Collins, 2011). Awareness of client cultural identities involves "understanding the organizational, social, economic, and political contexts that affect presenting concerns; client career development behaviour; and client perspectives on the meaning and relevance of career-related interventions" (Arthur & Collins, 2011, p. 148). Such awareness extends to selecting interventions that "go beyond helping clients cope and adapt to oppressive conditions that contribute to work and career barriers in the first place" (Arthur & Collins, 2011, p. 148). Finally, developing a culturally sensitive working alliance involves understanding how to form a collaborative, trusting and respectful relationship with students that values the students' goals and culture and works to address the "systematic and social power disparities that limit [students] from reaching their full potential" (Arthur & Collins, 2011, p. 148). The history of career counselling does not reflect a consistently strong commitment toward being sensitive to diversity in clients (Amundson, Harris-Bowlsbey, &

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Niles, 2005). However, educators who develop the competencies described above are well positioned to support the diverse array of students under their care and have the greatest likelihood of ensuring that all students are effectively supported in constructing flourishing lives. As Amundson, Harris-Bowlsbey, & Niles (2005) note:

> One area of expertise career counselors must possess is multicultural competence. Career counselors must possess the knowledge, skills, and awareness necessary to help clients from diverse backgrounds cope with their career concerns. Understanding how race, ethnicity, socioeconomic status, gender, sexual orientation, physical abilities, family constellations, geography and other contextual variables influence a client's world view and the career counseling relationship is essential for providing effective career counseling assistance. (p. 6)

Critical understanding. Giroux (1992) and Apple (2000) emphasize the importance of an empowering approach within education, which is defined as the ability to think and act critically. In this vein, Irving & Malik (2005) argue that those providing career education services in schools have to become transformative individuals "concerned not only with state sanctioned knowledge but also the promotion of alternative and critical perspectives" (p. 5). Irving & Malik (2005) state further:

> … Failure to respond positively [to the challenge of questioning dominant discourses] leaves career education and guidance open to the charge that it has a strong tendency to act, albeit unintentionally perhaps, as a state agent…by openly taking a critical stance as career educators and counsellors it will help to clarify our role in relation to choice and opportunity, and reassure those for whom we have a responsibility to educate, inform,

support and guide that we are working in the interests of both individuals and groups to

secure just futures. (p. 6)

In order to ensure that all students have the best chance of creating personally meaningful lives –

guided by their own values and not the values of dominant ideologies – teachers need to be able

to support students in a critical examination of the ideological assumptions that undergird the

contemporary world of work. In this vein, Richardson (2012) argues for an expansion of the

educative component of critical consciousness. She writes:

> What I am suggesting … is to expand the notion of critical consciousness to encompass
>
> an educative component that includes critical education about social practices in market
>
> work contexts that profoundly affect people's lives. What is happening in the world of
>
> market work is not a given; it reflects how a society engages with and co-constructs the
>
> social forces that affect lives. Such an educative component would include issues such as
>
> the ways in which social policy does or does not provide a security net for displaced
>
> workers, the pros and cons of unionization, the kinds of supports provided for personal
>
> care work, workers' rights, the realities of access to lifelong education, and the
>
> relationship between immigrants and jobs. What is important is that we do not simply
>
> see the context of market work itself as a given and as one with which we must cope or
>
> struggle for opportunity. In democracies, citizens have a voice in how a society responds
>
> to forces affecting market work. Educating students and clients to develop their voices
>
> regarding how the social practices of a society construct and distribute market work
>
> opportunities is a vital contribution vocational psychology can make to elaborating the
>
> meaning of critical consciousness. (Richardson, 2012, pp. 226-227)

Summary. Emerging theories and models of career counselling recognize the changes that have occurred, and continue to occur, in the world of work and they recognize the need for new career intervention paradigms. These emerging theories and models recognize diversity and they strive to provide services that effectively support diverse populations (Arthur & Collins, 2011). As well, these theories reflect the diversity in workers and the "implications of complexity, chance and change" (Bright & Pryor, 2005, p. 293) that characterize the twenty-first century world of work. Finally, they envision adaptability as a key component of effective career construction. Each of the theories described earlier provide useful insights for supporting students in constructing careers/lives in twenty-first century world of work.

Conclusion

As identified in the preceding sections, the world of work in the twenty-first century is markedly different than the world of work in the twentieth century. The models and paradigms that framed career interventions and education are no longer entirely appropriate for confronting new realities. In order to ensure that students are prepared to thrive under these new conditions they need to be provided with high quality career services that reflect new paradigms. A comprehensive career curriculum – provided by teachers trained in career education – should be integrated throughout the curriculum. The focus of this curriculum should be on the larger aim of student engagement, happiness, fulfillment, and flourishing, and should be supported by strong critical awareness of the world of work. Still, a number of questions remain:

- In what ways does the training provided through the *Career Coaching Across the Curriculum* prepare pre-service teachers to effectively prepare students to flourish in the twenty-first century world of work? In what ways does this training not effectively prepare pre-service teachers?

- In what ways does the training provided fall within the old paradigms of educational aims and career interventions or how does it reflect new aims and paradigms that are more appropriate for the twenty-first century?

- What more needs to be done to ensure that students receive the kinds of supports they require to build flourishing careers/lives?

These are the questions my research explores and I will discuss the outcomes of this study in the chapters that follow. First, I will describe the methods and procedures I employed in conducting this investigation. Then I will describe the findings that emerged from my investigations, the implications of these findings and recommendations for improved practice based on these results.

Chapter 3: Methodology and Methods

Methodology

      Introduction. Denzin and Lincoln (2008) state, "All qualitative researchers are philosophers" (p. 31). By this they mean that every researcher's work is guided by beliefs about ontology (What kind of being is the human being? What is the nature of reality?), epistemology (What is the relationship between the inquirer and the known?), and methodology (How do we know the world, or gain knowledge of it?). Furthermore, Denzin and Lincoln (2008) state that, "These beliefs shape how the qualitative researcher sees the world and acts in it" (p. 31). In the sections that follow I will discuss the ontological, epistemological, and methodological considerations that shaped my research. I will provide an overview of the two paradigms that informed my research: interpretivism and critical theory. I will also provide a detailed account of the methods and procedures I utilized in my research.

      Interpretivism. Broadly speaking, my proposed research falls within the parameters of qualitative research. Denzin and Lincoln (2008) describe the characteristics of qualitative research:

> The word *qualitative* implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the research and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress *how* social experience is created and given meaning. (p. 14)

Interpretivism is one of the major paradigms within qualitative research (Willis, 2007). Interpretivism is "an approach based on the idea that humans cannot come to know how the world really is, regardless of the research method used. Interpretivism proposes that we abandon the search for generalizable truths and laws about human behavior and concentrate on local understanding" (Willis, 2007, p. 61). Interpretivists assert that all research is influenced and shaped by the preexisting theories and world-views of the researchers. The research terms, procedures, and data have meaning because a group of scholars has agreed on that meaning. Research is thus a socially constructed activity, and the 'reality' it tells about therefore is also socially constructed (Willis, 2007, p. 96). Willis (2007) writes,

> Interpretivists do not necessarily deny that there is an external reality. Most are quite comfortable accepting the existence of an external, physical reality. What they have difficulty with is the assertion that it is an independently knowable reality. Interpretivists do not accept the premise of postpositivism that the scientific method is a way of objectively learning about the external world. (p. 96)

Interpretivism views understanding lived experience (rather than the discovery of universal laws or rules) as the purpose of social science research (Willis, 2007).

Critical Theory. In addition to interpretivism, critical theory perspectives also frame my research. The central goal of critical theory is to "create change, to the benefit of those oppressed by power" (Lincoln, Lynham, & Guba, 2011, p. 102). Monchinski (2010) notes that that power and the power of ideologies are constantly at work in everyday lives. As Monchinski (2010) identifies, although power and ideology do not have to be used to exclude, block, repress or censor they are often used to such ends (Monchinski, 2010, p.17). The influence of power and ideology in the educational system (to the detriment of students' career construction) can be seen

in many ways. I will use two examples from my life to illustrate how power and ideology can negatively influence students' career construction.

My brother Joel was born with Prader-Willi Syndrome and has faced many academic and career struggles in his life. Although he was provided with many forms of support throughout his schooling it was clear that those working in the educational system did not prioritize his attainment of a high school diploma. Teachers and administrators in his school were very lackadaisical about ensuring that Joel complete enough credits for graduation. They were also nonchalant about ensuring that he had the support he needed to complete his courses. It seemed as though he was not viewed as a priority as result of his limitations. Priority was placed on students who were 'high achievers' – they were the ones with an economic future. It appeared as though Joel was not a priority because of his 'disabilities' and limitations and the perception that he would not be able to fully contribute to the world of work. To Joel's great credit, he completed the remaining credits he required for graduation through distance education. Despite this success, he continued to encounter barriers as he attempted to find a place in the world of work. Last year he was successful in applying for a job at a store that sold pet supplies in his hometown. However, despite the fact that the company knew his background and were appraised of his unique struggles, they fired him a week into the job because they would not allow his support staff (Joel receives funding for full-time support staff) to accompany him throughout his workday (a level of support that he requires). Joel was devastated when he lost his job.

I also experienced the influence of power and ideology recently in my work as Registered Psychologist when I met with a client for a session of career counseling. My client identified that she was completing a degree in business but did not want to pursue her accounting

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designation right away. She had a young child and was concerned that if she pursued her

accounting designation immediately following graduation it would detract from her ability to

spend time with her child. She told me that she wanted to work part-time and she wanted to work

in the accounting field (without pursuing her accounting designation right away). I encouraged

her to talk to accounting firms to find out if they hire people to do forms of work (such as

bookkeeping for businesses and companies) that would allow her to continue to work in the

accounting field without immediately having to pursue her designation as an accountant. My

client disclosed that she was scared to ask her peers, or accounting firms for that matter, about

alternative paths in the field of accounting. She told me that in the business faculty, and in the

field of accounting, the assumption is that when you complete your accounting degree you

immediately pursue your designation as an accountant. Not doing so would be perceived as

abnormal because advancement, ambition, and "climbing the ladder" are prized and valued. In

the same session my client also asked me whether I thought that it was to her benefit that she had

already had a child. She felt that having a child already was an advantage because companies

would not be worried about whether or not she would have a child after being hired (and

therefore cause disruption to the company). She was concerned about how her status as a mother

with a young child would affect her job search.

The two examples described above highlight some of the ways in which power and

ideology influence career construction. In the case of my brother, people working in the

educational system used their positions of power to (likely unwittingly) deny Joel opportunity.

They did not actively support him in gaining the credits he needed to complete the requirements

for a Grade 12 diploma. More than that, they did not support him in realizing his full potential.

As well, in the world of work Joel encountered discrimination and injustice. He was excluded

from the world of work because of the special accommodations that he required to be successful in his position. In the case of my client, ideological assumptions negatively impacted her career construction as well. The values of wealth accumulation, economic advancement, maximally contributing in the economy, striving for advancement (values that are often reinforced in education systems, for example through the emphasis on education as the path to a high paying job) made her feel ashamed of her decision to balance her work interests with her interest in caring for her child. As well, the fear of discrimination also contributed to anxiety and fear in her job searching. She was concerned about how her status as a parent of a young child would influence her job prospects.

These examples highlight the importance of integrating a "critical" aspect to teacher education programs. Pre-service teachers need to be afforded the opportunity to view everyday teaching practice from a variety of contextual vantage points – most importantly, social justice and power (Kincheloe, 2004, p.13). They need to develop an awareness of how power and ideology affects career/life construction. In addition to the issues of discrimination on the basis of gender and disability (such as the one's described above) students face many other forms of discrimination and oppression due to race/ethnicity, socio-economic status, religious affiliations, and sexual orientation. As well, students face oppression through ideological beliefs that value certain forms of work over others (for example, teaching is often denigrated in our society), that value certain forms of education over others (for example, a university education is often valued over a college education), and that value certain lifestyle choices over others (for example, those engaged primarily in childcare or in volunteerism are often devalued). Critical theory provides a useful framework for examining the influences of power and ideology. It informs an exploration of the ways in which career services in K-12 schools have inhibited students' career construction

in the past and it provides a framework for critically examining the influences of power and ideology that continue to exist in current programs. As well, it provides a framework for examining the extent to which the training provided through the *Career Coaching Across the Curriculum* pilot project either reinforces or reverses the use of dominant ideologies and power to marginalize, inhibit, coerce or manipulate students in their career/life construction.

Critical theory is based on three core assumptions:

- That apparently open, Western democracies are actually highly unequal societies in which economic inequity, racism, and class discrimination are empirical realities.

- That the way this state of affairs is reproduced and seems to be normal, natural, and inevitable (thereby heading off potential challenges to the system) is through the dissemination of dominant ideology.

- That critical theory attempts to understand this state of affairs as a necessary prelude to changing it. (Brookfield, 2005, p. viii)

As these assumptions suggest, critical theory is concerned with understanding the effects of power and ideology. It is also concerned with generating knowledge that will not just understand and interpret, but also change the world (Brookfield, 2005, p. 25). Brookfield (2005) states:

There is no presupposition of theory being distanced from social intervention or political action. On the contrary, the converse is true. Critical theory requires such intervention. Its explicit intent is to galvanize people into replacing capitalism with truly democratic arrangements. One important measure of the theory's validity, therefore, is its capacity to inspire action. (p. 25)

Brookfield (2005) points out that not only does critical theory criticize current society; it also envisages a less alienated, fairer, and more democratic world. Brookfield writes:

61

Unlike traditional theories that are empirically grounded in an attempt to generate increasingly accurate descriptions of the world as it exists, critical theory tries to generate a specific vision of the world as it might be. It springs from a distinct philosophical vision of what it means to live as a developed person, as a mature adult struggling to realize one's humanity through the creation of a society that is just, fair and compassionate. (2005, p. 27)

This view is similarly articulated by Kincheloe and McLaren (2008) who state, "Whereas traditional researchers see their task as the description, interpretation, or reanimation of a slice of reality, critical researchers often regard their work as a first step toward forms of political action that can redress the injustices found in the field site or constructed in the very act of research" (p. 406). Critical pedagogies aim to allow one to marshal reason and emotion in the service of understanding, transcendence, and transformation (Monchinski, 2010, p.15).

Critical theory provides a valuable lens through which to conduct educational research because it explores important questions, such as:

- "What is the relationship between what we do in the classroom and our effort to build a better society?" (McLaren, 2007, xix)

- "How did things come to be as they are in my school, my neighborhood, my profession? Who benefits, at whose expense? Is this good? If not, what changes might make things better? And what is my definition of better?" (Hinchey, 2010, p. 133)

As well, critical theory provides "…critical skills, conceptual means, and moral imperatives to analyze critically the goals of schooling" (McLaren, 2007, xx). Hinchey (2010) echoes this view, stating:

[Critical theory] offers us a new perspective to use in analyzing our experiences…The lens of critical theory refocuses our vision of the place we've lived all our lives. As is true of all theory…the usefulness of critical theory is that it helps us to open our minds to possibilities we once found unimaginable…and maybe in our explorations, as in the explorations of other revolutionaries, we can change the face of the way things *are*, forever. (2010, p. 13)

Noddings (2003) similarly emphasizes the importance of critically examining the goals and purposes of schools:

It has always been the function of philosophers of education to critique the aims of education in light of their contemporary cultures. It has been another of their functions to criticize the society with respect to a vision of education…Simply accepting the state as it is and the system as it is (merely pushing it to perform its task more vigorously) is a dangerous (and lazy) strategy. (p. 76-77)

As suggested above, critical theory provides a lens through which to scrutinize the goals and practices prevalent in schools. As well, it provides a foundation for pursuing the highest ideals of education. As Cho (2013) notes, the mainstream education paradigm views the roles and functions of schools as based on two premises. The first premise is that schools are the "great equalizer". The second premise is that schooling is a means to an end, both for individuals (getting a job) and for society (economic development or nation building). Critical theory provides a useful lens for examining the "great equalizer" premise and for considering the extent to which schools provide equal opportunity to all students. As well, critical theory provides a framework for critiquing the premise of instrumental reasoning. Rather than viewing schooling

as a means to an (economic) end, critical theory offers a challenge to consider the goals of schooling from a transformative, humanizing perspective.

Summary. As described above, my research includes characteristics of both interpretivism and critical theory. Such "blurring of genres" is not uncommon. As Guba and Lincoln (2005) state, "There is great potential for interweaving of viewpoints, for the incorporation of multiple perspectives, and for borrowing, or bricolage, where borrowing seems useful, richness enhancing, or theoretically heuristic" (p. 197). Willis (2007) also notes, "I am an interpretivist, and I believe that paradigm affords the best framework within which to interpret and conduct research in my field. I also believe that the interpretive and critical perspectives overlap and that critical theory is an important and productive research tradition in the social sciences" (p. 21). I chose to work within the interpretivist paradigm because of my desire to understand the perceptions of others. I chose to also incorporate critical theory into my research because I desire to create the conditions for people of all backgrounds to be able to create and maintain fulfilling careers/lives. Through my research I wanted to look closely at the extent to which the training provided through the *Career Coaching Across the Curriculum* perpetuates an instrumentalist view of education (or provides, and works towards, an alternative vision). As well, I wanted to examine the extent to which this training seeks to provide equal opportunity for all. I endorse the perspective that "…identifying and transforming the structures and practices that perpetuate occupational stratification, inequality, and workplace injustices is a critical dimension of career counseling practice" (Capuzzi & Stauffer, 2006, p. 4) and I wanted my research to contribute towards ensuring that students receive career support that values and promotes principles of equity, fairness, and justice.

In summary, as Hinchey (2010) eloquently states:

If we simply accept the world as it is, as being fixed, shrugging off its imperfections as

inevitable, we contribute to the perpetuation of the way things are. We allow the

hegemony of current assumptions to go unchallenged, in effect supporting the current

fraudulent system. Those who find this alternative unacceptable don't have to accept it.

They can choose instead to work for change. And working for change requires that we

re-conceptualize education, so that it becomes a general source of opportunity rather than

a means of perpetuating the status quo. (pp. 128-129)

It is in the spirit of these ideas that I conducted my research. In the following section I will

describe the specific methods and procedures I employed in my study.

Methods

Background. Beginning in 2009, the Faculty of Education at the University of

Lethbridge implemented a pilot project entitled *Career Coaching Across the Curriculum:*

Integrating Career Development Strategies in Classroom Instruction. This pilot project was

designed to train pre-service teachers in career counselling theory and practice as a way to

enhance the career support available to students in the K-12 educational system. The program

involved two components. First, pre-service teachers took a course entitled Career Education,

wherein they learned how to integrate career interventions into curriculum. Second, pre-service

teachers were provided with internship experiences where they were given the opportunity to

deliver career interventions through career lessons, units, and school wide interventions.

In December 2008/January 2009 a research team was assembled to evaluate the

effectiveness of this pilot project. The funding to conduct this evaluation was provided by

Alberta Education and the Canadian Career Development Foundation. At that time, both

evaluation tools and an evaluation plan were developed, and an ethics proposal was submitted

and approved. The first Career Education course was offered in May/June 2009. Subsequently, the course was offered in September/October 2009, May/June 2010 and September/October 2010. The first career education internships were provided in September-December 2009. Subsequent career education internships were offered in January-April 2010, September-December 2010, and January-April 2011. In all, 46 pre-service teachers completed the Career Education course and 40 teachers completed the career education internships.

The evaluation of the *Career Coaching Across the Curriculum* pilot project consisted of a number of research activities. A pre- and post-test of knowledge and perceptions was conducted at the outset and at the culmination of the Career Education class. As well, a formative and summative evaluation of the Career Education class was conducted. Two rounds of interviews were conducted with pre-service teachers during their internship experiences. Pre-service teachers also evaluated the effectiveness of their career interventions by conducting a formative and summative evaluation of their career education interventions during their internships. Reports were provided to Alberta Education and to the Canadian Career Development Foundation, as they provided funding to conduct the evaluation of the pilot project.

For the purposes of my proposed research, I limited my focus to a re-examination of the interview data that was collected from a critical perspective. I investigated the following two questions:

- What perceptions do pre-service teachers hold about effective career counselling and career support following their participation in the *Career Coaching Across the Curriculum* pilot project?

- What strengths and weaknesses are revealed through their responses about the way in which the *Career Coaching Across the Curriculum* pilot project prepares pre-service teachers to support students in their career/life construction?

In the following section I will provide a description of the methods I employed in my research. I will provide a description of the Career Education course, the internship experience, and how participants were recruited. Following that, I will describe how the data was collected. Finally, I will describe the data analysis.

Career education course. The Career Education course was offered over four weekends. The first three weekends were designed to provide pre-service teachers with the knowledge and skills they required to effectively integrate career interventions into regular curriculum. The fourth weekend provided pre-service teachers the opportunity to present the lesson plans, unit plans, and school wide interventions they had developed. Pre-service teachers were therefore provided with an opportunity to receive feedback from their peers on the career education lesson plans, unit plans, or school wide interventions they planned to implement in their internship experiences. Table 1 identifies the topics covered in the first three weekends[4].

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[4] For a more extensive description of the topics covered in the Career Education course see Appendix A.

Table 1— Career Education Course Topics

Weekend #1	Weekend #2	Weekend #3
Career theorists	Discussion of initiation strategies	Self-portraits exercise
Career counselling skills	Guided imagery exercise	Discussion of career decision-making process
General counselling process	Ninety-nine-year-old question exercise	Discussion of exploration strategies
Career counselling skills triad exercise	Pride story exercise	Discussion of decision-making strategies
World of work in the 21st century	Exploring past experiences exercise	Discussion of preparation (action-planning) strategies
Career counselling outcomes	Discussion of formal career assessments	Discussion of implementation strategies
Career counselling process	Discussion of semi-formal career assessments	
	Discussion of informal career assessments	

As Table 1 identifies, the Career Education course endeavored to provide pre-service teachers with the opportunity to develop the knowledge, skills and attitudes required to effectively support students in their career construction. During the first weekend, students learned about dominant theories in career counselling. In addition, they were given an overview of the career counselling process and were introduced to fundamental skills required to guide someone through the career counselling process. Finally, in the first weekend pre-service teachers engaged in a discussion about desired outcomes in career interventions.

In the second weekend, pre-service teachers learned about "initiation," or, practical interventions to utilize with students in the early stages of career planning. These activities are designed to get students excited about engaging in career planning and are mostly concerned with helping students acquire self-knowledge through the exploration of interests, aptitudes, significant experiences, personality features, personal dreams and goals, and sources of meaning.

Pre-service teachers were also provided an overview of the various types of assessments available to them to assist students in exploring their interests, aptitudes, and personalities, and how those then relate to particular work environments.

In the third weekend, pre-service teachers learned about practical interventions to implement with students in the latter stages of career planning. These are exploration, decision-making, action planning, and implementation of action plans. Pre-service teachers learned practical strategies for assisting students in exploring possibilities in the world of work. They also learned how to assist students in making career-related decisions, how to help students develop goals, and how to prepare students to pursue their goals.

In the fourth weekend, pre-service teachers presented the lesson plans, unit plans, or school wide interventions that they developed as part of a major assignment in the class. They received feedback from their peers and from their instructor about the strengths and weaknesses of their planned interventions. They were then afforded the opportunity to reflect on their interventions in advance of their internship experience, where they will have to deliver their lesson plans, unit plans, or school-wide interventions to students.

Internship experience. The *Career Coaching Across the Curriculum* pilot project also included an internship experience for pre-service teachers. The internship experience was meant to provide an opportunity for pre-service teachers who had successfully completed the career education course to transmit the knowledge and skills they acquired in the career education course to students through specialized curriculum. This internship experience was offered as a half-time (12 week) teaching internship in a school placement in an elementary, middle, or high school in Southern Alberta. During the internship, pre-service teachers were engaged in professional study under the direction of a Faculty Mentor. The pre-service teachers' internships

were centered on their teaching major (English Language Arts, Physical Education, for example) but required the integration of a special unit on career into their practicum experience. During the internship, I conducted two rounds of interviews with each pre-service teacher, one at the beginning of the internship experience and one at the end of the internship experience.

Sample. Participants in this study were self-selected. Advertisements were circulated throughout the Faculty of Education. All pre-service teachers enrolled in the Faculty of Education teacher-training program were eligible to register in the Career Education course. The pilot project was funded by Alberta Education to support the enrolment of 40 pre-service teachers. This was the targeted enrolment for this pilot project.

Consent. At the beginning of their participation in the *Career Coaching Across the Curriculum* research project, pre-service teachers completed a voluntary consent form. All of the pre-service teachers who participated in the *Career Coaching Across the Curriculum* pilot project (both in the Career Education course and the practicum experiences) signed the consent form.

Data collection. I examined the data collected through interviews with pre-service teachers. As Perakyla and Ruusuvuori (2011) note, most qualitative research is based on interviews. Interviews are valuable because they can reach areas of reality that would otherwise remain inaccessible, such as people's subjective experiences and attitudes (Perakyla & Ruusuvuori, 2011). Fontana and Frey (2005) similarly highlight the value of conducting interviews by stating that, "Interviewing is one of the most common and powerful ways in which we try to understand our fellow human beings" (pp. 697-698). In the spirit of interpretivist research, I used the data I collected to gain an understanding of the perspectives on career and

career interventions that pre-service teachers expressed after completing the Career Education course as well as during their participation in the career internship.

As stated earlier, interviews were conducted with pre-service teachers at two junctures. The first interview was conducted at the beginning of the internship and the second interview was conducted at its completion. Since the pre-service teachers were spread out across Southern Alberta, these interviews were conducted via the telephone and were recorded with a digital recorder. The interviews were semi-structured in nature. In the first interview, pre-service teachers were asked the following questions:

- What were the most valuable things you learned in the Career Education Elective course?

- How are you going to integrate career concepts and interventions (learned in the Career Education Elective class) into your practicum teaching experience?

- What obstacles do you think you will face in integrating career development concepts and interventions into your teaching?

- How do you intend to effectively deal with these barriers?

- What impacts do you intend to achieve?

In the second interview, pre-service teachers were asked the following questions:

- Now that you have had a chance to use the material you learned in the Career Education Elective course, what aspects of that course have you found most valuable?

- What outcomes did you achieve through your career education interventions?

- What worked really well? How do you know that it worked?

- What did not work that well, or what did not work as well as you had hoped? Why didn't it work? How do you know that it didn't work?

- In what ways did you achieve results that were contrary to what you expected?

- How did you obtain that evidence?

- If you were able to go back and do it over, what would you do differently?

- In your view, was the Career Education pilot project successful in helping you to acquire the knowledge, skills, and attitudes necessary to effectively help students in their career development? If yes, how? If no, why not?

- In your view, how could the Career Education pilot project be improved?

I personally conducted all of the interviews myself. As I conducted each interview I used communication skills (paraphrasing, summarizing, reflections of content and meaning) to ensure that I was properly understanding the data being provided to me by the pre-service teachers. Throughout the interview I would summarize material (and reflect back to participants my interpretations of their comments) to ensure accuracy of interpretation and understanding. In this way, I endeavoured to ensure that the themes I developed in data analysis accurately reflected the ideas and comments provided by the pre-service teachers in my study. Each interview was fully transcribed for the purpose of data analysis. A professional transcription services was used to transcribe all of the interview data. In the following section, I will describe how the data was analyzed.

Data analysis. Willis (2007) notes, "interpretivism and critical theory do not lend themselves to a recipe or technical approach. Both are open when it comes to methodology and data collection and analysis" (p. 287). In this section I intend to clearly describe the methods I utilized in my data analysis.

I analyzed the data I collected through the use of constant comparison methods first proposed by Glaser and Strauss (1967). Glaser and Strauss (1967) proposed the constant comparative method as the means for developing grounded theory. However, as Merriam (2009)

and Willis (2007) note, the constant comparison method does not need to be used with the intent of building a grounded theory. Willis (2007), for example, states, "One of the most widely used [research frameworks] is the constant comparison method" (p. 306). Additionally, "the constant comparison method is not associated solely with grounded theory. It is widely used in qualitative research even when the purpose is not theory development" (Willis, 2007, p. 309).

The goal of my data analysis. My goal in using a constant comparison method was to make sense of the data I collected and gain an understanding of the perceptions of the pre-service teachers I interviewed. As Merriam (2009) articulates, making sense of the data involves consolidating, reducing, and interpreting what participants have said. This process involves "moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation. These meanings or understandings or insights constitute the findings of a study" (Mirriam, 2009, p. 176). These findings can then be presented as a descriptive account, or as themes or categories that cut across the data (Merriam, 2009).

The process of constant comparison data analysis begins with identifying segments in the data set that are responsive to the research questions that have been posed. According to Mirriam (2009) a unit of data is "any meaningful (or potentially meaningful) segment of data…A unit of data can be as small as a word a participant uses to describe a feeling or phenomenon, or as large as several pages of field notes describing a particular incident" (p. 177). As the analysis progresses the task is to compare one unit of information with the next in looking for recurring regularities in the data. The process is one of breaking data down into bits of information and then assigning:

These bits to categories or classes which bring these bits together again, if in a novel way.

In the process we begin to discriminate more clearly between the criteria for allocating to

one category or another. Then some categories may be subdivided, and others subsumed

under more abstract categories. (Dey, 1993, p. 44)

To illustrate this process, Mirriam (2009) provides an example of sorting two hundred food items

in a grocery store. She writes:

These two hundred food items in a research study would be bits of information or units of

data upon which to base an analysis. By comparing one with another, the two hundred

items could be classified into any number of categories … By this process you can sort

all the items into categories of your choice…These categories would be fairly

comprehensive classes, each of which could be further divided…Through comparison, all

these schemes inductively emerge from the "data" – the food items. The names of the

categories and the scheme you use to sort the data will reflect the focus of your study. (p.

177-178)

The process of data analysis. I began the data analysis process by reading the first

interview transcript. As I read through the transcript, I jotted down notes, comments and

questions in the margins. This process is sometimes called *open coding* (Merriam, 2009). As

Merriam (2009) points out, these notes can be a repeat of the exact word(s) of the participant, the

researcher's own words, or a concept from the literature. Assigning such codes aids in the

construction of categories, themes, patterns, or findings (Merriam, 2009). After working through

the entire transcript, I then went over the notes in the margins (the open codes) and I grouped the

comments and notes that seemed to go together. The process of grouping open codes is

sometimes called axial coding (Corbin & Strauss, 2007) or analytical coding (Merriam, 2009).

Analytical coding goes beyond descriptive coding because it utilizes interpretation and reflection on meaning. Merriam (2009) recommends keeping a list of these tentative groupings attached to the transcript or on a separate paper or memo.

After completing the above-described process with the first transcript, I moved systematically through each interview transcript in the same fashion. As I did, I kept in mind the tentative groupings I created from the first transcript to see whether they were also present in subsequent transcripts. I also made a separate list of comments and notes from each transcript and I compared them with the ones derived from the preceding transcripts. These lists were merged into one master list of concepts. This master list comprised a "primitive outline or classification system reflecting the recurring regularities or patterns in the study. These patterns and regularities become the categories or themes into which subsequent items are sorted" (Merriam, 2009, pp. 180-181). As Merriam (2009) notes, at the beginning of the data analysis many tentative categories were created. However, many of these tentative categories were discarded as I determined that they did not hold across more than one interview. As well, as the data analysis progressed some categories were subsumed under other categories. Once a tentative scheme of categories or themes or findings was created, all of the evidence supporting each category or theme or finding was then sorted into the categories (Merriam, 2009). This was achieved by creating file folders each labelled with a category name. Each unit of data coded according to this theme was then cut out and placed into the file folder.

The data analysis methods described above combined both deductive and inductive reasoning. The analysis was highly inductive initially, and then shifted to more of a deductive analysis. As Merriam (2009) writes:

You begin with detailed bits or segments of data, cluster data units together that seem to

go together, then 'name' the cluster. This is a category or theme or finding. As you

move through data collection and if you have been analyzing as you go, you will be able

to 'check out' these tentative categories with subsequent interviews, observations, or

documents. At this point, there is a subtle shift to a slightly deductive mode of

thought…that is, you are now largely 'testing' your tentative category scheme against the

data…As you get to toward the end of your study, you are very much operating from a

deductive stance in that you are looking for more evidence in support of your final set of

categories. (p. 183)

In addition to being considered both inductive and deductive, this data analysis process was also

'emergent,' that is, "what you are studying, the data you are collecting, and how those data are to

be handled, change and emerge across the life of the study. They are not prescribed beforehand.

Instead, they emerge from your exploration of the environment and the data collected. They are

constructed in the context of the study" (Willis, 2007, p. 202).

Merriam (2009) argues that the methods described above comprise, "A basic inductive

and comparative analysis strategy suitable for analyzing data in most interpretive qualitative

studies" (p. 197).

Internal validation. As noted earlier, as I completed my interviews, I routinely reflected

my interpretations and understanding of participants comments back to them to ensure accurate

understanding and interpretation. To further ensure internal validation I also provided (in earlier

drafts of my dissertation document) many quotes from participants to support the categories and

themes I created through data analysis. These earlier drafts of my dissertation document were

provided to my supervisor and my dissertation committee to provide thorough support for the

themes I developed. In the final draft of my dissertation the number of supporting quotes was

pared down to only include representative quotations for each theme.

     Critical reading. As Lichtman (2010) notes, "[It is] very frustrating to try to determine

specifically how to conduct analyses. Almost all of the material you read will leave you with

more questions than answers" (p. 192). Certainly, this has been my experience as well. It is

difficult to determine how to incorporate critical theory into data analysis. As Willis (2007)

notes, "Critical theory is less focused on methodology than it is on the reason for doing research"

(p. 84). Guba (1990) makes a similar point when arguing that the phrase "ideologically oriented

inquiry" is a much better name for the critical theory approach because it emphasizes the focus

on ideology as a guide to research. Nevertheless, this is how I incorporated critical theory into

the analysis of my data. After I analyzed all of the data from the interview transcripts and

completed the task of generating themes (or findings or categories), I examined the themes

critically. Willis (2007) writes that:

> The interpretation of data from a critical perspective entails thoughtful analysis and
>
> reflection…It is only through critical self-reflection that we can free ourselves of these
>
> distortions and move toward a truly emancipated society. Research in the critical
>
> tradition is thus part of the process of fostering and nurturing self-reflection, which is a
>
> necessary step in the course of moving society toward the empowerment of all citizens.
>
> (p. 86-87)

I reflected on the themes developed through my data analysis by exploring the following

questions:

- What is not being talked about (or is missing) in the data?

- Do the comments made by pre-service teachers reflect new paradigms of career theory or do they reflect traditional theory?

- Do the comments made by pre-service teachers reflect traditional educational aims (for example, economic prosperity) or do they reflect more student-centered aims (such as happiness, fulfillment and flourishing)?

- Does the *Career Coaching Across the Curriculum* initiative appear to do enough to support all students in their career construction or is more required?

Through a critical analysis of the themes, I reflected on pre-service teachers' perspectives on career interventions (and their work with students in delivering these interventions), the aims of education reflected in their interventions, and the degree to which these interventions, and the aims they support, enable students to build flourishing lives/careers. This analysis reflects my intention to ensure that all students are being provided a foundation to flourish in their lives/careers in the twenty-first century world of work. In the following chapter I will provide an analysis of the data collected through the interviews I conducted with pre-service teachers.

Chapter 4: Results

As discussed previously, the pre-service teachers who participated in this research study were interviewed twice – once at the beginning of their internship experience and once at the culmination of their internship experience. I will present the data gathered through these interviews in the following chapter. Several of the questions I asked in the first interview I asked again in the second interview. In those cases I will report the data from both interviews simultaneously and will point out what was similar and what was unique across both interviews. As a general rule, although I did not quantify or record the frequency with which various themes came up in pre-service teachers responses, I reported the themes in descending order of the relative emphasis they received.

What Were the Most Valuable Things You Learned in the Career Education Course?

One question I asked in both interviews was, "What were the most valuable things you learned in the career education course?"   Similar themes emerged from an analysis of the data collected from both interviews. Table 2 provides an overview of the themes that emerged.

Table 2 – Most Valuable Things Learned in the Career Education Course

Theme	Sample
Learned ways to help students gain increased self-knowledge	"… the [self-exploration] exercises …"
Learned that career interventions are not just about finding a job	"… it's about just kind of starting to get them thinking about who they want to be as a person"
Learned that managing change is a fundamental component of lives/careers in the twenty-first century	"… nothing is stagnant and everything is changing all the time …"
Learned the career planning process	"… breaking down the points of career education into five processes …"
Learned that career interventions can be effectively integrated into any subject	"… neat to see how it applies to all subjects …"
Learned the importance of choosing a path that is personally meaningful	"… it's important to find what's meaningful to you when you're doing your career searching …"
Learned that infusing career education into curriculum makes the whole educational enterprise more engaging	"… realized how much more valuable it made the education when you have that career education purpose kind of behind it".
Learned career counselling skills	"I think maybe the basic like sort of counselling skills".
The hands-on nature of the class	"… getting a chance to try different strategies or decision-making strategies".
Learned ways to promote career exploration	"… giving students the tools on knowing how to explore or maybe what areas to explore …"
Learned the importance of relationships	" … helped me know how to reach my kids and help them to open up …"

The themes "learned career counselling skills" and "the hands-on nature of the class" were unique to the first interview. The themes "learned ways to help students gain self-knowledge" and "learned the importance of relationships" were unique to the second interview. In the following section I will describe each of the themes presented in Table 2.

Learned ways to help students gain increased self-knowledge. One common response from pre-service teachers was that they appreciated learning about ways to engage students in self-exploration. For example, in the first interview one pre-service teacher answered the

question by highlighting the value of all the initiation/personal exploration activities that were learned in the course:

> Well, probably just the different initiation exercises [were the most valuable]. I've been using some of the ones that we learned in the class and the kids are really interested in it and they're excited to have the next class and what are we doing next time … We've done like a perfect day visualization and written up kind of a guided visualization activity and talk them through that. And then they've written a story of their perfect day and it's all based on their interests and their dreams and that kind of thing. And I've also done another one: If you could read a book about anything, what would you read about? And they had to write about what they'd read about and why and then they illustrated and all that. Those two they've really enjoyed so far.

Another pre-service teacher in the first interview also cited the value of learning about activities to promote self-understanding. In response to the question about the most valuable aspects of the course, this individual stated:

> I would probably have to say … the [self-exploration] exercises ... And so I'm really excited to do it with my students so that they can hopefully learn something about themselves too and kind of ignite something inside of them … I really liked the 99-year-old question, the dream exercise, the pride story. I thought that was challenging at first, but once I kind of dived into it, I really liked it. Even the party exercise was interesting, just to kind of see where I fit. So yeah, probably the 99-year-old question, if I had to pick one though.

In the second interview, one pre-service teacher expressed the value of finding ways to help students increase self-awareness by discussing her/his experience with students in grade two and

by discussing the value of increasing self-awareness in elementary level students. He/she commented:

> Just I think learning all about like how important it is in the first initial stages especially for small kids that don't have any sort of knowledge of you know … like little grade two kids they don't really understand, like they know what basic different jobs are but they don't really have a scope of anything and they're just learning about who they are. So when [the instructor] taught us about you know how important self-exploration and discovery is and building self-awareness and self-esteem especially in the young grades that was really important to these kids. So like before we even did this career stuff we did a few activities on you know who they are as people and what's important to them and we read several books just to get them thinking about what's important to them.

As the responses provided above suggest, pre-service teachers who completed the career education course highly valued learning various activities to engage students in self-exploration. The kinds of activities they appreciated were activities that encouraged students to describe actions that gave them a sense of pride and fulfillment (for example, the pride story activity). As well, they appreciated activities that helped students begin to contemplate the future, the goals they wanted to achieve, and the kind of lives they wanted to build for themselves (for example, the "99 year-old question" activity and the "perfect day" activity).

Learned that career interventions are not just about finding a job. Pre-service teachers also valued the emphasis placed on the perspective that providing career support to students is not primarily about finding a job for those students. Many pre-service teachers who completed the course came away from the course with the perspective that providing career support to students is primarily about helping students gain self-understanding, particularly, self-

understanding about sources of personal meaning. In the first interview one pre-service teacher commented:

> … The kids that I teach in Grade 1 right now, by the time they get to Grade 12 there are going to be jobs that we have never even heard of or thought of that they have that opportunity and there is no way you can prepare people for jobs that you don't even know that are going to exist, other than getting them to recognise who they are, and hopefully when they get to that point to make a career decision or an educational decision they say oh yeah I was really interested in this, and I am going to follow that through, and my dream was always to do this, and not be so stuck around the actual career choice, but more so in what they want to accomplish and finding careers that fit that goal …

Additionally, another pre-service teacher in the first interview described the purpose of career support as helping students gain self-knowledge and 'verbalize who they are.' When asked to describe the value of the career education course he/she stated:

> Well I thought there…like in conversations that I had with my classmates, that everything we learned in that class is so beneficial to every single person, whether you are a teacher, or a counsellor or a businessman, or a kid sitting in Grade 8, or Grade 1 even, that I am teaching, just that realisation of who you are and that everybody is not the same, and you have your own dreams and your own choices, and yeah like that…I think just that verbalisation of who you are is so important for every single person in the whole entire world and I wish that was done with me when I was younger …

In the second interview, one pre-service teacher communicated the idea that supporting students in their career development is primarily about personal development:

Basically the big one that I thought that I learned was taking into consideration of younger kids and thinking about them in a career orientated sense and not thinking of it as oh pick a career and then just you know saying this is something you could do when you're older, but to really just get them thinking about what they like and what they want, like it's not really just about picking a career it's about just kind of starting to get them thinking about who they want to be as a person. So I thought that was really valuable.

Pre-service teachers identified that they valued gaining the perspective that providing career support to students is not primarily about finding a job. While finding a job is certainly a desired outcome, providing career support to students ought to be much more broadly focussed. According to them, a main function of career support is helping students acquire the deep level of self-knowledge that serves as an anchor to guide individuals through the inevitable changes and uncertainties inherent in twenty-first century life.

Learned that managing change is a fundamental component of lives/careers in the twenty-first century. Other respondents conveyed that they valued gaining the perspective that career planning is about managing change and embracing possibility. For example, one respondent in the first interview reinforced this theme by discussing the changeability of career choices. She/he stated, "Yeah I would have to say again [that the most valuable aspect of the course] was knowing that you can have more than one career in your life, and that it is … like you can go back to that process and you can do it again, and that you grow and change and stuff … it's nice to be able to explore and think that hey this doesn't have to be the only career for me." Other pre-service teachers also commented on how career support is about assisting students to develop the level of self-knowledge and the skills of adaptability required to thrive in world of flux and change. For example, one pre-service teacher stated:

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I guess the only thing that I would add [when considering the valuable things I learned in the career education course] is nothing is totally stagnant and everything is changing all the time, so does your career because the world changes and so your career will change and adapt and as a person I think it's important to always follow what you love to do and you will enjoy your life.

Another pre-service teacher in the first interview highlighted the perpetual uncertainty inherent in twenty-first century lives/careers by stating:

[I learned that the world is characterized by] perpetual uncertainty, that nothing in life is for sure, that the world is constantly changing, that's it's okay to reassess your life, adapt, re-evaluate your goals and your ambitions, your position in the workforce. For me it gave me a sense of comfort, it rationalised the world, it make it okay to be reflective on changing careers.

The idea that career building is about managing change was prevalent in the second interview as well. For example, in one such interview a pre-service teacher stated:

Like I kind of knew this already, but just kind of the idea that you have to know as a teacher that we're never going to know the jobs that our students are going to do, and even what jobs exist by the time the kids we teach grade one right now graduate high school. And who even knows where we'll be in 10 years from now? Like maybe that whole system will change too. But just to know that it's not possible to know all the jobs that there are in the world and what job is going to be the best for everybody. But it is possible to get everybody to recognize that and understand that you have to just keep looking and not to be scared to change a job because that's what you wanted to do 10

years ago, because things change every year and just that change in careers around the world continuously, day by day now.

Pre-service teachers appreciated the emphasis on the impact of change on twenty-first century lives/careers. They also valued the perspective that change and uncertainty are not necessarily detrimental to lives/careers but can also provide opportunity and vitality to lives/careers.

Learned the career planning process. Pre-service teachers also described the value of learning the career planning process. During the career education course pre-service teachers were taught to conceptualize career planning as consisting of self-understanding, exploration, decision-making, action planning and implementation of career decisions. They were taught that career planning does not necessarily follow a linear path and that each of the five processes could occur simultaneously and recursively. The discussion of the career planning process was valuable to many of the pre-service teachers in the career education course. The following statement conveys the value of learning the career planning process expressed by pre-service teachers:

> [I appreciated learning about] just the sort of steps to go through it I guess … Just the whole, like the whole way it was taught and breaking down the points of career education into five processes was just really clean, simple, easy to follow, easy to understand, so that was definitely really helpful and something that I implemented, obviously, into my own planning.

Another pre-service teacher commented:

> I think also just becoming more aware of the actual process and for me … I know that what I'm doing with my kids is just the beginning of a longer lifelong process, so kind of

knowing where it's going helps me to know to really focus in on what we're doing and

just giving the kids more exposure and more awareness, even when they're only 6.

Additionally, the value of learning to view career planning as a process was succinctly stated by

one of the pre-service teachers in the second interview when she/he stated:

> I like the processes, just to make people realise that they can be at any step, and they can
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> also go back, and that it is a process and it's not just kind of an epiphany, oh this is what I
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> was meant to do, more of an exploration, so I like that a lot.

According to this individual, learning the career planning process helped her/him to recognize

that career choice is not a product of an epiphany, rather, it is most often the product of engaging

in a process of gaining self-understanding, exploring the world and opportunity, making

decisions, and implementing decisions.

As these comments indicate, pre-service teachers valued learning to conceptualize career

planning as a process. This theme was prominent in both of the interviews conducted with pre-

service teachers. According to them, learning the career planning process helped them demystify

the career planning endeavour. This knowledge helped them to see that providing career support

to students is not as complex as they had perceived, and that it can be broken down into

manageable tasks. This insight therefore helped them in planning their career interventions.

They were able to see the larger picture of the relationship between an individual's life and

career and how their interventions could contribute to a larger process. As a result, they did not

feel overwhelmed when considering how to effectively support students in their career building.

**Learned that career interventions can be effectively integrated into any subject and
at any age-level.** Pre-service teachers identified that the career education course helped them to

see the applicability of career interventions across subjects and grade levels. One respondent

commented on the ease and value of integrating career interventions into regular K-12 curriculum by stating:

> I think it was neat to see how it applies to all subjects because when we first started the class it seemed kind of difficult to see how to apply career to some course work, like specific classes. But really, it ties into everything. So it doesn't matter if you're teaching language arts or science or what it is, you can tie careers in somehow because obviously there's jobs in every field so it's easier to tie in curriculums than I thought it was.

Another pre-service teacher emphasized the value of integrating career interventions into all subject areas by commenting:

> What stood out for me is the fact that so many students today are struggling. It's like a real cloud above them, right, that they don't know where they're going, where they're headed, what … like, they don't have a focus, right. And career coaching addresses that and you can do it through just the fact that you can do it through your Language Arts, all your … you can integrate it into your regular curriculum so it's not like an added, you know, another thing to bog down the teachers, but you can integrate it right into what … subject areas and I think it will make a big difference in students' lives.

One pre-service teacher expressed the same ideas by highlighted the fact that career interventions can be provided at any grade level. She/he stated that the value of the career education course was,

> … Being able to incorporate career focus for the younger grades, for the primary grade, one and two, that's it's not just centred around junior high and high school focused mainly on high school, but that it can be geared, you can gear it towards divisions one and two … it was a big surprise because going through your educational career you think

that everything is geared towards the older ages, especially focusing on career and jobs, when taking the course it opened my eyes to more than what was there before, so it opened my eyes to see that you can have several approaches in the younger ages to get them to think about their natural talents and abilities and what can you do to help them achieve what they want, and maybe do something that can eventually move them into a career choice?

According to this respondent, career interventions can be applied at any age-level and are valuable at any age-level. Similar sentiments were expressed in the second interview. For example, one pre-service teacher commented:

I think, like I'd mentioned before, the fact that you can use it in more than just one class. And that's one thing that I learned is that it can go in any class, any class that you have. It can be a great steppingstone for anything that you're teaching. And I think that's probably the biggest thing that I've taken out, that it's not just one specific grade, one specific class, but it can transcend into different grades and different classes.

As these responses suggest, pre-service teachers valued gaining insight into the value and ease of integrating career interventions across subjects and across age levels.

Learned the importance of choosing a path that is personally meaningful. Pre-service teachers also expressed that, as a result of the career education course, they gained a greater appreciation of the importance of choosing a path that is personally meaningful. As one pre-service teacher stated:

Well, especially for the older grades, I think it's important to find what's meaningful to you when you're doing your career searching and not just picking something because other people tell you to or because your parents think it's a good idea but actually finding

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something that makes you happy and that brings some value to your life. I think that's one of the main things.

Several respondents commented on the external influences that often negatively impact career decisions and highlighted the importance of pursuing a career path that isn't determined by external pressures. Instead, the process of choosing a career path can be guided by an internal sense of personal satisfaction, engagement, and meaning. In this vein, one pre-service teacher stated:

Well, the whole class I thought was really good. But again, I think it's all the idea of social realities and how some people get caught up in what everybody else is doing and how it's really important that again people follow what they find important and what they find meaningful about it than what other people around them think is important.

This idea was also expressed by another pre-service teacher who commented:

The other thing I took away from it is just the notion of, how the career cycle, when [the instructor of the career education course] talked about how at one point demand for engineers was very high, and everyone pushed to go into engineering and that flooded the market and all of a sudden there's a lot of people with engineering degrees but no job, and that this sort of cycle continues throughout the years, decades … and that it's not okay to do a job, or go after a career because people say so, or people say it's the right career because they're making money or make you successful, you have to go after something you enjoy, or else you won't succeed, they'll just be a dime a dozen.

This idea also emerged in the data gathered through the second interview. For example, one pre-service teacher commented:

[The most valuable aspect of the course was] … probably to make sure that you know what you're passionate about and what you like and make sure that you do something that makes you happy for sure. And then that way everything else follows into suit and you have a more successful and happy life. I think you're, like, more in tune with who you are, and then you're setting yourself up for greater accomplishments and higher levels of success and happiness.

As these responses convey, pre-service teachers reported a deeper appreciation for the importance of choosing career paths that are personally meaningful as a result of participating in the career education course.

Learned that infusing career education into the curriculum makes the whole educational enterprise more engaging. Several pre-service teachers also identified that the career course helped them gain a better sense of how to make the educational endeavour more engaging and relevant for students. As one pre-service teacher mentioned:

[As a result of the course] I just realized how much more valuable it made the education when you have that career education purpose kind of behind it. Like it was an underlying tone while you taught. So even just walking away, like whether or not I did the PD project, I found that information highly useful to just help integrate into your teaching like everyday kind of thing. Like to get the kids start thinking about themselves and what makes them special and how they can really like benefit from their special skills and characteristics to later develop into an actual … something they actually really enjoy doing.

Another pre-service teacher expressed the role career interventions can play in increasing student engagement in learning by relating personal experiences and connecting them to the content of the career education course. He/she stated:

It [finding some career direction] really motivated me, and it made me more passionate as well, you know when I like something and I was interested in it, being able to link that to an actual outcome and an actual career, did really motivate me to become more interested in it, to become better at it, just to be more engaged and more focused and you know before I really knew what I was working towards I was kind of all over the place and I just … I couldn't really hone in on anything, there wasn't really a set goal I guess, and I think yeah for me it was really good to be able to work toward that and I think that would be really valuable for the students too just to know that … especially at this age where they're starting to not really like school, not really understand why it is they're doing what it is they're doing at school, maybe just to focus it a little more, I know that that really motivated me and made me want to do better.

Pre-service teachers articulated this theme in the second interview as well. For example, one respondent stated:

So I believe that career education, what it enables students to do is take the knowledge, the biology, the specific learning outcomes, and see how it relates to the real world. How they can apply that knowledge. And from a personal belief I think that's a downfall of the way high school is set up currently. Is that they don't have that connection of what they're learning to where they can use that knowledge.

As indicated, some pre-service teachers indicated that their participation in the career education course enabled them to gain a better appreciation of how career interventions can contribute to increased student engagement.

Learned career counselling skills. Some unique themes emerged in each interview. One unique theme in the first interview was "learned counselling skills." Pre-service teachers also valued learning career counselling skills. During the career education course they were provided instruction on the counselling process (establish rapport, fully explore the issues, etc.) and they were given the opportunity to role-play with their peers while exploring career-related issues. Several pre-service teachers cited this practice as valuable. For example, one pre-service teacher stated, "I think maybe [one of the most valuable components of the career course was learning] the basic like sort of counselling skills….because even just like how to like talk without giving your advice." Another pre-service teacher similarly noted, "I guess [one of the valuable aspects of the course was learning] communication strategies with others as well … building a relationship with them first, so asking a lot of questions, making sure that you're really listening, so the listening tactics that we were taught as well. I guess, yeah, just relationship building is key to that." Another pre-service teacher expressed the value of learning career counselling skills by identifying that it is often in conversation that people are able to clarify their career direction. Therefore, learning career counselling skills helps pre-service teachers create the conditions under which students can verbalize their interests, their goals, and their dreams for the future. This pre-service teacher's response conveys these ideas:

Yeah, [one valuable thing I learned was] how do I start having career conversations with people without coming across that you're having a career conversation, like just get people thinking about what they want, and actually expressing who you are, because it's

hard to tell somebody else why you think, what you think you're good at or what you

think your personality is, and just getting those conversations going to start that thinking

process, so when you go to choose a career or choose classes to be in or whatever, that

they actually have some thought process behind it, because I think it's really hard to

verbalise all that, without having somebody bring it out of you … yeah like actually

consciously thinking about who you are instead of just that subconscious that everybody

knows who they are, but can you express who you are, express your interests and what

you want, out of a job, or your future or life or whatever that is.

As the above responses suggest, pre-service teachers valued learning counselling skills. They

saw these skills as valuable in building relationships and in helping students to clarify their

interests, goals, and dreams.

The 'hands-on' nature of the course. Another unique theme in the first interview was

"the hands-on nature of the class," as some pre-service teachers expressed appreciation for this

aspect of the career education course. They reported that it was very helpful to learn about

various career interventions and then have the opportunity to personally experience them. When

asked what was particularly valuable about the career education course one pre-service teacher

stated:

I think just the different strategies that we got to experience firsthand, like actually

getting a chance to try different strategies or decision-making strategies. I think that was

beneficial because by having that firsthand experience I think it enabled me to teach it

better to the kids and have the kids take more away from it I think, than if it had just been

okay this is one idea on a piece of paper, read it and figure it out yourself.

Another pre-service teacher similarly commented that:

I think one of the most valuable things is the practical experience we got in it, which I find is a lot more applicable than being told, you know, the textbook material. But you know, having to do that project really made me apply what we were learning and I'm very much someone who learns by application … We learned something and then we practiced it, so now that I'm going to go … I mean, I obviously have to adapt it, but I'm going to use the dream activity with my 6 year olds and I know how to go about that because I did it myself. And we're going to do a pride story, again very different, adapted to 6 and 7 year olds, but I know kind of what I want from it because I did it myself.

Pre-service teachers valued the practical focus of the career education course. They appreciated being able to experience the career interventions discussed in the classes. This "hands-on nature" helped them to personally experience the impact of these interventions. As such, this process provided them with enthusiasm for the value of career interventions, and it helped them develop a clear understanding of how to implement these same interventions.

Learned ways to promote career exploration. Unique themes emerged in the second interview as well. The theme "learned ways to promote career exploration" was unique to the second interview. Pre-service teachers indicated that they valued learning new methods for promoting career exploration. One pre-service teacher commented:

I think I achieved the outcome of giving students the tools on knowing how to explore or maybe what areas to explore when it comes to career exploration. Yeah I think I was able to give them a starting point and kind of give them the tools to go further and to explore maybe some options they wouldn't have thought about before.

As this comment indicates, learning ways to help students explore career/life options was valuable to them.

Learned the importance of relationship. The theme "the importance of relationship" was also unique to the second interview. Pre-service teachers discussed that building relationships with students was key to providing effective career support. However, this theme was not present in the first round of interviews. To illustrate the importance of this theme, one individual commented, "I mean I guess I think it's important how much [the instructor] stressed that you have to build that relationship in order to make some progress." Another respondent elaborated on this idea stating:

> Even just at the beginning when we learned outcomes of counselling and career counselling specifically it really helped me to know how to reach my kids and help them to open up to begin with because that was really key, in the unit that I taught they had to have that trust established first so just even though we didn't touch on that a lot just going over it was really helpful for me so I was aware that I had to make sure I understood my students first and had established a safe environment where they could share and that made all the difference.

After working directly with students providing career support, pre-service teachers stated that they better understood the importance of relationship-building as a precursor to providing effective career services.

In summary, pre-service teachers revealed that they learned a lot of valuable information through their participation in the career education elective course. They reported that they learned valuable skills such as how to help students gain increased self-knowledge and promote career exploration. They also reported that they gained valuable perspectives such as: career interventions can be effectively integrated into any subject, career interventions are not just about finding a job, managing change is a fundamental component of lives/careers in the twenty-first

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century, career/life building is about engaging a process, choosing a path that is personally

meaningful is vitally important, and infusing career education into the curriculum makes the

whole educational enterprise more engaging. One theme that that stood out in the second

interview was the importance of establishing a relationship with students in order to provide

effective career/life support. After completing their internship experience, and working with

students, pre-service teachers came to a heightened realization of the importance of building

relationships of trust with students.

How Are You Going to Integrate Career Education Concepts and Interventions (Learned in the Career Education Elective Course) Into Your Practicum Teaching Experience?

In the first interview I asked pre-service teachers: How are you going to integrate career

development concepts and interventions (learned in the Career Education Elective class) into

your practicum teaching experience? Four major themes emerged from an analysis of the data

provided by pre-service teachers. These themes are presented in Table 3.

Table 3 – How Are You Going To Integrate Career Education Concepts and Interventions?

Theme	Sample
Activities to promote self-understanding	"… I had them do a pride story where we just shared with a partner like what are some things you're proud of …"
Activities to promote connection with role models and the community	"… get guest speakers in … from a wide variety of careers …"
Activities to increase awareness of possibilities in the world of work	"… I'm going to have the kids research their interests …"
Activities to increase awareness of how students can connect their interests with the world of work	"… figure out, okay, well if you like this activity and this activity, here are some jobs …"

In the section that follows I will describe each of the themes present in Table 3.

Activities to increase self-understanding. One major theme that emerged in response to this question was "activities to increase self-understanding." Pre-service teachers intended to integrate lessons into their internship experience in order to promote students' acquisition of self-knowledge. One pre-service teacher commented:

> Well, my unit is called "Dare to Dream," so it's like girls in junior high, female unit built around creating selves, like personal meaning and creating self, and what's valuable to them. It's also like self-esteem builder as well because at that age they're so heavily influenced and there's lots of media pushes and family choices and all that, so right now we're just trying to find out what's meaningful to them … we have a value sheet, so I'd ask them what's valuable to them and they rate them one through five. I ask them what they do outside of school and why they do it. Like, why is it important to them to play soccer or compete in dance or horseback ride? …. we're going to do pride stories and get feedback in the class. When someone discusses a story we give them…we clap or we give feedback and ask questions so that they are really thinking about why they said what they said and why they feel that way.

Another respondent described an array of interventions (to promote the acquisition of self-knowledge) she/he developed as a result of participating in the career education course. She/he stated:

> I put together a little work booklet for the kids to kind of go through and it has all the activities that I want them to go through and to do … I focused mostly on the initiation process, so started off with having the kids create their own title page with five things that they want to do in their life, one of which had to be related to some sort of career aspiration. And then moved into a really kind of quick interest inventory, like what do

you like to do, what are your strengths, what are your interests, that sort of thing, just to

kind of get a good sense of, you know, kinds of things that the kids are into. And then

I'm doing this bucket list kind of thing, you know, create a list of things you want to do

before you die. And then so kind of transition more into the pride story, having them

figure out what kind of main themes or main values shine through in that area and go into

the visualization activity where they visualize a day in the next ten years and try and see

if they can pick out any of the same themes or if those themes relate. And then that's

what I have set up for initiation. One of the activities I've planned is to go through each

of those activities and look back on what the kids wrote and kind of see if they can pick

main themes about themselves that they might not have seen previously. And then after

that I have the kids write me a little letter about what they found out about themselves

and then that way I can establish a relationship and write back to them and it's

completely confidential.

Other pre-service teachers talked about trying to pursue one-on-one career conversations with

students to promote self-understanding. For example, one individual stated:

And it helps me to get to know the kids on a one to one basis, but I do this like

interviewing thing. So twice a week, I take kids aside and I sit down with them for about

like 15 minutes and I interview them and like it's all basically about them. So it's just

about them and what makes … like what's a part of their life, things that they like and

dislike and skills and subject. It's just nice to hear that side of it too. So that's kind of

beyond … other than my PD project obviously, that's just another way for the kids, I

think, to help verbalize their skills for themselves and then for me to just to get to know

them as well, help draw like them to those conclusions.

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Some pre-service teachers described creative approaches to promoting self-knowledge. For example, one respondent conveyed the following:

> I am teaching Grade 3 … I thought of doing … a vision board … It was something that came from a book that my Mom had given me about vision boards, and actually I had seen it on TV also, and just about creating your own future and if you visually see it every day or something that you are striving for, like a goal, and you look at it every day, it becomes more of a reality and you work towards it more, I guess if you look at it every day, and I like the idea that especially for elementary kids you can use pictures and words and make it their own creation, because a lot of, some kids don't … [the vision board] would not just be career wise, but [it would be about] where they would want to live, or how they see their life, whether it be family, travelling, schooling, all those things.

Another pre-service teacher described using quilting as a creative way to facilitate the attainment of self-knowledge:

> … Each [career] lesson goes with drawing a picture of it, or painting a picture, like a little six by six square and then we're going to make it into a quilt at the end … And then the third one is a hero, so who they see as a hero, and it can't be a superhero …. And we will have a conversation to begin with about whether like it's your Mom or your Dad or a classmate, or some soccer player you know or whatever, just to come up with a real life hero, and why they picked that person as a hero, and again to draw a little quilt square.

Another respondent described using artistic projects like creating collages to promote the acquisition of self-knowledge. She/he stated:

> Well I am working with Grade 9 students with this project … they have done this visual collage where they had to take an object that represented who they are or where they're

going in life and then decorate it, it was objects and pictures from magazines, or pictures

that have drawn or painted, and poems and sayings and words and everything they can

think of to put on this object and then they had to present it, and then they got marks on

their presentation based on how realistic their argument was about the things that they

had on the collage and then what their collage was on, and had to convince each other

you know that this is who I really am or this is the vision that I have, so that was just to

start it out and to get an idea. And we also did a self-portrait and that was supposed to

help them kind of get the ball rolling and have a little bit more of an idea, and not just put

stereotypical types of images on this project, and it seemed to really work.

Additionally, one respondent described creative approaches to promote self-understanding in a

grade one classroom. She/he commented:

I'm in a grade one classroom … we started off with just talking about what we like, so

some of our interests and some of the things we're good at. And I had them do a pride

story where we just shared with a partner like what are some things that you're proud of

and I had them draw a little picture of some of the things they're good at. And then we

made an all about me poster and just to like talk about their uniqueness and … So I had

them paint their hands and then we made hand prints and thumb prints and then they cut

out some pictures, some clipart that they had made on the computer and they put those on

their poster and so … Then we hung them up and it was like all about us, so like our

class, and we displayed those.

In summary, a large number of respondents indicated their intention to integrate activities

to promote self-knowledge in their internship teaching experience.

Activities to increase awareness of possibilities in world of work. Pre-service teachers also communicated their desire to integrate activities to increase awareness of possibilities in the world of work. For example, many talked about bringing in people from the community to profile their work. One pre-service teacher commented:

> And so then after that we moved on to talk about heroes. So what are some qualities in a hero ... And then we talked about examples. So a lot of them said my family or my friends or firemen or police officers and from there we talked more about community helpers and different ways that they can help out at home and at school and in the community. And so we had a lesson about community helpers and then from there we went into more the career. And what I did was I gave them each … Because it was a small class that day … I was going to do this in partners but I gave each of them a different picture of a different job ... Like one of them got a police officer, another one got a fireman, and everybody got something different and then what they are supposed to do is think about like what job is this. Like try to figure out what it is and then what's something that you like about this job and what's something that this person does at work. And then we just like went around the classroom and each person talked about their career character. And then last week I had my dad come in. He's a fireman. And he came in and gave a little speech about what it's like to be a fireman and the kids got to try on the equipment and that was fun. And then tomorrow we're going to the police station and … as like a little field trip to see because I think with grade one it's good to give them more of like a visual, like show them and like bring people in to talk about career. And so that's where I'm at with mine now.

Another respondent also discussed his/her plans to bring in guest speakers. She/he stated:

What I'm doing so far is I get a half an hour period every Friday basically to do my

career stuff, so right now we're doing the initiation activities and then we're going to get

into some exploration. I'm going to have the kids research their interests, research

different things, and then my plan is to look at all that information that I get from them

and then invite in, I'm hoping, six different guest speakers … I'm just going to give them

some websites and a bunch of different books on different careers and they can kind of go

through and what do I like about this, what don't I like about this, why; just kind of

exploring different things. And then I have, I think it's a checklist, and they'll kind of go

through and fill in their information. And then I'm going to take a look at that, and kind

of based on their feedback, get the guest speakers in … Just six from a wide variety of

careers, just to let them see what's out there. And hopefully they can come in and present

on kind of a day-in-the-life type thing.

Pre-service teachers promoted career exploration in other ways as well. For example,

some pre-service teachers made a point of showcasing occupations and careers in other

countries. One respondent stated, "And then in Social Studies I'm also … I talk about careers

and stuff that are in Tunisia and stuff like that and stuff in the Ukraine as well. It's like to kind of

see what careers and stuff are like around the world." Other pre-service teachers focussed on

profiling careers more locally. For example, one respondent commented:

Basically what I want to do is have lessons focused around, I am teaching Social Studies,

and Social Studies for the grade 4 curriculum is all about Alberta, so how I want to spin it

is have a couple of lessons that focus around careers in Alberta, careers that are important

in Alberta, whether it be the oil and gas industry, whether it be healthcare, whether it be

education, getting kids to see that Alberta is a place for growing careers, and the Grade 4

Alberta curriculum is so centred around that, right now we're dealing with fossils and dinosaurs and it's neat because the textbook has a portion in studying a career in palaeontology, so what does a palaeontologist do, so it's not your typical standard doctor/lawyer/accounting career, it's a career that's outside the box, that most kids would never even think of … So just showing kids that there are opportunities and that's what I want them to see that, there are opportunities in Alberta for these fun careers, it's not just your run of the mill, like there are opportunities and I think that Social Studies curriculum allows me to do that.

Another respondent described the use of electronic resources to promote knowledge of opportunities in the world of work by stating:

In the computer classes, what I've done is I've used the career cruising website for the exploration, but it's specifically search by school project. So they pick that, pick a career that they're interested in, but they just look at the photo files, right? So that's…I just wanted to have them understand, like in Math there's more than just a mathematician and in Science more than just a scientist because I remember that's what…that's kind of the train of thought I was on in elementary school …

One respondent discussed a unique and creative approach to fostering increased knowledge of the world of work using the scientific method. He/she commented:

Well I'm teaching Chemistry 20 and that's where I'm implementing this career planning. And so my whole implementation is the idea, it's based on research because this whole kind of career planning is all based on research. And it links up very nicely to the scientific process of doing research probably; implement it in that sense. So really using the skills that you need to lend as a scientist or as a science student to do research on

themselves; so getting to know themselves and then careers that they might want to do, so

all kind of about quality of research. So implementing the process, thinking about quality

of research and what makes research good and what is poor research and using the skills

that we've learned in a scientific sense and applying it to something beyond the

curriculum, like career planning.

Other pre-service teachers described other creative ways they intended to promote an increased

awareness of occupational possibilities. For example, one respondent commented:

The second part is I've called it the job well and it's this nice bulletin board in the

classroom where we post a whole bunch of different jobs and just the title and pictures

and things like that … And the kids actually managed to come up with like 40 different

jobs, which is crazy. And then every time the kids learn about a new one or I introduce a

new one, or somehow we start to talk about jobs, we add them to that wall … What I'm

having is I have a whole bookshelf full of books on jobs that are appropriate for 6 and 7

year olds. And whenever they finish work in any of my classes early, they can go and

look at the books. And I also read one of the books to them each day …. And then we,

from that also add more words to our job wall. That's one way of increasing exposure.

In summary, the pre-service teachers interviewed in my research study indicated a strong

desire to provide students with a wide range of experiences to help them become more familiar

with the wealth of occupational opportunities that exist in the world of work.

Activities to increase awareness of how they can connect their interests with the

world of work. In addition to wanting to promote increased awareness of occupational

opportunities, pre-service teachers also indicated a desire to help students gain a better sense of

how they can make personal connections with the world of work. One respondent described this intention in the following manner:

> I want to do a little like project at the end where they have to make like a career cut-out of their self. So like once we've talked about some jobs. Like we've already made a list of like a bunch of different jobs in the community. I want them to pick something that … like a job that they find interesting and they're going to make a little cut-out of themselves with their career, like their career picture and then present it to the class, just give a little like couple minute like presentation about well, what do you … like why did you pick this job, you know. Like what are you good at? Like how does that relate to the job you picked and stuff like that.

Another respondent articulated this same intention, stating, "And actually I'm teaching computers as well, so I may, depending, take it one step further to kind of figure out, okay, well if you like this activity and this activity, here are some jobs and have them actually search and find out a little bit more."   Another respondent described the intention to create links between personal interests and the world of work in more detail and conveyed how this would be valuable to students from smaller communities. She/he stated:

> I kind of created a career week type thing, there are some curriculum links and then just some kind of extra curricula type stuff, just exposing the kids to a lot of the different types of careers, they're in Grade 5 and already I have heard them talking a little bit about you know when I grow up, so I do want to do a bit of initiation type stuff with them, and just exploring a bit of their abilities and interest and being able to link that, hey this is what you're good at, this is what you like, it could turn into a career, or these are the types of careers it could become.

As indicated above, pre-service teachers were intent on helping students acquire a better sense of how their personal interests and goals could be accommodated in the world of work.

In summary, pre-service teachers primarily stated that they intended to integrate activities to promote self-understanding, activities to promote connection with role models and the community, activities to increase awareness of possibilities in the world of work, and activities to increase awareness of how students can connect their interests with the world of work. Their responses indicated that they were focused on expanding students' of awareness of career life possibilities, students' awareness of sources of support and inspiration, and students' awareness of activities, subjects, and goals that energize and inspire them.

What Obstacles Do You Think You Will Face in Integrating Career Education Concepts and Interventions Into Your Teaching?

In the first interview, I also asked pre-service teachers: "What obstacles do you think you will face in integrating career development concepts and interventions into your teaching?" Four major themes emerged in response to this question. These themes are presented in Table 4.

Table 4 – What Obstacles Do You Think You'll Face?

Theme	Sample
Lack of time (curriculum pressures)	"… the curriculum is so jam-packed …"
No barriers	"I don't see any barriers right now or obstacles".
Lack of support (buy-in)	"… my teacher wants me to hurry up and get it over with …"
Student factors	"… a comfort thing about talking about their personal lives with their friends …"

The themes presented in Table 4 are described more fully in the section that follows.

Lack of time/curriculum pressures. The most prominent obstacle to integrating career interventions expressed by pre-service teachers was "lack of time (curriculum pressures)." As

one respondent commented, "…. the biggest obstacle would just be trying to find enough time to get everything across." Another respondent described the pressure of time and curriculum pressures by discussing the impact of provincial achievement testing (PATs). He/she stated, "I would probably say the major one for me is since I'm teaching Grade 6, there's a lot of pressure to get kids prepared for the PATs, so I think it will be tough for me to balance that with them."

Other pre-service teachers described the pressures of time relative to the curriculum outcomes that need to be addressed. For example one respondent stated, "[The biggest barrier I anticipate is] the time. I can see that and I'm sure you've probably heard that from a lot of people you've already talked to … Well, just that the curriculum is so jam-packed, your outcomes". Another respondent similarly stated, "Yeah, I think the biggest thing probably for everyone is time. Like, you know, you have so much curriculum to cover that it gets overwhelming when you try and fit in, you know, even like five minutes."

Many pre-service teachers cited time and curriculum pressures as barriers and obstacles that hindered their efforts to implement career lessons.

None. Many pre-service teachers expressed that they did not think they would encounter any barriers or obstacles in their attempts to implement career education interventions in their classrooms. For example, one respondent simply stated, "No not right now. No I don't see any barriers right now or obstacles." Another respondent commented:

Actually for my class, not really any. My teacher that I'm working with has been really great. She kind of lets me do whatever I want, so I haven't really talked to her. She may wonder kind of why we're spending so much time on work, although she does know what my PD project is. That would be the only possible thing just because, again, with time we

just need to make sure that we get all the other stuff done as well. That would be the only

constraint.

Another respondent agreed, "So far I haven't faced any [barriers or obstacles]. It's been fairly

easy for me to integrate it. I guess just finding time. I guess, like if there are different things that

we need to get done, that kind of gets pushed to the side. Really that's been the biggest obstacle.

So far it's been pretty easy."

    Student factors. Pre-service teachers also described an array of student factors they

believed would serve as barriers to implementing their career education interventions. These

barriers included psychological factors such as lack of self-esteem. For example, one respondent

commented:

> Like today, for example, there was one boy in this thing and like everyone had some …
>
> like were thinking about things that they were good at and stuff. I remember there's a kid
>
> who's just like I'm not good at anything, like there's nothing special about me, and they
>
> kind of like dwell on it.

These "student factors" barrier also included things like students having trepidation about

sharing personal information with others. One individual stated, "The other thing I think is a

comfort thing about talking about their personal lives with their friends. That's why hopefully

the friends can ease that obstacle a little."

    Pre-service teachers also expressed some concern about student behaviours. This was

conveyed in the following sample response:

> But other than that it's just more of a management teaching thing, I guess, that I'm
>
> worried about. I'm not so much worried about … I think it's a nice break from school and
>
> it helps them realize how much more important their schooling is. So I think they might

… if anything it's just more just like a management thing. Like they may not take me seriously or the topic, that's usually, because they just think it's going to be a fun hour, that kind of thing.

Pre-service teachers indicated that student factors such as lack of self-esteem, insecurity and behavioural difficulties could potentially hinder the implementation of career interventions.

Lack of support (buy-in). Some pre-service teachers were also concerned about lack of support for career education among other teachers and staff as a potential barrier.   As one respondent commented, "I sort of feel like it's [the career education interventions] something like my teacher wants me to hurry up and get it over with, you know, because she knows that it's a requirement and she knows I have to do it. So it's like I might be a little bit rushed through it." Another respondent similarly stated, "But just like other things, you know, like maybe other teachers who don't know about it as well, like have discouraged against because they say that's going away from the curriculum and so it's discouraged."

In summary, when pre-service teachers were asked what barriers they anticipated encountering when they integrated career interventions into curriculum they indicated that they anticipated difficulties in finding adequate time (given the curriculum and testing pressures they faced). They also expected to face resistance from colleagues about the value of integrating career interventions into curriculum. As well, they anticipated that students would not effectively engage with the interventions as a result of low self-esteem, reticence to share personal information with others, and behavioural challenges. Many pre-service teachers also expressed that they did not anticipate encountering any barriers or obstacles.

How Do You Intend to Effectively Deal With These Barriers?

In the first interview I asked pre-service teachers: "How do you intend to effectively deal with these barriers?" Pre-service teachers were asked how they intended to effectively deal with the barriers they encountered to integrating career education into their classroom learning experiences. Four major themes emerged. These themes are presented in Table 5.

Table 5 – How Do You Intend to Deal With These Barriers?

Theme	Sample
Adjust lessons	"I changed my unit quite a bit".
Seek support	"… present it to the other teachers, and look for feedback from them as well …"
Develop a supportive classroom climate	" … why don't we help him …"
Advocate for the value of career interventions	" … consistently try to put my two cents in about it and really show passion for it, then more people are likely to follow …"

The themes presented in Table 5 will be described more fully in the section that follows.

Adjust lessons. The major approach that pre-service teachers intended to take to address the barriers they encountered (especially the barrier of time and curriculum pressures) was to adjust their lesson planning. For example, one respondent discussed ways to adjust his/her lesson plans to ensure more efficiency:

I changed my unit quite a bit. I'm hoping to do a lot more in class. And I was thinking that we would do groups of like four or five so that maybe they could be with … you know, pick a partner as a friend and then pair up with another set of partners that you don't really know. Being groups of four that would make the conversations go a lot longer. I think I'm going to cut it down into just partners of two so that their conversations go a lot quicker.

Another respondent described adjustments she/he planned to make to her/his lessons by stating:

I've been looking through my lessons and as I go I'm kind of adapting them and I'm also, now that I know my class, changing some of the activities slightly to fit them better. My class has a few very weak readers and writers, so originally I had thought I would do a written assignment to lead into the art, but now we're going to do a combination written and drawing assignments. I use that word loosely. So just going through my lessons and really working that out before I actually teach the class and yeah. So I think that should hopefully work. I mean, it won't be exactly what I had planned, but I'm okay with that.

As these comments reflect, many respondents discussed how they would adjust their lessons to effectively manage the difficulties with time and curriculum pressures they experience.

Seek support. Pre-service teachers also discussed their intention to seek support as a way of overcoming the barriers and obstacles they faced. One respondent revealed his/her intentions to seek support from other teachers. He/she commented:

I am hoping to tweak it a bit so I can go in there, present it to her (supervising teacher), present it to the other teachers, and look for feedback from them as well, I don't know that they have ever done such a project like this, but they might have ideas as to how I can just fit it in, and not make it too time constraining so yeah.

Another pre-service teacher also described her/his plans to collaborate with other teachers: "The other thing I see possibly working out is talking with other teachers in other subjects, such as in language arts where they do reflective writing, and also in CALM where it is predominantly career education and if the three subjects, if the three teachers could work together …" Pre-service teachers expected to seek support from other teachers to assist them in overcoming the barriers to implementing career interventions.

Develop a supportive classroom climate. In addition, pre-service teachers discussed developing a supportive classroom environment as a way to address perceived barriers and obstacles. One individual discussed encouraging students to support one another. She/he stated:

> I remember there's a kid who's just like I'm not good at anything, like there's nothing special about me, and they kind of like dwell on it. Well, we like overcame it. We find … like we just got the class to help him think of things. So like [student X is] having problems so how about you guys … like you guys know him really well, you play with him every day and you're at school with him so help … why don't we help him get started.

Another respondent expressed his/her desire to provide personal to support to ensure students experience a nurturing classroom climate. He/she commented:

> And I'm also hoping that the envelope activity in having the kids kind of write to me little notes here every now and then about what they're discovering will kind of help motivate their authentic participation just because then, you know, hopefully they'll recognize that I'm taking time out of my day to write back to them so I appreciate that they didn't just like goof off, not do anything. I guess time will tell.

Creating a supportive classroom environment was cited as a way to successfully address the issues of student misbehaviour, apprehension and lack of self-esteem.

Advocate for value of career interventions. Pre-service teachers also identified the importance of advocating for the value of career interventions. One respondent commented,

> Well, I definitely intend to talk to my staff and explain why I'm doing it and what I'm doing, right ... Again, not everyone's going to be on board with everything; that's

something I'm going to have to face, but if I consistently try to put my two cents in about

it and really show passion for it, then more people are likely to follow.

Another respondent similarly commented on importance of communicating the value of career

education interventions by stating:

… When I shared it with the other Grade 1 teachers they were really excited because

when I first said, and they have heard of this Alberta initiative to take careers, K to 12

kind of thing, and they're like how do you seriously do that, you know like they weren't

even going to try, because it's not mandatory, it's not on a curriculum, and you just kind

of hear this through the grapevines in the schools, like the administrators know a bit

more, but it's not the focus right now, and they thought oh yeah great she's going to try to

do all this stuff with them, but then I actually showed them my lessons and how it has

Language Arts and Art and Social and Health they were quite impressed and all of them

are excited to start it.

As these responses indicate, pre-service teachers intended to communicate the value of

implementing career interventions into curriculum as a way to build buy-in and support for such

initiatives.

In summary, four major themes emerged in response to the question about how the pre-

service teachers in this research study intended to deal with the barriers to implementing career

education into curriculum: "adjust lessons"; "seek support"; "develop a supportive classroom

climate"; and "advocate for the value of career interventions." Pre-service teachers expressed

that they would find ways to adjust lessons to offset the curriculum pressures they faced. They

also stated that they would collaborate with colleagues to find creative ways to integrate career

interventions into curriculum. As well, they would advocate for the value of career interventions

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as a way to procure the time and resources to effectively provide such interventions. They also

identified that they would try to address students' reticence to participate in career interventions

(and reluctance to share personal information such as their interests and dreams) by working to

create a supportive classroom.

What Impacts Do You Intend To (Did You) Achieve?

In the first interview I asked pre-service teachers "What impacts do you intend to

achieve?" As a follow-up question in the second interview I asked pre-service teachers, "What

outcomes did you achieve through your career education interventions?" Responses to both

questions were very similar. Table 6 presents that themes that emerged.

Table 6 – What Impacts Do You Intend To (Did You) Achieve?

Theme	Sample
Increase students' self-knowledge	"… for the kids to get a better sense of themselves and who they are …'
Increase students' awareness of career/life possibilities	"… just to have the kids aware of the possibilities …"
Students begin thinking about what's meaningful to them	"… I just wanted them to focus on what they're passionate about …"
Increase self-confidence	"… recognize that it's okay to be themselves …"
Encourage hope and excitement for the future	"… getting kids excited about their futures and the endless possibilities that are afforded to them".
Increase enthusiasm and excitement about career/life building	"… it was always excitement, it was never 'oh we have to do this again' like some other subjects they have".
Enhanced relationships	"… I was able to form relationships with students …
Increase community involvement in students' career building	"… it helped you know engage the community and the parents …"

The themes "enhanced relationships" and "increase community involvement in students' career building" were unique to the second interview. The themes presented in Table 6 are more fully discussed in the section that follows.

Increase students' self-knowledge. One major outcome pre-service teachers prioritized was an increase in students' self-knowledge. For example, one respondent commented:

> I'm hoping for the students to really have a good idea of who they are and what sort of interests will lead them into specific areas. So I'm … I guess just mostly it's getting to know themselves better and to see how their interests apply to different jobs and just kind of naturally lead into that. So helping them to realize that it's not as overwhelming as seeing oh, there's 100 jobs out there I could do. It's out of these 100 jobs these are the ones that would be best for me because of what I like to do and what I'm looking for.

Another respondent stated similarly:

> Honestly I think just for the kids to have maybe a better sense of themselves and who they are and maybe just kind of highlight a little bit about what they want to achieve in life. Like I said, I don't expect them to walk out of this little unit with a dream of becoming whatever, but instead just kind of walking out, you know what, I found out some interesting pieces of information about myself that I maybe didn't realize before and perhaps recognise that that information is really important in terms of connecting who the person is to the world of work.

This outcome was identified in the second interview as well. Pre-service teachers described increased self-knowledge as one of the outcomes they achieved with students. For example, one respondent stated, "Well I think the biggest one I achieved with my class at a grade

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four level was basically just getting them to have a better understanding of their skills, interests, talents." Another respondent stated:

> And I guess [my students gained] just a confidence thing of knowing that they're moving in the right direction, that it's not like 'Oh well I picked this but I'm not really sure about it'. Instead, I want them to say 'I've picked this and this is why I want to do it, because I think that it fits these things about me as a person'. Like I want them to be able to justify the choices that they're making, not 'Oh I chose to study Science in university because I'm good at Science'. No, I want them to be able to really say 'This is going to be a meaningful path for me.'

As these comments suggest, a major outcome pre-service teachers prioritized was an increase in students' self-knowledge.

Increase students' awareness of occupational possibilities. Pre-service teachers also identified that they hoped to increase students' awareness of occupational possibilities. As one respondent commented, "[My goal is] just to have the kids be more aware of the possibilities …." Another respondent discussed this same goal relative to the specific community in which she/he was teaching:

> [My goal is] increased awareness for sure. That's the biggest thing. Because of the fact that it's a farming community, so a lot of them, you know, they just say, you know, they're going to be farmers. It's okay, but that's all you've been exposed to. Look what else is out there, right. So just the exposure to all the different, you know, like I kind of broke it down to, you know, the trades and then the healthcare. I mean, there's over 40 different career choices, whether you look at chiropractor or physiotherapist and all of that. Like, when they think healthcare, it's like I don't want to be a doctor or a nurse.

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That's their limit, right. It's kind of like oh, but you guys, there's so much more out there, right.

This theme emerged in the second interview as well. For example, one respondent described how he/she expanded his/her students' conception of career/life possibilities:

Lots of the boys, 10-year-old boys, when we first talking about interests: 'Well I like video games and you can't do that for a career'. So I went home that night and I got about 10 different jobs that you could do related to video games and I said 'Oh yeah you can' and showed them. And they were just, they bit right on that. Whether they do that or not, I mean most of them will probably outgrow it. But I think that kind of made them realize too, 'Wow, I didn't know this. What else don't I know about what I could do?' So it was pretty cool.

As these comments express, pre-service teachers were keen to increase students' general awareness of occupational possibilities.

Students begin thinking about what is meaningful to them. Pre-service teachers identified that one of their objectives was also to get students to begin thinking about sources of meaning and fulfilment. One pre-service teacher stated, "I think it's so important if they can talk about what's meaningful for them." Another pre-service teacher described helping students look past external influences to more closely examine intrinsic motivations. She/he commented, "I'm also looking for … my big goal is just confidence within the girls and to like pick career paths and finding out what's valuable to them without having all the outside sources, like directly influence them: the media, school-related issues, or pressures from family and friends." Additionally, one respondent stated, "I think, I mean, Grade 6 they're not going to be choosing their university where they want to go to or trades that they want to go to, but I just want them to

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start thinking about what they're passionate about … I really want them to focus on what they're passionate about and what they're good at." Finally, one individual discussed personal meaning as a building block to a satisfying life by stating:

> What I want is just for them to start to self-reflect … [the instructor] talked about, too, where you get these people who are really unhappy, well why did you ever want to be a lawyer? Oh, because someone told me that I should be, so trying to kind of circumvent that maybe a little bit and get them to start thinking now about okay well this is actually what I like even though my dad says I should do blah. That doesn't really sound interesting. This is what sounds interesting.

This theme was evident in the second interview as well. For example, one pre-service teacher commented on how students began to consider the factors upon which they wanted to base their career/life decisions after participating in the career interventions provided in class. In discussing this outcome, she/he commented:

> I don't know I guess just having them understand what's important to them because suddenly they were realizing that it's not the money, it's not the success, like these other things outside of money are so much more important and it was cool and I don't know I think they enjoyed seeing that as well and feeling like no matter how big or small our dreams were you know as long as it's important to them then that's all that matters.

As these responses suggest, helping students gain clarity about sources of personal meaning was an aim of pre-service teachers. The underlying sentiment expressed was that the future is a product of decisions made in the present. For this reason, it is important to get students to begin considering who they are and what they want out of life. They can then begin to make decisions

in the present that might move them in directions consistent with their tentative dreams for the future.

Increase self-confidence. Pre-service teachers also wanted students to increase in confidence. One way in which they hoped to achieve this was to get students to value their own uniqueness. For example, one respondent in the first interview stated:

The big thing that I want them to do is I want them to be able to look back on their kind of career education experience and just realize that they do have this whole idea that they are special, that they are unique and that whatever they want is cool and is good. Right? So you don't need to listen to what all your friends are doing and stuff like that. You got to do what you want to do.

Another respondent similarly commented that her/his goal was for students to gain an appreciation of their own individuality:

I hope that the students … Just kind of recogniz[e] that it's okay to be themselves and it's okay to have their own personalities, like that gets taken away sometimes, like they have it right now at the beginning of Grade 1 but then it's kind of, you can already see it, they've been in school for a month, like they kind of start to lose … I don't know if they lose their personalities but they tone it down, because they don't, they look around …

One individual stated the outcome of "increased self-confidence" in the following way:

What I would like to see is the students leaving this class with an upbeat attitude toward career, their careers, education, just…not only being able to identify what sorts of careers they would like, or traits that they identify with, but just feeling secure in knowing that if it doesn't work out in one career, reassess and choose another, and that doesn't make them a failure, that doesn't make them insecure, they can do this.

The goal of promoting self-confidence was also prevalent in the responses provided by pre-service teachers in the second interview. For example, one pre-service teacher commented:

> I really think that a few of my activities, my goal as I said before was to raise self-awareness and self-esteem and especially self-esteem. Lots of the kids that I had came from really poor backgrounds, like not economic poor or money poor but just … well that was part of it of course but single parent households that you know some of them were not getting fed, some of them abused things like that, neglected and I think that these kids have been told because they don't have the education or have so many other things on their mind besides learning like as in their home life that they fell behind in school and so they've always been told what they can't do instead of what they can do. And so the self-confidence, self-esteem was key in my teaching and a few of the stories, especially the pride, I did the pride story where they wrote down something they were proud of and they read it aloud to everybody in the class which took a lot of courage for some of them to even do that and to have their classmates and everybody write and I participated as well, write what qualities and skills it took for them to be able to do that it was like it totally changed their whole mood, their whole day and it was amazing to see because it was noticeably different. So I would say that that was the best part of the teaching it to students and that was my main goal was the self-esteem.

As evidenced by these comments, pre-service teachers wanted their students to gain an appreciation of their unique personalities, skills, and interests. Pre-service teachers hoped to contribute to their students' careers/lives by helping them appreciate their uniqueness and by increasing their confidence in their ability to achieve their goals and effectively manage uncertainty and change.

Encourage hope/excitement for the future. Pre-service teachers also wanted to encourage students' hope and excitement for the future. As one individual expressed, "I just hope to show them that even though they're still very young they got a lot of stuff to look forward to." Another respondent commented, "I think that's the impact that I want to have, getting students excited about their futures and about the endless possibilities that are afforded to them." Increasing students' hope and excitement about the future was an important goal expressed by pre-service teachers and was a theme that emerged in the responses provided in the second interview as well. For example, one pre-service teacher stated:

> Well of the kids that have come, I had one girl e-mail me and she said that she always
> wanted to be a writer and her parents told her that she would never make it as that and
> she had to choose a realistic profession. And when we did the dream exercise and we
> talked about dream what was meaningful to you, she e-mailed me and told me like
> 'You've really given me the courage to follow my dream'. So I'm not sure exactly what
> it was that helped her, but that was really positive feedback. So I think just knowing that
> it's okay to do something different. And I've tried to share stories of people that I know
> who kind of have out-of-the-box professions.

As evident in the responses above, the pre-service teachers in this study strove to encourage students' hopefulness and excitement about the future.

Increase enthusiasm and excitement about career/life building. One unique response found only in the second interview was "increased enthusiasm and excitement about careers." Pre-service teachers in the second interview reported that students became more enthusiastic and excited about career building and planning. One individual mentioned the changes in students' behaviours that suggested increased enthusiasm and excitement: "And the kids, you know some

of the students in my class you know their past history is that they would never hand anything in, would never do any work in class and this one student he wrote like four pages of reflection on this thing and asked to take his book home and do it for homework, so motivated, they just love dreaming and I think that's awesome so." Another respondent also described the increased excitement that resulted from her/his career education interventions by stating:

[My students] would say like they wanted Health, like 'can we have Health today, I wish we had Health every day' and then that one day when they found out we were going to have Health for an entire day one of the kids was like 'oh my goodness this is like the dream day'. So they let you know, like they tell you what they like and what's going well and it was always excitement, it was never 'oh we have to do this again' like some other subjects that they have.

Pre-service teachers indicated that students gained an increased sense of excitement and enthusiasm about career/life building as a result of participating in career interventions.

Enhanced relationships. Another unique response only found in the second interview was "enhanced relationships." This theme was not evident in the first round of interviews when pre-service teachers were speaking speculatively of the outcomes they hoped to achieve. One respondent commented, "Well one it was an amazing way to build relationships, you know I was able to form relationships with students I didn't otherwise teach or that I taught and you know the relationships are much better after that." Other respondents talked about the deepening of relationships that occurred among students. For example, one respondent stated:

Well, just, like, there is one kid in our class who has Fragile X syndrome. And so it was just interesting to see him volunteer to read his pride story. And -- and all the kids, like, really got into it. And were, like, being really supportive. And I just thought it was, like,

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a real-- because he was the first person to volunteer. So it just, like, really brought the

class together.

The deepening of relationships was also expressed by a respondent who stated, "I think it created

… well I did it in a school wide intervention and doing it within the classroom I felt it created a

better community within the class because they understood the differences among everyone else

and we talked about accepting all of those differences and it created a more positive community

for the class as a whole." The deepening of relationships between students and teachers and

students and their peers was a theme that emerged from an analysis of the data gathered through

the second interview.

     Increased community involvement in students' career building. Increased

community involvement in students' career building also resulted from the career interventions

provided by the pre-service teachers in this study. This theme was also not present in the first

interview when pre-service teachers were asked to speculate on the outcomes they hoped to

achieve in their career education internships. One respondent commented:

     And they talk to their parents I think a lot about the career day and the parents were very

     positive about it and you know like all the activities that the kids did to prepare for the

     career day. So the parents really enjoyed it as well. So it helped you know engage the

     community and the parents you know into this whole career development process.

     Many similar comments were expressed by pre-service teachers indicating that, as a

result of their career interventions, the community was engaged in supporting students' career

development.

     In summary, when pre-service teachers were asked to identify the impacts they intended

to achieve (at the beginning of their internship) and the outcomes they felt they achieved through

their career education interventions (at the culmination of their internship) they provided a long list of impacts/outcomes. They reported that they intended to (and achieved) an increase in students' self-knowledge, knowledge of career/life possibilities, awareness about sources of personal meaning and fulfillment, self-confidence, hope and excitement for the future and enthusiasm and excitement about career/life building. Two themes that were unique to the second interview were: "enhanced relationships" and "increase community involvement in students' career building." Interesting, pre-service teachers noted that an additional benefit of the career interventions they provided was that they contributed to a greater sense of cohesion in their classrooms and an increase in the level of community involvement and engagement is supporting students' career/life building.

What Worked Really Well?

In the second interview I asked pre-service teachers, "What worked really well?" Five themes emerged from an analysis of the data. These themes are presented in Table 7.

Table 7 – What Worked Really Well?

Theme	Sample
Activities to expose students to different possibilities	"… opportunities to be introduced to different jobs that they otherwise wouldn't have known about …"
Activities designed to get students to dream about future/goals	"… I asked them about … what they wanted their life to look like when they were older …"
Activities to promote the acquisition of self-knowledge	"… we did bio poems at the beginning and they really enjoyed those …"
Job search activities	"… we went over application forms and how to fill them out properly …"
Opportunities for reflection	"Journaling worked really well … it was a time for them to really stop and think …"

The themes presented in Table 7 are described in further detail in the section that follows.

Activities to expose students to different possibilities. Many respondents indicated that activities to expose students to different occupational and career possibilities were very effective. One respondent in particular described several activities that were effective:

> What really worked well is just giving them a lot of opportunities to be introduced to different jobs that they otherwise wouldn't have known about. And different ways, I mean, through like I had guest speakers ... I had more guest speakers than I knew what to do with because I only had to phone three parents and after that the rest came to me … And guest speakers was really powerful. I mean, we had a chef come in and prepare food … I asked the parents that came in to wear their uniform, talk about their job and bring in whatever artefacts they could, and they went above and beyond. I mean, like I said, the chef came in and actually prepared food in the class … we had a fake case of the "Three Little Pigs" from our legal assistant.

Another respondent discussed, in a general way, the value that students expressed concerning the career exploration activities:

> … I found that students really enjoyed exploration a lot more than they did initiation. I think maybe it's just because they're in grade 11 and at that point my kids at least had done some initiation type activities in the past. And so where they are at life grade 11 they are kind of thinking more about their future, I think that they just and my survey has showed that they really liked the exploration stuff much better.

Pre-service teachers stated that career exploration activities were well-received by students.

Activities designed to get students to dream about future/goals. Activities designed to promote students' dreaming about the future were cited as effective. One respondent commented:

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The one that I think they enjoyed the best and that I don't think any of them have ever really thought of doing before was one of our initiation activities where I asked them about their dream day and they were able to see what they wanted their life to look like when they were older instead of thinking of just a career that they wanted to do or a job they wanted to do, I made them think of the lifestyle and what type of job would give them that lifestyle that they wanted.

Another respondent discussed how she/he used a novel study to provoke students to think about the future. As she/he indicated in her response, this activity promoted interesting reflections in her/his students:

For my grade sixes we did a novel study on *Tuck Everlasting* and if you don't know the premise of the book it's about a young girl who finds a family who's actually drinking from this well that gives them the ability to live forever and she's given this choice whether to drink the water and live forever, or to not and live a mortal life. So we kind of talked about why life is important, like why we need to plan for life because we don't get to live forever ... So we did like a timeline where they kind of talked about their lives as if they were already dead … what would our lives have looked like ... So map it out from the day that you were born and like map out the things that you have done, what you're trying to do now and what you want to achieve but pretend that you've already achieved them and there were some pretty interesting responses from them. So that was really an interesting one.

Another respondent described the impact of a lesson designed to get students think about the future by commenting:

And the final project was pro–like, the vision board, where they had to create a board

with, like, pictures or places, like, anything on it that they wanted in the future, put that

you are goals on it – If they had pictures of family, like, what – what was important to

them. They had to explain why it was important. This would give reason and meaning,

which is huge in career education. And then what they wanted in the future. So they had

to organize it. So some of the girls had pictures of their families surrounding all their

goals because they felt like family was very important to them and family always

supported them.

As these comments indicate, activities designed to get students considering their future were

cited as very effective in supporting students' career planning.

Activities to promote the acquisition of self-knowledge. Pre-service teachers

recommended various activities designed to promote the acquisition of self-knowledge. One

respondent described the following activity:

… I did a shield at the end [of my unit] like you know how there are provincial or

territorial shields, family shields and they had to create their own shield about them and

they really liked that and some of the students that didn't really like drawing because it

was symbolizing right, so symbols and representing weren't into it but it wasn't very

many that didn't like to do that one. So that one was really positive for them, they got to

create their own symbols to show different things about their lives – that was really good.

Another described a "bio activity". She/he stated:

Well we did the bio poems at the beginning and they really enjoyed those … it's a

template and they follow through like I feel and then they list characteristics, I need such

and such, I love such and such … Like there's a template that they follow and their name

starts it and then they write all these different things that they want to do when they grow

up and who their siblings are and that kind of thing … Yeah it's really fun and then they

put it on a poster and they put pictures and drawings and that kind of stuff.

The above two comments are only a snapshot of the various kinds of activities students described

to illustrate the value of activities designed to increase self-knowledge in students.

Job search activities. Pre-service teachers also stated that activities centered on

searching for jobs were effective. One individual commented:

And then the next thing that we did was we went over application forms and how to fill

them out properly … And we also did cover letters to go with that. And the cover letters

were pretty good. Like, after they got edited and they came back, they turned out quite

well. And I think the students were excited. One girl actually got a job just last week,

so …. And then right now we're just finishing up the – we're going over some

interviews. So we've gone over the six different types of interviews.

As this comment suggests, activities related to searching for, and securing, jobs were also

appreciated by students.

Opportunities for reflection. Pre-service teachers also indicated that providing students

with opportunities for reflection was very effective. For example, one respondent commented:

Journaling worked really well … it was a time for them to really stop and think and it was

the stuff that I was getting that was the most phenomenal … There was a lot of I think

deeper issues that were just starting to come out like when we were talking about the

future I asked them how they felt about the future in general, I think a lot of them …

some of them brought out fears that they have, like realistic fears, some were really

optimistic. I think it just gave them a chance to really talk about what they might be really

feeling instead of what they would normally say in a conversation … I think it gave

students a chance to maybe think about things they had never thought about before and

really be honest with themselves.

Pre-service teachers identified that providing students with the opportunity to reflect on their

careers/lives was very effective.

In summary, five themes emerged from an analysis of the data: "activities to expose

students to different possibilities"; "activities related to job search"; "activities designed to get

students to dream about future/goals"; "activities to promote the acquisition of self-knowledge";

and "opportunities for reflection." Pre-service teachers reported that the most valuable

interventions they provided to students involved exposing students to career/life possibilities,

promoting students' exploration of self (interests, dreams, preferred future, etc), providing space

for self-reflection, and increasing their job search skills.

What Did Not Work Well?

In the second interview I also asked pre-service teachers, "What did not work that well,

or what did not work as well as you had hoped? Why didn't it work? How do you know that it

didn't work?" Five major themes emerged from an analysis of the data. These themes are

presented in Table 8.

Table 8 – What Did Not Work Well?

Theme	Sample
Time pressures	"… we didn't have enough time to go into depth in a lot of things …"
Encountered resistance	"… my school wasn't really on board with it …"
Students required more support	"… it's been a bit of a challenge at some points because they don't understand the basic English yet …"
Students were hesitant to engage in activities	"… I don't think they were comfortable sharing with one another …"
Nothing	"I did not find any type of issues or problems in my class".

The themes presented in Table 8 are described more fully in the following section.

Time pressures. Many respondents commented on how time pressures compromised the effectiveness of their career lessons. The following comment provided by one of the pre-service teachers exemplifies the majority of responses submitted in response to this question:

I thought that I would be able to do it in kind of you know like every few classes do like a 15-20 minute chunk of career stuff but I found that that was really difficult to do because in chemistry like it's very academic and it's hard to be like okay stop what you're doing and let's switch to something non-academic. Not that it's not academic but a little more like free and flexible and let's discuss and just for the short amount of time and I found that there's a lot of like disconnect and we didn't have enough time to go into depth in a lot of things and I was still learning how to teach chemistry too. So there was just this kind of, I don't know, I felt like it was messy and then once I kind of got my head together I was okay full classes and that was way better, just dedicating entire classes to career stuff we got to go into way more depth, it was way easier and the kids were way more into it.

Many pre-service teachers expressed their frustration concerning the time pressures they experienced when trying to integrate career interventions into their classroom instruction.

Encountered resistance. Pre-service teachers also discussed that they encountered resistance to their career interventions and this compromised the effectiveness of their lessons. For example, one pre-service teacher commented, "In the practicum my school wasn't really on board with it. Yeah they were quite against it, they wouldn't give me time, they wouldn't let me teach you know, they wouldn't let me do a school wide intervention." Similarly, another respondent described facing resistance from his/her teacher mentor. He/she stated:

> I guess the main thing that hindered this unit that I planned was my teacher mentor. She basically did not want me to spend too much time on it and so I didn't feel like I was able to put the time and effort into these assignments and they were a little too rushed and that might have to do with or that might be the reason why some of the kids just weren't into it. So I would, you know, if it was my own class and I was doing it again, I would teach the curriculum with these career planning goals like in the background always you know.

In addition to facing resistance from other teachers and school professionals, one respondent also described facing resistance from students, she/he stated, "And I feel like they think that they're limited in a way. Like 'Yeah we can have all these dreams and stuff but I'm going to end up farming on my dad's land' kind of deal." Pre-service teachers described many sources of resistance that hindered their ability to integrate career interventions into their regular classroom instruction.

Students required more support. Other pre-service teachers remarked that students required more support and this sometimes hindered the effectiveness of the career lessons. For example, one respondent stated, "I'm in an international school. I have technically out of the 19

students there are 15 ESL but about five of them are heavy ESL so trying to put into terms, like into very simple terms of what I'm asking them to do it's been a bit of a challenge at some points just because they don't understand the basic English yet. So that's been a bit of a challenge." As this comment suggests, student limitations were also cited as a barrier to providing career interventions.

Students were hesitant to engage in activities. Some pre-service teachers insisted that students were hesitant to engage in the career activities because of personal factors. For example, one individual commented:

> We did a pride story where students said something they were proud of and then other students wrote down the goals or the traits or characteristics they would have needed for that. Students really didn't … well first they struggled to find something they were proud of, a lot of them I heard this so many times 'I don't have anything that I'm proud of', and the other things was that I don't think that they were comfortable sharing with one another, I think it was a little bit of a self-preservation thing where they didn't really feel comfortable sharing or commenting on each other.

Another respondent similarly stated, "So I know that was kind of a setback and other students they were reluctant to dream, like based on I don't where they were in life, you could definitely tell they already had barriers and just weren't really willing to overcome it because of possibly the disappointments they had already had in life." As these comments indicate, students were sometimes hesitant to fully engage in the career interventions presented due to personal factors.

Nothing. A number of respondents also commented that everything they did worked well and that there was not anything that did not work as effectively as they had hoped. For example, one respondent commented, "I did not find any type of issues or problems in my class.

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I mean the students were responding very well, they are enjoying, they learned and they are excited. They are looking forward doing more on this career education. I mean I haven't found any problems or issues in my class regarding my career education, not yet." Pre-service teachers commonly stated that they did not experience any difficulties when they attempted to implement their career interventions.

In summary, five major themes emerged from an analysis of the data provided in response to the fourth question: "time pressures"; "encountered resistance"; "students required more support"; "students were hesitant to engage in activities"; and "nothing." Pre-service teachers noted that, as they had anticipated, they had a difficult time integrating career interventions into curriculum given the many demands they faced. They also indicated that, as they had anticipated, they encountered resistance from colleagues when trying to implement career interventions. They also identified that students often faced many difficulties that interfered with their ability to complete or meaningfully engage in the career interventions provided. A number of pre-service teachers also indicated that they did not encounter any difficulties.

In What Ways Did You Achieve Results That Were Contrary to What You Expected?

An additional question I asked pre-service teachers in the second interview was, "In what ways did you achieve results that were contrary to what you expected?" Three major themes emerged in response to this question. These themes are presented in Table 9.

Table 9 – Results Contrary to What You Expected?

Theme	Sample
High level of parental interest	"… I had an idea of what I wanted and parents came in and challenged my idea for the better …"
Enthusiasm of students	"… we started talking about all these different careers and they were so interested …"
Maturity of students' responses	"… I thought it was very mature, some of the things they wrote down."

The themes presented in Table 9 are discussed more fully in the section that follows.

High level of parental interest. Participants commented on being surprised by the high level of parental excitement and involvement in the career units and lessons. One pre-service teacher responded to my prompt about unexpected outcomes by stating:

Yeah, parents' involvement. Holy moly … It's not a student goal, but it was…it benefited them because they really felt… I mean, they felt special when their parents came in and they got to be the expert and I also saw kids sharing that I hadn't expected to see share, so it brought out, I guess, the … it brought out some strengths in some kids that otherwise would not come out. I had kids who usually don't participate in class participating and contributing … Yes. And I mean, they even came up … I had an idea of what I wanted and parents came and challenged my idea for the better. I mean, I had one parent who the family had moved here from Ghana and he shared about Ghana and then tied jobs into that. It was really neat. Yeah, so just hearing that and hearing kids, you know, like can my parents come and having parents come to me and going I'm hearing you're doing this. Can we come in? Can we be involved in this in some way? So that was really neat … I mean, obviously the kids went home and went oh, we're doing this and can you

come in and, you know. I was worrying about how to phone all these parents, but like I

said, I made three phone calls and the rest just kind of came before I could even say hello.

The above response is an example of the types of comments provided by pre-service teachers

describing their surprise at the high level of interest and involvement demonstrated by parents.

Enthusiasm of students. Pre-service teachers were also surprised by the high level of

enthusiasm demonstrated by students. For example, one respondent was surprised at the level of

excitement exhibited by elementary level students. He/she stated:

I was a little surprised there was more positive response from the younger kids and at first

I didn't really think that it would be that way because high school kids are closer to

graduating and might likely to be thinking about college and what to do with their lives.

But the younger kids seemed to get more into it and kind of use their imagination. So

yeah I think the younger kids is definitely a good place to start with career coaching.

Another respondent focussed on the excitement students expressed:

… Actually this is a funny story, I was done teaching my career class and the other day

we were inside and they started talking about how many years of school it was to do

something and we started talking about all these different careers and they were so

interested and this is when I was done my career class and I was just shocked and we

spent I'm not kidding you an hour, like I kept looking at the clock saying okay I'm

getting behind in science, I'm getting behind in science but I didn't want to stop them

because they were so interested in knowing like what they needed to do to do this job or

what they needed to do to get into this occupation and we sat and talked about it for an

hour and I had like finished teaching my career class and I really didn't get into like too

much to do with jobs and stuff like that because I don't think they're at that stage in their

life where they need to be researching and figuring that stuff out, not that it's not good for

them to know about what's available to them. But I don't know, I found that really

interesting because obviously I got them interested in wanting to know more about what

things they can do in the future. So I would say that that was another outcome and an

unexpected outcome because that wasn't my main goal.

As made evident by the above comments, many pre-service teachers expressed surprise at the

high level of excitement students displayed. Even though many pre-service teachers indicated

that one of the outcomes they hoped to achieve through their career interventions was "increased

excitement about their careers/future," they were nonetheless surprised by the level of

excitement students exuded.

Maturity of student responses. Pre-service teachers were also surprised by the maturity

with which students engaged in the career interventions demonstrated. For example, one

respondent commented on the depth of responses students provided when asked to engage in a

writing activity:

Well, I had this one lesson – and this is really cute – where I had them write a letter to

themselves in the future, and they had to say, Dear self: when I'm a grownup I will, I

will, I will. And some of them were really thoughtful, I thought. Like one of them said I

will have kids, I will travel all over the world, I will be a dentist. Like I thought it was

very mature, some of the things they wrote down. It wasn't just like oh, I want to, you

know, eat junk food or I want to-, like they were pretty mature answers, I thought, for the

activity where they had to think about their life in general. That was the one that we did

at the end. So that one I was really happy with. And yeah, a little bit surprised about how

mature their answers are.

Another respondent also commented on the maturity of student responses by stating, "Like the guided fantasy activity, I was kinda cautious about that one at first, but it actually, I thought that would be a little too advanced for them. But it worked pretty well actually. I had them listen to the script and then on a cue card just write some of the jobs they saw or the lifestyle they pictured. And yeah, I got some really good responses from that actually. So that was kind of a surprise." As these comments suggest, pre-service teachers were surprised and impressed by the depth and maturity of students' engagement with the career interventions they offered.

In summary, three major themes emerged in response to the question about surprising outcomes or observations: "high level of parental involvement and interest"; "enthusiasm of students"; and "the maturity of students' responses." Pre-service teachers were surprised at the overwhelming interest and support parents expressed regarding the career interventions provided. They were also very by students' level of engagement. They expressed that students engaged in the career interventions with a high level of maturity, enthusiasm and sincerity.

If You Were Able To Go Back And Do Your Internship Over Again, What Would You Do Differently?

In the second interview I asked pre-service teachers, "If you were able to go back and do it over, what would you do differently?" Seven themes emerged following an analysis of the data. Table 10 provides a list of these themes.

Table 10 – What Would You Do Differently?

Theme	Sample
More sharing	"… have the kids share more about what they were doing …"
Adjusted lessons	"I would start it sooner and I would try and give more time so I could do more activities …"
More self-exploration	"I would have had more time I guess to spend with the kids in self-discovery".
More time and integration	"I would give it more time."
Provided more resources	"… I would like to have liked to have a resource package available for them afterwards …"
Involved more grades	"I would also … involve more grades and maybe make it a school-wide function …"
Nothing	"I would honestly do everything the way I did it …"

The themes presented in Table 10 are described more fully in the section that follows.

More sharing. Many respondents reported that they would have incorporated more opportunities for sharing. For example, one respondent commented, "And also I would share more, have the kids share more about what they were doing, share their pride stories more with the class, but we didn't have time for that. And have every kid, you know, contribute and share on the jobs and, you know, to have every kid be more involved. But you can't do that when you only have so much time." As this comment makes clear, pre-service teachers would have liked to have provided more opportunities for the sharing of personal stories and career/life reflections.

Adjusted lessons. A large number of respondents also discussed how they would have adjusted their lessons if they were able to go back and do their lessons over. Often the adjustments concerned how they would have dealt with the time and curriculum pressures they faced. For example, one individual stated:

I would start it sooner and I would try to give more time to it so I could do more activities and maybe give a final project at the end where they can put all their ideas together instead of just having a discussion about it, like have them create like a collage or something that's significant to them that shows everything that they've learned about themselves and about the career that they would like. The main thing that I found is that I didn't start it soon enough and I ran out of time with it.

Other pre-service teachers talked about specific adjustments they would make to their lessons. For example, one individual commented:

I would probably … I would take out some of the questionnaires and I'd probably do some of the activities just a little bit differently and then I think that I would do more discussions because I don't think that we had … like I would try to do more in groups throughout the whole thing and then a little bit more discussion at the end because I think that that's the part that they benefited from the most and they really enjoyed that and I learned a lot about them from that. So I think more of that would have been better.

As evidenced by these responses, pre-service teachers had many thoughts about the kinds of adjustments they could make to their career interventions to make them more efficient and effective.

More self-exploration. Pre-service teachers indicated they would have spent more time with their students on self-exploration. For example, one individual commented,

I would have had more time I guess to spend with the kids in self-discovery. That was harder because the teacher I worked with was really, really wanting to get on like the career day thing, the career fair and preparing and I really wish I would have had more time in the self-discovery. Like now I'm going back to it when I wish I would have been

able to do like this photo story that we're doing basically it's a series of photos and the kids describe who they are from birth to age seven. It's like a little mini story of their lives and then we put it into a software program and it's like a PowerPoint right with all their pictures and you know. So I wish I would have been able to do more of the self-discovery before the career day but it's just timing and the short semester that we have.

"Provide more time for self-exploration" was cited as one of the things pre-service teachers would do differently given the chance to redo their career education internship.

More time and integration. Pre-service teachers indicated that they if they had a chance to redo their practicum experience they would have devoted even more time to career interventions. One respondent stated:

I would give it more time. I only had one class of students once a week and so I really found that we were rushing a lot of things towards the end. So I would give it more time, probably another four classes at least … I'd like to do a little bit more on career research and maybe a little bit more on decision making. We didn't really get to cover that as much as I would have liked …

Another individual remarked, "I would definitely integrate more of the other subject areas into it. So, you know, yeah, like, you know, whenever we're doing Science or Social or whatever … I would definitely make it more interdisciplinary or whatever, right, into all the other subjects." Additionally, one respondent stated, "I think I would try and involve it into more subjects, more across the curriculum. I'd want more time as well, more time to be able to do more things with them." As these comments suggest, pre-service teachers found the career interventions to be extremely valuable to students. As a result, in the future they would devote even more time to

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these interventions and they would integrate them even more thoroughly in students' educational experiences.

Provided more resources. Pre-service teachers indicated that if given the opportunity to revisit their practicum experience they would have provided more resources to students. For example, one individual commented that he/she would:

… Make more time to explain the life planning process. Like we did go over it at the very end because we mostly covered the dreaming but I think I would have talked about the process throughout the project and I would have liked to have a resource package available for them afterwards just giving them like career education websites where they could actually move onto the next step of exploration and research their dreams and stuff.

In hindsight, pre-service teachers indicated that they would provide more career-related resources to students as a supplement to the career interventions provided.

Involved more grades. In addition, pre-service teachers remarked that they would have involved more grade levels. One respondent stated:

I would also, like I said, involve more grades and maybe make it a school-wide function because there was another class as well, the grade one class, once we had the career day because there was a fire truck that came so the grade ones really wanted to be a part of it and then the grade five students they actually just walked in and they weren't even part of the fair and one of the teachers just kind of let her students in and I didn't even … there was no planning involved right. So I think that if I was to do it over again I would have wanted more participation with the whole school.

Another respondent similarly stated:

Yeah, I'd definitely like to do this intervention again at different elementary levels … -- I'm going to make sure that all of the teachers at the school I was just at know about it and hope maybe some of them will implement it. And I'll even let them know if you want me to come back I can help you with that because I'd love to see it, how it works at younger levels and maybe even older levels.

Pre-service teachers indicated that, in addition to dedicating more time to career interventions, they would also involve more grades and more students.

Nothing. Many respondents stated that they would not change anything about the interventions they implemented during their career education internships. For example, one individual stated, "I would honestly do everything the way I did it … I think I would do it the same way but yet keep in mind that if the kids aren't enjoying certain things that you have to modify it, like no unit is ever going to be identical. But no I don't think I would do anything differently." A frequent response from pre-service teachers was that they would not change anything about how they provided career interventions to students.

In summary, seven themes emerged following an analysis of the data provided in response to the question about changes pre-service teachers would make if given the opportunity to redo their internship experience: "more sharing"; "adjusted lessons"; "more self-exploration"; "more time and integration"; "provided more resources"; "involved more grades"; and "nothing." Pre-service teachers expressed many adjustments that they would have made to the interventions they provided. They also identified that they would have attempted to offer more – that is, more resources, deeper exploration, more emphasis and more involvement with other grades. From their responses it is clear that the pre-service teachers in this study saw great value in the career interventions they had provided and therefore wanted to extend their work.

In Your View, Was The Career Education Pilot Project Successful In Helping You To Acquire The Knowledge, Skills, And Attitudes Necessary To Effectively Help Students In Their Career Building? If Yes, How? If No, Why Not?

In the second interview I asked pre-service teachers, "In your view, was the Career Education pilot project successful in helping you to acquire the knowledge, skills, and attitudes necessary to effectively help students in their career development? If yes, how? If no, why not?" All of the individuals interviewed stated that the career education pilot project was successful in supporting them to learn how to more effectively help students in their career development. Two major themes emerged from the data pre-service teachers provided in response to this question. These themes are presented in Table 11.

Table 11 – Was the Career Education Pilot Project Successful?

Theme	Sample
Increased confidence	"… I felt really confident in the skills that I gained …"
Gained valuable knowledge, perspectives, experience	"I liked learning about how [the career interventions] were so easy to implement with other people …"

The themes presented in Table 11 are described more fully in the section that follows.

Increased confidence. Many respondents commented on how participating in the *Career Coaching Across the Curriculum* pilot project contributed to increased confidence in implementing career interventions. For example, one individual stated, "I think with the class portion that we did in the summer I felt really confident in the skills that I gained so I felt like when students come to me now I have the ability to question and then to kind of guide them in their career making decisions and I don't think I would have had that before taking the class." Another respondent noted:

Well I feel you know even in a different class, the class that I did not teach this stuff to

there was a little bit of down time and one girl just brought up … I can't even remember

what she said but she was talking about how she felt that her parents wanted her to do one

thing and she wanted to do another and so I was able to have just a real conversation and

apply some of the things that I learned this past summer, some of the techniques and stuff

to help her feel a little bit better about you know what education is really about and what

careers, you know what her options are and that kind of stuff. And so I really felt

comfortable having that conversation even though it wasn't planned and I think that just

kind of shows that the stuff I learned in the summer was valuable and effective you

know.

Comments such as these demonstrate the increased confidence in providing career support pre-service teachers felt they gained through their participation in the *Career Education Across the Curriculum* pilot project.

Gained valuable knowledge, perspectives and experience. Other respondents shared that they felt they had gained valuable knowledge, perspectives, and experience. One individual stated:

I liked learning about how [the career interventions] were so easy to implement with

other people … And I really liked that aspect that it was a lot of hands on stuff instead of

just sitting in class learning about people that have written books about it. You know like

the more learning about yourself and how it works for you and then you applying that to

somebody else than sitting there listening to what some people have done maybe at one

point in time. So I really liked that part of it. It was all about like hands on learning it

yourself, about you and then knowing exactly what it is that happens and to be able to

apply that knowledge for somebody else or teach that to somebody else. So I loved the

class, I thought it was fantastic …

In summary, when pre-service teachers were asked, "In your view, was the Career Education

pilot project successful in helping you to acquire the knowledge, skills, and attitudes necessary to

effectively help students in their career development?" two major themes emerged from the data

pre-service teachers provided in response to this question. These were, "increased confidence"

and "gained valuable knowledge, perspectives and experience." Pre-service teachers identified

that they felt that they had gained the skills and the knowledge to confidently support students in

their career/life building.

In Your View, How Could The Career Education Pilot Project Be Improved?

The final question I asked pre-service teachers in the second interview was: "In your

view, how could the Career Education pilot project be improved?" Four major themes emerged

from an analysis of the data. These themes are presented in Table 12.

Table 12 – How Could The Career Education Pilot Project Be Improved?

Theme	Sample
More time	"I think [I would have liked] maybe an even an extra day …"
Nothing	"… not that I can think of …"
More instruction on interventions	"… to learn about more variations and possibilities to those types of activities that you can do with kids".
More instruction on other processes (other than initiation and self-exploration)	"… I felt like with the other remaining processes like it would be beneficial to have like more specific activities or links or resources …"
Less theory	"… the only part that I didn't get really a lot out of was the theoretical information like the different theorists"

The themes presented in Table 12 are presented more fully in the section that follows.

More time. The predominant response expressed by pre-service teachers was that they would have liked it if the course were longer. For example, one individual stated:

I think [I would have liked] maybe even an extra day or extra hour, a little more time in actually working collaboratively on planning interventions in lessons and units perhaps might have been well served. I know that was the final project and we all shared with each other our projects but I don't know, it could be valuable to actually spend a day working collaboratively on that to see the process instead of just saying this is what I did.

Nothing. A number of respondents stated that nothing was needed to improve the career education course or the career education internship. For example, one respondent expressed:

No. Not that I could think of actually off the top of my head. I really enjoyed it. I thought it was great and [the instructor] did an excellent job in teaching it and I loved how much we were allowed to try out the strategies while we were in the course. I thought that was a great way of helping what we were learning to stick and to apply it to ourselves and interview each other I really appreciated that while we were in the course that was great. So not that I can think of, I really honestly out of all of the courses that I've taken I feel like this is the most applicable to my teaching. So I really, really enjoyed it.

In summary, five major themes emerged from an analysis of the data: "more time"; "more instruction on interventions"; "more instruction on other processes (other than initiation and self-exploration)"; and "nothing." Pre-service teachers expressed that they would have liked the course to have been longer and to have included even more information. Their responses indicated that they found the material to be extremely interesting and valuable and were keen to learn more.

More instruction on interventions. Other respondents stated that they would have liked more specific examples of interventions for different grade levels. One individual commented:

I would say … it would be nice almost to -- it would be nice to spread out the elective into a few courses. Okay, this is how you would do it in elementary, this is how you would do it with high school kids, this is how you would do it with people who are older maybe, and to kind of run the gamut of really getting involved having your professor … teach you more examples and have you run through them. Like, I think it would be great to expand this into several sections, you know what I mean?

Another respondent remarked, "And other than that, like maybe to give…I don't know if that's even possible, but I really benefited from the specific activities, so learning about pride stories, learning about guided dreaming, to learn about more variations and possibilities to those type of activities that you can do with kids."

More instruction on other processes (other than initiation/self-exploration). Some pre-service teachers indicated that they would have liked more instruction on processes other than initiation/self-exploration. For example, one individual commented:

I think that it might be good in the course to go over like in each process like initiation … like we spent a lot of time in the course talking about initiation … I felt like with the other remaining processes like it would be beneficial to have like more specific activities or links or resources instead of just like naming them, like let's go check them out and let's define them in the course and you know play around with them a little bit and see what we can come up with so that when you're in your practicum and you are swamped with the curriculum and the new courses that you're teaching you have a better … you know like you can do the career stuff easier as well, like you have already done much

more establishment of the resources than before … Yeah and like even I think there could be more stuff for the exploration. I don't know, like, it's not that we didn't go over them well enough but just like specific things that could be done in a class even just like having us go and brainstorm things or find resources ourselves so that we get ready and used to doing that.

Less theory. Finally, some respondents also expressed that they would have liked less discussion about career theories. One individual commented, "… The only part that I didn't really get a lot out of was the theoretical information like the different theorists. If you asked me now who was talked about I honestly couldn't even tell you and whether or not that's the most relevant part I don't personally think it is. So I think it's important to know that but that part I really didn't get much out of at all."

In conclusion, pre-service teachers provided rich responses to the questions asked in both rounds of interviews. The questions that were posed explored the most valuable aspects of the career education course and internship experience, the outcomes pre-service teachers hoped to achieve, the barriers they experienced when attempting to provide career interventions, and suggestions for improving the training they received. The following chapter will discuss the themes that emerged from an analysis of the provided data.

Chapter 5: Discussion

Introduction

In the following discussion I will view the data collected in my study through a critical lens and I will address the following questions:

- What is not being talked about (or is missing) in the data?

- Do the comments made by pre-service teachers reflect new paradigms of career theory or do they reflect traditional theory?

- Do the comments made by pre-service teachers reflect traditional educational aims (for example, economic prosperity) or do they reflect more student-centered aims (such as happiness, fulfillment and flourishing)?

- Does the *Career Coaching Across the Curriculum* initiative appear to do enough to support all students in their career construction or is more required?

By posing these questions, recurrent themes in the history of career and vocational education will be addressed. One of these recurrent themes is the vacillating emphasis on career guidance. This emphasis is at times a major component of school counselling and is at others only a minimal activity among other responsibilities. Another recurrent theme is the role equity, educational access, and social justice plays in career guidance. A third recurrent theme is the interconnectedness of career guidance as a critical component of effective comprehensive school counselling programs (Schenck, Anctil, Smith, & Dahir, 2012a, p. 223). These themes have continually repeated because career guidance "initiatives often become entangled in the political issues common to education today" (Niles & Harris-Bowlsbey, 2002, p. 251). Themes such as the relative importance of career education, the importance of social justice, and the value of career guidance as a critical component of effective comprehensive career guidance will be

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present in the discussion that follows. Generally speaking, I will argue that career and vocational education in schools needs to enjoy a prominent role in K-12 education and needs to be strongly guided by principles of social justice. I will examine the themes that emerged from an analysis of the data provided by pre-service teachers and I will explore the themes expressed above by discussing the strengths and weaknesses present in pre-service teachers' responses to the interview questions. I will begin by examining areas of strength revealed in pre-service teacher responses, and then I will discuss the areas of improvement indicated by the responses.

Areas of Strength

In the following section I will explore areas of strength revealed in pre-service teachers' interview responses. I will do so by discussing several important points:

- As a result of participating in the *Career Coaching Across the Curriculum* pilot project, pre-service teachers developed perspectives consonant with key components of effective career guidance in the twenty-first century;

- Following their career education internships, pre-service teachers reported achieving important outcomes and impacts with students;

- Gaps in career service provision were effectively addressed by the career support the pre-service teachers were able to provide in their career education internships.

Valuable perspectives gained. After completing the *Career Coaching Across the Curriculum* pilot project, pre-service teachers appear to possess many valuable and effective perspectives.

Indecision. The majority of pre-service teachers recognized the value of career indecision. Traditional approaches to providing career support aim to help students overcome career indecision (Krumboltz, 2011; Irving & Malik, 2005; Krumboltz & Chan, 2005). In

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western nations, career guidance education has typically been based on the trait-and-factor approach that emphasizes "informed choice" and "decision-making" (Kuijpers, Meijers, & Gundy, 2011, p. 21). However, the value of this approach in modern career guidance with students has been questioned (Kuijpers, Meijers, & Gundy, 2011; Pryor & Bright, 2011). Kuijpers, Meijers, and Gundy (2011) argue that as a result of changes in the world of work, "one's career path has become more and more unpredictable" (p. 22). As well, they question whether "students even have the cognitive ability to make rational career choices" (p. 22). They further state, "As a result of knowing that it is impossible to provide accurate information about the individual and/or labour market, combined with the insight that young people are not yet capable of making conscious and informed choices, career guidance and counselling in the traditional way is becoming more and more obsolete" (Kuijpers, Meijers, & Gundy, 2011, p.22). Krumboltz (2011) similarly states:

> Traditionally, employment counselors have tried to help people choose their lifetime occupation. Making a career decision used to be the goal. It should no longer be the goal. We have no way of recommending what anyone's future occupation should be. The world is changing too fast for us to even be sure what occupations will exist tomorrow. A better goal is to help people learn how to create more satisfying lives for themselves. (p. 156)

In the twenty-first century world of work students require career support that recognizes that career indecision "is the most sensible approach that people can take given the instability prevalent in the world of work" (Krumboltz & Chan, 2005, p. 351). Krumboltz and Chan (2005) use the term "open-mindedness" to describe career indecision, a valued concept that they discuss in depth:

Circumstances change, economic cycles have their booms and busts, technology advances, and people's interests change over time. Remaining ever open-minded is the smartest way to adapt to changing circumstances … now we might well want to help people explore some interesting directions to try next, but why would we expect them to make an occupational choice to which they were committed?" (p. 351)

There is evidence in the data that pre-service teachers recognize the importance of open-mindedness. For example, one pre-service teacher stated:

I would have to say [one of the most valuable components of the career education course was] just [learning] … how careers change, how people don't use -- don't stay in the same job for 30 years. They do move around. It made it seem okay. It made it normal.

The types of career interventions pre-service teachers delivered during their internship experiences also indicated this perspective. There was no evidence that the career interventions delivered to students were focused on "making a choice." For example, one respondent commented, "I think for me the most important thing I learned overall was that it's not about finding a specific career for the student. It's about helping them to get to know themselves better and then realize that your career is a path, it's not one specific job." As well, none of the participants cited "occupational choice" as an outcome they were pursuing with their students. As one pre-service teacher stated when discussing the most valuable things she/he learned in the career education course:

Well I'd say that once you decide on a path or a career or whatever that you're really only halfway through the process, that's where I probably would have stopped just before I took the course whereas now I know you have to go on and make your plan and your

backup plan and check in to continuously see how they're doing and where they're at and

then slowly kind of release them on their own.

As this comment suggests, pre-service teachers recognized that career building is comprised of a

multitude of career-related decisions throughout one's lifetime. Certainty is impossible to

achieve in a world that is constantly shifting and changing. Therefore, occupational choice and

decidedness should not be the exclusive goal of career interventions. Rather, fostering open-

mindedness and the development of skills, attitudes, and perceptions consonant with adaptability

take center stage in the provision of effective career support in the twenty-first century. Savickas

(2011) illustrates this well when he comments:

> The new job market in an unsettled economy calls for viewing career not as a lifetime
>
> commitment to one employer but as a recurrent selling of services and skills to a series of
>
> employers who need projects completed … Established paths and identifiable scripts are
>
> disappearing. Rather than developing a stable life based on secure employment, today
>
> most workers must be adaptive in maintaining flexible employability through life-long
>
> learning and adapting to transitions. Rather than developing a career in a stable medium,
>
> they must manage a career in a fluid environment. While career planning goes with
>
> developing and unfolding a career, it does not fit as well with career management.
>
> Rather than make plans, individuals must look for possibilities. (p. 253)

As Savickas (2011) identifies, workers in the twenty-first century must continually engage in

lifelong learning, search for opportunities, and not expect a "stable life based on secure

employment" (p. 253). After their participation in the *Career Coaching Across the Curriculum*

pilot project, pre-service teachers realize the primary importance of open-mindedness and

adaptability.

Change. In addition to valuing indecision, pre-service teachers also emphasized change as a central component of careers in the twenty-first century. As one respondent commented:

> [I learned that the world is characterized by] perpetual uncertainty, that nothing in life is for sure, that the world is constantly changing, that's it's okay to reassess your life, adapt, re-evaluate your goals and your ambitions, your position in the workforce. For me it gave me a sense of comfort, it rationalised the world, it make it okay to be reflective on changing careers.

Pyne, Bernes, Magnusson, & Poulsen (2002) discuss the importance of preparing students to manage uncertainty and change, stating:

> In teaching adolescents that individuals change their occupations throughout their lifetime, we teach them that it is important to engage in continuous exploration. This realization could result in increased experience and a broadening of interests … On the other hand, the common belief that career paths tend to be permanent, held by many adolescents, could limit their exploration and cause them to avoid decision making, due to a fear of making the wrong choice. With more advanced career education, these individuals may become more aware of the developmental nature of career, and embrace greater exploration. (p. 71)

Guichard (2009) points out that the question that will define workers in the twenty-first century is: How do I cope with the multiple transitions I face during the course of my life (p. 252)? Students need to be prepared for the realities of the twenty-first century world of work and it is clear from their responses that the pre-service teachers in this study understand the need to prepare students for lives/careers characterized by multiple transitions. For example, pre-service teachers expressed that they valued learning the career planning process. They appreciated

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learning to conceptualize career planning as a process because they realized that such knowledge would provide students with important perspectives for lifelong career self-management. When students understand the components that underscore the career planning process they can continually utilize the process to negotiate transitions and effectively respond to change.

Flourishing life. Another important perspective pre-service teachers gained from their participation in the *Career Coaching Across the Curriculum* pilot project was that career interventions should not be exclusively focused on economic outcomes (such as finding a job). Interventions should also focus on personal development and life building. For example, in describing the value of the career education course, one respondent stated that he/she gained an important insight:

> … The idea that career education isn't just about a job, it's about like quality of life and who you are as a person. So making it more than just a job and I don't know I think maybe that ties into the idea of the whole topic of you and company, like you shouldn't just be thinking about what career you're going to have for the next 40 years but what else are you going to do in your spare time that's going to meet your other needs, like your social and emotional needs.

Similarly, another respondent described the most important thing she/he learned in the course as ".... not really just about picking a career it's about just kind of starting to get them thinking about who they want to be as a person." When describing the outcomes they achieved through their career interventions with students one of the prominent themes that emerged was "students began to reflect on important questions." While describing this theme, one respondent stated, "[One of the important questions students began to reflect on was] I think like the idea of your career being not just like how much money they're going to make but what kind of quality of life

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do you have, what kind of person am I." The fact that this theme came up repeatedly in the interview responses provided by pre-service teachers suggests that they understand career interventions (and even more broadly, the K-12 educational endeavour) have to be focused on helping students build flourishing lives.

Increased fund of knowledge concerning self and world of work. In addition to an emphasis on change and transition, the career planning process, the value of indecision, and the importance of pursuing career outcomes that are broader than finding a job, many other strengths were present in the responses provided by pre-service teachers in this study. Specifically, there was a strong emphasis on increasing students' self-knowledge and on increasing students' fund of knowledge concerning opportunities in the world of work. Students were encouraged to collect information on themselves and on occupational and career possibilities. Pre-service teachers discussed many ways in which they intended to help students gain self-knowledge (for example, activities like pride story and the 99 year old question designed to elicit themes of personal meaning) and knowledge of the world of work (for example, through career fairs, projects on careers of interest, and guest speakers). Such activities provide students with a fund of knowledge about themselves and the world of work that they can draw on when considering career/life possibilities. Importantly, the type of self-knowledge pre-service teachers prioritized was knowledge about sources of personal meaning. For example, as one respondent stated:

> [The most valuable aspect of the career education course was] … probably to make sure that you know what you're passionate about and what you like and make sure that you do something that makes you happy for sure. And then that way everything else follows suit and you have a more successful and happy life. I think you're, like, more in tune with

who you are, and then you're setting yourself up for greater accomplishments and higher

levels of success and happiness.

As noted by many academics (as well as many respondents in this study), pursuing a career path

rooted in passion – one that allows for participation in activities that are engaging and pursuits

that are personally meaningful – is a component related to the development of a satisfying life

that increases the likelihood of being resilient in times of transition and uncertainty.

Important outcomes achieved. It appears that the interventions provided by the pre-

service teachers through their internship experiences had a positive effect on students. When

pre-service teachers were asked to report on the outcomes they achieved with students they were

able to describe many valuable outcomes. For example, pre-service teachers in this study listed

the following outcomes: increased students' self-knowledge; increased students' awareness of

career/life possibilities; students began thinking about what is meaningful to them; increased

self-confidence; encouraged hope and excitement for the future; increased enthusiasm and

excitement about career/life building; enhanced relationships; and increased community

involvement in students' career building. These reported outcomes are extremely valuable and

reflect the characteristics Savickas (2005) identifies as defining adaptive individuals. As noted

earlier, Savickas (2005) conceptualizes adaptive individuals as:

- Becoming concerned about their future as a worker;

- Increasing personal control over their vocational future;

- Displaying curiosity by exploring possible selves and future scenarios; and,

- Strengthening the confidence to pursue their aspirations. (p. 52)

All four of these characteristics are present in the outcomes pre-service teachers described

attaining with the students with whom they worked.

It also appears that the career education course and the internship experience was valued by the pre-service teachers in this study. For example, when asked if the *Career Coaching Across the Curriculum* pilot project should be changed in any way one respondent commented that nothing should be changed, "except the fact that they need to offer the course like every semester, and everybody, it should be one of those mandatory things that every [pre-service teacher] should take." This kind of feedback was common in the responses provided by the pre-service teachers in this study and indicates that participation in the *Career Coaching Across the Curriculum* pilot project was very much valued.

Gaps in service provision addressed. Many gaps in career support were also addressed by the interventions the pre-service teachers in this study provided to students. Students report that they desire better access to effective career services (Bloxom et al., 2008). Specifically, students explain that their career planning needs include "find[ing] ways to pursue things that they are passionate about, understanding interests and abilities, obtaining information on financial help for continuing their education, and obtaining information about post-secondary education" (Bloxom, et al., 2008, p. 91). There is much evidence in the responses provided by pre-service teachers to suggest that students were provided opportunities to achieve these goals. The outcomes described by pre-service teachers, along with the activities provided, were frequently targeted at helping students find ways to connect their interests with the world of work, gain self-awareness, and increase their knowledge of career paths. Students desire these opportunities and research has confirmed their importance. For example, the importance of occupational information to children's career development has been established by research that demonstrates a significant relationship between amount of occupational knowledge and later career adjustment (Borgen & Young, 1982; Walls, 2000; McMahon & Watson, 2005). The

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heavy emphasis on increasing students' self-knowledge is valuable because it provides students with direction and purpose. As well, knowing students' actual occupational aspirations may help classroom teachers because it gives them opportunities to integrate real world contexts into classroom subjects, thus making in-class instruction more relevant while also increasing motivation and engagement in the classroom (Low, Yoon, Roberts, & Rounds, 2005).

In summary, the *Career Coaching Across the Curriculum* pilot project contributed to the development of many important skills, attitudes, and perspectives germane to the provision of effective career guidance in schools. As well, the training provided in the *Career Coaching Across the Curriculum* pilot project appears to have fostered important outcomes for students and to the amelioration of important gaps in career services.

Areas for Growth and Improvement

In the following section I will explore the areas of needed improvement revealed in pre-service teachers' interview responses. I will show that despite participating in the *Career Coaching Across the Curriculum* pilot project, the pre-service teachers who participated in this study still require additional skills, perspectives, and attitudes to ensure that they are providing effective career guidance to students. In addition, I will recommend ways in which career services can generally be improved to better serve the needs of students. In the following section I will discuss:

- Real-life learning opportunities and career dialogue;

- Lack of value placed on career interventions;

- Social justice and pro-social values;

- Limited awareness about the range of barriers students might face;

- Increased and enhanced parental involvement;

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- Career interventions framed through larger lens of flourishing;

- A more systematic approach is needed.

Need for real-life learning opportunities and dialogue. One area of strength identified earlier in this chapter was the emphasis on helping students gain self-knowledge and knowledge of the world of work. As stated earlier, this understanding provides students with a fund of knowledge to help them as they consider career/life possibilities. However, a focus on gaining these understandings needs to be expanded. Gaining self-knowledge goes hand-in-hand with taking action. As Ibarra (2002) eloquently states:

> We like to think that the key to a successful career change is knowing what we want to do next, then using that knowledge to guide our actions. But studying people in the throes of the career change process (as opposed to afterward, when hindsight is always 20/20) led me to a startling conclusion: Change actually happens the other way around. Doing comes first, knowing second. (p. 5)

Kuijpers, Meijers, and Gundy (2011) iterate the same idea when they argue that a fundamental weakness in educational career guidance is the lack of real-life experiences provided to students. They explain:

> Traditionally [in educational career guidance] a person-environment approach dominates, in which knowledge about person and environment for the most part is not based on real-life experiences with work but is created by instruments and professionals and transmitted by standardized methods that are not aimed at the creation of personal meaning via dialogue. (p. 28)

According to them, such an approach does not contribute to effective career guidance. Rather, they state that an effective career guidance environment stimulates real-life experiences with work and provides an opportunity to discuss these experiences. In other words, generating self-awareness through classroom activities and providing information on the world of work is not enough. Such endeavours need to be paired with real-life experience (Kuijpers, Meijers, & Gundy, 2011).

Pre-service teachers need to continue to integrate activities designed to help students reflect on their interests and appetites. As well, they need to continue to provide opportunities for students to gain knowledge about career/life possibilities. However, they should also strive to integrate real-life career learning opportunities into students' educational experiences while engaging in career dialogues with students. A learning environment that effectively supports students' career development must be one that is practice-based and dialogical (Bailey, Hughes, & Moore, 2004; Kuijpers, Meijers, & Gundy, 2011). Kuijpers, Meijers, and Gundy (2011) describe such a learning environment as "… an environment in which the student can get real-life working experience (i.e., a problem-based curriculum), has a say in her/his own learning process (i.e., an inquiry-based curriculum), and finally, can participate in a career oriented dialogue about his/her learning experiences with work" (Kuijpers, Meijers, & Gundy, 2011, p. 23). According to their work, such a learning environment differs from a traditional learning environment in the following ways:

- Not primarily focused on information transfer but oriented towards obtaining actual work experiences,
- Not focused on a monologue (from teacher to student) but on a dialogue between teacher and student,

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- Not focused on interventions at certain institutionally determined decision-making moments but continued guidance,

- Not only taking cognition into consideration but emotion as well, and

- Not geared towards a standard-learning route but focused on the creation of more choices and the promotion of mutual participation. (Kuijpers, Meijers, & Gundy, 2011)

While the interventions provided by the pre-service teachers through this study often focused on continued guidance, considered emotion (as opposed to only considering cognition), and the creation of more choices, there was a lack of emphasis on providing real-life learning opportunities. To a large extent, this absence is a function of the educational system in which the pre-service teachers are working (and the lack of systemic priority placed on providing students with real-life learning opportunities). However, in order to improve the career support provided to students in the K-12 educational system, students need to be provided with extensive opportunities to engage in real-life learning opportunities both inside and outside the classroom environment.

Lack of value placed on career interventions. Generally speaking, career guidance in schools is still being met with resistance (Schenck, Anctil, Smith, & Dahir, 2012). This was evident in the responses provided by the pre-service teachers in this study. In some cases, teachers reported meeting with direct resistance to the career interventions they intended to implement. Pre-service teachers reported that, at times, they encountered direct resistance from their supervising teacher (or professionals in the school) regarding the value of career interventions. For example, when discussing the barriers or obstacles to delivering career interventions, one individual stated, "In the practicum my school wasn't really on board with it. Yeah they were quite against it, they wouldn't give me time, they wouldn't let me teach you

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know, they wouldn't let me do a school wide intervention." Similarly, when describing barriers to the delivery of career interventions, another respondent stated, "But just like other things, you know, like maybe other teachers who don't know about it as well, like have discouraged against because they say that's going away from the curriculum and so it's discouraged."

In other instances the resistance or difficulties they faced in integrating their career interventions into their classroom instruction were more indirect. For example, many pre-service teachers expressed frustration concerning both the time and curriculum pressures they faced and how these pressures negatively impacted their ability to deliver career interventions and also provide career guidance. For example, one pre-service teacher commented that the most significant barrier she/he faced in integrating career interventions into regular curriculum was that "[my teacher mentor] basically did not want me to spend too much time on [career interventions] and so I didn't feel like I was able to put the time and effort into these assignments and they were a little too rushed and that might have to do with or that might be the reason why some of the kids just weren't into it." The pre-service teachers in my study very acutely felt that career interventions held significantly less importance than other curricular outcomes. This was an overwhelming frustration that they expressed.

Eisner (1985) discusses the notion of the "null curriculum" by which he means those subjects and topics that do not receive significance in the educating of students. He argues that what is not taught may be as educationally significant as what is actually taught (Eisner, 1985). This is certainly the case when it comes to career interventions. The value and importance of integrating career education into curriculum has to be communicated more forcefully so that it is no longer neglected but instead enjoys a prominent place in the education students receive. Career interventions have to be related to the fundamental aims of education or else they will

continue to be marginalized. Otherwise, they will not receive the time and attention they deserve in the curriculum and teachers will continue to "feel career education activities are yet one more thing added to their workload" (Andersen & Vandehey, 2006, p. 291).

Importantly, such promotion can be supported by research literature. For example, a study of 416 ninth-grade students, of which 87% self-reported as being from a minority group and 85% qualified for a free or reduced lunch program, reported that higher levels of career planfulness and expectations are associated with school engagement (Kenny, Blustein, Haase, Jackson, & Perry, 2006, p. 276). A 1992 meta-analysis of 67 studies "made it clear that the value of career education as a means of enhancing academic achievement is statistically supported" (Evans & Burck, 1992, p. 67). Additionally, research points to the fact that "…the reported benefits for focusing on career development strategies include increased motivation for students to continue learning after high school, an increase in retention rates and academic success at high schools, and even a reduction in poverty and unemployment rates" (Bell & Bezanson, 2006). Additional research has shown that comprehensive career guidance programs promote "more successful transitions into the adult roles of worker and learner and to greater satisfaction with one's life (Lapan, Aoyagi, & Kayson, 2007, p. 271). Research studies such as the ones listed above support the contention that "the contribution of intentional career development education deserves continued attention in research and policy discussion concerning educational reform" (Kenny, Blustein, Haase, Jackson, & Perry, 2006, p. 277). Such research also supports the need for increased value to be placed on the integration of career interventions in K-12 curriculum.

Encouragingly, the pre-service teachers in this study indicated that they intended to advocate for the integration of career interventions in regular curriculum. As one pre-service teacher stated, "… Not everyone's going to be on board with [my career interventions]; that's

something that I am going to have to face, but I consistently try to put my two cents in about it and show passion for it, then more people are likely to follow." Such advocacy needs to continue in order for career services and career interventions to establish and maintain a priority focus in K-12 education.

Social justice and pro-social values. An emphasis and sensitivity to issues of social justice is strikingly absent in the data collected from pre-service teachers. Crethar, Torres Rivera, and Nash (2008) note that social justice is both a goal and process and:

> … Is about working towards an increasingly more socially just world, one in which all people receive equitable opportunities to access resources and participate in policy and law development that affect them, ultimately resulting in a society that embodies harmony between the needs of individuals and the needs of the whole. (Crethar & Winterowd, 2012, p. 3)

Working from a social justice framework entails focusing on the principles of equity (fair distribution of resources, rights, and responsibilities to all members of society), access (ability for individuals to access services, resources, information, and power and knowledge critical to self-determination and healthy development), participation (the right and ability to be consulted on and contribute to decisions that affect one's life), and harmony (the principle of societal balance whereby the needs of individuals ultimately produce results that create the best possible outcomes for society as a whole, while simultaneously societal actions take into account the needs of individuals and minority groups) (Crethar, Torres Rivera, & Nash, 2008).

Issues or concerns related to social injustice, developing a critical awareness of the world of work, or working towards building a better world were largely absent from the responses provided by pre-service teachers. One comment provided by a pre-service teacher touched on

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the value of having a larger awareness of the world of work. She/he described a lesson she/he implemented that endeavoured to make students aware of larger dynamics:

… There's more honour kids in India than there are students in the United States and that the computer in 50 years will exceed the power of the human mind, and then in another 50 years it will be as powerful as the entire human race and that sort of thing, and we discussed that, how they felt about that, what is our job as teachers to teach them, what's our skills, because it did discuss that skills we're teaching now are being obsolete, we are training kids for jobs that haven't even been created yet, and it was interesting. They didn't really know where I was getting at, at first, I just think that's their level, they've been in school so long that they're just so used to it, they just accept the curriculum as it is, and don't question it, and so when you pose them the question what do you think a way a teacher should be teaching you, what kind of skills, see the world is changing, what kind of skills would you need to be successful.

Although this response indicates some attempt to help students understand larger currents and dynamics in the world of work, it does not reflect an attempt to discuss issues of equity, access, participation, or harmony and it does not seek to foster a critical awareness of the world of work.

Some pre-service teachers demonstrated attempts to contribute to the development of a better world by cultivating values of "positive awareness" and positive action in her/his students. For example, when talking about outcomes achieved, one individual stated:

Well, one thing that I thought was neat was we did one lesson on sort of like complimenting each other. Like trying to build some positive awareness of other people in the class, like their abilities and stuff. And I had kids come up to me for the rest of the unit and say "Oh, I really like this about you". Like I kinda found it was... they were

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complimenting me a little bit more, and each other. I overheard them say nice things to

each other. And I don't know if that was just because of the unit, but I found that kids

were sort of like bringing each other up more, I think, and sort of, hopefully, realising the

value of each other. Like that part I can't say for sure was the unit, but I'm hoping so.

Responses such as this were infrequent and were not framed within a larger emphasis on social

justice and contributing to the development of a more humane world. Specifically, this was not

described as an outcome and pre-service teachers did not indicate any intention to provide

interventions designed to raise critical awareness of the world of work or foster attributes,

attitudes, or knowledge that would encourage the development of a more humane world. Again,

such an absence must be addressed. If issues related to social justice are ignored, then pre-

service teachers – when they deliver career services in schools – face the danger of contributing

to negative and oppressive outcomes for their students (Chapman & Schwartz, 2012, p. 24).

In fact, career guidance has a long history of social justice. Although the emphasis

placed on career guidance has varied, it has traditionally carried the dual purpose of preparing

students for work while also influencing conditions in the workplace (Gysbers & Henderson,

2006). Threads associated with issues of equity are intricately woven through the fabric of career

education history (Schenck, Anctil, Smith, & Dahir, 2012, p. 225). However, although career

guidance has had a history of social justice – and some would say it even originated with efforts

to meet the needs of the oppressed (Savickas & Baker, 2005) – it has not always been at the

forefront. This focus has been changing in recent years as the fields of vocational psychology

and career counselling have pushed more to address this concern (Dik, Duffy, & Steger, 2012;

Blustein, 2008). Social justice themes in the literature have centered on the role of social,

economic, and cultural factors and how these factors exert differing influences on diverse

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groups, creating obstructions for some groups such as women, racial and ethnic minorities, sexual minorities, and persons with disabilities. Two traditions have emerged that focus on individual-level and societal-level ways of tackling injustice. The first has included recommendations for how counsellors could work with clients to effectively cope with barriers to their career development (Blustein, et al., 2005). The second has advocated a macrolevel perspective that targets public policy as a way to stimulate change within broader social systems in those structures that perpetuate inequalities (Fassinger, 2008). Dik, Duffy, and Steger (2012) argue that both of these levels of change are important for "helping individuals experience autonomy, dignity, and justice in the midst of oppression, while also helping dislodge oppression's root causes" (p. 31). Both of these concerns are important but are missing from the responses provided by pre-service teachers.

In addition, there is very little evidence that the pre-service teachers in this study are concerned with promoting prosocial behaviours. Dik, Duffy, and Steger (2012) argue that a third strategy is needed to model how those providing career services might address inequality and injustice in the work world by incorporating discussions of prosocial values into work with clients. Dik, Duffy, and Steger (2012) refer to values that enhance societal wellbeing or the greater good through one's work as prosocial values in career development. They describe such discussions about prosocial values as "helping clients explicitly address questions about how their work may influence the greater good" (p. 32). They conceptualize "the greater good" as an outcome of a society striving for harmony, and write:

> Helping lead clients – even those who themselves are victims of oppression – to consider such values as their emotional drivers empowers an ever-widening circle of social justice advocates. In short, we advocate a counseling stance in which clients are actively

encouraged to approach their work in ways that promote the greater good. (Dik, Duffy, & Steger, 2012, p. 32)

Dik, Duffy, and Steger (2012) argue that these discussions provide a way to build social justice through the promotion of social justice work values. This contention is based on the belief that, "(a) the promotion of social justice is a universal good and individuals (including counsellors) should consider any setting as an opportunity to do so and (b) engaging in prosocial work-related activities will have a positive effect on individuals and their work environments and broader contexts" (Dik, Duffy, & Steger, 2012, p. 57).

Dik, Duffy, and Steger (2012) provide suggestions for ways in which the fostering of prosocial values can occur by stating:

Prosocial values in one's work encompasses a wide range of specific strategies that can be expressed uniquely across individual career paths. For example, garbage truck operators could reframe their work in terms of essential public health functions; entrepreneurs developing new consumer products can consider both marketability and social value rather than just the former. (p. 32)

Elsewhere Dik, Duffy, and Steger (2012) make additional suggestions for how prosocial values can be fostered. For example, as students consider career choices, teachers could explore "client beliefs about which type of needs are most salient in the [students'] local community or larger society and where within the identified range of needs they view themselves as best able to contribute" (p. 57). Another strategy is to consider the social function of various jobs or occupations (Wrzesniewski & Dutton, 2001). That is, helping students to consider the ways in which various occupations can contribute to the lives of others.

Our culture – as evidenced by the responses of pre-service teachers who heavily emphasized personal fulfillment in their work with students – prizes individualism and self-gratification. This preoccupation with self-interest (evident in our larger society) was reflected in pre-service teacher responses. For example, one individual stated, "… I think it is important to find what's meaningful to you when you're doing your career searching and not just picking something because other people tell you to or because your parents think it's a good idea but actually finding something that makes *you* happy and that brings some value to *your* life" (italics mine). The main idea conveyed through this statement is that one's life/career is a means to gratifying self-interest. In fact, it is evident from pre-service teacher responses that this thread ran through the training they received. When asked what they most valued about the career education course, one of the predominant responses from pre-service teachers was that they valued learning about how to promote self-understanding so that students could find personal fulfillment. However, the emphasis on fulfillment was focused on self-interest, and not on fulfillment through contribution. Such an emphasis undermines the realization of a socially just world. A society focused predominantly on personal fulfillment is unlikely to produce a socially just world. As Dik, Duffy, and Steger (2012) state:

> One reason that working from a prosocial valuation seems to yield benefits appears to derive from the fact that such people take into account two perspectives on their careers: what is best for *them* and what is best for *others*. Unfortunately, the latter may be a distant priority for many clients who have been raised in an American culture that prizes individualism. How often do counselors hear that clients are choosing careers based not on personal fulfillment and satisfaction but on what would be best for society? Indeed this is probably rare. Yet, we know that people who are engaged in improving

themselves and reaching out to others experience greater wellbeing and meaning in life.

(p. 34)

When providing career services to students, schools need to promote prosocial values, and "By doing so, [those providing career services] may be able to directly and indirectly promote social justice by encouraging [students] to be agents of social change" (Dik, Duffy, & Steger, 2012, p. 34). Dik, Duffy, and Steger (2012) recommend "encouraging [those providing career services] to disclose what they consider to be a beneficial outcome and a good life [for individuals engaged in a meaningful work pursuit that provides an opportunity to use their abilities for the direct or indirect advancement of social harmony] during the earliest stages of the [career guidance] relationship" (p. 34).

In summary, Frederick Buechner (1973) described the concept of work as "the place where your deep gladness and the world's deep hunger meet" (p. 95). It is at this intersection that meaningful lives/careers are constructed. As Dik, Duffy, and Steger (2012) aptly state, "Imagine the impact on society if people enter the workforce driven by a strong desire not only to achieve their personal aspirations but also to use their careers to help others" (p. 34). Career interventions that truly endeavour to help students develop satisfying, productive lives and that strive to promote social justice and the attainment of a better world are focused on the promotion of prosocial values.

Limited awareness concerning the range of barriers students face. Another important aspect that was largely missing from pre-service teacher responses was any sensitivity towards the external influences contributing to students' careers/lives and the barriers students encounter in their career building. Witko, Bernes, Magnusson, and Bardick (2006) highlight the importance of exploring and understanding the barriers that students face in their career planning

by stating, "The sheer number of barriers that affect students' career decision making may result in career indecision and contribute to a discrepancy between students' aspirational and actual educational and occupational goals" (p. 80). When asked what difficulties or barriers they faced in providing effective career support to students, many pre-service teachers discussed factors related to students' lives. However, their responses were limited to discussions about students' behaviour, students' hesitation about sharing personal information, and students' lack of self-esteem. There was almost no reference to barriers related to socio-economic status, disability, gender, ethnicity, or sexual orientation. One respondent discussed the barriers to career development related to gender. Her/his response was an anomaly in the interview pool, as it demonstrated a comprehensive approach to exploring barriers with students. She/he stated:

> Well, with my unit it's called "Dare to Dream," so it's like girls in junior high, female unit built around creating selves, like personal meaning and creating self, and what's valuable to them. It's also like self-esteem builder as well because at that age they're so heavily influenced and there's lots of media pushes and family choices and all that, so right now we're just trying to find out what's meaningful to them. So I'm doing that with lots of personal reflection, so we talk about support systems and outside pressures and school pressures and friend pressures and male pressures and what support systems we can use for that … And then we go from there to talk about what we want to do in life, so we are researching five top careers and how we're going to get there, if there's obstacles to overcome….And a lot of relationship building, like with one on one because girls seem to be a little, not catty, but it's hard with everything going on at junior high to build strong relationships within classmates in different classes. So if something did ever

happen to one of them or they needed someone, they could rely on their family or make

sure they have each other to rely on.

Another pre-service teacher made reference to First Nations students. His/her discussion of this

population did not discuss the barriers such students might face in their career development,

although he/she did reflect an effort to understand First Nations cultural background. However,

the emphasis seemed to be on the teacher teaching the students about their own culture as

opposed to eliciting the students' cultural knowledge and experiences from them. When asked

what changes he/she would make in the future when integrating career education into classroom

instruction he/she commented:

I would have done a lot more Blackfoot integration. I know I integrated it into a

Blackfoot class and I realized there were a lot more language skills I could have worked

on … Like a lot of the titles from activities I translated them to Blackfoot but I realized I

could have even translated things like the colour of the paint and just more of the

language aspect, that way the students got to know their background culture too and then

by knowing their culture they could also create that self portrait involving more of their

culture into that as well.

In addition to women and First Nations, other respondents specifically discussed immigrant

populations. However, a discussion of the barriers these populations faced was focussed mainly

on reading skills and did not address larger barriers related to access to opportunities,

discrimination, or cultural barriers. For example, one individual stated:

I have a wide range of abilities and I have quite a few ESL students. So with the writing

aspect that'll be tricky but I have an educational assistant in the room every so often so

I'm hoping to utilize her there and … And just helping the kids to realize that they really

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… their options are open for them and it's important to know your interests well so you know what really suits you. So I think that the variety of reading levels will be a challenge and writing levels but with the assistant I should be able to overcome those challenges, I hope.

Another pre-service teacher discussed the adjustments she/he would have to make to accommodate the high ratio of students with English as Second Language (ESL) in her/his class:

Well like I said after meeting the kids, I am in a school that has a really high ESL population, and I'm working with the 5/6 and I guess the activities and the lessons that I had planned initially after meeting with the kids like I said I knew wouldn't work with them, some of their reading comprehension, reading and writing skills just aren't as developed as I initially thought they might be I guess. So having to recreate or I guess just kind of fine tune some of the lessons in order to I guess meet like all the students I guess …

When I followed up on this response by asking if the cultural differences would pose any challenges, this respondent commented, "I haven't, I think that at the age these kids are at, I don't know if they are aware of any differences really just yet, I am sure within you know the next couple of years they will become evident to these kids, but right now I think they're pretty open, which is great." As this exchange demonstrates, the pre-service teachers in this study made some references to marginalized or disadvantaged populations, however, their understanding of the barriers faced by these groups appears superficial.

Finally, in addition to making reference to gender categories, First Nations populations, and immigrant populations, respondents occasionally discussed the influence systems such as

family and school have on students' career development. One pre-service teacher's comments exemplify such responses. She/he stated:

> … You don't think about it normally, the fact that family outside … outside people and school and everything do play a huge factor in what you are going to decide to do as a career, by letting those outside things interact with your thoughts and your viewpoints you can, it can totally change how you see things, and you can fall into the trap of well everybody has told me this is what I am good at so maybe I should do it, instead of what do you think you're good at, what should you do, so yeah definitely and I do like the strategies of visualisation, the strategy of where do you see yourself, like if you're 99-years-old, and you look back on your life, I really like those strategies, and I think they're good tools to use with kids in the older elementary grades, junior high and high school, because they never really had the opportunity to be able to take that viewpoint and look at themselves in that manner.

Another pre-service teacher also discussed the barriers students face in reconciling familial and societal pressures and their influence on career building, stating:

> I think knowing that kids are affected by their surroundings, that parental, community, societal puts norms and values on children. And we need to make sure that kids are open to anything that, like I said in my report, that I wanted to make sure that kids, boys and girls, were able to see that the jobs that they are searching for aren't gender specific and that anybody can do them. They just have to have the motivation and drive to do them.

All of the responses provided above were limited in their descriptions and understanding of the barriers faced by marginalized groups and showed a superficial awareness of the effects of factors such as gender, race, and ethnicity on career development. In fact, very few of the pre-

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service teachers in this study described helping students understand the external factors that can shape their lives/careers. There was only one mention of this, as one respondent commented, "We also...We also talked about how others positively or negatively influenced their dream job or their future career. And so they were able to tell me a little bit about that ... and we watched Kung Fu Panda and were able to see how he was influenced, you know." Again, this comment reveals that any discussion of the external factors that influence students' career development was very cursory and superficial. As well, discussions about ways to ameliorate barriers also appears to be non-existent or superficial.

Despite the fact that the pre-service teachers in this study did not appear to exhibit sensitivity of the barriers faced by students in their career development (or the external influences on students' career building), it was apparent in the second interview that significant barriers exist. For example, one respondent commented:

> So I know that was kind of a setback and other students they were reluctant to dream, like based on I don't where they were in life, you could definitely tell they already had barriers and just weren't really willing to overcome it because of possibly the disappointments they had already had in life.

As such a comment suggests, pre-service teachers acknowledged that students faced many obstacles in their career trajectories. Research confirms that students face many barriers in their career development. For example, combining work and family life has been reported as a main force that shapes the career aspirations of females (McMahon & Patton, 1997). A study by Novakovic and Fouad (2012) found that as adolescent girls age, they tend to plan for more traditional careers. They write:

One explanation for this result is that older adolescent girls are more aware of barriers that would make attaining a nontraditional career more difficult. This awareness could be influenced by personal experience as well as suggestions from family members and educators (Novakovic & Fouad, 2012, p. 237) … Older students perceive more barriers to higher education than younger students. Younger students do not understand or do not yet anticipate any barriers to their career aspirations. (p. 239)

Older adolescent girls may also be more likely to consider childbearing in their future and, as a result, they consider the difficulties involved in rearing children and having a career outside of the home (Novakovic & Fouad, 2012). Adolescent girls may be more likely to choose traditional careers because these types of careers tend to be more accommodating toward women who are primary care-givers also desiring work outside the home (i.e., flexible schedules or job sharing). Novakovic and Fouad (2012) also found that adolescent girls with lower academic self-efficacy endorse traditional female gender role careers more than nontraditional careers. Adolescent girls with lower academic self-efficacy may perceive themselves as unable to succeed in nontraditional careers and therefore are less likely to choose those careers (Novakovic & Fouad, 2012). One of the solutions they recommend is:

… Interventions concerning the pursuit of higher education and the exploration of gender non-traditional careers should be aimed at younger adolescents. These interventions should also address barriers to career and education attainment since real and perceived barriers can inhibit adolescent girls' planning for future careers. (Novakovic & Fouad, 2013, p. 240)

As Novakovic & Fouad (2013) demonstrate, young people often encounter significant barriers in their career building. These barriers can be addressed through both awareness and targeted interventions.

The barriers that adolescent girls face in their career/life building are only one example of the very substantial barriers that can exist in students' lives. These barriers require awareness, sensitivity, and targeted support. However, despite the difficult, complex, and substantial barriers students face in their career building, the tone and substance of pre-service teachers' comments in this study suggested that the only barrier to students achieving their career/life goals is personal determination. For example, one individual described a song she/he shared with her/his class:

> The chorus says "I can be who I want to be and do what I want to do" and then in the verses he does one about a girl who did drugs and thought she was so cool and then it kind of ruined her life. It had a lot of messages in it that were very suitable for the junior high level but the main one being I can do whatever I want to do, whatever I set my mind to.

When asked about outcomes, one individual introduced the idea that determination is all that is needed to overcome barriers. This person identified "hope for the future" as an outcome he/she hoped to achieve through his/her interventions:

> I definitely want to like I said just let these kids realize that the possibilities for them are endless and that really they can go anywhere they want. It's…I think overcoming some of the cultural barriers may be difficult, like I said they don't realize them just yet, but they will, and so hopefully by demonstrating to them, and showing them the possibilities

now, that that might not happen. And yeah I think just having them set their own goals

and hopefully achieving those goals will definitely benefit them.

As this comment suggests, some peripheral awareness of barriers and obstacles to students'

career building is evident in pre-service teachers' responses. Yet, the prevailing theme is that

students can "go anywhere they want" in their careers/lives.

In summary, one major recommendation for improving career education training is to

integrate more instruction, discussion, and exploration of the effects of various systems (family

and school) and factors (race, ethnicity, gender, sexual orientation, and disability) have on

students' career building. As Carnavale and Desrochers (2003) state, "[When] educators cannot

fulfill their economic mission to help all youth become successful, they also fail in their cultural

and political mission to create good neighbors and good citizens" (p. 235). Currently, career

services in schools typically focus on encouraging students to choose an occupation without

considering the contextual components of students' lives (Witko et al., 2008). Witko et al.,

(2008) recommend that [those providing career services to students] provide opportunities for

students to examine their career aspirations from an embeddedness perspective in order to

examine contextual factors, such as relational and cultural influences on their career aspirations"

(p. 31). In order to accomplish this, pre-service teachers need to be provided opportunities to

develop multicultural competencies and they need to be provided with opportunities to gain

understanding of the range of barriers students face in their career building. When the pre-

service teachers in this study were asked what barriers and obstacles they faced in providing

effective career support to students, many respondents indicated that they did not face any

barriers, nor did they foresee facing any substantial barriers in the future. However, when pre-

service teachers complete career education training, they should be able to demonstrate a

sophisticated understanding of the barriers students face in light of societal inequities, cultural differences, disability, or disadvantage. Without such sensitivity, the probability of inadvertently acting without multicultural competence and causing harm and injustice is significantly heightened (Vera & Speight, 2003).

Increased and enhanced parental involvement. Students indicate that parents are the primary people they approach for help with career planning (Bloxom, et al., 2008; Witko et al., 2005). As well, parents are keen to be involved in supporting their child's career building. This was clear in the responses provided by pre-service teachers in this study. When pre-service teachers were asked if they achieved any outcomes that were a surprise to them, many noted that they were surprised at the willingness of parents to get involved in the career interventions that were being offered. For example, one respondent commented, "… and having parents come to me and going I'm hearing you're doing this. Can we come in? Can we be involved in this in some way? So that was really neat … I was worrying about how to phone all these parents, but like I said, I made three phone calls and the rest just kind of came before I could even say hello." As such a response suggests, parents were clearly eager to participate in providing career support to their child/student.

Research suggests that a major obstacle for parents to overcome is their perceived inability to provide effective career support. Parents perceive their role in supporting their child/student's career building as being supportive, informative, and educative (Bardick et al., 2004). Parents also identify that increased information and stronger relationships with teachers would help them to support their child's career building (Bardick et al., 2004). One way to support parents would be to provide them with training on how to provide effective and valuable

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career support and information; that is, on how to take an active and informed role in their children's career education (Bloxom et al., 2008). According to Witko et al., (2005):

> Students indicate that they would feel most comfortable approaching their parent(s) for help with career planning. Parents appear to be in a position to provide career-related information and support. Therefore, this may be a good place to start improving career-related services for adolescents … Training parents to assist their adolescents with career-related decision making may help them to understand their child's perspectives and career needs, provide appropriate support and encouragement, and enhance the natural alliance that exists between parent and child. (p .45)

Pre-service teachers did not identify supporting parents, fostering alliances with parents, or providing training on career coaching to parents as priorities when asked to describe the kinds of interventions they intended to implement or the outcomes they hoped to achieve. However, given the critical role parents play in students' career/life building, such an oversight must be corrected.

Career interventions framed through the larger lens of flourishing. The career interventions developed and implemented in the pre-service teachers' internships appear to be properly focused on assisting students in building a life as opposed to choosing an occupation. As well, the pre-service teachers in this study often articulated their desire to help students consider the values that informed their career-related decisions. As such, it appears that pre-service teachers were keen to help students make career decisions that would contribute to their happiness and contribute to helping them build a satisfying life. However, it appears from the responses provided by the pre-service teachers in this study that their emphasis on pursuing happiness is based on false assumptions. As well, there is no indication in pre-service teachers'

responses that any attention was paid to helping students consider the factors that underscore fulfilling lives.

In the first place, it appears that the emphasis on pursuing happiness is based on false assumptions. For example, the assumption that appears to pervade the responses provided by pre-service teachers is that building a satisfying life is a product of "following your passion" and pursuing self-interest. To illustrate this point, consider the following comment provided by one of the pre-service teachers in this study. When discussing the most valuable aspects of the training she/he received, she/he noted:

> [The most valuable aspect was] … probably to make sure that you know what you're passionate about and what you like and make sure that you do something that makes you happy for sure. And then that way everything else follows into suit and you have a more successful and happy life. I think you're, like, more in tune with who you are, and then you're setting yourself up for greater accomplishments and higher levels of success and happiness.

Although a commonly held view is that "following your passion" leads to happiness, the pursuit of happiness and flourishing is more nuanced than such a sentiment conveys. Attitude and mindset play a significant role in the attainment of happiness (Dweck, 2006). As Dweck (2006) has noted, when people cultivate a growth mindset they are more likely to be successful in life and are more likely to achieve a sense of wellbeing. As well, as others have commented, happiness is a by-product of living a life of contribution. As Frankl (1959) states:

> Don't aim at success. The more you aim at it and make it a target, the more you are going to miss it. For success, like happiness, cannot be pursued; it must ensue, and it only does

so as the unintended side effect of one's personal dedication to a cause greater than oneself or as the by-product of one's surrender to a person other than oneself. (p. xiv-xv)

Interventions that are guided by the simplistic maxim "follow your bliss" are more likely to lead to dissatisfaction than they are to lead to satisfaction. Certainly, "following your passion" is important, however, it is only one contributing factor to achieving and maintaining a satisfying life. Such discussions need to be incorporated into the provision of career support and interventions.

Second of all, pre-service teachers did not express any intention to facilitate an awareness of the factors that underscore happiness and flourishing in life. In order for students to be provided with the best opportunity to create satisfying lives, they need to develop a sophisticated understanding of the factors that contribute to a flourishing life.

A more systematic approach is needed. Although the pre-service teachers in this study integrated many valuable career interventions into their classroom instruction, the delivery of these interventions appears haphazard and unsystematic. One dramatic improvement to the provision of career interventions would be to conceptualize and implement a comprehensive career curriculum that extends from kindergarten to grade twelve (Witko et al., 2006). It was clear through pre-service teacher responses that when teachers attempted to provide career education lesson plans, unit plans, and school wide interventions they saw the value of a providing a more cohesive, collaborative, and systemic approach to career support. For example, when asked what he/she would differently in the future one respondent commented:

I would definitely make it more interdisciplinary or whatever, right, into all the other subjects – probably do, like, a whole month focus or something, you know, and – and just – also incorporating all the other subjects, but ... And even then encourage them to

start a journal and then be -- you know, talk to the -- the next grade that would be after

that so that they could -- so that's like a -- through-- so that throughout their schooling

they could -- continue to build on that. Like -- -- I would definitely talk to other teachers

and, you know, have them carry on, you know. Instead of just a one month being in my

class and that's it, try and get other teachers on board.

As the comment indicates, this respondent hoped to find a way to ensure that his/her career work

with students would build in subsequent grades and contribute to a progression of increased self-

knowledge, increased awareness of the world of work and to the likelihood of students making

incremental, positive career-related decisions.

Pre-service teachers discussed several other adjustments they would make to their career

interventions as well. Often these adjustments suggested a need for better continuity in the

provision of career support. For example, one individual stated that in the future she/he would

assess how much exposure students had to career exploration before providing any support:

[If I could do the experience over again] I would definitely do it differently mostly with

that beginning stuff. Like I think the first thing I would do is find out how much of the

initiation type activities students have had in the past, how much of that kind of stuff

they've done like self-discovery and I guess like how much self-knowledge they had in a

sense, like kind of get some background info before just assuming that they haven't had it

especially at the grade 11 level and even if they had had not very much I think that I

would shorten the initiation section and just do some really good key activities and then

move onto the exploration and again start just by devoting full classes rather than try to

do smaller chunks.

As this comment suggests, the current method of providing career support in classroom instruction is quite haphazard and inefficient. Time is wasted trying to determine what exposure students have had in previous grades to career interventions and there is no way to guarantee that students have even had any exposure. It is rare that they have had the good fortune of being taught by a teacher trained in career education or taught by a teacher with an interest in providing career interventions. The benefit of a comprehensive career curriculum is that career support that is developmentally appropriate and builds on previous outcomes could be provided. Teachers would then be familiar with the types of interventions students had experienced in the past and they would know how their interventions fit within the larger curriculum.

In summary, there was evidence that the pre-service teachers in this study were beginning to see the value of providing a cohesive career education curriculum. While training pre-service teachers to integrate career interventions into regular curriculum is a positive step towards improving the career support provided to students, pairing that training with a comprehensive, systematic career curriculum would provide a much greater level of support to students.

Conclusion

It was clear from the interviews with pre-service teachers that the training provided through the *Career Coaching Across the Curriculum* resulted in many positive outcomes. However, it was also evident that there is room for continued improvement. The following chapter will provide recommendations for how to improve future training initiatives for teachers (and other career service providers in schools) in career interventions.

Chapter 6: Recommendations

In the following chapter I will discuss the limitations of my research and I will provide some recommendations for future research. As well, I will provide suggestions for improving the delivery of career interventions and support in K-12 schools. I will begin by discussing the limitations of my research as well as important avenues for future research. I will then propose suggestions for improving the delivery of career interventions and career support services in K-12 schools.

Limitations

This study was conducted in Southern Alberta with forty pre-service teachers. As such the results may not generalize beyond Alberta. As well, it is possible that students reported positive results since the research project was part of a class they were taking. Although the consent form indicated that their instructor would not have access to the raw data and that there was no way that any of the data they provided would be identifiable, it is possible that students provided the kinds of responses they thought the researcher wanted to hear and were concerned about providing any negative or constructive feedback.

As well, it is hard to know whether the *Career Coaching Across the Curriculum* pilot project was responsible for the development of the perspectives pre-service teachers demonstrated in the interviews. Given the design of this research project, it is not possible to determine causality. It is possible that many of the pre-service teachers already held the perspectives they shared in the interviews before they even began their participation in the pilot project. In order to determine that the pilot project was responsible for the development of effective career perspectives a pre-post research study would need to be conducted.

Additional Research Required

Additional research is required to explore the effects of pre-service teachers' career interventions (provided in their internship experiences) on students. As well, additional research is required to better understand:

- Intra-individual variability in career building (life stories of individuals who crafted fulfilling, productive careers/lives);

- Barriers to career building (across cultures); and,

- Factors related to larger systems and structures (schools, communities, institutions) that support effective career building.

Follow-up research on students. Pre-service teachers reported that they achieved many expected and unexpected outcomes with students. Important follow-up research needs to be conducted to confirm these reports. It would be beneficial to investigate the short-, medium- and long-term impacts or outcomes that resulted from the career interventions students received (Bernaud, Gaudron, & Lemoine, 2006). Bernes and Magnusson (2004) state:

> Unfortunately, the field appears to suffer from a lack of integration, wherein efficacy data on current programs is generally scarce and significant longitudinal data is absent. Creating a sense of integration, evaluating the results of current career development programs and creating longitudinal studies to gather objective data on the long-term impact of these programs appear to be critical missing ingredients. Without this research, we will never uncover the critical ingredients that are needed to support significant personal, social, economic and national development. (p. 1)

As Bernes and Magnusson (2004) point out, data supporting the personal, social, economic, and national development outcomes and impacts that result from the provision of career services are

required. Additional research on the effectiveness of the *Career Coaching Across the Curriculum* pilot project is needed to support the large-scale implementation of such programs. Such research also needs to explore the differential effects of the interventions provided (for example, on gender, ethnicity, disability, etc.).

Further research is also required to determine the comparative differences of the career interventions provided through the *Career Coaching Across the Curriculum* pilot project on children and adolescents at different age and grade levels. The research study described in this document did not look at comparative differences but rather focused on the overall impact of the interventions on students in K-12 schools in general. It would be extremely beneficial to gain a more nuanced understanding of the comparative differences of career interventions across age and grade levels. Such research would provide valuable insight into areas of strength and growth for future curriculum education planning and programming.

Research on intra-individual variability. In addition, it would be valuable to interview adults to determine what kinds of supports, interventions, and resources were valuable to them in their career building and what experiences and activities contributed to their life trajectories. Savickas et al., (2009) call such endeavours intra-individual variability. In describing the value of such research they state, "Studies should be conducted on intra-individual variability, short-term changes, moderator and mediator effects in order to capture the dynamic aspects of career construction" (p. 248). They advocate for the use of case study research as such research provides the opportunity to analyze the influence of contextual variables which are usually difficult to assess or to take into account through purely empirical and quantitative ways (Savickas, et al., 2009).

In addition to case study research, narrative research needs to be conducted with young adults and adults, especially those young adults and adults who report high levels of satisfaction with their work/lives. Such research would be extremely valuable for helping students gain insight into effective career building. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about peoples' lives, and write narratives of individual experiences (Connelly & Clandinin, 1990). Narrative research typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Connelly & Clandinin, 1990). Narrative forms of research are valuable because so much can be learned from others' career/life stories. Valuable questions that could be explored with individuals from various cultures and backgrounds include:

- What were the key moments in your career trajectory?

- When you look back on your K-12 school experiences, what helped you in your career/life building? What services were effective? Ineffective?

- In your perception, how could things have been improved?

- What barriers did you face in your career building? How did you effectively address those barriers?

Research that investigates these kinds of questions with diverse samples of people would provide rich data. It would provide inspiration and insight for students and would provide potential templates for building flourishing lives.

Additional research on barriers to career building. Additionally, more research on barriers faced by those in disadvantaged groups and communities is needed. More research needs to be done to fully understand the barriers impacting the career building of those in

disadvantaged and marginalized communities (as well as strategies utilized to overcome such

barriers). Chapman and Schwartz (2012) recommend forms of research that directly involve

participants. They write:

> In a conscious move away from the study of dominant group needs and concerns, social
>
> justice researchers focus on the experiences of historically underserved communities and
>
> view participants as important agents in effecting change. These researchers recognize
>
> that individuals and communities are the experts on their own situations and, as such, are
>
> actively recruited to be involved in all aspects of the research design, study
>
> implementation, and analysis. (Chapman & Schwartz, 2012, p. 25)

Research that directly involves participants from disadvantaged groups would provide valuable

insights on the kinds of perceived and real barriers they experience in their career building.

More "studying up". Finally, it seems there is a bent towards studying individuals.

However, we need to look at the larger structures, institutions, policies, and broader societal

contexts that negatively influence students' careers/lives. As Chapman and Schwartz (2012)

state:

> Another important ethical consideration when approaching the development of research
>
> questions is the idea of 'studying up'. This term speaks to the adoption of a frame of
>
> reference that moves away from a focus on remediation of individual distress to an
>
> examination of the institutional practices and systems of power and control that cause
>
> distress in the first place. For example, if a researcher is working to prevent negative
>
> outcomes in child development, a focus on the factors salient to the child or even the
>
> family system without also studying up and examining factors relevant to the child's
>
> school, community, and broader societal context may pathologize individuals or

subcultures while obscuring the roles that societal institutions have in causing problems

in development. (p. 26)

Such "studying up" research needs to take place in the career field as well. Knowledge of factors

in programs, schools, communities, and society that support student career building is essential

to providing the conditions for students to create flourishing lives.

Suggestions for Improving the Delivery of Career Interventions and Career Support

Services in K-12 Schools

In the following section I will provide suggestions for improving the delivery of career

interventions and support services in K-12 schools. I will cover the following topics:

- Foster critical awareness in students;

- Provide students the opportunity to explore the components of a flourishing life;

- Providing training to career support personnel in multicultural awareness and social justice issues;

- Deliver a comprehensive career curriculum (and advocate for the integration of career interventions and career support into regular curriculum);

- Provide real-life learning opportunities paired with opportunities for reflection and dialogue;

- Provide opportunities for the development of prosocial values;

- Emphasize meaning and the nonlinearity of careers/lives when working with students.

Foster critical awareness and understanding in students. Those providing career

support in schools require opportunities to explore social justice issues. As well, they require

training in how to engage students in critical examinations of the world of work. In order for

students of diverse cultural backgrounds to have the best chance of constructing a flourishing life

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they need to understand the larger influences at play in the wider society that have the potential

to impact their career building (Irving & Malik, 2005). Such a critical awareness and

understanding will allow them to "examine and interrogate the various political, economic, and

social discourses that influence the construction and distribution of work, and [that] impacts how

[they] might shape [their] collective futures and live out [their] lives" (p. 19). There are many

ways that such explorations could be conducted. For example, in Social Studies students could

be encouraged to collect news articles that discuss economic trends, government policy

decisions, labour market trends, and trends related to globalization, etc. They could then be

provided the opportunity to write reflections on these articles wherein they examine the impact

of various trends and policy decisions on their personal life and the lives of others (for example,

minority groups, disadvantaged groups, etc.). In Mathematics students could be led in a critical

examination of how statistics are often used in a misrepresentative fashion that distorts reality.

They could also be led in an examination of the impact(s) of such misrepresentation. As well, in

English Language Arts, novel studies could be used to examine themes associated with

discrimination and exploitation and the types of barriers characters faced in their career/life

construction. Again, these are only a few suggestions. However, the bottom line is: In order for

students to construct personally meaningful and fulfilling lives they need to gain a critical

understanding of the world of work and the pressures and influences that bear upon their

career/life construction.

Provide opportunities for students to explore the components of a flourishing life.
One of the main aims of the educational system should be to help students to build happy,

flourishing lives (Noddings, 2003). In order to achieve this, students need to be guided in

discussions about factors that contribute to such a life. For example, one insight that could

benefit students as they enrich their lives/work is the role that perception plays in career/life satisfaction. Wrzesniewski and Dutton (2001) suggest that people perceive their work in one of three ways: as a job, a calling, or as a career. A job is mostly perceived as a chore, with the focus being financial rewards rather than personal fulfillment. The person goes to work in the morning out of a sense of obligation. His only incentives for going to work are paychecks and vacations and he continually looks forward to the weekend. The person on the career path is primarily motivated by extrinsic factors, such as money and advancement, or power and prestige. She looks forward to the next promotion, to the next advancement up the hierarchy. For a person experiencing his work as a calling, however, work is an end in itself. While the paycheck is certainly important, and advancement is too, he primarily works because he wants to. He is motivated by instrinsic reasons and experiences a sense of personal fulfillment; his goals are self-concordant. He is passionate about what he does and derives personal fulfillment from his work. As a result, he perceives work as a privilege rather than a chore (Ben-Shahar, 2007). To illustrate the differences that result from viewing one's work as a job, a career, or a calling consider Wrzesniewski & Dutton's (2001) research on hospital cleaners. One group of employees surveyed perceived their work as a job – as boring and meaningless – while another group perceived the same work as engaging and meaningful. The second group of cleaners approached their work in creative ways. They engaged in more interactions with nurses, patients, and their visitors, taking it upon themselves to make the patients and hospital staff feel better. Generally, they saw their work as existing within a broader context and actively imbued it with meaning: they were not merely removing the garbage and washing dirty linen but were contributing to patients' well-being and the smooth functioning of the hospital. In summarizing their research with these groups of hospital workers Wrzesniewski and Dutton argue that the way we are

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oriented towards work – whether we experience work as a job, a career, or a calling – has consequences for our well-being at work and in other areas. One's satisfaction with life and with work may be more dependent on how one sees his or her work than on income or occupational prestige (Wrzesniewski & Dutton, 2001). As such research suggests, students would benefit from discussions about how they could approach their own roles and tasks with greater purpose and imbue their experiences with more meaning. Discussions such as these would be extremely beneficial in helping students consider the ways in which they can actively construct satisfying and fulfilling lives.

Provide training in multicultural awareness and social justice issues. In order to provide effective career building support to all students it is imperative that those providing such support receive training in multicultural awareness. As Collins and Arthur (2010) state:

> It is increasingly difficult for practitioners in Western countries to justify an approach to practice that does not incorporate direct attention to culture as our populations continue to change and evolve, as contextual factors become recognized as essential to understanding the problems encountered by many clients, and as our definition of culture expands to include other dimensions of personal identity … Culture must be located at the centre of all work with clients. (p. 204)

Although Collins and Arthur (2010) are referring to counselling professionals, their insights equally apply to those providing career support services in schools. Training in multicultural awareness needs to be provided for those offering career services as a way to increase their awareness of their own cultural identities. That is, to consider how their personal culture influences their views of work, life roles, beliefs about success, and personal agency. As Collins and Arthur (2010) note, "Counselors are cultural beings, and their personal cultural identity

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shapes their worldview, perspectives on other people, and lenses through which they define client issues and interventions" (p. 148). When teachers (or other career support personnel) lack a sense of awareness about their own cultural background and its influence on how they see the world, it can become quite easy to provide career support services that do not recognize the unique cultural experience of the students they are supporting.

Training in multicultural awareness also needs to include providing opportunities for those offering career support to gain a better understanding of students' cultural identities, including understanding the organizational, social, economic, and political contexts that affect presenting concerns, student career development behaviour, and student perspectives on the meaning and relevance of career-related interventions (Collins & Arthur, 2010). Without such awareness one cannot provide effective career support.

Additionally, training in multicultural awareness needs to include opportunities to better understand how to create an effective and culturally sensitive working alliance, or relationship, with students. Increasing knowledge of the cultural identities of students, the barriers students face in their career building, and how to create effective relationships with students of all backgrounds and cultures is imperative for those providing career support services in schools.

Finally, a comprehensive approach to providing career support to students in the K-12 educational system needs to have a strong focus on social justice. Those providing such service need to be focussed on acquiring knowledge about the social, economic, and political forces that shape career building, including opportunities and barriers for education and employment (Collins & Arthur, 2010).

Develop a comprehensive career curriculum and advocate for value of career curriculum in schools. Career interventions need to be built into the fabric of the K-12

educational enterprise and they need to receive a strong emphasis. Currently, career interventions and services are provided in a haphazard, marginal fashion. A comprehensive and integrated career curriculum would increase student engagement in learning and provide a more efficient way for students to engage with career building and the transition from school to work. It would be inconceivable to provide reading or math instruction without a systematic, developmentally appropriate, and comprehensive curriculum that builds on previous outcomes. Similarly, it is bewildering that schools continue to prepare students for careers and the world of work without considering a strategic approach. Those delivering career services and providing career support in schools need to advocate for a more comprehensive approach to supporting students in their career/life building and they need to request (and then support) the inclusion of career interventions into all areas of curriculum across all grades.

Provide real-life learning opportunities paired with opportunities for reflection and dialogue. Students need to be exposed to a wide range of real-life learning opportunities and they require this exposure to be provided across a broad spectrum of subjects, disciplines, and activities. As well, they require opportunities to reflect on these experiences so that they can synthesize their experiences and generate potential life themes and pursuits.

Alfred North Whitehead (1927) once wrote that, "There is only one subject-matter for education, and that is Life in all its manifestations" (pp. 6-7). A curriculum rich in experiences provides students with the opportunity to explore the vast range of possibilities in the world and potentially discover new interests and aptitudes (Robinson, 2013). Unfortunately, the curriculum that students most often experience is heavily focused on particular subjects (Mathematics, English, Science) to the detriment of other subject areas, which often leaves large swaths of students disengaged from their educational experience. Robinson (2013) states:

Schools often overlook the diversity of students' talents because they're typically focused on a very narrow idea of academic ability. Students sit all day at their desks writing, calculating or doing low-grade clerical work. So-called non-academic courses – in the visual and performing arts, physical education and many practical and 'vocational' subjects – have much lower status. Consequently, students who come to life in these other disciplines and activities often find that their particular talents are marginalized and denied. (para. 4)

Schools need to provide a 'rich curriculum for every talent' and a "curriculum of exposure" (Noddings, 2003) and they need to provide students with the opportunity to engage in a wide variety of real-life learning opportunities. As Larry Rosenstock (2010) – CEO of alternative California school, High Tech High – explains:

[To provide meaningful learning] you are integrating school and community. You don't want to warehouse kids away from the world outside them – the world that they are preparing to enter as young adults. You want to have lots of people coming in ... and you want the kids going out on internships, community service. You want the walls to be as permeable as possible.

When students are provided a "rich curriculum for every talent" (Noddings, 2003), a "curriculum of exposure" (Noddings, 2003), and a diverse array of real-life learning opportunities, they see the relevance of their learning and they gain an organic sense of how they might find their place in the world of work.

In addition to providing opportunities for students to experiment and explore, students require the opportunity to reflect on, and discuss, these experiences. This allows them to identify

recurring themes in their experiences and helps them to then project these themes in possible future career paths and trajectories (Kuijpers & Scheerens, 2006).

To illustrate the value of diverse career and learning experiences, as well as the value of reflection and dialogue, consider the following example. In my work as a Registered Psychologist at an Alberta university, I recently met with a client for career counselling who was uncertain about his future. He told me he was pursuing a Bachelor of Science in Environmental Science. When I asked him about the origins of his interests he explained that his father had been a hunting guide when he was growing up and, as a result, he developed a love for the natural world and ecosystems. His mother, recognizing his interests, put him in a junior foresters program when he was in high school. As part of this program he worked on land restoration projects. He now participates as a leader at these same restoration projects every summer and is interested in working more independently at the crossroad of forestry, agriculture, and ecosystem restoration. Additionally, he is currently exploring different pathways to this goal. After reviewing his experiences and working with him to synthesize and clarify future career/life directions, my client articulated that the theme that pervades his experience is, "I'm interested in finding more ecologically and socially sustainable ways of utilizing landscapes." After he articulated this theme we had a discussion about courses he could take, advanced degrees he could pursue, and future work and volunteer experiences he could explore that would continue to propel him along the path of creating "more ecologically and socially sustainable ways of utilizing landscapes." His story reflects the importance of providing a rich curriculum and the opportunity to explore real-life learning experiences. It is only through such explorations that students develop, discover, and nurture their interests and passions. This young man's story also reflects the value of providing students with the opportunity to reflect on their experiences and

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receive feedback from others. They will then be able to synthesize and clarify their interests and articulate personally meaningful dreams for the future. Although my client had very strong interests he benefited from having the opportunity to reflect on his life experiences, examine themes that were woven through these experiences, and use these reflections and insights to contemplate future directions.

In summary, Robinson (2013) states that 'finding your element' in life is a "two-way journey: an inward journey to explore what lies within you and an outward journey to explore opportunities in the world around you" (p. 5). Both journeys are enriched and hastened by dialogue with supportive others.

Incorporate opportunities for development of prosocial values. Martin Luther King Jr. once stated, "Life's most urgent question is, 'what are you doing for others?'" Schools need to promote the prosocial values inherent in this statement. As Dik, Duffy, and Steger (2012) aptly state, "Imagine the impact on society if people enter the workforce driven by a strong desire not only to achieve their personal aspirations but also to use their careers to help others" (p. 34). By promoting prosocial values the possibility of a socially just world is increased. As well, the goal of helping students find meaning and fulfillment in their lives is greatly advanced.

An example of a school that takes the promotion of prosocial values seriously is High Tech High in California. This school promotes prosocial values by using student interests and passions to address unmet needs in the community. Larry Rosenstock (2009) describes the philosophy that underscores this school's approach to promoting prosocial values:

> For me, construction, when I was [working as a construction/shop teacher in inner-city
> schools] was really about urban planning high school where kids are not specifically
> trying to become carpenters, but rather looking at the vast unmet needs within their

community – just like urban planners or community activists would – looking at the underutilized resources in the community and then using the school as a fulcrum where we are marshalling under-utilized resources to meet unmet needs. It's a social change agenda that you really get from doing this type of work. It's not about narrow school training for specific occupations.

The emphasis on "using underutilized resources to meet unmet needs in the community" underscores the learning that takes place at High Tech High. Students work together in teams to complete projects designed to address unmet needs in the community. Approaches such as this help students consider their goals, interests, and passions as vehicles for making a contribution to society and to the wellbeing of others (not primarily as vehicles for their own personal advancement, gain, and pleasure). As well, approaches such as this improve communities and contribute to social justice.

Continued focus on meaning and nonlinearity of careers. Effective career interventions in the twenty-first century need to emphasize the importance of meaning and they need to emphasize the nonlinearity of careers.

Daniel Pink (2009) suggests that autonomy and mastery are essential to motivation, high performance and productivity in life. However, he argues that they are insufficient and need to be paired with purpose. He writes, "Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some greater objective can achieve even more. The most deeply motivated people – not to mention those who are most productive and satisfied – hitch their desires to a cause larger than themselves" (Pink, 2009, p. 133). According to Pink many people are disillusioned with the profit motive and are seeking greater purpose in their work/lives. He writes:

[Baby] boomers aren't singing alone in their chorus of purpose. Joining them, and using the same hymnbook, are their sons and daughters – known as Generation Y, the millennials, or the echoboomers. These young adults, who have recently begun entering the workforce themselves, are shifting the center of gravity in organizations by their very presence … Neither generation rates money as the most important form of compensation. Instead they choose a range of nonmonetary factors – from a 'great team' to the 'ability to give back to society through work'. And if they can't find that satisfying package of rewards in an existing organization, they'll create a venture of their own. (Pink, 2009, p. 135)

Meaning and purpose are vital components of productive and fulfilling lives. As well, many young adults place high value on finding meaning and purpose in their work. As a result, career interventions with students need to be geared towards helping students articulate, construct, and pursue sources of meaning and purpose.

In addition to focusing on meaning and purpose, career interventions with students need to emphasize the nonlinearity of careers. Robinson (2013) comments:

In my experience, very few people in middle age or beyond correctly anticipated the lives they have actually led. Even if they're doing generally what they had in mind, and few are, they have not foreseen all the nuances: this job, this partner, these homes and, if they have them these children? I include myself in this … Life is not linear; it is organic. My life, like yours, is a constant process of improvisation between my interests and personality on the one hand and circumstances and opportunity on the other. The one affects the other. Many of the opportunities you have in your life are generated by the energy you create around you. (pp. 25-26)

Students often feel pressure to choose the right program that will propel them along the right career path and will contribute to a linear progression through life and work. Allowing students the freedom to consider career trajectories as nonlinear and organic gives them the perspective that there are no right and wrong decisions. Indeed, oftentimes one cannot predict how previous life experiences provide the foundation for creative, meaningful career opportunities in the future.

To illustrate the importance of meaning in one's career/life and the salience of nonlinearity in career/life consider, for example, the life of Fred Penner. Between 1985-1997 Fred hosted nearly 1000 episodes of an award-winning television program on the Canadian Broadcasting Corporation (CBC) called "Fred Penner's Place." Fred played the guitar when he was young but when he went to university as a young adult he studied economics. While pursuing studies in economics both his father and his sister (who had been born with Down's Syndrome) died. These events caused him to reflect deeply on his life and the path he was pursuing. He realized that he had always loved playing and performing music. He began playing folk music and performing in bars and lounges. However, it was only when his wife started a children's dance theatre that he began to connect his interest in music and his interest in contributing positively to the lives of children (a sensitivity he gained growing up with his sister who experienced many impediments in life) with his interest in performing. His wife asked him to create a few songs for a play she was developing for children's theatre. This collection morphed into an album and propelled him on the path of becoming a recording artist in children's music and hosting a television program for children (Taylor, 2010). The progression of his life was certainly not linear and did not unfold in any way that he would have predicted. However, Fred's life was guided by a sense of meaning and purpose. In reflecting on his work,

Fred commented on the theme of his work/life stating, "Ultimately the philosophy is: never underestimate your ability to make a difference in the life of a child. And if we can make a positive connection with that vulnerable spirit then we can affect adult attitudes and that's really the bottom line (Hickman, 2011, para. 9). Fred Penner's career/life story illustrates both the importance of meaning as a source of fulfillment and satisfaction and the nonlinearity and organic nature of career/life trajectories in the twenty-first century. Effective career interventions and support services place a heavy emphasis on both of these factors.

In summary, recommendations to improve the career interventions training to pre-service teachers (and to improve the delivery of career support in general) include:

- Foster critical awareness in students;

- Provide students the opportunity to explore the components of a flourishing life;

- Providing training in multicultural awareness and social justice issues;

- Deliver a comprehensive career curriculum (and advocate for the integration of career interventions and career support into regular curriculum;

- Provide real-life learning opportunities paired with opportunities for reflection and dialogue;

- Provide opportunities for the development of prosocial values;

- Emphasize meaning and the nonlinearity of careers/lives when working with students.

Conclusion

New approaches to providing career support to students are required to provide students with the career services they desire and require to manage their lives and careers. Current approaches to providing career support to students are still heavily based on traditional career theories that are no longer adequate. As Savickas (2006) states:

Career theories that have risen to prominence have done so because they effectively

address important questions. For example, the model of person-environment fit emerged

early in the 20th century to address the question of how to match workers to work. The

model of vocational guidance emerged in the middle of the 20th century to address the

question of how to advance in one organization or profession … However, the global

economy of the 21st century poses new questions about career, especially the question of

how individuals can negotiate a lifetime of job changes without losing their sense of self

and social identity.

The need for change in the content and method of career service delivery in K-12 schools is also

noted by Schenck, Anctil, Smith, and Dahir (2012a):

From the seeds of a society evolving from agrarian-based to industrial-based, which

fostered the need for and emergence of school counseling in the early 1900s, to adapting

to the new scientific world of Sputnik in the 1950s, globalization is now forcing yet

another educational evolution on how to best meet the career guidance needs of today's

students (p. 225).

The training provided to pre-service teachers through the *Career Coaching Across the*

Curriculum makes substantial gains in the quality and quantity of career interventions being

provided to students and is a promising example of ways in which the provision of career support

in schools can be improved. At the same time, however, there are areas for additional growth

and improvement. Most notably, the barriers students encounter in their career development

need to be thoroughly addressed and sensitivity to issues of social justice needs to feature

prominently in service provision.

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Appendix A: Career Education Course Topics and Activities

Career theorists. The course began with an overview of career theorists spanning the early work of Frank Parsons, later work by John Holland and Donald Super, and more recent work by David Tiedeman, Anna Miller-Tiedeman, John Krumboltz and William Bridges. This discussion explored the various contributions theorists have made and the progression of ideas that have defined the field since its inception. One of the main points that unified this exploration was how career theories reflect the particular needs and realities of society and individuals at various points in history. For example, Parsons' work (traditional matching theory) reflects the needs of an industrial society whereas Krumboltz' work reflects the realities of workers in a post-industrial society.

General counselling skills, process and outcomes. Concepts reviewed in this portion of the course included targets of counselling interventions (Cognitive domain – what is the person thinking? Affective domain – what is the person feeling? Behavioural domain – What is the person doing?), principles of exploration (for example, evocative empathy – understanding meaning, feeling, inferences or intent and the importance of reflecting these components back to clients/students), and the career counselling process (career counselling outcomes) such as:

- Affirming self-worth;

- Communicating a sense of being heard;

- Fully exploring issues;

- Identifying barriers;

- Developing strategies to address difficulties and overcome barriers;

- Implementing strategies; and,

- Evaluating strategies.

Career counselling triad exercise. In this exercise, pre-service teachers were instructed to construct groups of three (counsellor, client/student, observer). The person in the role of client/student was instructed to choose any 'real' topic to discuss and the person in the counsellor role was instructed explore the topic with the person in the client role (paying attention to exploring affect, cognition and behavior). The person in the observer role was instructed to provide feedback.

World of work in the twenty-first century. In this section of the course the instructor discussed the characteristics of the twenty-first century world of work and the changes that have occurred as a result of technology, globalization and demographic trends. The instructor discussed the impact of advanced technology (for example, the elimination of certain forms of work), globalization (for example, leaner and flatter organizations, changing contract between employees and employers), and demographics (for example, impact of "baby boomer" generation). The instructor also discussed survival skills to manage careers/lives in the changing world of work (for example, assess demand, assess self, create bridges/planning, self-monitor and self-market, think of yourself as self-employed and your current employer as your customer, keep your knowledge and skills up to date, increase your personal capacity to cope with change, be flexible about where and how your skills are applied, and realize that your career is an ongoing process of self-assessment, continuous leaning and adaptation). Finally, the instructor discussed the changing face of work by describing different types of work arrangements that have emerged (for example, work sharing, talent pooling, multi-tracking, contracting, etc).

Career counselling outcomes and processes. After completing a discussion of the world of work in the twenty-first century, the instructor discussed career counselling outcomes. The types of outcomes discussed were:

- A dream or vision (hope);

- A specified goal (target);

- A list of alternatives for reaching the goals (options);

- A specific plan for goal attainment (means);

- An acceptable career fit (satisfaction and resolution);

- Self-sufficiency in career process (adaptability and independence).

In addition to career counselling outcomes the instructor also discussed the career planning process. The process described included:

- Initiation (specifying the problem, raising self-awareness and self-understanding concerning sources of personal meaning);

- Exploration (exploring the problem(s) in depth, gathering information on potential solutions and/or career/life pathways);

- Decision-making (making decisions amongst potential pathways and options);

- Preparation (making plans to pursue goals);

- Implementation (strategies for implementing decisions and building support).

After introducing the career planning process, the instructor provided detailed information on each of the five processes.

Initiation. The instructor began the in-depth discussion of the career planning process by examining the purpose and focus of the initiation process. The main topics covered were:

- Identify the kind of change needed;

- Identify the motivation for the change;

- Build relevance for career planning – by focusing on personal meaning and passion;

- Renew hope and build confidence.

The instructor also discussed the process of initiation (establish a counselling relationship, determine a perceived present, specify preferred alternatives, identify barriers, explore salience issues, recommend interventions and secure agreement regarding the proposed course of action). As well, the instructor described several interventions to support the initiation process (especially the exploration of sources of personal meaning and passion) and provided pre-service teachers the opportunity to personally experience these interventions. These activities are described below.

Guided imagery. In this exercise, participants were guided (through a script) to describe an ideal day. They were guided in an exploration of the types of activities in which they would engage in their ideal day, the type of clothes they would be wearing, the environment in which they would be working, the location in which they would be living, etc. This activity was designed to encourage participants to imagine a preferred future.

99 year old question. In this exercise, participants were instructed to imagine they are 99 years old and that they are reflecting on their life. From this imagined vantage point they are encouraged to consider questions such as: What contribution(s) would I like to be able to say that I made with my life? What goals did I accomplish? What values did I protect and nurture? What did my life look like (what was the trajectory of my life)?

Pride story. In this activity, participants wrote a narrative of a personal experience that held deep meaning and fulfillment (pride) for them. After completing this they were instructed to read their narrative aloud in a small group setting to their peers. Their peers were then instructed to provide feedback on the skills, attitudes, passions and sources of personal meaning present in the narrative.

Exploring past experiences. In this exercise, participants were asked to select past experiences they found enjoyable or challenging. They were instructed to analyze these experiences according to nature of the experience, the knowledge or skills learned through the experience, the aspects of the experience they enjoyed, the aspects of the experience they disliked, and the factors associated with the experience that provided them a sense of accomplishment/achievement.

Self-portraits. This intervention followed several steps. In the first phase participants were oriented to the purpose of the self-portrait exercise (examining what the client/student wants to achieve in her/his career/life, examining why these outcomes are important to the client/student, examining what the client/student needs to do to achieve these outcomes and examining the tools and techniques the client/student requires to achieve these outcomes). These four areas were discussed with the client/student and recorded on a blank sheet of paper. When completed, this sheet of paper served as a career planning guide for the client/student.

Discussion of formal, semi-formal and informal career assessments. The instructor also discussed various types of assessments that can be used to help clients/students increase knowledge of self and of occupational possibilities. In the context of this discussion, the instructor described formal assessments (for example, Strong Interest Inventory, Jackson Vocational Interest Survey, Myers-Briggs Type Indicator, and the Holland Self-Directed Search. The instructor also described various semi-formal assessments (for example, different types of interest inventories that employ rating scales but are not comparative across groups) and informal assessments (for example, writing activities such as the pride story activity). The instructor differentiated amongst these types of assessments and discussed their relative merits and demerits as well as their appropriate uses in twenty-first century career planning.

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Discussion of exploration strategies. In this component of the course, pre-service teachers were guided in a discussion of ways in which individuals can explore potential career pathways and gather information on career/life possibilities. The types of strategies discussed included:

- Formal assessments (for example, the Jackson Vocational Interest Survey which provides suggestions on potential career paths that match an individual's interest profile);

- Informal assessments (such as computerized systems like CHOICES which also provide occupational information);

- On-line sources of occupational information (for example, the occupational profiles component of the Alberta Learning Information Systems website – see http://alis.alberta.ca/occinfo/Content/RequestAction.asp?format=html&aspAction=GetHomePage&Page=Home);

- Networking strategies;

- Job shadowing strategies;

- Informational interviewing strategies.

Discussion of decision-making strategies. Pre-service teachers were also provided information on various approaches to making career/life decisions. In particular, the instructor discussed formal decision-making strategies (for example, logical/rational models that involve considering all factors, weighting factors, cost-benefit analysis) and informal strategies (for example, Gelatt's model of positive uncertainty which emphasizes the non-rational, intuitive side of decision-making and focuses on the paradoxical principles "be aware and wary of what you know", "be focused and flexible", "be objective and optimistic", "be practical and magical").

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Through this discussion the instructor emphasized the value of emergent decisions – that is, right choices emerge from a full exploration of meaning and values in a person's life.

Discussion of preparation strategies. The next component of the course examined how to formulate plans of action when career/life decisions have been made. The instructor discussed how to create action plans, construct concrete goals, develop timelines, and create opportunity webs. The instructor also explored how to help clients develop "access skills" (for, example, apply for university/college acceptance, apply for funding, search for jobs, improve study skills, etc.).

Discussion of implementation strategies. The final element of the course examined how to use feedback, monitoring and reward systems to promote the attainment of career/life goals. It also covered how to develop social support systems and how to develop plans for utilizing strengths to overcome weaknesses in one's system.

Appendix B: Consent Form

University of
Lethbridge

Faculty of Education

Participant Consent Form

Career Coaching Across the Curriculum:
Investigating the Effects of Integrating Career Development Strategies into Classroom
Instruction

You are being invited to participate in a study entitled *Career Coaching Across the Curriculum: Investigating the Effects of Integrating Career Development Strategies into Classroom Instruction* that is being conducted by Drs. Kerry Bernes and Thelma Gunn, Associate Professors in the Faculty of Education at the University of Lethbridge, and Mark Slomp, Counsellor in Counselling Services at the University of Lethbridge. If you have any questions you may contact Dr. Kerry Bernes at 403 329 2447, Dr. Thelma Gunn at 403 329 2455, or Mark Slomp at 403 317 2829.

This research has received financial support from The Canadian Career Development Foundation and Alberta Education.

The purpose of this research project is to evaluate the effectiveness of the pilot project *Career Coaching Across the Curriculum* by examining the following question: How does training teachers in career development theory and practice affect the career planning skills, knowledge and attitudes of students?

Research of this type is important because it will provide a model for Teacher Training programs for enhancing the preparedness of students to manage their careers in the rapidly changing and demanding context of the 21st century world of work.
You are being asked to participate in this study because of your position as a pre-service teacher.

If you agree to voluntarily participate in this research, your participation will include completing questionnaires, participating in individual interviews, and submitting lesson plans and the data you collect from an evaluation of the efficacy of your career development interventions.

If you agree to voluntarily participate in this research you will be required to provide an additional 1.5 hours of your time (in addition to the time spent in the Career Education class and in your PSIII internships) to participate in interviews.

There are no known or anticipated risks to you by participating in this research.

The potential benefits of your participation in this research include increased knowledge of effective career development concepts and practice.

As a way to compensate you for any inconvenience related to your participation in the Professional Semester III Career Education practicum, you will be given an honorarium (please note that this honorarium is given only to those who participate in the Professional Semester III Career Education practicum, not to those whose participation is limited to the Career Education elective course). It is important for you to know that it is unethical to provide undue compensation or inducements to research participants and, if you agree to be a participant in this study, this form of compensation to you must not be coercive. If you would not otherwise choose to participate if the compensation was not offered, then you should decline.

Your participation in this research is completely voluntary. If you decide to participate, you may withdraw at any time without any consequences or any explanation. If you choose to withdraw from the study you will be able to complete your practicum or course, but your assignments and any other information you submit will be used for course marks only and will not be included as data for this research study.

If you choose to withdraw from either the Career Education course or from the Professional Semester III Career Education practicum you will have to comply with guidelines for course withdrawal outlined in the Academic Calendar for the University of Lethbridge.

The researcher may have a relationship to potential participants as instructor. To help prevent this relationship from influencing your decision to participate, the following steps to prevent coercion have been taken. Your name will not be associated with your responses to the questionnaires or your responses to the interviews. Furthermore, data you provide will not be analyzed by your instructor but will be analyzed by another member of the research team. Finally, the course work you submit will be evaluated according to clearly defined scoring guides (provided in the course outlines).

To make sure that you continue to consent to participate in this research, we will ask for your continued verbal consent before each data-gathering event.

This research may lead to a commercial product or service. The data that are gathered may be used in the publication of monographs. Other planned uses of this data include: publications in scholarly journals, presentations at academic conferences, and completion of a doctoral dissertation by Mark W. Slomp.

It is anticipated that the results of this study will be shared with others in the following ways: through monographs, publications in scholarly journals, presentations at academic conferences, and through the completion of a doctoral dissertation by Mark W. Slomp.

In terms of protecting your anonymity the data we collect will not be correlated with respondents' names. Only the course work you submit to fulfill the assignment requirements will not be anonymous. This is required so that you can receive a grade (and academic credit) for your work in the course.

Your confidentiality and the confidentiality of the data will be protected by requesting that participants not submit their names along with the data they provide. Data will also be protected in locked filing cabinets or in password protected data files.

Data from this study will be disposed of when the research is completed. Print data will be shredded and electronic data will be deleted within five years of the completion of the study.

In addition to being able to contact the researcher at the above phone numbers and email addresses, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Chair of the Faculty of Education Human Subjects Research Committee at the University of Lethbridge (403-329-2425).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

_____   _____   _____

Name of Participant   *Signature*   *Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix C: Ethics Approval

UNIVERSITY OF CALGARY

Conjoint Faculties Research Ethics Board
Research Services Office
Energy Resources Research Building (ERRB)
Suite N140, 3512-33 Street NW
Calgary, Alberta, T2L 2A6
Telephone: (403) 220-3782
Fax: (403) 289-0693

CERTIFICATION OF INSTITUTIONAL ETHICS REVIEW

This is to certify that the Conjoint Faculties Research Ethics Board at the University of Calgary has examined the following research proposal and found the proposed research involving human subjects to be in accordance with University of Calgary Guidelines and the Tri-Council Policy Statement (TCPS2) on "*Ethical Conduct for Research involving Humans Subjects*". This form and accompanying letter constitute the Certification of Institutional Ethics Review.

File No:	REB13-0167
Principal Investigator:	Nancy Arthur
Co-Investigator(s):	There are no items to display
Student Co-Investigator(s):	Mark Slomp
Study Title:	Improving career/life services in K-12 schools: An investigation into a career interventions training program for pre-service teachers.
Sponsor (if applicable):	

Effective: May 24, 2013   **Expires:** May 24, 2014

Restrictions:

This Certification is subject to the following conditions:

1. Approval is granted only for the project and purposes described in the application.
2. Any modification to the authorized study must be submitted to the Chair, Conjoint Faculties Research Ethics Board for approval.
3. An annual report must be submitted within 30 days from expiry date of this Certification, and should provide the expected completion date for the study.
4. A final report must be sent to the Board when the project is complete or terminated.

Approved By: **Date:**

Kathleen Oberle, PhD , CFREB   May 24, 2013

UNIVERSITY OF CALGARY

Conjoint Faculties Research Ethics Board
Research Services Office
Energy Resources Research Building (ERRB)
Suite N140, 3512-33 Street NW
Calgary, Alberta, T2L 2A6
Telephone: (403) 220-3782
Fax: (403) 289-0693

May 24, 2013

Nancy Arthur

—

Dear Nancy Arthur :

RE: Improving career/life services in K-12 schools: An investigation into a career interventions training program for pre-service teachers.

Ethics ID: REB13-0167

The above named research protocol has been granted ethical approval by the Conjoint Faculties Research Ethics Board for the University of Calgary. Please make a note of the conditions stated on the Certification. In the event the research is funded, you should notify the sponsor of the research and provide them with a copy for their records. The Conjoint Faculties Research Ethics Board will retain a copy of the clearance on your file.

Please note, a renewal or final report must be filed with the CFREB within 30 days prior to expiry date on your certification. You can complete your renewal or closure request in IRISS.

In closing let me take this opportunity to wish you the best of luck in your research endeavor.

Sincerely,	**Date:**
Kathleen Oberle, PhD , CFREB	May 24, 2013