

The Process of Relating Leisure Activities of Displaced Workers to Occupations

by

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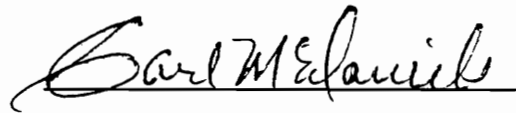
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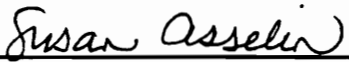
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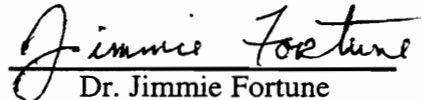
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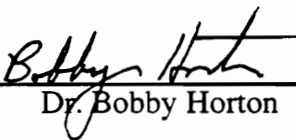
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Dr. Carl McDaniels, Chair

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Abstract

Workers across the United States are painfully aware of the changes in the work environment. Downsizing, mergers, globalization, re-engineering, outsourcing, automation, and computerization have resulted in the displacement of 10 to 20 million workers in the 1990's.

Counselors in community colleges and elsewhere, have been called upon to assist displaced workers in returning to the ranks of the employed. Traditional career assessment methods have not always met the unique needs of these individuals in measuring skill development and often need to be supplemented with less conventional methods (Liptak, 1991).

The purpose of this study was to design and to evaluate a counseling tool termed the Leisure/Occupational Connection Search (LOCS). The LOCS was a non-traditional self directed, self assessment method designed to promote self awareness and occupational exploration processes through a retrospective analysis of leisure skills. The LOCS used a search format, patterned after the Virginia VIEW Occupational and College Searches, and related leisure activities/skills directly to the 300 occupations listed in the Virginia VIEW or indirectly to occupations by way of additional training or education.

The study involved 112 displaced workers enrolled in classes in the fall of 1996 at six Virginia community colleges. The displaced workers completed the LOCS and then evaluated the LOCS process in promoting self awareness and occupational exploration.

Results of the study indicated the vast majority of the displaced workers who completed the LOCS process reported it promoted self awareness and a retrospective analysis of skills. In addition, the displaced workers reported an increased awareness of educational and occupational options after completing the LOCS. The 112 displaced workers responded positively to the LOCS process and indicated it was helpful, interesting, easy to use, and was helpful in aiding their career transitions.

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TABLE OF CONTENTS

CHAPTER I	1
INTRODUCTION	1
BACKGROUND OF THE PROBLEM	2
NEED FOR THE STUDY	6
STATEMENT OF THE PROBLEM	7
PURPOSE OF THE STUDY	8
RESEARCH QUESTIONS.....	8
DEFINITION OF TERMS.....	8
RESEARCH PROCEDURES	10
ORGANIZATION OF THE STUDY	15
SUMMARY	15
CHAPTER II	16
REVIEW OF THE LITERATURE.....	16
THE EVOLUTION OF LEISURE.....	17
<i>Leisure Defined</i>	20
LEISURE AND CAREER DEVELOPMENT	23
LEISURE AND CAREER COUNSELING	27
<i>Leisure Counseling Tools</i>	29
DISPLACED WORKERS.....	34
<i>Putting Leisure to Work</i>	39
SUMMARY	42
CHAPTER III	43
METHODOLOGY	43
RESEARCH APPROACH	43
RESEARCH DESIGN	43
RESEARCH PROCEDURES	44
RESEARCH QUESTIONS.....	47
PILOT STUDY	47
SAMPLE.....	49
DATA COLLECTION PROCEDURES	50
DATA ANALYSIS	51
SUMMARY	51
CHAPTER IV	53
DESCRIPTION OF THE LEISURE/OCCUPATIONAL CONNECTION SEARCH	53
DESCRIPTION OF THE SAMPLE.....	55
<i>Summary of Age and Gender Responses</i>	57
RESEARCH QUESTIONS.....	58
<i>Retrospective Analysis of Leisure Skills</i>	58
<i>Promoting an Increased Awareness of Options</i>	64
<i>Response To The LOCS</i>	68
<i>LOCS Closure Activity</i>	71
FEEDBACK FROM COMMUNITY COLLEGE PERSONNEL WHO ADMINISTERED THE LOCS	73
<i>Evaluations by LOCS Administrators</i>	73
FINDINGS FROM NON-DISPLACED WORKERS.....	75
SUMMARY	76

CHAPTER V	78
SUMMARY AND CONCLUSIONS.....	78
BACKGROUND OF THE STUDY	78
PURPOSE OF THE STUDY	82
RESEARCH PROCEDURES	83
DISCUSSION OF RESEARCH FINDINGS	85
<i>LOCS Closure Activity</i>	89
<i>Non-Displaced Workers</i>	89
<i>Feedback From Personnel Administering the LOCS</i>	91
UNIQUE FEATURES OF THE LEISURE/OCCUPATIONAL CONNECTION SEARCH	92
IMPLICATIONS FOR CAREER DEVELOPMENT PRACTICES	93
IMPLICATIONS FOR FURTHER RESEARCH	96
REFERENCES	99
APPENDIX A.....	109
APPENDIX B.....	111
APPENDIX C.....	113
APPENDIX D.....	115
APPENDIX E.....	136
VITA.....	139

List of Tables

TABLE 1	56
TABLE 2	57
TABLE 3	59
TABLE 4	60
TABLE 5	62
TABLE 6	63
TABLE 7	65
TABLE 8	67
TABLE 9	69

Chapter I

Introduction

A 45-year-old middle manager learns that due to re-engineering, the job she has held for the past twenty years will soon be gone.

A 36-year-old coal miner is given the news that the mine where he has worked for the past sixteen years is closing.

A 40-year-old steel worker is leaving the steel mill for the last time. He is no longer needed because his job at the mill is now automated.

These vignettes could come from “The Red Scenario” chapter of The Changing Workplace (McDaniels, 1989) or from a story in the local newspaper. Re-engineering, downsizing, outsourcing, cutbacks and mergers are the reality of today’s workplace. According to Fortune Magazine, corporations in the United States are eliminating more than 2 million jobs annually (September 20, 1993, p. 40). By the time the first stage of re-engineering is complete, 2.5 million jobs in a private sector labor force of 90 million workers could be lost (Rifkin, 1995).

These unplanned career transitions (Schlossberg, 1984) require workers to seek not only information regarding employment opportunities, but also a better understanding of themselves. All too often workers limit themselves by identifying only the skills they have acquired through paid employment and overlook their leisure activities as a means of identifying interests and skills.

Background of the Problem

The weak economy of the early 1990s resulted in widespread displacement across various industries, with manufacturing and other goods-producing industries being hit especially hard (The Monthly Labor Review, 1993). The December, 1995 announcement by the American Telephone and Telegraph Company (AT&T) that it would lay off 40,000 workers seemed to reinforce the chilling nightmare of millions of displaced workers who have lost their jobs over the past decade. In January of 1996, there were 8.2 million unemployed workers in the United States. This figure does not include those workers who are no longer eligible for unemployment. This trend is expected to continue, according to Jeremy Rifkin, author of the book entitled The End of Work. In this book, Rifkin (1995) describes the loss of jobs due to technology and the virtual extinction of many occupations. Major newspapers such as The New York Times and USA Today report layoffs, mergers, and downsizing in both government and industry almost on a daily basis. Extensive television coverage also reinforces public awareness of the plight of displaced workers.

All across the United States, working Americans are painfully aware of the effects of downsizing. The younger and the less-educated workers have been the victims of layoffs in the past; however, since the 1990-1991 recession, older and better-educated workers, who in earlier times would have escaped job cuts are now the targets of downsizing (Dentzer, 1996). Corporate America is now feeling the effects of a changing economy. With the inclusion of this older, better-educated group into the displaced worker category, an increased emphasis on assisting these workers has evolved.

The recent involvement of the federal government with displaced/dislocated workers began in 1988 with the passage of the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). This service program assists both employers and employees in situations such as plant closings or massive layoffs due to a reduction in force. The program is Title III amended under the Job Training Partnership Act (JTPA) which is under the authority of the United States Department of Labor. The JTPA provides that each state will create a State Dislocated Worker Unit (DWU) to respond to plant closings and layoffs throughout the state. The Virginia Employment Commission is designated as the State Dislocated Workers Unit (DWU). The DWU provides specific services to eligible dislocated workers. These services include job or career counseling and assessment of skills, interests, aptitudes, and occupational skills. Assessment is the foundation of the program's success:

Pivotal to the dislocated worker program design is individual participant assessment, development of an individual participant readjustment plan identifying needs for available services and activities, counseling, and supportive services. Participants assessed with skills transferable to other occupations may only require job seeking skills training, individual job search assistance, or job club. (US Department of Labor, 1990, p.7) .

Comprehensive assessment in identifying the activities and skills of displaced workers is a key to moving them toward employment. Counselors should understand the importance of a holistic approach that incorporates both leisure and work in to this assessment process in order to enhance the occupational prospects of displaced workers.

One of the least used considerations of how to assist these displaced workers through their difficult career transition is through the analysis of the individual's leisure

activities. Amundson (1996) stresses that people often experience an inability to see their past accomplishments after becoming unemployed, making them less effective in career exploration and job search activities. By focusing on accomplishments from leisure, volunteer, educational, or employment, workers have the opportunity to develop a more positive attitude (Goldman, 1992), in addition to identifying skills that might secure employment. This holistic approach to career development is advocated by McDaniels (1965, 1977), who developed the formula Career equals Work plus Leisure ($C=W+L$). Scholarly research conducted at Virginia Tech by Peevy (1981), Frisbie (1982), Williams (1986), Liptak (1990) and Lampkin (1991) have all demonstrated the importance of leisure in career development.

The importance of leisure in career development has been emphasized by Super (1984) through the identification of leisurite as one of six life roles played by individuals. Child, student, citizen, worker, and homemaker constitute the other roles played by the individual through the lifespan. The sequence and combination of these roles in the course of an individual's lifetime is what Super (1984) called a career. Super (1984) further stated, "One essential attitude, it may be suggested, is accepting each of the major life roles as socially and personally valid, rather than viewing any one of them as the only legitimate or important role" (p.78).

Since leisure has been demonstrated to be an important area in career development (Super, 1984, McDaniels, 1977), it is evident that counselors should include leisure assessment in the career counseling process. Counselors who accept Super's definition of careers would agree that counseling without a leisure component is inadequate and incomplete (Edwards and Bloland, 1990).

The recognition of leisure as an important factor in career development is clearly demonstrated by the abundance of research and publications in this area. In 1984, on the seventieth anniversary of the National Vocational Guidance Association (NVGA), Gysbers, one of the leading authors in the field of career development, edited Designing Careers: Counseling to Enhance Education, Work, and Leisure, a publication presenting the latest advances in career guidance and development. The central theme of this book was the importance of work and leisure in career development across the lifespan. In 1989, the summer issue of Career Planning and Adult Development Journal was devoted to the work/leisure connection. In the summer of 1991, the entire issue of the journal was dedicated to leisure, and in the spring of 1992, there was a special issue of the journal addressing leisure counseling.

The roles of worker and leisurite as a dichotomous relationship in the career development process are advocated by McDaniels (1996). Kelly (1982) also stresses that work and leisure are interrelated and cannot be separated. The significance of leisure in the career development of the individual is an area that should be explored in the career counseling process.

The importance of leisure in the total development of the individual is echoed by Witt, Ellis, and Yessick (1991) in the statement, "Leisure is often an overlooked domain when considering the total system of adult development and well being. Leisure interacts with the professional, family, spiritual, and other areas of one's life creating an interdependent and overlapping whole" (p. 39).

Edwards, a recognized authority in the area of leisure counseling, states, "I think no career guidance is complete without leisure assessment to indicate one's leisure interests, skills acquired during leisure activities, and leisure personality which may be different from

one's work personality" (1991 p. 4). The use of leisure assessment instruments can be valuable tools as a part of a total system approach to facilitate career planning and adult development (Witt, Ellis, and Yessick, 1991).

Two such instruments that measure sustained leisure interests are the Leisure Development Inventory by McDaniels (1977) and the Leisure Activities Blank by McKechnie (1974). Frisbie (1982) developed the Life Interests Inventory which identified interests both in work and leisure. The need for an assessment instrument to assist counselors in identifying work and leisure interests over the life span was recognized by Liptak (1990). His instrument, the Career Exploration Inventory, meets this need (Liptak, 1994).

Pearson (1992) reports the need for more research in the areas of leisure counseling models and assessment instruments. "Only when leisure models and resources have been developed and tested for their effectiveness will leisure be adequately integrated with work in career counseling because career counselors cannot implement leisure very well without the proper tools..." (Pearson, 1992, p. 13).

Need for the Study

While many traditional interest inventories do exist (McDaniels, 1977; McKechnie, 1974; Frisbie, 1982; and Liptak, 1990), and generate important information, an alternative approach may be beneficial for some clients. Directly linking leisure activities and skills with an occupation or with education or training leading to an occupation will hopefully make displaced workers more aware of transferable skills or competencies developed through sustained leisure activities. Existing leisure inventories primarily assess leisure interests (Loesch & Wheeler, 1982), not actual participation in leisure activities where skills might have been developed. For many displaced workers, knowing work and leisure

interests, as assessed by traditional interest inventories, may not be enough to assist in job searches and may need to be supplemented with less conventional methods (Liptak, 1991). This study proposes to provide a non- traditional tool to identify leisure activities and skills developed through participation in these activities. Super (1984) in discussing leisure in terms of the Protestant Work Ethic, described it as preparation for work and further stated, "... leisure activities... can be valuable to develop personal and work skills useful in a variety of occupations" (p.74). This study is designed to provide counselors with a tool for assessing leisure activities in which the client has participated and skills developed through sustained participation. By identifying leisure activities and skills and using this information as a link or pathway to occupations, counselors will have the potential of moving displaced workers a step closer to employment.

Statement of the Problem

The USA is overwhelmed with millions of displaced workers who are the victims of downsizing, outsourcing, re-engineering, mergers, business closures, job separation, reduction in force (RIF), reorganization, rightsizing, and automation. The need to assist these displaced workers in finding employment is widely recognized and includes government involvement through the Economic Dislocation and Worker Adjustment Assistance Act. The importance of self assessment in identifying skills and matching those skills to an occupation was recognized as early as 1909 with work done by Parsons. Further career development research by Super (1982), McDaniels (1977, 1996) and McDaniels, Hedrick and Watts (1991) also demonstrated the importance of incorporating the leisure component into this assessment process. One area that needs further investigation is how displaced workers' leisure activities may relate to occupations.

Therefore, the procedural problem statement is to determine if the retrospective analysis of leisure activities and skills is useful in a self-and-occupational exploration process for displaced workers.

Purpose of the Study

The purpose of the study is to evaluate or examine the usefulness of a process that promotes the expansion of individual occupational prospects through an analysis of leisure activities and skills.

Research Questions

1. Do individuals who use the Leisure/Occupational Search (LOCS) report it promotes retrospective analysis of skills?
2. Do individuals who use the Leisure/Occupational Search report it promotes an increased awareness of occupational and educational options?
3. How will a sample of 50-100 displaced workers respond to the use of identified leisure activities and skills as they relate to one or more of 300 occupations in the Virginia VIEW Career Information Delivery System?

Definition of Terms

- **Career** - The totality of work and leisure one does in a lifetime (McDaniels, 1989 p. 169).
- **Career Counseling** - Assisting individuals in the career development process (Frisbie, 1982).

- **Career Development** - The constellation of psychological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span (Sears, 1982).
- **Displaced Worker** - Has been terminated or laid off, or who has received a notice of termination or layoff from employment, is eligible for or has exhausted entitlement to unemployment compensation, and is unlikely to return to his/her previous industry or occupation; or has been terminated, or has received a notice of termination of employment, as a result of any permanent closure or any substantial layoff at a plant, facility, or enterprise; or is long-term unemployed and has limited opportunities for employment or re-employment in the same or similar occupation in the area in which such person resides, including any older person who may have substantial barriers to employment by reason of age; or were self employed (including farmers and ranchers) and are unemployed as a result of general economic conditions in the community in which they reside or, because of natural disasters, are subject to regulations prescribed by the Secretary (Economic Dislocation and Worker Adjustment Assistance Act manual, June, 1990, p. 67).
- **Leisure** - Relatively self-determined activities and experiences that are available due to discretionary income, time, and social behavior; the activity may be physical, social, intellectual, volunteer, creative, or some combination of all five (Sears, 1982, p. 139).
- **Life space** - The constellation of the positions occupied and the roles played by a person (Super, 1984).
- **Life span** - The course of life (Super, 1984).
- **Self awareness** - an awareness of self, including one's goals, identity, motivations, needs, limitations, strengths, values, feelings, and problems (Corey & Corey, 1987).

- **Virginia VIEW** - A multi-media career information delivery system that provides information on the 300 careers in which most Virginians are employed.
- **Work** - A conscious effort, other than having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and for others (Sears, 1982 p. 139).

Research Procedures

The first phase in the research methodology was to review existing leisure inventories in order to establish 50-100 core leisure activities. Previous research conducted by Frisbie (1982) in the development of the Life Interest Inventory and the research of Liptak in 1990, who developed the Career Exploration Inventory, were utilized in this process. Once these leisure activities are compiled, Phase I was complete and Phase II began.

The second phase of the research involved matching the leisure activity directly to one or more of the 300 occupations listed in the Virginia VIEW Career Information Delivery System. The occupations listed represent those in which most Virginians are employed. Skills developed in leisure are often transferable to paid employment. An example of putting leisure to work would be the individual who has enjoyed doing upholstery as a leisure activity. After the plant at which he is working closes, this individual finds himself doing more and more upholstery for friends and family. He later opens his own upholstery business using the skills he developed as a leisure interest. The artist who used drawing to fill his leisure time and later sells so many pictures that this becomes his full-time occupation is another example of putting one's leisure to work (McDaniels, 1989). The identification of transferable skills through assessment is

important in moving displaced workers toward reemployment (US Department of Labor, EDWAA Manual, 1990). To match leisure activities and skills directly to occupations will assist in identifying potential occupations and the skills the displaced worker may already possess.

Another option that will be included in the second phase is the training/education component: a leisure activity may relate to one or more occupations, but additional education or training may be required in order to obtain the necessary skill, certification, or license. An example of this would be the individual who volunteers at the Rescue Squad. This individual has already developed skills and competencies in cardiopulmonary resuscitation (CPR). Additional classes lead to an Emergency Medical Technician certification and later this individual enrolls at a community college to take classes to become a paramedic as a full-time occupation. The volunteer who announces Little League games on Saturday afternoons may not connect his leisure activity to an occupation. If he becomes a displaced worker, however, it may become important for him to know that his leisure activity can become a full-time occupation by way of taking courses in radio announcing at the local community college. The second phase of this investigation proposes to provide possible pathways from leisure activities to additional training or education that will lead to one or more occupations.

The proposed vehicle for the self- discovery assessment process will be termed the Leisure/Occupational Connection Search or LOCS. This search is modeled after the occupational and college search processes which Virginia VIEW has used with great success for over fifteen years. Staff members at Virginia VIEW will review the LOCS regarding the leisure/occupational connections, clarity of directions, format, and the

usefulness of the LOCS process. At the conclusion of their review, Virginia VIEW staff members will make recommendations for revisions and phase two will be complete.

The third phase of this research will be a pilot study to be conducted in August of 1996 at Southwest Virginia Community College (SVCC). That study will involve five to ten displaced workers to whom the LOCS will be administered. Each displaced worker will establish a list of five to ten major leisure activities from the core list provided. These activities would relate to one or more of the 300 occupations listed in the Virginia VIEW Career Information Delivery System or to additional education that may be needed in order to enter an occupation. The displaced workers will be asked to evaluate the LOCS process.

After administering the LOCS, the researcher will examine the data collected from the Virginia VIEW staff and from the pilot study with the displaced workers at SVCC. The appropriateness of the framework and the overall satisfaction with the LOCS will be recorded. Appropriate revisions will be made before the next phase of the study.

Phase IV will be a field test of the LOCS with 50-100 displaced workers, conducted at three to six Virginia Community Colleges in the fall of 1996. Many community colleges are providing long term training to dislocated workers through contracts with government programs (US Department of Labor, Reemployment Services Report, 1994). In addition, several community colleges house Displaced Workers Units on their campuses, thereby making this the logical setting for the field test.

Displaced workers who are identified through self-referrals, VEC, Dislocated Workers Units, counselors, advisors, or employers will serve as the sample for this study. The LOCS will be administered, in either a group setting or on an individual basis, by selected community college personnel.

In Phase V, the results of the field test will be analyzed and synthesized by the researcher who will also submit a final report on the results of the study.

Time Schedule

<i>Date</i>	<i>Phase</i>	<i>Function</i>	<i>Outcome</i>
June	I	Reviewed inventories	Developed core list of leisure activities
July	II	Matched leisure activities to occupations	Developed LOCS
August	III	Pilot study at Southwest Virginia Community College with 5-10 displaced workers.	Refined LOCS
September	IV	Field tested LOCS at 3-6 Virginia Community Colleges with 50-100 displaced workers.	
October	V	Analyzed results and made final revisions to LOCS	
November	VI	Prepared final report	Final exam

Organization of the Study

Chapter Two presents a review of the literature applicable to this study. Chapter Three presents the methodology, including the research design and approach, pilot study, a description of the sample, procedures for conducting the study, and the collection and analysis of the data. Chapter Four describes the development of the Leisure/Occupational Connection Search, describes the sample, discusses findings from the research questions, and presents comments of displaced workers using the LOCS process. Chapter Five presents a summary of the study, provides implications for career development counselors, and makes recommendations for further research.

Summary

The importance of leisure in career development has been a topic of continued research at Virginia Tech (Frisbie, 1982; Williams, 1986; Liptak, 1990; McDaniels, Hedrick and Watts, 1991; and Lampkin, 1991). The Leisure/Occupational Connection Search will continue the research in this important area. The LOCS is designed to assist displaced workers by promoting self awareness and occupational exploration processes.

CHAPTER II

Review of the Literature

The area of leisure is often perceived as a separate domain in the context of career development. Skills developed in the work environment are readily identified, although the idea of developing skills in leisure activities may not be considered. As changes in the economy result in the loss of entire industries, counselors are realizing the importance of viewing career development in a holistic perspective and including the identification of skills developed through leisure in the self assessment and occupational exploration processes. An examination of prior studies provides the basis for the development and evaluation of a counseling tool termed the Leisure/Occupational Connection Search (LOCS). This chapter will review the relevant literature in four important areas related to the leisure/occupational connections.

The first section will review the evolution of leisure from an historical perspective to establish the basis for the various definitions and models of leisure, thereby establishing the foundation from which leisure is defined in this study. The second section will examine the leisure component in career development incorporating the works of Super (1957, 1980, 1984, 1990); McDaniels (1977, 1982, 1984, 1989, 1992, 1996) and Kelly (1982, 1989, 1994). The third section will review the importance of incorporating leisure in career counseling and the final section will examine the plight of displaced workers.

The Evolution of Leisure

The ancient Greeks are considered to be those who discovered leisure (de Gazia, 1962). In the Greek society, work took away from the pursuit of knowledge and understanding. To work meant a loss of freedom (Gault, 1983). The concepts of freedom and intrinsic rewards made leisure the ultimate purpose of life in Greek society (Veal, 1987). This ideal leisure with freedom from the necessity to work was enjoyed by the “elite” or wealthy (Cosgrove and Jackson, 1970). For the wealthy to enjoy freedom from working required a loss of freedom for others. In Athens, an estimated ratio of four slaves to every free male existed (Kelly, 1982).

Differences existed on the meaning of leisure between Plato and Aristotle, the two great thinkers of Greece. Plato stressed leisure was a time devoted to thinking, learning, play, and self expression, while Aristotle viewed leisure as free time used wisely. To Aristotle, cultivation of the mind and keeping physically fit through participation in sports were leisure (Gault, 1983). Although their views on leisure differed, both men viewed leisure as the purpose for existing. The importance of leisure in the Greek culture is summarized by Gault (1983), who stated:

Unlike in modern western societies, the quality of life and happiness for the Greeks depended solely on one’s leisure life rather than one’s work. Early education in leisure skills was an important socialization process of the Greeks. It was leisure that formed the basis for the development of a person’s self concept and life satisfaction (p. 26).

The writings of Aristotle, Plato, and Epicures spread the ideals of leisure to Rome (de Grazia, 1962). The Romans did not value leisure for its own sake, but did enjoy active

participation in sports and games to maintain fitness and the ability to defend the Roman Empire (Gault, 1983). Over a period of time, participation in sports and games grew less and spectator activities became more prevalent. Social changes in Rome led to increases in unemployment and greater inequality in the economic base (Kelly, 1982). Various spectator activities were provided by the Romans to entertain the masses (Kelly, 1982) and to keep them contented. Holidays provided time for these special events and by AD 354, the Roman year included 200 public holidays (Gault, 1983).

The fall of the Roman Empire brought an end to leisure as the primary purpose of life. A new work ethic evolved that denounced idleness, and long hours of hard physical labor became the norm throughout the Middle Ages.

The Industrial Revolution brought about more changes in the work environment and in leisure. The increase in automation brought about a separation of workers and little social interaction occurred. Godbey (1978) contends that it was not the increase in work hours that led to the decline of leisure in the industrial era. Godbey states:

The decline of leisure from the end of the Middle Ages to the height of the Industrial Revolution is not, however, to be measured by the increase in working hours. In pre-industrial society, work was incorporated into everyday life and leisure time was not a separate section of the day. Work carried on in the fields or within the home itself was accompanied by friendly conversations concerning the business of village life. It was when work came to be done in a special place at a special, separate time and under special conditions that leisure came to be demanded as a right (p. 9).

With the Industrial Revolution came increases in free time and wages as well as a renewed interest in leisure activities. Concerns regarding the use of leisure time were

reflected by Eastman (1922) in the statement, “Rightly used, our leisure may be converted into an asset which will yield large dividends in culture and happiness; but if given to mere idleness. . . will become a dangerous liability” (p. 409). Those concerns led to government involvement in leisure studies. President Calvin Coolidge in 1926 called a national one week conference on the topic of outdoor recreation. The purpose of the conference was to make the nation more leisure minded (Pack, 1934). Research continued in the area of leisure, and in 1928 the Hoover Commission reported on the status of leisure. The report stated that leisure should be encouraged and that leisure consumption would stimulate the economy. Further study of leisure came in 1967 when the International Recreation Association developed a leisure charter (Weiskoph, 1975) in which Appendix A addressed the importance of leisure through the life span. The right to leisure is “irrespective of age, sex, or level of education”(Leisure Information Services, 1976, p.8).

Leisure has indeed created new markets and stimulated the economy with Americans of all ages, incomes, and levels of education participating. Leisure is again a primary consideration in society as evidenced by the amount of money spent annually on leisure activities. In 1991, Americans spent 48.7 billion dollars on amusement and recreation services (US Bureau of Census, 1992). The total personal consumption expenditures for recreation increased from 91.3 billion dollars in 1970 to 283.7 billion dollars in 1992 (US Bureau of Economic Analysis, 1993) The evolution of leisure appears to have come full circle, as many people today reflect the sentiments of the Greeks, in the concept that leisure is the primary purpose of life.

Leisure Defined

The word leisure is derived from the Latin word licere, which means “to be permitted to abstain from occupation or service” (Murphy, 1975, p. 5). This definition, according to Murphy (1975), refers to the elite of Rome and Greece, who had freedom from work to engage in intellectual, cultural, artistic, and civic activities. Freedom is a central theme in many leisure definitions. Hemingway (1996) stated “The freedom realized in leisure is . . . that expansion of human capacities which is the core of the very idea of freedom” (p. 27).

Many leisure definitions reflect the perspectives of different historical periods. Peevy (1981) grouped leisure definitions into four categories in developing a life cycle approach to leisure counseling. The categories are as follows:

I. The Classical Empirical Definitions

- A. The classical definition of leisure was a cultivation of self and true spiritual freedom. Described by de Grazia (1962) as the state of freedom “afforded by exemption from occupation or business” (p. 413).
- B. The empirical concept of leisure “implicitly viewed leisure as of secondary importance to work” and “is still operating under the assumption of the protest and work ethic” (Kando, 1980, p. 19).

II. Symbolic, Expository, Scientific Definitions

Kaplan (1975) explained these approaches as follows:

- A. The symbolic approach refers to observations of the poet, novelist, and pictorial artist.
- B. The expository approach is midway between the symbolic and scientific approaches. It refers to a large variety of statements that may call on history interpretations of a culture, or insights by an observer.
- C. The scientific approach draws on the studies of persons or activities that use acceptable techniques familiar in the academic and laboratory consensus and treats the leisure phenomena as rigidly as it would after human behavior (p. 164).

III. Residual, Residual-Descriptive, Narrative Definitions

Parker (1971) defined these approaches as follows:

- A. The residual leisure definition describes what is to be taken out of total time so that leisure alone remains.
- B. The residual-descriptive leisure definition starts with the residual approach and includes a description of its content or function.
- C. The normative definition of leisure is wholly prescriptive and stresses the quality of leisure (pp. 21-23).

IV. Contemplation, Activity, Free Time, Holistic Definitions

- A. The contemplation approach to leisure refers to high intellectual/involvement, usually qualified as a non-work activity, and is free discretionary time (Carlson, Maclean, Deppe, and Peterson, 1979).
- B. The activity approach states “leisure is an activity . . . apart from the obligation of work, family, and society . . . to which the individual turns at will for either

relaxation, diversion, or broadening his knowledge and his spontaneous social participation, the free exercise of capacity (Dumezedier, 1967, pp. 16-17).

- C. The free time approach describes leisure as time at the individual's discretion (Murphy, 1975).
- D. The holistic approach states: Leisure consists of relatively self determined activities and experiences which are available due to discretionary income, time, and social behavior; this leisure activity may be physical, intellectual, volunteer, creative, or some combination (McDaniels, 1977a, p. 347).

The four categories presented by Peevy (1981) provide different perspectives on leisure from varying disciplines. The holistic approach advocated by McDaniels (1977a) provides a broad, multidimensional integration of physical, intellectual, and creative components while recognizing the familial, economic, cultural, and social influences on leisure. It is from this perspective that this study will examine leisure as an integrated part of the life span and the career development of the individual.

Three general models of leisure which incorporate leisure across the life span have been developed. The Linear Life Plan (Best and Stern, 1976) presents a three stage proposal which shows each stage to exist separately from all other stages. The first stage focuses on education and goes from birth to the end of formal education. The second stage is work, and includes most of the adult life. The third stage is retirement or leisure and includes the remaining period after the individual stops working. In this model, grounded in the Protestant Work Ethic, work is of primary importance. Education is considered preparation for work and retirement is the reward for working.

Bolles (1978) in his book The Three Boxes of Life, presents a model showing three components in life: learning, work, and play (leisure). Bolles proposes that these three often happen simultaneously throughout life and do not occur in a sequential order.

Loesch (1980) developed the Life Flow Model showing interrelated factors to emphasize the flexibility of learning, work, and leisure throughout the life of the individual. Loesch and Wheeler (1982) explain “what starts out as leisure may easily transpose into work” (p.17).

It is from this perspective that McDaniels (1977) proposes the formula $\text{Career} = \text{Work} + \text{Leisure}$. This model of leisure provides the interrelated connections of work and leisure that serve as a foundation for career development and career counseling from a holistic prospective.

Leisure and Career Development

The study of the relationship between work and leisure in career development began as early as 1940 when Super wrote about the psychology of avocations. In this study, model railroader, amateur photographer, and amateur symphony orchestra performers were classified according to how they were participating in their hobbies. Super (1940) found the hobby served as: (1) an extension of occupation, (2) as compensation for the occupation, or (3) was unrelated to the occupation. The study demonstrated the importance of leisure in the lives of these hobbyists and how their leisure (hobbies) related to their work.

In 1957, Super began what would eventually be known as the Life Span, Life Space Approach to Career Development (Super, 1980). This model incorporates leisure as

an important component of career development across the life span. In this widely recognized comprehensive model, Super attempted to synthesize the situational, historical, biological, psychological, and socioeconomic determinants affecting career development. Super (1990) developed the Life Career Rainbow to demonstrate the stages of career development which are growth, exploration, establishment, maintenance, and decline. In this model Super emphasizes that an individual will play many roles in life and identifies these roles as child, student, worker, leisurite, citizen, spouse, parent, homemaker, or pensioner. Social traditions—such as sex-role stereotyping and modeling, racial and ethnic biases, and the opportunity structure, as well as individual differences are important determinants of preference for such roles as worker, student, leisurite, homemakers, and citizen (Super, 1990).

Each role is played in a theater with the major theaters being home, community, school, workplace, or retirement community (Super, 1957, 1990). Individuals may play several roles in different theaters simultaneously with all roles affecting each other in the various theaters (Zunker, 1990). The sequence and combination of these roles in the course of an individual's lifetime is what Super (1984) referred to as a career. Super (1984) supported the importance of leisure by stating, "One essential attitude, it may be suggested, is accepting each of the major life roles as socially and personally valid, rather than viewing any one of them as the only legitimate or important role" (p. 78).

McDaniels (1965, 1979) suggested the formula Career Equals Work Plus Leisure ($C=W+L$) to demonstrate the interconnectedness of work and leisure in a holistic framework which he proposes to be the basis of a career. McDaniels based his work on the developmental approach advocated by Super (1980) in the Life-Span, Life-Space model

which emphasized the multiple roles and the interaction of those roles. He was also influenced by the early work of Parsons (1909), who developed the Trait-Factor Approach.

Parsons (1909) proposed three broad factors be examined in career development. In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interest, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of factors (p.5)

The incorporation of time, process, and change into those tenets enables the addition of a developmental component (McDaniels, 1996).

The Life Span Approach to Work and Leisure developed by McDaniels (1982) builds on the work of human developmentalists such as Erikson, Havighurst, and Levinson. It is based on the concept that career development is part of the larger concept of human development and the holistic perspective of Career Equals Work Plus Leisure or $C=W+L$ (McDaniels, 1989).

In this developmental approach McDaniels (1984b) proposes six stages in leisure development. The stages are:

1. Childhood - birth to twelve years - Awareness Stage
2. Adolescence - thirteen to eighteen years - Exploration Stage
3. Young Adult - Eighteen to twenty-four years - Preparation Stage
4. Adulthood - Twenty-four to forty years - Implementation Stage
5. Mid-life - Forty to sixty years - Instrumental Reassessment Stage

6. Retirement - Sixty plus - Re-awareness and Re-exploration Stage

This model proposed by McDaniels incorporates leisure into human development, limits fragmentation, and allows leisure to be viewed in a life span perspective (Emerson, 1992).

McDaniels proposes to define a career as “the totality of work and leisure one does in a lifetime” (1984, p. 560). This broad definition of career was recognized in the 1984 publication entitled Designing Careers: Counseling to Enhance Education, Work, and Leisure, edited by Norm Gysbers, and published on the 70th anniversary of the National Vocational Guidance Association.

Kelly (1989) advances the importance of leisure in career development by proposing “Leisure is not a separate domain of human action, dichotomies, with any other domain or separated from other kinds of actions” (p. 92). The importance of leisure, in what Kelly (1982) refers to as the life course, is further supported in the statement:

Leisure is an integral part of who we believe ourselves to be, how others come to define us, and what we would like to become. . . . Leisure cannot be understood as a phenomenon separate from all that we are, have been, or would like to be (p. 155).

Kelly’s (1982) statement demonstrates how leisure is a part of each individuals’ identity and how people view themselves. Familial and sociocultural factors also affect our identity and influence our leisure activities. Family influences the origin, development, and nurturing of leisure activities (Rapaport, 1975) and is the single most significant influence on the leisure exploration activities of adolescents (Gysbers, 1982). Leisure is interwoven in all aspects of life including work, family, education, personal development, and sexuality

(Kelly & Kelly, 1994). The recognition of this interrelated connection of leisure and work in the career development of each individual provides the foundation for the incorporation of leisure in the career counseling process.

Leisure and Career Counseling

Peevy (1981) proposes the integration of leisure in career counseling by suggesting counselors be cognizant of the developmental life cycle processes and their implications. Peevy (1981) developed a life stage approach to leisure counseling, identifying leisure developmental tasks and counseling objectives for each stage of a five stage model. Peevy (1981) suggests that an understanding of these developmental tasks and objectives are beneficial in career counseling. McDaniels (1984b) presents four reasons why this integration of work and leisure is important to the counseling process. Combining the two areas provides a process that is more holistic, more life span oriented, more future oriented, and is ever present in the lives of the client. This combination also allows the counselor to deal with more dimensions of the client's personality and life by blending the two areas (Pearson, 1992).

Many people will seek counseling with a work-related complaint because they believe work issues are more acceptable. The counselor must then sort through the interrelated issues of work, family, and lifestyle in order to assist the client in identifying the real problem (Zorn and Kimeldorf, 1991). Multiple factors such as finances, childcare, interpersonal relationships, or other issues can affect the choice of jobs for an individual and their adjustment to the job once employment has been secured (Herr, 1996). Counselors must be aware of these issues in order to assist the client in identifying the

problem and the intervention to alleviate or resolve the issue. Combining work and leisure in the counseling process recognizes the relationship between the two areas throughout the life span (Pearson, 1992).

Super (1984) addresses the developmental and interwoven connection of work and leisure by identifying leisure activities for youths as valuable exploratory experiences in occupational-related activities. Hong, Milligram, and Whiston (1993) identified leisure activities as a way of assisting youth in learning skills needed in life. The performance of leisure activities requires intellectual abilities, task commitment, persistence, and other personal-social attributes which are needed for success in life. In a longitudinal study conducted by Hong, Milligram, and Whiston (1993), leisure activities in adolescents were found to be as valid a predictor of occupational choice as personality. This study reaffirms the importance of addressing both work and leisure issues in a holistic approach to career counseling.

For adults, leisure activities can be beneficial in developing personal and work skills that are valuable in a variety of occupations (Super, 1984). Skills are often developed through sustained leisure activities that are transferable to paid employment. Kimeldorf (1989a) states, "Skills and abilities learned in leisure time can be important on your next job" (p. IV).

Gysbers and Moore (1987) developed a framework for career counseling from a developmental perspective that recognizes the need to assist clients in identifying aptitudes, strengths, values, abilities, and skills. The process involves client goal or problem identification, clarification, and specification as Phase I. Included in Phase I are the following: identifying the problem or goal, clarifying the client counselor relationship and responsibilities, gathering client information and applying relevant counseling theories and

tools to make a diagnosis. Phase II is client goal or problem resolution and includes taking action, developing individual career plans, and evaluating the results.

Within this counseling framework are opportunities for assessment and prediction of client success (McDaniels & Gysbers, 1992). Counselors must also remember that “from a life-career development perspective . . . what is required are opportunities for clients to explore and develop their abilities and interests” (McDaniels & Gysbers, 1992, p. 14).

Career counseling involves more than career decision making (Pearson, 1992). It involves a process of exploration that examines personal values, needs, abilities, skills, and deficits within the context of the individual’s life span and life roles. It encompasses both leisure and work activities (McDaniels, 1984b) in a holistic developmental framework that facilitates the self and occupational exploration processes.

The importance of leisure in career counseling is summarized in this statement by Edwards and Bloland (1990):

If one accepts the expanded definition of career, it then follows that the practices of career counseling are incomplete and inadequate without a leisure component. For career counselors to ignore or minimize the role of leisure in career or life planning is to provide counseling that falls short of its full potential (p. 187).

Leisure Counseling Tools

Counselors use many tools or instruments in an effort to provide the client with the most comprehensive means of gathering information relating both to self and to

occupations. Lampkin (1991) suggests the word instrument can be used in a broad sense encompassing formal tests, informal surveys, questionnaires, films, computer software, or other methods that assist in assessment and generates information. Scholarly research in the area of leisure recognizes the need to develop additional tools to assist counselors in this effort. Howe (1984) identified 22 instruments which assessed different aspects of leisure with the majority of these instruments identifying only leisure interests (Loesch & Wheeler, 1982).

Research by Frisbie (1982) exposed a need for a leisure component in career interest inventories. Frisbie (1982) found the Guilford-Sneidemen-Zimmerman Interest Inventory (Guilford, Sneidemen & Zimmerman, 1948) to be the only career interest inventory that includes a leisure component (Frisbie, 1982). In an effort to provide a holistic counseling instrument, Frisbie (1982) developed the Life Interest Inventory to include leisure as “a legitimate career concern along with the more traditional work activities options” (p.5).

Continuing the research conducted by Peevy (1981) and Frisbie (1982) in the area of leisure, Liptak (1990) discovered only two leisure or career inventories designed to measure sustained interest over the life span. These inventories are the Leisure Development Inventory (LDI), designed by McDaniels (1977), and the Leisure Activities Blank (LAB), developed by McKechnie (1974).

Liptak (1990) developed a counseling instrument which he named The Career Exploration Inventory (Liptak, 1992) based on Super’s (1980) “Life Span, Life Space” theory of career development and McDaniels’ (1977) concept of “Career Equals Work Plus Leisure” (Liptak, 1990). The Career Exploration Inventory (CEI) incorporates a developmental approach instead of using one of the existing classification systems that

simply match the client to jobs. The CEI assists the client in exploring work and leisure interests from the past, the present, and anticipated in the future (Liptak, 1990). The developmental approach of the CEI reflects the sentiments of Super (1981) who states, “Developmental theories, while not rejecting the matching approaches, treat them as an insufficient basis for career guidance” (Super, 1982, p. 206).

Holland’s newly revised Self-Directed Search (Holland, 1985) relates the clients’ self-assessment of abilities and interests to matching occupations. Users sum their responses of each letter relating to personality orientation and environmental models—realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C) to get a three letter code which refers the user to potential occupations having summary codes similar or identical to the user. “These potential occupations require patterns of interest and competencies that are most similar to the user’s own patterns of self estimates of skills and interest” (Kapes & Mastie, 1988, p. 118). The Leisure Activities Finder (Holmberg, Rosen, & Holland, 1990) is designed to be used with the Self Directed Search (Holland, 1985) or the Vocational Preference Inventory (Holland, 1985). The Leisure Activities Finder uses only the first two letters of the Holland code. The booklet contains 760 leisure activities with the first section of the booklet containing the Classified Index, which lists the leisure activities that correspond to the two-letter Holland code. The second section, the Alphabetical Index, lists the leisure activities in alphabetical order and gives the Holland code for each leisure activity (Holmberg, Rosen, Holland, 1990). The Leisure Activities Finder is designed to encourage exploration of leisure activities through a matching approach, not a developmental one.

Several non-traditional counseling tools are currently gaining popularity. The career portfolio offers a structured non-traditional means for the client to organize information

regarding education, work experience, and skill development within and outside of the work environment (Gysbers & Moore, 1987). A recent study by Street (1996) found the Life Work Portfolio to be a viable tool for planning, goal setting, and decision making in a developmental framework for non-traditional college students. The portfolio process also enhances self esteem, promotes self-assessment, and assists in career transitions (Street, 1996).

Another counseling tool which continues to grow in popularity is the career information delivery systems (CIDS). CIDS were developed as a result of legislation mandating improved access to career information within each state (Knobloch, 1996). State Occupational Information Coordinating Committees were developed and mandated to implement comprehensive occupation information systems to provide up to date career information. In Virginia, the Career Information Delivery System is known as the Virginia VIEW and is patterned after the Michigan Occupational Information System (Hedrick, 1985). This multi-media approach includes computer software, a telephone hotline, printed material, and microfiche. The computer program provides an easy-to-access system in a search format. Individuals can access the Occupation Search or College Search information databases.

The Occupation Search contains career information on the 300 occupations in which most Virginians are employed. The search process generates a list of occupations based on personal preferences of the user in the areas of work, interest, physical capabilities, physical strengths, working conditions, education, and temperaments.

The College Search allows the user to access college information by indicating a preference regarding admissions selectivity, enrollment, cost, affiliation, site of nearby

community, region of the state, and affiliation. The College Search generates a list of colleges that match these personal preferences.

The Search format allows the user the flexibility to explore options in both searches by changing preferences. The Virginia VIEW provides a non-threatening alternative to conventional assessment approaches. The Search format provides flexibility that allows the user to be in control of the occupational exploration process.

Conventional assessment instruments are often a means of gathering information. Self awareness and the assessment of strengths and skills are the first steps to effective self marketing (Newman, 1995) and leisure assessment leads to greater self understanding (Edwards, 1991) and should be included in this process.

Loesch and Wheeler (1982) caution counselors to use assessment results for “discussion of potential decisions rather than as the basis for decisions” (p. 135). Assessments should be used as resources along with other counseling procedures (Loesch and Wheeler, 1982) not used as a singular source of client information.

Although, counseling tools do exist that incorporate the leisure component in career counseling, more research needs to be done in the areas of developing better leisure resources, more concrete models of leisure counseling (Pearson, 1992), and in developing improved measures of leisure activities (Hong, Milgram, & Whiston, 1993). Instruments or tools that assess leisure can be useful in a total systems approach to career planning and development (Witt, Ellis & Yessick, 1991).

Displaced Workers

Career transitions are an accepted fact of life. Super (1990) addressed the subject by examining the various roles played by an individual throughout the life span. In the past, most career transitions were planned or proactive transitions (Crace, 1993; Isaacson & Brown, 1993; Amundson, 1996), initiated because the individual's occupation no longer provided satisfaction or caused conflict in other areas of life. Today, many individuals are experiencing unplanned or reactive, career transitions (Schlossberg, 1984; Crace, 1993; Isaacson & Brown, 1993), as evidenced by the exorbitant number of displaced workers.

Over the period from January, 1991 to December, 1993, 4.5 million workers were displaced from jobs they had held for three or more years; with another 4.5 millions workers displaced from jobs they had held for less than three years (US Department of Labor, Reemployment Services Report, 1994). Although, the number of displaced workers is declining, recently released figures point to the continuation of massive numbers of unemployed workers. Between January, 1993 and December, 1995, 3.8 million workers were displaced from jobs they had held for three or more years and another 4.6 millions workers were displaced from jobs they had held for less than three years (US Department of Labor, Bureau of Labor Statistics, 1996). Major corporations alone have laid off more than 3 million workers and other corporations are making plans to cut jobs in the future (Peterson, 1996).

Nationwide, job losses are the greatest in the manufacturing industry, with 29% of the displaced workers coming from this sector (US Department of Labor, Bureau of Labor Statistics, 1996). This trend is expected to continue, with employment in production

occupations expected to decline by 294,000 jobs from 1994 through 2005 (Occupational Outlook Quarterly, Fall, 1995, p. 49).

In Virginia, two of the hardest hit industries are manufacturing, where employment dropped from 404,708 jobs in 1993, to 402,441 jobs in 1995, and mining, which had a loss of over 1,500 jobs in the same time period (Virginia Employment Commission, Quarterly Employment & Wage Data, March, 1996). The loss of jobs in the mining industry is even more significant when one considers that 42.5% of the state's mining jobs are located in the Cumberland Plateau Planning District, which serves the counties of Buchanan, Dickenson, Russell, and Tazewell. This region experienced a 25% reduction in mining jobs from the 4th quarter of 1993 to the 4th quarter of 1995 (Virginia Quarterly Employment & Wage Data, June, 1996). Reemployment is especially difficult for the coal miners in this region due to their level of formal education, which is too often at a level less than a high school graduate.

Job loss due to outplacement, automation, downsizing, mergers, globalization, and closures has become a reality in today's workplace. The workforce that is coping with this reality, has accepted that the traditional concept of "a job for life" no longer applies (Watts, 1996).

The plight of displaced workers is currently gaining national attention. Once affecting primarily young workers or those with little job experience, skill, or education, displacement is now widespread, affecting workers who thought they were immune from being unemployed. Today, due to changes in the economy, no one is exempt from displacement. In a report issued by the US Department of Labor, (1994) displacement was found to be across all socio-economic groups and with few exceptions, resembled the workforce as a whole. Beginning with the recession of 1990-91, older and better educated

workers became the targets of downsizing (Dentzer, 1996) as corporate America began to realign its workforce for global competition.

The massive number of lay-offs, coupled with the number of white collar workers who are being affected, has resulted in widespread publicity. The plight of displaced workers is now recognized as a national problem and the government has been forced to respond to the needs of those affected by displacement. Government involvement started as early as 1988 with the passage of the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). The program is designed to assist both employers and employees in situations such as plant closings, lay-offs, or reduction in force. The program is under the authority of the United States Department of Labor and is Title III under the Job Training Partnership Act (JTPA).

The US Department of Labor, EDWAA Manual (1990) defines dislocated workers as follows:

A person who has been terminated or laid off, or who will receive a notice of termination or lay-off from employment, is eligible for or has exhausted entitlement to unemployment compensation, and is unlikely to return to his/her previous industry or occupation; or has been terminated or has received a notice of termination of employment, as a result of any permanent closure or any substantial layoff at a plant, facility, or enterprise; or is long term unemployed in the same or similar occupation in the area in which such person resides, including any older person who may have substantial barriers to employment by reason of age; or were self employed (including farmers and ranchers) are unemployed as a result of general economic conditions in the community in which they reside or because of

natural disasters, are subject to regulations prescribed by the secretary (p. 67).

Under certain conditions, states may also authorize service for displaced homemakers.

These workers have unique needs due to their employment history and “their reemployment is likely to require a change in occupation or industry” (Leigh, 1989, p. 2). Many of these workers have not sought employment in a number of years and are unaware of where to start in the occupational exploration process.

For counselors, the challenge is just as great, as they strive to facilitate this difficult transition for their clients and help them move closer to employment. One of the steps in facilitating this process is assisting the client in self exploration in order to identify marketable skills. In a report issued by the US Department of Labor Secretary’s Commission on Achieving Necessary Skills (1992), skills were divided into two groups: foundation skills (skills people bring to the job), and functional skills (skills specific to the functions workers perform).

Foundation skills include basic skills (reading, writing, speaking, listening, and arithmetic); thinking skills (creative thinking, decision making and problem solving); systems and technology (understands systems and uses technology); informational skills (acquires and evaluates material, organizes and maintains information and interprets and communicates information); interpersonal skills (participates as a team member, teaches others, serves clients, exercises leadership, works with cultural diversity, and knows how to learn); and personal qualities (responsibility, social skills, self-management, and honesty). Functional skills include an ability to manage time, money, material and facility resources, and manages human resources. This definition of skill incorporates a holistic

perspective by identifying the potential for skill development through work and leisure activities.

Unemployment often produces a lack of confidence, making it difficult for displaced workers to identify past accomplishments where skills may have been developed (Amundson, 1996). These accomplishments may have been in leisure, volunteer, educational, or work related experiences (Goldman, 1992). Identification of skills early in the counseling process promotes self awareness, stimulates occupational exploration, and can be empowering for the displaced worker.

Skills developed in leisure activities are often overlooked in the counseling process. Few traditional career inventories assess leisure (Frisbie, 1982), and those career inventories which do assess both work and leisure (Frisbie, 1982; Liptak, 1990) assess leisure interests, not participation and skill development. Many clients have difficulty in identifying skills developed outside of paid employment, making it extremely important for counselors to assist clients in exploring all the skills that have been acquired, not just the ones developed on the job. For the displaced worker who has worked for twenty years in an industry that no longer exists, identifying skills developed outside paid employment is especially important. Counselors who do not assist clients in exploring skills developed in leisure activities may be preventing the client from exploring the full range of occupational options that are available.

Putting Leisure to Work

Leisure activities provide many opportunities for skill development which can lead to paid employment. McDaniels (1989), states:

Leisure involvement and skills develop just as other aspects of human development do. The person (1) becomes aware of the leisure activity; (2) explores the activity; (3) prepares for greater involvement in it; (4) gains satisfaction from it; and in some instances, (5) puts the leisure to work (p. 200).

In stressing that leisure be viewed in the broadest possible way, McDaniels (1989) suggests leisure dimensions should include creative, physical, intellectual, social, volunteering or a combination of these. To develop skills in these areas, McDaniels advocates taking courses, being involved in clubs, and exploring community-based leisure activities. To successfully put leisure to work, a person must develop a level of mastery in the leisure activity. Reading, taking classes, studying, and practicing can help the individual develop mastery (Vas, 1992). Knowledge about a related area can also be helpful. For example, if studying to be a sports photographer, it would be beneficial to have an understanding of sports, in addition to photography skills (Vas, 1992).

In the book, The Changing Workplace: Career Counseling Strategies for the 1990s and Beyond, McDaniels (1989) provides twenty examples of people putting their leisure to work. These examples include individuals employed in producing a product and those who produce a service. Examples of people developing skills in leisure and using these skills in paid employment can be seen in all dimensions of leisure. Many individuals

develop skills in the creative dimensions of leisure. The person who paints for pleasure and later starts selling the artwork and the dancer who turns a love of dance into a dance studio where others are taught to dance have both turned skills in the creative dimensions of leisure into a money-making venture. The other dimensions of leisure also have the potential of developing skills that can be used in employment. The physical dimensions include all aspects of bicycling, rowing, tennis, swimming, golf, running, jogging, gardening, or other similar physical activities (McDaniels, 1989). The tennis instructor, golf pro, bicycle repair and sporting goods shop owners have all garnered skills from the physical dimensions of leisure activities. The intellectual dimensions include activities such as card games, chess, photography, cooking, decorating, and baking (McDaniels, 1989). The gentleman who enjoys cooking and opens his own cooking school and the mother who loves taking pictures of her children and later opens a photography studio have both put their leisure to work. The social dimensions of leisure which include meeting and visiting people, relate to child care and other people oriented service occupations. The volunteering dimension of leisure provides many opportunities for skill development and the benefits for the volunteers are reciprocal.

Life and career skills such as organizational and leadership skills, time management, and decision making are a few of the transferable skills developed through volunteering (Schindler-Rainman, 1991). The knowledge gained about various “causes” and the contacts made through volunteering also provide a pathway to employment opportunities. Many young people volunteer in helping professions to investigate future vocations as well as offer assistance to others (Lampkin, 1991).

The fifth dimension of leisure (McDaniels, 1989) is any combination of these activities. The volunteer who announces at the little league games may find the skills

developed in this leisure activity can be honed with broadcasting classes at the local community college. With this additional training, the individual may find employment, announcing high school games for the local radio station or in another area of broadcasting.

Many people are finding creative ways to turn leisure activities into a money-making venture. A recent article in The Roanoke Times (Cochran, 1996, July 22) describes one such venture—the Orvis fly-fishing school. The school offers classes at 27 sites from Cape Cod to Oregon, and provides instruction in all aspects of fly-fishing. Orvis also sponsors women-only fly-fishing schools and women-only fishing trips to the Caribbean and Alaska.

The impact of leisure activities to the economy of Virginia is visible in the equine industry. The Roanoke Times (Edwards, 1996, July 14) reported that 25,000 jobs in Virginia are related to the support of 225,400 stables in the state. Occupations related to the industry include veterinarians, farriers and breeders; and businesses include stables, tack shops, and feed stores. The report compared the impact of horses on the economy in Virginia to the contribution of Williamsburg's tourism industry. It is estimated that equines add \$1 billion a year to the Virginia economy.

Another leisure activity that is seeing growth and occupational related potential is golf. A recent article in USA Today (Horovitz, 1996) reported an estimated \$15 billion dollars annually is spent on fees, equipment, and apparel. The number of junior golfers (18 and under) grew 17.4% since 1994 (Horovitz, 1996), and recently a prep school in South Carolina opened and has students dividing their days between classroom instruction and the golf course. Tuition at the school is currently \$30,000 annually.

This growing leisure activity offers many opportunities for putting leisure to work. Some occupations related to this growing industry include golf instructor, golf club repair,

grounds keeper, and specialty golf supply shops to name a few. Golf provides another example of the opportunities that exist to use the skills developed through participation in leisure activities as a pathway to employment.

Summary

Massive numbers of workers across all socio-economic groups (US Department of Labor, Reemployment Services Report, 1994) are facing unemployment due to the many changes in our economy. The increase in the number of displaced workers and the change in the type of workers who are now experiencing displacement has led to the recognition that the plight of displaced workers is a national problem. Assisting displaced workers in returning to the ranks of the employed is proving to be a challenge for counselors. Traditional job search methods have not met the needs of these workers and may need to be supplemented with less conventional methods (Liptak, 1991).

One of the least considerations in identifying a broad range of occupational options for displaced workers is in the area of leisure (Liptak, 1992). Inventories currently exist that identify both work and leisure interests, but there is a need to provide a structured way of identifying the leisure activities displaced workers have participated in as a way of identifying potential skills. Examining skills developed through sustained leisure activities has the potential of promoting self awareness and occupational exploration for displaced workers.

Chapter III

Methodology

The purpose of this chapter is to describe the methodology and procedures of this study. The topics addressed in this chapter are (a) the research approach, (b) the research design, (c) the research procedures, (d) the research questions, (e) pilot study, (f) a description of the sample, (g) the procedures used in collecting data, (h) the analysis procedures, and (i) chapter summary.

Research Approach

The purpose of this study is to evaluate the usefulness of the Leisure/Occupational Connection Search (LOCS), a counseling tool that provides an opportunity for the client to examine occupational prospects through the process of retrospective analysis of the leisure skills .

Research Design

Survey or descriptive research will determine if the counseling tool called the Leisure/Occupational Connection Search (LOCS) is a viable tool for examining occupational prospects through an analysis of leisure skills. The Leisure/Occupational Connection Search is a career counseling tool which uses a search format patterned after the Virginia VIEW Career Search which has been successfully used in Virginia for over fifteen years. The search format provides structure while allowing the client to have ownership of the process. The client is free to change the criteria and be in control of the occupational exploration process (Mariani, 1995).

The LOCS design connects the leisure activities and skills of displaced workers to occupations listed in the Virginia VIEW or to occupations in the Virginia VIEW by way

of additional training or education. The LOCS provides a structured self assessment process which promotes an identification of skills developed in leisure and an opportunity to explore related occupational prospects. The displaced worker chooses from a list of 100 leisure activities in which there is current or past participation, assesses if there is skill development, and explores the related occupational/educational pathways.

The purpose of descriptive research is “to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately” (Issac & Michael, 1990, p.46). Descriptive research will clarify specific information regarding the use of the Leisure/Occupational Connection Search as a means of promoting self awareness and occupational exploration among displaced workers.

Research Procedures

A review of the literature provides viable connections between work and leisure in career exploration. The need (1) to provide a structured process for relating skills developed in leisure to occupations and (2) to determine if this process could be used as a counseling tool to assist displaced workers in exploring potential occupations, supplied an impetus for the development and evaluation of the Leisure/Occupational Connection Search (LOCS).

The LOCS provides a structured process for the exploration of leisure activities and related occupations listed in the Virginia VIEW Career Delivery System. The Leisure/Occupational Connection Search (LOCS) was designed to provide a self assessment process that allows occupational exploration in a non-traditional manner. The format structure is one of a search, patterned after the Virginia VIEW Career Information Delivery System which has been used successfully in Virginia for over fifteen years. The

Career Search is patterned after the Michigan Structured Occupational Search which uses the Department of Labor's occupational classification system and after the Ohio Vocational Interest Survey's weighting of data- people-things based on the Department of Labor's classification (Hedrick, 1985). An evaluation of the Virginia VIEW Career Search in user satisfaction indicates users are generally satisfied with the Career Search and users did assess career information after using the Career Search (Hedrick, 1985). The development of the Leisure/Occupational Connection Search (LOCS) utilized a multi-step process. The steps involved in this process are as follows:

- Step 1. In developing the pathways between leisure and occupations, existing leisure inventories were examined. The Leisure Activities Finder (Holmberg, Rosen, & Holland, 1990), the Career Exploration Inventory (Liptak, 1994a), and the Leisure Search Inventory (Liptak, 1994b) established the basis for a list of 100 leisure activities. This list of 100 leisure activities were from the five dimensions of leisure presented by McDaniels (1989b). These dimensions are physical, intellectual, volunteer, social, creative, or a combination of these.
- Step 2. The leisure activities were then related to occupations listed in the Virginia Career Information Delivery System, that would require similar skills to those that might be developed in the leisure activities. The Occupational Outlook Handbook (1996) provided a list of the skills needed in specific occupations and served as a resource in relating the leisure activities to occupations. Targeted occupations for the leisure/occupational connections were those occupations requiring less than a bachelor's degree. The Virginia VIEW Career Information Delivery System provided information regarding the educational options relating to specific occupations.

Step 3. After the leisure/occupational/educational pathways were made, two sections were added to encourage exploration. These sections were listed adjacent to each leisure activity. One section asks the individual to determine the level of activity in each leisure activity by circling Low (L), Medium (M) or High (H). The next section asks if the individual is skilled in this activity and requests Yes or No to be circled. The completed LOCS contains a list of 100 leisure activities, two sections which encourage retrospective exploration of leisure activities and skill development, and sections relating educational and occupational options to leisure activities.

Step 4. An evaluation sheet written under the guidance of the major advisor and research advisor determines the usefulness of the LOCS in promoting self awareness and occupational exploration.

Step 5. A panel of experts from the Virginia VIEW staff examined the format, directions, leisure/occupational/educational connections and provided recommendations for revisions.

Step 6. In order to determine the usefulness of The Leisure/Occupational Connection Search (LOCS) in occupational exploration through retrospective analysis of leisure activities and skills, the LOCS was administered to a sample of ten displaced workers in a pilot study at Southwest Virginia Community College in Richlands, Virginia. The LOCS process was then evaluated by each worker through the use of a survey to determine the usefulness of the LOCS in promoting self awareness and occupational exploration.

Step 7. Revisions were made to the LOCS as a result of the recommendations made by the panel of experts and the pilot study group. The revised LOCS was administered to

a sample of 112 displaced workers at six community colleges in Virginia in the fall of 1996.

Step 8. Data were synthesized and analyzed by the researcher.

Step 9. Final revisions were made to the LOCS.

The literature review revealed a need for counseling tools to assist clients in exploring skill development as it relates to leisure activities. The Leisure/Occupational Connection Search (LOCS) allows the client to self assess if skill has been developed in a leisure activity which might relate to an occupation.

Research Questions

This study is designed to examine the following research questions:

1. Do individuals who use the Leisure/Occupational Connection Search report it promotes retrospective analysis of skills?
2. Do individuals who use the Leisure/Occupational Connection Search report it promotes an increased awareness of occupational and educational options?
3. How will a sample of 50-100 displaced workers respond to the use of identified leisure activities and skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW?

Pilot Study

A pilot study was conducted in the fall of 1996 at Southwest Virginia Community College in Richlands, Virginia with ten displaced workers. The displaced workers were identified through self referrals and through enrollment in training programs for displaced workers, also located at Southwest Virginia Community College. The subjects were

informed about the purpose of the study, provided written and oral instructions, and asked to complete the Leisure/Occupational Connection Search. Subjects were asked to elaborate as much as possible with written comments when completing the evaluation section of the Leisure/Occupational Connection Search. Eight short answer questions were also included on the evaluation form. Some subjects provided verbal comments in addition to the written ones. The initial plan to allow each worker to take the evaluation form home and complete it after a time of reflection was reconsidered after several displaced workers voiced concerns over limited time outside of the college to complete the evaluation. Displaced workers who were given a choice of when to complete the evaluation preferred to complete it immediately after finishing the LOCS. The reason given for their choice was the fear that severe time constraints and responsibilities outside of college would result in a failure to return the evaluation. The study procedures regarding data collection were modified to accommodate the time constraints of the workers. The modification consisted of attaching the survey evaluation to the Leisure/Occupational Connection Search and requesting each worker to complete the evaluation immediately after finishing the Leisure/Occupational Connection Search.

A comment by one displaced worker regarding the occupational connections was especially relevant. After completing the LOCS, one female commented, “This is what I have always wanted to do, but I never knew where to start,” referring to the occupations that related to her leisure activities. After discussing the related occupations, the female worker was put in touch with a four-year institution that offered the educational program she needed in order to enter the occupation she chose.

As a result of recommendations made by the panel of experts and the findings from the pilot study, the following modifications were made to the LOCS:

- a more detailed instruction page was added,
- the definition of skill was added to each page,
- evaluations were attached to the LOCS for immediate completion and
- a closure activity was also added to the Leisure/Occupational Connection Search.

This added section provides an opportunity for the displaced worker to list leisure activities not included in the LOCS. The final section of the closure activity directs the worker to go back through the LOCS and list the top five to ten leisure activities and related occupations that were chosen during the LOCS process.

Sample

The subjects for this study were displaced workers who were enrolled at community colleges in Virginia in the Fall 1996 semester. Community colleges were selected as the site to field test the Leisure/Occupational Connection Search based on the mission of these institutions to meet the changing needs of both individual citizens and the training needs of local industries. The mission of these institutions provides a foundation for community college involvement with this important segment of the population. Community colleges are also targeted as locations for one-stop career centers, currently being developed as part of a new national reemployment system (Mariani, 1995). The strong influence of the community college in providing training for displaced workers makes these campuses an appropriate setting for the field testing of the LOCS as a counseling tool to promote self awareness and occupational exploration. The Virginia community colleges targeted to participate in this study were Mountain Empire Community College, New River Community College, Rappahannock Community

College (Glenns Campus), Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College. These colleges were chosen primarily due to the high unemployment rates in the counties each serve. Five of the community colleges serve Southwest Virginia, and the sixth, Rappahannock, provides a sample from a different geographical area of the state. Approximately 50-100 displaced workers were targeted to respond to the surveys at the six locations across the state. The selection of displaced workers was coordinated by counselors, deans, and program chairs with selection based upon programs that enrolled displaced workers. Classes which enrolled primarily displaced workers were used to administer the LOCS in a group setting. Other displaced workers were given the LOCS on an individual basis to meet the time constraints of the worker.

Data Collection Procedures

In October, 1996, following an examination of the LOCS by a panel of experts, a pilot study, and final revisions, administration of the LOCS began. The researcher administered the LOCS at three of the field test sites: Mountain Empire Community College, Southwest Virginia Community College, and Virginia Highlands Community College. The Leisure/Occupational Connection Search (LOCS) was distributed to a community college counselor at New River Community College, Rappahannock Community College, and Wytheville Community College. Two of the counselors were career counselors with doctorate degrees in counseling, and the third was a program director. Verbal instructions regarding administration of the LOCS were provided to each counselor. A follow-up letter containing written instructions was also sent to each

counselor prior to the date each was scheduled to begin administering the LOCS. The LOCS was given in both group and individual sessions, according to the time constraints of each counselor and the displaced workers. After administering the LOCS, each counselor returned the booklet and completed evaluation to the researcher for tabulation of data. Each counselor was asked to provide a written evaluation of the LOCS from a counselor's perspective. The questions related to ease of administration and usefulness as a counseling tool. The counselors were also asked to make comments and suggestions regarding the LOCS.

Data Analysis

A descriptive analysis of the data from the six sites was conducted to determine the usefulness of the LOCS as a process to promote self awareness and occupational exploration through a retrospective analysis of leisure skills. Responses to the survey were reported in percentages and a sample of the written comments presented. Cross tabulations by age and gender were used to examine responses based on these factors.

Summary

Chapter three has presented the research methodology and procedures for the design and evaluation of the Leisure/Occupational Connection Search. The topics addressed in this chapter included the research approach or the purpose of this study, the design of this study, the procedures for designing and evaluating the Leisure/Occupational Connection Search, the research questions to be considered in this study, the pilot study

conducted, a description of the sample, the collection of the data, and the data analysis procedures.

Chapter IV

The purpose of this chapter is to report the results of the data analysis and research procedures. This chapter is divided into six sections: (a) a description of the Leisure/ Occupational Connection Search, (b) a description of the sample, (c) the findings from the research questions, (d) feedback from community college personnel administering the Leisure/Occupational Connection Search, (e) findings from non-displaced workers, and (f) summary.

Description of the Leisure/Occupational Connection Search

The Leisure/Occupational Connection Search (LOCS) was designed to broaden the occupational prospects of displaced workers by providing an opportunity for the workers to identify skills developed in leisure activities that might be transferable to paid employment. The Life Span Life Space Theory of Career Development (Super, 1980, 1990) and the concept of Career Equals Work Plus Leisure (McDaniels, 1984, 1996) provide the theoretical basis for the LOCS. The LOCS was developed in a multi-step process. These steps were as follows:

- Existing leisure inventories were reviewed to develop a core list of 100 leisure activities.
- Leisure activities were related to the 300 occupations listed in the Virginia VIEW Career Information Delivery System or to occupations by way of additional training or education. The Occupational Outlook Handbook (1996) and the Virginia VIEW Career Information Delivery System served as resources for relating skills that might be

developed in leisure to specific occupations. Occupations targeted were those requiring less than a bachelor's degree.

- The format for the Leisure/Occupational Connection Search was designed to include an exploration process by requesting the respondent to circle the level of participation in the leisure activity low, (L); medium, (M); or high, (H) and if the respondent is skilled in the activity, circle (yes) or (no).
- Directions for completing the LOCS were written and attached to the LOCS.
- An evaluation for determining the usefulness of the LOCS for occupational exploration was written.

A panel of experts from the Virginia VIEW staff evaluated the LOCS format, clarity of directions, and leisure/occupational connections. The panel then made recommendations for revisions. A pilot study was conducted to determine the usefulness of the LOCS process. Written evaluations regarding the LOCS as a useful process were all positive. Verbal comments were also positive and pointed to an interest in occupations that related to leisure activities. Both the panel of experts and the pilot study group confirmed the leisure/occupational connections as viable and the list of leisure activities were not modified by either the pilot study group or the panel of experts from the Virginia View staff. The staff at Virginia VIEW did make recommendations for minor changes regarding directions and format.

As a result of the recommendations made by the panel of experts and the pilot study group, several modifications were made to the LOCS.

- A more comprehensive direction sheet was added.
- Several minor format changes were made.

- A definition of “skill” was added to each page.
- A closure activity was added to the LOCS.
- The evaluation or feedback sheet was attached to the LOCS for immediate completion.

Results of the pilot study indicated the LOCS was a coherent tool and could be used in occupational exploration. A field test using a larger sample of displaced workers was conducted to further evaluate the usefulness of the LOCS.

Description of the Sample

Six community colleges in the state of Virginia were chosen as the sites to field test the LOCS. The sample came from displaced workers who were enrolled in classes during the fall of 1996 at one of the following community colleges: Mountain Empire Community College, New River Community College, Rappahanock Community College (Glenns Campus), Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College. A total of 112 displaced workers completed the Leisure/Occupational Connection Search at the six community college sites. Table 1 presents a breakdown of the group by site location.

Table 1

Counts by Site Location

Blank/Invalid	1
Mountain Empire Community College	12
New River Community College	16
Rappahannock Community College	16
Southwest Virginia Community College	28
Virginia Highlands Community College	19
Wytheville Community College	20

Demographic data were requested on age and gender of the displaced workers. The counts by age and gender are presented in Table 2.

Table 2

Age and Gender of Participants

Age:	Blank/Invalid	0%	n=0
	18-24	14%	n=16
	25-32	17%	n=19
	33-39	26%	n=29
	40-49	36%	n=40
	50-60	4%	n=5
	Over 60	3%	n=3
Gender:	Blank/Invalid	5%	n=6
	Male	53%	n=59
	Female	42%	n=47

Summary of Age and Gender Responses

Among the displaced workers who completed the LOCS, 53% were male (n=59) and 42% (n=47) were female. Five percent (n=6) of the respondents did not complete this item on the evaluation form. The largest group of respondents by age were the 40-49 age group, with 36% (n = 40) of the respondents being in this age category.

Research Questions

This study was designed to answer three research questions regarding the usefulness of the Leisure/Occupational Connection Search as a counseling tool that promotes occupational exploration and self awareness through retrospective analysis of leisure activities and skills.

Retrospective Analysis of Leisure Skills

Respondents were encouraged to provide written comments regarding the usefulness of the LOCS process. Many of the displaced workers responded to this request and provided written responses to describe how the LOCS promoted self awareness.

- “Made me aware of the many activities I have participated in.”
- “Lets me know what I do.”
- “Made me realize I have more interests than I thought.”
- “I realize I could do more than I thought.”
- “Makes you realize what you do with all your time.”
- “By causing me to analyze leisure activities and how they could relate to a career.”
- “It made me think about the things I do because I enjoy them and how they relate to an occupation.”

Among the displaced workers who completed the Leisure/Occupational Connection Search (LOCS), 67% (n=75) responded that the LOCS process promoted self awareness.

Among the respondents 28% (n=31) indicated the LOCS did not promote self awareness.

Five percent (n=6) of the responses to this question were blank or invalid.

Cross tabulations by gender are presented in Table 3.

Table 3

Use of the LOCS in Promoting Self Awareness

Responses by Gender

	Male		Female	
Blank/Invalid	4%	n=5	2%	n=1
Yes	58%	n=34	74%	n=35
No	34%	n=20	23%	n=11
Total	100%	n=59	100%	n=47

* Six respondents did not indicate gender.

Cross tabulations by age are reported in Table 4.

Table 4

Use of the LOCS Process in Promoting Self Awareness

Responses by Age

Insert Table 4 Cross tabulations by age question 2

	18-24		25-32		33-39		40-49		50-60		Over 60	
Invalid	0%	n=0	5%	n=1	7%	n=2	5%	n=2	0%	n=0	33%	n=1
Yes	56%	n=9	63%	n=12	66%	n=19	73%	n=29	100%	n=5	33%	n=1
No	44%	n=7	32%	n=6	28%	n=8	23%	n=9	0%	n=0	33%	n=1
Total	100%	n=16	100%	n=19	100%	n=29	100%	n=40	100%	n=5	100%	n=3

Cross tabulations by age indicated the 50-60 age group (n=5) had 100% of the respondents reporting the LOCS process promoted self awareness. In addition, 73% of the respondents in the 40-49 age group (n=29) indicated the LOCS process had promoted self awareness. The group with the smallest numerical count was the 60 and over group with three respondents. In this group, one response was blank or invalid, one response was yes, and one response was no, making the percentages 33% for each of the responses. The 18-24 group (n=16) had 56% (n=9) of the group provide affirmative responses and 44% (n=6) indicated the LOCS did not promote self awareness.

Respondents also indicated the Leisure/Occupational Connection Search helped them become aware of skills developed through leisure activities. A sample of the comments is provided.

- “Became aware of leisure skills as occupational skills.”
- “I am aware I am capable of more things than I thought.”
- “That my talents can also be used in occupations.”
- “It showed me I had skills for different jobs I had not thought about.”
- “Made me aware of some skills that are taken for granted.”
- “Everything gives you some amount of skill, large or small.”
- “You develop skills through experience.”
- “The link between leisure and skills is more important than you think.”

Among the displaced workers who completed the Leisure/Occupational Connection Search (LOCS), 74 percent (n=83) of the respondents indicated the LOCS process had helped them become aware of skills developed in leisure activities. Twenty one percent (n=23) responded the LOCS did not help them become aware of skills developed in leisure activities. Five percent (n=6) of the responses to this question were blank or invalid.

Cross tabulations by gender are presented in Table 5.

Table 5

Use of LOCS in Promoting Awareness of Skills Responses by Gender

	Male		Female	
Blank/Invalid	7%	n=4	2%	n=1
Yes	68%	n=40	83%	n=39
No	25%	n=15	15%	n=7
Total	100%	n=59	100%	n=47

* Six respondents did not indicate gender.

Cross tabulations by gender show a higher percentage of females indicated the LOCS process had made them aware of skills developed in leisure activities.

Cross tabulations by age are presented in Table 6.

Table 6

Use of LOCS in Promoting Awareness of Skills - Responses by Age

	18-24		25-32		33-39		40-49		50-60		Over 60	
Invalid	0%	n=0	5%	n=1	3%	n=1	10%	n=4	0%	n=0	0%	n=0
Yes	69%	n=11	74%	n=14	83%	n=24	70%	n=28	60%	n=3	100%	n=3
No	31%	n=5	21%	n=4	14%	n=4	20%	n=8	40%	n=2	0%	n=0
Total	100%	n=16	100%	n=19	100%	n=29	100%	n=40	100%	n=5	100%	n=3

All respondents in the 60 and over group indicated the LOCS process had promoted an awareness of skills developed in leisure activities.

Research Question 1. Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes retrospective analysis of skills? Among the displaced workers who completed the LOCS, 67% indicated the LOCS process had promoted self awareness and 74% indicated it made them aware of skills developed in leisure activities.

Research Question 1 can therefore be answered in the affirmative. Among the displaced workers who used the Leisure/Occupational Connection Search (LOCS) the majority of these workers indicated it promoted retrospective analysis of leisure skills.

Promoting an Increased Awareness of Options

Among the displaced workers completing the LOCS, 63% (n=71) of the respondents indicated the LOCS process made them aware of educational options they had not previously considered. Thirty-four percent (n=38) of the respondents indicated the LOCS did not increase their awareness of educational options. Three percent (n=3) of the responses to this question were blank or invalid.

Table 7 presents cross tabulations by gender relating to the use of the LOCS process in promoting an increased awareness of occupational and educational options.

Table 7

Use of LOCS to Increase Awareness of Options- Responses by Gender

Occupations:		Male		Female	
	Blank/Invalid	2%	n=1	2%	n=1
	Yes	66%	n=39	70%	n=33
	No	32%	n=19	28%	n=13
	Total	100%	n=59	100%	n=47
Education:					
	Blank/Invalid	3%	n=2	2%	n=1
	Yes	59%	n=35	66%	n=31
	No	37%	n=22	32%	n=15
	Total	100%	n=59	100%	n=47

* Six respondents did not indicate gender.

Cross tabulations by gender indicated that a higher percentage of female respondents reported an increased awareness of occupational and educational options through the LOCS process.

Cross tabulations by age regarding the use of the LOCS in promoting an increased awareness of occupational and educational options are represented in Table 8.

The group with the greatest percentage indicating an increased awareness of occupational options was the 33-39 age group, followed closely by the 18-24 age group. The 50-60 age group had the highest percentage of displaced workers who became aware of educational options not previously considered after completing the LOCS process.

Written comments regarding the LOCS process as a means of increasing the respondents' awareness of educational and occupational options were positive.

- “It made me realize I could use the things I enjoy to make career choices.”
- “Gives a better understanding of what I might like to do.”
- “I know what job related occupations I can get into from my leisure activities.”
- “There are jobs for your interests.”
- “Leisure activities are some people’s livelihood. Some things I do for hobbies or fun and they could be turned into a job.”
- “Your leisure activities are very closely associated to the occupations, which will make it easier for you to work towards that occupation.”
- “Never looked at leisure activities before in thinking about a job.”
- “It is important to be happy with your occupation, so if it is something you like you will be happier.”

Table 8

Use of LOCS to Increase Awareness of Options - Responses by Age

Occupation:

	18-24		25-32		33-39		40-49		50-60		Over 60	
Invalid	0%	n=0	5%	n=1	0%	n=0	3%	n=1	0%	n=0	0%	n=0
Yes	75%	n=12	63%	n=12	76%	n=22	65%	n=26	60%	n=3	67%	n=2
No	25%	n=4	32%	n=6	24%	n=7	33%	n=13	40%	n=2	33%	n=1
Total	100%	n=16	100%	n=19	100%	n=29	100%	n=40	100%	n=5	100%	n=3

Education:

	18-24		25-32		33-39		40-49		50-60		Over 60	
Invalid	0%	n=0	5%	n=1	0%	n=0	5%	n=2	0%	n=0	0%	n=0
Yes	69%	n=11	63%	n=12	69%	n=20	55%	n=22	80%	n=4	67%	n=2
No	31%	n=5	32%	n=6	31%	n=9	40%	n=16	20%	n=1	33%	n=1
Total	100%	n=16	100%	n=19	100%	n=29	100%	n=40	100%	n=5	100%	n=3

Research Question 2. Do individuals who use the Leisure/Occupational Connection Search report it promotes an increased awareness of occupational and educational options?

Among the displaced workers completing the LOCS 69% (n=77) indicated through the LOCS process they became aware of occupations they had not previously considered and 29% (n=33) did not become aware of additional occupational options. Two percent (n=2) of the responses to this question were blank or invalid.

Among the displaced workers completing the LOCS 63% (n=71) of the displaced workers they became aware of educational options not previously considered after completing the LOCS. There were 34% (n=38) who did not become aware of additional educational options. There were 3% (n=3) of the responses that were blank or invalid.

Research Question 2 can be answered in the affirmative. Among the displaced workers who completed the Leisure/Occupational Connection Search (LOCS) the majority indicated the LOCS process had made them aware of occupational and educational options not previously considered.

Response To The LOCS

Among the displaced workers who completed the Leisure/ Occupational Connection Search, 63% (n=70) responded the LOCS process was helpful, 77% (n=86) reported the LOCS process was interesting, and 80% (n=90) indicated the LOCS was easy to use. Table 9 provides a summary of the responses.

Table 9

Responses to the LOCS Format

Was the Leisure/Occupational Connection Search Helpful?		
Blank/Invalid Responses	15%	n=17
Yes Responses	63%	n=70
No Responses	22%	n=25

Was the Leisure/Occupational Connection Search Interesting?		
Blank/Invalid Responses	15%	n=17
Yes Responses	77%	n=86
No Responses	8%	n=9

Was the Leisure/Occupational Connection Search Easy to Use?		
Blank/Invalid Responses	18%	n=20
Yes Responses	80%	n=90
No Responses	2%	n=2

Displaced workers were asked to evaluate the Leisure /Occupational Connection Search (LOCS) in aiding their career transition. Six percent (n=7) of the respondents indicated the LOCS was **very helpful**, 42% (n=47) responded the LOCS was **helpful** in aiding their career transitions, and 37% (n=41) of the respondents indicated the LOCS was of **some help** in aiding their career transition. Fourteen percent (n=16) of the respondents

indicated the LOCS was of **no help** in aiding their career transition. One percent (n=1) of the responses to this question were blank or invalid.

Among the displaced workers completing the LOCS, 69% (n=77) of the displaced workers indicated they had a better understanding of the connection between leisure activities and occupations after completing the LOCS. Among the displaced workers completing the LOCS, 27% (n=30) indicated they did not have a better understanding of the connection between leisure activities and occupations, and 4% (n=5) of the responses to this question were blank or invalid.

The respondents provided positive comments regarding the LOCS process.

- “Easy to take.”
- “Made me aware of the activities connection to employment.”
- “More simple.”
- “Things you enjoy doing promote excellence and may be marketable.”
- “LOCS was easier to understand and obtain results than other career Inventories I’ve taken.”
- “LOCS should be given to each student and assessment made before the student is admitted to a particular curriculum.”
- “It was similar to other assessments I have taken but was less time consuming and easier to use.”
- “There is no comparison between the LOCS and a career class.”
- “I like the way the LOCS works. It’s better than putting washers on pegs and the other things one career survey had me do. It helps you find out about opportunities for a career you would really enjoy.”

Among the sample of displaced workers who completed the LOCS, 85% (n=95) responded the LOCS was of some help, helpful, or very helpful in aiding their career transition. In addition, 69% (n=77) of the respondents indicated they had a better understanding of the connection between leisure activities and occupations after completing the LOCS.

Research Question 3. How will a sample of 50-100 displaced workers respond to the use of identified leisure activities/skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW?

Research Question 3 could therefore be answered in the affirmative. Among the displaced workers who completed the Leisure/Occupational Connection Search (LOCS) the majority responded positively to the use of identified leisure activities/skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW Career Information Delivery System.

LOCS Closure Activity

A closure activity was added to the Leisure/Occupational Connection Search as a result of recommendations by the panel of experts. The closure activity that was added to the LOCS provided an opportunity for the respondent to complete two sections on the LOCS prior to completing the evaluation form. The first section provided a space for the respondent to list leisure activities in which they have participated that were not listed in the LOCS. The vast majority of activities listed by respondents already had a similar activity listed in the LOCS. The activities mentioned by the respondents were the following:

- Babysitting/spending time with children
- Operating heavy equipment.
- Civic activities/Masonic Lodge/Shriners
- Playing video/board games
- Maintaining a marriage
- Sexual relations
- Participating in specific sports-scuba diving, riding horses, bike racing, bowling, mountain climbing, off roading

The second section of the closure activity requested the respondent to go back and list five to ten of the top leisure activities they had marked in the LOCS and the corresponding occupation(s). Among the displaced workers who were administered the LOCS, an overwhelming 77% (n=87) completed this activity.

Completing this final section points to the importance or value the displaced workers placed on the LOCS process and is an important aspect of the findings. The LOCS is the first counseling tool many of the workers have ever used. Among the displaced workers who completed the Leisure/Occupational Connection Search (LOCS), only 44% (n=49) of the respondents had taken other career assessments, 20% (n=22) had read a book on careers, and 13% (n=16) had taken a career class. These data point to a definite need to provide information to displaced workers that will assist them in their career transition.

Feedback from Community College Personnel who Administered the LOCS

The LOCS was administered at six different community colleges. The researcher administered the LOCS at three of the colleges (Mountain Empire Community College, Southwest Virginia Community College, and Virginia Highlands Community College). Two counselors and a program director with vocational counseling experience administered the LOCS at the three other colleges.

Information was solicited from the two counselors and program director who administered the Leisure/Occupational Connection Search (LOCS) regarding the design and use of the LOCS. The researcher also responded to the survey so data from all administrators would be included.

Evaluations by LOCS Administrators

Question #1 Did you find the Leisure/Occupational Connection Search (LOCS) easy to administer?

All respondents answered yes to this question.

Question #2 Is the LOCS a counseling tool you would use with your clients? If yes, how would you use the LOCS?

All respondents answered yes to this question. All LOCS administrators expressed the LOCS provides a good starting point. Some comments were as follows:

Response #1 One counselor commented the LOCS assisted in initial exploration of viable options, especially when used in conjunction with

other instruments, such as the Virginia VIEW.

Response #2 Another counselor commented the LOCS provided a good way to find out background information in a non-threatening way.

Response #3 The LOCS is empowering and provides options for the displaced worker when used in initial counseling sessions. It assists in the identification of skills and provides information important to placement in educational and training programs.

Response #4 The LOCS helps the client to see there is validity in what they already know and use it in a career.

Question #3 What do you see as the greatest benefit in using the LOCS with your clients?

Response #1 Relating leisure activities to potential training opportunities.

Response #2 It is a very non-threatening way to gather background information.

Response #3 It is empowering and opens up options the displaced worker may have not considered.

Response #4 Clients realize they have skills they didn't think about having. These skills can be transitional into other areas.

Question #4 Given the opportunity, what if anything would you change about the LOCS?

Response #1 Nothing.

Response # 2 Something should be added to determine the type and level of skills developed.

Response #3 Change the initial directions to allow the displaced worker to

identify more leisure activities than the 5-10 that the directions now request.

Response #4 Review directions, one section was not clear.

Findings from Non-Displaced Workers

During the course of this study, a total of 30, non-displaced workers volunteered to complete the Leisure/Occupational Connection Search (LOCS). These non-displaced workers were given the LOCS in an effort to gather additional feedback on the LOCS process in promoting self awareness and occupational exploration. Data collected from this group of 30 were not included with the data collected from displaced workers. Although some questions on the evaluation form were not relevant to non-displaced workers, other sections did provide valuable information regarding the LOCS process.

The LOCS process promoted self awareness for the majority of this group as evidenced by 80% (n=24) reporting increased self awareness after completing the LOCS. An increased awareness of skills developed in leisure was also reported by 80% (n= 24) of this group. The LOCS process promoted a retrospective analysis of skills for the majority of these non-displaced workers.

Among the non-displaced workers who completed the LOCS, 63% (n=19) indicated they became aware of occupations not previously considered through the LOCS process. In addition, 43% (n=13) responded they became aware of educational options not previously considered. The majority of the non-displaced workers became aware of occupations not previously considered, but the LOCS process did not increase their awareness of educational options. Among the non-displaced workers completing the LOCS, 73% (n=22) indicated the LOCS process was helpful, 83% (n=25) reported it was

interesting, and 77% (n=23) responded it was easy to use. The majority of this group responded positively to the use of identified leisure activities and skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW.

Summary

This chapter has presented the results of the data analysis and research procedures. The development of the Leisure/Occupational Connection Search (LOCS) was the result of a review by a panel of experts to determine if the format, directions, and leisure/occupational/educational connections were viable. A pilot study was also conducted to examine the usefulness of the Leisure/Occupational Connection Search (LOCS) as a counseling tool to promote self and occupational exploration among displaced workers through a retrospective analysis of skills. As a result of the review by the panel of experts and the pilot study, revisions were made to the LOCS and it was field tested with 112 displaced workers at six community colleges in Virginia. Findings from the field tests indicate the LOCS promotes self awareness, occupational exploration, and is of help in aiding the career transition of displaced workers.

Those individuals who administered the LOCS indicated it was easy to administer and provided a non-threatening avenue to explore the background of the client. The LOCS also assisted the client identify potential educational and training opportunities. The LOCS administrators indicated the LOCS assisted the client in identifying skills developed in leisure that are transferable to paid employment. All LOCS administrators indicated the LOCS is a counseling tool they would use with clients.

This chapter addressed the three research questions of this study.

Research Question 1. Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes a retrospective analysis of skills? Research findings indicate the LOCS promoted a retrospective analysis of skills for the majority of displaced workers who completed the LOCS.

Research Question 2. Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes an increased awareness of occupational and educational options? The Leisure/Occupational Connection Search (LOCS) did promote an increased awareness of occupational and educational options for the majority of the displaced workers who used it.

Research Question 3. How will a sample of 50-100 displaced workers respond to the use of identified leisure activities skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW? The majority of the displaced workers who completed the Leisure/Occupational Connection Search (LOCS) responded positively to the process.

Chapter V

Summary and Conclusions

This chapter presents (a) the background of the research study, (b) the purpose of the study, (c) research procedures, (d) discussion of the research findings (e) unique aspects of the LOCS, and (f) implications for career development practices, and (g) implications for further research.

Background of the Study

Workers across the United States are painfully aware of the prolific changes in the work environment. Downsizing, mergers, globalization, re-engineering, outsourcing, automation, and computerization have resulted in the loss of millions of jobs and workers facing the bleak prospects of unemployment. The workers affected by lay-offs are not just young employees with little seniority, or workers who have the minimum amount of education, skill, or training for the job. Today's displaced worker could easily be a forty-five year old, with 20 years of seniority and a college education.

The startling reality of today's workplace is that seniority, education, training, or job experience no longer exempts workers from being laid-off. Dramatic changes in the economy are resulting in widespread displacement with entire industries often being eliminated.

Currently workers employed in manufacturing are experiencing the largest share of displacement with 29% of displaced workers coming from this group. In addition,

workers in this industry are the least likely to be reemployed (Bureau of Labor Statistics, 1996). From January, 1993, to December, 1995, the total number of workers displaced in the United States was 8.4 million (Bureau of Labor Statistics, 1996). Workers who have managed to maintain their jobs live in the fear that the next wave of lay-offs will see them join the ranks of the unemployed.

The massive number of lay-offs, in addition to the number of white collar workers who are now being affected, has resulted in widespread publicity. Articles appear almost daily in newspapers, such as the New York Times, Washington Post, and USA Today. Television reports have also provided extensive coverage proclaiming the plight of displaced workers. This increase in publicity, in addition to, the public outcry against corporations who are eliminating jobs but increasing profits, has forced the government to become involved in assisting these workers.

The Economic Dislocation and Worker Adjustment Assistance Act (EDWAA) was passed to assist employers and employees in situations such as plant closings or massive lay-offs. The US Department of Labor, EDWAA Manual (1990) defines displaced workers as follows:

A person who has been terminated or laid off, or who will receive a notice of termination or lay-off from employment, is eligible for or exhausted unemployment compensation, and is unlikely to return to his/her previous industry or occupation; or has been terminated or has received a notice of termination of employment as a result of any permanent closure or substantial layoff at a plant, facility or enterprise; or is long term unemployed in the same or similar occupation in the area in which such person resides, including any older person who may have substantial

barriers to employment by reason of age; or were self employed (including farmers and rancher) are unemployed as a result of general economic conditions in the community in which they reside or because of natural disasters, are subject to regulations prescribed by the secretary. (p. 67)

The program is under the Job Training Partnership Act (JTPA) and requires each state to create a State Dislocated Workers Unit (DWU) to provide specific services to displaced workers. Community colleges have training programs to assist displaced workers and many currently house Dislocated Workers Units (DWU), which have been established through the Virginia Employment Commission under Title III of the Job Training Partnership Act to facilitate the training and education of these individuals.

Counselors in private practice and those in college counseling centers are being called upon to assist these workers by providing career counseling services. One of the first steps in assisting the displaced worker, is to engage the worker in a self-assessment process to identify the skills the worker may already possess. One of the least used considerations in this process is in the area of leisure activities (Liptak,. 1990). Research conducted by Super (1940, 1980, 1984,& 1990); McDaniels (1965, 1977, 1982, 1984, 1989, & 1996); Peevy, (1981); Frisbie, (1982); Liptak, (1990);. and Lampkin, (1991) have all demonstrated the importance of leisure in career development. Leisure activities provide opportunities for skill development that is often overlooked in the career counseling process. Examining leisure activities assists the worker in identifying transferable skills and may assist in broadening the range of occupational prospects for the displaced worker.

McDaniels, (1989) stresses that leisure should be viewed in the broadest possible way, and suggests leisure dimensions include creative, physical, intellectual, social, volunteering or a combination of these. Opportunities exist in all dimensions of leisure for

skill development and McDaniels (1989) suggests that involvement in leisure activities not only produces satisfaction, but can develop skills that are transferable to paid employment.

The realization that transferable skills can be developed through participation in leisure activities can be very empowering. Displaced workers have difficulty identifying any past accomplishments due to stress and a decline in self-confidence (Amundson, 1996). To focus attention on past accomplishments from work, leisure, or education assists the worker in overcoming a negative outlook and is beneficial in career exploration and job searches (Goldman, 1992). For the displaced workers who are coming into the counseling process believing the only skills they possess are those developed in an industry that no longer exists, identifying skills developed in leisure activities becomes essential to the occupational exploration process.

Providing displaced workers with occupational information is another important element in the career counseling process. The use of state computer information delivery systems is becoming a common way to provide up to date information on occupations, as well as to provide an avenue for exploration. These career information delivery systems (CIDS) are the result of legislation mandating improved access to career information within each state (Knobloch, 1996). In Virginia, the state CIDS known as Virginia VIEW, has been in existence for over 15 years (Knobloch, 1996). This multi-media approach includes computer software, a telephone hotline, printed material and microfiche. The computer software provides easy access to information in a search format. The College Search database provides information relating to colleges in Virginia, while the Occupation Search provides occupational information on the 300 occupations in which most Virginians are employed. The Leisure/Occupational Connection Search (LOCS) is patterned after the Virginia VIEW and uses the search process to provide a non-threatening

alternative to conventional assessment approaches for displaced workers. The LOCS relates leisure activities and skills to occupations listed in the Virginia VIEW thereby providing the displaced worker with an additional resource.

Presently, few counseling tools exist that incorporate leisure. Howe (1984) identified 22 leisure instruments and the majority of these assessed leisure interests not actual participation. A need exists for a counseling tool to assist the displaced worker in identifying leisure activities of the past or present, and relating these activities and skills to occupations which might require similar skills.

Purpose of The Study

The purpose of this study was to design and determine the usefulness of the Leisure/Occupational Connection Search (LOCS), a counseling tool that provides an opportunity for the client to examine occupational prospects through the process of retrospective analysis of skills.

This study is designed to examine the following research questions:

- Research Question 1** Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes retrospective analysis skills?
- Research Question 2** Do individuals who use the Leisure/Occupational Connection Search report it promotes an increased awareness of occupational and educational options?
- Research Question 3** How will a sample of 50-100 displaced workers respond to the use of identified leisure activities and skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW?

Research Procedures

The development and subsequent evaluation of a counseling tool to assist displaced workers in self and occupational exploration was a multi-step process. A summary of the steps in the development of the Leisure/Occupational Connection Search is as follows:

- Step 1 Existing inventories were examined to establish a core list of 100 leisure activities.
- Step 2 The list of leisure activities were related to occupations listed in the Virginia VIEW Career Information Delivery System or to occupations by way of additional training or education. The Occupational Outlook Handbook (1996) and the Virginia VIEW Career Information Delivery System served as resources for relating skills that might be developed in leisure to specific occupations and the education or training needed for the occupation. Targeted occupations were those requiring less than a bachelor's degree.
- Step 3 The format for the LOCS was designed to include an exploration process which requested the level of participation in the leisure activity and if the respondent is skilled in the leisure activity.
- Step 4 Directions for completing the LOCS were written and attached to the LOCS.
- Step 5 An evaluation for determining the usefulness of the LOCS was written.
- Step 6 The staff of the Virginia VIEW served as a panel of experts to review the format, directions, and leisure/occupational connections. In addition, the staff members completed the LOCS and evaluated its usefulness in promoting self and occupational exploration. A pilot study was conducted and feedback was solicited

from ten displaced workers through an evaluation form and verbal responses regarding the usefulness of the LOCS in self and occupational exploration.

Step 7 Evaluations from the pilot study indicated the Leisure/Occupational Connection Search was useful in self and occupational exploration. As a result of the recommendations of the panel of experts from the Virginia VIEW staff and the findings from the pilot study, minor format revisions were made to the LOCS and a closure activity was added.

Step 8 The Leisure/Occupational Connection Search was field tested at six sites with 112 displaced workers.

Community colleges were chosen as the sites for the field tests due to their involvement in the education and training of displaced workers. In addition, many community colleges currently house Dislocated Workers Units (DWU) established through the Virginia Employment Commission to provide services to displaced workers. The sample for the field test was displaced workers who were enrolled in classes during the fall semester of 1996 at one of the listed community colleges. The colleges that were the sites for the field test were Mountain Empire Community College, New River Community College, Rappahannock Community College (Glenns Campus), Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College.

The sample of displaced workers was administered the Leisure/Occupational Connection Search (LOCS) by the researcher and three other community college personnel. The researcher administered the LOCS at Mountain Empire Community College, Southwest Virginia Community College, and at Virginia Highlands Community College. Each of the other community college personnel administered the LOCS in their

respective colleges. The personnel included two career counselors with doctorate degrees in counseling and a program director with counseling experience.

The LOCS was administered in both individual and group settings to accommodate the time constraints of the displaced workers and the personnel administering the LOCS.

Step 9 After the LOCS was administered at the six community colleges, the completed LOCS including the evaluation form, were returned to the researcher for data analysis and tabulation.

Step 10 Data from the LOCS were analyzed and tabulated and a final report written providing the results of the study.

Discussion of Research Findings

The Leisure/Occupational Connection Search (LOCS) was field tested with 112 displaced workers and found to be a viable counseling tool to promote occupational exploration among the majority of displaced workers who completed the LOCS process. Displaced workers also reported the LOCS promoted self awareness and the majority of displaced workers completing the LOCS (85%) indicated the LOCS was of help in aiding their career transition. Written comments by the respondents were positive and indicated the LOCS promoted an increased awareness of skills developed through leisure activities. For the majority of displaced workers, the LOCS was the only counseling tool they had ever used, with only 44% of the respondents indicating they had taken other career assessments. The majority of the displaced workers responded positively to completing the LOCS and many indicated it was less intimidating than other counseling tools. Based

on the data collected from this sample of 112 displaced workers, the answers to the research questions are as follows:

Research Question 1 Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes retrospective analysis of leisure skills?

Among the displaced workers who completed the LOCS, 74% (n=83) indicated the LOCS had helped them become aware of skills developed in leisure activities. In addition 67% (n=75) of the displaced workers reported the LOCS process promoted self awareness.

For the majority of the displaced workers who completed the LOCS, it did promote retrospective analysis of skills. Written comments by respondents included,

- “Made me aware of some skills I had taken for granted.”
- “It showed me I had skills for different jobs I had not thought about.”
- “Became aware of leisure skills as occupational skills.”

Many displaced workers also commented on how the LOCS process promoted self awareness.

- “Makes you realize what you do with all your time.”
- “It made me think about the things I enjoy and how they relate to an occupation. By causing me to analyze leisure activities and how they relate to a career.”

Research Question 1 can therefore be answered in the affirmative. The LOCS process promotes a retrospective analysis of leisure skills for the majority of displaced workers who used it.

Research Question 2. Do individuals who use the Leisure/Occupational Connection Search (LOCS) report it promotes an increased awareness of occupational and educational options?

Among the displaced workers who completed the LOCS 69% (n=77) indicated that through the LOCS process they became aware of occupations they had not previously considered. Sixty-three percent of the respondents indicated they became aware of educational options they had not previously considered through the LOCS process. A sample of written responses follows:

- “Gives me a better understanding of what I might do.”
- “It made me realize I could use things I enjoy to make career choices Never looked at leisure before in thinking about a job.”
- “I know what job related occupations I can get into from my leisure activities.”
- “Leisure activities are some people’s livelihood. Some things I do for hobbies or fun and they could be turned into a job.”

Another comment by one of the displaced workers reflected an important consideration in the leisure/occupational connections. The worker stated, “It is important to be happy with your occupation, so if it is something you like you will be happier.”

Research Question 2 can be answered in the affirmative. The Leisure/Occupational Connection Search did promote an increased awareness of occupational and educational options for the majority of the displaced workers who used it.

Research Question 3. How will a sample of 50-100 displaced workers respond to the use of identified leisure activities / skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW?

Among the displaced workers who completed the LOCS, 63% (n=70) indicated the LOCS process was helpful. When asked to evaluate the LOCS in terms of aiding their career transition, 85% (n=95) of the respondents indicated the LOCS was of **some help, helpful,** or **very helpful** in aiding their career transition. In addition, 69% (n=77) of the respondents indicated they had a better understanding of the connection between leisure activities and occupations after completing the LOCS.

Among the displaced workers who completed the LOCS process, 77% indicated it was interesting and 80% responded the LOCS was easy to use. Many displaced workers provided comments relating to the LOCS process.

- “It is similar to other assessments I have taken but was less time consuming and easier to use.”
- “Things you enjoy doing promote excellence and may be marketable.”
- “Easy to take.”
- “LOCS was easier to understand and obtain results than other career inventories I’ve taken.”
- “LOCS should be given to each student and assessment made before the student is admitted to a particular curriculum.”
- “I like the way the LOCS works. It’s better than putting washers on pegs and the other things one survey had me do. It helps you find out about opportunities for a career you would really enjoy.”

Research Question 3. can best be answered by saying the majority of displaced workers who used the LOCS responded positively to the process.

LOCS Closure Activity

The closure activity that was added to the LOCS consisted of two sections. The first section of the closure activity provided the displaced worker the opportunity to add leisure activities that were not listed in the LOCS. There were fewer than ten additional activities listed by the 112 displaced workers who completed the LOCS and these were comparable to those already listed in the LOCS. The final section of the closure activity requested the displaced worker to go back through the LOCS and list what they considered to be their top five to ten leisure activities and related occupational choices. An impressive 77% (n=87) of the displaced workers who took the LOCS completed this final activity. Observations by the researcher and other test administrators indicate displaced workers to be a group who generally engage only in activities they believe to be beneficial in helping them return to work. The completion of this final section by the vast majority of the displaced workers seems to indicate the workers found the LOCS process to be of value to them and they wanted to complete the process. This further supports the conclusion that the majority of the displaced workers responded positively to the LOCS process.

Non-Displaced Workers

During the course of this study two groups of 15 non-displaced workers, for a total of 30, volunteered to take the LOCS. In an effort to obtain additional feedback on the process, the LOCS was administered to these individuals. Data from this group was collected and analyzed separately from the 112 displaced workers. Although some questions on the evaluation form did not pertain to non-displaced workers, other sections did provide important additional information regarding the LOCS process.

The LOCS process promoted self awareness for the majority of this group as indicated by 80% (n=24) reporting increased self awareness after completing the LOCS process. An increased awareness of skills developed in leisure activities was also reported by 80% (n=24) of the non-displaced workers.

Among the non-displaced workers completing the LOCS, 63% (n=19) reported they became aware of occupations not previously considered through the LOCS process. Only 43% (n=13) of the non-displaced workers became aware of educational options not previously considered after completing the LOCS. The majority of the non-displaced workers reported an increased awareness of occupational options after completing the LOCS, however the non-displaced workers did not report an increased awareness of educational options.

Among the non-displaced workers who completed the LOCS, 73% (n=22) indicated the LOCS process was helpful, 83% (n=25) reported it was interesting, and 77% (n=23) responded it was easy to use. In addition, 80% (n=24) reported a better understanding of the connection between leisure activities and occupations after completing the LOCS.

The majority of the non-displaced workers as well as the 112 displaced workers responded positively to the use of identified leisure activities and skills as they relate to one or more of the 300 occupations listed in the Virginia VIEW.

Feedback From Personnel Administering the LOCS

The researcher, along with colleagues from three other community colleges, administered the LOCS at a total of six community college sites in the Commonwealth. Evaluations were solicited from the other community college personnel who administered the LOCS regarding ease of use and benefits of the process. A 100% response rate was obtained.

All of those administering the LOCS, responded positively regarding ease of use. All LOCS administrators also indicated the LOCS is a counseling tool they would use with their clients. Comments were as follows:

- “It is a very non-threatening way to gather background information.”
- “It allows exploration of viable options along with other instruments such as the Virginia View.”
- “It promotes a feeling of empowerment for the client.”
- “Helps the client to see there is validity in what they already know and use it in a career.”

When asked, “What if anything would you change about the LOCS?” responses were as follows:

- “Nothing.”
- “Review the directions. One section was not clear.”
- “Allow the displaced worker to mark as many of the leisure activities as they want instead of the five to ten that are requested in the directions.”

One counselor suggested a component be added to determine the type and level of skills developed through participation in the leisure activities.

Unique Features of the Leisure/Occupational Connection Search

The Leisure/Occupational Connection Search (LOCS) featured components which were unique and made the LOCS a more comprehensive counseling tool than traditional interest inventories.

- The LOCS assessed participation in leisure activities and the estimated job skill level developed through this participation, not merely an interest in the activity.
- The LOCS related leisure activities to occupations listed in the Virginia Career Information Delivery System to enable the displaced worker to have an additional source of information to be explored independently. The LOCS also referred the worker to the Occupational Outlook Handbook as an additional resource for occupational information.
- The LOCS was easily interpreted by the displaced worker. Results were immediate and provided the displaced worker with a logical “next step” in exploring the occupational and educational options. This feature was important to one displaced worker who stated she resented having a counselor interpret the results of other inventories she had taken. The very act of the counselor explaining her inventory results made her feel dependent .
- The LOCS was a self directed self assessment process. The displaced workers assessed if skill had been developed in the leisure activity. The counselor then discusses with the worker the type and level of skill developed. This allowed the displaced worker to remain a partner in the process.

- The LOCS affirmed the establishment of both short term and long term goals for the displaced worker. For many displaced workers the most immediate concern is income. The LOCS allowed the worker to identify potential part time occupations that may require little training. This provided an income opportunity for the displaced worker. At the same time the LOCS identified related occupations with higher income potential. These occupations often required additional education or training that could be completed as a long term goal for the displaced worker

Implications for Career Development Practices

Counselors have long recognized the importance of assisting their clients in self exploration as a means of facilitating the career counseling process. Garin (1997) suggested self exploration is the first and most important step in this process. Bolles (1995) cited the need for information gathering as crucial to those individuals seeking employment. The career portfolio was a counseling tool that offered both self exploration potential and a way of gathering information in a structured manner (Street, 1996). The Leisure/Occupational Connection Search (LOCS) has the potential of providing yet another component in this holistic approach to counseling and could serve to greatly enhance the portfolio building of the displaced worker. Through the LOCS process, opportunities exist to identify skills and explore potential occupations. The LOCS related skills developed in leisure to occupations and referred the displaced workers to additional sources to gather information on the occupations of interest. The majority of displaced workers who used the LOCS reported it did indeed promote self awareness and occupational exploration therefore this study has implications for the career development practitioner.

1. The Leisure/Occupational Connection Search was a viable counseling tool.

Counselors who administered the LOCS found it to be a non-threatening means of gathering background information. The LOCS was found to be easy to administer and a positive experience for the displaced workers. The vast majority of the displaced workers who used the LOCS reported it was of some **help**, **helpful**, or **very helpful** in aiding their career transition.

2. The Leisure/Occupational Connection Search promoted self-awareness.

The majority of displaced workers reported the LOCS process promoted self awareness. The LOCS provided a structured process for identifying leisure activities and the skills developed in those activities. Many displaced workers had not considered leisure activities as an area where skills were developed. The LOCS provided an opportunity for the displaced worker to examine their skills from a holistic prospective, thereby expanding their self knowledge.

3. The Leisure/Occupational Connection Search promoted occupational exploration.

The majority of the displaced workers who completed the LOCS indicated they became aware of occupational and educational options they had not considered after using the LOCS. While the LOCS does not attempt to list all leisure/occupational connections, it does stimulate the displaced worker to consider options based on these connections. In addition, because the occupations are those listed in the Virginia VIEW Career Information Delivery System, the displaced worker has an additional resource for gathering information regarding the occupations of interest.

4. Displaced workers who used The Leisure/Occupational Connection Search responded positively to the process.

The majority of the displaced workers who used the LOCS indicated the process was helpful. The displaced workers also reported a better understanding of the connection between leisure activities and occupations after using the LOCS. An overwhelming majority of the displaced workers found the LOCS to be interesting and easy to use. Written comments by the respondents pointed to an interest in occupations that related to their leisure activities.

5. The Leisure/Occupational Connection Search had the potential to be the most beneficial when used early in the counseling process. Several displaced workers who completed the LOCS indicated the benefits of the process would have been even greater had it been given prior to enrollment in a program of study. The potential benefits of the LOCS would be enhanced by its use during initial counseling sessions. The ability of the LOCS to promote self awareness and occupational exploration were attributes needed early in the counseling process. Increased self awareness includes the identification of strengths and skills which can be very empowering for the displaced worker who often enters counseling with poor self esteem and a lack of direction. The LOCS promoted an increase in self awareness which could assist in providing needed direction toward specific training or educational programs.

Implications for Further Research

The findings of this study have produced the following recommendations for further research:

1. What are the benefits in using the Leisure/Occupational Connection Search in pre-retirement planning?

The Leisure/Occupational Connection Search has the potential of being a tool to assist in retirement planning. The LOCS could be used to identify leisure activities that relate to potentially satisfying part time occupations for retirees who plan to start a business or work part time after retirement. The LOCS should be field tested in retirement communities or in corporations that provide pre-retirement planning for employees, to determine the benefits of the LOCS for the growing segment of the population 55 and older who plan to work after retirement.

2. Does the Leisure/Occupational Connection Search (LOCS) promote an increased awareness of educational and occupational options for high school students?

High school students are often involved in numerous leisure activities. Many of these students are undecided about their educational and occupational pursuits. Research with 11th and 12th grade classes should be conducted to determine if the LOCS promotes awareness of occupational and educational options for this age group.

3. What are the benefits obtained by using the LOCS in conjunction with the Life Work Portfolio, with first year college students enrolled in orientation classes in the Virginia Community College System?

Students entering college often lack focus and are undecided about a college major.

Research by Street (1996) demonstrated the Life Work Portfolio to provide a framework for planning, goal setting and decision making. Including the LOCS as a component in the portfolio serves to provide a more complete and holistic process that might assist students in identifying a program of study early in their college career. Research in this area should be conducted with freshmen enrolled in the community colleges in Virginia to determine the benefits of this approach. The incorporation of this holistic approach into the freshman experience could promote retention of college students by providing the focus many college students now lack.

4 What results would be obtained by administering the Leisure/Occupational Connection Search (LOCS) to displaced workers in a metropolitan area?

The displaced workers in this study came primarily from small towns and rural areas. It would be of interest to administer the LOCS to displaced workers from a metropolitan area to compare the results.

5. What results would be obtained by further investigating the usefulness of the LOCS specific to women?

Responses by gender indicated females reported at a higher rate than males that the LOCS promoted self awareness, promoted an awareness of skills developed in leisure, and increased the awareness of occupational and educational options. Although both males and females responded positively to the LOCS process, data indicated the process may have been more beneficial for females than males. Changes currently occurring in the welfare system are producing a need to assist females who are entering the workforce identify occupational objectives. These women who may have never had paid employment but may have taken care of sick relatives or helped take care of children. The LOCS could assist these women in identifying occupations based on these leisure activities. Females

who are returning to the workforce after spending years at home with their children might also benefit from the LOCS process. These women have often had volunteer experience that may have developed skills transferable to paid employment. Further research should be conducted through social service programs, training programs, or employment agencies to determine the benefits of the LOCS relative to these groups of women who are experiencing career transition.

These recommendations are designed to ensure the Leisure/Occupational Connection Search (LOCS) continue to be evaluated and improved. Field testing with different populations will identify potential benefits and serve to assist more diverse populations in their career transitions.

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Appendix A

Correspondence Regarding Field Tests



Southwest Virginia Community College

P. O. BOX SVCC, RICHLANDS, VIRGINIA, 24641-1510 TELEPHONE (540) 964-2555

FAX (540) 964-9307

V/TDD (540) 964-7235

September 3, 1996

Dear Dr. King,

Thank you for your support of my dissertation project entitled *The Process of Relating Leisure Activities of Displaced Workers to Occupations*. I am hopeful that the information gained from this project will assist us in meeting the needs of displaced workers.

I plan to conduct the study in 3-6 community colleges in Virginia in September and October, 1996. I sincerely appreciate your offer of assistance in contacting some of these institutions. I would be extremely helpful if you could contact Mountain Empire Community College, Rappahannock, and Virginia Highlands. I have enclosed a copy of the counseling tool I will be using and I will be happy to answer any question you might have regarding the project.

Thank you again for your encouragement and support.

Sincerely,

Susie Mullins

SM/mt

Enclosure

"Giving Direction to the Future"

Appendix B

Sample Permission Letter to Conduct Field Tests



WYTHEVILLE COMMUNITY COLLEGE

1000 East Main Street • Wytheville, Virginia 24382

540/223-4700 • FAX 540/223-4778 • TDD 540/223-4849

*Copies for
Susie Mullins*

October 1, 1996

Dr. Charles R. King, President
Southwest Virginia Community College
P.O. Box SVCC
Richlands, VA 24641-1510

Dear Charles:

Wytheville Community College will be pleased to participate in Susie Mullins' dissertation research concerning relating leisure activities of displaced workers to occupations. I can see many potential benefits from our involvement with this project.

I have asked Dr. Bobby Horton, our Career Development Counselor, to serve as Ms. Mullins' contact at WCC and he has agreed to do so. He will be available to assist her in making the necessary arrangement for the administration of her survey instrument.

If you need additional information, please do not hesitate to contact me or Dr. Horton.

Sincerely,

William F. Snyder
President

c Dr. Bobby K. Horton

RECEIVED

OCT 3 1996

PRESIDENTS OFFICE

Virginia Community College System

Appendix C

Sample Of Correspondence to LOCS Administrators Regarding Directions for
Administering the LOCS.

Dear Reba,

Thank you for your assistance in administering the Leisure / Occupational Connection Search (LOCS). I sincerely appreciate your help.

When administering the LOCS, I first review the consent form and explain there will be no information collected that identifies the participants. I then explain that no one counseling tool can tell you the occupation that is right for you but the LOCS is designed to be a tool for exploring potential occupations. I then briefly explain the purpose of the LOCS, by saying people often develop skills outside of their work that are often overlooked when displaced workers are trying to identify potential occupations. The LOCS relates leisure activities to potential occupations and allows the participant to assess if they have developed skill through participation in the leisure activity. The LOCS is not designed to be inclusive of all occupations that relate to a leisure activity, but a starting point for exploration.

The participant will check the leisure activities in which they are currently, or have been previously involved. If they have never participated in the activity, they go to the next one. After checking the activity, the level of activity is then assessed. The participant then self assesses whether skill has been developed through participating in this activity. Occupations that relate to this activity are listed and additional training or education needed to enter these occupations are also listed. At the end of the LOCS is a section where additional leisure activities can be added by the participant. To bring closure to this activity, the participant will list the leisure activities and occupations that were of the most interest to them.

The evaluation of the LOCS is the last page. The participant uses a #2 pencil to complete this section. Any written comments are welcome. This section will be used to evaluate the benefits of the LOCS in assisting displaced workers in self awareness and exploration .

I will call you next week to answer any questions you might have about the LOCS.

Sincerely,

Susie Mullins

Enclosures

Appendix D

Leisure/Occupational Connection Search

LOCS

Leisure Occupational
Connection Search



GARDENING



CRAFTS

SPORTS

VOLUNTEERING



Leisure Activities

Directions for the Leisure Occupational Connection Search **LOCS**

The Leisure Occupational Connection Search or LOCS is designed to assist you in exploring potential occupations related to your leisure activities and skill development.

Please check 5-10 leisure activities in which you are currently participating or have previously participated. Estimate your level of activity and then mark yes or no if you have developed skills in each leisure activity.

Each leisure activity will relate to one or more occupations and the education or training needed for the occupation is listed. Additional information about the occupation is available on the Virginia View Career Information System in the current Occupational Outlook Handbook, 1996-97.

Going through a career transition is difficult for most people including displaced workers. Hopefully, the Leisure/Occupational Connection Search (LOCS) will assist you in exploring potential occupations and identifying skills developed in your leisure activities.

Remember . . .



LOOK



OBSERVE



CONSIDER



SURVEY



= LOCS

Remember . . .
the LOCS is as simple as . . .

Look

1. Check the leisure activities in which you are currently participating or have previously participated.

Observe

2. Estimate your level of activity
Low participation level - (L)
Medium participation level - (M)
High participation level - (H)

Consider

3. Assess your skill
Have you developed skill in this activity? Check yes or no.

Survey

4. Explore the occupations related to your leisure activities and be aware of the education or training needed for each occupation.

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
1. Keeping books for an organization (church, Red Cross, etc.)	L M H	Yes No	Adult Education Vocational Education Community College Bachelor's Degree	Accountant Payroll clerk Cashier/checker Bookkeeper Credit clerk Teller
2. Rebuilding engines	L M H	Yes No	Adult Education Vocational Education Community College	Auto mechanic Small engine repair Parts salesperson Farm equipment mechanic Heavy equipment mechanic
3. Driving an ambulance or other emergency services vehicle	L M H	Yes No	On the job training	Ambulance driver Bus driver Truck driver
4. Speaking at public events	L M H	Yes No	Correspondence study Community College Adult Education	Radio/TV announcer Dispatcher
5. Baking cakes and cookies for charity events	L M H	Yes No	Vocational Education Adult Education Correspondence study Video Community College	Baker Chef
6. Writing songs, poetry, and rhymes	L M H	Yes No	Community College Adult Education	Composer Advertising
7. Styling, coloring, or cutting hair for other people	L M H	Yes No	On the job training Apprenticeship Vocational Education	Barber/cosmetologist Manicurist Pedicurist

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
8. Wood working/ building things from wood	L M H	Yes No	On the job training Apprenticeship	Cabinet maker Carpenter
9. Cooking	L M H	Yes No	On the job training Apprenticeship Community College Bachelor's Degree	Chef/cook Dietician technician Cafeteria worker Food services manager
10. Driving/transporting others	L M H	Yes No	On the job training Community College	Bus driver Taxi driver Ambulance driver Truck driver Sales route driver
11. Coach amateur sports	L M H	Yes No	Adult Education Bachelor's Degree	Coach - high school or college Game official Teach physical education
12. Operating a personal computer	L M H	Yes No	Adult Education Vocational Education Community College Bachelor's Degree	Computer operator Electronics mechanic Secretary Systems analyst
13. Making pottery	L M H	Yes No	Adult Education Community College	Core maker/mold maker Sculptor Potter
14. Bicycling	L M H	Yes No	On the job Community College	Owner/salesperson of specialty shop Repair shop owner

Draft: Fall 1996

Page 2

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
15. Sewing for self or others	L M H	Yes No	On the job training Vocational Education	Custom tailor Sewing machine operator Upholsterer
16. Doing aerobics and exercises	L M H	Yes No	Adult Education Bachelor's Degree	Aerobics instructor Physical ed. teacher Personal trainer
17. Visiting/advising friends	L M H	Yes No	Community College Bachelor's Degree	Social worker Counselor Funeral director Mental health aide
18. Dancing	L M H	Yes No	Community College Adult Education Bachelor's Degree	Dancer Dance instructor Choreographer
19. Using citizens' band radios	L M H	Yes No	On the job training Community College	Dispatcher Emergency vehicle dispatcher Motor vehicle dispatcher Police dispatcher
20. Doing needlework	L M H	Yes No	On the job training Apprenticeship	Salesperson Operate craft store Graphic designer
21. Drawing	L M H	Yes No	On the job training Community College Bachelor's Degree	Commercial drafter Illustrator/Artist Industrial designer Architect
22. Playing the stock market	L M H	Yes No	Bachelor's Degree	Economist Securities trader/Stock broker Financial planner
23. Training with weights/strength conditioning	L M H	Yes No	On the job training Community College Bachelor's Degree	Fitness trainer Physical therapist Physical therapist assistant

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
15. Sewing for self or others	L M H	Yes No	On the job training Vocational Education	Custom tailor Sewing machine operator Upholsterer
16. Doing aerobics and exercises	L M H	Yes No	Adult Education Bachelor's Degree	Aerobics instructor Physical ed. teacher Personal trainer
17. Visiting/advising friends	L M H	Yes No	Community College Bachelor's Degree	Social worker Counselor Funeral director Mental health aide
18. Dancing	L M H	Yes No	Community College Adult Education Bachelor's Degree	Dancer Dance instructor Choreographer
19. Using citizens' band radios	L M H	Yes No	On the job training Community College	Dispatcher Emergency vehicle dispatcher Motor vehicle dispatcher Police dispatcher
20. Doing needlework	L M H	Yes No	On the job training Apprenticeship	Salesperson Operate craft store Graphic designer
21. Drawing	L M H	Yes No	On the job training Community College Bachelor's Degree	Commercial drafter Illustrator/Artist Industrial designer Architect
22. Playing the stock market	L M H	Yes No	Bachelor's Degree	Economist Securities trader/Stock broker Financial planner
23. Training with weights/ strength conditioning	L M H	Yes No	On the job training Community College Bachelor's Degree	Fitness trainer Physical therapist Physical therapist assistant

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
24. Repair electrical or computer items	L M H	Yes No	Adult Education Vocational Education Community College Bachelor's Degree	Heating&air conditioning installer/server Electrical engineer Electrical technician Electrician TV/radio repairman
25. Volunteering in neighborhood watch program	L M H	Yes No	Adult Education On the job training Community College Bachelor's Degree	Security guard Town police County police (sheriff, deputy, bailiff) State police Private investigator Corrections officer
26. Volunteering for rescue squad	L M H	Yes No	Adult Education Vocational Education Community College Bachelor's Degree	E.M.T. Paramedic L.P.N. R.N.
27. Volunteering for fire department	L M H	Yes No	Adult Education Vocational Education Community College	Firefighter Safety inspector Building inspector
28. Making flower arrangements/ growing flowers	L M H	Yes No	On the job training	Floral designer
29. Hunting/fishing	L M H	Yes No	Community College Bachelor's Degree	Park ranger Specialty shop owner/ manager Fish or game warden Sporting goods salesperson
30. Doing landscaping/ lawn and yard work/ planting shrubs and trees	L M H	Yes No	On the job training Apprenticeship	Landscape gardener Forester

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
31. Collecting and studying rocks and minerals	L M H	Yes No	Community College	Soil conservationist Geologist
32. Gardening	L M H	Yes No	On the job training Community College Bachelor's Degree	Horticultural worker Extension agent Farmer
33. Studying family genealogy/ past events	L M H	Yes No	Bachelor's Degree	Historian Writer
34. Home decorating	L M H	Yes No	On the job training Community College Bachelor's Degree	Interior designer Merchandise displayer House painter Paper hanger
35. Learning a new language	L M H	Yes No	Community College Bachelor's Degree	Interpreter Translator Interpreter for hearing impaired
36. Making or designing jewelry	L M H	Yes No	Apprenticeship On the job training	Jeweler
37. Reading books, magazines, newspapers	L M H	Yes No	Bachelor's Degree On the job training	Librarian Library technician Proof reader
38. Entertaining family and friends	L M H	Yes No	On the job training Community College Bachelor's Degree	Hotel/motel manager Bed and breakfast owner Receptionist Flight attendant
39. Organizing church or school activities	L M H	Yes No	On the job training Adult education Community College	Recreation leader/aide Office manager

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One		Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No			
40. Volunteering at school or tutoring	L M H	Yes	No	Adult Education Vocational Education Community College Bachelor's Degree	Teacher Nursery school attendant Teacher's aide
41. Volunteering at a hospital	L M H	Yes	No	Adult Education Vocational Education Community College Bachelor's Degree	Nurse assistant LPN/RN Occupational therapist Occupational therapist assistant Physical therapist Physical therapist assistant Social worker
42. Participating in community theater or local cable TV production	L M H	Yes	No	Adult Education Community College Bachelor's Degree	Model Actor/actress Director Designer/costumer Seamstress
43. Painting	L M H	Yes	No	Adult Education Community College Bachelor's Degree	Commercial artist Interior designer Painter/artist Painter/sculptor
44. Preparing a newsletter or bulletins for church, school, etc.	L M H	Yes	No	On the job training Community College Bachelor's Degree	Reporter Secretary Computer operator Typist
45. Growing houseplants	L M H	Yes	No	On the job training Community College	Horticulturist Florist
46. Playing a musical instrument	L M H	Yes	No	Community College Bachelor's Degree	Musician Composer Repair musical instrument
47. Experimenting with chemistry or materials sets	L M H	Yes	No	On the job training Community College Bachelor's Degree	Chemist Pharmacist/assistant Exterminator

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
48. Taking pictures/ developing film	L M H	Yes No	On the job training Apprenticeship Community College Bachelor's Degree	Photographer Photo finishing lab worker
49. Caring for animals	L M H	Yes No	Community College Bachelor's Degree	Animal caretaker/boarder Veterinarian Veterinary technician Pet groomer
50. Fixing things in the home or at work in the community	L M H	Yes No	Adult Education Community College	Building maintenance/ repairer Mobile home utility worker Plumber Electrical technician Locksmith
51. Volunteering as a youth church group counselor	L M H	Yes No	Community College Bachelor's Degree	Counselor Probation & parole officer Social worker
52. Helping people with disabilities	L M H	Yes No	Community College Bachelor's Degree	Mental health worker Psychiatric aide Occupational therapist Occupational therapist assistant Physical therapist Physical therapist assistant Recreation therapist Speech therapist Interpreter for hearing impaired
53. Participating in sports	L M H	Yes No	On the job training Community College Bachelor's Degree	Recreation leader/aide Salesperson/owner/retail manager of sporting goods store Teacher/instructor - tennis

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Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
54. Campaigning for causes you believe in	L M H	Yes No	On the job training Community College Bachelor's Degree	Sales person Public relations representative Real estate agent/broker Marketing/sales worker
55. Repairing an auto body	L M H	Yes No	Adult Education Vocational Education Community College	Auto body repairer
57. Treating sick animals	L M H	Yes No	On the job training Community College Bachelor's Degree	Animal caretaker Veterinary technician Veterinarian
58. Growing flowers and trees	L M H	Yes No	On the job training Apprenticeship Community College Bachelor's Degree	Landscape gardener Horticultural worker Forester
59. Writing stories, articles, or journal entries	L M H	Yes No	Community College Bachelor's Degree	Writer of prose, fiction, and/or nonfiction Editor, publications Copy writer Reporter
60. Typing for self or others	L M H	Yes No	On the job training Private career schools Community College Bachelor's Degree	Word processing machine operator
61. Planning/directing educational programs	L M H	Yes No	On the job training Private career schools Community College Bachelor's Degree	Recreation leader Counselor Teacher Teacher aide Nursery school attendant
62. Filling out tax forms for self or others	L M H	Yes No	On the job training Private career schools Bachelor's Degree	Tax preparer Auditor Accountant Accounting clerk

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
63. Preparing a budget for self, family, clubs, organizations in the community, or others	L M H	Yes No	Private career schools Adult Education Community College Bachelor's Degree	Accountant/auditor Accounting clerk Billing clerk Bookkeeper Bank teller
64. Making electrical repairs	L M H	Yes No	Apprenticeship Community College Bachelor's Degree	Bio-medical technician Electronics Mechanics Electrical appliance servicer Electrical technician Office machine servicer Maintenance/repair Heating & air conditioning installer/servicer Telephone maintenance mechanic
65. Target shooting	L M H	Yes No	Community College Bachelor's Degree	Security guard Police officer Detective Sales person/owner of sporting goods store Firearms instructor/repairer
66. Using a variety of hand tools	L M H	Yes No	On the job training Apprenticeship Community College	Plumber Polisher and buffer Carpenter Electrician Carpet layer
67. Building things	L M H	Yes No	Apprenticeship Adult Education Community College Vocational Education	Welder Furniture builder Cabinetmaker Carpenter
68. Organizing things	L M H	Yes No	On the job training Community College Bachelor's Degree	Stock clerk Wholesaler Systems analyst Postal clerk

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
69. Selling things at flea markets, yard sales	L M H	Yes No	On the job training Community College	Sales person Purchasing agent Manufacturer's representative Real Estate agent
70. Studying people and their behavior	L M H	Yes No	Community College Bachelor's Degree	Sociologist Social worker Social worker aide Substance abuse counselor Mental health aide
71. Singing in church and community choirs	L M H	Yes No	Community College Bachelor's Degree	Musician Music teacher
72. Doing upholstery	L M H	Yes No	On the job training	Furniture upholsterer
73. Teaching Sunday School	L M H	Yes No	Community College Bachelor's Degree	Nursery school attendant/ owner Teacher's aide Teacher Religious worker
74. Remodeling interior	L M H	Yes No	On the job training Apprenticeship	Carpet installer Carpenter Painter Paper hanger Tile layer Dry-wall applicator
75. Volunteering in the church nursery	L M H	Yes No	On the job training	Nursery school aide/owner Kindergarten teacher/aide
76. Taking videos	L M H	Yes No	On the job training Community College	Broadcast production assistant Photographer Video technician

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
77. Traveling	L M H	Yes No	On the job	Travel agent Tour guide Flight attendant
78. Restoring antiques	L M H	Yes No	On the job training Adult Education Community College	Furniture refinisher Salesperson/dealer
79. Visiting state parks	L M H	Yes No	Adult Education Community College	Extension service specialist Forester Park ranger Fish or game warden
80. Caring for sick friends or relatives	L M H	Yes No	Adult Education Community College Vocational Education Bachelor's Degree	Home health aide LPN/RN Dental assistant
81. Planning family vacations	L M H	Yes No	On the job training Community College Private career schools	Travel agent Tour guide
82. Surfing the Internet	L M H	Yes No	Community College Bachelor's Degree	Computer user Computer programmer Systems analyst
83. Organizing safety groups or neighborhood watch	L M H	Yes No	On the job training Community College	Corrections officer Building inspector Occupational safety and health inspector Police officer/detective Probation or parole officer Security guard Polygraph examiner
84. Watching sporting events on TV or in person (auto racing, basketball, football, soccer, etc.)	L M H	Yes No	On the job training Community College	Sales person/owner/ retail manager of sporting goods store or specialty sports shop Automotive parts Auto sales person

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
77. Traveling	L M H	Yes No	On the job	Travel agent Tour guide Flight attendant
78. Restoring antiques	L M H	Yes No	On the job training Adult Education Community College	Furniture refinisher Salesperson/dealer
79. Visiting state parks	L M H	Yes No	Adult Education Community College	Extension service specialist Forester Park ranger Fish or game warden
80. Caring for sick friends or relatives	L M H	Yes No	Adult Education Community College Vocational Education Bachelor's Degree	Home health aide LPN/RN Dental assistant
81. Planning family vacations	L M H	Yes No	On the job training Community College Private career schools	Travel agent Tour guide
82. Surfing the Internet	L M H	Yes No	Community College Bachelor's Degree	Computer user Computer programmer Systems analyst
83. Organizing safety groups or neighborhood watch	L M H	Yes No	On the job training Community College	Corrections officer Building inspector Occupational safety and health inspector Police officer/detective Probation or parole officer Security guard Polygraph examiner
84. Watching sporting events on TV or in person (auto racing, basketball, football, soccer, etc.)	L M H	Yes No	On the job training Community College	Sales person/owner/ retail manager of sporting goods store or specialty sports shop Automotive parts Auto sales person

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled in Activity Yes No		
85. Remodeling/repairing exterior of home	I. M H	Yes No	On the job training	Brick mason Painter Roofer Tile layer
86. Fixing or maintaining the exterior of a car	I. M H	Yes No	On the job training Vocational Education	Auto body repairer Service station attendant
87. Hosting or organizing home sales parties	I. M H	Yes No	On the job training Adult Education Community College	Real estate agent Customer service representative Manufacturer's representative Public relations representative Sales clerk Salesperson Insurance agent
88. Volunteering as a scout leader	I. M H	Yes No	Community College	Case worker Recreation leader/aide Child care worker Nurse aide Dental assistant
89. Landscaping	I. M H	Yes No	On the job training Apprenticeship Community College	Heavy equipment operator Landscape gardener Land surveyor Horticultural worker Forester Extension service specialist
90. Visiting museums/ art galleries	I. M H	Yes No	Community College Bachelor's Degree	Interior designer Owner/art gallery
91. Collecting buttons, antiques, etc.	I. M H	Yes No	On the job training	Specialty salesperson Specialty shop owner, i.e. antique dealer, etc.

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One		Circle One		Educational Options	Related Occupations
	Level of Activity L M H		Skilled in Activity Yes No			
92. Camping/hiking/ whitewater rafting	L M H		Yes No		On the job training Community College Bachelor's Degree	Park ranger Game warden Sports specialty shop Tour guide Recreation leader/aide
93. Dining out for fun	L M H		Yes No		On the job training Community College	Baker Chef/cook Food service worker Caterer Restaurant owner/manager Specialty store owner Bed & Breakfast owner
94. Doing crafts (making stained glass, quilting)	L M H		Yes No		On the job training Community College	Salesperson Owner of craft store Floral designer
95. Visiting amusement parks	L M H		Yes No		On the job training Private career schools	Tour guide Travel agent
96. Operating a recreational vehicle, i.e. four-wheeler, boat, motorcycle, jet-ski, snowmobile, etc.	L M H		Yes No		Vocational Education Adult Education Community College	Small engine mechanic Salesperson/owner Specialty shop owner Instructor
97. Studying nutrition/ planning healthy meals	L M H		Yes No		On the job training Community College	Cook/chef Salesperson Specialty shop owner Health food store worker
98. Talking on the phone	L M H		Yes No		On the job training Community College	Receptionist Answering service provider Telemarketing worker
99. Raising/breeding animals	L M H		Yes No		On the job training	Specialty shop sales Animal breeder

Remember:

Skill = an ability to perform certain tasks related to a particular occupation or leisure activity.

Leisure/Occupation Connection Search Process (LOCS)

Leisure Activity	Circle One	Circle One	Educational Options	Related Occupations
	Level of Activity L M H	Skilled In Activity Yes No		
100. Walking/jogging	L M H	Yes No	On the job training Community College	Sales person/owner of specialty shop Fitness trainer

Please list any leisure activities in which you are involved that were not listed on the Leisure Occupational Connection Search (LOCS).


1. _____
2. _____
3. _____
4. _____

Go back and list the top 5-10 of your leisure activities and related occupations.

Leisure Activity	Related Occupations
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Leisure/Occupational Connection Search

(LOCS) Evaluation

- 
1. Use a number two pencil.
 2. Make all marks completely dark.
 3. Choose **only** one response.

Site Mountain Empire CC Rappahannock CC Virginia Highlands CC
Location New River CC Southwest Virginia CC Wytheville CC

Age 18-24 25-32 33-39 40-49 50-60 Over 60

Gender Male Female

1. Was the leisure/occupational connection search process
a. helpful? Yes No b. interesting? Yes No c. easy to use? Yes No
2. Did this process promote self-awareness? Yes No
If yes, how did it promote self-awareness?
3. Do you better understand the connection between leisure activities and occupations after completing the LOCS? Yes No
If yes, please explain your answer.
4. Through the LOCS process, did you become aware of occupations you had not previously considered?
 Yes No
5. After using the LOCS, did you become aware of educational options you had not previously considered?
 Yes No
6. Did the LOCS help you to become more aware of skills developed through your leisure activities? Yes No
7. How would you evaluate the LOCS in aiding your career transition?
 Very Helpful Helpful Some Help No Help
8. Other than the LOCS: a. have you taken other career assessments? Yes No
b. have you read a book on careers? Yes No c. have you taken a career class? Yes No

Use the back of this page to answer questions 9 and 10.

9. How did the LOCS compare with other career counseling methods(books, classes, assessments)?
10. Please provide any comments for improving the LOCS.



Appendix E

Sample Correspondence and Feedback Sheet From LOCS Administrators

December 6, 1996

Dear Bobby:

Thank you for administering the LOCS at your institution. I sincerely appreciate your time and effort in this endeavor and hope it was a beneficial experience for your students.

I was very pleased with the number of positive responses on the surveys completed by your students and have enclosed a copy of the results. I realize you may have suggestions and comments about administering the LOCS, so as a follow-up to the study, I have enclosed a brief questionnaire for you to complete. Please take a few minutes and complete this information so I can include it in my final report.

Again, I am forever indebted to you for all your help. I hope you and yours have a wonderful Christmas season.

Sincerely,

Susie Mullins

SM/met

Enclosures

1. Did you find the Leisure/Occupational Connection Search (LOCS) easy to administer? ___ yes ___ no

2. Is the LOCS a counseling tool you would use with your clients? ___ yes ___ no

If yes, how would the LOCS be used in the counseling process?

3. What do you see as the greatest benefit in using the LOCS with your clients?

4. Given the opportunity, what if anything, would you change about the LOCS?

COMMENTS AND SUGGESTIONS:

Vita

Mary Sue Rife Mullins

Education

- 1997 Ph.D. in Counselor Education and Student Personnel Services from Virginia Tech, Blacksburg, Virginia
- 1996 CAGS in Counselor Education and Student Personnel Services from Virginia Tech, Blacksburg, Virginia
- 1990 M.Ed. in Counselor Education from The University of Virginia, Charlottesville, Virginia
- 1975 BA in Health, Drivers Education, and Physical Education, Pre-K-12, from Emory and Henry College, Emory, Virginia
- 1973 Associate in Science Degree, Southwest Virginia Community College, Richlands, Virginia
- 1972 Diploma from Garden High School, Oakwood, Virginia

Experience

- 1994-Present Program Counselor, Student Support Services, Southwest Virginia Community College, Richlands, Virginia
- 1989-1994 Counselor at Richlands High School, Richlands, Virginia.
Coordinator of Testing and Assessment
- 1975-1981 Elementary physical education teacher, Buchanan County Public Schools, Whitewood Elementary and Russell Prater Elementary

Professional Memberships & Honors

- Charter member of the Chi Sigma Iota, Counseling Academic and Professional Honor Society (University of Virginia, 1988-1993, Virginia Tech, 1993-Present)
- American Counseling Association
- American College Counselors Association
- National Career Development Association
- Virginia Counselors Association
- Southwest Counselors Association
- American College Counseling Association
- National Certified Counselor
- Virginia Certified School Counselor

Presentations

- 1996 Virginia Counselors Association
- 1997 Association of Computer Based Systems for Career Information

January 1997

Sue Mullins