

Career Development Workshop for Athletes

by

Michel J. Faulkner

Thesis submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
Master of Arts in Education

APPROVED:

Carl McDaniels, Chairman

John C. Smart

Patrick Murphy

December 1985
Blacksburg, Virginia

Career Development workshop for Athletes

by

Michel J. Faulkner

Carl O. McDaniels, Chairman

(ABSTRACT)

The Career Development Workshop For Athletes was designed to aid in the comprehensive career development effort at Virginia Tech. The pilot research project involved 40 active freshman varsity football players enrolled during Fall and Winter quarters of the 1984-85 school year. The 40 students were randomly selected from a pool of 65 freshman football players.

The experimental design was a two stage stratification. The first stage was selection and the second stage was assignment to control and treatment groups. The independent variables were workshop participation and race. The dependent variables were gain scores from the three intercorrelated scales on the Career Development Inventory.

The Workshop was conducted over a six week period, each session lasted approximately two hours and met once each week. The four objectives of the workshop were 1) to assist students in the identification and or selection of career interest and goals; 2) to identify a career support network; 3) to assess and identify skills; and 4) to aid in the perception and procurement of self esteem.

The program was conducted by two regular staff members and seven guest speakers. Two hypotheses were formed. One was formed to reveal the effect of treatment on subject's overall career maturity. The second was formed to observe differences in gain scores based on race (cultural differences). The results indicated that the experimental treatment did not have a statistically significant effect on the treatment subjects. The results of a self-reported follow-up survey indicated that the students in the workshop felt they had been helped either to reach or at least consider career decisions more seriously.

Results also indicated that White treated subjects improved significantly more than Black treated subjects on the Career Attitude Scales of the Career Development Inventory. There were no significant differences between experimentally treated Black and White subjects on either of the remaining scales.

TABLE OF CONTENTS

Chapter I: Introduction	1
Subject	1
The Problem	2
A Proposed Solution	4
Hypotheses	5
Definition of Terms	5
Chapter II: The Review of Literature	7
Introduction	7
Definitions of Career Maturity	8
The Importance of Career Maturity	11
Role of Work in America	11
Career Development in Higher Education	12
Summary	13
The Measurement of Career Maturity	14
The Rationale for Instrumentation	15
Career Maturity Instruments	17
The Career Development Inventory	19
Career Development Needs Among Student Athletes	20
General Needs Among All College Students	20
Special Needs of Student Athletes	22
Table of Contents	iv

Developmental Explanations for Existing Problems	22
Sociological Explanations	25
Some Possible Solutions	28
Existing Programs	29
Chapter III. Methodology	33
Subjects	33
Research Design	35
Materials	35
Location	35
Instruments	36
The Strong Campbell Interest Inventory	37
The Career Development Inventory	37
Procedure	40
Objectives	41
Instrumentation	42
Analysis	42
Chapter IV. Analysis of Data	44
Research Procedures	44
The Statistical Test	45
Findings	46
The Hypothesis	46
Subsidiary Analyses	49
Clinical Observations.	51

Informal Evaluation	56
Summary	56
Chapter V. Summary, Discussion, Conclusions, and Recommendations	59
Summary	59
The Hypothesis	68
Results	70
Negative Results and Possible Reasons	70
Positive Results and Possible Reasons.	72
Implications	73
Recommendations	73
Future Program Development	73
Placement Assistance	75
Recommendations for Further Research	76
Selected Bibliography	78
Appendix A. Introduction (The Client)	82
THE PROBLEM	82
Appendix B. Revised Six-Week Workshop Outline	84
Objectives	84
Rationale	84
Procedure	85
Evaluation	86
Session #1	86
Table of Contents	vi

Outline of Workshop (Session #1)	87
Session #2	89
Goal setting (Session #2)	90
Session #3	91
Career Interest Identification (session #3)	92
Session #4	93
Skill Identification (Session #4)	94
Session #5	94
Summary (Session #5)	95
Session #6	96
Summary and Evaluation (session #6)	96
 Appendix C. ATHLETE'S CAREER INTEREST WORKSHOP EVALUATION	 97
 Appendix D. GOAL SETTING WORKSHEET	 99

CHAPTER I: INTRODUCTION

This research project was proposed primarily for two reasons. First, there has been a great deal published recently dealing with the plight of the intercollegiate athlete and the lack of academic/career support. This study offered to examine one concrete solution. Second, although there have been many studies of this type conducted with college students the writer found none that focused on the college athlete and his or her particular set of problems.

The chapter will serve as an introduction to the proposed project. Included in this chapter are an overview of the subject and the problem that will be analyzed. Also included in this chapter will be a proposed solution to the problem as well as the research hypothesis on which the research is built. The chapter concludes with a definition of research terms used frequently throughout the study.

Subject

The subject of this study is the career maturity of college athletes. Career maturity, a broad term, is discussed at length in Chapter II. However, for the purpose of introduction, career maturity is defined as the measure of one's knowledge of and attitude about the world of work as compared to one's chronological peers. The college student/athlete

is defined as any participant in varsity athletics at a college or university.

This study is designed to investigate two areas: career maturity and specific career needs of the student athlete. Despite the importance of career maturity, there are relatively few academicians who endeavor to study the phenomenon.

This study explores the specific career needs of the student athlete. These needs were not well documented, and references were limited. The topic is only now getting the attention of the popular press. Most existing research deals with the social, emotional, or academic differences of the college athlete as compared with the student who is not a varsity athlete. The fact that there has been so little empirical research reported on meeting the career development needs of the college athlete further supports the need for such a study.

The Problem

Student athletes have been the subject of countless debates ranging from their level of high school academic preparedness to their collegiate level of professional status. While these debates remain largely unresolved, student athletes continue to suffer as they leave the college environment unprepared for the world of work.

Most college age people (ages 18 to 22) have reached a time in their lives when some sort of career choice is required. A great many of the young people who attend a college or university seek and receive assistance in making these decisions. Most student athletes do not take advantage of career development assistance offered. The results of this lack of attention or assistance are: poor transition from college to work, increased feeling of failure and defeat, total withdrawal, and 'underemployment' (Phelps, 1982, Rosenburg, 1981).

One fundamental need for most college students is proper preparation for the world of work. This preparation should include assessment of abilities, knowledge of various occupational entry requirements, along with decision making and placement assistance. Student athletes may not receive adequate support to serve their needs in these areas.

Their inadequate preparation for the world of work is perpetuated by at least two factors. First, athletes are forced to give most of their time and energy to athletic endeavors, leaving little time and energy for academic much less career pursuits. Second, athletic programs devote very little time to assisting athletes in the post-eligibility development process.

The college athlete, due to his high level of public exposure, tends to expect more from society than does the non-varsity athlete; however, few of their career preparation needs are being properly addressed. This

problem intensifies for the student athlete because they receive only peripheral attention related to their academic pursuits.

Another problem that compounds the need for effective career counseling is the fact that many athletes are first generation college students (the first in their family to attend college). These students usually suffer from an acute lack of exposure to the professional world and requirements to enter it. These needs are particularly evident among black students due to the fact that about twice as many come from this type of background as do white students (Edwards, 1983).

A Proposed Solution

One solution to the problem is to design and implement a comprehensive career development workshop tailored to meet the special needs of today's college varsity athlete. The program should present pertinent and relevant career information based on expressed and/or inventoried needs. The program should transpire over a six week period and use outside speakers and small group sessions to meet the inventoried needs.

In addition to design and implementation of a program, there must be a valid statistical measure of the overall effectiveness and impact of the program. The program should neither attempt nor claim to solve all the career adjustment problems of student athletes, but it should make them aware of their career strengths as well as the requirements for successful entry into a chosen career area.

Hypotheses

The hypotheses for this research are based on the assumption that varsity student athletes have a legitimate need for such a program. The hypotheses are formulated to test statistically the impact of the "Career Development Workshop For Athletes."

1. There will be a statistically significant difference in the gain scores of the participants of the Career Development Workshop for Athletes and the experimental control group on the three scales (i.e., Career Development Attitudes, Knowledge and Skills, and the Career Orientation Total) of the Career Development Inventory.
2. There will be a significant difference in the gain scores of experimentally treated subjects based on their race (i.e., Black or White).

Definition of Terms

- CAREER DEVELOPMENT WORKSHOP FOR ATHLETES - A comprehensive effort to disseminate necessary career information to promote and equip individuals with necessary skills and competencies to realize full occupational potential in all phases of their post-college life.
- UNDEREMPLOYMENT - Employment for which one is over qualified and/or undesirous; underemployment encompasses one's attitude toward and perceived status of certain occupations (Ristau: 1976).

- CAREER MATURITY - The measure of an individual's career preparedness, including planning and knowledge of the world of work in comparison to one's chronological peers. The measure of Career Maturity is an assessment of the following factors:

1. Serious career plans made;
2. Attitude toward career plans; and,
3. Knowledge of occupations and occupational information (Super, 1980).

CHAPTER II: THE REVIEW OF LITERATURE

INTRODUCTION

Chapter II provides a survey of the existing literature on the subjects that make up this study. The writer does not claim to present published material on this subject but only the major studies which deal with career maturity, its importance and the origins of the research.

In addition to career maturity, the review surveyed literature which examined college students and some of their career developmental needs. Finally this review highlights the existing literature on the college athletes and their career developmental needs.

The four major areas of literature highlighted in this study are:

1. Definition of Career Maturity;
2. The Importance of Career Maturity;
3. Assessing Career Maturity; and,
4. Career Development Needs Among Student/Athletes.

DEFINITIONS OF CAREER MATURITY

Defining Career Maturity is a difficult task because the study of the career maturity constructs is lodged in several disciplines. Occupational psychologists argue that the study of career decisions and outcomes is a result of one's psychological make-up while sociologists insist that career choice is shaped by one's socio-economic background and other environmental conditions. Some theologians claim that occupational decisions are all part of a divinely ordered pattern of life.

Before the term can be defined accurately, it is necessary to analyze each word separately. First 'Career;' most theorists agree that one's career is more than a series of jobs held during one's productive years (Crites, 1981, Pell, 1975, Super, 1980). A Career is the sum total of work, leisure, and related experiences gained by a person during his entire lifetime (Super, 1980). If this is true, then the maturity which evolves takes place over an entire lifetime and not just during high school or college years. Next, Super (1974) defines maturity as "a repertoire of coping behavior leading to outcomes, compared to the behavioral repertoire of the peer group". Finally, Perovich and Mierzwa (1980) define 'Career Maturity' as the level of vocational progress relative to a set of developmental tasks. Crites (1981) summarizes 'Career Maturity' accurately as an assessment of one's knowledge of occupations and attitude toward work, in relation to one's chronological peers.

The concept of career maturity was originally introduced by Super in 1955 and was then termed "Vocational Maturity" (Westbrook:1983). The term "Career Maturity" was coined by John Crites, when publishing the Career Maturity Inventory in 1973 (Westbrook:1983).

Super and Crites (1962) noted that in order to evaluate a person's vocational or career maturity properly, two types of information are essential: psychological factors describing his aptitudes, skills, interests, and personality traits; and, the social factors describing the environment in which he lives, the influences which affect him, and the resources that he has at his disposal.

The body of sociological thought on career development is shaped and upheld by two interwoven principles. One major sociological theory is called "Career Causation." Most of the literature identifies four factors that collectively will determine or predict one's occupational pattern. These factors are: social background, native ability, historical circumstances, and acquired personality traits (Miller and Form, 1980). The second principle states that these factors or forces evolve throughout one's entire lifetime (Miller and Form, 1980).

The available literature concludes, as Crites, Super, and associates concur, that career maturity is the measurement of one's career awareness (i.e., knowledge and attitudes) at various developmental phases of one's life as compared to one's chronological peers. While Miller and Form (1980) support the notion that several sociological environmental factors

affect career outcomes, he also holds that this career causation process operates constantly from birth to death.

For the purposes of this research, the following definition derives from the aforementioned literature. Career maturity is the measure or assessment of one's position on a career or life continuum. This position assessment is based individually on the following factors as compared to one's peer group:

1. realism of attitude toward work and positive work values (Super, 1955; Westbrook, 1983);
2. knowledge of occupations and attitudes toward work (Crites, 1981);
3. personality traits and sociological background (Miller and Form, 1980); and,
4. activity level and desire to improve career position and/or outcomes.

THE IMPORTANCE OF CAREER MATURITY

Role of Work in America

An underlying assumption that must be understood before exploring the importance of career maturity is both the importance and the role of work in our society. Career education prepares a person for work, his ultimate contribution to society (Keene et al., 1976). Work is not only the method by which society is built or maintained but it is also the single most effective psychological way to maintain contact with reality (Crites, 1981). Miller (1980) points out that "work" is how one derives social identity.

Many authors support the notion that career education, career guidance, and career and or vocational counseling provide the major vehicle by which a person arrives at career maturity (Perovich, 1980; Myers, 1975, Super, 1957; Lunneborg, 1983). Further,

Career counseling is the modus operandi for assisting individuals of all ages from all walks of life in making what is probably their most important decision - which career they will spend most of their waking hours preparing for and engaging in (Crites, 1981).

If a person knows his career strengths, interests, and personality traits as well as their application in his life, he will be a happier person, a more effective worker and a more useful citizen (Super and Crites, 1962).

Career Development in Higher Education

Several authors agree that properly preparing students for a productive role in society is the primary purpose of all education (King, 1976; Ganster and Lovell, 1978; Ristau, 1976). To allow our society to grow, expand, and provide goods and services to meet the needs of mankind, higher education must do its part to educate and young people properly for participation in the world of work (Ristau, 1976). Elliott (1976) points out that work and education form a partnership and that the role of education is to provide training that will help students leave the college setting with a healthy career outlook.

There are many conflicting points of view as to exactly how higher education is to facilitate this preparation properly. From the many published points of view, two major schools of thought seem to emerge. Some academicians endorse the notion that a student has the greatest opportunity to achieve vocational fulfillment through the pursuit of academic excellence alone (Ristau, 1975). Others believe that only through practical application and work experience does a student find fulfillment in a chosen field of endeavor (Elliott, 1975). Ironically, both theories have merit; it is the role of higher education to establish a balance and provide the best of both worlds for all students (Cook, 1982).

In addition to the career education responsibility endowed by society, several researchers report that many contemporary college students' primary objective in attending college is to be prepared for a career

(Perovich and Mierzwa, 1980; Levine, 1980). Ganster and Lovell (1978) found that students with greater career maturity are more stable in their career decisions and achieve more on the job than students who leave college with less career maturity. Helbing's (1978) research discovered that students with a high degree of career maturity also perceive themselves as more intelligent, industrious, and businesslike than students of lower career maturity.

Summary

To summarize the significance of career maturity, Keane (1976), Crites (1981), and Miller and Form (1980) have pointed out that the role of "worker" is probably the most important and significant role that a person will occupy in his or her life. The role of worker is so critical because of the sociological and societal demands for competent individuals to fill its complex work force. Further, in addition to society's demands, psychologists agree that normal human beings need to be needed. This need is often fulfilled in the work role (Crites, 1981).

Many authors have pointed out the importance of work, working, and the increasing demand for effective career or occupational training. Career maturity is the measure of a person's ability to make necessary career decisions, compared to one's social and chronological peers (Super, 1957). Clearly, if a person is going to be a happy, successful, productive worker he will probably require some form of career counseling and or guidance (Super and Crites, 1962).

Several authors noted higher education's responsibility to the student to make proper career counseling available (King, 1976; Ganster and Lovel, 1978). Many studies over the past ten years have reported that most college students rate career counseling as the number one priority in their educational pursuits (Levine, 1980; Perovich, 1980).

THE MEASUREMENT OF CAREER MATURITY

The idea of psychological appraisal is not a new one; it has existed since the turn of the century when James McKeen Cattell published the first mental measurement instruments. Though the idea of appraisal or measurement itself is not new, the instruments themselves and exactly what they measure change constantly.

The methods used to measure career maturity are extremely diverse. There are more than 200 such tests in print (Silliman, 1979). In addition to the growing test population, many of the existing instruments are being reviewed and improved annually. The constant growth and refinement of the body of knowledge has expanded the services that a career counselor can provide a client; it has also served to complicate any attempt to synthesize the literature due to both the diversity and complexity of the instruments. This portion of the review focuses on some of the standardized paper and pencil instruments used measuring career maturity.

In an effort to update changes and additions to the measurement field, Buros publishes an annual review of instruments in which he and his as-

sociates record pertinent data counselors need to evaluate the instruments. Buros (1978) notes that there are more than 220 personality tests and more than 200 career interest tests.

To claim or attempt to review even a small portion of those instruments designed to test career maturity would be an exercise in futility. Instead, the literature will be reviewed in the following areas:

1. The rationale for instrumentation in career counseling; and,
2. Methods of assessing career maturity.

THE RATIONALE FOR INSTRUMENTATION

Both the need for and the purpose of instrumentation in any setting is essentially the same, to test the theory or hypothesis. Sundberg (1977) notes three reasons for assessment:

1. Image forming - to construct a model of behavior based on samples from self and others;
2. Decision making - to supply information to be used in the decision making process by or about a person; and,
3. Theory building - To use information from objective formal measures to build and/or test theoretical concepts;

The primary purposes of instrumentation in career counseling are to aid in the understanding of the client's need and to measure the impact of the intervention. Super and Crites (1962) point out:

The problem presented by the client must be identified and its seriousness appraised by the counselor so that he may know what it is he is expected to work with... and what kind of approach he he might best use (p.5)

Before any intervention can begin the counselor must know the client, the client's needs, and whether or not he is equipped to handle them (Crites and Super, 1962; Osipow, 1983). Most counselors agree that the information the counselor needs from the client before intervention can begin should be standard or consistently normed to insure its accuracy (Super and Crites, 1962; Lunneborg, 1983; Silliman, 1979). The well trained counselor could very well gather this information without the use of a paper and pencil standardized instrument. However, the method of interview and/or the type of information sought should be standardized. Paper and pencil instruments are most efficient and convenient (Crites, 1981).

Assessment in career counseling measures many different aspects of ones personality. Overall career maturity is just one. Some tests are used to clarify self concept by developing a clear awareness of self as a unique individual (Zytowski and Borgen, 1983). Cronback (1970) views decision making as one of the most important outcome from the proper use of tests and instruments. Decisions are made at all levels of a person's career - the institutions decide to hire or not, to promote or not, and whether or not additional training is required. Zytowski and Borgen (1983) note that all formal decisions require several kinds of information

to make estimates and evaluations; tests and inventories are an important source of this information.

The uses of empirical instrumentation have also been used for counselors in generating pre-counseling insight into the client's situation. Many counselors also use instruments to measure the overall impact of counseling services rendered. The post-test measure of counseling services rendered provide feedback to the facilitator about the effectiveness of his own style and intervention skills. This feedback will help him to reevaluate and design treatment for other clients (Pfeiffer and Heslin, 1975).

Career Maturity Instruments

The first career maturity inventory was developed by Super and associates (1957). The inventory was a standardized series of interviews, tests, and questionnaires with 142 eighth-grade boys and 134 ninth-grade boys. The data collected was to yield a rating called a vocational maturity quotient (VMQ), which was developed to reveal "whether or not the vocational development of an individual is appropriate for his age and how far below or beyond his chronological age is his vocational development" (Super, 1957). This first study gradually evolved into the Career Development Inventory (CDI), first published in 1971 and co-authored by Super, Bohn, Forrest, Jordaan, Lindeman, and Thompson (Westbrook, 1983).

John Crites, one of Super's students and later a colleague, wrote an article in 1961 on the measurement of vocational maturity (Crites, 1981). The article consolidated various definitions of career maturity into two measurable components (Westbrook, 1983): 1) the Degree of Vocational Development and 2) the Rate of Vocational Development. Both measures compared the individual with his or her chronological peers.

Many career maturity measurement instruments exist, and the literature tends to support several ideas about all of them:

1. There is very little consensus as to the number of career maturity variables that can be measured reliably (Westbrook, 1983; Super, 1974);
2. Career maturity measures differ greatly in their assessment of thinking, feeling, and acting behaviors (Super, 1974; Crites, 1981; Westbrook, 1983); and,
3. Measurement of career maturity varies in direct proportion to the number of diverse clinical techniques used in treatment intervention (Lunneborg, 1983; Crites, 1981; Westbrook, 1983; Super, 1974).

Westbrook (1983) specifies five instructional objectives assessed most often in career maturity measures: 1) ability to make appropriate vocational choices; 2) ability to identify appropriate sources of vocational information; 3) knowledge of educational requirements; 4) knowledge of

job requirements; and 5) the ability to identify the most appropriate solution to a typical student's problem (p. 284).

The Career Development Inventory

Despite the inconsistency in instruments of this type (Super et al., 1982) the Career Development Inventory is the oldest and one of the most widely used instruments (Westbrook, 1983; Lunneborg, 1983; Crites, 1981). The (CDI) is composed of two parts and several subsections. The first part has 80 items and is divided into four sections, each designed to measure one of the following:

- Career planning: How much actual planning has been undertaken;
- Career Exploration: Amount of career information the individual has found from one of several sources of data or people;
- Decision-Making: Assessment of skills in this area; and,
- World-of-Work information: Information about general conditions of the world of work.

Part II is composed of one 40 item scale, titled "Knowledge of Preferred Occupation," designed to assess a student's actual knowledge of his or her preferred occupation. A complete discription of the CDI is provided in Chapter 3.

CAREER DEVELOPMENT NEEDS AMONG STUDENT ATHLETES

GENERAL NEEDS AMONG ALL COLLEGE STUDENTS

A number of authors have documented the skills, abilities, and preparation necessary for successful entry into the world of work. Helbing (1978) found that when students perceive themselves as "intelligent, industrious, well mannered, and business like" they demonstrate a higher degree of career maturity than those who lack these perceptions (Khan and Sabir, 1983). Super (1963) did much to support both the need for, and the importance of, self esteem in the career development process. Super also found a high degree of correlation between self esteem and job satisfaction (1957).

Many authors tend to support the fact high self esteem is a desirable quality, one which employers both look for and value in potential employees (DeJournett, 1976). Super's (1963) work established the precedent and provided a framework for research by which correlation could be drawn between self esteem and career maturity. Perovich and Mierzwa (1980) reported a significant improvement in student self esteem as well as in career maturity as a result of their participation in a career information group. This improvement was attributed to the sense of well-being the students experienced as a result of identifying and discussing their occupational goals, and how to achieve them (Perovich and Mierzwa, 1980).

DeJarnett (1976) cited the five abilities sought most by businesses and industries: 1) the ability to solve problems; 2) the ability to ask questions; 3) the ability to communicate both verbally and in writing; 4) the ability to make decisions; and, 5) the ability to learn.

In addition to these skills, Sheppard (1970) noted that students should also be prepared to make several major occupational changes before leaving the labor force. The vocational changes that occur during one's lifetime are quite normal. Further if these changes are treated as normal through appropriate career planning then there will be fewer adjustment problems (Coakley, 1983; McPherson, 1974). However, without adequate planning and support from significant others such as family, college, and peers, smooth transition from one occupation to the next or from college to the world of work is a virtual impossibility (Reynolds, 1981; Coakley, 1983; Rosenberg, 1981).

Many theories and methods outline the acquisition of the competencies mentioned; most tend to agree on two points. First, effective career development is the result of a comprehensive counseling process (Crites, 1981). Second, the career development process should prepare students for a lifetime of occupational changes, not simply for a single job or occupation, thereby preparing them to reach their full human potential (Kohen and Breinich, 1975; Super, 1963).

Of the major career developmental theorists, Crites (1981) and Super (1980) have noted an all-encompassing and straight forward approach. They

agree that the process of career development during a college student's life normally transpires in four phases. The phases are exploration, crystallization, specification, and implementation. The two disagree as to a set chronological time base in which each of the phases takes place. However, both concur that in most cases career development should follow the specified sequence (Dean, 1981).

That students need the appropriate skills to insure their successful entry into the world of work has been demonstrated in the literature. However, these needs are amplified for student athletes because of their preoccupation with athletics.

SPECIAL NEEDS OF STUDENT ATHLETES

To provide a clear survey of the literature on the subject, this portion of the review will be divided into three sections. The first section will focus on the literature, that noting the developmental problems faced by college athletes. The second portion will highlight the sociological explanations and solutions. The last section focuses on literature that offers some workable solutions.

Developmental Explanations for Existing Problems

Several authors discuss the reasons for the lack of adequate career development among athletes. Alan Sack (1982) found that college athletes are systematically denied the opportunity to develop emotionally and

intellectually during their time at college. This denial is perpetuated through maintenance of a sheltered environment where the athletes have little chance to fail, provided they produce athletically (Sack, 1982). Athletes are not brought to the university to be students, but rather as "quasi" professional athletes (Sack, 1982; Wittmer, Bostic, Phillips, and Wright, 1981).

Sack (1982) also points out that serious study for most students is a difficult task; further, after hours of practice and film sessions, necessary concentration is a virtual impossibility. The result is what Brede and Camp (1982) terms "a psychic drain" which causes many athletes to seek an academic/career path with the least resistance. The path with the least academic resistance is usually very limited in terms of career opportunities because the student has in a sense "majored in eligibility" (Brede and Camp, 1982).

Edwards (1983) found that college athletes are given very few opportunities to make decisions for themselves during their collegiate tenure. As a result, this lack of opportunity often leaves them very weak in terms of the ability to make quality career decisions. The college athlete's role is "characterized by powerlessness in terms of decision making authority" (p. 176). Many authors agree that the lack of decision making also has a detrimental effect on one's self-concept (Super, 1980).

The need for high self-esteem or a positive self concept during the career development process has been supported by Super (1974). Many student

athlete's career outlook is shaped by his level of involvement in athletics. Since the athlete's self-esteem is related to or based on participation in sports and if there is a low level of self esteem outside athletics, then there will be increased difficulty in the transition from athletics to the world of work (McPherson, 1974; Brede and Camp, 1982).

Many black athlete career needs are more pronounced due to the lack of career support from significant other during early developmental stages (Edwards, 1983). This lack of support may cause black athletes to depend more on their athletic accomplishments to succeed in life thus making them more dependent on athletic programs for developmental assistance (Edwards, 1983). This puts them at a direct disadvantage in overall career maturity. The weaknesses that result will often manifest themselves in attitude and aptitude toward career information (Super, 1974).

An active college coach and holder of a Ph.D. degree, Jim Wacker (1983) believes that the athlete's career and academic problems stem from lack of motivation and poor goal setting.

Most of the ones that don't make it fail because of a lack of motivation relative to life's priorities. They are not goal-oriented, and have never been directed and guided to apply themselves (p. 31).

Several authors agree that the intrinsic motivation necessary for success in one's career objectives cannot be taught, only stimulated (Super, 1962). However, the career developmental needs (i.e., appropriate plans, procedure, and training) can and should be met by significant others (Super, 1980; Coakley, 1983; Ristau, 1976). Since Student athletes must

deal with a variety of roles, they must train as athletes and perform on the field as well as be successful as students by performing well in the classroom.

The basic dilemma that student/athletes face today derives from the incompatible demands which arise from their dual role as college students and athletes (Edwards, 1983). In addition to their two major roles, college athletes must deal with the fact that they are frequently viewed as campus heroes and community celebrities. Consequently, a high level of expectation continues even after the athlete leaves sports, despite the fact that college athletes are probably less prepared for the world of work than are their non-athletic counterparts (Phelps, 1982).

Some athletes can and do overcome the lack of proper academic and developmental support; however, most do not. Consequently, at the conclusion of their eligibility they find themselves "dumped back out into society without marketable skills or preparation for the world of work" (Phelps, 1982).

Sociological Explanations

The sociological studies of the completion of collegiate athletic eligibility (retirement) and subsequent career development is a relatively new subject area. For this reason, there is not a great deal of empirical research available on the subject. However, within the research

that does exist there appear to be two postulates or truths from which most of the literature derives. They are as follows

1. Retirement involves a desocialization from sports and a resocialization into another occupation (Reynolds, 1981; Coakley, 1983); and,
2. The job satisfaction and total well-being of the individual are proportional to the congruence by which the transition from sports to another occupation is made (Coakley, 1983).

The desocialization from college athletics and resocialization into an occupational role involves much more than simply finding jobs. The withdrawal from sports is a total "role transfer" (Reynolds, 1981). The role transfer involves many factors; among the most important are one's perception of that role and its importance to self identity. Another important factor is the perception of that role among peers and significant others. Tuckerman and Lorge (1953) applied this theory and state that:

Often only through work does the individual develop his meaningful and social contacts, express his creative interest, make his contributions to society and achieve status (p.90).

To assist in the role transfer the college athlete must be assisted in placing athletics in its proper context; they must begin to see themselves as students not just as athletes. This will enable the athlete to seek

and find significant value in the resocialized or new career options.

Rosenberg (1981) writes

satisfied ex-athlete is one who has found a suitable, meaningful role with which to replace his/her former role of an athlete (p.121).

The role transfer or resocialization process will definitely occur, but the manner in which it occurs has an enduring effect on the athlete's career outcome. The success or failure of role transfer is not easily measured; however, Reynolds (1981) suggests several barometers to give some indication about the success of the process: stress is not apparent, self expectation mesh with societal values and social approval and self approval interlock with each other (128)".

With these variables before us, it is easy to see how the support or lack of support from significant others during crucial developmental stages can affect the transition period, and thus virtually redirect the athletes' occupational outcome. This fact is particularly true among the educationally disadvantaged or those from low socio-economic backgrounds (Reynolds, 1981).

Leaving college athletics should be viewed as an occupational adjustment in order to increase the self image and allow athletes to maintain a greater degree of control over their lives. This will allow them to select systematically the occupation they really desire rather than the one they think they deserve (Reynolds, 1981).

The nature of the retirement from sports and the achievement of career goals is primarily grounded in the "social structure context" in which it takes place (Coakley, 1983). It is the responsibility of the athletes and significant others to engage in career development counseling and planning to insure that the athletes reach their full human potential after leaving sports (Reynolds, 1981).

SOME POSSIBLE SOLUTIONS

Unfortunately, almost none of the literature outlines or even suggests specific methods for solving the student/athletes' problems. However, the few articles which do offer some solution tend to agree on several points.

1. Wittmer et al. (1981) points out that not enough attention on the part of academic administrators is given to the student athletes' quest to obtain a degree. They suggested that the university provide a comprehensive counseling program to meet all the student/athletes' personal, academic, and career concerns.
2. Phillips and associates found that "the single most powerful predictor of both attitudinal and cognitive vocational maturity " appears to be scholastic achievement (Whittmer et al., 1983). Therefore, one way to improve the career maturity of student athletes is to place a greater emphasis in academic goals.

3. Super (1980) insists that in order for students to move through each phase of the career development process successfully, they must be given proper counseling and guidance from significant others.

4. Most colleges and universities offer students career counseling and placement assistance. These services should be expanded to include special hours for its varsity athletes. Simply provide the same services rendered to all students only at a time that will fit the athlete's schedule. The additional cost would be minimal, and such efforts would not take a great deal of additional planning (Naylor, 1983).

Existing Programs

UCLA became the first major university to offer a comprehensive developmental career counseling program for student/athletes (Naylor, 1983). The program, an extension of regular services provided by the university placement office, is entitled "Career Pathing for Athletes" and is designed to take place over four years to occupy a track parallel to academic preparation for degrees (Naylor, 1983). The theoretical basis for the program is developmental. The facilitators attempt to prepare athletes for a life/career goal through decision making.

The program offers athletes assistance in the areas of career information, skill, and interest assessment, as well as assistance with internships and job placement. In addition to the overwhelming popularity with the

students, Naylor (1983) reports the athletic and university administration are among the program's greatest supporters.

Prior to the scandalous reports from the University of Florida, a group of its faculty and athletic administrators had put together several possible answers to the questions surrounding an athlete's educational and career development. The program involved the restructuring of the traditional role of the athletes' academic advising services to include the following:

1. counseling in personal, vocational and academic concerns;
2. in-dorm resident counselor to better meet the needs of the student athletes;
3. a graduate studies program in Student Personnel Services for athletes; and,
4. small group counseling workshops designed to assist students with personal and/or academic difficulties (Wittmer et al., 1981).

In addition to the above services, a course is offered to all freshmen athletes, which is aimed at assisting in the transition from high school to university life. The course offered twice annually, focuses on self-concept, vocational and academic awareness, leadership, racial relations, and interpersonal communication skills. In addition, the athletes in this

class are administered a battery of tests to assess vocational interests and personality traits. The tests included were:

1. The Strong-Campbell Interest Blank;
2. The Myers-Briggs Type Indicator; and,
3. Athletic Motivation Inventory.

The results of these instruments are then disclosed to the athletes as a spring-board for discussion. However, the primary purpose of the class is to orient incoming student athletes to university life and the roles they will be expected to play as varsity athletes.

In addition to the two programs mentioned, there appear to be a growing number of athletic programs which have developed and implemented programs aimed at improving the plight the student/athlete. The majority of these programs do not offer comprehensive career counseling but only social and academic improvement counseling. An example of one such program is now in operation at Marshall University.

The program, entitled The Student Athlete: A Plan for the Athletes of the 80's, is directed by Dr. Stan Maynard and Mr. Don Perry. The program is designed to aid athletes in three areas: (1) Academics, (2) Personal Growth, and (3) Athletic Skill. The career advising is part of the personal growth component and consists of help with resume preparation and

job interview skills. Obviously, this program does not directly address the career development needs of the student/athlete; however, it should be pointed out that proper attention given to the athletes' other social and academic needs will often serve to make him more career mature as well. While the career maturity occurring as a by product of these kinds of programs is not enough to serve all the athletes' career developmental needs, it is a step in right direction.

A growing number of coaches have taken matters "into their own hands" in a manner of speaking. One such coach is Jim Wacker, head football coach at Texas Christian University. Coach Wacker has shifted from winning on the field to winning in the classroom as his first priority. He and his coaching staff have declared war on 'majoring in eligibility' and insist that all players make satisfactory progress toward a degree.

These changes on the part of the Coach and his staff are vital if any real progress is going to be made to improve the student/athletes' situation because of the tremendous impact the coaches have on these young people's lives (Lee, 1983).

CHAPTER III. METHODOLOGY

The purpose of this chapter is to outline and explain the research methodology that was used for this project. Understanding the methodology is essential to gaining any insight into the purpose or results of this project.

The methodology was selected in order to create a scientific environment in which the hypothesis could be tested with as little outside influence as possible. In order to provide a clear explanation of each step followed in the experiment this chapter is divided into four sections as follows.

1. The Subjects
2. Research Design
3. Materials
4. Procedure

SUBJECTS

The subjects involved in the research were 40 active freshman varsity football players at Virginia Polytechnic Institute and State University

enrolled during Fall and Winter quarters of the 1984-85 school year. The 40 students were randomly selected from a pool of 65 freshmen football players. The criteria used in forming the selection pool was academic standing, specifically, all football players who had completed less than 46 quarter hours at the time of the pre-test (September, 1984). This officially meant that all the students were freshmen, however many had been at the university for more than 3 quarters and would be sophomores before post-testing.

Football players were used for several reasons: 1) availability; 2) homogeneous relationship among team members made for better group interaction; 3) football players seem to experience a greater need for career development assistance due to the delusions concerning professional sports options.

Of the 40 football players randomly selected for the study, 21 were black and 19 were white. While all except four players received full athletic scholarships, approximately one half (exactly 21) of the population had undeclared majors. While the subjects were all academic freshmen at the time of the pretest, the total hours completed ranged from 0 to 45 quarter hours. The group was heterogeneous in terms of its academic ability. There was a 500 point difference between the lowest and the highest Scholastic Aptitude Test (SAT) scores.

RESEARCH DESIGN

The experimental design was a two stage stratification. The first stage was the random selection of 40 freshmen student athletes (i.e. completed less than 46 quarters hours of university course work). The second stage was a random assignment of subjects to control and treatment groups.

The independent variables were Treatment (participation in The Career Development Workshop For Athletes) and Race, either Black or White. The dependent variables were gain scores from the three intercorrelated scales on the Career Development Inventory:

1. Career development attitudes (CDA);
2. Knowledge and skills (CDK); and
3. Orientation total (COT).

MATERIALS

Location

The Career Development Workshop For Athletes was conducted at three different locations. Four of the meetings were conducted in an auditorium. in Cassell Coliseum The room was used daily for all large group meetings

of the soccer team. The space was comfortable and functional. The chairs were equipped with a removable desk top for notetaking.

One workshop session was conducted away from the athletic facilities in the University Career Resource Center. This facility was thoroughly equipped with all the necessary career information resources. In addition to the bound book volumes of information there were various journals and two micro-computer based career information systems. A third setting was used for small group discussions. Two conference rooms near the auditorium in Cassell Coliseum were used for smaller group discussions.

Each participant in the workshop was issued a notebook with the following materials (See Appendix A for a revision of workshop steps):

1. complete outline of workshop including a session by session description of all activities; and,
2. goals workshop information based on a model borrowed from Goals for Youth, Program, State University of New York (See Appendix D):

Instruments

Two instruments were used for the workshop. First, the Strong Campbell Interest Inventory, was used to stimulate thought based on student athletes' inventoried interests, second, the Career Development Inventory was used to assess the students overall career maturity.

The Strong Campbell Interest Inventory

Strong (1957) theorized that one's expressed interest will be very similar to others' in similar occupations. This means, at least in theory, that one can assess and/or predict one's occupational satisfaction based on one's inventoried interest as compared to inventories of others established and satisfied in that occupation. It is this theory which eventually led into the Strong-Campbell Interest Inventory (Stanford University Press) (Osipow, 1983).

This instrument was first published in 1957 by Stanford University Press under the name the Strong Vocational Interest Blank (Silliman, 1979). Since that time, the Holland Code has been added to assist in the clarification or designation of interest. In addition, the language has been reworded to remove any sexist statements or overtones (Silliman, 1979). The Strong-Campbell Interest Inventory is an excellent example of an interest measurement instrument and it is one of the most widely used and well researched instrument of its kind used with college students (Super and Crites, 1962).

The Career Development Inventory

The Career Development Inventory has two forms: the school form, designed for use among junior and senior high schools, and the college and university form, designed for use in higher education. The college and university form is recommended for "assessing the readiness of entering

college students to make career decisions and thus for identifying those who need arousal" (Super et al., 1982) (Career Development Inventory User's Manual). This instrument form is also recommended for use in the counseling setting to pinpoint students' career development strengths and weaknesses with greater accuracy.

The CDI consists of eight scales. Five of the scales assess specific dimensions of career development; two combine the score from other scales to yield connotative and cognitive scores; still another combines four basic scales to yield a total score.

One of the five basic scales is the Career Planning Scale (CP) which contains twenty items in which the student is asked to report "career planning in which they have engaged" (Test Manual, p. 2). The CP scale assesses attitudes toward career plans and self reported planfulness.

Another of the basic scales assesses Career Exploration (CE). It also has 20 items. The first 10 items require the student to rate various sources of career information, some of which include books, college or graduate school catalogs, professors and/or counselor in the counseling center. The next 10 items ask the student to rate the usefulness of information received from these sources. This scale "measures the quality of exploratory attitudes."

The next scale is the Decision-Making (DM) scale which is comprised of 20 brief sketches of people making career oriented decisions. The student

is asked to select the best course of action relative to facts presented. This scale is attitudinal in nature yet yields a cognitive value.

The fourth scale is World-of-Work Information (WW) scale which contains 20 questions which assess basic knowledge of exploratory tasks and knowledge of "occupational structure" (Users Manual, p. 2). This scale is cognitive in nature and assesses cognitive ability: "WW tests career awareness and occupational knowledge that contributes to successful career planning."

The fifth and final scale of the basic scales is the knowledge of Preferred Occupational Group (PO). The PO is made up of 40 items designed to assess the student's in depth knowledge of his or her preferred occupational group. The scale assesses a number of different job characteristics that range from the duties and working hours to psychological requirements and training necessary. This scale measures actual exploration undertaken by a student. This scale is not combined with any other scales to generate totals.

The last three scales are created by combining scores from the five basic scales. The Career Development Attitudes (CDA) is formed by combining the CP and CE scores. The scales are inter-correlated and share factor loading. This combination greatly increases reliability.

The Career Development Knowledge and Skills (CDK) Scale is made of a combination of the (DM) and (WW) Scales which creates a concise cognitive scale with increased reliability.

Finally, a Career Orientation Total (COT) combines CP, CD, DM, and WW. Although this scale approaches a measure of career maturity, the authors caution against such generalization because it measures on four of the five basic scales.

The CDI pre- and post-tests were all computer scored. The formulas used in scoring and the conversion from raw score to standard score were provided by Donald Super.

PROCEDURE

The Athletes' Career Development Workshop served as the experimental treatment for this study and was conducted over a six week period during January and February 1985. Each session lasted approximately two hours and met once each week. Randomly selected students were asked for their voluntary participation in the program, they were told that they were being used as subjects in an experiment. Students' attendance was not mandatory.

The program was conducted by two regular staff members and seven guest speakers. Three of the guest speakers were from the university community, one was a local restaurant owner, and three were corporate represen-

tatives. The activities of the workshop included roleplay, films, lectures, and small group discussions. The control group did not attend any of the workshop activities. At the conclusion of the workshop, the entire group was brought together for the post-testing. An informal survey (See Appendix) was conducted at this time to generate feedback from the treatment group about their feelings about the program in general.

Objectives

The Career Development Workshop for Athletes had the following four objectives:

1. to assist students in the identification of career interest and goals (outside of sports);
2. to assist students in the identification and/or selection of a career support network (people and data banks);
3. to aid in the assesement and identification of students' skills as well as in understanding their relationship to the world of work; and,
4. to aid students in their perception and procurement of self esteem in matters outside of sports, thus fostering the realization of future goals.

Instrumentation

Each student was pretested both formally and informally. The formal instrument, the CDI (Super, 1981), took approximately 60 minutes to complete and was scored by computer. The Strong-Cambell was administered in advance and scored by computer; the interpretation was given in the large group and discussed in the small group setting. Pre-testing yielded the level of career maturity as well as areas of interest for each student. The results of the formal instrumentation were evaluated several months before the treatment began. This allowed final plans for the workshop to be adjusted to meet the needs of the group based on the Career Development Inventory pre-test results.

The (CDI) was administered to the experimental and control groups during pre-season practices before classes began. The post-test was administered upon completion of the six week Career Development Program. This procedure provided additional information about the effect of time or normal maturation on the gain scores of the CDI.

Analysis

The data from each of the three scales on the CDI was analyzed by looking at two major factors. Group placement was one factor; the other factor was race. Group placement is a two level (control and experimental) factor. The Racial assignment is a two level factor as well (Black and White).

An Chi-square type of analysis was used to test the hypotheses. The data were analyzed using non-parametric data analysis, the Wilcoxon Matched Pair Test). Subsequent analysis were carried out on each racial group separately to gain insight into how treatment affected the gain score.

CHAPTER IV. ANALYSIS OF DATA

The primary focus of this chapter will be the experimental results from the project. The results reported will be from the following sources, a formal pre- and post-test using the Career Development Inventory, an informal questionnaire and the clinical observations.

The chapter is organized into three major sections as follows, Research Procedures, Findings and Clinical Observations. Within each major section the topics discussed are, the statistical test, the pre- and post-test scores and the informal evaluation.

REASERCH PROCEDURES

The hypothesis for this research study was designed to measure statistically the overall impact of a Career Development Workshop for Athletes. The experiment was conducted in the following manner;

1. Forty freshman and sophomore football players were randomly selected from a population of sixty-five football players (September, 1984).
2. Subjects were randomly assigned to either the control or the treatment group (twenty to a group).

3. All subjects were pre-tested in August 1984 using the College form of the Career Development Inventory (The Psychological Corporation, 1981)
4. The treatment group participated in a Career Development Workshop for Athletes. The workshop met for one hour, once a-week for seven weeks. The workshop took place during winter quarter 1985.
5. All subjects were post-tested using the same version of the of the Career Development Inventory (March, 1985) and data analyzed.

The Statistical Test

Due to the extreme variance in data, and the fact that the data were ordinal and had a continuous distribution, a non-parametric data analysis was used to analyze the gain scores. The Wilcoxon Ranks Sum (1945) was used to test for significant differences in the gain scores.

These tests are very similar in the manner in which they permit data analysis; in fact, the Kruskal-Wallis actually is an extension of Wilcoxon's Sum of Ranks Test (Langley, 1970). This test academically measures the gain scores which are simply pooled and assigned ranks based on the total population from the smallest to the largest. The rank sums or mean rank were then compared using a Chi-square type of test to determine statistical significance.

FINDINGS

The Hypothesis

The first hypothesis was;

There will be a significant difference in the gain scores of the participants in the Career Development Workshop for Athletes and for the control group on the three combined scales (i.e. Career Development Attitudes, Knowledge and skills, and Career Orientation Total of the Career Development Inventory

Table 1 presents the mean rank gain scores for the control and treatment group on the three scales of the Career Development Inventory. It can be seen from Table 1 that no statistically significant differences were found between the two groups (control and treatment) on any or the three combined scales of the Career Development Inventory. These results support rejection of the first hypothesis.

Although the first hypothesis was rejected positive results were found and reported under the clinical observations to be found on page 52. The less than positive results on the post-test can be attributed to many factors. Perhaps the most detrimental factor was the insufficient amount of actual time involvement on the part of each workshop participant. Stoddard (1973) points out that with workshops of this type (career/vocational development) a least six two hour sessions are required to notice any significant rate of growth. Although the workshop

Table 1
Analysis of Post Test Gain Scores of Treatment and Control Groups

		N	Mean (Rank)	CHISQ	<u>P</u>
CDA	Treatment	20	20.65	0.45	0.50
	Control	18	18.22		
CDK	Treatment	20	17.80	0.99	0.31
	Control	18	21.39		
COT	Treatment	20	19.45	0.00	0.97
	Control	18	19.56		

*Significance = .05 level.

Scales abbreviation:

CDA - Career Development Attitudes
 CDK - Career Development Knowledge
 COT - Career Orientation Total

was originally scheduled for six two hour sessions the actual average attendance was 4.3 sessions. The poor results indicate that there was little or no difference of the rate of improvement of the control group and workshop participants.

The second hypothesis was

"There will be a significant difference in the gain scores on the three scales on the Career Development Inventory, of experimentally treated subjects based on race (Black or White)."

Table 2 presents the analysis of the gain scores for each treatment group within race on each of the three scales. It can be seen that there were significant differences in gain scores between Blacks and Whites within the treatment group on the Career Development Attitude (CDA) scale ($p > .041$). There were no differences found on the remaining two scales (i.e., CDK, COT). This particular finding points out that White students in the treatment group improved more than Black students on the (CDA) scale.

The mean rank gain scores were tested for statistical significance using the Kruskal-Wallis. Since only one scale (CDA) showed significant differences in gain scores among treatment subjects, the second hypothesis was only partially supported; therefore the second hypothesis was rejected.

Table 2

Analysis of Post Test Gain Scores Within Race and Treatment Group
(Comparisons are made between different race and same treatment)

		N	Mean (Rank)	CHISQ	<u>P</u>
CDA	(T) Black	10	7.80		
	(T) White	10	13.20	4.17	*0.041
	(C) Black	11	9.36		
	(C) White	7	9.71	0.02	0.89
CDK	(T) Black	10	10.65		
	(T) White	10	10.35	0.01	0.90
	(C) Black	11	7.32		
	(C) White	7	12.93	4.73	*0.02
COT	(T) Black	10	9.30		
	(T) White	10	11.70	0.82	0.86
	(C) Black	11	7.09		
	(C) White	7	13.29	5.76	*0.01

*Significant at the .05 level.

Scales abbreviation:

- CDA - Career Development Attitudes
- CDK - Career Development Knowledge
- COT - Career Orientation Total
- (T) - Treatment
- (C) - Control

NOTE: Comparisons were made between students of different races but same treatment groups.

The partial support of the second hypothesis did add validity to the idea that the treatment did have a significant effect on certain subjects, although the treatment was not enough to effect scores on the (CDK) and (COT) scores of treated subjects. The reasons for the significant differences between treated subjects on the Career Development Attitude scale could have several possible explanations. One, since there was no significant differences on the cognitive scale it could be speculated that Black students in the treatment were not as stimulated or motivated toward career decisions as White students. Another speculation as to the reason for the differences could be that the treatment offered during the workshop did not appeal to Black students in a way to generate an improved attitude toward career decisions.

Table 2 also points out significant differences between Black and White students in the control group. This points out that White students made a greater improvement than Black students on the Career Development Knowledge (CDK) scale ($p > .02$) and the Career Orientation Total (COT) scale ($p > .01$). The significance of the later two findings is unclear due to the fact that they took place in the control group. However it can be speculated that White students in the control group were engaged in more career related activities than Black students, thus demonstrated a greater improvement in career maturity.

Table 3
 Analysis of Post Test Gain Scores
 (Comparing race without regard for treatment)

		N	Mean (Rank)	CHISQ	<u>P</u>
CDA	Black	21	16.95	2.47	0.11
	White	17	22.65		
CDK	Black	21	17.57	1.42	0.23
	White	17	21.88		
COT	Black	21	15.86	5.04	*0.02
	White	17	24.00		

Scales abbreviation:

CDA - Career Development Attitudes
 CDK - Career Development Knowledge
 COT - Career Orientation Total

NOTE: Comparison was made between students of different races,
 regardless of treatment group.

Subsidiary Analyses

Subsequent analyses were conducted on the subjects to identify other areas of significant gains on the three scales of Career Development Inventory. These other areas of gain are reported to assist in assessing the overall impact of the workshop. If significant gains were reported for one segment of the population and not another this would point out that certain aspects of the treatment were more effective for that segment of the population. The questions and answers as to exactly why are invaluable in evaluating which areas of the workshop should be modified to better meet the needs of the entire population. Some of these results are reported in Table 3.

For example, it can be seen in Table 3, that when the total population was divided by race, and mean rank gain scores were tabulated, significant differences were found between Black and White students in the gain scores on the COT scale ($p > .02$). This result indicates that White students' gain scores were significantly higher than Black students' on the COT scale.

Other analysis of subjects scores were conducted based on their academic levels. All students at the time of the pre-test were academic freshmen. Approximately half ($n=18$) of the group had advanced to the sophomore academic level at the time of post testing. This fact lead to the speculation that there might have been a difference in the gain scores because of natural chronological maturity, which consist of course work and class assignments (etc).

Table 4
 Analysis of Gain Score Within Treatment Group and
 Academic Class Standing

		N	Mean (Rank)	CHISQ	<u>P</u>
CDA	(T) Upper	11	10.55		
	(T) Fresh	9	10.44	0.00	0.96
	(C) Upper	7	9.43		
	(C) Fresh	11	9.55	0.00	0.96
CDK	(T) Upper	11	9.95		
	(T) Fresh	9	11.17	0.21	0.64
	(C) Upper	7	10.14		
	(C) Fresh	11	9.09	0.17	0.68
COT	(T) Upper	11	10.27		
	(T) Fresh	9	10.78	0.04	0.84
	(C) Upper	7	10.57		
	(C) Fresh	11	8.82	0.46	0.49

*Significance at the .05 level.

Scales abbreviation:

- CDA - Career Development Attitudes
- CDK - Career Development Knowledge
- COT - Career Orientation Total
- Upper - Upperclassmen (i.e., Sophomore, Junior, Senior)
- Fresh - Freshmen

Table 5
Overall Workshop Attendance Report

Session Number	Title	Number of Participants
1	Introduction and Overview	16
2	Skill and Interest Identification	15
3	Goal Setting	13
4	Career Information	10
5	Networking	(cancelled)
6	Interviewing Finale	16

Analysis was conducted using the Kruskal-Wallis test. Observations were made on freshmen versus sophomores in both control and treatment groups. There were no differences found between these four groups (i.e., control (F)(U) and Treatment (F)(U)). As can be seen in Table 4, the mean ranks for the four groups were very close on all three scales of the CDI.

CLINICAL OBSERVATIONS.

This section will report the clinical observations which occurred during the workshop. As stated previously, the workshop was conducted over six weeks, with one meeting per week each lasting approximately one and a half hours. Each workshop had different activities that ranged from guest lectures to small group discussions. Many of these activities were successful, some were not. The focus of this section of the findings will be to report what worked and what did not work. These observations will be reported on a session to session basis.

Session I. Introduction and Orientation.: The first session was conducted in a general meeting auditorium used frequently for football team meetings. The sessions began by introducing each of the two group leaders and the workshop participants. Each of the group leaders then gave a brief talk on two of the four workshop objectives. Following the talks a film strip was presented on the importance of career choice throughout one's lifetime. Following the film, the group was given a preview on the following week's scheduled activities and dismissed.

The group appeared somewhat restless during the entire meeting. They were given an opportunity to speak out only during the introduction. They needed more of an opportunity to share their expectations for the workshop. This might have led to more group interaction in future small and large group discussions. The original outline called for a dividing into

small groups, however due to the restless condition of the group this was not carried out. This session was successful in terms of attendance. Sixteen of the twenty in the treatment group attended. There appeared to be a genuine enthusiasm on the part of the entire group when they were told who some of the guest speakers would be and that several representatives of corporations had agreed to participate in interviews.

Session II. Identification of Skills and Interest: This session began with a group lecture and interpretation of the Strong-Campbell Interest Inventory. This lecture was conducted by a guest speaker who was knowledgeable about this instrument as well as other interest measures. This lecture lasted approximately 35 minutes. The instrument interpretation was followed by a lecture on skills in the work place. The talk digressed somewhat, and touched on the speaker's personal career history. Both talks were quite interesting however, the first lecture was too long. The second lecture was more interesting and generated several probing questions. There was a very good reception to the comments about personal career pathing experiences, and histories. The lecturer that gave the second talk was the director of the Virginia Tech Personnel office. Her candid remarks worked extremely well because that gave a balance to the theoretical platform of the first speaker.

Here again, because of the group restlessness the small group discussion was omitted. This session was successful in terms of the amount of information that was disseminated and overall attendance there a total of

15 of the 20 in the treatment group in attendance. Failure to discuss the information in small groups was a mistake.

Session III. Goal Setting.: This session featured the workshop's most outstanding guest speaker. A former professional athlete, now a successful businessman, addressed goal setting from both a personal and theoretical viewpoint. This talk lasted approximately 30 minutes and was followed by 20 minutes of good questions. The speaker was able to generate interest and discussion which carried over into the small group exercises. Immediately following the lecture the group engaged in the first small group discussion. Both groups were put through a guided fantasy exercise and discussion. Each group then discussed methods and models of goal completion. This session was an overwhelming success, although attendance was down, only 13 attended.

Session IV. Exploring Sources of Career Information: This session was held in the Career Resource Center at Virginia Tech. There were only ten students in attendance, and approximately six of the ten that attended completed the session objectives and explored one or more career alternatives. The participants were first oriented to the Career Resource Center, then given an opportunity to reflect back on their strong results and their personal Holland code. They were then given an opportunity to investigate. They were encouraged to actually use the information at hand and were assisted by two staff members.

This session was extremely successful for those that attended. It was impossible to duplicate this session for those that did not attend. There was no group discussion or interaction built into this session, however there was a need for it. Group interaction in all sessions would have increased the level of information retention as well as generate new information.

Session V. Networking.: This session was scheduled to be held in the meeting room where previous sessions were conducted. The guest speaker was a member of the Virginia Tech faculty-staff community who the athletes are very familiar with. There were only two students in attendance so it was cancelled and rescheduled. The rescheduled date was later cancelled because of final exam conflicts.

Session VI: The last and final session was held in the auditorium where all except one meeting had been conducted. This session featured four guest lecturers. The first speaker was from the University Placement Office. She presented an overview of the services offered, procedural guide lines for the University Placement Office. The three remaining speakers were corporate representatives from Beecham Products and Xerox. This session was conducted in two parts. The first phase consisted of a presentation from the University Placement Office. The second was a panel discussion on interviewing techniques and employers' expectations.

This session was by far the most popular. The total attendance was approximately 22. There were 16 from the treatment group and the remaining

six were invited guests that were interested in developing or improving their interviewing skills. At the conclusion of the panel discussion the panel conducted mock interviews, on each other and then critiqued the interviews for the students. This worked well because it gave the students first hand exposure into an interviewer's expectations. Parts of this session worked very well. There should have been more opportunities for students at this level of contact with the business community. Table 6 reports the total attendance for each session.

Informal Evaluation

In order to assess the personal impact of the Career Interest Workshop for athletes as a part of the post testing an informal survey was conducted among the workshop participants. They were asked to respond in writing to thirteen questions about the workshop. Table 5 reports these results.

The question's possible responses ranged from Strongly agree to Strongly Disagree.

Summary

The best aspects of the workshop were the guest speakers, all the students seemed to respond to the personal contact with the real world. The importance of guest lectures was observed early in the workshop and additional speakers were asked to participate. The planning and coordination of the speakers was one of the easier tasks of the workshop, because most were from the university and very accessible. The corporate representatives were frequent visitors to the university placement office and were extremely cooperative in providing assistance. All of the lectures recognized the importance of the workshop and were more than willing to help out when asked.

The one aspect that did not work very well was the use of film strips and films. The workshop was working on a limited time frame and once the

attention of the students was broken or interrupted it was very difficult to recapture. The use of film during a workshop of the type would work if, the film used was up to date and used in conjunction with current topics of discussion. Another area that experienced difficulties was the small group discussions primarily because it was not a major point of emphasis early in the workshop or in the planning stages. Group interaction could work very well in this setting if it were properly organized and carried out.

The low level of group leadership experience on the part of the workshop leaders affected the overall group dynamics. Both leaders were experienced and proficient one-to-one counselors; however, they lacked substantial group workshop experience. This inexperience manifested itself primarily in limiting group interaction. Workshop leaders could not properly meet the challenge of generating interest in a somewhat apathetic group. Despite the use of numerous guest speakers, group interest remained at a low to moderate level.

The overall feedback from the workshop was favorable. In duplicating the workshop many aspects would be repeated such as:

1. Inviting a wide range of guest speakers to address the workshop.
2. Administering a pre-test to ascertain the specific need of the students involved in the workshop and discuss the individual needs and expectations.

Table 6
Tallied Results of Post Workshop Questionnaire

	Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)
1. I heard about and/or discussed the workshop with my friends and/or family.		2.15			
2. The workshop helped me reach a decision concerning my career plans.		2.05			
3. I would like to participate in other workshops of this type.		2.05			
4. I know of other members of the team that would like to participate in such a workshop.		2.40			
5. I am more confident about my future career plans, and this new confidence is due largely to my participation in the workshop.	1.75				
6. I can name 3 work skills that I am capable and confident of doing.	1.75				
7. I know where these skills are used in the work world.	1.60				
8. I know where to find career information and how to use it.	1.50				
9. I would recommend this workshop to my friends.	1.45				
10. The workshop was well organized.	1.50				
11. I would have liked it if the workshop had been longer than 6 weeks.		2.80			
12. There are some things I have learned from the workshop that will help me in my classes.	1.80				

3. Small group orientation encouraging more group interaction.
4. Limited use of relevant films and visual aids.

There were several aspects of the workshop that did not work and would not be repeated such as:

1. The use of non-volunteers or a random sample of a particular population.
2. The moving of the workshop to more than one location
3. A broad range of workshop objectives (objectives should be narrowed to fit what can be effectively handled in the time allotted).

A detailed outline of the procedure that would be followed if repeated is included in Appendix B.

CHAPTER V. SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The data from the study were reported in Chapter Four. The purpose of this chapter is to provide a summary, discussion, and conclusions and explain those results in non-statistical terminology and provide recommendations for future study of this type. This chapter presents an overview of the study. Included in this chapter are:

1. A summary;
2. A discussion of possible reasons for results;
3. Conclusions from Study;
4. Recommendations for Future Program Development, and;
5. Recommendations for Future Research.

SUMMARY

In Chapter I, career is defined as the sum total of work, leisure, and related experiences gained by a person during his entire lifetime. While Super (1974) defines career maturity as "a repertoire of coping behavior leading to outcomes, compared to the behavioral repertoire of the peer group". Crites (1981), Super (1974), and associates concur that career

maturity is the measurement of one's career awareness (i.e., knowledge and attitudes) at various developmental phases of one's life as compared to one's chronological peers.

Several authors have noted that the worker's role is probably the most important and significant role that a person will occupy in his or her life (Keene, 1976; Crites, 1981; Miller and Form, 1980). The worker's role is so critical because of the sociological and societal demands for competent individuals to fill its complex work force.

Higher education has an inborn responsibility to the student to make proper career counseling available (King, 1976; Ganster and Lovel, 1978). Several studies over the past ten years report that most college students rate career counseling as the number one priority along with their educational pursuits (Levin, 1980; Perovich, 1980). Consequently, societal demands on the student and the need to measure career development has lead to the formulation of many models and assessment techniques concerning career maturity.

The primary purposes of measurement in career counseling is to aid in the understanding of the client's need and to measure the impact of the treatment properly and to insure its accuracy (Super and Crites, 1962; Lunneborg, 1983; Silliman, 1979).

The first career maturity inventory was developed by Super and associates in 1957. This first study evolved into the Career Development Inventory

(CDI), first published in 1971 and co-authored by Super, Bohn, Forrest, Jordaan, Lindeman, and Thompson (Westbrook, 1983). Despite the inconsistency in instruments of this type Super's (et al.) Career Development Inventory is the oldest and one of the most widely used instruments (Westbrook, 1983; Lunneborg, 1983; Crites, 1981). The (CDI) is composed of two sections or parts. The first part has 80 items and is divided into four sections, each designed to measure one of the following components of career development:

- Career planning: how much actual planning has been undertaken;
- Career Exploration: Amount of career information the individual has sought out from one of several sources of data or people;
- Decision-Making: Assessment of skills in this area; and,
- World-of-Work information: Information about general conditions of the world of work.

Part II is composed of one 40 item scale, titled "Knowledge of Preferred Occupation," designed to assess a student's actual knowledge of his or her preferred occupation. (A complete description of the CDI is provided in Chapter 3)

A number of authors documented the skills, abilities, and preparation necessary for successful entry into the world of work. Helbing (1978)

found that if students perceive themselves as "intelligent, industrious, well mannered, and business like" then they will demonstrate a higher degree of career maturity than those who lack these perceptions (Khan and Alvi, 1983). Super (1963) supported the need for, and the importance of, self esteem in the career development process. He found a high degree of correlation between self esteem and job satisfaction (1957).

DeJarnett (1975) sights five abilities sought most by businesses and industries as: 1) the ability to solve problems; 2) the ability to ask questions; 3) the ability to communicate both verbally and in writing; 4) the ability to make decisions and, 5) the ability to learn.

Many theories and methods outline the acquisition of the competencies mentioned; most tend to agree on two points. First, proper career development is the result of a comprehensive counseling process (Crites, 1981). Second, the career development process should prepare students for a lifetime of occupational changes, not simply for a single job or occupation, thereby preparing them to reach their full human potential (Kohen and Breinich, 1975; Super, 1963). Crites (1981) and Super (1978) concurred that the process of career development during a college student's life normally transpires in various developmental phases namely exploration, crystalization, specification, and implementation.

That students need the proper skills to insure their successful entry into the world of work has been demonstrated in the literature. However, these

needs are amplified for student athletes because of their preoccupational commitment to athletics.

Developmental Explanations for Existing Problems: Several authors discussed the reasons for the lack of career development among athletes. Alan Sack (1982) found that college athletes were systematically denied the opportunity to develop emotionally and intellectually during their time at college. This denial is perpetuated through maintenance of a sheltered environment where progress is measured in athletic terms only (Sack,1982).

Serious study for most students is a difficult task; however, after hours of practice and film sessions, proper concentration is a virtual impossibility (Sack,1982). Brede (1982) pointed out that this conflict causes many athletes to seek an academic/career path with the least resistance. The path with the least academic resistance is usually very limited in terms of career opportunities because the student has in a sense "majored in eligibility" (Brede, 1982). Edwards (1973) found that college athletes are given very few opportunities to make decisions during their collegiate tenure. The result may be a weak person in terms of the ability to make quality career decisions. The college athlete's role is "characterized by powerlessness in terms of decision making authority" (p. 176).

Many student athlete's career outlook is shaped by his level of involvement in athletics. Since the athlete's self-esteem is related to or based on participation in sports and if there is a low level of self esteem

outside athletics, then there will be increased difficulty in the transition from athletics to the world of work (McPherson, 1974; Brede, 1982). The basic dilemma that student/athletes face today derives from the incompatible demands arising from their dual role as college students and athletes (Edwards, 1973).

Sociological Explanations: The sociological studies of the completion of collegiate athletic eligibility compare it to the retirement process. Retirement involves a desocialization from sports and a resocialization into another occupation (Reynolds, 1981; Coakley, 1983); and, In addition the job satisfaction and well being of the individual are proportional to the congruence by which the transition from sports to another occupation is made. The withdrawal from sports is a total "role transfer" (Reynolds, 1981). The role transfer involves many factors; among the most important are one's perception of that role and its importance to self identity. Another important factor is the perception of that role among peers and significant others.

To assist in the role transfer the college athlete must be assisted in placing athletics in its proper context; they must begin to see themselves as students not just athletes. This will enable the athlete to seek and find significant value in the resocialized or new career options.

The manner in which the role transfer or resocialization occurs will have an enduring effect on the athlete's career outcome. Thus support or lack of support from significant others during crucial developmental stages

can effect the transition period, and thus virtually redirect the occupational outcome of the athletes. Leaving college athletics should be viewed as an occupational adjustment in order to increase the self image and allow athletes to maintain a greater degree of control over their lives.

A number of articles offer some possible solutions to the problems. Wittmer et.al (1981) points out that more attention should be given to the student athletes' quest to obtaining a degree. They suggest that universities provide a 'comprehensive counseling program to meet student/athletes' personal, academic, and career concerns. Phillips (1983) notes, one way to improve the career maturity of student athletes is to place a greater emphasis in academic goals. Super (1980) insists that in order for students to move through each phase of the career development process successfully, they must be given proper counseling and guidance from significant others.

What is Being Done Now: UCLA became the first major university to offer a comprehensive developmental career counseling program for student/athletes (Naylor, 1983). The program, an extension of regular services provided by the university placement office, is entitled "Career Pathing for Athletes" and is designed to take place over four years to occupy a track parallel to academic preparation for degrees (Naylor, 1983). The theoretical basis for the program is developmental. The facilitators attempt to prepare athletes for a life/career goal through decision making.

Faculty and athletic administrators at the University of Florida put together a program that addresses the athlete's educational and career development. The program involved the restructuring of the traditional role of the athlete's academic advising services to include; counseling in personal, vocational and academic concerns; a dorm resident counselor, and small group counseling workshops to assist students with personal and/or academic difficulties (Wittmer, 1981). In addition to the above services, there is a course offered to all freshman athletes, aimed at assisting in the transition from high school to university life.

A number of athletic programs around the country which have developed and implemented programs aimed at improving the plight the student/athlete. The majority of these programs do not offer comprehensive career counseling but only social and academic improvement counseling.

A growing number of coaches and their staffs have declared war on 'majoring in eligibility' and insist that all players make satisfactory progress toward a degree. One such coach is Jim Wacker, head football coach at Texas Christian University. Coach Wacker has shifted from winning on the field to winning in the classroom as his first priority.

The Career Development Workshop for Athletes: The Career Development Workshop For Athletes was designed to aid in the comprehensive career counseling effort at Virginia Tech. The pilot program is presented as a research project. The research involved 40 active varsity football players enrolled during Fall and Winter quarters of the 1984-85 school

year. The 40 students were randomly selected from a pool of 65 freshman football players.

The experimental design was a two stage stratification. The first stage was the random selection of 40 freshman student athletes. The second stage was a random assignment of subjects to control and treatment groups. The independent variables were Treatment (participation in The Career Development Workshop For Athletes) and Race (Black or White). The dependent variables were gain scores from the three intercorrelated scales on the Career Development Inventory. The instrument is recommended for use in the counseling setting to help pinpoint students' career development strengths and weaknesses.

The Athlete's Career Interest Workshop served as the experimental treatment for this study and was conducted over a six week period. Each session lasted approximately two hours and met once each week. Randomly selected students were asked for their voluntary participation in the program. Students' attendance was not mandatory. The workshop following four objectives:

1. To assist students in the identification of Career Interest and Goals (outside of sports);
2. To assist students in the identification and or selection of a career support system (people and data banks);

3. To aid in the assessment and identification of their skills; as well as understanding their relationship to the world of work; and,
4. To aid students in their preception and procurement of self esteem in matters outside of sports, thus fostering the realization of future goals.

The program was conducted by two regular staff members and seven guest speakers four of were from the University community. The activities of the workshop included, films, lectures, and small group discussions. The control group did not attend any of the workshop activities. At the conclusion of the workshop, the entire group was brought together for the post-testing. An informal survey (See Appendix) was conducted at this time to generate feedback from the treatment group as to their feelings about the program in general. A detailed explanation of the hypothesis, results and recommendations for future research will be in the following sections.

The Hypothesis

Hypothesis # 1:

The first hypothesis was formed to reveal the effect of experimental treatment on the subjects' overall maturity levels. The first hypothesis was as follows:

There will be a significant difference in the gain scores of the participants of the Career Development Workshop for Athletes and the experimental control group on the three scales (i.e., Career Development Attitudes, Knowledge and Skills, and the Career Orientation Total) of the Career Development Inventory.

The results indicated that the treatment did not significantly improve the subjects' career maturity as measured by the CDI. Improvement was judged by the gain score on the post test.

While these results indicated that the experimental treatment did not have statistically significant effect on the treatment subjects, the results of a self-reported follow-up survey indicated that the students in the workshop felt they had been helped either to reach or at least consider career decisions more seriously. The survey also indicated that the workshop participants felt more confident about seeking information about the world of work from informed sources. These results clearly point out positive results of the workshop which are not revealed in the post-test results alone.

Hypothesis # 2:

There will be a significant difference in the gain scores of experimentally treated subjects based on their race (i.e. Black or White)

The results indicated that White treated subjects improved significantly more than Black treated subjects on the Career Attitude Scales of the Career Development Inventory. There were no significant differences between experimentally treated Black and White subjects on either of the

remaining two scales of the Career Development Inventory (CDI). The results from the post-test only partially supported this hypothesis; therefore this hypothesis was rejected.

The second hypothesis was formed to observe the differences in the gain scores of Black versus White experimentally treated subjects. The first analysis of data looked at the experimentally treated subjects and compared the gain scores of Black subjects and those of White treated subjects. The assumption that led to this hypothesis was that if the career development process occurs in one's own cultural environment, then a variable, such as race or cultural background, should have some effect on the subject's ability to receive and digest certain types of information. The results of the post-test partially supported the assumption; however much more research is needed to draw more definitive conclusions.

RESULTS

Negative Results and Possible Reasons

There are many possible answers as to why the results of the experiment did not support the hypothesis, this section will look at several. First, due to the random selection and assignment of subjects for the experiment the treatment workshop was conducted for non-volunteers. This fact posed several problems, the most serious being the treatment group's actual participation in workshop sessions. The workshop was designed to transpire over a period of six weeks, two hours per week, and each session

was to build on and add to the previous session the week before. Absenteeism was quite high. Of the twenty subjects assigned to the treatment group, average attendance was 4.3 times per subject hardly enough to make a significant impact in career planning. Most of the literature that reported successful gain scores with workshops of this type reported six or more sessions (Stoddard, 1973). The high rate of absenteeism probably had a negative effect on the overall gain scores of the treatment group.

Second, in addition to the reduction in individual inability to retain and digest career information, there was a low level of group interaction. Although the entire population was made up of members of one athletic team and rather close-knit, still they were not accustomed to interacting with one another in group activities. The lack of productive group discussion and sharing of ideas reduced the workshop to a formal presentation at worst and a question and answer session at best. There was an absence of the needed group dynamics.

Another problem, caused by random selection of participants, was a general lack of interest on the part of the member of the treatment group. This problem is not uncommon among workshops of this type; however, the tight schedules of the football players used in this experiment made their participation somewhat of an additional burden. The use of draftees, as opposed to volunteers, made workshop attendance a difficult task.

Positive group dynamics never surfaced; this led to lower interest levels on the part of the participants, which led to higher rate of absenteeism.

The level of group leadership experience on the part of the workshop leaders affected group dynamics. Leaders were experienced one-to-one counselors, but lacked substantial group workshop experience. Workshop leaders failed to meet the challenge of generating interest in a somewhat apathetic group. Despite the use of numerous guest speakers, group interest remained low.

Positive Results and Possible Reasons.

There were several positive results which were not revealed in the post-test data. The most significant among them was the exposure to career development planning by the workshop participants. This was the first time many of the athletes involved in the workshop had ever been exposed to career guidance. While post-test findings cannot support the fact that the participants' career development was significantly enhanced, the writers observations clearly indicated that positive understandings were generated.

The self-reported survey reports that all the workshop participants felt a greater degree of self confidence in making career plans. Several of the participants were able to secure part- or full-time summer employment in their areas of academic/occupational interest. It might be an overstatement to claim total credit for these student successes, it must be pointed out that these students were stimulated to acquire skills and knowledge that was helpful in setting and reaching their summer goals.

Through the successful implementation and completion of the workshop, a foundation was established for athletes at Virginia Tech in the area of career development. As a result of this workshop, several coaches and student athletes have expressed interest in continuation in other workshops of this type.

Implications

There are three major implications in this study;

1. The workshop can be modified and duplicated in other college and university settings to assist in the career development of all student/athletes.
2. The workshop demonstrates a method of presenting alternative career options to college varsity athletes.
3. The workshop can act as a springboard for summer and post-graduate job placement assistance for athletes.

RECOMMENDATIONS

Future Program Development

The review in Chapter II pointed out major areas of need in all college students' career development. The Career Development Workshop for

Athletes is one approach to Student/Athlete career counseling. The methodology used in implementing workshops of this type should not be rigid. In fact, just the opposite is true; there needs to be a good deal of flexibility with programs of this type. These programs must be adjusted to meet athlete's individual needs and available time. Three elements which must be present for a program to address the career development concerns of student athletes are as follows.

1. There must be a commitment on the part of athletic administration. These commitments should be expressed in funding, administrative and logistical support. It should be pointed out that workshops of this type are not expensive in terms of dollars, but they do require extra effort on the part of athletic administrative and faculty members to prepare each session properly. Seasoned group leaders skilled in career development work with this population must be involved.
2. These programs must work hand-and-glove with the existing athletic academic support network. There should not be any competition between the two factions (i.e., scholastic and career support). Both should work together to form a comprehensive approach to ensure that all student athletes are given every possible opportunity to succeed at their dual roles.
3. Finally, athletes must be helped to realize the importance of their own career development. Programs of this type should not be mandatory but voluntary. The final results will be greatly enhanced when the

students are serious and view career development assistance as a privilege and not a necessary evil. Programs should begin, as they do at the University of Florida in the freshman year, and continue each year thereafter for those student athletes who want the assistance.

Placement Assistance

A one-time administration of a workshop of this type cannot and will not prepare any student for the world of work. Proper preparation will only occur through a long term comprehensive approach. One important phase of any approach should be placement assistance. For various reasons most athletes do not take advantage of most of the services offered to the entire student body. Therefore, some attempt should be made to bridge the gap between athletes and the college or university placement services. This should be a natural outgrowth of any career development program.

In addition to the obvious impact this type of assistance will have on the athletes there could also be a great benefit to athletic departments and athletics as a whole. For instance, if the post college hiring rate for athletes at several Universities suddenly soared to a level above that of non-varsity athletes, that university would have a difficult time keeping up with all the prospective blue-chip athletes it would attract. The author is sure alumni would be more than happy to support a program that takes a more active role in a young persons future than simply helping them maintain eligibility for four years.

Due to the increasing expectations placed on collegiate and professional athletes as role models, today's athlete must be prepared to handle the pressure and expectations of the public limelight, career counseling is only part of that preparation. If an athlete is properly trained in handling public attention and has a firm grip on exactly who he is and what marketable skills he has outside of athletics he will contribute much more to athletics and society in general.

Recommendations for Further Research

(1) Most researchers will agree that results are more favorable when working with excited and enthusiastic students. The first recommendation offered for future research would be to use the treatment outlined in this project on a group of volunteer participants. This will undoubtedly reduce absenteeism and the experimental mortality rate.

(2) Another suggestion would be to conduct the workshop over a longer time period. Six weeks was not enough time to properly cover all the major objectives that were outlined for this project. A workshop of this type should last at least nine to ten weeks. Perhaps some sort of academic credit would act as an extra incentive to keep students interested.

(3) A follow-up study of students that have participated in these type workshops would be a worthwhile endeavor. The aim of such a study would be to discover how much career workshops effected student career outcomes.

(4) Finally, since all college student athletes have many of the same problems that related to their time commitment. It would be worthwhile to conduct a workshop open to all athletes not just the larger revenue sports. This would give workshop participants an opportunity to see the broad range of their problems. This may cause them to be more conscientious.

SELECTED BIBLIOGRAPHY

- Brede, R. and Camp, H. The Two Worlds of Student-Athletes." The National Advisor (Winter 1982) 23-27.
- Buros, O. K. (editor). The Eighth Mental Measurement Yearbook. New Brunswick, NJ: Rutgers University Press, 1978.
- Coakley, J. "Leaving Competitive Sport: Retirement or Rebirth ?" Quest: Vol. 35 (1983) 1-11
- Cook, D. C. "The Impact Of A Career Planing ans Decision-Making Course of First Year Community College Students " Unpublished Dissertation at Virginia Tech (May 1982)
- Crites, J.O. Career Counseling: Methods, Models, and Material. New York: McGraw-Hill Books, 1981.
- Cronback, L. J. Essentials of Psychological Testing (3rd edition). New York: Harper & Row, 1970.
- Dean, S. A. "A Construct Validity Study of the Career Development and the Attitudes Scale of Career Maturity Inventory: Unpublished Doctoral Dissertation at Virginia Tech (1981).
- DeJournett, L. R. "What Industry Wants from College." Work and the College Student. Roland Keene, Frank Adams, and John King. Editors. London: Feffer and Simons, 1976.
- Edwards, Harry. "The Exploitation of Black Athletes. Association of Governing Board Report. 1983: 26.6, 30-33.
- Elliot, I. A. The Partnership of Work and Eductions." Work and the College Student. Roland Keene, Frank Adams, and John Adams, Editors. London: Feffer and Simons, 1976.
- Erikson, E. H. Identity and the Life Cycle. New York: W.W. Norton. (1980).
- Ganster, D. C. and Lovell, J. E. "An Evaluation of a Career Development Seminar Using Crites' Career Maturity Inventory". Journal of Vocational Behavior. Vol. 13 (1978) 172-180.
- Helbing, H. "Vocational Maturity and Self Concept" Paper Presented at The International Congress of Applied Psychology, Munich, Germany Aug.1978 (ERIC DOC. # ED166579).

- Hill, P. and Lowe, B. "The Inevitable Metathesis of the Retiring Athlete" International Review of Sports Sociology: Vol 4 (1974) 5-29.
- Hoenninger, R. and Skivholt, T. "Guided Fantasy in Career Counseling." Personnel and Guidance Journal: Vol.52 (1974) 693-696.
- Hohenshil, T. H. and Miles, J. H. "School Guidance Service: A Career Approach". Dubque, Iowa: Kendall/Hunter. (1976)
- Khan, S. and Sabir, A. "Educational Social and Psychological Correlates of Vocational Maturity" Journal of Vocational Behavior. Vol. 22 (1983) 357-364.
- King, J. E. "Higher Education and Its Purposes." Work and the College Student. Roland Keene, Frank Adams and John Adams, Editors. London: Feffer & Simons, 1976.
- Keene, R., Adams, F. C. and King, J. E. Editors. Work and the College Student. London: Feffer & Simons, Inc., 1976.
- Kohen, A. and Breieich, S. "Knowledge of The World of Work: A Test of Occupational Information of Young Men" Journal of Vocational Behavior. Vol. 6 (1975) 133-144.
- Langley, Russell. Practical Statistics Simply Explained. New York: Dover Publications. 1971.
- Lee, Courtland. "An Investigation of the Athletic Career Expectations of High School Student Athletes." The Personnel and Guidance Journal. 1983: 61, 544-46.
- Levine, A. When Dreams and Heroes Died: A Portrait of Today's College Student. San Francisco: Jossey-Bass. 1980
- Lunneborg, D. A. "Career Counseling Techniques." The Handbook of Vocational Psychology. Bruce Walsh and Samuel Osipow, Editors. New Hersey: Lawrence Erlbaum Associations. 1983.
- McPherson, B. D. "Retirement from Professional Sports: The Process and Problems of Occupational Psychological Adjustment" International Review of Sports Sociology: Vol. 24 (1974) 126-142.
- Miller, D. C. and Form, W. H. Industrial Sociology. New York: Harper & Row. 1980.
- Myers, R. A., Lindman, R. H., and Patrick, T A. "Effects of Educational and Career Exploration Systems on Vocational Maturity." Journal of Vocational Behavior. 1975: 6, 245-54.
- Naylor, N. "Career Planning for Student Athletes" Assoc. of Governing Boards: Report. Vol. 26 #6 (1983) 21-29

- Osipow, S. H. Theories of Career Development. Englewood Cliffs, NJ: Prentice-Hall. 1983.
- Phelps, M. O. "The Student Athlete: A Proposal." College Board Review. 1982: 136, 27-30.
- Perovich, G. M. and Mierzwa, J. A. "Group Facilitation of Vocational Maturity and Self-Esteem in College Students" Journal of College Student personnel. May (1980) 206-210.
- Pfeiffer, W. J. and Heslin, R. Instrumentation in Human Relations Training. Iowa City, Iowa: University Associates. 1975.
- Phillips, S. D., Strohmer, D. C., Berthaume, B. J. and O'Leary, J. C. "Career Development of Special Populations: A Framework for Research." Journal of Vocational Behavior. Vol. 22 (1983) 12-29.
- Ristau, R. "Developing Employability Skills Plus for Disadvantaged Students". (Ed.) Keene, Adams and King: Work and The College Student. Southern University Press. (1976) 377-384.
- Reynolds, M. J. "The Effects of Sports Retirement on Job Satisfaction of Former Football Players" Sociology of Sports: Diverse Perspectives (ED) S. L. Greendorfer ; Leisure Press. West Point N.Y. 1981.
- Rosenberg, Edwin. "Gerontological Theory and Athletic Retirement." Sociology of Sports: Diverse Perspectives. S. Greendofer (ED). West Point, New York : Leisure Press, 1981.
- Sack, A. "Big Time College Football: Whose Free Ride?" Quest 2. 1982: Fall, 87-95.
- Scott, Jack. "Scott's Radical Ethic." Intellectual Digest. 1972: II, 49-51.
- Shepard, H. L. "The Emerging Pattern of Second Careers." Symposium American Psychological Association Annual Convention. Miami, Florida: September 7, 1970.
- Silliman, B. D. "The Appraisal Service." School guidance Services. Thomas Hohenshil and Johnnie Miles, Editors. Dubuque, IL: Kendall Hunt Publishers. 1979.
- Strong, E. K. "Interests of Fathers and Sons." Journal of Applied Psychology. 1957: 284-92.
- Stoddard, K. B. "A Career Development General Education Seminar." Paper presented at the annual convention of American Psychological Association. Honolulu, Hawaii: 1972, September. ERIC Doc (# Ed 085 494).

- Sundberg, Norman. Assessment of Persons. Englewood Cliffs, NJ: Prentice-Hall Publishers. 1976. 1972: July.
- Super, D. E. "The Definition and Measurement of Early Career Behavior: A First Formulation, Personnel and Guidance Journal, Vol. 41 (1963) 775-80.
- Super, D. E. "A Life-Span, Life-Space Approach to Career Development. Journal of Vocational Behavior. (1980) 282-98.
- Super, D. E. Career Development: Self-Concept Theory. New York: College Entrance Examination Board. 1963.
- Super, D. E. The Psychology of Careers. New York: Harper and Row. 1957.
- Super, D. E. "Dimensions and Measurement of Vocational Counseling." Teachers' College Record. 1955: 57, 151-63.
- Super, D. E. Measuring Vocational Maturity for Counseling. Washington, DC: American Personnel and Guidance Association. 1974.
- Super, D. E. and Crites, J. O. Appraising Vocational Fitness. New York: Harper and Row. 1962.
- Super, D. E., Thompson, A. S., Lindeman, R. H., Jordaan, J. P. and Wyers, R. A. "Career Development Inventory". Consulting Psychologists Press. 1982.
- Tuckman, J. and Lorge, I. Retirement and the Industrial Worker. New York: MacMillan Co., 1953.
- Wacker, Jim. "Education and Athletics: A Coach Speaks Out." Association of Governing Boards Report. 1983: 26, 30-33.
- Westbrook, B. W. "Career Maturity: The Concept, The Instruments, and The Research." The Handbook of Vocational Psychology (Vol. 1). Bruce Walsh and Samuel Osipow, Editors. New Jersey: Lawrence Erlbaum Assoc. 1983.
- Wittmer, J., Bostic, D., Phillips, T. D. and Wright, W. "The Personal, Academic and Career Problems of College Students Athletes: Some Possible Answers" The Personnel and Guidance Journal. 60 (1981) 52-55.
- Zytowski, D. G. and Borgen, F. H. "Assessment." The Handbook of Vocaitonal Psychology (Vol. 2). Bruce Walsh and Samuel Osipow, Editors. New Jersey: Lawrence Erlbaum Associates. 1983.

APPENDIX A. INTRODUCTION (THE CLIENT)

The most common definition of an "athlete" is "a person trained in games that require physical strength and skill". In American society, it is clear that being an athlete, especially at the collegiate level, involves more than mere strength and skill. The additional dimensions defining the college athlete provide the basis for much controversy and debate. It is necessary that student athletes deal successfully with a variety of social roles; for example, they must not only be trained as athletes and perform on the field, but they must also be successful as students and perform well academically. In addition to these two major roles, college athletes must also deal with other roles, such as being looked upon as campus heroes, community celebrities, and even failures on occasion. This high level of expectation continues even after the athlete leaves sports, despite the fact that they are probably less prepared for the world of work than their non-athletic counterparts.

THE PROBLEM

It has become increasingly apparent that most student athletes are ill prepared for their inevitable separation from sports (Hill & Lowe, 1974). Student athletes have been the subject of countless debates that range from their level of academic preparedness to their level of professional status. As these debates remain unresolved, the student athletes continue to suffer as they leave the college environment unprepared for the world

of work. The results of this lack of preparation are increased trauma during the dissociative process, increased feeling of failure and defeat, total withdrawal and underemployment.

Two factors perpetuate the ill preparation. First, athletes are forced to give most of their time and energy to their athletic endeavors leaving little reserve for their non-athletic pursuits. Second, athletic programs devote very little time and/or money to preparing athletes for a career after sports .

The problem is to design and implement an effective career development program for student athletes. This paper will focus on one part of the solution (i.e. a group counseling workshop on career awareness). This group workshop will not solve all of the career adjustment problems faced by student athletes, but it will serve to make them aware of their career needs and introduce necessary skills required of their entry into the world of work.

APPENDIX B. REVISED SIX-WEEK WORKSHOP OUTLINE

Objectives

There are three objectives for the workshop:

- To assist students in the identification of realistic career goals and objectives.
- To teach students goal setting technique and how to apply them to their career aspirations.
- To aid in the assessment and identification of career skills and understandings as to their relationship in the world of work.

Rationale

Educators agree that most students select a major first, then a related occupation (Cooke, 1982). Athletes in many cases because of their extensive pre- and post-college involvement in sports have seldom if ever taken the time to identify the possible occupational outcome of their college major (McPherson, 1974). For that reason athletes should be able to identify their own academic interests and abilities in relationship to occupational opportunities. Skills, both academic and nonacademic will

be identified and related to expressed occupational interest as well as the world of work.

Identification of realistic career goals is essential for all students, this need is escalated for student athletes because they spend an unrealistic amount of time and energy involved with sports. The purpose of the group interaction is to give students the opportunity to express their career goals in a non-threatening environment. In addition the group will learn, and practice (outside group setting) several proven methods of goal setting (via personal change project). This will afford them the opportunity to actually establish and accomplish several short term goals.

In addition to goal setting, the group will focus on the identification of career skills and their application to work. Skills, both academic and nonacademic, will be identified and discussed as they relate to expressed occupational interest.

Procedure

The workshop will be conducted over a six week period. Each session will last approximately 3 hours (with 15 min. break). Sessions will meet once per week.

Participants in the workshop will be volunteers and will be interviewed for acceptance by the two co-leaders. Applicants will be taken on a first come basis. The large group will be no larger than 18 students. Attend-

ance will be mandatory after the first meeting. Students will be expected to attend all sessions and complete all out of class assignments. Additional follow-up counseling sessions will be arranged for all participants at the conclusion of the workshop.

Evaluation

The workshop will be evaluated in terms of overall effectiveness via post-test gain scores on the Career Development Inventory (Super, 1981). There will also be an informal measure of the workshops impact on its participants. This measure will be based the results of the evaluation survey (see appendix) and post workshop interviews.

SESSION #1

The primary focus for the first session will be to orient all workshop participants to the overall workshop objectives and the group process. This will be accomplished through lecture and the small group discussion. The orientation to the group process will occur during the first small group meeting.

Group composition will shape the small group interaction for this workshop. The group will consist of members of the same athletic team, which means that a high level of familiarity will probably exist prior to group participation. This fact will warrant building slightly more structure

into the beginning group sessions to insure that the focusing of the group discussion on workshop objectives.

Once the small groups are arranged each leader will engage his group in an ice-breaking exercise. The leaders function at this point will be to provide enough structure to enable the group to begin exchanging details about themselves. Emphasis will not be placed on names because the group members will know each other due to common participation in football.

Following the ice-breaker each leader will engage his group in a guided career fantasy exercise. The technique and suggestion used will follow thoughts outlined by Skoholt and Hoenninger (1974). The purpose of the guided fantasy exercise is two-fold. First, it will serve to stimulate the groups thinking and discussion along the lines of the workshop objectives. Second, it will begin the process of value identification and goal setting. Participants will not be encouraged to pursue every fantasy they have imagined; however, they will explore the implications of each. Skoholt and Hoenninger (1974) noted that one's occupational daydream often coincides with one's vocational aptitude. Small group discussion will follow the guided fantasy exercise. Discussion will focus on their fantasy and it's implications.

Outline of Workshop (Session #1)

I. Objectives:

- A. To introduce all staff members and participants

- B. To understand the goals and objectives of the workshop
- C. To explain all procedural guidelines of the workshop
- D. To begin the process of group interaction and discussion

II. Activities:

A. Introduction of staff

- 1. statement of credentials
- 2. review of leader's group experience
- 3. statement of leader's commitment to group

B. Introduction of group members

- 1. Give Name, educational status, home town
- 2. Brief statement of what they expect from workshop

C. Explanation of primary and secondary objectives

- 1. Upon completion of students will be able to
 - a) state career goals and objectives
 - b) state what career skills they possess and where they fit in the world of work

D. Statement of Procedure

- 1. Organization
 - a) Divide large group into 2 small groups
 - b) Hand out notebooks and other material
 - c) Review time schedule and other guidelines

E. Small group activity

- 1. Icebreaking exercise
- 2. Guided Fantasy exercise

3. Small group discussion

III. Homework

- A. Complete worksheet stating Goals and Personal Objectives

SESSION #2

The primary objectives for session #2 are to have students learn and begin to practice goal setting behavior.

The model for this session was developed for an extension program at the State University of New York. The objective for this small group session is to set both long and short term goals. In addition to setting the goals, the students will establish a realistic time frame for the realization of their goals. The students will also receive some practice in the identification of potential obstacles for their goal accomplishment. These goals will be accomplished through the use of lecture, small group discussion, role-play and a personal change project.

The lecture will be conducted by a current or retired professional athlete that has established a proven track record of goal accomplishment both within and outside of sports. The reason for using a former athlete is to generate more interest (do to personal similarities) hopefully this will cause the students to pay closer attention and ask more questions.

The role play will place the students in a variety of situations both as a counselors and/or clients. The use of role play during this session will be aimed at teaching and reinforcing the methods of goal setting presented. It will also give students an opportunity to critique others' goal setting methods.

Small group discussion as in all group sessions will be the vehicle by which students will evaluate and digest all information given during the films and/or lectures. The small group discussions are the backbone of the workshop and will usually be the last activity and will occupy approximately one half of each session. Major emphasis will be given to open sharing in a non-threatening environment.

The personal change project will be introduced during the second session. The primary purpose of the project will give students an opportunity to both practice goal setting and accomplish goals outside the group setting. The projects will also give participants a first hand glimpse at potential obstacles to goal realization. The personal change project will be discussed at each session; implications will be examined and goals reevaluated. The projects will aid in accomplishing one of the secondary objective.

Goal setting (Session #2)

I. Objectives:

- A. To become familiar with Goal Setting methods

- B. To identify potential obstacles to goal realization
- C. To design procedures for goal completion
- D. To begin personal change project

II. Activities:

- A. Guest lecture on work "Goal Setting"
- B. Small Group Discussion:
 - 1. discussion of goal setting methods and purpose
 - 2. discussion of factors preventing goal achievement
 - 3. role play: goal setting session with counselor
 - 4. purpose of personal change project

III. Homework:

- A. Complete goal setting model
- B. Design procedure for personal change
- C. Begin journal

SESSION #3

The objectives of this session will be to identify students' occupational interest and to demonstrate how goal setting strategies can help in the pursuit of occupational interests. These goals will be accomplished through use of the Strong-Campbell Interest Inventory and small group discussion. The Strong-Campbell will be scored well in advance and the results will be interpreted as a large group exercise.

The students will be given an opportunity to react to the test results in their small groups. In addition to their reactions to test results the discussion will focus on the implications of the test, in terms of their career goals and objectives.

The small group discussion of career interest will act as a natural springboard for the next week's major objective (i.e. skills in the work place).

Career Interest Identification (session #3)

I. Objectives

- A. Identify occupational interest group
- B. To know one's Holland code
- C. To demonstrate the relationship between career interest and goal setting strategies

II. Activities

- A. Group interpretation of the Strong-Campbell
 - 1. Guest lecture will interpret the instrument
- B. Small group discussions will focus on the following topics
 - 1. Are Strong-Campbell results accurate? Why or why not?
 - 2. What is my Holland code ?
 - 3. How can goal setting help me pursue my career interest

III. Homework

- A. Complete Skill Identification Worksheet(see appendix)

B. Continue journal entries on personal change project

SESSION #4

The topic for discussion in this session will be the identification of skills and how they can be transferred to the world of work. Students will look at skills they possess now and skills they feel they will need later to enter their chosen occupations. The major vehicles used during this session will be film and/or video and small group discussion. The film will focus on identifying skills everyone has and demonstrate how one applies these skills in the work world.

Athletes possess a wealth of skills that are in demand (i.e. leadership, persistence and problem solving); however they can not capitalize on these skills if they lack the knowledge as to exactly where these skills fit and how to apply them (Naylor, 1983). The counseling techniques used are based on those used at U.C.L.A. by Dr. June Millet (Naylor, 1983).

The small group will again serve to reinforce the principles covered in the film as well to give students an opportunity to ask specific questions about their career interest and the skills needed to enter their chosen field.

Skill Identification (Session #4)

I. Objectives:

- A. Students will identify several career skills they possess (based on skill worksheet completed at home)
- B. Discuss where these skills might fit in the work place
- C. To discuss goal setting behavior as it relates to obtaining new career skills

II. Activities:

- A. Film and/or guest lecture on Skills in the work place
 1. The purpose of the presentation will be to help students identify the skills they possess and how or where they might fit in the world of work.
- B. Small group discussion (key topics):
 1. What is a career skill, which do I possess ?
 2. What skills are required for my dream occupation ?
 3. How to apply goal setting methods to career skill acquisition

SESSION #5

Session five exclusively serves the purpose of summary and clarification. The summary will take place through the use of lecture, small group, and

role-play. This session will also mark the end of the personal change projects. Follow-up counseling for the personal change projects will be conducted during the follow-up sessions at the end of the workshop.

The lecture will be conducted by one or both of the staff members. The focus of the talks will be to highlight the major points raised during the other sessions. The students will be given an opportunity to share their feelings during small group discussion. The personal change projects will be evaluated in terms of success or failure. Implications and conclusions will be drawn and shared openly. An attempt will be made, apply all information gathered to long and short term career goals.

Summary (Session #5)

I. Objectives (session #5)

- A. To summarize all information during four previous sessions
- B. To evaluate all change projects
- C. To learn implications for the results of the change projects group.

II. Activities

- A. Lecture summary of first four sessions
- B. Small group discussion
 - 1. Final evaluation of all personal change projects
 - 2. What are the implications of my results on my project

3. How can I apply what I have learned to my immediate and long range career plans?

SESSION #6

The primary objective for the final session will be both verbal and written evaluation. This session will take place in the large group setting. Participants will be given a written survey aimed at discovering whether the primary and secondary objectives were met. Students will also be asked to comment verbally on ways to improve the overall effectiveness of the workshop.

Summary and Evaluation (session #6)

I. Activities:

A. Large group discussion of

1. The overall objectives (i.e. were they met ?)
2. Need and implications for future workshops
3. Ways of improving the workshop
4. Complete written evaluation

APPENDIX C. ATHLETE'S CAREER INTEREST WORKSHOP EVALUATION

Please answer the following questions with one of the responses below:

1) Strongly Agree 2) Agree 3) Unsure 4) Disagree 5) Strongly Disagree

1. I attended _____ (#) sessions of the workshop.

2. I heard about and/or discussed the workshop with my friends and/or family. _____

3. The workshop helped me reach a decision concerning my career plans.

4. I would like to participate in other workshops of this type. _____

5. I know of other members of the team that would like to participate in such a workshop. _____

6. I am more confident about my future career plans. _____. This new confidence is due largely to my participation in the workshop. _____

7. I can name 3 work skills that I am capable and confident of doing.

8. I know where these skills are used in the work world. _____
9. I know where to find career information and how to use it. _____
10. I would recommend this workshop to my friends. _____
11. The workshop was well organized. _____
12. I would have liked it if the workshop had been longer than 6 (six) weeks. _____
13. There are some things I have learned from the workshop that will help me in my classes. _____

APPENDIX D. GOAL SETTING WORKSHEET

Counselor: _____

Session: _____

Date of Session: _____

IDENTIFIED GOAL

Date Set for Goal Achievement: _____

FACTORS PREVENTING GOAL ACHIEVEMENT

- 1.
- 2.
- 3.
- 4.
- 5.

FACTORS ENCOURAGING GOAL ACHIEVEMENT

- 1.
- 2.
- 3.
- 4.
- 5.

POSSIBLE OUTCOMES

- 1.
- 2.
- 3.
- 4.

SUPPORT SYSTEM

- 1.
- 2.
- 3.
- 4.

IMPLEMENTATION OF PLAN

- 1.
- 2.
- 3.
- 4.
- 5.

**The vita has been removed from
the scanned document**