

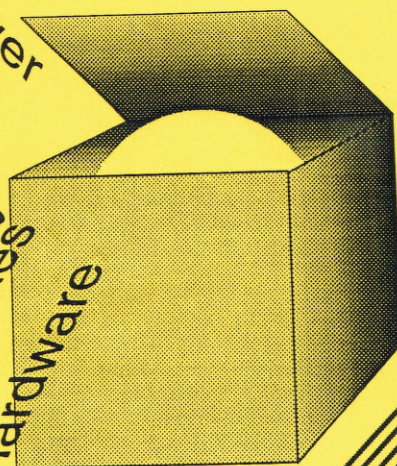
Pilot  
Version

Centre for Career Development Innovation with Vicom

# Getting Started . . .

A Guide

People Power  
Installation  
Components  
Care & Handling  
Printed Guides  
Hardware



the  
pandora  
project

The material contained within  
The Getting Started Guide may be reproduced  
by those purchasing **The Pandora Project Kit**.

© Government of Alberta, 1992

Developed by the Centre for Career Development Innovation  
of Concordia College and Vicom Ltd.

**The Pandora Project** has been made possible by the following funding partners:

Alberta Career Development and Employment  
Alberta Education  
Alberta Technology, Research, & Telecommunications  
Alberta Women's Secretariat  
Canadian Guidance & Counselling Foundation  
with Canada Employment and Immigration Commission  
Science Culture Canada



# CONTENTS

The Components you Have to Work With .....	page 3
Let's Talk About Hardware.....	page 4
Installing the Videodisc .....	page 4
Care & Handling of the Videodiscs .....	page 5
Facilitator's Guide and User's Guide.....	page 5
People Power .....	page 6

The Getting Started Guide is intended for purchasers of **The Pandora Project** and is designed as a general orientation package.

## THE COMPONENTS YOU HAVE TO WORK WITH

### DISCS



#### **“Dare to Dream” Videodisc**

A videodisc that provides an overview of career path opportunities in the following occupational sectors: Environment, Health, Telecommunications, Computing, and Materials & Processes.



#### **“Working Hand, Caring Heart” Videodisc**

A videodisc that provides an illustration of environmental career path opportunities.

### GUIDES



#### **The Pandora Project Getting Started Guide**

A booklet containing information to orient the purchaser about the components included in The Pandora Project.



#### **The Pandora Project Facilitator’s Guide**

A manual that includes all the information counsellors, teachers, and librarians need to assist students and clients as they use this system on a stand-alone basis or in groups.



#### **The Pandora Project User’s Guide**

A booklet for students or clients that helps them effectively use **The Pandora Project** on their own. It also helps them understand what they need to do after using **The Pandora Project**.



#### **The Pandora Project Poster**

3 copies are included in your kit. These may be posted in various locations to help create an awareness of the project.

### OCCUPATIONAL PROFILES



#### **The Pandora Project Profiles**

A set of videodisc still screens that may be reproduced and distributed to students and clients. The set includes 52 occupational roles in the environment and 12 in each of Computing, Health, Materials & Processes, and Telecommunications.

### ENVIRONMENT MATRIX



#### **Working Hand, Caring Heart Matrix**

A fold-out pamphlet that identifies functions, levels, and occupations within the environment. Core values are also identified.

## LET'S TALK ABOUT HARDWARE

The Pandora Project requires a Level I Videodisc (sometimes called laserdisc) player connected with a television (preferably colour) monitor to operate. The videodisc has been designed to be used on all videodisc players that can read "chapter stops". (*Chapter stops are simply numbers that need to be entered with the videodisc player remote control to move through the videodisc.*) Chapter stops are identified on the menu.

The Pandora Project can also be used with more expensive systems (Level III) that have "touch screens" (*television monitors that can be touched to control the videodisc*). These systems have computers that control the videodisc player and the monitor.

## INSTALLING THE VIDEODISC

Your kit includes 2 videodiscs entitled **Dare to Dream** and **Working Hand, Caring Heart**. Each videodisc contains thirty minutes of material and plays on one side only.

To install a videodisc:

(*You may want to refer to the Manufacturer's directions for your particular player*)

- turn your videodisc player power on
- turn the television monitor on
- turn the computer on (if one is part of your system)
- open the disc door
- place the the desired videodisc in the disc tray (label side up)
- close the disc door
- press play

*You will see a rotating box on the screen if you are using a Level III videodisc Player. If you are using a Level I, the program will just begin.*

Now, just follow the instructions on the screen for both the remote control and the touchscreen systems.



## PEOPLE POWER

We welcome all teachers, counsellors, librarians, and anyone else who is interested to **The Pandora Project Team**. It is through our combined efforts that we can assist young people in making an informed career choice.

The following are suggestions for ways you can become involved:

- view the videodiscs as if you were a student or client. There is no better way to familiarize yourself with the content.
- put up the posters where your students or clients are likely to see them (additional posters can be ordered from your distributor)
- distribute the **Getting Started . . . A Guide** to counsellors and teachers who may want their students or clients to use **The Pandora Project**
- read through the **Facilitator's Guide** and **User's Guide**.
- if clients or students ask for more information about a particular role they saw on the videodiscs, you can direct them to the **100 Pandora Project Profiles**.
- tell everyone about **The Pandora Project**.

**ENJOY!**

### CONTACTS:

Dave Redekopp & Faye Haney  
Centre for Career Development Innovation  
Concordia College 9359 67 A Street  
Phone# (403) 466-6633 Fax# (403) 466-9394  
Edmonton, Alberta T6B 1R7



## EXECUTIVE SUMMARY

### SIMON FRASER UNIVERSITY CAREER PROJECT FOR YOUTH

Prepared by Dr. Richard A. Bradshaw

Young people aged 16 to 24 years express the need for more assistance with career planning and decision-making. Luther B. Otto, in a key article in the Vocational Education Journal (1987, Vol. 62(6), pp. 37-38] listed a number of major studies documenting the nature and extent of this need. Consistently, over a 10-year period (1975 to 1985), it was found that 3/4 of high school students surveyed wanted more help making career plans and more counselling regarding job choice. In a 1981 study in which the careers of 7,000 young women and men were traced from the time they left high school until they were 30 years old, 2/3 of the respondents cited difficulty in establishing careers and lack of career preparation among the biggest problems they faced after leaving high school.

While on one hand young people are expressing the desire for more career assistance, a relatively small proportion seek out, and actively use, existing career guidance services and occupational/educational information resources. There is a gap between expressed concern about such issues and actions taken by youth to address these concerns. Otto (1987) maintains that much of the problem is that many so-called "career guidance" programs and resources are merely information banks (albeit in attractive print, multi-media and computer forms).

It is for this reason that the innovative career programs proposed in this paper focus upon (a) the skills of critical thinking (Perkins & Simmons, 1988), applied to the specific domains of career planning, career exploration and career decision-making (Ennis, 1989); and (b) analysis of variables relevant for motivation in education. Regarding the latter avenue of investigation, models chosen to guide program development & evaluation include those developed by Bandura (1982, self-efficacy theory) and Weiner (1984, attributional change programs).

Weiner's theory seems particularly promising as a model to guide the development of effective and motivating career programs. It includes such variables as locus of control, assumptions of constancy (which involve attributions of stability or instability over time, and globality or specificity across situations), and responsibility (degrees of controllability and intentionality).

A relevant example would be a typical teenager who routinely uses informational interviewing (networking) to identify the location of parties



## SFU Interactive Videodisc Career Project Overview

Dr. Richard A. Bradshaw

Page 2

(asking individuals in both formal and informal settings), but considers employment opportunities to be beyond his or her control ("nobody's hiring"). In Weiner's terms, this individual attributes skills in networking only to recreational contexts (lacking globality in attributions) and fails to consider (or apply) these strategies to job search. Further, it seems such young people consider employment opportunities to be outside their realm of control (i.e., externally controlled, and therefore not likely to motivate personal behaviours to control or change the situation). An attributional change program would be targeted at challenging and shifting some of these blocks in thinking, and motivate youth toward effective, career-related behaviours. The medium of interactive videodisc is particularly well-suited to such higher-order instructional objectives.

Related attributions to be challenged have been referenced in the literature on career development of women (a paper titled "A Review of the Salient Factors Affecting Womens' Career Development", was prepared by Barbara Madani, a member of the core team for this project). Key variables identified for investigation and change include agentic and instrumental attitudes and behaviours. A good number of other variables, in many cases including specific research measures, are reviewed and recommended for inclusion in the evaluation studies and (in some cases) career preparation programs.

The major concept paper for this project, titled "Modularized Vocational Assessment & Career Development Education Programme with Interactive Videodisc Components: Proposed Project Evaluation Studies", was written by Lorne Prupas, who is also the author of an extensive meta-analysis pertaining to effects of career interventions with youth. Lorne is a member of the evaluation team for the SFU Career Project for Youth.

Another major recommendation in career guidance literature is for more aptitude-treatment interaction (ATI) research. This parallels concerns expressed in a paper sponsored by the Canadian Guidance & Counselling Foundation, titled "Skills Are Not Enough: A Concept Paper on Innovative Strategies and Services for Youth in Transition" (1988). The authors (Kris Magnusson, Barrie Day & Dave Redekopp) emphasize the need to consider not "which programs work", but "which programs work with which clients" (e.g., more structured programs are needed for clients with less personal adaptability and responsibility, while peer counselling and less formal instruction are appropriate for clients at the other end of this continuum).

A good number of aptitudes are included in the research questions and study designs recommended in the concept papers for this project (by Prupas and Madani). The term aptitude is used broadly in these papers, to include cognitive attributions and personality variables, in addition to measures of potential abilities. Some of these measures have been identified in the



SFU Interactive Videodisc Career Project Overview

Dr. Richard A. Bradshaw

Page 3

professional literature, and others have come to light during the first phase of the project which involves youth interviewing youth both individually and in small, focussed groups.

### Vignette/Role-Play Characters:

At a minimum, it appears we will need the following major characters:

- A young single mother, dealing with the complexities of combining work, education and child care;
- A young native indian, wrestling with the issue of whether or not to stay in high school through graduation;
- A young asian dealing with issues of cultural integration and ESL training at the college or pre-college level;
- A young black man or woman (since the videodisc will be released in the US) dealing with issues around breaking into the informal employment networks of the white majority culture as he/she prepares for graduation from a university program in the sciences or technologies.
- A young caucasian woman in high school contemplating which of several career tracks to take (Science/Technology vs. Arts/Humanities);
- A young caucasian woman majoring in Computer Science, faced with the transition between school (university) and work (cooperative education placement with a high-tech employer);
- A young caucasian man questioning the relevance of any academic studies (high school, college, university) for "real life" (work);
- A young caucasian man wrestling with the decision to start his own business or play it safe and stay with a large company;
- A young paraplegic or quadriplegic man recently injured in an automobile or motorcycle accident, dealing with issues around career planning, within the larger context of the apparent futility of life, and adjustment to his recent disability;
- A young couple negotiating roles, tasks, and career plans (both effectively and ineffectively;
- At least two of the above characters should gradually exhibit difficulties characteristic of individuals with specific learning disabilities.
- Since this product will likely be distributed throughout the English-speaking world, there would certainly be advantages in having some of the actors speak various English dialects (Australian, New Zealander, Queen's English, etc.). Certainly many individuals who speak these dialects now reside in Canada and the United States, so inclusion of such variations in speech would not likely seem too out of place



### Ingredients for Creation of Role-Plays/Vignettes/Scenarios

As mentioned earlier in the documentation for videodisc production, when creating the "template" from which to develop decision sequences, storyboards and dialogue, content suggestions were divided into 4 categories, as follows:

- (1) Career Attitudes & Attributions
- (2) Career Skills & Strategies
- (3) Career Knowledge & Information
- (4) Career Activities & Events

It is anticipated that in the videodisc production, these categories will be progressively inclusive; that is, most of the skills & strategies will require effective attitudes & attributions to implement. Likewise, most of the knowledge & information will require skills & strategies for collection and dissemination. Finally, effective planning for, and response to, career activities and events will require appropriate application of (1), (2) and (3), above.

Each of the above categories of career development "ingredients" obviously needs to be imbedded within, or occur in the context of, general life events & activities of youth aged 16 through 24 years.

For this reason, each of these categories of career development "ingredients" has been itemized on the following pages. NOTE: It is not expected that all of these ingredients will be somehow (miraculously) incorporated into the videodisc program (any more than it was intended that all of the concepts listed in the earlier summary of the September 19th meeting could be included in the program).

#### (1) Career Attitudes & Attributions

- Self-Esteem/Self-Confidence
- Risk-Taking Attitude & Ability to Deal with Insecurity  
(e.g., Anxiety about moving to a new location)
- Perseverance, in Face of Hard Work, Long Hours and  
Discouragement (to overcome barriers, obstacles, etc.)
- Initiative and Ambition (Do it now!)
- Consistency, Patience, Stability (in job performance, relations with co-workers, etc.)
- Interpersonal Sensitivity (to needs & expectations of others)
- Internal Locus of Control
- Perceptions of High Self-Efficacy

## SFU Interactive Videodisc Career Project Overview

Dr. Richard A. Bradshaw

Page 15

- Expectations of Success (given skills, effort will achieve goals)
- Orientation to Create Opportune Moments and Take Advantage of "Chance"  
(Luck is where opportunity meets preparation)
- Attribution of Controllability
- Attribution of Responsibility (Self-reliance)
- Attribution of Globality
- Attribution of Intentionality
- Adaptability/Flexibility
- Open-Mindedness - Free of Limiting Attitudes (Overcoming cultural & gender stereotypes)
- Self-Directedness (ability & motivation to learn indep.)
- Achieved Separation/Individuation (Differentiation)
- Aware of Influences of Others (Parents, peers) on Self
- Ability to Deal with Pressures (e.g., with ESL students, dealing with role reversal regarding parents)
- Ability to Maintain Focus on Goals & Objectives  
(Rather than on self...symptoms, competencies, etc.)
- Ability to Accurately Self-Appraise and Self-Monitor
- Orientation to Perceive Financial, Cultural, Language, Educational and Physical Barriers as "Surmountable"
- Expectation of (Dedication to) Change
- Expectation to Learn From Experience (Extracting Benefits)
- Realistic Expectations of Both Self and the World of Work
- Willingness and Ability to Delay Gratification (Accepting short-term discomforts to realize long-term goals)
- Sense of Humour, Attentiveness and Self-Motivation
- Ability to Establish and Maintain Rapport with Others
- Awareness of Personal Power ("I am"), Belief that Individual Can Make a Difference (Sense of Agency)
- Internal Strength to Say "No" to Pressures from Parents and Peers Regarding Career Direction (and feel "OK")
- Ability to "See" Success in Mind (Hold vivid, multi-modal image for extended periods of time)
- Expectation of Success (Belief that effort will result in goal attainment)
- Belief: "I Have Innate, Unique Strengths & Abilities"
- Belief: "I Can Discover What I'm Likely to be Suited To"
- Willingness to Commit to Fields (At least tentatively)

### (2) Career Skills & Strategies

- Self-Marketing (Promoting own skills) & Other Agentic Behaviours
- Information Interviewing & Networking
- Establishing and Developing Mentoring Relationships
- Maintaining Support Groups (Emotional, informational, directional, e.g., "Success Team", "Idea Party")
- Problem-Solving/Trouble-Shooting



## SFU Interactive Videodisc Career Project Overview

Dr. Richard A. Bradshaw

Page 16

- Assertiveness
- Skills Analysis
- Stress Management/Relaxation (e.g., Overcoming math/science/examination anxiety)
- Time Management
- Goal Setting (Including specifying objectives)
- Critical Thinking
- Decision-Making
- Resume Preparation
- Study Skills (for high school, college, university)
- Interviewing
- Public Speaking
- How to Use Test Information to "Explore" Career Options
- Coping With Rejection (Cognitive-behavioural strategies for negative self-talk, including re-framing)
- Handling Others' Expectations
- Overcoming Employers' Expectations (When they aren't facilitative of career development and self-esteem)
- Typing (Computer keyboard entry)
- Calculations & Budget Management
- Leadership (Delegation, motivation of others, etc.)
- Interpretation of Data (Charts, graphs, etc.)
- Library/Information Research (Computerized lit. search)
- Planning (Reflection on past, Orientation to future)
- Organizing (Prioritizing, categorizing, filing)
- Self-Monitoring (Noting when stressed, motivated, interested, skilled, etc.)
- Memorizing & Recalling Information
- Salary Negotiation
- Making Multiple (Contingency) Plans (Plan A, Plan B; If....occurs...then....)
- Expanding on Strengths, Remedying Deficiencies
- NOTE: Page of Howard Figler's 10 Hottest Transferrable Skills (Some are included above, some are not)
- NOTE: Quick Job-Hunting Map (Booklet also referred to as "How to Create A Picture of Your Ideal Next Job or Career" (Provides an overview of many other transferrable skills, and a process by which to review one's past experiences to identify one's own highest level skills --- those one enjoys and finds greatest satisfaction from using)

### (3) Career Knowledge & Information

- Knowledge of Career Development Process (e.g., "Rocket Ship Diagram, Donald Super's conceptions, Ginzberg et. al., etc.)
- Holland Typology, and Related Tests & Instruments
- Need for Closure Dimension of Personality
- Overview of the total World of Work, and of one's own most-preferred Occupational Group(s)

- Awareness of Best Sources of Computerized and Hard-Copy Information for Career & Educational Planning
- Understanding and Working Effectively with Bureaucracies (Government departments, large organizations, etc.)
- Financial Aid (for post-secondary education) Resources
- Good Contacts (and sources of contacts) for Information Interviewing (Labour Organizations, Yellow Pages, etc.)
- Academic Majors and Occupations Related to These
- Sources of Computer-Assisted Instruction (CAI) and Other Self-Paced, Programmed Learning Resources (These are particularly good for learning subjects which might otherwise be too intimidating for classroom learning and therefore constitute barriers to career preparation). Such subjects generally include: Mathematics, Physics, Chemistry, Calculus, Statistics, Engineering, Computing Science, Economics, Accounting and Finance
- Knowledge of Chronological, Functional, & Analytical and Combination Resume Styles, and When to Use Each
- Knowledge of Individual, Group, Panel and Stress Interviews, and How to Effectively Prepare for Each
- Knowledge of Conflict & Intensity Markers, and Other Non-Verbal Communication Highlights
- Course Prerequisites for Specific Occupations
- Knowledge of Own Personality Characteristics, Interests, Values, Aptitudes, Skills, Needs and Person Preferences
- Sources for Developing Lists of Local Contacts in Any Given Occupation or Career Field for Individuals of Same Sex, Race, Socioeconomic Status,
- Percentage of Women, Minorities, Handicapped, etc. in Any Given Career Field or Occupation
- Small Business/Entrepreneurship/Investment Opportunities  
~~How to Write a Business Plan~~
- Sources for Raising Funds
- How to Prepare a Formal Proposal
- Microcomputers (Familiarity with word processing, spreadsheets, databases and desktop publishing)
- Flow Chart Preparation
- Life Roles or Spheres (Work, study, community service, home & family, leisure) and One's Own Relative Commitment to, and Expectations From, Each
- Facts About Career Modules Program (How to register, what you get, when and how they are relevant, etc.)
- Peer Career Helpers (Who they are, how to effectively get assistance and information from them, etc.)

(3) Career Knowledge & Information (Continued)