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This publication contains papers based on program presentations from the 2003 International Career Development Conference. Chapters include: (1) "How to Turn Your Passion into a Profit" (S. Abbott); (2) "Harnessing the Power of Career Transition Groups" (M. Adoradio and A. Oja); (3) "All the World's a Stage" Using Theatre in Career Counseling" (P. Bechtold); (4) "Facilitating the Job Search for Special Needs Clients" (C. C. Bennett); (5) "Identifying Individual Excellence: The Dependable Strengths Articulation Process" (A. Boivin-Brown, J. Haldane, and J. Forster); (6) "Dealing with Resistance in Career Coaching/Counseling" (D. Lonergan); (7) "Using Creative Arts in the Career Assessment Process" (C. J. Willia); (8) "Key Skills to Help Youth Make Positive Life/Work Transitions" (J. Zielke); (9) "The Five Private Practice Foundations" (J. Chapman); (10) "Using the Family of Origin in Career Counseling" (R. C. Chope); (11) "So You Want to Publish Your Book on the Web? A Simple E-Publishing Guide for Your Fiscal and Mental Sanity" (F. Coon); (12) "From Drink to Alphabet Soup and Back: The Ebb and Flow if Career Choice Between Partners" (S. Gelardin and A. Hochman); (13) "The Power of Positive Uncertainty: Making Creative Career Decisions" (H. B. Gelatt and C. Gelatt); (14) "Multiple Intelligences: Intake Strategies and Career Decision Making" (L. Young, R. McCready, and G. Jackson); (15) "Federal Consulting" Strategies and Tools fro the Career Development Professional" (J. B. Kahnweiler and S. Pressman); (16) "Creative Career and Life Management" (B. McIvor and P. Hawkins); (17) "Counseling the Long-Term Unemployed" (D. M. Myer, R. C. Chope, S. E. Weisblatt, and K. Knudson); (18) "Extraordinary Across the Board" (A. Motwane); (19) "Mission Middle College (The Middle College Concept)" (J. Lang-Jolliff); (20) "Career

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Tracks: Tomorrow's Counselors in Today's Career Centers" (M. Albert, N. Carlton, and M. Schuster); (21) "Looking for a New Sport That Pays Well? Consider the Game of Federal Job Search" (K. K. Troutman); (22) "The Business Side of a Successful Career Practice" (V. VanLier); (23) "The New O*Net Assessment Tools for Career Exploration" (J. Wall); (24) "Spirituality in Career from a New Zealand Maori Perspective" (D. S. Furbish and L. Reid); (25) "The Not So Accidental Tourist--Internships Abroad" (M. K. Holland); (26) "Building Bridges to the American Workplace: Employment Counseling with Immigrants and Refugees" (L. Robbin); (27) "The Living Career: Complexity, Chaos, Connections and Career" (D. P. Bloch); (28) "Bless the Chaos! Shifting Paradigms: From Independence to Interdependence" (N. B. Carlton); (29) "Bridging the Gap: Cultural and Family Values in Career Decision-Making" (Y. Djadali); (30) "Affiliation in the Workplace: Career Counselors and Organizations" (K. Yetman, R. Elsdon, and B. Gardner); (31) "Career Spirituality-Learning the R.O.P.E.S." (M. Fine); (32) "Narrative Journal: Blending Old Theories with New Techniques" (L. W. Hirschbein); (33) "From Career Decision-Making to Career Management: It's All About Lifelong Learning" (P. Jarvis, J. Zielke, and C. Cartwright); (34) "Working with Career Stages" (M. R. Jonas); (35) "Callings: The Power of Passionate Work" (G. Levoy); and (36) "Beyond DreamWeaving: Honoring Our Connections" (M. M. Russell). (GCP)

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Global Realties: Celebrating Our Differences, Honoring Our Connections

Developed and Edited by
Garry R. Walz
Richard L. Knowdell

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Celebrating Our Differences

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Dedicated to Community Achievement and Excellence

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Development and Editing by
Garry R. Walz & Richard L. Knowdell

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A DIVISION OF COUNSELING OUTFITTERS

Global Realities

Celebrating Our Differences

Honoring Our Connections

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Preface

This publication is the result of a unique collaboration between the International Career Development Conference (ICDC) and CAPS Press, the publishing arm of the ERIC Clearinghouse on Counseling and Student Services. The intent of this collaboration is to broaden the dissemination of the ideas presented at the 2003 International Career Development Conference to the international career development community.

This, the fourth in the series of publications, is particularly noteworthy for its handier size, its quality, including papers by major presenters, and the diversity of papers ranging from school guidance interventions to major corporate career development programs. We sincerely believe the quality of the publication will lead to its widespread use in career development programs at all levels and settings and in career specialist preparation programs.

The papers in this monograph vary in style and substance reflecting the approach adopted by the presenters in their ICDC program presentation. We have chosen to include papers that differed significantly believing that what might be lost in uniformity would be made up by the breadth of topics covered and the variety of formats used. We have used throughout a "lite" editing approach to preserve the character of each paper.

We are especially appreciative of the work of the authors, who produced their papers under stringent time constraints. We were pleased with the quantity of papers received. Some of the authors availed themselves of a new writing aid called QUIKWRITE, which was developed by ERIC/ CASS. These authors reported that QUIKWRITE was very helpful in getting their ideas down on paper. We were pleased to hear that!

This publication and the quality of the papers contained within it are further proof of the impressive and increasing stature of the International Career Development Conference. The ICDC further is unique in offering a conference monograph reflective of the content programs presented at the conference ... a sign of a forward-moving conference.

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Section One

Techniques and Strategies

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Chapter One

HOW TO TURN YOUR PASSION INTO A PROFIT

Susan Abbott

"My passions were all gathered together like fingers that made a fist. Drive is considered aggression today; I knew it then as purpose." — Bette Davis

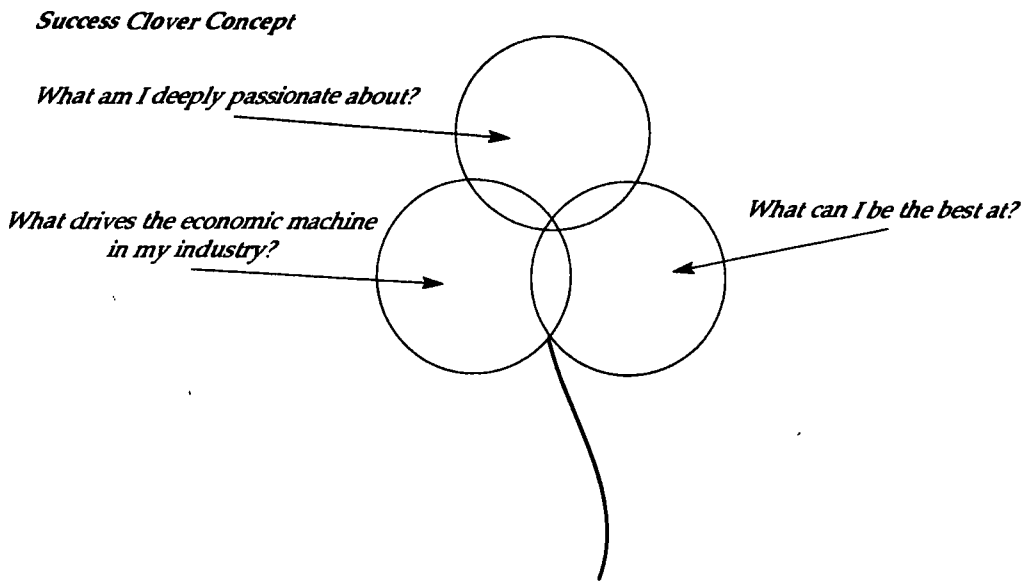
Passion may be your single most valuable business tool. It is the crucial factor that can transform your work from just average to truly exceptional. And most people want to work with passion—but many simply don't know how. Over the past twenty years, I have provided business consulting to lay clients, therapists and career counselors. At the core of many of these consultations was the issue of how to find one's passion, and then how to turn that passion into a profit.

Ask successful people their secret, and invariably they will point to the passion factor. Without passion and the vision and energy that come with it, the hard work and focused effort it takes to be a success can quickly become exhausting. When we are working from our passion we have more creativity, enthusiasm and energy to get us through the rough spots, the inevitable rejections, and the long plateaus of hard work when it seems there is no reward in sight. There is a direct correlation between one's passion and one's productivity. Passion is the high-octane fuel that powers your motivation to follow your dreams and to reach for seemingly unattainable goals.

Another benefit to working with passion is the inner happiness that comes from doing what you love. It spills over into all your personal and professional relationships, and imbues a positive tone into all your interactions. Everyone would rather do business with someone who is enthusiastic about his or her work than someone who is not. In short, passion is contagious. It sells, it inspires, and it motivates.

Passion is clearly a core component of success, but to fully utilize its potential, you need to apply strategic focus. In order to make your work highly profitable, it's not enough to just have a passion. You need to choose a passion that intersects with at least two other key factors of your work. To develop a strategic concept, ask yourself the following:

1. **What am I deeply passionate about?**
2. **What can I be the best at?** – Strive to develop a niche where you can be the best in the industry, or where you can offer a unique core competency.
3. **What drives the economic machine in my industry?** – Identify the need for your service or product, and always seek work that has a strong potential for income and profit.



Of course, it's entirely possible to do good work with just two of these components. But it takes all three to do the kind of outstanding work that can catapult you into a brand with enough staying power to garner true professional acclaim and financial rewards.

When you start accepting only the work where all three factors intersect, then you'll have more than a lucky three-leaf clover—you'll have a firm foundation for growth and personal fulfillment. Once you have developed your clover concept, put it to work by keeping the following concepts in mind:

- Use it as a decision-making tool to decline opportunities that will not involve all aspects of your concept.
- Make room for new possibilities to enter your life by using your clover to weed out anything extraneous that does not contribute to your mission.
- Focus all your primary marketing and networking efforts on promoting your success concept. It's a golden rule of marketing that the more focused you are, the greater your opportunities will be.

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- Take time each day to honor your passion and to hone your skills and know-how in the area of your focus. Bring more of what you love into your daily work and personal life. Encourage those you work with to do the same.
- Figure out exactly what it is that drives your passion—is it risk taking, problem solving, idea generation, helping others, learning, teaching, having fun or being creative? Try to bring these elements into your work a little more each day. Remember that for every choice you make toward narrowing your focus there will be numerous relinquishments. This may be painful, but ultimately it will be for the best.

When I first started my counseling practice, I decided that I was most passionate about inspiring people to follow their dreams and educating people about developing environments that are nurturing to creativity and innovation. Since I had previously been the director of a company that specialized in providing cultural programming for corporations, I chose to focus on offering counseling to creative people. They are an underserved population in the career and consulting field and one that I understood well from having worked with so many of them in my previous business. It was a natural success clover concept for me, given my passions and past experience.

Career counselor Elisabeth Harney is another person who has turned her passion—helping people at risk—into a viable business. After co-writing a book, *No One is Unemployable*, she used her expertise to launch a training business for prisons and for career centers that work with low income, at-risk people. One might say that both of these segments of the population—creative types and at-risk clients—are not economically viable niches, but both my and Elisabeth's successful ventures prove that this is not correct. Both of our experiences prove the validity of the concept that if you follow your passions and limit your focus, opportunities will expand for you exponentially.

What if your passions are not clear to you? Like buried treasure, everyone has passions hidden inside of them, just waiting to be discovered. Sometimes as we get older we get stuck in mindless routines and long absences from our true selves. If you suspect this might be the case for you, try to recall times in your life where you were feeling excited and in the flow – so totally absorbed that you lost track of time, or even forgot to eat. What were you doing in each of these situations, and is there a common thread in your memories?

Often our passions are rooted in the dreams of our youth. As you continue to develop your clover concept, it might be fruitful to brush off the dust of your buried dreams and start doing the things you used to love

to do, or that you dreamed of doing someday, when you would finally have the time. Once you start pursuing more passion in one area of your life, you will find that passion will naturally spill over into others.

In my seminars, many career counselors tell me that their work is already creative, so why work to make it more so? I point out that helping other people harvest their dreams is not the same as harvesting your own. Certainly, helping clients problem-solve is creative work. But if it is not balanced with self-expression and passionate engagement with the world, it can lead to an over-investment in the progress of one's clients, and a kind of staleness of vision that makes for uninspired counseling.

This past year I have been interviewing highly successful people for my forthcoming book on creative types. All of the people I interviewed seem to be fully plugged into their passion circuit. They all told me, in different ways, that the secret to their success was that they intentionally sought to bring more of what they love into their daily lives. Their passion is their key to fulfillment, energy and financial success.

Trying to increase your productivity and profit by raising your level of passion—and then strategically focusing that passion to work in synch with your unique skills and experience—can be the most enjoyable hard work you will ever undertake. I encourage you to create your own individual success concept today, and to join the ranks of those of us who feel that we are fabulously fortunate to be paid for simply doing what we love.

Chapter Two

Harnessing the Power of Career Transition Groups

Marianne Adoradio and Anne Oja

Summary

This paper discusses the authors' experience with organizing and running groups for clients in career transition, whether that be a completely new career or a job search. One key to successful groups is organization, especially finding the right mix of members. They can have similar or different goals, but must be well matched for ego-strength. The group leader's style must also be considered in setting up a group. Some leaders do better with unstructured groups, others with more fixed agendas. Setting appropriate expectations for the group members is another key. Finally the issue of group termination is discussed. Especially for open-ended groups, this must be carefully orchestrated to allow the group members to disengage and carry on with the skills they have learned.

Introduction

Support groups gained huge popularity in the early 1970s with the establishment of Est, Lifespring and other encounter groups. Although these have largely faded away (Lifespring still exists), groups have not. A 1991 Gallup survey of small group membership showed that 40% of adults were involved in some kind of group activity, from church groups to book clubs to AA (Yalom, 1995). What fraction of those covered career issues is not known, but clearly a large number of people believe in the power of groups.

As an example of career groups, we can look at Kate Wendleton's work (1992) around her Five O'Clock Club begun in the late 1970s. These were based on groups of the same name established in Philadelphia in 1891 when business leaders shared their work and life experiences "in a setting of sobriety and good humor." Even more recently, Success Teams have become a popular and effective method of setting goals and achieving success, through the work of Barbara Sher.

As groups have been popular for many years, why should we, as private practitioners, think about them now? In the current economy, they have several advantages, both for the Career Counselor and for the participants. First, for the organizer, they are a way of sustaining revenue at a time when many clients can no longer afford to pay full rates. They are also

a way of building a business by introducing a larger number of people to our services.

For our clients, career transition groups have many advantages. They can be both efficient and timely:

- Access services at a lower cost
- Provide a sense of connectedness at a time of unemployment
- Perform reality testing by their peers, not just career counselors
- Contribute to vicarious learning by hearing about others talk about their interviews, etc.
- Encourage altruism, a way of helping others and staying positive oneself

Organizing Groups

The most difficult aspect of any group is often getting it organized. There are many decisions to make and mistakes to avoid. Some of the easier decisions involve logistics:

- When and where? Pick a time and place that allows maximum attendance for your audience.
- Open or closed membership and length? An 8-week group should probably not allow new members after the first session; an open-ended group will have membership changes and will have the time to assimilate the new members.
- Pricing? This should be appropriate for the membership. For example, a group for the long-term unemployed will not be able to afford the same prices as a group for executives.

The more difficult decisions involve membership. There are several dimensions that come into play. The first is a commonality of goals. Do you mix career changers with job seekers? Do you mix industries or job types? Our experience has been that you can do either. More homogenous groups are often more appropriate for very short-term groups because there is a learning curve for the participants. But, perhaps the most important factor is getting new ideas from people of differing experiences and backgrounds. In overly homogenous groups, members might actually be competing with each other for the same jobs—not a comfortable situation.

Another factor is gender. We have run both mixed groups and those restricted to women in transition. Both have been successful, but they are different. In our experience (and we've found no empirical studies on this), the women's group bonded more quickly and provided more generalized support. But to do that, they often veered off topic, and spent time on non-career issues such as mother-daughter relationships. The

mixed groups were easier to keep focused, perhaps because there was not a similar comfort level with bringing up personal issues. The group leader needs to be comfortable with whatever membership is chosen.

Probably the most important factor is the most difficult to assess, and that is ego-strength. Can you put someone who has been out of work for a year in the same group with the currently employed or very recently down-sized? Of course it depends on the individual, but we would urge caution. Someone with very low self-esteem can be damaged, not helped, by a roomful of confident job seekers. This implies all potential group members must be carefully screened. As Shapiro (1998) points out, "Some screening errors can be so serious as to almost guarantee failure." Although he is speaking of therapy groups, the same can be said for career transition groups.

Leadership Roles and Styles

Is leading a group right for you? It can be if you know yourself well, and design a group that fits your style. Groups can be either structured or unstructured. In the former, members check-in with each other and get help on whatever issues they might have that day. This works well for leaders who are comfortable in a Rogerian client-centered approach. Equally successful groups can have fixed agendas and structured meetings. All groups typically start with a check-in, but these can be time-delimited, and the bulk of the session devoted to a predetermined topic. Some facilitative leaders may set a full topic schedule relevant to job search and career change at the first group meeting. However, it is very important that the leader re-validate the topic at each meeting and adjust to the most important issues for that particular week. In all cases, expectations must be set appropriately so members know what kind of group they are joining.

Whatever the leader's style and the group's structure, the leader has these major roles:

- Information resource for the group
- Catalyst for new ideas
- Facilitator and time keeper, to keep things moving and to ensure each member has an opportunity to participate
- Model listener and communicator, showing expected behavior by example
- Maintainer of appropriate boundaries, responsible for intervention if necessary
- Reinforcer and environment manipulator, providing appropriate support when needed and controlling emotional levels appropriately

Group Goals

While the group leader has implicitly set some overall goals by defining the membership (is it a career change or job search group?), the participants must set their own individual goals. What do they hope to accomplish during the group? Why have they joined? In the first meeting, members usually state their goals and any roadblocks they have identified. These can be helpful to the group leader in terms of identifying specific topics to cover before the end of the group.

For most career-oriented groups, each individual also sets very specific objectives from one week to another that will help them reach the goal. This is the technique used so successfully by Barbara Sher in her Success Teams and is a key part of our groups as well. Because these are not generalized support groups, it is important that members feel progress is made on a weekly basis. Even if the long-term goal is not met by the termination of the group, individuals will have gotten closer and gained techniques to use on their own.

Interventions

Interventions can be as simple as "side-barring" an issue not appropriate in group, approaching ground rules not being respected, or confronting a member who has been judgmental towards another group member. This is a chance for the leader to model group behavior and communicate skills for all of the members. There may be a time when a more serious intervention is required, such as discovering that a member has a more serious issue than the group can support. This will require assessment and intervention with that individual away from group time. If the member leaves the group, it will be important to discuss the change at the next meeting, while keeping confidential issues in mind.

Ending a Group

For all groups it is important to announce termination well ahead of time. Even in a fixed-length group, a reminder that "we have only 3 sessions left" gives group members a chance to raise any issues they might want to discuss. For an open-ended group, this is even more critical as there was no set agreement ahead of time. In a long-term group that has built a high degree of cohesiveness, members may resist termination, even if they are no longer benefiting in any practical ways. It is up to the leader to raise the subject and prepare the group. It might take several tries before the members reach consensus.

Make the last meeting memorable. We try to leave each participant with

some tangible reminder. This can be a resource list or a quote, or any other appropriate item that encourages them to keep on track. It is also powerful to have each group member share the most important thing gained from his/her group experience. A group is only as successful as members' behavior once the group has ended. The overriding goal is always to teach job-search skills that will be useful for the rest of their working lives.

Conclusions

In the authors' experience, participating in and leading groups can be a rewarding activity for everyone. A good place to start is with a job search group of limited duration. Clients come with common goals, and expectations are easier to set. Open ended groups for career changers come much closer to therapy groups, as clients often bring personal issues that relate to their desire for a change. The leader needs to be more flexible and alert to non-career issues. Again preparation and screening of potential group members is key. Whatever the format, the authors have found groups to be a valuable addition to their career services and urge other practitioners to consider them also.

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ERIC

All the World's A Stage: Using Theatre in Career Counseling

Patricia Bechtold

Introduction

As the world has evolved during the past century so has the nature of career counseling. In the past the profession focused predominantly on a directive and assessment-driven approach to career development that favored matching clients with the "right" job in order to facilitate their occupational decisions (Niles & Harris-Bowlsbey, 2002). In recent years, however, numerous voices have championed a broader view of career development that is more holistic in nature and supports a kaleidoscope of new ideas, everything from the value of life story, to the recognition of the part spirituality plays, to the importance of luck and serendipity.

At the core of these new ideas is an awareness that career counseling can and should be more creative in nature. In fact, several authors have suggested that some clients find traditional and linear career counseling interventions to be dry, boring, and ultimately unsuccessful in advancing client growth (Heppner, O'Brien, Hinkelman, & Humphrey, 1994; Lloyd, 1997). As a result, our profession is now rich with alternative and non-traditional interventions, including journaling, metaphor analysis, life mapping, collaging, and a host of other arts-based strategies. Interestingly enough, however, few if any arts-based interventions currently in use trace their origins to the artistic discipline of theatre and drama.

Purpose of Program

The lack of drama-based interventions is something of a mystery, given the fact that theatre has the power to transform people and their lives. With this in mind, I began developing and using drama-based interventions five years ago and was excited by the enthusiastic responses of clients. Not only were the interventions active and experiential, they seemed to help people quickly get in touch with personal meaning, deeply held values, and obstacles. Furthermore, they appeared to build client confidence, self-esteem, and hopefulness. In fact, I was so inspired by the powerful combination of theatre and career counseling that I wrote a short play that

tells the stories of people in career transition, which I've performed at conferences, workshops, events, and classes. In short, I have embraced international director Peter Brooks' contention that theatre "is about giving everyone a taste of being finer in their feelings, clearer in their way of seeing things, deeper in their understanding, than in their everyday isolation and solitude."

Consequently, the goal of my ICDC workshop is to introduce participants to the applications of theatre techniques and metaphors to individual and group career counseling. Similarly, this paper lays the foundation for this topic by first discussing how drama has historically been used in the helping professions, then moves on to exploring how drama-based interventions and metaphors can be integrated into alternative and holistic approaches to career counseling.

A Brief History of Drama and the Helping Professions

Primitive societies used performance, pantomime, and play-acting during rituals and ceremonies, and early humans made the connection that theatre supported emotional hardiness and healing. According to Kellerman (1992), "Dramatic impersonation has existed almost as long as civilization....It is not surprising, therefore, that these techniques have been harnessed as a part of the healing process and put to use in psychotherapy" (p. 11). The most well known use of theatre with psychotherapy can be traced to Jacob Moreno, the founder of psychodrama (Blatner, 2000). Moreno, a psychiatrist and colleague of Sigmund Freud, also directed and performed with an improvisational theatre group. His experiences convinced him that the process of improvisation had potential as a therapeutic intervention, which resulted in his development of psychodrama, a complex, structured method of group therapy. The basic elements and roles of psychodrama include the protagonist – the client who agrees to portray a situation from his or her life; the auxiliaries – group members who may take on both the roles of people in the protagonist's life or other parts of the protagonist's personality; the audience – group members who don't participate in the action but watch as it unfolds; and the director – the therapist or counselor who directs the action (Blatner, 2000).

Throughout the years, many drama-based interventions have clustered under the umbrella of psychodrama, including drama therapy, clinical role-playing, creative dramatics, and improvisational theatre (Kellerman, 1992). In spite of the difficulty in pinning it down, however, Kellerman has attempted to define psychodrama, and said:

> [It] is a method in which clients are encouraged to continue and complete their actions through dramatization, role playing, and dramatic self-presentation. Both verbal and non-verbal

> communications are utilized. A number of scenes are enacted, depicting, for example, memories of specific happenings in the past, unfinished situations, inner dramas, fantasies, dreams, preparations for future risk-taking situations, or unrehearsed expressions of mental states in the here and now. (p. 20)

However it is defined, it is clear that psychodrama and its cousins facilitate the process of moving clients forward toward insight and action. Specifically, drama-based techniques help people improve their interpersonal skills and relationships, strengthen their abilities to perform personal life roles and gain flexibility between those roles, extend the depth and breadth of their inner experiences, solve problems, set goals, clarify values, and tell their stories (Blatner, 2000). Although these techniques are often traditionally used in response to such issues as trauma, addiction, grief, posttraumatic stress disorder, and family of origin concerns, there is a place for them in the tool kit of career counselors. As such, the next section of the paper will explore definitions, strategies and suggestions for applying drama-based techniques to career counseling.

Definitions and Techniques: Improvisation, Acting As-If, Role Play, and Role Reversal

Improvisation is at the heart of most theatre interventions. According to Bergren, Cox, & Detmar (2002), it is in our nature to improvise and we do it everyday. It is a process "in which something new and exciting is created in a moment of spontaneity – a flash of discovery ignited by a spark of inspiration" (Bergren, Cox, & Detmar, p. 7). When we ask a client to play a role in an imaginary job interview or a discussion with a supervisor, we are asking them to improvise, to cut loose from the reality of the present moment and engage in unscripted action. Improvisation carries us into imaginary circumstances, and an essential ingredient of traditional improvisational theatre is that actors and audience work together to create a new world of possibilities. In a counseling setting, client and counselor take on these roles, and co-create this new world.

If improvisation is at the heart of this new world of possibilities, then "acting as-if" is the genetic building material. When a client agrees to act as-if they are in a job interview, they open the door for improvisation to begin. Acting as-if is a powerful stimulus for imagination and action, and helps people embrace the possibility of future desired events. Indeed, Jacob Moreno believed that acting as-if was a lever toward self-actualization that energized and unified the self and brought newness and vivacity to feelings (Blatner, 2000).

One of the most well known uses of acting as-if, with which many

counselors are familiar, is the role play. During a role play, behavior is portrayed as if it were real, enabling clients to reenact past situations in the present or enact future situations and fantasize about the outcomes. Role play provides a way for individuals to expand various parts of themselves, revisit and restructure past stories and life events, and become more comfortable with future roles (Blatner, 2000).

Similar to role play, role reversal requires clients to take on and experience the roles of other people. Kellerman (1992) has asserted that role reversal helps people gain empathy, insight, and encouragement by raising awareness levels, which give the client "an experience which is sufficiently meaningful to produce a lasting impact" (p. 91).

The quartet of techniques listed above – improvisation, acting as-if, role play, and role reversal – can be integrated to form the basis for career counseling interventions. An overview of three of these interventions follows, with suggested guidelines for successful use.

1. *If I Had Ten Lives To Live.* Prior to using this technique in a counseling session, assign the client the homework of making a list of at least 10 lives she might be interested in or curious about. Explain that it is important to resist censoring herself even if she thinks a particular life is unrealistic. Although the result of this activity is sometimes the identification of a life that the client truly wants to lead, the real goal is to capture underlying themes that are related to client interests, values, and skills. Additionally, it is not necessary to think of these lives as careers or jobs; while some clients will list specific careers such as "owner of a bed and breakfast" or "airplane pilot," others will take a broader approach and list such lives as "philanthropist" or "world traveler." Fortunately, the exercise works either way.

   Once the client has made her list, ask her to improvise and act as-if she was living each life. Asking three key open-ended questions helps clients to imagine these lives: "What makes this life satisfying?" "How do you feel when you are living this life?" and "What is your favorite way to spend your day in this life?" Encourage clients to use "I" statements, such as "I am" or "I feel." While clients are speaking, it is helpful to make note of key words and phrases, although the counselor is as much a part of the improvisation as the client is, staying in the moment and reflecting back the content of client statements in order to help the client gain clarity and insight. Invariably clients will speak poignantly and powerfully about their imagined lives, and themes will begin to emerge.

   At the end of the improvising session, both client and counselor review what was said to identify and focus on important themes.

These themes form the framework for future work together, including exploration of any internal or external obstacles clients expect will make it difficult for them to work and live in ways that reflect the themes. Once clients move past such barriers, the themes provide a benchmark that clients can refer back to as they are setting career/life goals and moving towards them. It is common for the themes to vary from the specific, such as "to live by the ocean," to the general, such as "to be an entrepreneur."

2. *Yes...And!* According to Bergren, Cox, & Detmar (2002), "one of the most basic and vitally important tenets of improvisation is rooted in the ancient ritual of agreement" (p. 91). During improvisational theatre performances, players who agree to say "yes, and" increase their momentum and trust, thus opening the door to discovery and action. Frequently in career counseling, however, clients feel blocked from moving forward to discovery and action, and these blocks play out in the form of client statements starting with "yes, but..." By actively encouraging clients to substitute "yes, and" in its place, they begin to see options in a more positive light. One particularly enlightening way to help clients explore both obstacles and options is to first role play "yes, but," where the counselor and client must start each sentence with these words after an initial suggestion is made. A typical exchange might go like this:

   Counselor: So it sounds like you're ready to do some research on travel writing and sign up for that upcoming class.
   Client: Yes, but I'm pretty sure that it would be impossible to make a living doing that kind of work.
   Counselor: Yes, but you never will know the outcome if you don't take some action, such as showing up at the class.
   Client: Yes, but I really doubt that particular class will focus on Italy, which is what I'm really interested in writing about.

   End the role play after about one minute, and ask the client how she feels about the conversation. Clients typically respond that they feel frustrated or confused, which opens the door to further exploration of obstacles and self-limiting beliefs that the client may be experiencing. For the second round, both counselor and client must start the sentence with "yes, and" after the initial suggestion is made. Invariably the exchange will be more positive:
   Counselor: So it sounds like you're ready to do some research on

travel writing and sign up for that upcoming class.

Client: Yes, and although I'm a little uncertain about where it will lead, I'm keeping my mind open to the possibilities.

Counselor: Yes, and even if it doesn't turn out the way you hoped it would, you may still discover some new information that will lead to something else.

Client: Yes, and I'm thinking of talking to the instructor about travel writing in Italy, if it's not covered in the class.

Once the second round is finished, process with the client the differences between the two exchanges. Clients frequently report that the second round felt easier and less stressful. Explore these concepts with the client, and develop a plan to take a "yes, and" approach to future obstacles.

3. *Conversation With Someone I Admire.* Prior to using this technique in a counseling session, assign the client the homework of making a list of at least five people she admires, living or dead, real or fictional. Begin the improvisation by asking the client to take on the role of the person she admires, while the counselor takes on the role of the client. In this role, the counselor asks the admired person a series of questions: "What do you see as my strengths and positive traits?" "How can I overcome the obstacles I worry about in making my dreams come true?" "What advice and words of wisdom do you have for me as I move forward in my journey?" Process the activity after the client has had a chance to play the role of each person on her list. As you explore the identified strengths and positive traits, notice if the client believes she shares strengths and traits with the person she admires, which is frequently the case. Brainstorm how she might harness these traits and pay more attention to them. When discussing strategies to overcome obstacles and reviewing the advice of the admired person, focus on the words of the admired person and their effect on the client. I have heard Winston Churchill pronounce, "Never give up," Garth Brooks drawl, "Go for it, honey," and Oprah Winfrey insist, "It's never too late!" As the client anchors these strong and supportive voices within her, she realizes that they originate with her, and that she has the ability to call them up whenever she needs them.

As seen in the three examples above, theatre techniques can form the basis for dynamic career counseling interventions to which clients respond enthusiastically. Similarly, the metaphor of theatre also resonates with most clients, and provides the basis for a holistic approach to career development.

In his play *As You Like It,* Shakespeare said, "All the world's a stage, and all the men and women merely players." Shakespeare's words support Super's (1980) theory that people "play" on a number of different stages throughout their lives, as well as Brown's (1996) theory that people take on a number of different roles on those stages, some of which satisfy their values, others which do not. Although these concepts may seem abstract to clients, they can be concretized for many people because almost everyone has attended a concert, play, or other type of performance.

When discussed in these terms, people relate to the idea of performers and stages. They have experienced the exuberance and energy of a sold-out performance, as well as the strain and labor of a spottily attended performance. They instinctively understand the difference in satisfaction levels between the two, and it then becomes a small step for them to consider how this applies to their own lives: the roles that they play, as well as the stages on which they play them. In order to personalize this concept, I present clients with the idea that they "act" in their own theatre-in-the-round, which consists of a six stages: work, play/leisure, relationships/connections, place/environment, wellness, and mission. Clients naturally know which roles on which stages are fulfilling and meaningful, and which roles produce conflict and tension.

In combination with a traditional values card sort, this intervention enables clients to quickly see where their values are being met and where they're not. Furthermore, it recognizes their need to honor all life roles, not simply the work roles, and provides them with a foundation for action-planning and goal-setting in all life areas. Finally, it helps clients embrace Super's (1980) definition of career: "the course of events which constitute a life; the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of self-development" (p. 282).

Conclusion

Although theatre and drama are infrequently combined with career counseling, they hold promise for the future because they emphasize exploration and action, balance fantasy and reality, and foster multiple

possibilities. The use of theatre in the helping professions has come a long way since its first formal and structured use in psychodrama. For the most part, however, the possibilities of combining theatre and drama with career counseling have yet to be fully explored. Indeed, if they are to take their place beside other alternative and non-traditional career counseling techniques, counselors must be willing to embrace them and experiment with them. Early on in my own use of these techniques, one of my peers admonished me that clients would resist such techniques and would ultimately find them useless. Happily, I continued trying, and discovered just the opposite – my clients are excited to try these strategies. I suspect that if counselors are genuinely enthusiastic about these interventions, then clients will willingly "play" along and find the benefit within them. And, since creative and forward-thinking individuals populate our profession, the future looks bright!

Summary of Contents

In recent years, the field of career counseling has embraced a host of alternative and non-traditional interventions, many of them arts-based. Surprisingly, few of these interventions trace their origins to the artistic discipline of theatre and drama, in spite of the fact that it has the power to transform people and their lives. This paper explores both the historical uses of theatre and drama in the helping professions, as well as its current practical and metaphorical applications to career counseling interventions. The paper focuses on four drama-based techniques – improvisation, acting as-if, role play, and role reversal – that form the basis for three interventions. Each intervention is described, with suggested guidelines for successful use. Finally, the paper concludes by explaining how theatre metaphors can provide the foundation for a holistic approach to career development.

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ERIC

Chapter Four

Facilitating The Job Search For Special Needs Clients

Carolyn C. Bennett

Although there have been great advances in hiring individuals with disabilities since President George Bush signed the Americans with Disabilities Act of 1990, most employment candidates with special needs do not know how to get beyond the invisible selection criteria that are imposed when they apply for jobs. This lack of knowledge results in capable workers being rejected during the selection process. To secure employment, the special needs client needs to know what the hidden criteria are and be able to neutralize any perceived problem issues.

Purpose

It is the work of the job search counselor / facilitator to educate, mentor, and guide the special needs client in identifying and tackling anything that would encumber the job hunter. The purpose of this paper is to provide information to the job search counselor that will enable him/her to fully and skillfully assist the special needs client in obtaining employment.

In this paper, the terms "special needs client," "handicapped individual," "person with disabilities," "differently abled," "individual with a disability," will be used interchangeably. The titles "job search trainer/ counselor" and "employment facilitator" are used interchangeably. This paper applies the term "disability" as a physical or mental impairment which substantially limits one or more of the person's major life activities; a record or history of such an impairment whether the person has been classified or mis-classified as having the mental or physical impairment, to include individuals who are perceived to have such an impairment.

Identifying Marketable Skills

One of the most overwhelming obstacles that the special needs client deals with is assessing his/her own work skills. When many job seekers are asked by a job search trainer what work skills they have, many answer, "Oh, I don't know." When asked what type of work they are looking for,

many respond with, "Anything." The job skills assessment should begin before asking skill and job questions. The job search trainer can determine much information regarding the client's work skills through observation and taking "mental notes."

- Observe *dexterity* (assessing the ability to dial a telephone, package small items, file documents, attach postage and labels, write short telephone memos, assemble small components of a gadget, do craft-work, type, use small machines, etc.)
- Observe *voice level, speech patterns, and confidence level in talking with others* (assessing the ability to answer the telephone or talk with a supervisor and subordinates and speak clearly, with appropriate volume, in a well-modulated tone, with a good word-spacing pattern, and confidence; the ability to talk with others who are familiar, new acquaintances, younger and older people, people of other races, gender, authority, social standing; ability to train them or assist them; the ability to participate in conversation and deliver information for less than one minute, give a presentation up to five minutes, up to twenty minutes, longer).
- Observe *the ability to handle disagreement and unpleasant information* (assessing the ability to appropriately respond in stressful work situations, be able to supervise others, receive correction, take directions, compromise in the workplace, work in a project group or decision-making group, communicate with those in authority or subordinates).
- Observe the *ability to maneuver* (assessing the appropriate type of workplace setting; the ability to get around in an environment with chairs, desks, people, stairs and floor levels, or to move and work outdoors in an uneven terrain).
- Observe and sense *health and grooming condition* (assessing appropriate business grooming/cleanliness or personal care indicating a need for a protected work environment tolerant of human hygiene problems).
- Observe the *ability to understand directions, follow steps in a task, ask questions to clarify, communicate verbally, communicate with gestures and body language; demonstrations of behavior and emotional expression, basic personality traits, and mental stability* (assessing benefit from work skills training on or off the job site, ability to communicate with others to convey information).

Each time the client is observed, the job facilitator will ascertain information to determine if the client possesses work skills or the potential to develop needed work skills. The facilitator will consider, with each assessment, if reasonable accommodation is

indicated for the client to be able to perform the work. Keeping in mind the observed attributes of the client, the job search facilitator is then prepared to discuss employment possibilities with the client (or representative). The job search trainer can ask the client what types of activities he/she like to do (home, social center, sports involvement, machines used), and then can expand on how these or similar skills can be useful to employers.

Resume Guidelines For Marketing Skills

The goal of the résumé is to get an interview. Skills get hired. Everything on the résumé should show the employer why the candidate should be hired. If a disability is evident, then the candidate can tackle any concerns by the employer regarding the disability in the interview. A mistake many writers make is to include information on a résumé that is personal, or in a subtle way reveals difficulties or handicap; for example, if a job candidate writes that he/she is a member of the American Diabetes Association, he/she is disclosing a possible health condition. Use of the term "Volunteer" instead of a job title may falsely indicate that the client was not performing work at the acceptable level of a paid worker, and so was not on the payroll. Most supervisors will agree to the client's use of an actual title on a résumé rather than the term "volunteer." If the candidate performed a function, they did the work; avoid the use of the term "assisted" when describing work. Avoid using "part of a team that..." and just describe what the candidate did. Avoid indicating that a reasonable accommodation was used to perform the work. Use work experience that was performed in regular places of employment whenever possible; only if there are no options should the job seeker use sheltered workshops or training centers in job descriptions or work experience. Write a specific objective naming the type of job desired; follow with a list of specific work skills and projects completed. References can be friends and acquaintances and are necessary; give them without being asked. The employer will usually contact references before making an interview appointment.

Communicating Job Skills In An Interview

In the interview the job candidate has the opportunity to convince the employer that he/she is the best choice for the job. The job search facilitator will often find that the interview preparation is the most time-consuming part of getting a client ready for employment. First, make sure that the résumé has been delivered to the employer at least two days prior to the interview. It is absolutely necessary that the job candidate

view the upcoming interview positively. Employment candidates have expressed frustration, confusion, and even hostility at the employer asking the candidate to return for a second or third interview. An employer never requests a second or third interview unless they are considering the candidate for the job; it's a waste of the employer's time and money to interview someone for fun, and they don't do it. The two or three-phase interview is likely if the position being filled is not at the entry level; accountant, supervisor, branch office manager, bank teller, bookkeeper, graphic artist, administrative assistant, and legal assistant are positions often hired after two or more interviews. In the job interview the candidate must talk about work duties he or she can do on the job (typing letters, trouble-shooting computers, transcribing medical records, doing accounts receivable, managing staff, etc.). It is illegal for the employer to ask disability-related questions. The special needs candidate is wise not to bring up the subject of reasonable accommodation during the interview if the disability is not evident. At any time after obtaining the job, the special needs client can request reasonable accommodation.

Answering Probing Interview Questions

The employer who is skilled at selecting employees will ask the job candidate legally appropriate questions which will provide information about the client's ability to perform the work and expected compensation. More than the typical job seeker, the individual with disabilities must be aware of his/her pre-employment rights and be prepared to navigate an interview in a skills-selling way. The job interviewee can expect the employer to make some small talk to put the candidate at ease. Some employers use the façade of a friendly conversation to get personal information that can not legally be asked in an interview. The employer who talks about family, sports, how their spouse was injured and was in the hospital, or other non-work skills talk is probably using the conversational technique to lead the job candidate to disclose personal information, and this could reveal a disability. The job seeker with disabilities, or his/her representative, must sense when the employer is leading the interview into areas which would disclose the candidate's disability and violate his/her rights under the Americans with Disabilities Act (ADA). The job search client will benefit by doing mock interviewing with the job search trainer. Some legally acceptable questions are potential pitfalls for the special needs candidate who has not prepared, and the candidate might prematurely describe the need for reasonable accommodation. Examples: "How would you perform this job?" "Tell me how you operate the XLQ machine." "Why did you leave your last job ?" "How would your past employer describe your work?" The "litmus test" as to whether a question

is inappropriate for the interviewer to ask can be best determined by the ADA's definition: "*A disability-related inquiry is a question or series of questions that is likely to elicit information about a disability.*" Example: "Are you able to bend over?" Here are ways to handle the inappropriate question:

(a) The special needs candidate can say something like, "I understood that type of question is not valid to ask in a job interview."

(b) The special needs candidate might ask the interviewer to explain the reason for asking the question: "Please explain the question, I don't understand why it's being asked."

(c) The job candidate can ignore the inappropriate question and explain their work abilities and types of equipment, tasks, etc., which they are able to manage. It is common to find employers giving the job interviewee a leading scenario that includes references to disabilities. The client can safely reply by saying, "Thank you for sharing that."

Reasonable Accommodation

Reasonable accommodation is an adjustment to the workplace which does not produce an undue hardship to the employer and which enables the employee to perform work, have access to the workplace, benefit, and compete on an equal status with others. Reasonable accommodation applies when the employer or business has fifteen or more employees and is covered by Title I of the Americans with Disabilities Act (private employers and local and state governments) and the Rehabilitation Act (federal agencies). Only after the candidate is hired can the employer ask if the employee needs reasonable accommodation.

In Brief: Laws Governing The Employment Of Individuals With Disabilities

The Rehabilitation Act of 1973 (federal employment), as amended in 1992 and 1998, prohibits discrimination in employment; it also requires that direct services be provided to people with disabilities to help them to become qualified for employment.

- The Rehabilitation Act Amendments, Section 501, was amended in 1992 to apply the ADA employment standards to all non-affirmative action employment discrimination claims filed by federal applicants or employees, 29 U.S.C. # 791 (g).
- Section 501 prohibits federal executive branch agencies from discriminating against qualified individuals with disabilities, and it requires federal agencies to take affirmative action in the hiring, placing and promoting individuals who have a disability.

- Section 503 requires contractors who have contracts with the federal government for $10,000 or more annually to take affirmative action to employ and to advance in employment qualified individuals with disabilities.
- Section 504 prohibits recipients of federal financial assistance from discriminating against qualified individuals with disabilities in employment as well as in their other programs and activities.
- Section 504 applies to federally funded programs; it protects the civil rights of people with disabilities. It prohibits discrimination on the basis of disability by the federal government and any contractors or recipients of federal funding.
- ADA prohibits private sector employers who employ 15 or more individuals, and all state and local government employers, from discriminating against qualified persons with disabilities in all aspects of employment.
- The Title I of the Americans with Disabilities Act of 1990 (ADA) limits an employer's ability to make disability-related inquiries or require medical examinations at three stages: pre-offer, post-offer, and during employment.
- Title II applies to state and local government funded programs. The same requirements apply to both state and local government entities.
- Title III of the ADA provides that civil rights protections are provided for people with disabilities in the private sector.
- The ADA does not require private employers to have affirmative action programs. Sections applicable to the federal government through the Rehabilitation Act are: 42 U. S. C. ##12111 et. seq. And 42 U.S.C. ## 12201-204 and 12210.
- The Vietnam Era Veterans' Readjustment Assistance Act of 1974.
- The Pregnancy Discrimination Act, amended Title VII of the Civil Rights Act of 1964, prohibits the discrimination in employment of pregnant or women having related medical conditions.

Reporting Complaints And Violations

Title I (Employment) complaints (state, local government, private employers):

Equal Employment Opportunity Commission
1-800-669-4000 (voice)
(202)-663-4900 (voice) [national, Washington, D. C.]
(202) 663-4494 (TDD) [national, Washington, D. C.]

These contacts enable the caller to reach the local field office in your area.

Equal Employment Opportunity Commission
1801 L. Street NW, Washington, DC 20507
(800) 669-EEOC Voice; (800) 800-3302 TTY

Title II complaints (units of state or local governments, or violations of Title III by public accommodations and commercial facilities, private businesses and non-profit service providers):

Disability Rights Section, Civil Rights Division
U. S. Department of Justice
Post Office Box 66738

U.S. Department of Justice
Civil Rights Division
Office on the Americans with Disabilities Act
P.O. Box 66118, Washington, DC 20035-6118
(202) 514-0301 Voice; (202) 514-0383 TTY

Summary

The job search counselor or employment facilitator who works with the special needs client can benefit both the client and the prospective employer by helping the client determine the work skills they can offer and how the skills match the needs of employers who have job openings or can create openings. Many times, the job seeker and the employer do not realize what the other can "bring to the table." The employer may believe the individual with disabilities is going to require major changes in the workplace; the special needs client might think they and their work skills are not recognized or wanted. The job search counselor facilitates the process so that the employer and special needs candidate both benefit from the employment selection.

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Chapter Five

Identifying Individual Excellence: The Dependable Strengths Articulation Process

Allen Boivin-Brown, Jean Haldane & Jerald Forster

Introduction

This paper was written to describe the essential tasks of a process know as *Dependable Strengths Articulation (DSA)* and how career development practitioners can acquire the skills to use the process.

Dependable Strengths Articulation (DSA), when combined with practices known as *Job Magnet*, helps participants identify their individual excellence and then use this knowledge to attract job offers. These practices of DSA and Job Magnet are usually learned in workshops that take 18 hours to complete. It is essential that DSA takes place in workshops where participants can interact with each other in small groups, usually quads. By attending five-day training sessions, career development practitioners can gain the knowledge and skills needed to help others articulate their strengths.

Bernard Haldane developed the practices of DSA and Job Magnet during the second half of the 20th Century. The practices are now studied, evaluated, refined, demonstrated and taught by the Board members of the Center for Dependable Strengths (CDS) and others who have been certified by CDS.

Essential tasks of Dependable Strengths Articulation (DSA)

As a participant in DSA workshop, you will:

1. Remember, describe and prioritize several Good Experiences;
   A Good Experience (GE) is something (a) you feel you did well, (b) you enjoyed doing, and (c) you are proud of doing.
2. Articulate strengths with the help of others who listen to you describe your GEs;
   Working in a quad, you will take turns with other quad members when talking about GEs. When you are the "story teller," other members of the quad will identify strengths they thought you demonstrated in each GE.
3. Identify the patterns of your strengths and prioritize the strengths;
   Using a chart and other prioritizing methods, you will identify top

strengths that were demonstrated in more than two or three of your GEs.

4. Confirm the reliability and validity of strengths using a Reality Test;

   Strengths that pass the Reality Test can be thought of as Dependable Strengths.

5. Write a *Report on Your Effectiveness*; Include in your report a concise statement that includes most of your Dependable Strengths. Support that short description with evidence for the Dependable Strengths that you have reported.

Essential tasks in Job Magnet practices

1. Show your *Report on Your Effectiveness* to others in order to be remembered.

   After assuring the people you approach that you do not expect them to have a job, ask them for advice about whether or not the report will help you get a job.

2. Ask the people who have looked at your *Report on Your Effectiveness* if they will keep a copy and use it to refer you to others.

   Ask the people you approach if they know of any other people who might hear of a job that uses the strengths shown on your *Report*. Ask them if they would be willing to give your *Report* to someone who might have a job calling for your pattern of Dependable Strengths.

3. Continue to show your *Report* to as many people as you can, thereby increasing the likelihood that the Report will eventually get into the hands of people who might recognize and value your particular pattern of Dependable Strengths. These people will then activate the "magnet" that draws you to a job fitting your particular pattern of Dependable Strengths.

Background for DSA and Job Magnet practices

The following information about background is posted on the CDS webpage (CDS, 2003):

> The late Dr. Bernard Haldane founded Bernard Haldane Associates, Inc. in 1947 and now hundreds of professional counselors apply his systems in hundreds of major city offices worldwide. Though the company still bears his name, he was not connected to the company after he sold it.
>
> Dr. Haldane was the author of several books including *Career Satisfaction and Success, How to Make a Habit of Success, Young Adult Career Planning, and Job Power Now!* Also,

numerous articles about Dr. Haldane's work have appeared in *Newsweek, Harvard Business Review, Personnel* and other publications.

By 1977, Dr. Haldane moved to Seattle and began advising people in hundreds of churches, businesses, social services agencies and colleges. He helped laid-off Boeing employees with career counseling during the 1980s and 90s.

Through a culmination of experiences, and with the assistance of his wife, Dr. Jean Haldane, Bernard Haldane evolved the idea of marketing one's strengths and potential in everyday life with a focus on helping children and the poor build their self-esteem. This idea was the seed that blossomed into the Dependable Strengths Articulation Process, a process that has since spread worldwide.

A more complete description of the background of DSA and Job Magnet practices can be found in a special edition of the *Career Planning and Adult Development Journal* that is devoted to the work of Bernard Haldane. An article by Forster (in press) in that special edition focuses on the historical development of DSA and Job Magnet practices. Bernard Haldane authored or co-authored several books that describe key aspects of DSA and Job Magnet. Three of these books are listed in the references (Haldane 1960, 1996; Haldane & Haldane, 1997).

Results of research and evaluation of DSA and Job Magnet practices

Bernard Haldane was always conscientious about evaluating the effects of the practices he devised, implemented and taught to others. Participants in DSA workshops are routinely asked to rate the degreeto which they learned new things about themselves. Participants in five-day training workshops are asked questions such as: Did the training give you new ideas about how to help others find work? The results of these evaluations practically always demonstrate positive ratings using the *Very Much* descriptor. For example, results of evaluations of DSA workshops offered by the Center for Career Services at the University of Washington are described on the CDS website. A quote about evaluation results obtained from those workshops is shown below:

> Of the 400 evaluations that the Center has collected 94% of the participants felt that the seminar raised their self-confidence; 92% felt that they had an increased ability to get a job; 88% discovered overlooked talents or skills; and 94% had increased hope. (CDS, 2003)

Research on DSA effects has been conducted by faculty members and graduate students affiliated with the Dependable Strengths Project (DSP) in the College of Education at the University of Washington. The DSP,

which was initiated in 1987, has also provided the structure and support for the development of curricula and other training materials. For example, Huggins (1994) authored curricula now being used in elementary schools in various parts of the U.S.A. Some of the studies conducted by DSP-based researchers focused on changes in self-descriptions resulting from participation in DSA workshops. Forster (1991) found that post-workshop self-ratings on the *Adjective Check List (ACL)* were significantly higher than pre-workshop ratings on scales such as *Self-Confidence* and *Achievement*. Positive outcomes were also reported in two doctoral dissertations.

Training opportunities for facilitating the practices of DSA and Job Magnet

The Center for Dependable Strengths (CDS) is a non-profit organization whose mission is to enhance individual potential through use of the Dependable Strengths Articulation Process with the widest variety of people and organizations - resulting in increased employability, self-esteem, teamwork, productivity, motivation, and greater career and life satisfaction (CDS, 2003).

The Board of Directors of CDS offers at least three five-day training workshops each year to prepare career development practitioners for facilitating DSA processes. Career development practitioners who have completed training in DSA facilitation skills can then help others articulate their Dependable Strengths and use these strengths to obtain satisfying jobs. The CDS offers several levels of certification to career development practitioners who want to use DSA and Job Magnet practices to help others gain career satisfaction and success.

The five-day training workshops were first offered in 1993 under the structure of the Dependable Strengths Project (DSP), which was mentioned above in the section on results of research. During the period of 1993 through 2002, twenty 5-day workshops were offered as Extension Division courses at the University of Washington campus. A team that consisted of Bernard Haldane, Jean Haldane, Allen Boivin-Brown and Jerald Forster led these workshops. With the passing of Bernard Haldane in July 2002, the structure of the organization and leadership has changed. In 2003, the workshops were managed by the Center for Dependable Strengths (CDS), and the leadership team continued without Bernard. Despite the obvious loss of Bernard Haldane, the basic structure and design of the five-day training sessions have continued without major change. The training continues to be held on the campus of the University of Washington.

The five-day training workshop is designed so that participants complete two separate phases. During Phase 1, participants complete the 18-hour

workshop wherein they articulate their Dependable Strengths and then use their *Report of My Effectiveness* as they go through the Job Magnet process. During Phase 2, the career development practitioners learn skills that help them facilitate DSA and Job Magnet practices for others. Trainees receive a manual (Boivin-Brown, 2001) and two participant-workbooks. Graduates of this training workshop become eligible for the second level of certification. As of November 2003, approximately 400 participants have completed this training and many are continuing to higher levels of certification.

Further information about CDS and training opportunities can be obtained from:

Center for Dependable Strengths
c/o Highline Community College
MS-Omni / PO Box 98000
Des Moines, WA 98198-9800

Phone: 866.398.9474 (toll-free)
Fax: 206.870.5915
ds@highline.edu
www.dependablestrengths.org

Summary and Conclusions

Practices that use processes called Dependable Strengths Articulation (DSA) and Job Magnet help participants achieve career satisfaction and success. Bernard Haldane developed these practices over a period of fifty years and the practices are now studied, evaluated and taught by board members of the Center for Dependable Strengths (CDS) and practitioners who have been certified by CDS. Eighteen-to 20-hour Workshops are available for people who want to articulate their Dependable Strengths and use them in the Job Magnet process. Training workshops that last five days are also available for career development practitioners who want to use DSA and Job Magnet practices to help others improve their career satisfaction. Evaluations and research outcomes have shown that participants appreciate what they learn in DSA workshops and training sessions. There is little doubt that these practices facilitate career and life satisfaction, as well as career success.

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Chapter Six

Dealing With Resistance In Career Coaching/Counseling

Deeta Lonergan

Have you ever reached the point with a career counseling or coaching client where they seemed to be "stuck" even though they had made a decision and developed a plan of action? They resisted the next step. Perhaps you tried the cheerleader approach to dealing with resistance – encouraging them to take the next step. Assuring them that everything would be OK, yet they still resisted. Perhaps you ignored the resistance and expected the client to continue to progress. Gestalt theory honors resistance and views it as healthy and an essential part of the change process.

The purpose of this paper is to explore how career counselors and coaches can identify and honor resistance as we assist and guide individuals and groups in the process of change and transition. We will explore what can cause/lead to resistance, what the effects are and what we can do about it.

Gestalt Principles Of Resistance

Gestalt theory asserts that where there is a driving force for change, there exists a complementary force against it. Resistance is not an absence of energy rather it is energy; interest or drive in a different direction.

When consciously chosen, resistance is healthy. It should be respected, not regarded as alien and needing to be destroyed. Resistance serves the functions of defense, protection, healing and creation. Resistance is necessary for self regulation; without it people and organizations cannot maintain their boundaries. Resistance is a label applied by managers, coaches or consultants to the perceived behavior of others who seem unwilling to accept influence or help. It is a label provided by those who see themselves as agents of change and not necessarily the experience of the targets. Resistance may be the intervener blaming the client for the intervener not knowing what the client needs.

Gestalt theory assumes that resistance is a healthy state (if we are aware of it) as well as an obstacle. It can be viewed as a manifestation

of Multiple Realities or a need/energy in a different direction. Resistance can be a strategic "wake up call." Working with resistance rather than fighting or ignoring it increases everyone's chances of getting their needs met. Respecting resistance can build stronger relationships.

The Cycle Of Experience

The Gestalt cycle of experience has seven stages: sensation, awareness, energy, action, contact, closure and withdrawal. An example is:

Sensation	— There's rumbling in my stomach.
Awareness	— I'm hungry.
Energy	— Go to the refrigerator and look for food
Action	— Choose some fruit
Contact	— Eat the fruit.
Closure	— Hunger pangs are gone. Feel satisfied.
Withdrawal	— Return to previous task or new task.

Three Primary Reasons For Resistance

There are three primary reasons for resistance:

1) The individual views change differently from the change agent.
2) The individual is expressing his/her normal, healthy fear of the unknown.
3) The individual disagrees substantially with the specifics of the proposed change.

Gestalt Resistances

Gestalt theory defines six different kinds of resistance: desensitization, introjection, projection, retroflection, deflection and confluence.

DESENSITIZATION - "Numb" or "Checking Out"

When individuals are experiencing resistance due to desensitization they are numb to their surroundings. They have "checked out," ignoring what's happening. They lack awareness, sharpness and distinctiveness. There are gaps in their sensory ground. They are not taking in any data on their environment.

INTROJECTION - "Swallow it whole"

With introjection the individual takes in information from the environment and swallows it whole without differentiating and assimilating it. They passively incorporate of what the environment provides— food, ideas, values, beliefs, etc.

PROJECTION - "Playing a movie"

When projection occurs the individual attributes his/her own behavior, thoughts, feelings, beliefs, etc. to another -- which is actually experienced as directed towards self from the environment. He/she blames others. There is no data.

RETROFLECTION - "Energy turned in"

When retroflection is the form of resistance it is characterized by compliance; "shoulds" and "oughts" are dominant. The client doesn't speak up. He/she wants to take action, but doesn't. Energy is turned inward.

DEFLECTION - "Raise the shield"

In deflection the individual lowers or reduces contact by shifting attention or being indirect. Nervous laughter occurs. He/she changes the subject; doesn't complete a unit of work.

CONFLUENCE - "Where is me - where is you?"

In confluence there is a merging or joining of boundaries to avoid distinction or differences. Everything runs together. This form of resistance is characterized by sameness. There is good contact, but no boundaries.

Paradoxical Theory Of Change

The Gestalt approach supports staying with resistance as a tactical matter. A person or system cannot move from one state of being to another until the present state is fully experienced and accepted. Recognizing, honoring and dealing with resistance supports moving through the process of change and transition.

7 ASSUMPTIONS OF PRODUCTIVE CHANGE

(adapted from *The Change Leader* by H. B. Karp)

1) Change is best facilitated by developing ownership in the change process.
2) Change will occur most easily in an atmosphere of enlightened self-interest.
3) People do not resist change; they resist the pain or threat of it.
4) People actually tend to resist the opposite of change which is boredom.
5) Power is the ability to get what you want; resistance is the ability to avoid what you don't want. Resistance is a subset of power, not

of change.

6) Resistance is best dealt with by honoring it rather than suppressing, avoiding or minimizing.
7) People can work best with others' resistances by first understanding and accepting their own resistance.

Techniques For Working With Resistances

Desensitization

Increase the amount of sensing; fully develop interest and awareness in/with small chunks of information.

Introjection

Scrutinize assumptions and beliefs, especially those that are implicit and historical. Explore the consequences of forming different expectations; identify and accept what is present. Separate "I" from "you," "they," "it," etc. Question the logic: "This is the way we always do it."

Projection

Increase the responsibility for individual actions, thoughts and feelings; increase the use of "I" as opposed to "you"; turn "you should" into "I should," "I want," "I need." Ask, "What is your role?" "What do you contribute?"

Retroflection

Encourage more action; provide a base for small action steps. Uncover inhibitions to action; exaggerate inaction. Stay on the topic; meet the situation directly. Point out when issues get deflected. Help uncover issues that block contact.

Confluence

Develop clear boundaries; heighten similarities and differences. Develop awareness and "ownership" of differences and support.

Key Questions For Moving Through Resistance

- What would be your first (or next) step?
- Where is the potential for resistance?
- What resistance do you see or anticipate?
- How would you handle or prepare yourself for it?

Coaching And Resistance: Some "Rules For The Road"

- Contract clearly up front with each party involved and be prepared to review your contract during the process.
- For both coach and coachee: stress "Awareness, Awareness, Awareness."
- Covet your curiosity, cultivate the merging of multiple realities into a shared reality.
- Questions are usually better than answers.
- Pay attention when there is no resistance at all.
- If you preach, be a model of what you preach.
- The process will go only as fast as each level of system will allow. Be aware of where the resistance is.
- Heighten the resistance by highlighting needs in the other direction.
- Ratify units of work completed and celebrate them.

Summary And Conclusions

Gestalt theory asserts that where there is a driving force for change, there exists a complementary force against it. Resistance is not an absence of energy—rather it is energy, interest or drive in a different direction.

When consciously chosen, resistance is healthy. It should be respected and explored not regarded as alien and needing to be destroyed. Resistance serves the functions of defense, protection, healing and creation. Resistance is necessary for self regulation; without it people and organizations cannot maintain their boundaries.

Resistance can be a strategic "wake up call." Working with resistance rather than fighting or ignoring it increases everyone's chances of getting their needs met. Respecting resistance can build stronger relationships.

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ERIC

Chapter Seven

Using Creative Arts in the Career Assessment Process

Carlotta J. Willis

Introduction

Assessment and decision making are core phases of the career counseling process. In the assessment phase, an understanding of vocational self-concept develops through an integration of one's values, skills, abilities, interests, needs, personality, style, and other factors. Career counselors have used a variety of standardized, quantitative instruments to obtain this information and, increasingly, are developing and using non-standardized and qualitative methods of assessment (Zunker, 2003). Decision-making has also been facilitated through a range of qualitative and quantitative processes.

Qualitative Career Assessment and Decision Making

Qualitative methods have been recommended (Goldman, 1992; McMahon, Patton, & Watson, 2003), in part, because there is less separation from the counseling process, and because the tendency to reify results is more limited (Bolles & Figler, 1999) than when using standardized, quantitative assessment tools. Other advantages of qualitative assessment methods include individual and multicultural adaptability, the active role of the client, and the integrative nature of the process and results (Goldman, 1992). McMahon, et. al. (2003) also suggest that the qualitative approach is more congruent with the constructivist process of co-creation of meaning within a collaborative counselor client relationship, in which "stories rather than scores" (p.196) are constructed. Ultimately, it is the client's clarity of self-concept, rather than the counselor's professional impression, which is core to the successful career outcome. Familiar qualitative career assessments include card sorts, line lines, story writing, and career games.

Krieshok (1998) suggests that decision makers often cannot reconstruct the logic or sequence of their decision, since often decisions are actually made unconsciously, and implies that "decisions made and implemented

at the unconscious level are often more satisfying than decisions made when the conscious processor steps in" (p. 218). Therefore, Krieshok recommends helping clients to open to their intuitive, unconscious knowledge by "working to identify consistent themes by engaging in such exercises as guided imagery, journaling, and telling and writing stories about the self and accomplishments of the past" (p. 219). Many career counselors are familiar with some qualitative decision-making techniques, such as the Six Hats exercise, or even a simple coin toss—exercises which access the intuitive (Figler, 1999).

Creative Arts Therapy

Creative arts therapists, by virtue of their philosophy and method of practice, have developed a variety of creative arts techniques for use in the psychotherapeutic process, and for both quantitative and qualitative assessment (Feder and Feder, 1998). Art therapists employ standardized projective instruments, such as the familiar House-Tree-Person Technique. Dance-movement therapists are trained in detailed methodologies for analysis of body movements, primarily used in research and assessment (Feder & Feder, 1998). Most creative arts therapists, however, use the artistic process, rather than standardized assessments, to help the client develop her own understandings and insights, and limit counselor interpretation, which might serve to inhibit the client's process. The emphasis of the therapy is on client insight and meaning-making.

Creative arts therapists are master's level professionals, certified by their respective professional organizations (often licensed as mental health counselors), who have attended specialized training programs in their discipline. The depth and skill at which they utilize the arts in the psychotherapeutic process is beyond what can be gained through the application of a sampling of arts techniques. This paper is intended only to expand the resources of the career counselor, not to replicate the dimensions of practice of the fully trained creative arts therapist.

Creative Arts in Career Counseling

The use of creative arts techniques in career counseling has been somewhat limited. Pope & Minor (2000) have encouraged experiential activity in the career counseling process, however their source book contains few descriptions of activities using the arts (Willis, 2000). Use of the creative arts can be particularly beneficial for clients who are artistically inclined, those who reject standardized tests, clients having difficulty deciding between options at any point in the counseling process, and even those who are less able to access their intuitive side. The creative

arts therapy process can evoke emotion, promote relaxation, and help the client access an unconscious level for decision-making.

Guidelines for Use of Creative Arts in Career Assessment

Creative career counselors can develop their own arts approaches to assessment and decision-making. The same guidelines would apply as in the use of more traditional assessments and interventions. It goes without saying that the assessments take place within the context of a solid working alliance between counselor and client.

- Know the purpose of the assessment: who is the client, what is the question(s)? The arts assessment is suggested in response to the development of questions within the counseling process and for the individual style and needs of the client. The arts process may not be useful for all clients or for all career issues, as with any of the more traditional career assessments.
- Design or select an activity to specifically address the needs and style of the client. People vary in their preference for visual, kinesthetic, linguistic, or auditory modes of processing and communication. Use your clients' strengths to their advantage.
- Combine the arts assessment with other assessments and interventions to assist the client in obtaining a full picture. These methods are not meant to stand alone, and should be used in conjunction with the best practices of career counseling.
- Process the experience thoroughly in order to increase understanding and to explore any possible meanings which may have been hidden to the client. Use the assessment to stimulate discussion, not to foreclose decisions or options.
- Assist the client in understanding what the "results" may mean. Explain the individualized nature of the arts process, that it is non-standardized, has not been assessed for validity, and does not predict future success. The meaning and value of the arts assessment is what the client constructs within the context of the counseling and in application to career life development.

Suggested Arts Applications

The following are some creative arts activities developed by the author and her students at Antioch New England Graduate School for use during the assessment and decision-making phases of career counseling.

Visual Arts

- Career Sand Tray: The sand tray is both a Jungian therapy approach and a technique for use with children in therapy. The counselor

provides a shallow tray of sand, and a collection of figures and objects to be placed in the sand. The client may also bring objects of personal significance. The client can enact a scenario, create an image, or tell a story using the figures and objects. In the career process, the client might create a tray representing vocational self- concept, career obstacles, or career genogram. One client, for example, used a tiger and a lamb to portray his assertive side used in his work as an advertising executive and his more tender side displayed at home. Clients have also used figures to enact how their personality type manifests in different situations.

- Career Self-Concept Representation: For this exercise, the client creates an art object which represents her self-concept. Examples of these are a self-concept mandala, a poster of opportunities and vision, or a symbolic icon representing career mission. Clients have created magic boxes with wishes and dreams, houses with obstacles represented by roofs, career flags, collages, miniature gardens, and career medicine wheels. A student from Japan created origami front (ready for use) and back (available when needed) pockets to hold work related aspects, also represented through origami.
- Expressive Drawing: A variety of arts assessments may be created using a combination of visualization, guided imagery and drawing, painting, or expression with pastels. Most do not try to realistically create images (unless the client is a visual artist), but rather use the medium to create an abstract expression of the sense of the experience or concept. Subjects might include a future workplace environment, career dreams, obstacles, career paths, or whatever issues seem most salient for the client. One client's drawing, a path through a dark, dense forest to the open, rolling sea, led her to understand that the career encouraged by her father was too confining a choice for her at this point in her life.

Dance and Movement

The movement approach is, of course, easiest to introduce to clients who are dancers or enjoy dancing. Given the right context, however, others may be encouraged to access the kinesthetic knowledge provided through body movement, even if they remain seated throughout the process. In fact, it is often most revelatory with clients who generally are not accessing their bodily-felt emotions and understandings. The counselor allows the process holistically and kinesthetically to inform the client's self-assessment or decision-making by using reflective rather than declarative statements to facilitate client understanding during the verbal processing of the movement experience.

- Decision Gestures: One process for assisting career-decision making has been described previously (Willis, 2000). This involves having the client relax with eyes closed, then allowing one arm to move while envisioning one career choice (or intermediate decision) having been made. Then switch to the other arm moving while envisioning the other choice. The counselor witnesses the movement, gives feedback on what was observed, and listens to the client's experience of the difference between the two decisions. On occasion, the movements will lead to a desire to integrate the options, as it did for one client, who found a way to combine competitive mountain biking with counseling adolescents.
- Options and Aspects Dance: Another movement assessment involves directing the client to dance in a mode so as to represent different aspects of the self, or different possible career options, integrating the various options into one core dance. Discussion follows around which aspects felt most congruent, what the integration revealed, and other meanings discovered. This is similar to the Five Lives exercise (Zunker, 2003), with the added kinesthetic and emotional data provided through body movements.

Other Media

Art and dance activity, of course, might be combined and music may be integrated along with the process. Poetry and story writing might also be included, depending on which medium is most accessible for the client. Clients have written career songs or found particular pieces of music to facilitate discussion or provide inspiration.

Summary

Career counselors are encouraged to explore expressing their own career stories through the arts before moving this approach into their practice. Working with a creative arts therapist is a wonderful way for the career counselor to explore and deeply understand the power of these approaches. In combination with the more traditional approaches, and the solid interview skills of the competent counselor, the creative arts can be a wonderful addition to the counselor's tool box. It is hoped that this publication will encourage the sharing of this broadening of the options available for career counselors in their work to help clients discover their passions and find their paths.

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Chapter Eight

Key Skills to Help Youth Make Positive Life/Work Transitions

Jessi Zielke

School districts are at a pivotal and exciting time in education in the province of British Columbia, Canada. With changes to provincial graduation requirements there exists an opportunity to make a lasting contribution to the life/work journey of youth in this province. Districts have been given the responsibility and challenge to reinvent career development education by building on the successes of the past and adapting to the challenges facing the youth of our province in the future. To help shape the future of career education redevelopment, many school districts in British Columbia are using the components found in the *Blueprint For Life/work Designs*.

The following report provides a context for the changes to the graduation requirements in terms of current career development thinking and the way schools are responding to the challenge of change.

Why the changes to the British Columbia Graduation Document?

The information revolution, like the industrial revolution before it, has profoundly affected and changed the skills required to make successful transitions in the world of work (Wallace, 1997; Beck, 1995; Lewis, 2001). Toffler (1990) described the third wave of societal shift as the Information Era where people need to develop skills and attitudes to deal with knowledge with an emphasis on sharing and using that knowledge to produce goods or services. Over the past 10 years, economists and business leaders have joined international, national, and provincial agencies to identify key competencies needed to enter, stay in, and progress in the work world. It became apparent from the research and feedback through the British Columbian gradation review consultation that many entities believe that the educational system should be doing more to help youth prepare for the new world of work.

Whether moving from job to job, maintaining a current work situation, moving from school to work, or navigating the consulting world, life/work transitions for working adults and youth are becoming increasingly

volatile and unpredictable. It is hard to imagine that in less than 40 years, a member of the working population has gone from an expectation of employment with one employer for an entire work life to an expectation that any given person will change their work situation seven to ten times over a lifetime (Bridges 1997). "This transition from old to new is like a perilous game of snakes and ladders—except that it isn't a game in these turbulent times. The economy is going through a paradigm shift, and the ladder we were all comfortable on, the old economy of mass manufacturing, has vanished before our eyes. (Beck, 1995, p. 10). In a more recent view of the changes in the economy, Sherry Cooper (2001) says ," 'this is the Acceleration Age, where everyone expects the world to move at a pace unprecedented in history'" It is evident that youth need to learn to be adaptable and accept change as a common factor in their day-to-day work interactions.

Youth entering the work environment of the new economy also require higher levels of education and training because more and different skills are required to do the work that the new economy demands. Advances in technology and the constant change in working styles those advances bring requires many workers to be skilled in entirely new ways. The physical skill people used in the agricultural and industrial society to make a product has shifted to the worker's skill at manipulating data in order to produce a good or service.

The skills required to cope with the demands of the new economy are identified by many sources. Bridges (1997) writes in *Creating You & Co* about "the significance of the 'Ten Basic Skills for the Workplace' as they were identified in the December 1995 Journal of the American Society for Training and Development. These are: reading, writing, computing, speaking, listening, solving problems, managing oneself, knowing how to learn, working as part of a team, and leading others" (p. 33). Similarly, the British Columbia Ministry of Advanced Education (2001) identifies three skill areas—occupation-specific skills, employability skills or generic transferable skills and career development skills or competencies (p. 23 - 30). In June of 1991, the United States Secretary's Commission on Achieving Necessary Skills (SCANS) prepared a report for the U.S. Department of Labour that identified three skill areas needed for job success – basic skills, thinking skills, and personal qualities. The World Future Society (1996), in their report *What Students Must Know to Succeed in the 21st Century,* identified skills loosely categorized as academic, personal, and civil that would help students not only prepare for the future, but build their future.

Skills Youth Need to Master in Order to Make Positive Life/Work Transitions

During extensive graduation review consultations with the public, including students, graduates, employers, k –12 educators, post-secondary educators and members of the business community, three areas of skills surfaced as a "must have" to make successful life/work transitions. These same skills were also identified as not currently being taught with purpose and/or effectiveness in the k-12 system.

The first identifiable area was occupation-specific skills or academic skills needed to work in a particular occupation. These skills are obtained through on-the-job training and experience as well as specialized education or training. Requiring occupation-specific skills obviously is not a new condition for work, however, for workers in the 21st century, the pressure to continually upgrade will be tremendous. In today's complex and competitive world, a post-secondary diploma, certificate or degree is no longer a guarantee of employment. In the emerging world of work, those credentials are combined with a person's ability to function effectively while work situations are rapidly changing. Therefore, the skill of self-reflection and the knowledge of how to access and obtain appropriate training and/or learning as well as evaluating the relevance and quality of that training were deemed to be an essential for youth working towards their preferred future.

The second area of key competencies identified during the consultations was employability skills, which describes the set of skills that employers identify as those needed for a high-quality Canadian workforce. These went beyond occupation/academic skills and included teamwork and personal management skills. The Conference Board of Canada has spent a great deal of time researching and completing a rubric for those skills and coins them as "essential skills." The conference board has produced a document called *Employability Skills 2000+*. The SCANS report and prominent authors reflect a similar skills set. The employability skills reflect the three detailed subsets identified by the American Society for Training and Development.

The third key area of skill acquisition and development identified were skills needed to make positive life/work transitions. Participants at the consultation articulated that youth might possess occupational skills and employability skills, but on many occasions did not know how to apply and actualize those skills in the world of work. The resource that embodies these application and actualization skills is reflected in the *Blueprint for Life/Work Designs* (Hache, L., Jarvis, P., & Redekopp, D., 2000). The resource builds on work done by the National Occupational Information Coordinating Committee (US) in the early 1990's. These competencies

cross match many of the occupational skills and employability skills, but focus directly on a person's ability to utilize the skill in the life/work building process. Some of the skills identified in the rubrics include interacting positively and effectively with others, changing and growing throughout one's life, locating and effectively using life/work information, securing/creating and maintaining work, and understanding, engaging in and managing one's own life/work building process. The acquisition of these career management skills must be in place for individuals to make smooth transitions to next stages along their life/work journey. Throughout the graduation review, it was articulated that career management skills are essential. People need to know how to use and apply occupation-specific skills and employability skills in order to acquire, maintain and retain work.

Changes to the British Columbia Graduation Document

For youth, the effect of the articulation of these three skill areas by business leaders, educators and government workforce agencies will be significant and has affected provincial educational policy. Every province and territory in Canada already has specific career development language imbedded in its k-12 curriculum (BC Ministry of Education. October, 2001). In 1995, the British Columbia Ministry of Education was the first province to implement Personal Planning, k-7, and Career and Personal Planning 8-12.

Despite the introduction of these programs into the British Columbia curriculum in 1995, a key issue that surfaced in British Columbia was the lack of cognitive skill acquisition by students. In the 2001 (BC Ministry of Education, October, 2001) review of the CAPP curriculum, parents, business leaders, teachers and students endorsed the continuation of the curricular area and deemed it an integral part of a youth's education, however, there was an acknowledgement that there is a great deal of inconsistency across the province as to the successful delivery of the learning outcomes. These disparate inconsistencies in delivery hampered all students' right and ability to develop the life/work building competencies. While some schools provided more than adequate opportunities for students to develop these skills, many schools fell behind, sighting the rigors of the academic courses as an excuse to divest themselves of the responsibility of preparing youth for the world of work.

As a result of the extensive consultations and research during the graduation review in 2002, the new career development paradigm is reflected and embedded in the new requirements in a way that it is clear that career development education is for all students, not only those students enrolled in existing successful intensive career preparation programs.

For educators to fulfill the role of helping youth build the skills for the future, there needed to be a greater emphasis on the purposeful, intentional development and acquisition of the key skills as identified by Beck (1995), Bridges (1997), Toffler (1990), the NOICC, the SCANS report (1996) and the Conference of Canada (2001). These are embedded in the *Blueprint for Life/work Designs* (2001). With the graduation revisions and ministry restructuring of funding allocations for career preparation programs, career education in British Columbia has been impacted and is at a pivotal point.

Responding to the Challenge of Change

The new flexibility of the way in which youth can achieve graduation and navigate their grade 10, 11 and 12 journey through access to dual credits, external courses, and school board approved credits is reflective of the changing career development paradigm. With the retooling of the k-9 CAPP curriculum and the introduction of Planning 10, Focus Areas and Portfolio's, school districts have an opportunity to reinvent and bring new meaning to career development education within their own systems. The opportunity to create connections for youth to future work and learning options and opportunities has been brought to the forefront. Districts can build on the past successes of "best practices" career programs and Career and Personal Planning courses to develop offerings more reflective of the significant changes in the way youth will navigate their personal life/work journey.

One of the main tools introduced to the BC Ministry of Education and being used by many school districts in British Columbia to redevelop and re-grow their career development education is the *Blueprint for Life/work Designs.* Used as a foundation document, the value of the *Blueprint* as a career education organizer is its unique attention to detail and the recognition of career management skill acquisition as a process or evolution from one level (age group) to another. It is a straightforward tool that helps to identify clear learning expectations and leads to lesson plans that demand a high level of engagement with clear outcomes. Educators in British Columbia have begun to evaluate their own career development education curriculum and programs using various components of the Blueprint in order to conduct needs analysis, determine the gaps in student learning and identify areas that need to be enhanced or expanded upon in order to meet the new requirements in the graduation document.

British Columbia school districts face the task of preserving the essence of what is excellent about their current career education programs and re-growing them in light of the new career management paradigm reflected in the new grade requirements. The districts that have kept career program

personnel in place are poised in an enviable position to be able to draw on their expertise to implement the new graduation requirements that speak so clearly of improved career management education for all students. For youth to rise to challenges facing them in light of the dramatic changes in the workplace of the 21st century, school districts have a responsibility to pay attention to and address how students will use, document and apply the work they do in school in a meaningful way to help students develop and move towards their preferred future.

What is needed is an increase in understanding of the shift in career education thinking, not only amongst counselors, parents, students and career teachers, but also amongst the community and the school system as a whole. Every teacher is intimately connected to the life/work journey of each and every student regardless of curricula area. Districts need programs and resources based on clear career management learning and performance outcomes. There is a need for a comprehensive accountability infrastructure for this proposed career management paradigm shift and the programs that are related to it. The *Blueprint for Life/work Designs* provides the foundation to address these concerns.

To effectively manage the changes required in the graduation review, Districts need to develop a common map or framework of career management skills to help identify the linkages, or overlaps, between programs, and to identify gaps in existing programs and services. Districts have been given the responsibility and challenge by the British Columbia Ministry of Education to reinvent career development education by building on the successes of the past and adapting to the challenges facing the youth of our province in the future.

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Section Two

Special Foci and Emphases

ERIC

The Five Private Practice Foundations

Jack Chapman

Introduction

People are clamoring to pay you for career help.

The tougher the job market and economy become, the more people want help with their careers. They realize the cost of being a "do it yourselfer" in career matters is huge. Just as people, in general, hire professionals to do their lawyering, car repair, computer repair, tax preparation, etc., because the "do it yourself" alternative is expensive, so, too, they look to experts to help them choose and find work that is well-paid and satisfying.

With some rather straightforward steps, you can set yourself up in private practice and make a thriving income delivering the help people so desperately need.

Don't quit your job! You can start part-time, and bring in an additional $5-$20,000/year; then you can build from there to full-time, making a 6-figure income.

And, you have an advantage that a lawyer, car mechanic, computer repairman, tax accountant, etc., don't have. Your services are "free" —well that's overstating it a bit, but it's certainly fair to say that 90% of the time they pay for themselves. If you hire a lawyer to come to traffic court with you, you may save yourself some grief and higher insurance rates, but it doesn't actually put more money in your pocket. If you help someone figure out what they really want to be when they grow up, besides being happier (there's no price tag too big for personal happiness), they actually make more money.

Consider two people. One flails around in the job market, answering ads, hoping that s/he'll somehow land in the right job/career. Another hires you so they'll not only know which jobs are the best fit, but they'll also know how to reach decision-makers in the "hidden job market." Compare their earnings: the hit-and-miss ad-answering person will spend more time unemployed, more time job searching, and spend more time in lower-paying jobs than the focused, networking job-search person.

Add up the dollars: If all you were able to do was help someone get to work 3 or 4 weeks sooner than they would have on their own, that's $2,000- $5,000 or more, actual money in the bank. Add to that 10% higher pay because the job is really a good fit for them, and another 10%

because you coached them in their salary negotiations, now you've added $5,000 - $10,000 or more to their coffers. And that's just in the first year. Over their 30-year career lifetime, your coaching could mean hundreds of thousands of dollars.

So, there's no doubt you can be a godsend to a job seeker, now how do you attract these people and turn them into paying clients?

The Five Private Practice Foundations

These are the five foundations to make a thriving career consulting practice:

I. Competence
II. Visibility
III. Counseling-Based Sales
IV. Services Packages,
V. Support.

This article addresses the basics of each of these five most important aspects of the process.

[Note: I can only cover the bare essentials of each of these in this article. There's plenty more information available—down to the fine details of exactly how to manage a single speaking engagement to make it pay off four times; how to double your business from each speech; recommended accounting and tax procedures; answering the phone; speaking venues; correct words to say in "closing" a career counseling prospect; etc. If you'd like the seventy-five page manual and audio cassettes of private practice training, e-mail me, jkchapman@aol.com, a request for information on the set: "How to Make $100,000 a Year in Career Consulting and Still Be a Decent Human Being."]

I. COMPETENCE

If you're good, word will get around. To be successful in private practice you have to be able to deliver both ends of the career advising process:

a) career focus and
b) job-search tactics.

There are 18 different competencies which boil down to those two.

a) Career Focus. This is half "art" and half "science." No one could possibly know enough about the hundreds of thousands of different jobs and industries to precisely pinpoint a client's career choice, but you should be able to offer clients initial directions to pursue and— most importantly

— a methodology for career exploration from that point on.

> Example: a burned-out teacher comes to you. You should be able to figure out if [Myers-Briggs profile] ENFP choices, like training & development, sales, motivational speaking, counseling, etc., are viable choices for him/her. Or maybe he/she is more suited to ISTJ meeting planning, event planning, event-based fund raising, or office administration.

Familiarity with tests like Myers Briggs, DSI, WOWI, Strong Campbell, 16 PF, and a basic understanding of corporate functions like human resources, purchasing, engineering, sales, public relations, advertising, etc., is the "science" of career focus. The "art" of career focus is the ability to listen deeply to people to discover their passions, interests, visions, and dreams—what things they've always wanted to do, but gave up on.

For instance, I worked with a HR manager who loved antiques, and eventually worked for and then purchased an antique store. A manufacturing supervisor loved trains; he is now a conductor. No aptitude test can give you this level of precision. It's the "art" of career focus.

Beyond that, your career search methodology should kick in. You help clients pick one or two of those, and then your coaching should get them to complete enough "informational interviews" to either decide among those choices, or to discover new alternatives altogether based on the informational interviews.

b) Job Search Tactics. Once they decide, say, "educational sales," your coaching should be able to get them to have NOT "informational interviews" anymore, but job-focused exploratory meetings with hiring decision-makers. We'll call those "networking interviews."

There is a fine line here. Once clients are focused, they no longer do "informational interviewing"—they want job interviews; on the other hand, they can't approach a hiring decision-maker expecting that she/he will have or know of a specific vacancy or opening at that time. So, you must teach them how to identify, approach, and interview with hiring decision makers with the explicit purpose of being considered for a job, but not expecting a specific opening. This is cracking the "hidden job market."

[Free resource: if you'd like a copy of my 34 page booklet that covers the difference between "opportunities" and "openings" in the job market, it's called "Twelve Biggest Mistakes Job Hunters and Career Changers Make and How to Avoid Them." E-mail me a request at jkchapman@aol.com, and I'll send it to you in MSWD.]

If you don't feel fully confident that you can really zero in on which career choices would be best for people, then apprentice yourself to

someone who does and learn it. The same goes for job searching. Even if you do feel confident in those areas, you'll want to arrange support (see "V. Support") so that you stay at the cutting edge of your field and can have help when you get to the "stumper" clients. Schools can't adequately teach you how to do all this unless their program contains a lot of real, supervised experience working directly with clients in both parts. [For a more detailed list of the 18 basic competencies like testing, skills analysis, etc., e-mail me a request for my article: #4 "Private Practice Package."]

That's step one: develop competence in both career choices and job searching.

II. VISIBILITY.

Once you're competent, get visible!

There's three basic ways to be well-known enough that you'll get a steady stream of clients: a) speeches, b) newsletter, and c) niche identity.

a) Speeches. Job-search clubs, libraries, Rotary International, associations, college placement departments, continuing education programs, etc., are all thirsty for career management presentations. Develop two or three highly interactive presentations that give people practical career tools. Reach out to these organizations to give speeches. [For a full listing of speaking venues and strategies, e-mail a request for my articles #32 & #33: "Baker's Dozen Speaking Venues."]

b) Newsletter. But don't just speak, hand out business cards, and walk away. Capture their names and addresses and "drip" on them every month thereafter. Without a newsletter you'll soon be forgotten. With a newsletter, you'll be remembered month after month.

c) Niche Identity. Find organizations with 1000+ members who interact with each other. Remember the 80/20 rule. If you make yourself visible to 20% of the members, the other 80% will find out about you on their own. Select a niche that fits your background/interests. [For more info on speeches, especially how to get one speech to pay off four times, e-mail me a request for my "Home Run Speeches" article. I'm at jkchapman@aol.com.]

So now your phone rings, so what? If you can't turn an inquiry call into a paying client, it's all for naught.

III. COUNSELING-BASED SALES.

First of all, don't sell on the phone. Certainly don't go into all the ins and outs of your career counseling skills. Just listen, empathize, and suggest a small step. These are your counseling skills. Simply apply them to the prospect and get them in for a problem-solving meeting. Get

them to take a small step.

The "small step" is the cornerstone of your sales process. Develop a session where in an hour or two you can make a big difference in how they understand their problem and how they'll go about solving it.

I call my small step a "C.A.P." session. That's Career Acton Plan session. I tell people that in an hour or two, we can get to the root of any career problem and give them a practical plan to solve it.

Charge for this session. Set your fee at a level that shows your caller you are serious, but does not pose any hardship. That would be above the amount they'd donate to a charity, and less than a calculated full hourly rate (not that you actually charge by the hour— see IV. Service Packages.)

What do you do in a C.A.P. session? Listen to their career history; tell them, broadly, what their strengths are; and let them know what's missing for them to reach their goals. They almost all need things like:

- systematic exploration of career options
- more interviews with hiring decision-makers
- better self-presentation
- a more accomplishment oriented resume
- better support and accountability in their search
- higher proficiency in job interviewing
- better management of salary negotiations
- etc.

Craft these needs into a chronological plan: step one, step two, step three... and you've given them their plan of action. Finally, suggest that if they want help with any of those steps, that you'd be glad to help them further. Set another appointment to do that.

IV. PACKAGING YOUR SERVICES.

Big bugaboo: Charging for a whole package. Career counselors I coach have a hard time with this to start. They want to charge by the hour. After all, it's what Dick Bolles recommends, no?

Well, it's too detailed to go into here, but trust me: working "by the hour" won't work. Oh, you can make some money, but it'll be a far cry from a THRIVING private practice; it'll be a struggling private practice.

(If you want the full explanation of why

- it's better for your client,
- it's better for you,
- it's crucial to your success,
- it's crucial to your clients' success,
- it's the only practical way to make a good living as a career

consultant,

- it's the only way to generate referrals,
- it's the only way to get clients to use you fully,

e-mail me a request for my #7 "Package vs. Hourly" and my #42 "Cancel Hourly" article. I'm at jkchapman@aol.com.)

When the prospect returns to hear about the program you have for them, lay it out and charge them one fee (payments spread out over time, but the fee is fixed) and promise to stick with them through thick and thin all the way through several months of their job and career search.

V. SUPPORT

Practice what you preach.

You're selling services to people claiming, "With my expertise behind you, you won't manage your career by trial and error... it will be by trial and success! My services pay for themselves many times over. Come see what it's like to have a buddy/partner in your career efforts."

Well? How about you?

Do you have a mentor, coach, buddy, colleagues? In order to have a THRIVING practice, you'll need the companionship and brain trust of a mastermind group. I, personally, have a coach! I don't do it alone! The mistakes of doing it alone are too expensive.

(I also support other career advisors in their practice; to learn more about my Career CADRE, e-mail me a request for info at jkchapman@aol.com.)

ICDC is loaded with career advisors and career counselors. Find a few whom you respect and like and form your own self-supporting group. If you're working at a career counseling organization (One Stop Career Center, or college career counseling center, etc.) make sure you have regular staff meetings and training. If it's not a conflict of interest to have a private practice "on the side," buddy up with one or two of your colleagues to give you support.

I can't stress enough how you must practice what you preach. Would you trust a doctor who had no affiliation with a hospital? Would you trust a fitness trainer who smokes? Would you hire a publicity consultant who had typos in his brochure? So, when someone is considering hiring you, what will you say if they ask you, "Do you have...

- A career coach?
- A career plan for where you want to be in 3-5 years?
- A program to learn, grow, and maintain the leading edge in your field?
- A group of colleagues who are best in class?
- Accountability for implementing your marketing and sales

activities?

- A 'hallelujah chorus' to encourage you & applaud your success?"

Just making a buck won't make a THRIVING private practice. That takes relationships with other human beings who have the same goals, passions, and commitments as you.

I wish you the best of success in all your endeavors.

ERIC

Chapter Ten

Using the Family of Origin in Career Counseling

Robert C. Chope

Introduction

Two years ago, I published a paper advocating that career counselors take into account the influences of the family of origin on the career decision-making process (Chope, 2001). To enable counselors to accomplish this, I recommended two new protocols. Revisions of these were also presented at the California Career Conference (Chope, 2002) in Anaheim.

I remain persuaded that career counselors ought to engage their clients in an in-depth exploration of the influence of their family of origin on their career decision-making. Still, there continues to be a dearth of information and research in this area. What is available, unfortunately, hasn't had much impact on career counseling technique.

This presentation is a continuation of my attempts to develop a strategy for career counselors and researchers to organize data on the influences of the family of origin on the career decision-making process. Utilizing new approaches, counselors can deepen their clients' career planning process by assisting them in comprehending how family background, upbringing, support, and conflict affect career decision-making. With appropriate guidance, clients may be able to engage parents and siblings more frequently as supportive partners in the career counseling process.

As I've pointed out before, career counseling is neither personal counseling nor family therapy, but is heavily intertwined with information that is frequently deeply personal and connected, developmentally, to family of origin influences (Chope, 2000). Several authors illustrate the point. Dr. Rachel Naomi Remen (1996) chronicled that in two generations of her family there are three nurses and nine physicians; as a little girl she thought, "You become an adult and a doctor as part of the same processs." Mary Jacobsen (2000) wrote how the dreams of parents, often-unattained dreams, shape the career choices of their offspring. And Wendy Wasserstein pointed out that the judgments of parents can be brutal. When she won the Pulitzer Prize for the "The Heidi Chronicles," her mother pined that she wished that she were celebrating Wendy's wedding (Aron, 2003).

How Oakland And Jack London Fit In

Many of you undoubtedly hear stories about relatives who "missed their calling" because the family didn't support them. Let me share one more short story drawn from the writing of San Francisco Chronicle reporter, Tyche Hendricks (2003).

Jack London, Oakland's heroic writer and the namesake of the city square, had a checkered career path. From an early age he worked out of his home to help his widowed mother. By the time he was 15, he was a fisherman and, reportedly, an unscrupulous but successful "oyster bed robber." A young political radical and socialist, Hendricks notes that he was recognized for his cracker barrel philosophizing against "injustice and poverty." Being a voracious reader, he spent hours in the local libraries while his formal public schooling was purportedly uneven. Leaving town and heading north at 21, he participated in the Klondike gold rush of 1897, failing miserably. He returned home after 16 months, virtually broke. Still, from that experience he began penning his thoughts about his adventures.

Oakland at the turn of the century was a hostile environment that offered few career opportunities. Terribly frustrated, Jack applied to work at the local post office. But his mother stepped up and insisted that he turn down the job. She felt that he was a gifted writer and needed to be enticed and supported to continue writing. So, with her encouragement, he chose to disregard "the sure thing" and instead made the risky choice of organizing and editing his papers from the gold rush. Within two years he was writing for the Atlantic Monthly and in 1900 Houghton Mifflin published his first collection of stories. By 1903, Hendricks reports, he was the "wealthiest literary figure of his time."

Many career counselors are unfortunately inattentive to information about their clients' families. This attitude may be due to a number of issues: the inability of the counselor to intertwine personal and familial issues with career issues, the lack of an established standard for counselors to follow in assessing the role of the family in the process, and the paucity of any training in addressing family issues. Further, interns in college career centers report that they're typically discouraged from discussing personal or family issues with their clients.

This presentation recommends a shift in the use of the family of origin in the career counseling process and proposes a refined strategy for gathering the information.

Research At Recognizing Family Influence

Historically, career researchers have suggested that the family be given

more focus in career and life planning. Ann Roe (1957) was among the first career theorists to study the role of the family in career decision-making, focusing, with mixed results, on child rearing determinants of career choice. She posited that people are inculcated with two basic orientations, moving toward or away from people in their work interests and occupational selection. These orientations were affected by parental attitudes and parent-child interaction.

Subsequently, the "attachment theory" of Bowlby (1982), drawn from family systems theory, gave career counselors more license to explore the influence of family members in career and life planning. Recently, there's been some very interesting work linking attachment styles to Holland's personality types (Johnson, Thompson, McCrudden & Franklin, 1998). It appears that insecurely attached people appear to be more realistic, conventional or investigative, while more securely attached people represent the range of code types.

Lately, Yolanda van Ecke (van Ecke, Chope, & Emmelkamp, 2003), in exploring preliminary data on Dutch immigrants, has hypothesized that insecure Dutch immigrants are realistic, investigative and conventional while the more secure immigrants are more enterprising with some representing the entire range of code types. Artistic immigrants appear to be unresolved in their attachment relationships.

This new work suggests that perhaps Ann Roe was onto something after all and that attachment material might be useful in career counseling. There may indeed be connections between the experience of our early relationships with our parents and siblings and our later career interests and choices. Attachment theory may be one of the important variables that links family history to the development of interests.

Others (Bratcher, 1982; Ulrich and Dunne, 1986) have added that career change be understood in the context of family dynamics, family values and religion. Quite clearly, most of us are aware that rigid family rules can prevent any of us from taking risks or trying new ventures. Interestingly, some rules may have an effect that is the opposite of what was intended. Alan Fleicher, the father of the former press secretary to President George W. Bush, referring to his son said, "I guess if Ari were to rebel, being a Republican is better than being on drugs, but not by much." Unlike his son, Alan Fleicher was a lifelong Democrat.

Clearly, certain family attitudes and values can adversely affect the career decision-making process. Career indecision is, perhaps, the result of individuals not receiving much support for the choices that they made in earlier development. Young people who were neglected, reprimanded, physically or emotionally abused often have terrible difficulties when they make important life decisions.

In college career centers, counselors report how emotionally demanding

it is for students to take majors that are in conflict with the expectations of their parents. Countless liberal arts students decry how they disappointed their parents by not pursuing something economically practical.

Family influence can also impact older adults. Certain clients have reported significant depression due to the fact that their parents hadn't really ever approved of their career choice. A colleague told me recently that he had been haunted for over thirty years by his father's lack of approval of his enrolling in the Peace Corps.

The Genogram

Even though several authors have suggested the incorporation of family influence into the career counseling process, their impact has been limited because they didn't add any new counseling techniques in this area. No protocol existed to make the information gathering and utilization processes easy.

The career genogram (Okiishi, 1987) was an early remedy for this dilemma and career counselors were given a well defined technique that could be easily used to explore the influence of the immediate and extended family. The genogram also allowed for the exploration of current as well as historical, multigenerational career development patterns. The roles, behaviors, and attitudes of family members along with unfulfilled goals that specific family members had can be explored with this tool.

Family patterns of all types can be easily identified and aligned with the pressures of not measuring up to certain family standards. With a genogram in front of them, career counselors can develop new clinical perspectives and ask new questions.

There are many places where the family can be very useful in garnering up biographical data about the client as a child and sharing that information. Parents as well as siblings, cousins, aunts, and uncles can play a role in this. It may be useful for the client to seek information from a parent about a past event like being taken to work on National Sons or Daughters Go to Work Day.

Families of origin and extended families can give a rich perspective to a client's particular strengths and weaknesses. In making a career choice, bouncing ideas off different family members sharing a common ancestry gives an uncanny, genetic view of what people in the shadows of the client have experienced. The National Career Development Association now recommends a greater use of family stories to talk about the unfolding of career choices.

Today's Families Are Quite Complex

Just as we're beginning to incorporate the family into career counseling, we're undergoing revolutionary changes in the structure of the family. Traditional patterns of work and family don't fit into some of the current patterns of career choice, easily studied in the genogram. Increases in the number of two-earner families, as well as gay, lesbian, bisexual, and transgender families illustrate the point. Domestic partnerships are slowly being legally recognized. Single adults are raising children in record numbers. Grandparents have become primary providers in numerous urban settings. And, more than a few parents are raising children in their second and third marriage or relationship. Genograms from these families can seem daunting to construct and interpret.

The traditional family, with delineated roles of provider and nurturer, is difficult to find. The workplace is also changing. There is an immense amount of instability in the workplace. Dot coms have become dot bombs and the current economic recovery appears to be "jobless." Even the concept of "career" is in jeopardy as portfolio careers and project-driven work become commonplace.

A New Protocol

Using variables from my own professional experience, I offer the following new protocol for counselors to use in gathering information about the impact of the family on career decision making. Because of helpful comments and feedback from colleagues, I collapsed the two protocols developed last year into a new one consisting of six primary questions. The protocol certainly continues to be a work in progress. But it offers a strategy for organizing and understanding data on the influence of the family in career decision making. It consists of the following questions:

1. What kind of career information did the family provide?
2. What tangible assistance was provided and were there strings attached?
3. What type of emotional support did the family provide?
4. Was the client concerned about the impact of the career choice on the family?
5. What disruptive family events affected the client or other members of the family?
6. What were the actions of family members who were asked to help and actions of those who were not asked to help?

Each question invites a different type of exploration, as the following will illustrate.

QUESTION 1. What kind of career-related information did the family provide? Several follow-up questions can be added to this first one. Did the family help the client generate different possibilities and new experiences? What alternatives did the family suggest regarding schools, training or careers?

The projected fantasies of the family often far outweigh their information base. It's always interesting for college and high school advisors to watch family members at a high school college information and advising night. Frequently, the family will try to steer their offspring toward those people, schools or programs that they feel are the best for their child. Career counselors should determine whether there was any "forced guidance," opinions given without the consideration of the child.

Counselors should also be aware of the family's impressions of particular roles that men and women played in the workforce. Men who choose to be paralegals or nurses frequently embarrass some traditional parents because they perceive these roles as distinctively feminine.

Finally, what career information came from family tradition? Did the family ensure that only particular schools or career paths would be followed because that reflected positively upon the status of the family? I've had many clients who came from small-and medium-sized family businesses who did not want to pursue these endeavors. Yet the family hammered them with evidence that involvement in the business would be economically prudent as well as beneficial for the family.

QUESTION 2. What tangible assistance was provided and were there any strings attached?

Clients tell me regularly that their parents made an unsolicited offer to pay for graduate school as long as the client went to the graduate school or program of their parent's choice. The counselor should be aware of the emphasis the family placed upon the role of money in life and culture and whether money was used to "blackmail" a client.

QUESTION 3. What type of emotional support did the family provide? The counselor can also follow up with another question: Who was supportive and who was not?

What the counselor should know is how certain the client was that emotional support would be given, no matter what the client chose to do. It's important to appreciate if the family took a "hands off" but supportive approach to the client's decision-making. Sometimes clients report, "My parents just wanted me to be happy." But was that emotional support or

pressure?

It's conceivable that the family chose not to be involved because they were uninterested in the career pursuits of their children or had preconceived limitations of what any of their children would amount to. The counselor should uncover this.

It's also important to find out whether the family attempted to dissuade the client from a particular plan. Families can be quite self-serving. For example, a business owner who wants a child to enter business school may resent the fact that the child wishes to pursue filmmaking. An Asian client of mine had to make the rugged choice of not obeying her parents by pursuing a degree in art when the family wanted her to major in accounting. She felt that her education was living a lie. Eventually she received her degree in art, but only after she enrolled in and failed her first year accounting course two times. She felt no emotional support from the family.

On a related issue, the family perspective may be enormously helpful emotionally. These are the times when issues of culture and diversity can be explored. Some family members who have suffered the humiliation of discrimination and prejudice may be called upon to give a perspective on how to confront these issues today.

QUESTION 4. Was the client concerned about the impact of the career choice on the family?

Some clients want input from their families in order to consider the ramifications that their choice will have for all of the other members of the family. This can lead to harmony in the family. But it can also lead to negative self-talk years later that had the client not always looked out for the family, he or she may have had a more satisfying career path.

Two years ago, I worked with a surgical resident who said that his parents always wanted him to be a doctor and would have been heartbroken if he had chosen another path. But his younger brother and sister resented his receiving so much attention and family resources. The brother and sister felt cheated that they had to do without so that their older brother could finish medical school. The irony is that after the death of his parents, my client was considering leaving the practice of medicine.

The case shows how clients with siblings may choose to discuss issues of fairness and birth order. The surgical resident perceived the family very differently than his siblings. He felt it was unfair that he had so few choices; his siblings felt he took all the attention. In contrast to the above, a first child who attended college when the family had fewer resources may feel put out when compared to younger siblings who weren't asked to contribute as much to their educational and career-related costs.

QUESTION 5. What disruptive family events affected the client or other members of the family?

Clients should explore any disruptions such as geographical moves, unemployment, changes in marital and economic status, catastrophic regional disasters and the like that affected the career development of their parents. Counselors should determine how these childhood disruptions might have affected the career development of their clients. Disruptions can also influence what clients remember about their childhood learning. I've counseled many children of military personnel who uprooted themselves a number of times during their childhood and regret that they never seemed to develop close friends. This later affected their capacity to network well.

Some clients are terrified of making a bad decision. They may especially fear making a mistake in a work world that's marked with so much turmoil. Accordingly, they may usher in the family to develop another perspective on the their career path, to serve as a safety net. Many believe, often wrongly, that with the family's perspective they could make better predictions. Clients may seek familial advice because they're afraid of bringing shame upon the family for a career choice that's inconsistent with the family's culture.

Using the family in this way may be a reflection of the client's own self-doubt. Clients are often afraid of pursuing their own uniqueness and thus will take a safer path generated by the family. They also have some tendency to compare themselves to others and need the family to help them to believe that they will measure up in a competitive job world.

QUESTION 6. What were the actions of family members who were asked to help and actions of those who were not asked to help? Then there is a follow up question: Of those who were involved, which were welcomed and which were not?

This question is framed using two categories from Phillips, et al., (2001): actions of people who want to be involved in the client's process, even if they are not asked, and recruitment of people the client wants to ask to help.

Family members do become involved in the career development process of others even when they're not asked and career counselors ought to probe about the kind of unsolicited involvement the family offered. These data allow for determining where pressure was placed on the client about family rules of order and tradition.

There is also a further question. Of those who were asked to help, who offered assistance and who did not?

Career counselors need to be sensitive to the manner in which the family responded when the client asked for assistance and to determine the level

of support. Certainly the family may respond for self-serving reasons. Counselors can also use this information to determine how independent the client's decision-making is. Some clients have a history of never making any decisions independently. Others use consultation sparingly. But clients usually have good reasons to recruit other family members for advice and the counselor should know these reasons.

So Where Can The Family Help The Most?

There are a variety of places where the family can assist the client in the career decision-making process. Here are four to remember.

First and foremost, the family can listen more and judge less. The family can also help by becoming less focused upon traditional measures of success. They can help the client to define success with respect to what matters most to the client as long as the client acts responsibly.

Second, family members can help with difficult issues like whether a portfolio career might be more appropriate than a single full-time job. Learning about the stories and examples of other family members who have had these alternative choices can be very useful. Supportive family members can help to impart new information to clients, material that the client may be oblivious to.

Third, where appropriate, the family can support risk-taking and new ventures as the client explores alternative career paths. Knowing the past history and career stories of the family, there should be support for pursuing uncharted paths. The family might help the client to "think beyond the box" and serve as a creative "sounding board."

Fourth, good family discussions should be seen as beginning models of the networking process. This family networking process adds to the social integration of the client and can be a model for how he or she can do this with non-family members. A supportive family will teach the possibility of forging new connections and networks. Drawing from Roe and Bowlby, those clients who have developed a sense of connectedness and partnerships through family networking are in a better position to develop stronger social connections and potential employment networks. The family, by example, assists with this and can work to maintain new and developing relationships to help the children.

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Chapter Eleven

So You Want To Publish Your Book On The Web? A Simple E-Publishing Guide for Your Fiscal and Mental Sanity

Fred Coon

As we move into the 21st century, more and more people are exploring e-publishing. This article is a basic guide, designed to share the issues you must consider in order to get started. If you have written a book or a publication of any kind and are considering putting it on the Web, but you are struggling or confused by all the technical issues required to do so, then this article is for you. We will concern ourselves with issues you now face in placing your work on the World Wide Web for people to see and purchase.

It is assumed, for the purpose of basic discussion, that the reader knows little or nothing about software or Web programming. I didn't when I started and I still don't. What I do know is where to seek resources, when I am getting bad advice and when well-intentioned suggestions and advice cost too much. How do I know this? Because, when I began this journey, I spent way too much money on bad advice. My purpose here is to help prevent you from doing the same.

In this article, we will focus on decision issues you face, what you need to get started and some of the costs involved with the various solutions to these issues. When you finish this article, you will be in a better position to decide if you want to tackle this yourself or, like me, seek assistance from outside resources. To save space and pack the most information into a limited space in this publication, I have created a special Web page (http://www.feccareers.com/webpublishing2003) containing all references, web sites and other publishing guides you might need to get started. This site will be active and available to you by November 1, 2003, at no cost.

Before you create a Web site for your great American novel, you will first need to decide the format you want and how you would like to deliver your book to customers. These two things will determine the resources and tools required to create your masterpiece. Books can come in various formats. The most common format is print, which is the easiest way to sell your book on the Web. There are many fine books written on self-

publishing in the print mode. There are not technical disadvantages to having a printed version of your book. The major problems you face are finding a publisher that will pay you anything, a distributor to move the product and the requirement that you develop your own marketing plan that will drive book sales. Enough said about print publishing.

The Basic Issues & Modes Of *E*-publishing

PDF Format

PDF is one method of formatting your book. It is easy to create and format, and can be read and printed with Adobe Reader™. In order to read your book, your customers will have to have Adobe Reader™ installed on their computer. This is a free software program and is easy to install by downloading it off the Adobe™ corporate Web site. However, PDF documents can be very tedious to read. Users will probably have to print the entire book and, depending upon its length, this could turn out to be quite costly and cumbersome for the reader.

CD-ROM's

A good book format is CD-ROM. CD's are easily distributed and provide a large amount of electronic file storage. They can contain multiple file types so you may employ multiple media and work tools to support the content of your book. Some of these are training videos, audio files and worksheets. Unfortunately, CD-ROM and a computer are always required to use the book. You will also need resources to create the CD-ROM and the Adobe program for this is expensive and must be accounted for in your total "publishing" costs.

Online Bookstores

Two well-known sites are Amazon.com™ and Books.com™. There are also several online bookstores specializing in specific book categories such as careers or travel. If you are asking yourself why I haven't mentioned Barnes and Noble™ or Borders Books™, it's because they usually want a publisher to present your work, putting you back at square one again. Although the online bookstores will take people away from your Web site, opening up the possibility they might purchase something else and not your book, there are several advantages to using their services. It requires significantly less Web site development time and, of course, this means less cost to you. These sites garner millions of visitors monthly and they generate more traffic in one month than you will generate in your lifetime with your own Web site.

Telephone Orders

One of the easiest ways to sell your book is to put up your Web site and list your phone number so those who wish to order can call you. Variations on this theme are also a fax number or e-mail address for orders. This is a cheap way to develop your site and avoid the complications of shopping cart and server access issues. It also gives you a chance to have personal interaction with each customer. If you are selling a low volume of books, this may thrill you. If you are selling a lot of orders, you will get tired of this very quickly. The disadvantages fall into several categories. You are assuming that your purchaser can access a fax machine or that they are willing to give their credit card to an unknown source that may or may not be secure. Unless you are using a secure server system, most people won't give their credit card number over e-mail. I don't recommend it either. The liability issues are far too risky in these litigious days and times.

Online Web Site

By making your book available online, customers may access the book from any computer with Internet access. An online book is very cost effective because it is created once and used for every customer. This lowers per-unit cost each time someone purchases your book. However, the difficulty with online books is just that— they are online and a computer must be used to access them. Squinting at a screen is not the most pleasant task. Other problems are that if your book is done in HTML format (Hyper Text Machine Language) it will not print well mainly because the Web pages are not designed in a standard 8.5 x 11 inch format. There are often multiple images that can also slow printing down. An online book also requires a login system. Another disadvantage is the requirement that you develop and maintain a shopping cart, a feature you must have to sell the books yourself. Along with a shopping cart, you will be required to have a credit card company and an online processor for your credit cards. Another problem is that you will need to engage the services of a good programmer and, unless you watch out, it can cost a great deal for them to write the interface and programs to operate a secure server interface and card authentication and processing systems. If you are not planning on selling a lot of books, then this is not the way to go.

After reading the positives and negatives listed above, if you have chosen the path of putting up your own Web site and all that entails, then the next section will help you understand what is technically involved. By technical, I don't mean the rudiments of computer programming. I certainly hope my staff of absolutely superb programmers doesn't take offense, but while they love programming code, I find it tedious and boring. However, I love the results it can produce.

Multi-Mode Presentation Options

With my own publications, I provide a variety of options and multiple modes. I am on Amazon.com™, have book distributors who move my books to libraries and career professionals, multiple business Web sites that each present the option to purchase the book and affiliate sites that also offer my book to their visitors. Moreover, my book is presented in print, CD-ROM and online HTML versions. I have tried to cover all bases and it has worked successfully, so far.

Creating Your Web site

The following may seem contradictory, given the above comments, but your own Web site is still a great way to sell your book. You will get 100% of the profits instead of giving away your profits to a PR agent, publicist, distributor or publisher. You can control the advertising and marketing, and a shopping cart will provide an easy and efficient way for customers to buy your book directly from your Web site. If you think your book will sell well, has a wide enough audience and you think you can move a reasonable number of units; my strong recommendation is that you bite the bullet and go this route.

Obtaining Your Own URL

The first step you must complete is obtaining a URL (Web site name) and then register that name with one of the sites that perform a type of registry function. Two that come to mind are http://www.register.com ($35.00 US/year) or http://www.godaddy.com ($8.95 US per year). Once you have registered your Web site name, the real fun begins.

Finding a Web Host

You will require a Web site host - the place where your Web site resides. Each site on the World Wide Web is unique and has its own fingerprint, an assigned number, and no one else can have that same number. That is how someone finds you when they search on Google™ or other such Web search engines.

It is very important to research various Web-hosting companies. Here are some of the important facts to ask when selecting a host. Are they reliable and established? What is their allowable storage? In other words, how much server space (ex. 200MB) will they will give you for the annual fee? Another really important piece of information is server access. How much access do they allow? Who do they allow to have access and when is that access allowed? Let's suppose you want to make a change to your Web page. Because of security issues, many hosts will not allow just anyone to access their server. Now what do you do? Better get this one

answered up front or you will be a prisoner of your server host. The last area of concern is technical support and server maintenance. If the server goes down, your site is down and nobody may see your site, much less purchase your book. Server "uptime" should be in the 99.95% or better range on an annual basis. My server went down twice last year so my "up rate" was 99.78%.

Some example web-hosting companies are Value Web™ (http://www.valueweb.com), which charges $19.95 US monthly; Yahoo Web™, which charges $11.95 monthly (http://webhosting.yahoo.com); and Net Nation™, which charges $10.52 per month (http://www.netnation.com/). Be sure to ask the company how much bandwidth you will be assigned and also how many e-mail accounts they provide with your account. Bandwidth is important if you are doing any kind of mass mailing. Some host companies won't allow large mailings because it ties up their server, slows down access time for other sites sharing your same server and, these days, they all try to avoid spam mailings like the plague.

Creating Your Web site

There are several tools at your command to build your own Web site. The first tool is an FTP (File Transfer Protocol) program. This program allows you to access your Web page and acts as a conduit between your Web site and your computer. By having this program, you can build your site in your computer, upload it to your actual Web site and then make updates and changes back and forth. There are several different FTP programs, including Cute_FTP and WS_FTP (the version we use in our shop because it is free and universally used by Webmasters).

The next tool you will need is a program that will allow you to edit your Web pages. Several programs allow you to use a WYSIWYG ("what you see is what you get") editor, so a minimal amount of programming knowledge is required. Two examples of this are Microsoft FrontPage™ and DreamWeaver MX™. We use the latter program because any Web browser may view pages developed there, whereas some browsers have difficulty aligning things properly when the FrontPage™ program is used. DreamWeaver MX™ is also a more versatile program and it has a built in FTP protocol. Regardless of which program you choose, make sure that you test it using different browsers so that you can actually see what the end result really looks like.

If you want to have pictures or graphics on your Web site, you will need a graphics program of some description. An example of this type program is Adobe Photoshop™. You can make this program as simple or complex as time allows you to learn it. With a goal of simple images, you will be able to read the manual and develop them in a relatively short period of time. If you wish to have a fancy layout, then get an experienced

programmer. It will save you time and aggravation in the long run.

Shopping Cart Issues

If you decide to have your own shopping cart online, look for a Web host that supports databases and dynamic pages. You will want to store and retain data on your buyers. A database is essential to structuring a proper shopping cart. These can store passwords, login information and codes, prices and product descriptions. There are off-the-shelf carts ranging from cheap to very expensive. No matter how much they claim to need no programming, they always do – trust me. They must be integrated with your credit card provider and if you want any variation in the way they function, programming is required.

Post Web site Optimization

Once you have designed your site, you still have several important functions to perform. One of these is site optimization. When someone types a word into a search engine they are trying to find information about that subject. How do they find your site? Through the use of "keywords" in conjunction with saturation techniques and other tricks of the trade. Sound like Greek? Well, in a way it is. Just remember that whatever the subject of your book, your home page of your Web site must contain frequent mentioning of that word but not to the extent that the search engines throw you off for over-saturation. Tricky, isn't it? This is why you should seek the assistance of several good books on this subject, not so much to do the work yourself, but to protect yourself from a lot of rip-off artists who impress you with big sounding words that mean nothing and signify less.

Search Engines Directories & Linking

You must register your site with search engines and secure a listing in major Web directories. Some of the main search engines are Google, Inktomi, AltaVista, AskJeeves and AllTheWeb. The main directories are Yahoo, Open Directory and LookSmart. Remember, once these search engines have gone through your site, you don't need to do much after that. The bad news is that some of these engines don't get your site listed for up to four months or longer. A last thought is about linking. This is where you have your book listed on other Web sites and they promote your book. Just write the Webmaster for that site a short letter, telling him/her why you think your book should be listed as a resource on that site and if he/she lists you, well and good. What he/she is really doing is generating more traffic for your site. Of course, you must list them on your site so be careful with whom you do business.

Recommendations

Once you have the tools you need, you will be ready to obtain resources to design and develop your Web site. Unless you want to spend hours of valuable time learning all these programs, I would suggest that you hire someone to do these for you so you can act in the capacity of "general contractor" and direct the overall design and direction of the project.

The good news is most of you live near a college or university. Students are always looking for extra money and ways to be creative and show their skills to the world. The benefit to you is you have a cheap labor pool nearby, hungry to be associated with your project. Why? Because a published book goes down on their résumé and that is how they get good jobs after graduating.

My book was laid out and formatted by Janae Hobley, a twenty year-old student at the University of Advancing Computer Technology, located in Phoenix, AZ. Her work was excellent, and was done around her class schedule. The end product received rave reviews from across the country. Once Janae had the book formed in Microsoft Word™, she converted it to Quark Express™, a layout and publishing design program. When this was done, Anita Laubenthal, our corporate Webmaster, put the book in HTML format, designed the Web site supporting the book and integrated the audio and video tracks and interactive exercises. To view the end results, go to www.readyaimhired.com.

These incredibly talented young people may be found almost anywhere and, if you listen to them, you will be amazed at how much they can contribute to the look and feel of the final product. There are many of these resources available in nearly every town. The simple way to find someone is to conduct an Internet search then interview each person carefully as to similar projects they have worked on, view their results and negotiate price. An excellent source for finding technical help (free, of course) is www.agaveblue.com, where you may post your job and get bids almost immediately. Once you have selected a person to work with, stick with them if you can because there is a great deal to be said for project continuity.

This article has discussed the issues facing anyone considering putting their book on the web. It has reviewed the complexities and challenges they face. Publishing a book on the Web is a time consuming and complex undertaking but the financial rewards can be worth the aggravation, expense and effort. In closing, I want to thank Anita Laubenthal, Webmaster for FEC Career Services, for her invaluable help in developing this article.

Chapter Twelve

From Dink to Alphabet Soup and Back: The Ebb and Flow of Career Choice Between Partners

Sally Gelardin & Alex Hochman

Happy loving couples make it look so easy.
Happy loving couples always talk so fine.
Till the day that I can do the dancing with my partner,
Those happy couples are no friends of mine.

-Joe Jackson

Introduction

Achieving both career development and a successful relationship requires a give and take in career choice between partners throughout the stages of the relationship. Whose career takes precedence at different stages of the relationship? How are spousal career decisions today made differently than in the past? How can partners' career decisions be made in the future? Couples can help or hinder each other's career development and the general well-being of the relationship. The career issues with which couples struggle are presented, interspersed with research and activities that can be used by career practitioners to assist couples in managing career-related transitions.

Issues

Spousal career decisions are made differently today than in the past. Men and women are living and working longer. Whose career takes precedence depends upon the stage of the relationship, i.e., newly-weds, first child, empty nest, retired, care-giving responsibilities, re-entry, retraining. Career factors influencing the relationship include the following: (a) women-owned businesses are the fastest growing businesses; (b) family-owned businesses are increasing, often requiring start-up assistance of spouses and affecting family lifestyle and choices; (c) fluctuations of the economy can result in layoff of one or both of

the partners, need for retraining and career changes; (d) service-oriented professions (mostly women) are more stable than manufacturing or business (mostly men) in a slow economy.

Research

Have things really changed? The husband in the dual career family has an easier time keeping his work and his home separate. This makes the wife less competitive in the marketplace. In a study of dual career couples (Hoffman, 2003), only 7% of women and 11% of men agreed or somewhat agreed that their career had suffered so that their spouse could further his or her own career (didn't feel they were being held down by spouse). Only 11% of men, as opposed to 56% of women, felt that they took more responsibility in household chores.

Blossfield and Drobnis conducted a 20-year study from 1979-1999, finding the following: (a) despite women's dramatic success in the labor market, there has not been a dramatic change in the roles of husbands and wives at home; (b) the husband in the dual-career family has an easier time keeping his work and his home separate while the wife is expected to interrupt her work-day for family issues; (c) this makes the wife less competitive in the marketplace; (d) women from working-class families are more likely to be encouraged to keep their careers as their pay is more likely to influence the standard of living in their household; therefore working class husbands are more likely to share household chores. In contrast, although her education and pedigree may be at a higher level than that of a working class wife, the woman married to the higher earner is more likely to face inequality between herself and her husband in the home.

But what happens when the primary wage-earner is downsized? Since the beginning of time, anthropologists believe, women have been programmed to seek a mate who can provide for a family (*Newsweek*, May 12, 2003). Several million American families are now experiencing the quiet, often painful transformation that takes place "when Dad comes home with a severance package." Between 1997 and 2002, women-owned firms increased at twice the rate of all firms. As of 2002, women-owned firms in the U.S. account for 28% of all privately held firms.

Women are changing the nature of the marketplace. Women's perception of success is based on different criteria than men's perception of success. Men often value climbing the corporate ladder and winning the game. Women perceive success as balancing work and family, working a reduced-hours schedule, though women who work longer hours are more likely to feel successful at work (Tolbert, Valcour, & Marler, 2002).

As they age, partners may have different career and home needs. The

National Center of Health Statistics reports that during 1981 to 1991, there was a 16 percent increase in the divorce rate among couples that have been married 30 or more years. The major issues that challenge couples in the second half of marriage include dealing with conflict, being able to communicate, sexual concerns, finances, and children. However, older couples need to also cope with their health, learn how to have fun together again, plan for their retirement years, and decide what to do about their aging parents.

Life-Work Activities for Couples

What can a couple do to manage conflicting career and home issues? Following are three favorite activities of dual career couples:

Activity 1: Draw Your Vision of Your Couple Relationship

Create a storyboard of your couple relationship (or of another couple's relationship, e.g., parents, children, clients). Divide the storyboard into three sections. Draw how you visualize the couple relationship in the past, the present, and the future. Share with your partner.

Activity 2: Listen to Music

Listen to the lyrics of oldies but goodies. Suggested lyrics: Al Green, *Let's Stay Together*; Carole King, *Where You Lead*; Paul McCartney, *We Can Work It Out*. What emotions or thoughts do the lyrics of each song emote? Mention career issues that surface from listening to the lyrics such as home/work balance, relocation, or care-giving for children or aging parents or partner. Reflect upon your own couple relationship or the relationship of your parents or children and their intimate others or another couple.

Activity 3: What Motivates You and Your Partner

This activity is based on an exercise designed by English (2003) to help individuals understand their primary unconscious motivations. It has been extended into a couples activity.

Number a paper from 1 - 9. Write the names of nine people with whom you have a characteristic in common. Next to each name, write the characteristic. In which motivational category does each characteristic fall? Choose among (a) Survival, (b) Passion, (c) Quiescence (peacefulness, quietude, meditation). In case of doubt as to the category, keep asking how you are similar to the person you chose. Count up how many entries you have in each category. Which motivation predominates in your life? Which is absent or lowest? Be aware that at different times in your life, one or another motivation may dominate and that you can balance

yourself if one motivation is significantly absent or reduced in your life. It would be helpful to have at least one or two of each motivation every time you perform this activity. Make sure each of you has a balance of these motivations in yourself and that you don't depend on your partner to provide these motivations.

Future Predictions

In the future, marriage partners will have a variety of choices to make about careers.

Adults who grew up as latchkey children may choose to live in a more balanced lifestyle that will affect location of work (commute, relocation), hours, childcare, and community involvement. Since adults are living and working longer, spouses will have more career and job changes; more later life workers will choose to work part-time, go into business for themselves, work as consultants, and develop new ways of working (e.g., job-share, telecommuting, shorter hours, less physical and mental stress). As partners age, one may need to serve as caregiver of the other, requiring a flexible and accommodating work schedule. Older partners may also need to support adult children and provide caregiving for grandchildren or parents.

Suggested Courses of Action

(1) Create your own definition of what a marriage partnership is and the role of career development in the partnership.
(2) Use family or couples therapy as a growth tool, not as a crisis tool.
(3) Schedule time together.
(4) Delegate responsibility in the relationship.
(5) Sit down with your partner and write what each does in the house and how long it takes.
(6) Write down how much time each of you spends at work.
(7) Draw up your ideal list of household responsibilities (e.g., switch chores, do more or less around the house, re-evaluate gender roles) and share with your partner.

Summary

Just as family issues intensify in a family business, so couples' issues intensify when career choices are involved. Research has shown that dual career couples have unique challenges to manage, and that there is an ebb and flow of career and lifestyle issues that need to be dealt with throughout the stages of the relationship. A variety of activities have been presented

that career practitioners can employ to assist couples in managing career-related transitions.

Couples and Olives

"The next time you're in a restaurant, look around. Someone who can't stand olives will accidentally get some and the person they're with will say, 'I can't believe you don't like olives,' and happily eat their olives. See, a lot of things are that much simpler when you're a couple. Like ordering food. Couples develop their own strategies."

-Paul Reiser

Recommended Reading

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Chapter Thirteen

The Power of Positive Uncertainty Making Creative Career Decisions

H.B. Gelatt & Carol Gelatt

In 1989 a career decision making strategy called "Positive Uncertainty" came into being (Journal of Counseling Psychology, 1989, Vol. 36. No. 2, 252-256). Positive Uncertainty presented a new decision-making framework for counselors because we were beginning to see a world that was changing but our decision-making framework wasn't changing. Both psychologists and physicists began to agree that the order of the universe may be the order of the mind, and the mind is where decision-making occurs. Everything was beginning to be seen as interconnected and the mind was seen as the connector. Although the mind has always been where decision-making occurred, we had been limiting our strategies by using only part of the mind and ignoring the fact that what was going on outside of us was connected to what was going on inside of us.

Since then, change has become more rapid, more complex, and more unpredictable, leading to more uncertainty. Plus, two major, on-going revolutions are changing our world and the way we see it. The Internet Revolution is changing the way we see the world "out there" – the workplace, store, home, family, human relationships, geographic boundaries, etc. This revolution has created a desire and a need for more information and more speed in making decisions. Another revolution is the rapidly increasing focus on looking inside us for understanding what's happening outside us. Jean Houston named this "The Inner-Net Revolution." It is changing the way we see the world "in here." This revolution is creating a growing desire and a need for more reflection and more creative imagination in making decisions.

Then suddenly a one-day event, known as 9-11, occurred. It continues to have a dramatic impact on how people are deciding to live their lives. It is increasing their sense of uncertainty. We point this out because we believe that Positive Uncertainty is even more relevant today than when it was first introduced. And it is now more likely to be accepted as "new conventional wisdom" about decision-making.

Positive Uncertainty is relevant for individuals struggling to make decisions about their careers, relationships, retirement, life and more. It is also relevant for career coaches, executive coaches, management development trainers and educators who advise and teach about the

challenges of making career, organizational and leadership decisions. It helps them accept the inevitability of uncertainty and shows them how to use it to their advantage. Teams, managers and executives also find new ways of making decisions about their work and the organization's future when they don't know what that future will be.

Why Be Positive About Uncertainty?

Decision-making is defined as using what you know and what you believe so you can choose what to do to get what you want. What you want is in the future – it is the intended outcome of your decision. Therefore, decision-making is about the future. Career planning is about the future. Job searching, goal setting, leadership development, strategic planning and organizational change are about the future. It seems that almost everything is about the future – and therefore, about decision-making.

If the future is predictable and you knew what was going to happen next, that would be called certainty. Traditional decision strategies try to eliminate or reduce uncertainty with rational, "scientific" decision rules. When the future is certain all you can do is to prepare for what is sure to happen. You are a reactive decision-maker.

But what you decide to do doesn't always get you what you want. Outcomes are uncertain because the future is unpredictable. Uncertainty increases possibilities and produces opportunity for proactive creativity. You can be part of creating your future rather than just preparing for it. You become a proactive, creative decision-maker.

Positive Uncertainty does not prescribe decision-making rules but offers a point of view, a personal framework for individuals, teams, managers and coaches to use as a guide for making creative decisions about the future.

There are three kinds of futures:

- Possible futures – what could happen
- Probable futures – what is likely to happen
- Preferable futures – what you want to happen

Although it is wise to "know" as many of these futures as you can, most decision-makers focus on the probable and the preferable – which blocks out many possible futures and reduces opportunity for creativity. Positive Uncertainty increases possibilities and creativity in decision-making. As Max Lerner advised, "Don't be a pessimist or an optimist; be a possibilist."

The Four Paradoxical Principles

The basic decision-making framework of Positive Uncertainty is built

ERIC

around four paradoxical decision principles about what you want, what you know, what you believe and what you do. The fact that they are ambiguous and paradoxical makes it clear that they are not rigid rules, but are more like personal rules of thumb.

Principle #1: Be focused and flexible about what you want

The conventional wisdom of rational decision strategy is to identify a clear, precise goal and concentrate on it. This strategy is not obsolete; it is incomplete. Although it sounds paradoxical and probably difficult, Positive Uncertainty recommends being focused on your goal and flexible at the same time.

The reason for this principle is that what you want now may not be what you want later. Many people have climbed up the career ladder of success only to find out it is leaning against the wrong wall. The best way to avoid achieving the wrong goal is to be uncertain of what you want. But this doesn't mean not having a goal.

We see many clients who struggle with career decision-making because they are either too focused – will only pursue one job, one industry – or are too flexible – have a laundry list of goals they say they are interested in pursuing. Both of these situations are limiting.

A technique of Positive Uncertainty that stimulates both focused and flexible thinking is to imagine achieving and not achieving the current goal, and then to imagine other possible, maybe even "unrealistic" goals. Positive Uncertainty encourages you to establish your focus and then define the elements of your career direction in which you are open to making tradeoffs and potentially discovering new opportunities.

Advantages of being focused and flexible about what you want include:

- You don't miss life's journey while focusing on the destination.
- You find the courage to challenge your convictions.
- You learn to discover goals as well as achieve them.
- You prevent yourself from pretending to know for sure.
- You use goals to guide you not govern you.

Principle #2: Be aware and wary about what you know

The first thing people do when faced with a decision is to get more information and put the facts in order. Facts are food for thought but they are not the whole meal. This focus on information and facts comes from people's need to know – what we call "info-mania," the idolizing of information. But we now know that more information can cause more uncertainty. This increases the need for a Positive Uncertainty approach.

The reason for this principle is that what you know may need to become unknown. You both appraise what is known and appreciate what is

unknown. When making decisions, what you don't know is as important as what you do know.

This is an especially important principle when interviewing for a new job. Job seekers cannot know everything there is to know about a company and its people before deciding to accept an offer. At some point, they need to make an intuitive choice.

The Positive Uncertainty technique that helps job seekers to be aware and wary of what they know is to become comfortable in not knowing everything. What they can know more about is what they want from the job. Then they can ask lots of clarifying and confirming questions during the interview process to see how much of a match there may be with what they want. At some point they need to stop asking questions and make a decision, based on intuition as well as information.

Advantages of being aware and wary about what you know include:

- You protect yourself from "info-mania."
- You learn to be comfortable not knowing.
- You expand your thinking about other possibilities.
- You become aware of "the hidden part of the iceberg" – the unknown.
- You realize that knowing can be the opposite of learning.

Principle #3: Be realistic and optimistic about what you believe

In decision-making nothing may be more important than what you believe. However, beliefs are seldom important in traditional decision strategies. Beliefs complicate rational, intellectual, scientific strategies. To be realistic means to accept beliefs as real. To be optimistic means that positive beliefs about yourself and your future can lead to more proactive and creative behavior.

The reason for this principle is that "believing is seeing is doing." Your beliefs determine both your reality and your behavior. To believe something is to accept it as real. Therefore, to believe something else is to accept something else as real. Herein lies the dilemma. Your reality may not be the same if you have different beliefs.

An example of how beliefs get in the way of optimum performance is when a manager believes that the team is not strong enough to take on new responsibilities. We saw this in a manager who wouldn't delegate because she did not want mistakes to be made. As a result, the manager became overworked and stressed. The team was limited in their growth and development. And the results of the department were less than what they could have been.

The Positive Uncertainty technique that helped the manager become realistic and optimistic was to look at the beliefs behind her not wanting to make mistakes. Once she realized that it's realistic to make mistakes

and that her pessimism interfered with hers and her team's functioning, she accepted that the problems started inside of her. She worked to shift her beliefs from fear to trust. This change allowed her to take the risk to delegate and develop her team. The result was that everyone's results and attitude improved. Questioning your beliefs requires openness to feedback. Taking action to change your beliefs takes patience, persistence and courage but the payoffs can be huge.

Advantages of being realistic and optimistic about what you believe include:

- You discover that beliefs are a great decision factor, and in your control.
- You learn to overcome "perception paralysis" – the inability to shift your view.
- You see how changing your view changes you.
- You replace dogmatic believing with heuristic believing.
- You move from dreaming vaguely to dreaming precisely.

Principle #4: Be practical and magical about what you do

The practical and magical principle is about what you do to decide what to do. It is about methods, rules, or procedures you use to make decisions. Rules for deciding are found in every bookstore and in many business and self-development workshops. People love rules that tell them what to do – and they hate them. It's another paradox. We want to be captain of our ship but we also want a pilot's manual. Being practical and magical is like having a pilot's manual *and* being captain of your ship.

The reason for this principle is that you need to use both your head and your heart when deciding. Be business-like and be child-like. Traditional decision strategies are all business-like or adult-like. Although most people preach the practical, rational strategy when deciding, they often practice something else. The something else we are recommending is Positive Uncertainty.

An example of using both your head and heart in decision making comes from a client faced with deciding whether or not to accept a promotion that required relocation. On the surface, the decision was clear – this job was likely to have a positive impact on both his short-term and long-term career. This was his head talking.

However, the Positive Uncertainty technique of the Outcomes Window, a four-quadrant matrix of positive and negative consequences for self *and* others, helped our client expand his thinking about the impact of the decision on his career, wife, children and parents. His decision-making was about his career *and* it was also about all the relationships in his life. Now his heart was talking too. This decision-making technique helped our client take responsibility for making a holistic rather than one-dimensional

decision. It is a technique we use with clients to help them incorporate their head, heart and holistic thinking in their decision-making.

Advantages of being practical and magical about what you do include:

- You become aware of your decision strategies.
- You treat intuition as intelligence.
- You learn to make and break your own decision rules.
- You gain a "both and more" holistic perspective (instead of either-or).
- You learn to plan and plan to learn.

Summary and Conclusions

Today's world keeps changing right before our eyes. We need to keep changing our decision-making strategies right behind our eyes. Making creative decisions using Positive Uncertainty is a versatile framework for keeping your personal decision-making in alignment with the changing outside world.

Decision-making is using what you know and believe in order to choose what to do to get what you want. Enhance the creativity in your decision-making by following the four paradoxical principles of Positive Uncertainty: 1) Be focused and flexible about what you want; 2) Be aware and wary about what you know; 3) Be realistic and optimistic about what you believe; 4) Be practical and magical about what you do.

We cannot predict the future and it seems likely that it will continue to be unpredictable. Uncertainty will be with us. No one has been to the future you are traveling to. There are no road maps. You don't have a choice between the road more traveled or less traveled. You must take the road never traveled. The best advice for making decisions when you don't know what the future will be is to decide with Positive Uncertainty.

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Chapter Fourteen

Multiple Intelligences: Intake Strategies and Career Decision Making

Lin Young, Rochelle McCready, & Gregory Jackson

Introduction

Making an effective career decision is a complex task. It involves a multitude of factors such as a person's knowledge of the self, knowledge of the continual changing world of work, and the application and integration of this knowledge to the consideration of career choices. As career counselors, our task of helping clients through this process has mirrored that complexity. Through the traditional counseling process, we help clients explore their skills, interests, values, personality attributes, previous work experiences, and preferences for work setting to find congruent career alternatives. However, an important component that many counselors have not examined is the concept of Multiple Intelligences (MI). Excluding MI underserves the client's career counseling needs and may overlook nascent and developing skill areas that warrant further exploration and consideration. Including MI broadens the scope of potential career choices, especially in an increasingly multicultural environment.

Goal & Purposes

The goal of this paper is to invite career service professionals to incorporate an MI framework in their practice to better assist their clients. This framework is worthwhile to apply for the following reasons:

(1) MI can be used as a diagnostic and assessment tool to assist counselors in their case conceptualization and intervention process;

(2) MI can serve as an additional assessment tool to help clients gain more self-knowledge, expand their career exploration and options, and assist them in their career decision-making; and

(3) MI is an applicable and valuable framework to use with an increasingly multicultural population.

The specific population that this article is intended for is career counselors and other professionals who are exposed to helping clients with career-related issues. This article has two main purposes – to provide a brief introduction of MI theory and to offer strategies to apply this theory in the intake and decision-making process.

From this article, readers are provided with the following specific learning objectives:

(1) Knowledge of MI theory and its constructs (7 intelligences);
(2) Ability to apply this knowledge to identify their clients MI profiles;
(3) Acquisition of strategies to use it in the intake process;
(4) Ability to assist clients in self-discovery inspired by MI in the decision making process;
(5) Ability to use a client's MI profile to customize specific interventions to meet the client's needs.

Multiple Intelligences Theory

In a nutshell, Howard Gardner's Theory of Multiple Intelligences is an innovative and pluralistic approach to viewing intelligence. The theory challenges the limited traditional Western view of looking at intelligence only in terms of logical and linguistic competencies. Additionally, according to Gardner the model "challenges the widespread belief that intelligence consists of a single faculty...that a person is either smart or stupid" (p.34). Instead, he proposes a broader and more egalitarian view of the intellect. Gardner defines intelligence as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (p. 33-34). Through extensive research in the fields of neuroanatomy, biological sciences, cognitive psychology, developmental psychology, psychometrics, and anthropology, Gardner proposed the existence of seven types of intelligences and established eight criteria as sources of evidence. For those who seek a deeper understanding of MI Theory we recommend Gardner's 1999 text, *Reframe the Mind: Multiple Intelligences for the 21st Century.*

Descriptions of the Seven Multiple Intelligences

A concept conceived by Howard Gardner (Harvard University), Multiple Intelligences are seven different ways individuals demonstrate intellectual ability.

What are the types of Multiple Intelligence?

Visual/Spatial Intelligence: The ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Verbal/Linguistic Intelligence: The ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Logical/Mathematical Intelligence: The ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. They are always curious about the world around them, asking lots of questions and enjoying experimentation.

Bodily/Kinesthetic Intelligence: The ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination (e.g., ball play, balancing beams, dancing, tumbling). Through interacting with the space around them, they are able to remember and process information.

Musical/Rhythmic Intelligence: The ability to produce and appreciate music. These musically-inclined learners think in sounds, rhythms and patterns. They immediately respond to music, either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g., crickets, bells, dripping taps, floor creaks).

Interpersonal Intelligence: The ability to relate to and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense other's feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. They generally try to maintain harmony in group settings and encourage co-operation. They use both verbal (e.g., speaking) and non-verbal language (e.g., eye contact, body language) to open and maintain communication with others.

Intrapersonal Intelligence: The ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Application of the MI Theory in the Intake Process

The intake interview is a crucial point for maximizing the success of the counseling process. According to Liptak (2001), a major goal of the intake interview is to gather comprehensive data about the client in order to formulate a diagnosis and develop an effective treatment plan. MI can serve as an additional valuable tool to assist counselors in achieving the goal of this process.

For example, MI can be used as a diagnostic and assessment tool in conceptualizing clients' presenting problems and in determining their needs. By assessing a client's MI strengths and weaknesses, the counselor can apply this knowledge to examine if there is a relationship between the client's MI profile and the presenting problem. For instance, in the case of a *work performance problem*, MI can be used to explore incongruencies and/or discrepancies between the job requirements and the client's abilities. If skills are deficient, MI can help to determine whether enhancement of those skills is warranted.

In the case of a *work adjustment problem,* MI would be helpful in discerning its origins. If the source stems from an environmental factor such as interpersonal conflicts due to the client's low level of interpersonal intelligence, counselors can formulate an intervention plan that would include the enhancement of the client's abilities to read other people's feelings, moods, and intentions as well as to effectively communicate and relate to others.

Additionally, in the case of a *decisional problem* such as an undecided client who lacks self-knowledge and/or knowledge of the world of work, MI can be used to increase self-understanding, to promote the concept of multidimensional work requirements, to generate new career options, and to assist in career decision-making.

Furthermore, MI is useful for clients with an *implementation problem*–lack of motivation and persistence or fear of rejection/failure. As a motivational stimulus, counselors might utilize a client's MI strengths in designing an implementation activity. For example, in the occupational information gathering phase, counselors might suggest to clients with a high level of Verbal/Linguistic Intelligence to read more about an occupation or to conduct an information interview. For clients with a strong Bodily/Kinesthetic Intelligence, carrying out a job shadowing activity might be recommended. During a job search process, counselors can tap into their client's Intrapersonal Intelligence to help build personal resiliency and persistence.

Moreover, MI is especially helpful for clients who present with a *personal problem*–low self-esteem (Kerba, 1999). Counselors can use MI to reframe the client's self-concept and improve his/her self-esteem and

self-efficacy expectation.

Besides serving as a diagnostic and assessment tool for hypothesis testing and case conceptualization as demonstrated above through several specific examples, the use of MI can provide directions for establishing goals and planning intervention strategies. Understanding the client's needs and his/her MI profile (particularly the strengths), the counselor can customize appropriate goals and intervention techniques to meet those needs. Lastly, MI can be applied as a medium to stimulate further dialogue about career-related issues, to encourage self-reflection and rehearsal of career aspirations, and to promote the client's engagement in the counseling process.

Applications of MI in the Decision-Making Process

The career decision-making process focuses on identifying, prioritizing, and selecting occupational alternatives and is a process that will occur continuously throughout one's life. By using MI as a part of this process counselors can help clients gain a deeper understanding of their occupational preferences and a greater appreciation of their strengths. Clients are likely to become more engaged in career exploration as they find occupations that match their intelligence strengths. When clients become aware of their strengths, occupational possibilities can be plentiful and a decision of "no choice" may seem positive whereas before it may have appeared directionless.

According to his theory, Gardner regards intelligence as a set of abilities, talents, and skills in the seven areas mentioned earlier. We all possess these intelligences in varying degrees and often apply them depending on preferences, activities, and environment. Thus, MI profiling can be useful in the career decision making process as it may include information important to the client that may further assist in making an informed and personally satisfying career decision.

"Where the needs of the world and your talents cross, there lies your vocation." This is what the Greek philosopher Aristotle told his students circa 300 B.C.E. Today a counselor can help a client using MI by letting his/her intelligence assist in his/her career choice. According to Kerka (1999), it is important that the client:

- Becomes aware of his/her MI strengths and challenges to add to his/her **self-knowledge**
- **Expand occupational possibilities** instead of focusing on the right job fit
- Recognize that he/she is intelligent and can identify jobs that match his/her strengths and **enhance their self-esteem**

By helping clients understand the many ways they are intelligent,

counselors can help clients make smart occupational choices. Following is a short list of occupations categorized by primary intelligence:

- **Linguistic Intelligence:** librarian, curator, speech pathologist, writer, radio or TV announcer, journalist, lawyer
- **Logical-Mathematical Intelligence:** auditor, accountant, mathematician, scientist, statistician, computer analyst, technician
- **Spatial Intelligence:** engineer, surveyor, architect, urban planner, graphic artist, interior decorator, photographer, pilot
- **Bodily-Kinesthetic Intelligence:** physical therapist, dancer, actor, mechanic, carpenter, forest ranger, jeweler
- **Musical Intelligence:** musician, piano tuner, music therapist, choral director, conductor
- **Interpersonal Intelligence:** administrator, manager, personnel worker, psychologist, nurse, public relations person, social director, teacher
- **Intrapersonal Intelligence:** psychologist, therapist, counselor, theologian, program planner entrepreneur
- **Naturalist Intelligence:** botanist, astronomer,wildlife management, meteorologist, chef, geologist, landscape architect

Nearly all jobs consist of a variety of responsibilities touching on several intelligences and it is important to point out to clients that different intelligences are required for each job – and it is important to develop and nurture all of our intelligences. Most clients will possess the abilities of all seven intelligences but he/she will have three or four that are stronger than the rest.

Summary and Conclusions

Helping clients make effective career decisions is a complex job that involves acquiring, analyzing and synthesizing a myriad of factors. This paper attempts to inform and encourage career service professionals to integrate the MI framework in three major areas: 1) as a powerful diagnostic, assessment, and intervention tool for counselors; 2) as a valuable self-assessment and career exploration tool for clients; and 3) as an important resource to apply with our growing diverse population. In support of these three areas, the article provided specific relevant strategies that counselors can use during the intake and decision-making process to better serve our clients.

Because MI theory celebrates a diversity of intelligences that are emergent within humankind, including this theory helps expand the general paradigm of career counseling to better serve our clients, particularly those with multicultural backgrounds.

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ERIC

Federal Consulting: Strategies and Tools for the Career Development Professional

Jennifer B. Kahnweiler & Sue Pressman

Introduction

The Federal Government is America's largest employer and is expanding consulting opportunities for career development professionals. Increased Federal mandates for outsourcing have opened wide doors for the entrepreneurial-spirited career counselor and created new challenges for traditional methods of offering career services.

In addition, the unstable work environment that has been experienced by the private sector in the last decade is now affecting numerous Federal agencies as offices reorganize and employees are losing their jobs or being asked to apply for new positions. Career professionals are uniquely positioned to provide a wide range of needed services to this population. Many agencies seek career counselors, executive coaches, transition specialists, outplacement specialists, career related workshops, seminars, and training.

Our inherently changing government means that working with Federal employees requires constant renewal and study. Thus, providing career services to Federal employees is a good match for most career development professionals, who can be characterized as life long learners and natural change agents.

As consultants who have worked with a cross section of Federal agencies for over 20 years, we have learned some lessons along the way about gaining access and achieving success as consultants in the Federal Government. We will provide key background information and a roadmap to help you successfully pursue and deliver consulting services to the Federal Government. Specifically this paper will address: 1) Steps to Getting in the Door, 2) Successful Service Delivery, 3) A Consulting Case Study, and 4) Recommended Resources and References

Steps to Getting in the Door

The career counselor who owns his/her own firm or a consultant who aligns him or herself with a larger consulting firm both are excellent

candidates for pursuing government work. Whatever role you play it is critical to first understand the context and background of working with the Federal Government – your customer.

An Overview of Your Customer - the Federal Government

The Federal Government is a diverse group of U.S. citizens (citizenship is a pre-employment requirement) that work in every state and throughout our territories as well as in other countries and oversees. There are 15 executive or cabinet level agencies and hundreds of smaller agencies and offices.

According to the Federal Civilian Workforce Statistics Fact Book (2002), published by The U.S. Office of Personnel Management (OPM), the Federal Government employed approximately 2.7 million civilian workers in all of its branches including the U.S. Postal Service and The Department of Defense in the fiscal year ending September 30, 2001. The average age of all workers (55% were men and 45% women) was 46.5 years and employees averaged over 17 years of public service. For this same group, 89% were full-time permanent employees. The other 11 percent of the workforce worked part-time (3%) or intermittently (3%), and the remaining 5% were full-time workers but not in a permanent status position. White-collar positions made up 88% of the total number of jobs, which had an average base salary of $53,959.00. The Federal Government adjusts its pay scale to reflect the differences in cost of living. For example, the Washington DC (DC, VA, MD, WVA) local pay adjustment saw an average *base salary* of $68, 239.00. It is also interesting to note that while all the cabinet level agencies are based in the DC area, only 16% of the Federal workforce is actually located in or around our nation's capitol. However, 97% of our Federal workforce is within the U.S. And, at the end of the

Fiscal Year 2001, the two agencies employing the largest number of civilian employees were the Department of Defense (37%) and the Veterans Administration (13%). The rest of the Federal workforce (50%) was spread out among the other agencies.

Clearly, with the post-WWII baby boomer generation making up the majority of the Federal workforce and with retirement eligibility quickly creeping up, it might be safe to predict that professionals with a background in providing transition services and succession planning will be highly desirable over the next few years.

Three Important Government Initiatives to Know About
The A-76 Circular

The Federal Government, the largest bureaucratic organization in our country, has been conducting the same routine business practices for generations. With each new administration there is some changeover, but for the most part, a job in the Federal Government meant a ticket to lifetime job security. This is no longer true. Shortly after September 11th, The Department of Homeland Security (DHS) was established. "President George W. Bush decided 22 previously disparate domestic agencies needed to be coordinated into one department to protect the nation against threats to the homeland" (http://www.dhs.gov). This decision had far reaching implications not only for the safety of our nation, but ultimately it was the kickoff of a new wave of expanded government reduction in forces and outsourcing.

The A-76 Circular is presently in the limelight.

> *"The Circular Number A-76 originally signed in 1966 and revised several times later, established Federal policy regarding the performance of commercial activities and implemented the statutory requirements of the Federal Activities Inventory Reform Act of 1998, Public Law 105-270. The Supplement to this Circular sets forth the procedures for determining whether commercial activities should be performed under contract with commercial sources or in-house using Government facilities and personnel"* (http://www.whitehouse.gov/omb/circulars/a076/a076.html.)

While it is beyond the scope of this paper to go into all facets of the A-76 Circular, the career development consultant would be wise to research this Federal policy because it is "the vehicle" driving much of today's Federal outsourcing. As a result, many positions that were once Federal are now being performed by the private sector which is eager to hire consultants and in some cases, *double dippers* (retirees who return to work and do not require benefits). In the cabinet level agencies as much as 15% of the workforce or positions is currently targeted for competitive outsourcing. This means if an employee is in an affected or targeted position, his/her options usually are limited to applying for another job within the Federal Government or in some instances going to work for the consulting company which now delivers the work once performed by an in-house or Federal employee. Career development consultants working with Federal employees in transition and/or the organizational survivor will be able to

better understand their client's situation and the feelings they are likely having against this backdrop of organizational chaos.

The Office of Small and Disadvantaged Business Utilization (OSDBU)

A second important and relevant government initiative established by the Federal Government back in October 1979, pursuant to Public Law 95-507, was the Office of Small and Disadvantaged Business Utilization (OSDBU). "The Federal Government each year buys approximately $200 billion in goods and services from the private sector, according to the House committee" (http://www.washingtontechnology.com). This is important because approximately twenty-three percent of all Federal contracts are deemed for small businesses. The OSDBU was tasked with fostering the use of small and disadvantaged businesses as Federal contractors. All cabinet/executive levels and many of the smaller agencies that offer Federal procurement opportunities have OSDBUs. The OSDBUs offer small business information on procurement opportunities, guidance on procurement procedures, and identification of both prime and subcontracting opportunities. This is one of the first resources to check when seeking government contracts. The Directory of Major Federal OSDBUs can be found at http://www.sba.gov/GC/osdbu.html.

The Small and Disadvantaged Business(SDB) Program and 8(A) Program

The Small and Disadvantaged Business (SDB) program and the 8(A) program are important in helping small start-up firms do business with the government. The SDB certification program assists businesses that qualify as socially and economically disadvantaged. There are specific criteria to meet these qualifications. The major benefit to SDBs is access to Federal contracts. The basis for certification is documentation of socially and economically disadvantaged status. There are clear guidelines on these qualifications which can be found at the SBA website (www.sba.gov). Simple web searches will lead you to extensive information on these programs.

Vehicles for Federal Contracting

The Federal Market Place

Doing business with the Federal Government requires knowledge about where to find business opportunities. FedBizOpps (www.fedbizopps.gov) is the Federal Government's single point of entry for viewing all

procurement opportunities and awards over $25,000. There are several vehicles or methods of contracting with the Federal Government. Ultimately, the contractor's ability to write a strong proposal is one of the most pivotal steps in the process. This it can be extremely time consuming due to the amount of information often requested and should be taken into account in planning your work.

The Request for Proposal (RFP), The Request for Quote (RFQ), The Capabilities Statement

Proposals are written to respond to a *statement of work* for a particular product or service the government requires. Therefore, understanding the difference between an RFP, an RFQ, and a Capabilities Statement becomes critical. Of these three the RFP is the most comprehensive. It requires adherence to strict proposal guidelines, information on how and who will perform the work, a company capabilities statement, documentation of past performance, a cost quotation or business proposal, and often a company financial disclosure statement. Responses to RFPs become proposals which are sometimes limited in length, however as a general rule the larger the stakes, the more comprehensive the document. The RFQ is a request for your fees, includes an overview of your company and may include how the work will be performed. The Statement of Capabilities is documentation of your company's ability to perform the required work outlined in the statement of work. This should include your company's mission, key services, and résumés or bios of those key personnel to be included in the project. You may be asked to provide a Capabilities Statement in response to the RFP, RFQ or as a stand-alone document.

The Prime Contractor and Subcontractor

Two important ways a consultant can provide services in the Federal Government is through a prime contractor and/or a subcontractor. Prime contractors are responsible for ensuring that the work contracted for is performed by themselves, or in the case of large awards over a million dollars, the prime contractor usually has the role of setting up management processes that includes overall project management. In the case of most large awards the government has requirements that include subcontracting a portion of the work to additional companies. This is where new businesses or consultants can team with larger companies. One suggestion for the career counselor just getting started in Federal consulting is to associate with a firm or company that currently provides career assistance services or other related services to the Federal Governement. This first step will help you get your foot in the door and gain visibility. The U.S. Office of Personnel Management (OPM) lists the major prime contractors

on its website where you can find out names and addresses of people in key positions to contact.

Pay

In our experience the government pays the fair market rate for services. Therefore, knowing these rates becomes imperative in doing business with the government. This will put you in a strong position when competing with other firms. Increasingly, smart Federal contracting officers will shop around for the "best value." The best value is not limited to the lowest price, however if you are not in the ballpark, even though you may be the best overall choice you won't be competitive. Once you have been selected, make sure you get a signed contract with a procurement or purchase order number that spells out all the requirements. Today, most if not all government agencies prefer to pay their small contracts via Visa or MasterCard. You can contact any of the major commercial banks in your area for more information on setting up a contract.

Successful Service Delivery

Learning the Culture

Knowing about the government structure, policies and laws described in the previous section will provide you with a strong background in understanding your clients. Your credibility will be enhanced and Federal employees will more willingly seek out your services.

One way to also jumpstart your integration is to learn the basic terminology and acronyms used in the government. Understanding the more frequently used terms such as KSA's (knowledge, skills and ability statements), special preferences and SES (Senior Executive Service) positions, etc. (www.opm.gov) gives you a heads up when working with clients.

We also suggest you become familiar with the agency structure. Know the key mission, vision and major functions of the agency with which you are working. This information can be found on every agency website. We recommend you become familiar with classifications, occupational groups, job series and pay and grade systems and know what someone is referring to when they say they are "going for a Grade 14." Though it is impossible to learn all the ins and outs of complex government policies it is important to have resources with this information readily accessible in order to help your clients. Websites such as www.opm.gov and others listed in the Recommended Resources section will be helpful in this regard.

You will also be able to ask clients the appropriate questions about their career plans when you know how pay ranges work. On one of our recent projects, an individual aspired to move to an open job position that

was 3 levels and one grade above her current position. The consultant reviewed the position description and job announcement with the client and they both determined that she possessed the necessary qualifications. She decided to pursue the position and with her consultant's help created a strong set of relevant responses to the KSA's. She ultimately was successful in obtaining the job. The consultant's familiarity with the job announcement process and application options was helpful in providing needed direction to this client.

The Dynamics of the Client Population

We hesitate to make broad generalizations about any group. Yet we also have found common themes that emerge among the Federal populations we have served. As stated earlier, government employees represent a cross section of America. As a result, diversity is highly valued and stressed. Consultants need to appreciate differences and be comfortable working with people from a wide variety of ethnic, racial and religious backgrounds.

Individuals who work in government are often more at home in a structured, more predictable environment. They also appreciate having a steady income and good benefits but aren't typically motivated by money. Many of our clients have said that they originally pursued government work out of a desire to perform public service and for the job security that was promised.

As we discussed earlier, the safety net that was once associated with government employment is quickly fading. We are finding that Federal employees are responding to this change in predictable ways. They express all of the typical emotions associated with change, including shock, denial, anger, bargaining and acceptance. Our own knowledge of the peaks and valleys of the transition process has been very helpful in supporting this client base. We also have found that in recent years individuals are increasingly receptive to career development and training services. It appears as though the impending uncertainty about their jobs has contributed to this readiness.

Succeeding in the Contractor Role

As government contractors we are asked to adhere to strict reporting systems, evaluations and other processes. Neglecting this attention to detail can result in delayed payments and unhappy customers. We have also found that contractors can make process improvement suggestions. On one large scale interviewing project our consulting team partnered with the personnel department to streamline paperwork, greatly improving

turnaround time. Knowing when to recommend changes and when to accept the rules is a critical competency for consultants

Consulting Case Study

The following case study will illustrate some of the tools and strategies we offered to a Federal agency which found itself in transition during the past year. A consolidation of this agency's regional offices from five to two locations prompted the need for our services. Our team obtained a contract with this agency to provide career transition services which included individual career counseling and workshops with its over 100 employees.

The employees, who were primarily professional and administrative in their roles, were given 12 months notice in advance of the change. They had the option to bid for jobs in the two remaining locations, move to temporary positions, leave Federal service and/or retire. Career counselors were assigned to each regional office. It should be noted that career transition services were offered as a benefit to affected employees and were completely voluntary.

At the conclusion of the program, agency evaluations rated counselor effectiveness and overall career transition assistance high. One critical measure of success was that the vast majority who worked with a counselor found suitable employment. After completing this project we had a chance to assess the additional variables that contributed to its positive outcomes.

1) Tangible assistance – Counselors provided individual assistance and workshop interventions on a variety of job search topics. We prepared for our work by studying revised job application forms and standards for job applications and coached individuals on writing effective KSA's and Federal résumés. Many of our clients had not interviewed for jobs recently so we conducted scores of mock interviews.

In addition, our knowledge of the private sector allowed us to provide suggestions for their job searches. We reviewed networking techniques and encouraged our clients to use them in their job searches. Counselors also assisted clients with their career decision-making as they weighed the pros and cons about relocation choices and job offers.

2) Communication and Trust – We acted proactively with the contracting officer, Headquarters staff, on site HR professionals, and regional managers whom we considered our stakeholders in the success of the project. We also stayed on top of upcoming announcements and policy changes that impacted our clients by remaining in the communications

loop with all of these stakeholders. Most importantly, we spent time on site so that we were able to build trust. Midway through the project we found that there was a lag in employee participation. By contacting the HQ Workforce Development team we were able to work out collaborative ways of increasing service utilization. At an agency staff meeting an influential manager gave a testimonial on the personal benefits she had gained from receiving career assistance. Enrollment in the program rose by 30%.

Confidentiality was always reinforced to the clients. In some cases, friends and co-workers were bidding for the same jobs. They didn't want team members "knowing their business." Appointments with the career counselor were therefore managed in a highly discreet manner.

3) Challenges – Against this climate of uncertainty we encountered natural resistance to change. Career counselors provided a safe place for people to vent their emotions so they could then get on with their job search. We also did our best to provide reframing and hope. We did, however, know the limitations of our role and in several cases, referred individuals for outside personal counseling assistance provided through the EAP program. While EAP is usually a separate function from any kind of career transition program it is a good idea to get to know the EAP counselors for the purpose of referrals.

In the beginning, many of our clients misunderstood our role and expected job placement rather than counseling services. After we explained our services most were able to then work with us effectively and asked for our help.

Summary

The strategies and tools for Federal consulting offered in this paper were compiled and offered based on the extensive Federal contracting experience of both authors.

Practical suggestions and advice for the career development consultant first focused on steps to getting in the door. Since knowing your customer is critical in any business, selected demographics of the Federal workplace were presented. Government initiatives receiving wide attention throughout the government today are the Department of Homeland Security, the A-76 Circular, the Office of Small and Disadvantaged Business Utilization and the SDB and 8A Programs. Widely used vehicles for contracting with the government were identified that included information about the Federal Market Place and critical documents needed to do business with the government including the Request for Proposal (RFP), the Request for Quote (RFQ), and the Capabilities Statement. The role of the prime and

subcontractors were detailed as well as the importance of knowing about fair market fees and how to get paid. The elements of successful service delivery were then highlighted. First hand experiences and observation about the Federal government as a culture and the dynamics of the client population were shared as well as strategies for success in the contractor role. A case study of a career consulting project was presented which demonstrated how tangible assistance was offered and received, that communication and trust were imperative, and how challenges were met and overcome.

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Recommended Resources

Websites

www.firstgov.gov– the official U.S. gateway to all government information and a powerful search engine that connects with all government agencies and government information.

www.opm.gov - The Federal Government's Human Resource agency, the Office of Personnel Management, with comprehensive information on jobs and human resource policies.

www.sba.gov - Information provided by the Small Business Administration

www.usajobs.opm.gov - The official job site of the U.S. Government. It is operated by the Office of Personnel Management and has a database and job matching service, résumé creator and e-mail alerts on available jobs.

www.fedjobs.com- A site run by the Federal Research Service which includes a database and career information resource.

www.fpmi.com - A site run by FPMI, a part of the HR Solutions and Staffing Division of Star Mountain, Inc. Human resources information and resources.

www.resume-place.com - Tools to help with all aspects of the Federal job application process.

Books

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Chapter Sixteen

Creative Career and Life Management

Brian McIvor & Peter Hawkins

Introduction

Each of us on this planet share a number of things - our common humanity, the fact that we are born and some time later (at a time not of our choosing) we die! What happens in between is a matter of prime concern for us. Some people feel that they are in complete control - many feel that they are being brought along by events. It is said that the world can be divided into four types of people: those who make things happen, those who watch things happen, those to whom things happen and those who constantly ask "what's going on?". Finding out the career and lifestyle that suits us is a process that is fraught with complexity as we are subject to pressure from those in our families, communities and ethnic group who feel they have may have a say in what we do and how we do it.

The central theme of this paper is that we as practitioners must both watch things and make things happen in our own lives, and really practice what we preach in order to truly inspire and energise our clients.

In this paper we explore three things:

- The elements of Working, Learning, Playing and Giving and the way they fit together in our lives - using our own life stories as the material for investigation and for role-modelling.
- Some of the practical and creative tools we have developed between us on a joint English/Irish project which has been running for the last two years in Ireland and England.
- Lessons we have learned from working across national boundaries.

Background

The disappearance of Boundaries

In career and job-searching a lot of stress is placed on matching the individual to the job and to the job-market. While this has direct relevance to government and in-company programmes it leaves out the other elements of a person's life that provide the personal context for what happens on the job. The organisation sees only the 9-to-5 part of a person's life but they themselves have to manage all components in

as much harmony as possible. It is up to the individual to manage the boundaries in his/her life.

The current complaint from our clients is that they are being asked to work harder for less and there are fewer of their colleagues now than there were five years ago. Charles Handy's paradigm of half the workforce being paid twice as much and producing three times what they did seems to have been taken literally to heart by many employers without properly counting the human cost on those who left their jobs and those who held onto them. The key issue nowadays is that people are being made to feel that they must work long hours without limit to hold on to their jobs. The effects of this on health and general well-being is well-documented in terms of work-related stress, absenteeism and illness.

Work/Life Balance in the 0US and Europe

In Europe, a European Commission directive has dictated that the working week should be no more than 48 hours. In Germany, the principle of giving proper place to work, family and church has had support in larger corporations (Siemens Nixdorf placed a maximum 40 hours per week cap on the work of all grades - including managers). Various surveys of rewards in corporate life in Europe and America contrast the preoccupation with the acquisition of spare time (Europe) with the acquisition of material rewards (United States). This might suggest that the situation is healthier in Europe, but with the expansion of multi-national corporations Europe is becoming as vulnerable as anywhere else.

The Four Components: Working, Learning, Playing and Giving

To help us cope with these modern day challenges and opportunities we, both as practitioners and with our clients, need to take a fresh look at our working, learning, playing and giving.

As so often in life, it can be our frame of mind that makes all the difference. It's the spirit in which we approach our working, learning, playing and giving – not the activity itself – that counts.

If we see work as dull and boring, we can't be surprised if it turns out that way. If we only see weekends as fun and exciting, what do we create with the other five days?

To get more out of life, we may need to approach it in a completely new frame of mind.

	OLD Approach	NEW Approach
WORKING	• Doing what you're given • Rigid job • Real drudgery • Earning a living • Filling time	• Shaping your own role • Unique bundle of projects roles, tasks and skills • Fun, exciting & energising • Making a life * Adding value
LEARNING	• In the classroom • Academic knowledge • Formal qualifications • Intensive study, set route and exam pressure	• Everywhere • New skills & experience • Learning for life • Choice, freedom and flexibility
PLAYING	• What I did as a child • Done in my spare time • Done with my friends	• What I do everyday • Enjoyed everywhere • Embracing everyone
GIVING	• Giving money • Discrete charitable act • Giving to look good	• Giving myself everyday-with family, friends colleagues and the wider community • Giving wisely-using my best talents, skills and knowledge where I know I can make a difference

The central notion here is: how can we generate a life-style where all of these elements are present in their proper proportions and that there is as complete an overlap between them as practical? The element of giving has been taken by us to include relationships, contributions to our community or church or political grouping. Our aim has to be all embracing. If our work is properly integrated with our learning we will develop quickly in the job. If the elements of playing and giving are brought into our workplace the process is one of classic job-enrichment.

This type of holistic approach is vulnerable to manipulation by all-embracing corporate cultures where the expression is "We are not only your colleagues but also your Father and Mother and Brother and Sister!" The thinking that all has to be subordinated to the needs of the organisation needs challenging if the individual and the corporation have to have a collective future. The main difficulty would seem to be that as

organisations become more short-term in their focus - both with regard to their own business and that of their employees the holistic agenda is in danger of being lost altogether.

Integration

One of the dangers our clients experience is in thinking in terms of exclusive choices. For example, a client may say, "You can have a corporate career but that won't leave time for service to your community or your leisure." As helpers we have to challenge that thinking to empower the client to explore ways in which all four components of working, learning, playing and giving can find their correct proportions in peoples' lives. The correct proportions and overlaps are for the clients themselves to determine and they should be very protective of other people trying to limit their choices to a set of binary choices: "You can have one or other but not both." Our question to our clients is, "What is the correct proportion of these in your life and how do they overlap in the home, in the workplace, in your leisure and in your community?" Incidentally, the definition we would have of community would be a wide one to embrace everything from your street to those on the planet who you need to engage with- either as helper or client.

Philosophically, the choice is between the limiting "OR" statement (you can have one or the other) and the enabling "HOW" statement (how will these elements of working, playing, learning and giving combine in your life?). This is the ultimate lonely choice the client has to make.

Disintegration

Where the situation arises that the individual thinks and works in four separate compartments of working, learning, playing and giving the risks are great. In an oppressive organisational culture work will be the dominant element, there will not be enough time for learning (because of cost), play will be an occasional game of golf or football and giving will be a thing of the past. Management and training consultants constantly battle with the challenge of integrating meaningful learning into the organisation. Mechanistic approaches try to quantify human resources into bottom-line figures - with all the contradictions that implies. Reducing all elements of work life to the tangible, the measurable and the cost-effective is to deny that most un-quantifiable entity - the full person at work. People are complex and have complex needs both on and off the job but these needs frequently conflict with a cost-cutting and bottom-line focus. The traditional way for the human resource professional to get agreement to any type of holistic approach has been to point out the enormous cost of

key staff replacement (approximately 150% of annual salary) and to make the issue one of retention of key staff.

The Disappearance of the Job For Life

Another reason for the job-holder to bear these issues in mind is as a result of the effective disappearance of the "job for life." In the USA short-term job contracts are the order of the day. In Europe the norm until recently has been the job for life or the long-term contract. This has changed dramatically in the last 10 years with the focus on controlling costs in government services and in industry. Japan, traditionally the home of the job for life, has seen a sea-change in the disappearance of long-term allegiance of its members of staff and replacement of short-term contracts. Dramatic changes as a result of saturation of organisations with the shorter time frames imposed by technology in the last 10 years has made long-term planning much more difficult.

Outside Work:

Adapting the WLPG principle to other parts of our lives can be extremely profitable as we explore the enrichment of our playing with the addition of learning. Many people will tell you that this happens anyway and that it is a common-place thing. Our contention is that it has not been thought about a lot up to now.

Because of transferability of skills, valuable and work-relevant skills such as leadership may be developed outside work - e.g. in community or in sports and brought into organisations. The Competency model which is being used increasingly in organisations for selection and advancement gives behavioural anchors as to what is required in a supervisor (for example) - but where will that potential supervisor get that experience if, for example, they have been on a call desk dealing with customer queries for all their working lives up to that?

Taking Control of your WLPG – its as easy as planning your vacation

We spend fifty two weeks a year working, learning, playing and giving. Yet most of us put all our efforts into planning just two weeks of concentrated playing – our annual vacation.

Subconsciously we see this as a reward that makes our life better – if only temporarily. What we overlook is our potential to improve our life permanently. Yet we can do this by simply applying the same planning and effort we reserve for our vacations. This involves choosing the life we want to be living every day of the year – not just for a mere fourteen.

The following process highlights the transferability of the skills we use to manage our vacations to managing our life as a whole:

YOUR VACATION	YOUR LIFE	THE WLPG PROCESS
Why do I need vacation?	Why do I need to change my life?	STAGE 1 This is my life
WHAT do I need from a vacation?	WHAT so I need for a happy life?	STAGE 2 I can picture the life I want
WHERE will I find what I need?	WHERE must I go to achieve this?	STAGE 3 I can map out my route
HOW do I start my journey?	HOW do I start this process?	STAGE 4 I'm taking control
WHO will help me get there?	WHO can help me through it?	STAGE 5 I need people who can help me
WHICH holiday do I choose?	WHICH route do I go down?	STAGE 6 I'm on my way...
WHEN do I leave?	WHEN will I make this happen?	STAGE 7 MY WLPG life project

While we all have these skills (virtually any 16 year old can book their dream vacation) they remain latent and unexploited in the rest of our life.

As part of our partnership we have developed this seven stage process, applying the lessons learned from planning our vacation to managing our life.

Stage 1 – helps you discover how you can blend your working, learning, playing and giving to enhance the quality of your life.

Stage 2 – equips you with the self-knowledge to find out what really matters to you and create a picture of your ideal life that will really inspire you.

Stage 3 – enables you to assess how far you are from that ideal life now and plot the various routes that can lead you to it.

Stage 4 – encourages you to get the attitude, belief and commitment that will let you seize the opportunities to blend your WLPG in a way that creates the future you want.

Stage 5 – develops the vital skill of relationship management and helps you create a community of people who will support you on your journey.

Stage 6 – helps you decide whether you could bring your present work to life, make your real life outside work or look for a new job or form of work.

Stage 7 – combines 1-6 to develop a creative but practical six-month project that uses your WLPG to make your ideal life a reality.

Practicing What We Preach

We have been extremely conscious of the fact that the data which participants have to work to also includes data on the facilitators. Therefore the facilitator needs to demonstrate from his/her own experience just where in his/her own life or business he/she has implemented the techniques. It is worth doing a self-inventory of one's own coping techniques in difficult times.

In facilitating WLPG one of the testing questions from participants which you can expect is - "How have you applied this in your own life?" The downside is that you should have your answers ready - but the upside is that you can now programme in playing and giving activities into your personal agenda with a real-life justification.

The critical point here is that as facilitator or trainer you are exhibit number one. However, one of the traps is that people differ in their ideas of what a successfully-balanced life is, and you have to be prepared. As a practicising practitioner you have to cope with rejection from someone who thinks that driving a two-year old automobile is the first step to skid row. In other peoples' eyes you may be exploiting the world if you are not eliminating world hunger in every spare moment between workshops.

The question we are called to address is a complex one - we have to find a unique set of answers about ourselves in a world that tends to have one-dimensional views of success - particularly in defining it in terms of having and doing, rather than in terms of being.

As a practitioner of your method it is reasonable to expect you to practice it and to show evidence of where you succeeded. However, there are powerful learning points in analysing experience of where you failed! Learning through failure and brokenness is a reality, though a difficult one for some to accept.

Conclusions

The main lessons for us are as follows:

1. To truly energise and inspire our clients we must think and act in new ways as practitioners. We need to reframe our working, learning, playing and giving and inject more fun, learning and sharing into our daily lives.
2. Our role as a community is to help create new ways and liberating ways of things which encourage individuals to look more creatively at their life and work choices - particularly the range of options that the overlaps between working, learning, playing and giving provide.

3. We must not only engage in every exercise we offer our clients, but provide relevant, up-to-date stories and evidence of how we have applied these to enrich our lives.
4. As facilitators we need to be open and honest about our "special needs" as well as our gifts. Its about sharing our personal stories.
5. We need to continually reflect on and respond to clients' feedback. Such a simple lesson, but all too often not applied.
6. Communicating the message is key. Keep it simple, be creative with the use of media and keep it fun and light.
7. Continue to develop a process that's right for you but is also clear to your client. At each stage be prepared to use a flexible range of tools and techniques to enable individuals to take control for themselves.
8. Review your WLPG – are you getting the blend right for yourself.

Related Reading

The Art of Building Windmills	Dr. Peter Hawkins
What Colour is Your Parachute?	Richard Nelson Bolles
The Three Boxes of Life	Richard Nelson Bolles
The Empty Raincoat	Charles Handy
Learning Styles	Honey and Mumford
Working Time Directive European Commission)	Paper No. EC/93/104
Learning Styles (various papers)	Honey and Mumford
Synergogy -A New Strategy for Education	Mouton and Blake

Editor's Note: Due to its excessive length, this paper was shortened by removing a section on developing resources.

Counseling The Long-Term Unemployed

Dinorah M. Meyer, Robert C. Chope, Sheila E. Weisblatt,
& Kathy Knudson

Over the last three years, large numbers of workers have been losing their jobs and experiencing involuntary unemployment for extended periods of time, as much as two years or more. This is a situation that isn't going away, at least not anytime soon; it seems, rather, to be expanding daily.

People have suffered from long-term, sometimes chronic, unemployment before this; people with disabilities (including HIV), people who are homeless, lower-wage and less skilled workers, and those who have suffered from discrimination. Why is this story receiving such widespread attention now in the media? Perhaps it's because for the first time, so many highly educated, high-functioning workers have been affected, with the numbers concentrated among mid-career workers, college graduates, and executive, professional and managerial workers (Stettner & Wenger, 2003).

In any case, this creates a tremendous challenge for career counselors – how do we counsel clients in this dire situation? Our current approaches may not suffice to address this problem.

We will begin by providing an historical, economic context for our discussion and then describe common effects of long-term unemployment on individuals and families. We will also propose strategies for addressing these effects. And finally, we will present different perspectives that counselors may want to consider in helping clients negotiate the emerging world of work landscape.

Statistical, Economic Framework

Let's consider some statistics and economic trends described by government agencies and nonprofit think tanks such as the Bureau of Labor Statistics and Economic Policy Institute. Several factors have contributed to the current unemployment picture.

First, according to the National Bureau of Economic Research, the recession officially ended in November 2001 (Weller, 2003). Since then, as of June 2003, the number of jobs has declined by 1.2 million in

the private sector (Bernstein, August 6, 2003), with an average loss of 93,000 a month; by contrast, from 1995-2000, jobs were being created at an average rate of 241,000 per month (Bernstein & Michel, September, 2003). This is the first time since WWII that payrolls have continued to fall 20 months after the recovery began.

Second, as of June 2003, the national unemployment rate stands at 6.4% (Bureau of Labor Statistics, July 18, 2003). However, experts agree that this figure may be low because it doesn't take into account people who have stopped looking, are taking part-time or contract jobs, or are underemployed.

Third, as Economic Policy Institute President Lawrence Mishel explained in a presentation on April 27, 2003, productivity has increased by almost 1%, from 1.5% annual productivity growth prior to 1996 to 2-2.5% currently. Unemployment is affected by continued slow growth in the economy along with increased productivity in the workplace. In order to generate enough jobs to significantly lower the unemployment rate, the economy will need to grow more than 3.5%, possibly 4.5%, which is 2% above the average growth for this year.

Fourth, real wages (wages adjusted for inflation) for full-time workers are falling for the first time since 1990. According to Michel, declining real weekly wages will continue to hinder overall wage and income growth. The decline will impact consumption, which will contribute to impeding an economic recovery.

Individuals: How They're Affected and How We Can Help Them

What do counselors need to know about the psychology of job seekers who have been unemployed for an extended period? Let's begin with some examples.

Ricardo

Ricardo was a software engineer who'd worked at a Silicon Valley company for 13 years. He'd been there in the beginning of the rise of this once powerhouse company and enjoyed his options and stock gains, company parties and hefty salary. But, in his first counseling session, he said he'd actually seen the downturn coming a few years earlier. He wasn't surprised when his division was downsized and he was let go at age 47.

Ricardo thought he'd take some time off, relax, get to know his two sons a bit better and then move on. That was 26 months ago, right in the middle of the dot com bust. He never anticipated what would happen next. He discovered he wasn't as competitive as he thought he was. When

he applied for work, so did several hundred others who were similarly qualified. When he signed up for classes to develop new skills, he found that many of his job-seeking competitors were right along with him. What he experienced emotionally was typical of many long-term unemployed job seekers: shock, insecurity and anxiety. But his most recurrent feelings were depression and deep discouragement. He'd never failed at anything in his life, until now.

Margaret

Margaret was part of a "rebound program" designed for prisoners. She'd been a drug dealer and cocaine dependent, lost her children to Child Protective Services and needed employment to support herself and regain parental privileges. She'd been living with her sister and brother-in-law for 18 months and still hadn't found work. "Every time I tell people I've been convicted of a felony, they won't even consider me. Even when I lie, they have a way of doing background checks that catch me as both a jailbird and a liar. How can I ever get work?"

So how should a counselor proceed? Here's a type of checklist for helping discouraged workers:

Comparative labeling and low self worth. Long-term job seekers are highly sensitive to their circumstances and whether they've been prisoners, homeless, drug dependents or simply without work, they tend to judge themselves harshly. Typically, they contrast themselves with all other acquaintances, friends, and family members whom they see as more successful than they are. Counselors need to recommend a different benchmark and have them consider a comparative group that isn't so demanding.

Overwhelmingness and helplessness. Discouraged workers can feel overwhelmed and helpless because they can't change their situation easily. They seem to have lost touch with simple activities like setting goals and establishing daily targets. They need to feel empowered and to experience the search as manageable so they can jumpstart their activities again. Counselors may need to help with planning, time management, and setting simple, measurable goals using tools such as a basic flow chart.

Undervaluing accomplishments. Highly discouraged job seekers tend to undervalue any of their successes because they compare these to the supreme goal of securing meaningful employment. They need help acknowledging themselves for their efforts as well as their accomplishments – whether or not they are related to finding work – and determining what will provide meaningfulness and what matters in their lives.

Burnout and emotional depletion. Highly discouraged job seekers are often emotionally exhausted, cynical, lacking in a sense of personal accomplishment, and numb to other people's suggestions. Counselors can help them prioritize their activities, break up tasks into smaller components, be willing to compromise, and stay focused. They can also advise getting away from the search for a day, or finding other ways to gain a sense of control, such as through regular physical exercise or home improvement projects.

Hopelessness. Many clients express their hopelessness by claiming that they can't find work because they are too old, too young, too late, too early or too much in the middle. They purport to have the wrong education or poor experience, or claim they're not competitive. Counselors need to facilitate clients' understanding of where they learned this negative mindset and help them find ways to confront it.

What New Ideas Can We Offer?

Consider new income streams. Why not have clients consider three different part time jobs rather than a full-time job; and instead of looking for security, explore a project-driven approach. Have clients look for work that may only last a few months and take advantage of each project as an opportunity to develop professional contacts before moving on to something else.

Be a walk on. Clients can ask a company for a tryout, not unlike what college athletes do when they aren't given a scholarship to participate in an intercollegiate sport. The client will need to engage in research efforts to ensure an appropriate company is available.

Try apprenticeships. Similar to walking on, clients can consider serving as an apprentice. For years, people got many skilled jobs through apprenticeships. These can provide an organized format for training and mentoring.

Urge volunteering. What the long-term unemployed need most is a network base, and there's no better way of developing a new network than in volunteer work in a specialty area that's related to the worker's career choice.

Why not teach? Clients can look into teaching adult education classes in local communities and libraries, community college seminars and state university continuing education programs. These are terrific venues

for individuals to assist others while building skills, continue to build a network, and get free marketing in the process. All of these venues offer catalogues and "flyers" describing the instructor, and these promotional pieces often go out to thousands of people.

Start a business. Many clients have skills to work as consultants and might find that their former companies would be willing to hire them as a consultant for 10 hours a week rather than as a full-time employee. Some hobbies can be turned into moneymaking ventures. We know of a barber who buys and sells model trains, and a dentist who creates high-tech yo-yos.

Return to school to develop new skills. Pursuing further education can help to establish feelings of goal attainment while providing a context to build a new network of contacts and some distraction from the demands of everyday living without work.

Counselors need to realize that they can't solve a client's problems. They should work as part of a team of people and entities that can give help and support. For example, the federal government's Carl Perkins and Workforce Investment Acts provide for career counseling services that can be used for job development, skill development, job seeking and job keeping activities.

Aside From The Client, How Does Long-Term Unemployment Affect the Family?

Long-term unemployment can be terribly destructive to families, creating emotional, financial, and even physical damage to a family unit. Its effects can be categorized into seven areas.

1. **Identity loss.** A client who loses a job often asks, "Who am I now? I used to be an engineer, my family used to be upper middle class, with those shared values." In a society that makes quick judgments about the relative value of people based on income and prestige, the loss of identity associated with a job can be wrenching. Counselors need to help people focus on their identities outside of work. What personal qualities do they possess? Are they good at singing? Do they enjoy hiking? What other interests or talents do they have?
2. **Change in roles.** It's not uncommon for a non-working spouse to return to work to support the family when the other spouse is facing long-term unemployment. This may create a dramatic shift

in traditional roles, and is often very difficult for both spouses, with guilt and resentment on both sides. The counselor should support the client in being able to communicate with his or her partner about the household division of labor. It's always the unwritten, unspoken expectations that seriously impact relationships.

3. **Shift in power structure and roles with the extended family.** Although for a short time the effects of unemployment usually remain within the nuclear family unit, they can quickly involve the extended family. Sometimes, especially in immigrant families, relatives will give or lend money or other resources, such as temporary housing. While this may solve immediate needs, it can also create problems such as resentment or jealousy. On the other hand, the extended family may refuse to help or have anything to do with the unemployed worker. Counselors should encourage clients to get a realistic, viable support system. If and when things get tough, clients can share the burden among several sources of support rather than depleting the reserves and patience of just one.

4. **Stress on the family unit.** With money scarce, family routines change. Different family members may have to cook meals, and the unemployed member can be very tense from day after day of looking for work (or not looking for work) and facing rejection. This creates enormous stress for the family, with tempers short and nerves raw from frustration and worry. This can trigger substance abuse or even physical abuse.

   Counselors can find out what community resources are available, including One-Stop centers, mental health and child care services, and benefits such as food stamps. People will take advantage of social services if they are presented in a sensitive and considerate way.

5. **Insecurity of children.** Children are very sensitive to their environment, and especially to the dynamics between their parents. If financial matters are aired constantly and negatively, children are affected. In addition, other children may ostracize them if they don't have the same toys or the latest video game. This elicits not only an incredible feeling of loss, but promotes anxiety that can interfere with a child's emotional development. It's hard to focus on the tasks of growing up when you feel your family's survival is threatened.

   Counselors should encourage adults to provide children with age

appropriate information. It's important to discuss the reality of the situation with them, and they might be urged to help by assuming additional responsibilities at home. As counselors, we need to be protective of children, even if they aren't our clients. Counselors may check in with family members to assure that children are receiving appropriate love and attention.

6. **Change in status among peers.** Though related to identity loss, status reflects income from a job whereby expenditures may be made toward clubs and other leisure activities. With money short, these luxuries are often eliminated. When social activities that provided emotional support are curtailed, it can seriously impact the family's functioning. Counselors should have their clients research activities in the newspaper or on the Internet that are low cost or free, such as free entrance night at local museums.

7. **Possible extreme lifestyle change.** After many months of long-term unemployment, a family's situation can become especially grim. At this point people may sell assets or transfer children to tuition-free schools. In some cases people may become homeless. Even if it doesn't reach that point, the emotional strain of a downwardly mobile lifestyle is very hard to handle. It's upsetting for people to realize that they won't attain their parents' lifestyle, an expectation that was instilled as a value for them. Counselors should discuss with their clients core family values and expectations to help them make their own peace with their difficult circumstances.

Changing Perspectives

Will long-term unemployment remain a constant? Will we go back to the work world of pre-dot com? Or will the world of work and how we work change? What will be the next big thing? How will all the jobs that have been lost be replaced?

As career practitioners, given the possibility that anyone may experience long-term unemployment, how are we going to help our clients think about work and career? What tricks do we pull from the bag to give them hope? Do we need to take another look at the transition models we've been using? Do they take into account the full range and depth of emotions that a protracted period without work can engender? How, if at all, will the role of career counselors change? What follows are some ideas and perspectives that have emerged as a result of asking these questions.

The data suggest that workers in California, as well as the entire country,

are facing a crossroads. Outlined below are three criteria that all workers, including the long-term unemployed, consider when choosing work. Workers have an opportunity to re-examine their workplace needs, how they approach work (or their workstyle), and the world of work from which to choose their career direction.

1. Workplace

Currently, many employers expect employees to do much more with fewer resources, creating increased pressure and stress. Restructuring the workplace means establishing one that reflects the needs of both workers and employers. What will career paths in organizations look like? How will professional growth be supported? How will employees have flexibility and quality of life, currently described as work/life balance?

2. Workstyle

The restructuring of workstyle means that finding stability will take different forms, including generating multiple income streams, dual career parents taking turns at work, and focusing on project based work or the work that needs doing.

3. World of work

Restructuring the world of work, as a result of overseas outsourcing, increased productivity with technology, and downsizing, means finding new ways to create work. What are the jobs and careers that will be continuously available and how do we help clients create work?

We propose two specific approaches to meeting the needs of 21st century workers. The first is to focus on inculcating a *sense of power* within our clients — to encourage them not to abdicate their power at work or in other parts of their lives. The second is to apply *an existential frame to thinking about work that incorporates the world at large* and how individuals (our clients) want that world to be. How can folks apply these two approaches in their search for engaging work, keeping in mind workplace, workstyle, and world of work criteria?

Through the self-assessment process, clients gain a sense of power along with self-knowledge, which can provide them with the confidence they need to more easily communicate their needs, skills, talents, etc. to a boss or potential employer. For our clients who are employed, being able to cogently articulate how a lateral move will benefit both the employer and the employee promotes a sense of power. For the unemployed, it is particularly important that they hold onto their power so they can persevere in the protracted job search and comfortably communicate their strengths and skills, despite disappointments. Employees who

believe in their own power will more likely make direct and sustained changes in the workplace. For example, by actively promoting flexibility in the workplace, employees could introduce a more productive work environment, one that enables them to better manage family concerns, including children and aging parents.

Clients who feel empowered will find new workstyles – ways to work – that contribute to stability and an enhanced quality of life. For example, having multiple income streams can contribute to stability by providing continued income if one income stream is lost. Clients who have many talents and skills may find several different outlets, each one benefiting from a unique skill set. For example, counseling, writing and teaching aerobics represent three random skill sets that could provide three separate avenues for income. Here's another perspective. Because couples often act as partners in both work and home, each partner may trade off working at the office and providing child care – which would possibly have an impact on traditional career paths. Many couples are already experiencing this reality due to lay-offs. But what if couples planned their work this way?

As our clients look to the world of work to determine their career options, we suggest they take this a step further by considering the issues or problems that they believe to be important in the world at large, and apply their talents to helping resolve those problems. This is an approach that might emerge during a discussion of values or interests – helping clients try on an existential lens and focus on the work that needs doing. Considering problems (whether they be global, local or national) could help our clients retain their sense of individual power in the world, and have an impact where they want. This doesn't necessarily mean doing non-profit work for a small salary! It is simply another frame with which to look at career choices. In his book, *Not Just Another Job* (1992, pp. 81-83), Tom Jackson suggests an exercise that promotes this way of creating options.

In addition, as we look to the future, other views of the work world will derive from new alliances forming between different industries. An example, the Apollo Project, an alliance of 10 labor unions along with environmentalists, is a plan to back a 10-year $300 billion research plan to promote energy efficiency and reduce dependence on foreign oil. It's expected to preserve manufacturing and construction jobs, improve the public infrastructure, and be good for the environment by promoting sound energy technology (Greenhouse, 2003).

Finally, changing demographics and technology will promote new career opportunities for our clients. Longer living seniors, aging baby boomers and future generations will need new and different services. The burgeoning Hispanic community throughout the US, the integration of the

gay and lesbian communities, and the reality that we are, indeed, a multi-cultural, multi-ethnic and multi-racial society, especially in California, are trends that will provide new career opportunities. And, of course, emerging technological innovations will continue to create opportunities for the future.

It's clear that with this slow economic recovery, changes in work have begun. Long-term unemployment is a part of these changes. As career counselors, it's important that we stay open and look for new ways to help our clients find engaging and satisfying work where they can feel some sense of stability, security, and empowerment in uncertain times.

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Extraordinary Across the Board

Aman Motwane

Introduction

It's painful. But it's true —

- To survive in today's intense marketplace, it's not enough to be good at a few things. You must excel across the board, at pretty much everything. You must excel at communicating, innovating, execution, speed, selling, negotiating, service, leadership, teamwork and more. Otherwise, you're toast.
- If you don't learn how to become extraordinary across-the-board, you'll always struggle to sustain any success you muster (Think about it — How many individuals do you know who are good at just a few things and thrive in the long haul?).

The mandate is now clear. Every individual who wants to be part of the future must learn to become extraordinary across-the-board (EATB). Nothing less will do.

This means that every individual must completely change the way he/she looks at his/her career and the world of business.

- The old model of multiple initiatives is a recipe for disaster. What's required is one foundational initiative — become extraordinary across-the-board, or else. Any and all other initiatives must stem from this foundation.
- The old methods of learning and training are obsolete. All learning is futile unless it is built on the foundation of an extraordinary across-the-board mindset.
- In today's rapidly changing economy, you must be uncommonly nimble and uncommonly fast. But you'll never gain enough velocity and agility to remain competitive unless you are extraordinary across-the-board.
- The race has already begun. The first wave of EATB individuals and companies have already established a beachhead (think Southwest, Dell, Starbucks, Wal-Mart). Wait too long and the gap will only get wider.

The Extraordinary Mindset in Action

How exactly does an EATB mindset affect your career and your future? The benefits are far-reaching.

- You gain the self-motivation and the self-discipline to deliver extraordinary performance.
- You approach every task with extraordinary creativity and innovation.
- All your relationships — with customers, employees, investors and even your friends and family — become deep and mutually beneficial.
- You become able to complete every project with extraordinary speed.
- You adapt to change with extraordinary ease.
- You gain a reputation for extraordinary leadership, extraordinary teamwork, extraordinary customer service, extraordinary results — good times or bad.

In a nutshell, the EATB Mindset is about seeing the world — and the world of business — in a totally new way.

- It's about seeing opportunities where others don't.
- It's about seeing possibilities where others can't.
- It's about seeing the untapped potential, in yourself and in everyone around you.
- It's about seeing what motivates everyone — employees, customers, investors — in a way others never do.
- It's about seeing ways to extract more productivity, more performance, more profitability in ways others could never imagine.

The Reality for Most Individuals And Organizations

Contrast the EATB mindset to most individuals and organizations.

- They easily pour all their resources — time, money and effort — into initiatives that appear promising, but bring very poor returns in the real world.
- They routinely mistake activity for productivity ... training for understanding ... information for insight ... technology for progress.
- With any new management initiative, they have less than a 10% chance of success.

In a nutshell, most individuals struggle simply because they don't start with the right foundation for success. This puts them at a substantial disadvantage in three ways —

- Without the right foundation, you treat every initiative as isolated, unrelated to other endeavors. Instead of building on what you've already accomplished, you must start each time from scratch.
- Without the right foundation, you waste your time learning tricks, techniques, rules, laws and habits — but gain very little insight into what really matters.
- Without the right foundation, you move one small step at a time instead of multiple mega steps at a time.

With the EATB mindset, you learn how to cut to the chase and progress at breakneck speed.

The Problem

The biggest problem in business today isn't that there is a dearth of information about becoming effective and successful — it is that there is too much. There is simply too much to do, too much to read, too much to remember. Instead of accelerating you forward, all this information bogs you down and actually sets you back. Information was supposed to empower us. But instead, it has left most of us powerless — and most don't even realize it.

One of the biggest problems fueled by the Information Age is that it has seduced most people to believe that all their problems stem from external circumstances. When I ask executives and professionals to explain why their success doesn't match their potential, most blame the roller coaster economy, unpredictable market conditions, adverse exchange rates, war, unfavorable industry trends, unfair competition, inadequate government and so on. But one look at companies such as Southwest, Starbucks, Dell and Wal-Mart who have weathered almost all their storms and it becomes clear that circumstance is a very poor indicator of success or failure.

If circumstance is not critical to success or failure, then what is? Why do some individuals succeed over the long haul, irrespective of circumstance, while others are doomed from the start, just pouring good money after bad? And how can you prevent a career from going under — or revive it if it has stagnated?

After years of researching and working with thousands of companies across the nation, I can finally give you the answers to these questions. In fact, I am now able to predict whether an individual will become extraordinary across-the-board ... or struggle unnecessarily. I can make this prediction with a very high degree of certainty within just a few

minutes of talking to an individual. Everyone has tell-tale signs and here are some of the most obvious ones.

Do you blame circumstance for your woes? For example, are you the type who would grouse about Wal-Mart coming to town and wiping out your small business? Or, do you blame civic leaders for not providing the right economic stimulus? Or, do you write off a competitor's success to "an unusual set of circumstances"? I've found that individuals who succeed in the long haul have a completely *different* mindset about the role of circumstance in their success.

Are you abuzz with lots of initiatives? The average individual juggles eleven new initiatives a year. But those who succeed in the long haul have a very disciplined approach to initiatives. They are not quick to jump on fads or even "once-in-a-lifetime opportunities." Their most important initiative, by far, is building a foundation for extraordinary success across-the-board over the long haul.

Does your back office — the area customers rarely visit — look impressive? The more impressive the back office looks, the less likely you will be to sustain success. Individuals who succeed in the long haul are less interested in appearances, or keeping up with cutting-edge technology. Their primary focus is on producing extraordinary results and all their equipment and technology is *stretched* towards this goal.

Do you have many systems, procedures, rules and handbooks? Most consultants insist that strict rules and policies are the backbone of a successful individual. They preach the importance of mission statements and well-laid-out business plans. But I've found the exact opposite to be true. Strict rules are usually a band-aid for undisciplined thinking.

Do you read all the latest books? Individuals who succeed in the long haul have a completely different mindset about learning. They stay away from management fads and they read the "latest, greatest" books very sparingly. Instead, their primary goal with learning is to strengthen their foundation for long-term success.

How Some Become Extraordinary

Individuals who become extraordinary across-the-board see the world — and the world of business — in a totally different way. They have an awareness, thinking and understanding that goes beyond positive thinking and most of the other tricks and techniques prescribed in contemporary

texts. They know how to immediately home in on the crux of their problems and their opportunities.

They are not overwhelmed by complex business or career issues because they can see the underlying simplicity in everything.

This comes from a perspective that is simultaneously simple and profound, which allows them to do less and yet accomplish more ... read less and yet understand more ... react less and pro-act more ... engage in less analysis, yet have more insight ... engage in less activity, yet be more productive.

Conclusion

The gap between those who are EATB and those who are not is already getting wide. Those who don't act now to learn the EATB mindset for success risk looking back and finding themselves on the wrong side of the gap.

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Section Three

New Resources and Techniques

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Mission Middle College (The Middle College Concept)

Jennifer Lang-Jolliff

The Middle College Concept- Where Did it began?

"The Middle College concept evolved in 1974 as a high school program on the LaGuardia Community College campus in New York. It is designed to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. As a public alternative high school on a college campus, the Middle College program creates a continuum between high school and college, featuring flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment" (Lieberman,1985).

Mission Middle College Program

Background Information:

Fashioned after the LaGuardia model, Mission Middle College Program began in the fall of 2001. It is an educational collaboration between the Santa Clara Unified School District (SCUSD) and Mission Community College in Santa Clara, California. The Mission Middle College program offers an alternative to the two large comprehensive high schools in the Santa Clara Unified School District. It is a program for students who are highly intellectual and capable but uninspired and outside the high school mainstream. The program is located on the Mission College campus and is integrated into the college community with a focus on successful student achievement. The goal is for students to complete their high school graduation requirements and progress significantly towards a Mission College vocational certificate or transfer credits. Students are encouraged to achieve high school and college academic success, to explore and pursue vocational and career aspirations, and to prepare themselves for future college experiences. The students enroll in secondary and post-secondary courses together each semester. The purpose is to provide a challenging academic program in a supportive community where students

can grow academically, socially, and personally.

Twenty-six students were chosen to begin the program in the fall of 2001 and then another 28 students joined the program the following year. The maximum number of students that can attend this program is sixty students. Currently, the reason for a small program is the lack of rooms at the crowded community college.

Case Study One:

Jenny was a shy but spunky special education student who has particularly supportive parents. In just one short year, she experienced tremendous personal growth. She needed additional assistance to survive within a regular high school curriculum and further support for her to be successful in an academically advanced program. Prior to her acceptance into the program, the college had to invite Jenny to study through negotiated high school-college agreements because of her need for student services while attending the Mission Middle College Program. Jenny worked harder than she ever had in her educational career and she said that it was such a relief "not to go through the door that everyone at school entitled the stupid classroom." It was the first time in her life that she was free of labels and preconceived notions. Having this new found freedom gave Jenny the courage to take college reading and math courses, and a dance class.

The battle for success was uphill with her learning disabilities but something inside her wanted to have this experience. Jenny struggled to pass her college and high school classes, and she never gave up hope. At the end of the first year, Jenny requested a meeting to discuss her future; the people present at the meeting were the teachers of the program, the high school special education services, and her parents. Jenny planned to announce that she preferred to graduate on time more than she wanted to finish the Middle College Program which would extend her graduation an additional year. She requested to move to an independent study program.

At the time of the decision, I felt as if we had let Jenny down because she could not take all the classes needed to graduate on time and that she had to decide between graduation and our program. Yet, early in the fall, Jenny's spring test scores reflected progress in her reading, writing, and vocabulary—she had jumped 10% across the board. This was the largest increase of scores within her entire educational career. Her independent study teacher contacted us and said that Jenny's study skills were strong and she was determined to graduate on time. In June of 2003, Jenny received her diploma and since then, Jenny walked through the doors of my office to let us know that she is taking two classes, health and child development, at Mission College this semester. Ultimately, I realized that my definition of success was different than Jenny's, yet the outcome was

the same. We worked together to create an independent learner, who is dedicated toward continuing with her post-secondary education.

Facts about the program:

Characteristics of a successful Middle College student: Enters the program with a 2.2 G.P.A. or higher, transfers into the program with roughly 105 completed credits out of 120 credits, misses an average of 3.3 days of education a semester, and is tardy less than four times within the first 90 days of school.

Characteristics of a student who struggles in the program and is considered "at risk": Enters the program with a 1.5 G.P.A., transfers with 84 credits completed out of the 120 needed, absent an average of 7 school days in a semester, and is tardy 7 times during the first half of the school year. Students who are accepted with this profile are placed in an academic support group for the first semester. They are offered study habit and organizational skills development, and we hope they improve sufficiently to maintain the student's position within the program.

Case Study Two:

Jack entered the interview room with a twelve-inch Mohawk, Dr. Martens (boots), and a military coat. His appearance reflected a young man who screamed, "I am an individual," and he presented a story that absolutely amazed the interview panel. Jack was barely surviving high school and wanted out in the worst way. He understood the value of a high school diploma, so Jack found his niche at high school by working in the CHAMPS Program. The program presents a hospitality concept taught at the local high school; students run a restaurant out of a modified high school room. The students accept reservations and serve amazing meals from a professional kitchen. CHAMPS students earn school elective credits for working in the program. Jack was bright, intelligent, and he knew what he wanted to be in life, "I want to be a chef!" He was two moments away from dropping out of school when he heard about the middle college program. The program was his ticket to "freedom"; it would take him away from the high school drama and the boring classes.

Jack was accepted into the Middle College program and eagerly began taking classes. Jack was like a sponge soaking up water after a long drought. He became a strong supporter of the program, and urged other students to take the same risks. He believed that other students would find their niche in this program. The Jack that we had grown to love had changed over the summer. By October of his senior year, Jack sat us down and said directly, "I have had enough of school. I do not want to work this hard any more. I need a break." With that announcement, Jack made arrangements to finish the few courses that he needed to graduate. Loosing

Jack was like loosing the backbone of our program. Jack represented everything that we searched for in a student: bright, unchallenged, articulate, goal oriented, and he made me laugh at myself and encouraged me to not take life so seriously.

Each day that passed, someone in the class would say, "I miss Jack so much!" But as quickly as Jack had decided to leave, he also decided to return. It was two days prior to the winter break when Jack walked through the door of my classroom. He screamed, "I have returned," sat in his old seat and he began to learn again. It was later that I discovered that Jack returned for three reasons: 1) he was tired of "stupid people" and he was not learning anything by filling out dittos at the alternative high school setting, 2) he missed being challenged, and 3) his girlfriend threatened to leave him if he did not return and finish the task he had started. Jack finished his job as a Middle College student, graduating with his class, and was one of the keynote speakers at the graduation (not a dry eye in the building when he finished his speech).

Update: Jack came back to the program this fall to be on a student panel. He wants to be an apprentice with a machine shop or he wants to find a career in welding. He discovered his love for metalsmithing when he took a class at Mission College. The cooking dream is on the back burner because he is unable to afford the cost of the culinary institute.

Retention Rates:

Fall 2001	Junior retention	78%
Spring 2002	Junior retention	74%
Fall 2002	Junior retention	94%
	Senior retention	93%
Spring 2002	Junior retention	90%
	Senior retention	100%

Middle Colleges are successful if their retention rates within their first five years of operation are within the 50-60 percentiles.

Case Study Three:

Working to overcome his shy demeanor was one of the many reasons that John entered the program. He was not outspoken back at the high school and there was a great fear that he was falling through the "educational crack" and might possibly drop out of school if assistance was not given to him. Assistance was found in the form of the Middle College program: one-on-one attention, tutoring after school, and smaller classes that allowed him to exercise his opinion during class discussions. Because John was a sensitive student, when 9/11 occurred weeks into his junior year, he began to shut down and not want to live in a world that was so mean, cruel, unjust, and racist.

That event changed the way John saw life, which meant that he went into a deep depression. It was hard to get him to school and there were times that we (the teachers) would pick him up at his house in the mornings to make sure he would get to school. His motivation and desire to excel in school became secondary to making sure he could save his part of the world. Many hours of tutoring, counseling, and parent meetings were spent to keep John afloat both his junior and senior year. The good news is that he graduated with his class in the spring of 2003 and began to look at the possibilities in the world instead of the impossibilities. He is currently planning on going to Costa Rica with his Mission College Tropical Ecology class to visit rainforests and experience first hand a different ecological system and culture.

It is ironic that a student who no so long ago was unable to get out of bed and get to school now is attending college classes at 8 am and is on time. He has become an active participant who will venture out of California in January and experience the world and all its glory.

Middle College recruitment begins in March, applications are turned in towards the beginning of April, and interviewing occurs during Spring Break. The 20-30 minute interview is designed to identify the student's willingness to make significant changes required to succeed. G.P.A.'s of students interviewed vary from 1.7 to 3.8.

Case Study Four:

An old sofa in a single-wide portable was the place where I first met Ivy. Her eyes barely glanced up through her black bangs and her voice was soft and introverted. Ivy wanted to be a part of the program to see if she could learn to grow and change, a challenge that she had issued to herself long before she walked into that room for the interview.

Growth and change were two adjectives that Ivy embraced when she started the Middle College program. Painfully, Ivy declined to make a class presentation in the first weeks of the program; she would rather take a zero than make a presentation with anyone staring at her. Ivy was one of eight students chosen to participate in the Stanford Lively Arts Program (see box below). World-class performing artists came to Mission College to conduct intimate workshops with the eight students, who then attended the public performance at Stanford University. The experiences would vary from learning to express emotion through dance or recreating scenes from the student's childhood. This experience changed Ivy so that she had the courage to talk in front of others and even lead a parent night for the new students, welcoming the parents and students to a program that changes lives. Ivy was the one student who made the largest personal gains and the largest academic growth by raising her G.P.A. from a 1.70 to a 2.20 within three college semesters.

Update: Ivy is currently taking classes as a freshperson at Mission College and is saving money so that she can continue her skydiving classes. She wants to have no regrets in her adult life so she is going to conquer each one of her desires and challenges one at a time.

Stanford Lively Arts Partnership for Success Program is dedicated to making a difference in the lives of local high school students through a program of quality exposure to the arts. The Partners for Success program helps students explore their own creativity by connecting them to world-class artists and performances. Often the students interact with artists in small, intimate settings that provide ample opportunity to satisfy curiosities, get personal attention, and as a result deepen the experience as a whole. For example students met Ronald K. Brown at Mission's dance studio, worked with him for two hours exploring dance/mind/expression, and then attended a performance by Ronald K. Brown in which they watched the elements that were taught to them be performed on stage. Lively discussions take place after these events and the students who have experienced this program have fallen in love with the arts.

Case Study Five:

Ahmed's goal from the first moment that he stepped foot on the college campus was to be the first person in his family to graduate from high school and also receive his A.A. from Mission College. He was taking 15 units of high school classes and an average of 18 units of college classes for each of the four semesters that he attended the program. There were days that I wanted to pull out a cot from the corner of my class and give him a grade for sleeping. Ahmed found strength from deep within his soul to accomplish anything he set his mind to. He emerged as a natural leader of the college campus after 9/11 when he brought the school down with applause after he gave the most poignant speech on equality and tolerance. That day he shared the microphone with four instructors that held too many degrees to mention and yet he was the most articulate and the most level-headed in the bunch. The Middle College experience only enhanced the strength that he naturally had within his being, but it was an honor to see him become the youngest president of the Muslim Association and be given the opportunity to run for ASB president. Because of family commitments, Ahmed moved to southern California and will continue his studies in medicine at the University of California Irvine. A man with such drive and determination, nothing will stand in his way of achieving his dreams and making them a reality.

Looking ahead to college:

Here are the final statistics for the class of 2003 and their post-secondary plans:

* Private School (in state)	1 student	4%
* Out of State (NYU)	1 student	4 %
* UC	4 students	16.6%
* CSU	3 students	12.5%
* Mission Community College	9 students	37.5%
Want an A.A.	6 students	
Transfer to 4 year	3 students	
* Other Community Colleges	3 students	12.5%
* Trade Schools	2 students	8%
* Midwifery School	1 student	4%

* 24 out of 26 students were present during the survey issued in class
* All graduating seniors have plans for their future after leaving the Middle College Program.

Further studies will be taken over the next four years to measure the outcome.

Conclusion

The success of the Middle College concept is based upon four factors: students thrive in a small program; they get a lot of one-on-one instruction; the connection/bond that is required of the program; and finally the commitment of the parents, students, and the teachers is what creates the recipe for success.

We graduated our first class on June 6, 2003, a day that encompassed a multitude of emotions. Many tears were shed that day because twenty six students who entered "at risk" for various reasons and who may have taken years to find their strengths graduated with much more than a high school diploma.

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Career Tracks: Tomorrow's Counselors in Today's Career Centers

Marilyn Albert, Nancy Carlton, & Martha Schuster

Introduction

The primary goal of all counselor education programs in colleges and universities is to prepare exceptionally qualified professional counselors for working in a variety of settings with diverse populations. CACREP (Council for Accreditation and Related Educational Programs), the accrediting body of the American Counseling Association, provides specific standards for counseling as well as the specialization of career counseling. These standards are developed for the core competency areas of professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. For career counseling, students must also develop career specific competencies related to the foundations of career counseling, the contextual dimensions, consultation, research and evaluation, relevant ethical and legal issues, and clinical instruction.

While counselor education programs are directly responsible for the didactic instruction and the development of basic counseling skills, they rely on field study sites and site supervisors to help train and produce professionally trained counselors. Their role is critical, invaluable, and essential in achieving the core mission of counselor education programs. The quality of training and supervision determines the quality of the experiential learning, as well as the ultimate competency level of the intern.

It is essential, then, that counselor educators take seriously the task of developing extraordinary collaborative relationships with field study sites. In the development of cohesive partnerships, everyone is a winner. The counselor education program fulfills its mission, the field study site is able to expand their services to clients, and the intern is afforded the opportunity to maximize his/her potential for becoming a highly effective career counselor. It is equally essential that field study sites take seriously the quality of training and supervision provided, to help ensure that the client community benefits from services rendered by competent and professional counselors. However, often times this is easier said than

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done, and the experience can be one of frustration for all parties involved: the intern, the counselor educator, the training site, and most importantly, the client.

This article describes a prototype for the design, organization, implementation, and evaluation of an exceptional field study site training and supervision plan for producing highly competent career counselors. As the program has developed and evolved over the past several years, the communication and relationship between the California State University, Sacramento (CSUS) Career Counseling Program and the CSUS Career Center has strengthened significantly, igniting a true spirit of collaboration. The following pages outline the key components of a successful training site and supervision plan, which include meeting the needs of the client through three stakeholders: 1) counselor education department; 2) agency site; and, 3) the graduate student.

Consider the Needs of Counselor Education: CACREP Standards

CACREP specifies that career counselor education students must participate in a 600-hour internship in settings where career counseling is regularly conducted, and where they receive at least one hour a week of one-on-one or triadic clinical supervision by an on-site supervisor. A minimum of 240 hours must be spent in direct client contact, and the site must develop measurable outcomes directly related to the standards, as well as processes and procedures for evaluating the achievement of those outcomes. CACREP states that site supervisors should have training in methods of supervision, a minimum of a master's degree, and the appropriate credential when necessary.

The CSUS Counselor Education department has developed an expanded set of guidelines for the selection of appropriate field study sites, as well as a desired sequence of experience for the intern. Based on the belief that new interns may need more intensive supervision, the Department has developed a two-tiered internship model that includes "designated" field study sites in the first half of their experience, and "specialization" sites for the latter half, when their ability to act more autonomously has been developed.

The Counselor Education department has identified the CSUS Career Center as both a "designated" and a "specialization" site, offering students training experiences that help them progress from minimal skill levels to advanced skill levels. The CSUS Career Center meets the CACREP requirements and the Departmental guidelines that place a higher value on the selection of sites that serve a diverse and multicultural client population (approximately 46%), provide client contact for at least 50% of the total field study experience, intentionally work with the interns to

integrate theory with practice, and are willing to take more than one intern per semester. For the past three years, the CSUS Career Center has trained on the average five interns per semester.

Consider the Need of the Site

In 2001 the CSUS Career Center needed to find a way to provide more career counseling services to its 27,000 students, without adding staff. Students were waiting 3-4 weeks to see a career counselor, and the career counselors' no-show or cancellation rates were at 60%. It was time to develop an alternative system to meet the needs of the student clientele.

Internal Audit

The first step to developing any program is in the early planning stages. In the beginning we conducted an internal audit (needs assessment) with the career center staff. They were asked to write down all their job responsibilities in three categories: 1) primary responsibilities, those duties that were part of their original job descriptions and that they believed were essential to their positions; 2) secondary assignments, those that are still a part of their job description, but are recognized as time consumers and not high on their priority list; or, 3) tertiary assignments, those that were given to them, in either the absence of a staff member or an add-on to their original job description.

The staff responses were tabulated and placed on a grid with all responsibilities of all staff members listed down the left side of the sheet. The staff names were place across the top of each column. It became apparent, rather quickly, that there was a huge gap of responsibilities in two distinct areas: 1) immediate career services to students; and, 2) career events management. Since there was only funding for one position, the staff decided to hire a full time events manager since the skills set was different than that of a career counselor. They also decided that if they participated in developing a graduate intern program, with themselves as the trainers and supervisors, they could meet the needs of the growing campus. One career counselor was designated the training supervisor for the program. The training supervisor spends 85% of his/her time implementing the program. The primary responsibilities are selection, training, supervision, evaluation, and administrative duties of the internship program.

Program Description

In 2001, the Career Tracks program was developed in collaboration with the CSUS Career Center and the Counselor Education Department

in order to address the needs of the intern, site and counselor education department. It is a career counseling internship model in which graduate students engage in practical experience providing career counseling in a university career center while receiving training and supervision from practicing career counselors. Career clients get their needs met promptly with access to the greatest amount of resources.

The Career Tracks program provides: 1) opportunities for interns to provide career counseling for a large and diverse clientele. Graduate students provide comprehensive services that can range from providing walk-in career counseling services, to individual appointments, to presenting workshops, to critiquing résumés; 2) a model for program planning that will benefit career centers and/or agencies that offer career counseling services. The site can offer prompt services for larger numbers of career clients at significantly lower cost than adding part-time or full-time staff; 3) a field study site for the counselor education students that has quality training, supervision, and counseling experiences; 4) immediate attention for clients with maximum access to resources.

Consider the perspective of the Administrative Supervisor

To put this program in place there are several key issues to address. We needed to shift the paradigm of staff viewing student assistants as clerical to viewing them as providing a professional service to clientele. There are four key factors to ensure that the shift could take place: 1) staff buy-in, 2) developing job descriptions, 3) sticking to the plan, and 4) program evaluations.

1) Staff buy-in was achieved through continuing to help staff self-assess their program needs, brainstorming with staff on how they can utilize an intern in their program area, and sending staff to professional development programs that address training and supervision models.

2) Developing job descriptions. It is not just enough to request an intern; staff must be clear about what the intern is expected to do, how they are integrated into their program area, what the learning objectives associated with this experience are and how the intern will be evaluated. Taking the time to meet individually with staff is critical. Both the administrative supervisor and the site training supervisor need to meet with each and every program manager to specifically describe the work environment and learning objectives. Special detail must be given to clearly define the expectations of the student intern, site expectations and the counselor education department's expectations. Once all of these special needs are addressed then a job description can be written. These job descriptions are made available to applicants of the program well in advance so the student can then determine with their department if the

experience will fulfill the student intern and academic requirements for credit. The site personnel do not engage in the credit review.

3) Sticking to the plan. One of the most difficult things for a department full of feeling-perceiving individuals is to stick to a plan. Often, site staff will want to jump in and save the intern, comforting them if the experience appears to expand expectations. Hopefully, this won't happen, but if it does, it is extremely critical to make notes of the discomfort for review later. A job description should be re-written prior to each new semester and must be the overall genesis for the intern's experience.

4) Evaluation planning is essential to the overall success of a program. One cannot hear this enough. Evaluations are linked to previously determined learning objectives in this carefully designed program. Learning outcomes can only be achieved if learning objectives are developed early in the planning stages by the three stakeholders.

Develop the Supervision Plan: Perspective of the Training Supervisor

After the administrative planning stages have been completed, the training supervisor must implement the program. There are six steps in the training supervision implementation phase.

Marketing or Pre-Selection

Develop and distribute internship postings to the counselor education department, classrooms and offices, and at the site. Post information on the web site, make in-person classroom announcements, and write letters to students. Reach the target population of graduate students in a variety of ways so they are fully aware of the program.

Job Descriptions and Selection

The job description should outline requirements that may include graduate career counseling courses, communication skills, computer skills, and number of hours required. State the training and supervision that the intern will receive. Candidates are required to submit résumés, cover letters, and two recommendations when applying; then they are brought in for interviews. All candidates are interviewed and selected by the career counseling supervisors for consideration.

Mandatory Two-Day Training

Interns receive a two-day intensive training session that is mandatory prior to service. Interns that cannot attend the mandatory training at the beginning of the semester will not be selected for that semester. They may re-apply the following semester. The training concentrates on 11

competencies outlined by the National Career Development Association. Interns self-report their own competency levels at the beginning of training. This provides the foundation for the weekly training sequence that will follow for the duration of the internship experience. During the intensive training interns are exposed to the career planning process, career theory, career assessments, tours of the career center and role playing. Training concludes with each supervisor providing the interns with self disclosure statements and supervision agreements that define the intern and supervisor relationship. These agreements are signed by both the intern and the supervisor.

Weekly Training

Weekly training is carefully designed to incorporate topics that meet the needs of the site clientele. Interns receive both practical application and theoretical foundations from which to further develop their skills as career counselors. Weekly training provides the intern with increased knowledge and practical use of assessments (Holland, Super, Krumboltz, Hansen, Schlossberg). Other topics include: the helping relationship and listening skills, developing your own career development philosophy, *Elevations* card sorts, values card sorts, *Strong Interest Inventory*, *Myers Briggs Type Indicator*, *Skill Scan*, *Self-Directed Search*, *Career Decision Making* as well as interview preparation for career counselors, and case presentations. All training does not have to be conducted by supervisors, but can be done by other staff members or visiting professionals.

Weekly Supervision

Each intern meets weekly with his/her supervisor to discuss a variety of topics. At the beginning of the semester this time is used to clarify the supervisor/supervisee relationship and identify intern competencies. Topics that may be discussed during the weekly meetings might include: observed counseling sessions; helping supervisee to conceptualize and present cases; teaching and demonstrating appropriate interventions; exploring trainee feelings in counseling and supervision sessions; client progress; intern's career counseling philosophy; supervisee's awareness of client needs; developing intern résumé and portfolio.

Evaluation

Evaluations should be conducted three times during the internship: 1) one pre-evaluation, which is a self rating; 2) mid-term, which includes the self evaluation and the supervisor's evaluation; 3) lastly, at the end of the experience. This last evaluation is a combination of self-ratings, supervisor commentary, and the administrative supervisors feedback. The administrative supervisor, site supervisor and the intern should meet

at least once during the experience to hear from both the intern and the supervisor. Both should provide information regarding what went well as well as what could be improved. These findings should be discussed with the supervision staff as soon as possible, and then the process starts all over again making sure to incorporate new information to the process.

Results

Soon after the intern program began, student traffic in the Career Center dramatically increased by 300% and the career counselor no-show and cancellation rates decreased significantly to 2%. The career counselor that took on the trainer supervision role was able to qualify for a higher level position grade and received a raise in base pay. The word around campus was that the Career Center was more accessible than it had been in the past.

Applications for graduate internships increased each semester. Graduate interns were applying for consecutive and progressively more responsibility within the Career Center. Graduate students were writing proposals to the Career Center identifying areas of need and how they could fulfill those needs. Graduate students were accepted to work with on-campus recruitment, career center administration, summer orientations, career resource library management and taking individual appointments. Students were eager to learn all aspects of running a career center including program development, resource acquisition, employer relations, grant writing and budget management. Graduates from this program are easily landing jobs as professional career counselors on college and university campuses and moving quickly to directorships within a few short years. Professional staff are able to free up time to address more serious career counseling concerns with students, work closer in the employer relations area, and engage in career program development and delivery. The career counselors also talked about feeling a sense of renewal about their jobs and enjoying the challenge of developing the program. The result is a stronger internship program and more opportunities for graduate students to have a field study site that relates directly to their chosen profession. A grant was awarded by the student government, which offers stipends for the graduate students who complete their internships. Now the students can get academic credit, a small stipend for their work, and valuable work experience.

Summary

Career Tracks is beneficial for college or university career centers and students, for government or non-profit agencies who offer career

development services, and for counselor education departments who need field study sites. Interns help graduate and undergraduate students as well as alumni by providing counseling that encompasses all parts of the career planning process. Many graduate students do the internship to get field study units from their counselor education department while some value the experience so much that they do the internship for professional development without receiving academic units. Career Tracks gives sites or agencies who offer career development services a blueprint for developing a career counseling internship program that will serve their clientele without increasing their budgets. Counselor education departments develop field sites in which they are confident their students are being given high quality experiential learning opportunities. Students are often willing to travel in order to get the counseling experiences.

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Looking for a New Sport that Pays Well? Consider the Game of Federal Job Search

Kathryn Kraemer Troutman

Searching for a Federal Job is like taking up a new sport. Becoming good at a sport takes lessons and coaching, study of the rules, practice, investment in equipment and special clothes, time to play, scheduling, and ongoing interest with friends who enjoy the same sport. An Expert Player / Jobseeker in the Federal Job Search System takes all of the above – research, study, practice or writing, investment in time and play/applications, scheduling, and ongoing follow-up with the players – the Human Resources professionals and networking with government workers and supervisors. It takes perseverance, drive, resourcefulness and determination – just like becoming expert in a sport!

This Federal Job Search Game will follow the *Ten Steps to a Federal Job text* "rule book" for successfully applying for federal jobs. Retired Ambassador Alvin Adams writes, "What work can be more important at this time of crisis and national need than a career in Federal Service? ... The process of applying for a job in the Federal government these days is complex – more than it should be. To compete successfully, you need the time, energy, and know-how to write the correct résumé and to apply in the right way for the right job for you."

I tell my clients who are unemployed, almost unemployed or are unhappy in their current job, that searching for a Federal job takes a decision and commitment – just like taking up racquetball, sailing, golf, mountain biking, kayaking, or any other serious sport. The good thing about the time and investment they put into their game of Federal Job Search is that it could pay off with a steady, meaningful career position with good pay, regular promotions (4.1% this year), steady benefits including 401K, great days off, and health insurance.

But like any game you learn, it takes time to gain the skills, learn the rules and practice the sport. With Federal Job Search, the first thing you have to do is **learn the basics** (Step 2, Review the Federal Job Process) That means learning about the **agencies and departments in the Federal government**. What do these departments and agencies do? What are their missions? What jobs exist in these agencies? How could you fit into

the organization? This is where your game strategy begins: visualizing yourself in a the government providing services to a certain customer base (a segment of the American public).

For instance, the newest agency, which is hiring new people extensively, is the Department of Homeland Security. The new DHS has an exciting, valuable mission for all of us: to protect our homeland! They have combined parts of 22 agencies, including the entire Immigration & Naturalization Service, which is now called the Bureau of Citizenship and Immigration Services (http://www.immigration.gov/graphics/workfor/index.htm). The BCIS is hiring many people on the U.S. borders to improve control of immigration and citizenship.

Some of these jobs do not require a particular college degree or experience! So a person who has not graduated college, or who has a college degree that is not in "citizenship," can apply for these jobs. The skills needed in these jobs include: communicating with the public, taking applications, interpreting laws for customers, working under pressure, solving problems, using computer skills. People with these skills can come from all types of private industry jobs! Titles of these jobs are: Applications Clerk (OA), Asylum Clerk (Office Automation), Contact Representative, IT Specialist, District Adjudications Officer, and many other job titles that are new to people in private industry. You can find more job listings for the Dept. of Homeland Security at www.usajobs.opm.gov. Go to the Agency Search and type in the agency name. You can select "all jobs" and "all locations" to see all of the job titles. This part of the game – learning about the government job titles, locations and reading the "duties" section in the announcement.

Next a jobseeker/player has to match his/her skills, interests and experience with the agency services and mission (Step 3, Find Vacancy Announcements). This is gamesmanship at it's best. A farmer who is tired of farming could work for Natural Resource Conservation Corps (USDA agency) communicating with farmers about lending and rural development programs available to help them stay in business. These job titles include Soil Conservationist, Soil Scientist, District Conservationist and many others. You can find these job titles at www.usajobs.opm.gov also. Go to Agency Search; type in Agriculture; select your agency within the Dept. of Agriculture. There are many agencies that would be of interest to farmers and food, plant and animal professionals who are changing careers.

Philip N. Diehl, former Director of the United States Mint, writes, "There are many ways to serve ... The demand is clear for skills related to intelligence analysis, law enforcement, customs, inspection, immigration processing, food-safety assessment, scientific research, and airline baggage inspection. But less obvious skills are also in great demand. For example, government reforms mandated by Congress have imposed

rigorous requirements on Federal agencies to put their financial books in order. This has opened excellent opportunities for skilled accountants and financial analysts throughout the government. The need for such skills has been strongly reinforced by Federal initiatives to track down the sources of terrorist funds and Congressional mandates for closer oversight of corporate governance."

It's not intuitive for a jobseeker to know the government job titles. The serious jobseeker has to research the federal job title that matches his/her experience, education and skills. One more unusual example is for the Program/Management Analyst. Many people do not understand the Program/Management Analyst job title or duties. Ligaya Fernandez, Sr. Policy Analyst writes, "The Program/Management Analyst positions are very important in government ... yes, these positions are critical in government. The government does not provide products to the public. The government provides services. These services are based on programs that government policymakers have determined the American public needs and wants, and they pass laws to make sure that these services are provided to the people. ... The basic qualifications needed for these types of jobs is the knowledge of the theories, function, and processes of management so that analysts can identify problems and recommend solutions. ... In sum, I would say the importance of this series is this: Important government program decisions are made based on what Program/Management Analysts recommend, so candidates for these jobs better be good!"

For the most determined jobseeker, the Career Interest Center at www.usajobs.opm.gov will analyze skills, knowledge and abilities and come up with a list of Federal job titles that will fit his/her experience (Steps 4 and 5, Find your Federal Core Competencies and Analyze Vacancy Announcements for Key Words). I completed the quiz myself and one of the job titles recommended for my skill set was Training & Curriculum Development Specialist! Right on target! That was fun!

See what I mean? If you explore websites for jobs, agencies and job titles, you never know what you can find – and how you can fit into the government. This is a big part of playing the game successfully – learning about the elements – the agencies, jobs and functions of the jobs.

Now the next challenge in this sport is **finding a "real" job that you can apply to.** It's important to understand that some job listings (called vacancy announcements) are "open to anyone," other announcements are "open to current employees or merit promotion only." So be careful not to fall into this pit. Select the announcements that are good for "anyone" unless you have been in the government, been in a war, are disabled from the military, are a person with a disability, or have other job eligibility considerations. For most people trying to get in, look for announcements that say "Open to Anyone," or click "NO" under Applicant Eligibility on

the USAJOBS website.

The next hurdle you have to jump is to **select your best grade or salary.** The Office of Personnel Management's website (http://www.opm.gov/oca/payrates/index.asp) lists salary listings and grades. You will have to read the announcements to determine exactly which grade your experience qualifies you for. You can also compare your last or current salary with the scale and determine your grade. But that can be tricky because if your last job paid $90,000, you will probably not be getting that salary in the government to start out. You will possibly start out as a GS 12 making from $51K to $66K. But, if you land a job in government, you can apply for promotions in a year or so. For jobs at the $20K to $40K level, the salaries are actually better than private industry offerings (especially these days).

Texts and resources that are helpful for the Federal Job Search Gamer include the main rule book, *Ten Steps to a Federal Job,* and the federal job search websites. The Ten Step approach is the simplest formula for understanding the steps to applying for and landing a federal job – **the ultimate success in playing the Federal Job Search Game**. The next source would be websites with job listings. We've discussed www.usajobs.opm.gov, but there are other sites for federal job listings also. For the fastest geographic go to www.federaljobsearch.com. John Keville, producer, makes the geographic search an absolute joy. There are 1211 jobs in California and 30 jobs in Monterey County. I found this information in about 10 seconds with two screens! You can't see the entire vacancy announcement without paying a toll, but you can see the agency name, job title, salary and one sentence. I use this site when I'm on the radio nationwide. Also, www.fedjobs.com is a good site for a complex geographic search and provides free e-mail announcements on jobs that fit your profile. Sandy Harris, Publisher, has done a very good job with listing federal jobs. This one has a small fee also, but is worth the dollars for the extra search capabilities.

Now, back to the game – it's time to write. After study and research, continued play (Steps 6, 7, 8) requires creating your application. You have to write your **"paper" federal résumé, an electronic résumé, a set of Knowledge, Skills & Abilities narratives and a cover letter**. These written tools will take you 5 to 15 hours to research, write, edit and target. Look at federal résumé samples to help you build your best résumé content. Make sure you write the right format and submit the right format! This is critical to your success! The KSAs—a separate part of some applications—are a mystery and stopping block for many people. But they are simply narratives that represent answers to typical interview questions, such as: What is your ability to communicate orally? For this question, you would write about how you talk to customers, team members, vendors,

co-workers, supervisors. You would write about a situation where you presented a briefing, solved a problem, planned a meeting or interviewed people to find some information. This is just story-telling about a job-related successful experience.

When you start applying for jobs (Step 8, Applying for Federal Jobs), **your application can actually be "rated and ranked" by the human resources staff.** The total number of points available is not known to a jobseeker. So, you simply have to try to reach the highest point possible. That means you have to make your resume and KSAs outstanding – for maximum points – you hope!

To improve your odds with the unknown grading scheme, you have to do some of your own research so that you can rate the top points. If the position is a Budget Analyst position, you have to research the keywords, skills, knowledge and abilities that are desired in the job. You may have to be clever to find these skills. They could be written in the vacancy announcement beautifully, and be clear and understandable. But it's possible the job listing is skimpy and generic. The clever researcher will go to another agency's job listing and look for the same job. Maybe they have a better job write-up. Or you can go back to www.usajobs.opm.gov and go to the Career Series section and look for the competencies for this particular job. Or you can go to www.opm.gov and find the "classification standard" for this job (unless the job is brand new and there is no classification standard). This is where the most persevering, determined and clever federal jobseeker/enthusiast will succeed. This research is important so that the application matches the skills needed in the job.

Another factor is **concentration, focus and understanding the other players**. As in many sports, you react to the mood and expressions of the other players. In the Federal Job Search Game, your other players are the human resources professionals who are very busy with lots of applications. They might be handling more than one recruitment project, so your application could be among hundreds. You want to stand out, be better qualified and get to the next playing level (which is be forwarded to the hiring manager). You have to play the game right to make it past Human Resources. That means reading the instruction on the announcement carefully (Step 8, Applying for Federal Jobs). If they say to that you should go to a certain website to submit your résumé online, answer 51 questions,write 7 essays, and answer profile questions, then that's the drill. Just do it all. If they say to mail or fax the package, that's it. Read the directions carefully.

The next level of the Federal Job Search Game is to follow up on your applications (Step 9, Tracking and Following Up on Applications). It gets tense 30 days after you have submitted and you haven't heard a word from anyone. This level requires savvy, persistence and patience.

Yes, you should send an e-mail or call the HR recruiter listed on the announcement (of course, keep your announcements and packages). Ask them kindly if the recruitment is still active and what the status is. This is where your charm and kind consideration come into play. You want to get to know them. Developing a relationship with HR is critical in this sport. They can tell you lots of things if the timing is right. They can tell you that the "Cert" has been created. The "Cert" is their lingo for the list of best qualified candidates. This Cert is the precious list of referred candidates who are forwarded to the next level. Oh, to be on the Cert is great! Then you have to wait until the hiring manager (or even a panel of experts) reviews the people on the Cert (which includes your full application package). They will decide if they want to talk to you or meet you. Oh, this is tense. Yes, you want to talk to them and meet them.

How can you stand out again at this level? The game is really tensing up now. The odds can be 3 to 1, 10 to 1, 30 to 1. The hiring manager can receive 3, 10 or 30 applications to select the applicants to interview. Your game strategy has to ensure that your package will **stand out before a busy hiring manager**! Think about the manager when you are writing your package, remember that they are the leaders of the program, supervisors of the staff. They want valuable members of their team (that's you) who care about the mission, customers and programs and who have the best experience to do the job – quickly! Does your résumé reflect your best accomplishments in your previous job? As one last consideration, does your résumé include "core competencies" of the agency (Step 4, Finding your Federal Core Competencies)? The most popular government core competencies are: flexibility, customer service, team eldership/ membership, creativity, resourcefulness, initiative, communications skills. Do you stand out above your competition here?

If so, you could get an e-mail, call or letter **asking for an interview** (Step 10, Interviewing for a Federal Job). This is such a thrill! You have a chance for the job! But ... again, back to the game. You have to scurry around and research information about the agency. Find the mission or strategy plan. Re-read about the agency's programs and services for the American public. What do they do for me anyway? I'm a taxpayer! What are their recent challenges? Moving into Homeland Security, reorganization, relocation, large exiting of senior managers from retirement, new programs, new congressional mandates (this is where Congress gives a direct order to an agency to fix something or do something different with a new regulation), recent media coverage? You have to get really clever and research the job, agency and what's new, so that you are prepared for anything in the interview. The interview could be with one person, or three or five professionals in the agency. You don't know the questions. So just be ready to talk. **This is the highest level of**

this game – the Interview.

Now, if you don't win the job, it might not be your fault. Don't take it personally. A person in the office could be a favorite, or another person with better education could beat you to the job. If you get to the interview level, then you are a **Expert Player** and you should just keep playing the game until you win the job.

The average playtime is three to six months. The time per week you can spend researching jobs, editing your packages and following the directions could be five hours per week. This is an intense sport that is always with you. Just listening to the news can affect your job search. If you hear a story about a particular federal agency, this can affect your game. That agency might be one that interests you and could affect your future job. If you're interested in the Federal Emergency Management Agency, and a hurricane was just discussed on the weather, that can affect a future job!

The exciting part of this Job Search Game is that it is complex, challenging and rewarding. The winners are clever, persistent and determined. People are hired into government jobs everyday. We get e-mails from them. Here's one from an executive federal jobseeker:

> *Finally, eleven months after working with you on my first SES application, I have landed a much better position in a much better agency. The lessons I learned from you on how to write it the way they want to read it were invaluable. This vacancy announcement had five difficult open-ended KSA questions, and I know I made it to the interview round because of the quality of my answers. Those answers benefitted greatly from the methodology, organization and style guidance I learned from you while working on the ECQ's. Thanks again for all of your help and encouragement.*

In conclusion, every time an applicant lands a Federal job, I realize what a success it is. The complex federal employment and hiring process make it seem like a game, not a job application. I feel that if a person understands the rules/10 Steps that he/she can land a meaningful job that can span his/herentire professional career. So the Federal Job Search "Game" IS worth the time and effort to learn and become an expert in the process.

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The Business Side of a Successful Career Practice

Vivian VanLier

People launch a private career practice for many reasons. Often the motivation is to seek a working life with more control over—and flexibility relating to—time, freedom, location, work style, client base, family life, etc. They may wish to transition because of retirement, family responsibilities, empty-nest syndrome, re-entering the workforce to generate a second or supplementary income, or to scale back and work only part-time. Perhaps they have a vision of the type of clientele they wish to work with and a niche service they want to provide. Perhaps they just long to assert their independence and entrepreneurial spirit and "be their own boss." Career practitioners who launch a private practice have often worked in the academic, government, military or non-profit sector. Perhaps they worked in a group practice as part of a staff where office facilities, equipment and physical layout were provided—as well as the clientele. Or, perhaps they have recently acquired their skills and want to launch a practice in lieu of working for someone else.

Whatever the reason, launching and managing a successful career practice offers a new set of challenges and rewards. The biggest change in becoming a self-employed career practitioner is that in addition to providing your career related expertise, you are now running a business with all of the responsibilities that come with business ownership. You will be in charge of all the business decisions and the administrative, sales, marketing, and financial aspects of the business.

A particular challenge faced by the career practitioner is an inherent conflict in wanting to "help" others and charge fees that cover the costs of doing business as well as generating a reasonable profit. The very traits that have drawn you into this field can emerge as one of the greatest stumbling blocks toward success. Working with clients that are confused or frustrated in their careers touches that very part of us that wants to reach out and fix things for them and/or give them guidance and advice to make their path easier. Clients will ask questions such as "how can you help me?" A potential client may seek services because they're under-employed or between jobs and "really can't afford your fees." Or after quoting your fees they may ask if you could reduce your fees. In fact, very often a prospective client's first question is, "How much do you charge?" Therefore, one of the first subjects discussed is the issue of fees and for

many of us, with our "social services" mentality, this is a tough discussion. We may actually feel guilty asking them for money (unless, of course, if we're under-pricing our services which is a good recipe for business failure and/or eventually resenting our clients. When we undervalue our services, the client comes to undervalue our time and expertise).

It is very important for career practitioners to understand that if they don't charge adequately for their services, they will not be able to stay in business and help others. So pricing our services fairly is perhaps our first challenge. Sometimes in discussing fees it's helpful to think about when you are the consumer and you need professional services. When you contact an attorney, CPA, dentist or physician, don't you expect to pay a fair fee? Do you ask, "Can you do a little better?"

It's an interesting fact that people too often don't value career services in the same way as other professional services. You might want to discuss with some clients and prospects the return on their investment. Even a salary averaging $30,000 over a 50-year career amounts to earnings of $1.5 million. Divide your total fees by their earnings and you can calculate their investment. If a package of career services will result in a fee of $1,000 and the client earns $35,000, the fee represents an investment of less than 3% in their career. If your consulting contributes to an increase in earnings to $40,000, the client will have invested 3% to generate a salary increase or $10,000 or 10 times their investment. Or put another way, they will have invested $1,000 to generate a net return of $9,000 ($10,000 less your fee of $1,000). We will talk about a formula for pricing services later.

For now, I would like to address some of the considerations that must be dealt with at the time of launching your practice. This is not meant to be an all encompassing list, but among the many initial considerations in launching your private practice are the following:

1. Type of business entity. Will you operate as a sole proprietorship, partnership, LLC, or corporation? You may want to contact an attorney and/or a tax practitioner in making this decision. The type of business entity you wish to operate under will affect liability issues as well as tax considerations.
2. Home-based versus office-based. You will want to consider factors such as location, privacy, safety issues, parking, zoning, space availability, cost of renting, tax advantages, logistics, etc.
3. Will you see clients in person or work long distance? Depending upon the type of career services you provide, you may or may not have this option. Career coaches and many résumé writers operate their businesses long distance over the Internet and by telecoaching. There are pros and cons to operating this way but

for many practitioners it provides the ultimate level of flexibility and enables them to work with clientele regardless of physical location.

4. Will you be a generalist or seek a niche clientele? Many business experts firmly believe that success is directly tied to targeting one or more specific industry niches. On the other hand, many practitioners seek the stimulation that comes from working with a broad range of clients. There are many sources of information on this subject in helping to make this decision. Talk to colleagues; see what works or doesn't work for them.
5. What type of payments will you take? Cash? Checks? Credit cards? Will you barter services? Sometimes in getting started, trading your expertise for goods and services is a win-win formula. A word of caution when doing this is to give the products and/or services a dollar value to avoid one or both of the parties feeling cheated.
6. Are you going to hire a staff or work on your own? Will you contract out some of your services?
7. What will your operating hours be? Do you want to have flexible hours or do you function better with structure? Clearly being in control of your time is one of the great advantages in operating your own practice.
8. Do you need a business plan? Most business experts feel that it is essential that you have some kind of a business plan. In general, a business plan has at least a mission statement or goal, a marketing plan and a financial plan. We advise our clients to establish a career goal and break it into attainable steps. Will you do this for your own business practice?
9. Do you have adequate savings or a second source of income to support you until you turn a profit?
10. Initial investment. Depending upon your area of practice, you will need to invest in some equipment, supplies and furnishings. Whether you decide to be office-based or home-based, at the minimum you will need a dedicated phone number, voice mail or an answering machine, and basic office supplies. Most probably you will also need a computer; software such as word processing (Word, WordPerfect), a financial program (Quicken, QuickBooks, Money), contact management (Act!, Outlook, Access, Client Compass), presentation software (PowerPoint), etc.; printer and fax machine. (Of course, you can initially set up practice on your kitchen table or den and even meet with clients at your local Starbucks or McDonalds.)

To sustain your business, you will have additional ongoing expenses

for goods and services that were provided by your previous employer, including:

1. Library materials. It's now up to you to purchase books, reference materials, publications, journals, testing materials, etc.
2. Continuing education / professional development. For those transitioning from an employment situation where conferences, training and testing were paid for, you will have to set aside funds for registration, travel and lodging expense.
3. Dues and memberships. You will now be paying your own membership in professional associations and community organizations as well as networking groups to expand your business presence.
4. Marketing / advertising expenses. Depending upon your area of specialization, you may want—or need—to place advertising in industry publications or the yellow pages. This can be a very significant monthly or annual expense. You may need to develop brochures and other marketing collateral. You will need business cards. Any of these advertising solutions may require retaining the services of professional writers or graphic artists. When you were an employee, you did not have to concern yourself with actually developing new business on an ongoing basis. Now they are your very lifeline.
5. Ongoing office and equipment supplies such as file folders, letterhead, envelopes, toner cartridges, diskettes, CD's, etc.
6. Taxes and licenses. This will vary depending upon the type of business entity you have selected. Be aware that whereas previously, if you were an employee you had a deduction for social security taxes that your employer matched, you will now be paying self employment taxes which amounts to both contributions on your own.

Managing time has a very different meaning to the self-employed than to those employed by others. Certainly, as an employee, you are expected to add value to your organization and manage time and tasks in an effective manner. In today's work environment, many employees find that it's virtually impossible to work only 40 hours, to take a full lunch hour and a morning and afternoon break. More is expected out of an employee than ever before and overtime is often not an option but a requirement.

However, if you strive to run a "full time" private practice, you may wind up nostalgically looking back at only working a 40-hour week. In exchange for the gratification of being your own boss and running your own business, you will probably work more than ever before. Providing your career expertise is only one part of your work now. A good rule of thumb in managing your practice is that you will devote your time as

follows: 1/3 for administrivia, 1/3 for business development, marketing and professional development and 1/3 for actually practicing your craft. This formula will enter into your pricing policy.

As an employee or contractor, you provided your expertise in exchange for a paycheck and often a benefits package. It was not your concern to actually "get" the clients but only to provide the service. Covering overhead, purchasing supplies, ensuring the upkeep of equipment were not your concern any more than was getting the phone to ring.

To be successful in your own practice, you must find ways to maintain your motivation, drive and commitment. Participating in the business community, professional organizations and networking groups can be invaluable, not only for building business but for staying motivated and learning business building techniques from others. Having a buddy coach can be a mutually beneficial relationship. Scheduling time for breaks, maintaining good nutrition and an exercise program are essential.

In addition to being the best that you can be in providing expertise, to be successful you must strive to always commit to the highest levels of customer service. This means that in addition to providing the best counseling, writing or coaching services, etc., you must go the extra mile to satisfy clients and prospects by responding promptly to customer inquiries, being tactful in resolving disputes and providing extra touches such as thank you and follow up notes, newsletters or an e-community.

For a career practitioner, perhaps no decision is as difficult as how to price your services. You want to do a competitive analysis from time to time to understand what other similar business / practitioners in your market are charging. But that is only one element to consider (or often not to consider). Are your services unique in some way? Do you have a special level of expertise? Are you able to position yourself uniquely to differentiate yourself from other services in order to command a different fee structure? Can you target a market that can afford the fees you need to set? It is possible that you may have to concentrate on a client base that is different from the one you previously worked with in order to generate an adequate income and provide pro-bono services to those who can't afford your fees.

So how do you set your fees?

1. Begin with a figure that represents what you want to "earn" after all the business related expenses and taxes are covered. Set a realistic, attainable monetary goal.
2. Prepare a budget that itemizes all of your monthly expenses as well as annual expenses. If you pay an expense annually, such as licenses or insurance premiums, divide by 12 to allocate the appropriate monthly amount. Factor in an amount for repairs and maintenance and for equipment which will have to be replaced

periodically. Remember also the outlays you will have to make for professional development—including professional development course work, workshops and publications that will assist you with running your business.

3. The resulting figure is the total amount of revenues that you must generate to wind up with the after-expenses income.
4. Determine how many hours you want to work on a daily basis and how many days of vacation you wish to take as well as holidays that you won't work. A 40-hour work week equals 2,080 hours yearly. Deduct two weeks vacation and you wind up with 2,000 hours. If you plan on working "full time," remember that approximately 1/3 of that time will be devoted to marketing and business development and 1/3 will involve the administrative aspects of the business (including receiving and returning phone calls, handling correspondence and bookkeeping, etc.). That means that 1/3 of the 2,000 hours is approximately a total of 660 billable hours. And, as a professional, the only commodity you have to sell is time.
5. Divide the income (after all costs and taxes are considered) by the billable hours you will have and that will approximate what you must generate on an hourly basis.

Example:

Joanne wants to work 4 days a week for 8 hours and take a 4 week vacation.

4 x 8 x 48 = 1536 total "work" hours

1536 hours / 1/3 = 512 "billable" hours

Joanne wants to earn $50,000 (after $10,000 in annual costs and taxes)

Total earnings $50,000 + $10,000 = $60,000—the amount of revenues she must generate.

Her hourly rate is calculated: $60,000 / 512 = $117

If Joanne can fill her calendar with appointments to equal 512 hours of billable time, and she charges approximately $120/hour, she will achieve her goal.

Of course, the above represents a perfect scenario. Joanne must work hard at generating the business to fill those hours. Business development is one of the entrepreneur's most significant tasks. Joanne can also increase her earnings by providing add-on services such as assessment testing, resume writing and related services. She can conduct workshops where she can deliver services to numerous people at one time, charging a significantly lower fee per hour—per client, but cumulatively generating a much higher hourly rate. She can also self-publish booklets that create an additional revenue stream or re-sell books.

The topic of running a successful career practice can fill many books. The preceding is just a taste of the elements that need to be considered. There are excellent resources and organizations that provide valuable information covering marketing, running a small business, public relations, time management, etc. Following is a list of several of the many helpful books that are widely available:

Working From Home, by Paul & Sarah Edwards (excellent resource even if you're not home based)

Getting Business To Come To You, by Paul & Sarah Edwards

Secrets of Self Employment, by Paul & Sarah Edwards

The E-Myth Revisited, by Michael Gerber

Running A One-Person Business, by Claude Whitmyer and Salli Rasberry

Time Management For Dummies, by Jeffrey J. Mayer

Nichecraft, by Dr. Lynda Falkenstein

Get Clients Now, by C.J. Hayden

How to Become A Rainmaker, by Jeffrey J. Fox

Dig Your Well Before You're Thirsty, by Harvey Mackay

Getting Things Done, by David Allen.

The New O*NET Assessment Tools for Career Exploration

Janet Wall

The Department of Labor, through a grant with the National Center for O*NET Development, Raleigh, NC, has provided three instruments for use by career development practitioners. These include an interest inventory, a work values inventory, and an ability assessment. The tools are designed to provide results that can assist persons interested in learning about themselves and how their characteristics match up with occupations. People taking the assessments can use their results to explore occupations available via O*NET Online (U.S. Department of Labor, 2000a). This paper will describe each of the assessments and will indicate how the instruments can be used to assist people in exploring career and occupational options.

The Interest Profiler

The Interest Profiler is a 180-item inventory that is designed to measure the constructs of the Holland Vocational Personality Theory (Holland, 1985). The client reads a variety of work activities and is asked to indicate whether he or she likes or dislikes the activity, or if he or she is unsure. The paper-based instrument is self-administered, self-scored, and information is provided to assist the people in interpreting the results on their own. The instrument was designed for use by people age 14 through adult and takes about 20-40 minutes to complete (U.S. Department of Labor, 2000b).

People taking the Interest Profiler receive their Holland RIASEC codes along with interpretative information that explains the meaning of the codes and information about O*NET occupations that reflect the characteristics of those codes (U.S. Department of Labor, 2000c). Relevant occupations are included in the score report and are organized by primary interest code. From there, people are encouraged to make use of occupational information that can be obtained via the Internet through O*NET Online by looking up occupations by title and learning about their numerous characteristics. (www.onetonline.org). Occupations can also be searched by various characteristics such as interests, skills, tasks, etc.

The Interest Profiler is also available in an automated format. Users answer the same questions as those found in the paper/pencil version, but

the computerized version scores the instrument for the client and provides a listing of the best occupational matches for the individual. As with the paper/pencil version, users are encouraged to visit O*NET Online to learn more about occupations.

The computerized instrument is available for downloading from www.onetonline.org. There is a desktop version and a version that can be networked on multiple computers. It should be noted that the instrument does not operate from the Internet, but the programs can be downloaded and installed on one's own computers.

Both the paper/pencil version and the computer versions are easy to use and have excellent reliability statistics. These statistics, along with validity information and a description of the development process, are provided in the User's Guide and other publications (Lewis, P. & Rivkin, D., 1999).

The Work Importance Locator and Work Importance Profiler

The Work Importance Locator and the Work Importance Profiler are based on Dawis and Lofquist's Theory of Work Adjustment (Dawis and Lofquist, 1984).

The Work Importance Locator uses a card-sort format. Directions ask the client to read 20 needs statements and assign relative importance to them by determining whether each needs statement is of the highest importance to the lowest importance by placing the card in one of five categories. Each of the five categories can contain only four of the needs statements. Through a somewhat complex self-scoring procedure, the assessment-taker determines his or her highest work values from the six used in the instrument: Achievement, Independence, Recognition, Relationships, Support, or Working Conditions (U.S. Department of Labor, 2000d). As with the Interest Profiler, the score report directs the client to occupations that match the highest work value. The occupations are listed in the score report that accompanies the Work Importance Locator (U.S. Department of Labor, 2000e).

The Work Importance Locator is also available in computerized format. Because the delivery and scoring format are substantially different from the paper/pencil version, the computerized version is renamed the Work Importance Profiler. As with the Interest Profiler, the instrument can be downloaded and installed on a stand-alone computer or can be networked.

In the case of the Work Importance Profiler, the program has 21 screens on which the assessment-taker reads five needs statements and rank-orders each statement in comparison to the others. Following the rank order phase, the assessment-taker rates each needs statement as to its

importance in his or her ideal job. The input is scored by the program and the dominant work values are provided to the client along with a listing of the occupations that best match the results. This is done automatically and quickly.

The instrument is recommended for use by people age 16 and older.

The Ability Profiler

The third assessment developed and released by the Department of Labor is the Ability Profiler (U.S. Department of Labor, 2002a). This assessment is provided only in paper/pencil format and is not downloadable from the Internet except in files suitable for printing. The Ability Profiler has seven paper/pencil subtests as part of the battery: Arithmetic Reasoning, Vocabulary, Three-Dimensional Space, Computation, Name Comparison, Object Matching, and Mark-Making, with the last one being a psychomotor assessment. Four non-paper/pencil psychomotor assessments—Place, Turn, Assemble and Disassemble—require specialized equipment (U.S. Department of labor, 2002d).

The Ability Profiler is a standardized assessment, meaning that its administration is formal and timed. For purposes of fairness, deviations from the administration procedures are not permitted except for people who require accommodations for their disabilities. A manual for administering the Ability Profiler, complete with specific directions, sample items, practice tests, and timing requirements is available (U.S. Department of Labor, 2002b).

The Ability Profiler is very similar to the General Aptitude Test Battery (GATB), but has improved formats, new items, and clearer administration procedures.

A unique and helpful feature of the Ability Profiler is a tailored score report, generated by an automated scoring program, which provides each test taker a person-specific score report showing how he or she performed in comparison to other test takers. The report also compares the individual's assessment profile to profiles of compatible occupations. Scoring can be done at the site where the test is taken, and results can be returned to the test taker via a printed report or it can be sent via e-mail to the client. A counselor can help interpret the test information if necessary.

The Ability Profiler can be used by people age 16 and older who can read English at the 6th grade level or higher, and who have not taken the Ability Profiler within the last six months.

Due to the particular requirements for administering the Ability Profiler, training materials are available (U.S. Department of Labor, 2002c).

Use of the Assessment Information

In the case of all three instruments, it is important to understand that the results should not be used for job placement or placement into job training programs, but only for career counseling and career exploration. Results from all three assessments can be used by a counselor to help focus an individual toward examining, in more detail, occupations which seem to satisfy a person's interests, work values, and abilities. The Department of Labor considers these instruments to be what they call the basis for "whole-person" assessment.

Clients who use the instruments are encouraged to identify a job zone. A job zone is a category from one to five, which describes the amount of education and training generally required by an occupation. For example, occupations categorized as a job zone of one require little or no previous experience or knowledge, require only a high school diploma or GED certificate, and need only a few days to a few months of training. On the other hand, occupations classified as job zone five require extensive skill, knowledge, and experience of as much as five years. Generally, a minimum of a bachelor's degree is required, but many occupations require advanced degrees. Some on-the-job training may be required; but, for the most part, it is presumed that the individual already has the required skills for performing the job. The other three categories require varying amounts of education, training, and experience..

By selecting a current and future job zone, a person can determine what occupations match his or her current education and training status and what occupations might be attainable and suitable if additional education and training is obtained.

Using the information from their assessments, along with their decisions about appropriate job zones, individuals can begin to hone in on suitable occupations.

O*NET Occupations

The prime career development product produced by the U. S, Department of Labor is the O*NET database of occupations. The Department has been methodical about collecting current information about occupations and occupational requirements, and making the information available to users. The information is organized according to the O*NET content model shown in Figure 1.

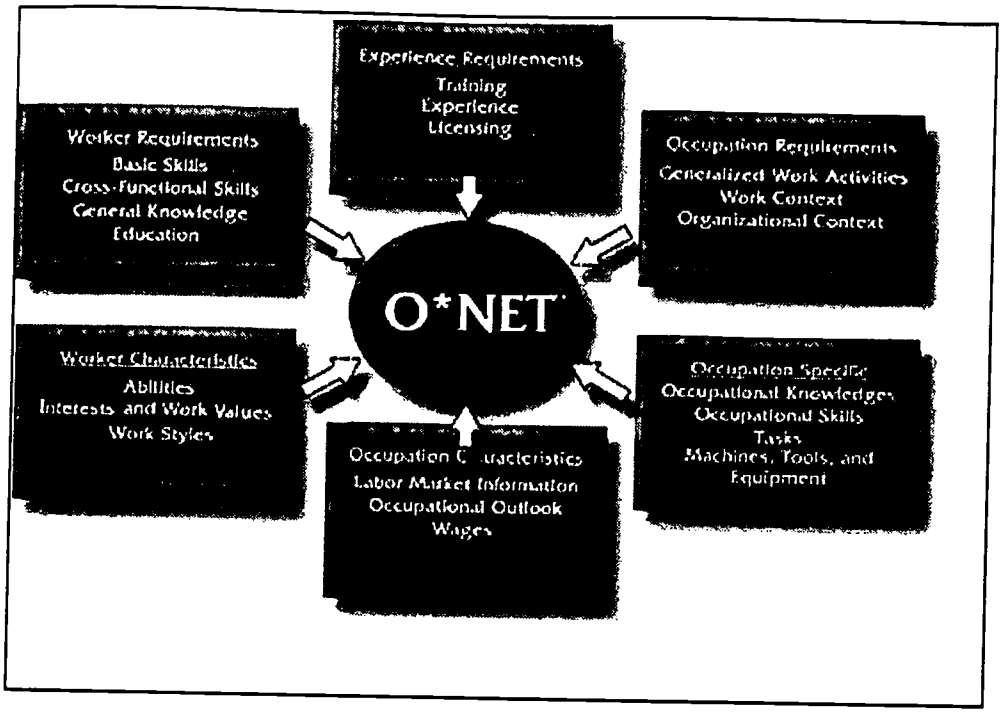

Figure 1 – O*NET Content Model

Occupational information can be found at www.onetonline.org. An example of the information can be found in Figure 2.

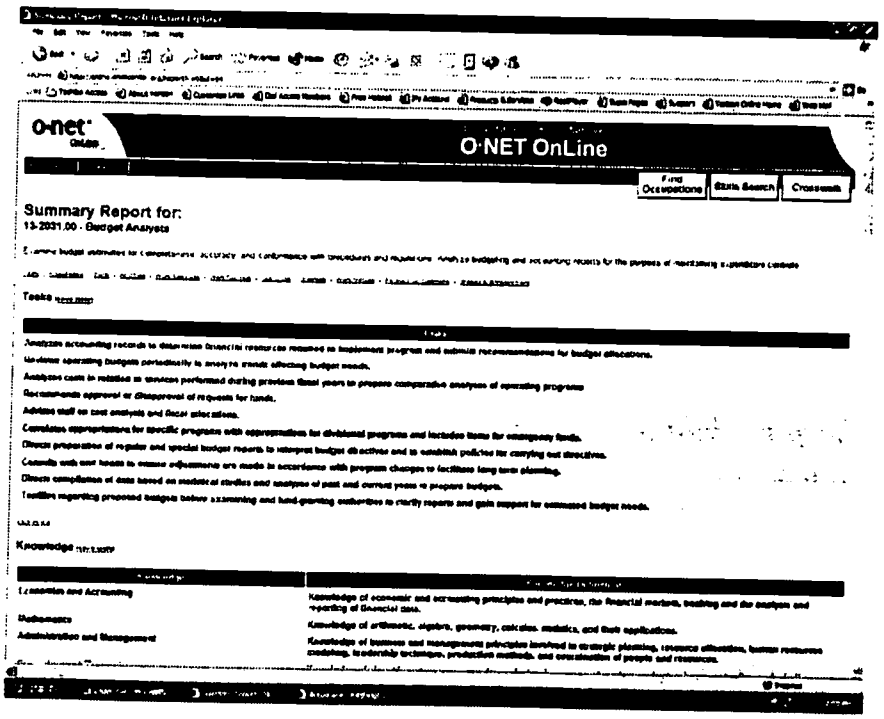

Figure 2 – Example Occupational Summary (partial)

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Further Information

The Department of Labor has provided extensive information and access to its instruments via the Website www.onetcenter.org. Perhaps the best summary of the O*NET assessment tools can be found by Lewis and Rivkin in Wall and Walz, 2004.

Individuals who wish to receive training are directed to www.onetacademy.com, produced by Maher & Maher, where real time and archived training programs have been made available to interested parties without cost. In addition, various guides, reports, and training materials are available for downloading from www.onetcenter.org. Copies of the actual instruments and many related manuals and reports can be downloaded for use. There are sections on the Web site that address frequently asked questions.

For users of any assessment instruments, it is important that the test administrator or counselor follow appropriate and ethical standards. Guidelines for appropriate test use can be found from several sources including those developed by professional associations such as the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education (AERA, APA,& NCME, 1999), the Joint Committee on Testing Practices (JCTP, 2002) and the Association for Assessment in Counseling and Education (AACE, 2003).

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Section Four

International and Multicultural

ERIC

Spirituality in Career From a New Zealand Maori Perspective

Dale S. Furbish & Lynette Reid

Introduction

New Zealand Maori are the indigenous people of New Zealand *Aotearoa*, a relatively small nation of 4 million people. The country is formed from 2 islands and is situated in the South Pacific, to the southeast of Australia. New Zealand is a bi-cultural society in which European (mainly British) culture and Maori co-exist. About 13% of New Zealanders identify themselves as Maori.

While individual Maori embrace traditional Maori culture to varying degrees, *Te Ao Maori* (Maori world view) defines a distinctive culture. The juxtaposition of Maori and European cultures presents an opportunity to contrast the highly spiritual nature of Maori culture with European traditions of linearity and rationality. For our purposes, this contrast can be especially appreciated in the consideration of career processes. The spiritual foundation of Maori culture provides quite a different outlook on the world. This different worldview provides another base for making career decision.

Wairua or spirituality, like other key Maori concepts, has no one clear-cut meaning but a range of related meanings with many ramifications. Perhaps spirituality within Maoridom is best understood in terms suggested by Hansen (1997). "Spirituality may refer to beliefs and a worldview, it does not necessarily imply any organized religion" (p.189). Adding to the definition, Kratz (1987) suggests that spirituality can be thought of as providing "the deep integration, wholeness, a sense of the inter-relatedness of all of life" (p.4). Suffice it to say, spirituality is at the very foundation of Maori values and worldview.

Purposes/goals

We present a brief examination of Maori culture in order to suggest how Maori integrate spiritual matters into careers. The pre-eminence of spirituality for career decisions of Maori stands in contrast to the Western traditions of positivism, rationality and linearity. Although the Western

traditions have long predominated career theory and practice, recognition of spiritual influences on careers has recently emerged and its "legitimacy" for understanding careers established. Through reference to a non-Western culture, such as Maori, we will hopefully show that contemporary careers can indeed be the product of deeply spiritual influences.

Further, viewing career through the lens of another culture can stimulate reflection about the spirituality of our own careers and those of our clients. Although the roots of Maori spirituality reside in traditional beliefs that are of ancient origin, Maori still successfully incorporate the spiritual within modern career patterns. That Maori careers occur in a predominantly Western environment suggests the potency of a spiritual basis for careers. Spirituality assists Maori define self-meaning in their career. Maori provide a model for acknowledging the role of the spiritual in career and thus can serve as a catalyst for seeking the spiritual in our own career and those of our clients.

A Maori World View And Career

An examination of the major tenets of Maori culture is essential to understanding a Maori worldview. We cannot do justice to Te Ao Maori in such a brief space, but some key concepts can be presented in order to suggest their influence on career for Maori.

Interconnectedness

A pervasive concept for Maori is a holistic worldview in which even contrasting elements are seen as unitary. This inclusive philosophy can be recognized in the Maori account of creation. The Maori ancestor Rangi, the sky father, and Papa, the earth mother, were locked together in an embrace, casting darkness and night on the universe. The children of Rangi and Papa sought a way out of the darkness into the light. Each of these children is a source for, and is identified with, a particular area of the universe: the wind and storm, the sea, the forest and birds, vegetation and people. According to this conceptualization of the universe, humans are called to identify themselves with the different spiritual powers and to take part in the whole movement of the universe.

Different spiritual powers born of Rangi and Papa are responsible for bringing three baskets of knowledge from the heavens. Traditional Maori thinking presents three sources of knowledge:

> The experience of our senses
> The understanding of what lies beyond these senses
> The experience of the oneness with each other and with the past (Shirres, 1997)

Because of this "divine" inception, Maori understanding of the universe

represents a two-world system, a material world and a spiritual world, which are intimately connected.

It is this connection that forms the foundations of Maori tradition, belief and values. The location of *wairua* (spirituality) within a career context is yet to be fully explored. Yet, there are key Maori values that appear to be influential.

Identifying, searching and locating *wairua* within a career context requires an understanding of *Te Ao Maori* or a Maori worldview. Because no simple definition exists of *wairua,* Maori weave together many other values and concepts in their construction. In a very generic sense, many familiar concepts such as values, interests, passion, dreams and soul may liken *wairua* to these common career concepts.

For Maori, work and career are synonymous. Work is an integrated activity of life and is noble and rewarding in itself. Maori do not differentiate between work and other life activities. Work, wherever it occurs, is both an activity and a place where we find peace, happiness, and fulfilment. Interconnected to Maori understanding of work is respect. In work, respect is held for the materials that are worked with, for what is produced and for the co-workers as well as for those who are the recipients of the outcome of work (Patterson, 1992). Work is therefore not an activity to be avoided or belittled. Work is the means for personal fulfilment.

If we could link aspects of our "person" to our career goals, we may feel more satisfied, challenged, and at peace within the workplace. For Maori, this seems too simplistic an attempt, to "fit" *wairua* into a careers context. *Wairua* is much more than what a person enjoys doing, and what is important in work. To locate *wairua* in career choices and decisions, merely identifying a dream job or a personal passion, is insufficient. For Maori, it is about discovering the "me" within the "we and the us" of *Te Ao Maori. Wairua* exists within the individual, not within the workplace or the type of employment, job or career. Whatever work is done, how it is done and why it is done contain elements of *wairua* for that person.

To identify *wairua* within a Maori person, many other dimensions and values must be considered. To translate this into a specific job or career may be impossible because the process incorporates so many other aspects of a person's life. *Wairua* will never exist within one place such as a job or work, for it is so much more encompassing.

Connection with the land

With the intimate relationships between the spiritual and material, people and key elements in the universe, Maori understand that everyone and everything has a *wairua,* that is, both a physical body and a spirit. Everyone and everything therefore should be treated with respect – people, the land, forest, birds, and the sea.

Such is the importance of the connection between people and the environment that each has become synonymous with identifying oneself as Maori. "The physical and spiritual well-being of Maori is (sic) linked to the land that you belong to and relate to" (Pere, 1982, p. 18). Literally, this means people belong to the land rather than the land belongs people!

A Maori introduction may therefore contain the following expressions of oneness with the land;

Ko Pukehapopo te maunga - Pukehapopo is the mountain
Ko Waiomoko te awa - Waiomoko the river
Ko Ngati Konohi te hapu - Ngati Konohi the family
Ko Ngati Porou to iwi - Ngati Porou the people
Ko Lynette Reid ahau - I am Lynette Reid

Connection with ancestors

Maori also acknowledge *tupuna* or ancestors. All those who have come before, both living and dead, have gifted the person with the legacy of *whakapapa* or ancestry. This legacy is connected to the unique landforms (e.g., mountains and rivers) of where a Maori person is from, indicating tribal geographical location within New Zealand.

Feeling, seeing and hearing *wairua* from these people and the environment is the same as seeing who and what a Maori is. With this guidance, wisdom, knowledge and advice, Maori are able to enhance the roles and responsibilities in maintaining integrity and teachings. It is not enough to simply recite one's *whakapapa* but to also understand and act on the *wairua* of my *tupuna* or ancestors.

This ensures that actions of individual descendants are placed into the context of *whanau* or family, *hapu* or sub-tribe and *iwi* or tribe (Patterson, 1992). Thereby the importance of the collective is maintained.

Each tribe in New Zealand *Aotearoa* is located in different geographical regions. They may, for instance, live close to the sea or to the forest or to the mountains. Such locations can signify the *mana* or power, authority or prestige of a tribe.

For Maori, the significance of *whanau* or extended family is paramount. When coupled with decisions on future employment and career prospects, the influence of *hapu* or sub-tribe and *iwi* can also be felt.

Mana whenua can be associated with the "possession of land, the ability of the land to produce the bounties of nature and the land's ability to produce a livelihood for family and the tribe" (Barlow, 1991). It may be decided, often by an elder or other person of high status, that an individual from a particular *iwi* or tribe will continue to uphold the *mana* of their *iwi* by entering certain fields. It may be too that the *iwi* have declared a need for more skilled people in new fields in order to sustain future generations and enhance current resources the *iwi* are responsible for. The *wairua*

within the environment and the people from the region can be translated into particular career goals and aspirations for *whanau* members.

The decision of who will pursue *iwi* initiated goals can sometimes be established by the *mana* within the *whanau* or *mana tangata* (power acquired by an individual with certain skills or knowledge in particular areas). *Whanau* will often "unite together to keep their mana intact in dealings with people outside their kinship group" (Pere, 1982, p. 33 – 34).

An example that illustrates the role of *whanau, hapu and iwi* in career decision-making can be seen within one *iwi*, the *Ngati Porou.* As a tribe, *Ngati Porou* have an illustrious and revered connection with the 28th Maori Battalion who fought bravely in World War II. The East Coast area of New Zealand, which is the *Ngati Porou* homeland, was home to many young men who were the first to enlist in the battalion. Many young men from the region have subsequently been attracted to careers in the Armed Forces and New Zealand Police Force. The New Zealand Army still has large numbers of *Ngati Porou* recruits.

Whakapapa or genealogical descent can be used to determine who will take up the occupational traditions. Understanding the special gifts, abilities and talents of *tupuna,* or ancestors, may mean that a continuance of such skills is assumed. The assumption is that such gifts are passed on or laid upon another generation (Barlow, 1991) only serves to enhance the *mana* of such a responsibility and role. Other *whanau* members (often elders) have been known to "feel" or "sense" such gifts in others. Individuals may not themselves recognize the talents seen in them by others, but yet there is a great willingness to follow the advice. Time is allowed in hope that individuals will realize the career direction themselves, but there is belief that the right moment will present itself. Such points in time are often related to significant events, e.g., a *tangi* or death of a significant person, a crisis within the *whanau,* etc. As a collective, the *whanau and hapu* will discuss the impact of such events to determine a way forward. The revelation of shared and privileged information is sometimes viewed as a catalyst for career decision-making by both the individual and their immediate *whanau* and *hapu.*

Realizing the relationship between oneself and the world as a whole is the essence of *wairua.* Being able to incorporate these relationships into daily lives and decisions can be difficult to articulate within a contemporary lifestyle. Today, common advice from Maori parents for their children is "follow your heart, do what makes you happy." This sentiment is a further expression of the essence of *wairua.* Pursuit of a specific job, occupation or career is not the focus. Most important is the attainment of a clarity and understanding about one's connectedness to people and the environment in the material and spiritual worlds.

Birth order can also impact on decisions made on career direction and focus. The *matamua* or first-born is usually believed to have inherited the greatest share of skills and abilities. This person holds the *mana* of the *whanau* (Metge, 1995).

The *potiki* or youngest also receives a special increment of *mana* (Metge, 1995). This does not mean that others are overlooked simply because of birth order. If it is recognized by *whanau, hapu* or *iwi* that neither the eldest nor youngest possess the necessary skills, the role may be passed to others. However, sustained time and effort will be placed with the *matamua* and *potiki* to enhance such inherited *mana.*

Relationships

The contemporary Maori worldview is defined by not one, but a range of understandings of the concept *wairua.* As already noted, there is no one simple translation of Maori concepts. Instead, to define *wairua* and put it into practice, the relationship of spirituality to a host of other concepts is necessary. Drawing upon multiple cultural facets to synthesize an understanding of any one concept stresses the value of relationships (McNatty & Roa, 2002). Concepts can assume additional shades of meaning through these relationships.

As an example of the multiple inputs necessary to conceptualize Maori understanding of modern institutions, Maori theorists and academics have reframed traditional concepts to illustrate Maori perspective on issues of health, education and social issues.

Durie (1985) introduced a framework for understanding Maori health perspectives he called *Te Whare Tapa Wha.* The model proposes four dimensions of health, and compares them to the four sides of a *whare* or house:

Taha wairua – spirituality
Taha hinengaro – thoughts and feelings
Taha tinana – physical health
Taha whanau – family

Taha wairua was seen as the most essential component for health as "it implies a capacity to have faith and to be able to understand the links between the human situation and the environment...belief in God is one reflection of *wairua* but it may also be evident in relationships with the environment" (Durie, 1998, p.70).

The concept of health and wellness is conceptualized as an interaction of each wall in a house. Each is unique, but relies on the balance and connection with the other walls to ensure a solid foundation overall.

Pere (1984) produced another similar model. She used the octopus to illustrate the major features of health from a Maori family perspective.

Again, *wairuatanga* or spirituality was seen as a fundamental key to overall wellness.

What these and other models illustrate is the key position *wairua* has when considering a Maori worldview. Furthermore, it strengthens the understanding that for Maori, everything is connected and relationships are respected within a context that supersedes the physical dimensions of self and one's universe.

Summary And Conclusions

New Zealand Maori culture is rich with spiritual beliefs and practices. While it should be obvious that only those who have been immersed in and have accepted a specific culture can be considered "members" of the culture, we believe that others can employ the tenets of a culture to reflect upon their beliefs and practices. We find it interesting that post-modernist career counselling models such as those of Peavy (1994) and Cochran (1997) emphasize careers as quests for personal meaning. While different, we see some parallels between post-modernist thinking and some of the concepts found in *Te Ao Maori*. Both acknowledge processes that depart from the linear, positivist and rational tradition of most Western models for career development and counselling. Further, both encourage the use of story-telling as a means for revealing and understanding "self meaning" within the life-career context. We therefore encourage the reader to reflect upon the following issues that are suggested by *Te Ao Maori* for viewing one's own career and the careers of our clients.

What is my awareness of a "bigger picture" beyond what my physical senses reveal?

What harmony and acceptance exists between what is expected of me (by self and others) and what I can provide?

What *mana* (status) flows from my circumstances and responsibilities?

What *mauri* (life force) is defined by what I am doing?

How am I serving my own needs as well as my *whanau* (family) for now and the near future?

Are there clear connections between my thoughts and actions?

How do I acknowledge connections between myself and

My skills?
The wider environment?
My whanau, hapu and iwi (family and ancestors)?
Work?
My employer and colleagues?

To what degree do I respect the work that I and others do?

What faith and belief do I have in my own *mana*?

How much confidence and respect do I show for myself and other people?

These questions are not unique to Maori culture, but they are essential for Maori. Being aware and attempting to answer them when considering career issues can lead to establishing a spiritual dimension in career. We believe that the spiritual dimension is important for defining and enhancing careers of all people.

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The Not So Accidental Tourist – Internships Abroad

Marcie Kirk Holland

Introduction

It is common knowledge that advances in technology are creating more connections between people and places that previously were considered to be worlds apart. This has significant implications for college students preparing to enter the work force. How can they find their place in this more complex, rapidly changing work place? How can they develop the skills that will allow them to take their place once they identify it? Internships abroad can be a valuable means for career exploration, skill development and creating an international network. Maximizing the benefits of an overseas internship requires extensive planning. College and university professionals can play a valuable role in assisting students with their planning. Quality learning outcomes are no accident. They are the result of research, soul searching, goal clarification and a lot of motivation. This paper is written to identify considerations and resources that advisors can share with students as they contemplate interning abroad.

The University of California, Davis Internship & Career Center places nearly 6,000 students in internships each year. Demand for overseas opportunities has been on the rise for several years. Advising students on international internship issues is far more complex than domestic internship advising. It requires a balance between encouragement, reality checking and resource referral. It has been a rewarding, and at times frustrating, experience trying to meet the interests and needs of students with the ambition to go abroad, not just to travel or study, but to work and intern. We have learned some valuable lessons and hope that others can benefit from our experience, and hopefully avoid some of our mishaps. You should realize, however, that there will be mishaps. There are so many variables when working with overseas placements that you must expect the unexpected. Like the students going abroad, overseas internship coordinators must learn to be resourceful, creative, problem-solvers. The rewards come from working with truly amazing students with aspirations and abilities that will inspire you – and expand your horizons. Examples of overseas internships UCD students have completed include: internships in US embassies world-wide, engineering projects in Germany and Japan,

teaching ESL world-wide, working on war crime tribunals in Kosovo and Rwanda, working in wineries around the world, international public health projects in numerous developing countries, water quality experiments on Lake Bikhal in the former Soviet Union, and many more. I will initially address some of the theoretical bases for overseas internships and their value in career development. I will then provide some resources and issues to consider when working with students interested in interning abroad.

For the purposes of this paper, an internship is considered to be an experiential learning opportunity that builds upon the theoretical foundations learned in the classroom and exposes students to the type of work individuals at entry-level perform in an industry they have considered pursuing. It is implicit that students develop skills that will increase their marketability when they enter the labor force (following graduation). In other words, internships help people clarify their career goals while they build the skills they will need to attain those goals. Most internships discussed here are 10-12 weeks in duration. There are a few notable exceptions that will be discussed in the Recommended Organizations section of this paper. For the most part, however, experiences that are much shorter than 10 weeks do not allow sufficient immersion and acclimation.

Research on learning styles, life span development, and experiential learning has documented for decades that internships are a valuable mechanism for integrating theories and concepts from course work into meaningful applications (Chickering & Associates, 1981). Additionally, internships are a welcomed alternative to a classroom environment for kinesthetic learners. They get to learn by doing! Internships foster growth by building confidence as individuals accomplish tasks, develop skills and find a framework in which they can apply their education. Additionally, they begin to see the nexus of course material and their own body of knowledge from their unique life experiences and perspectives (Chickering & Associates, 1981). This is often a phase in which students clarify their career interests and modify their career/life plan.

Beyond career clarification and skill development, overseas internships foster the kind of personal growth that today's world demands. Colin Campbell addresses this need in his 1998 book *Jobscape: Career Survival in the Global Economy,* "... you will have to understand not only the changes that are taking place [in the global economy], but yourself as well. Only when both of these pieces are in place will you be able to thrive in the new economy." Personal growth, maturity, creative problem-solving, cross-cultural tolerance, adaptability, flexibility and often a sense of humor are common attributes of overseas interns when they return (Hannigan, 2003). Admittedly, many of the students that are drawn to an overseas internship

have an adventurous nature. The overseas experience allows it to blossom and mature. Being away from home fosters individuation. It also allows students to see themselves and their country in a new light. Again, this is an ability that will prepare them for the global work place. The phrase "thinking outside the box" has become cliché. It does, nonetheless, aptly describe the ability to "get enough distance to begin to see the overall pattern of relationships..." (Campbell, 1998). The physical distance of an overseas internship provides this perspective. For many students that perspective remains with them for the rest of their life.

The three to six month duration of most internships certainly allows students to move beyond the status of a casual tourist, observing how others live. They get to live the life of locals. They develop networks of contacts and undoubtedly meet people that challenge their world view. A transferable job skill in itself, this kind of flexibility is at the core of career development. Today's rapidly changing world means that it is inevitable that even the best laid career plans are subject to change and that life will present opportunities that shape our careers (Krumboltz, Levin and Mitchell, 1999). For example, "John," a UC Davis intern in the US Embassy in Germany, was working when the US Embassy in Africa was bombed. Immediately, German (and world-wide) media outlets began to contact the embassy. John was the only person in the office that was wearing a suit jacket that day. So, as a junior in college, he became the spokesperson for the US government. John is now a Foreign Service Officer with the US Department of State. The impact of his overseas internship is clear.

Employers and professional schools are aware of the value overseas experiences provide. Language skills are certainly highly valued, but are only a part of the appeal of those with overseas experiences. Medical schools are interested in applicants who have been willing to move out of their comfort zones and place themselves in the position of "other." These applicants show promise that they will be able to empathize with patients from other countries. In today's more interdependent world it is inevitable that cross-cultural understanding and acceptance will be assets employers expect from their employees. As Mark Twain said, "Travel is fatal to prejudice, bigotry and narrow-mindedness."

The next section of this paper will address issues that college and university advisors and counselors should consider when working with students interested in overseas placements. It is by no means comprehensive. Additional research is strongly encouraged. Many of these issues relate to averting potential problems; they are included to inform, not dissuade. The vast majority of overseas internships are very successful.

Considerations for Overseas Placements

Emotional Preparedness

Sometimes issues that can be kept in check in relatively familiar settings become problematic when one is in a setting overseas, where little is familiar. Ultimately, most students find that a new environment fosters new problem-solving skills, accompanied by increased confidence. However, this is not always a comfortable process. Students often find themselves stretching beyond what they anticipated. Flexibility and problem-solving skills are key to surviving these periods of growth. Advisors and counselors can help prepare students by alerting them to this possibility and discussing coping skills that they can draw upon while abroad. We have even helped students interning in the same city connect so that they could be running partners and exercise together to manage stress.

Emotional Maturity

It is worthwhile to mention emotional maturity separate from emotional preparedness. Going abroad often causes people to question their self-concept. If this is not sufficiently developed, difficulties that could interfere with appropriate work place performance can arise. As in any internship placement, student attitude dictates outcome (see Skill Preparedness, below).

Culture Shock

The culture shock that accompanies going abroad is certainly something college and university counselors and advisors are encouraged to discuss with prospective overseas interns. Are their coping skills dependent upon a localized system of support? How will their coping skills travel? It is important for students to think about how they will address culture shock, and for advisors to let them know that it may happen to them. It appears to be inevitable. Photos of family and friends, an e-mail account that works well abroad, and international telephone cards all have proven to be resources that help students make the adjustment to life away from home. Reverse culture shock, at the conclusion of the internship when the student returns to their home campus, can be equally, if not more difficult. We have found that debriefing sessions and connecting with other returnees can ease the re-acclimation process.

Safety and Security

Post September 11th, security is an issue that must be addressed. The US Department of State web site (www.state.gov) has guidelines for Americans traveling abroad.

Skill Preparedness

Expectation management is one of the key responsibilities of college and university counselors and advisors working with students interested in participating in an overseas internship. As with internships in the US, student involvement with projects and activities at an internship site may be limited by licensure requirements, lack of skills and limited experience. The same may be true overseas, with the added difficulty of limited language skills. I mention this because students planning to participate in study abroad programs often hope to incorporate an internship into their experience. Though laudable, most find that this is not as practical as it sounds. Because so many study abroad programs focus on language acquisition, often a student's language ability is not sufficient for placement until the final semester of the study abroad. By this time they are generally immersed in extra-curricular activities that preclude them from making a commitment to an internship for the standard 10 hours per week for 10 weeks.

I consider self-reliance a skill. It is a very important skill for overseas interns. It plays a central role in allowing students to acknowledge, appreciate and respect that internship sponsors generally are making significant investments of time and training resources to host them. Sometimes when students pay a fee for placement assistance, which is not uncommon for overseas internship development, they sometimes seem to feel as though they have already made their investment in the internship, that they are owed special treatment. They sometimes forget that the internship sponsor (who undoubtedly did not receive a fee for taking the intern) is acting as a good will ambassador by working with someone who actually may require more time and energy than a local student intern would. Reminding students that they are essentially representing their university and the US to those they meet abroad can address this issue. Educating students about the labor-intensive nature of overseas internship development and justification for paying fees can often squelch any potential resentment. The focus can shift to factors that the student can control such as demonstrating enthusiasm on the internship and making the most of their time in another country.

For those truly interested in an internship abroad, sometimes they must choose between spending a quarter or semester working in the US gaining skills, experience and contacts in a specific career field or going abroad where the career-related skills may not be as specific, but the language and cultural immersion are an important part of their career/life plan. For example, one pre-med student from UC Davis, unable to find a health-related internship in Japan, chose to spend a summer in Japan working as a mentor to "at-risk" youth. She decided that practicing her language skills in Japan was more important than working in a hospital setting, which she

could do in Davis during the academic year.

Work Authorization

Work authorization is an added, and often overlooked, complexity of internships abroad. Some countries mandate that any activity in which someone will be "working" in their country requires a work permit, whether paid or not. Because immigration laws are constantly being revised and interpreted differently, it is imperative that students investigate the regulations in the country in which they will intern. Once again, the US Department of State is a worthwhile starting point (www.state.gov).

Housing

This is another issue that can easily be taken for granted. Most other countries do not have the same housing standards as the US. This can be surprising and problematic for overseas interns who may already be experiencing stress over adjusting to a new culture. Inadequate housing can devastate an internship. For example, there is a case of two enthusiastic UC Davis interns doing an internship which involved public health projects to help women and children in the slums of a very poor country. This was an internship arranged through UC Davis, not an internship placement organization. The students were to work under the guidance of a highly regarded UC Davis alumna from that country. The students fully understood that they would be working in abject poverty. So it was very surprising to get an urgent call from the very distraught interns that there housing was not acceptable. Special effort had been taken to find the housing which, for that community, was very nice. Despite the commitment and enthusiasm they had expressed pre-departure, the level of discomfort the students experienced was unbearable for them. They left the internship in less than five days. Obviously, the circumstances surrounding this internship are more complex than housing alone, but housing was the issue that was the most tangible. This experience heightened our awareness of liability issues and the difficulty of quality control measures from such a distance. It further pushed us to work more with existing placement organizations. We also no longer choose to assist students directly with housing arrangements abroad.

Home-stays with families are common for overseas interns. Some, but not all, include room and board. It is important to clarify this up-front. It is also important to clarify how payment will be made to the hosts. Is it included in the fee paid for finding the home stay? Does the employer include rent as part of the hiring agreement? Many foreign companies provide employee housing (usually dormitory-style) to employees. Some consider this a perk, others charge a fee. Obviously, it is important to understand the agreement prior to departure. Planning to arrange for

housing upon arrival abroad is strongly discouraged.

Evaluating Organizations and Opportunities

The number of details involved with arranging overseas internships often precludes a campus career advisor from being able to coordinate overseas placements directly. Making referrals that match the interests, budget and abilities of the student is common. Additionally, expect that students will come to you for assistance in assessing the legitimacy and "match" of overseas opportunities they have discovered. The Internet created an explosion of organizations that claim to be able to place people in exotic overseas opportunities. Students have paid fees to placement organizations only to find that the groups deliver no services. It should also be noted that higher priced programs are not necessarily higher quality. To get started working with overseas placements it is important to work with well-respected organizations that have infrastructure and a proven track record for quality placements abroad. Organizations should have alumni that are available to answer questions you or the student have about the firm itself and the services they provide. In his book *International Job Finder, Where the Jobs Are Worldwide*, Daniel Lauber provides worthwhile tips on avoiding international job scams. Many of these apply to international internships as well.

Recommended Organizations

The following three organizations offer internships that have provided very high quality, overseas internships for UC Davis students. The first two charge fees for the extensive behind-the-scenes work they undertake making arrangements. This is very common. Most organizations will require a deposit when initially working with students. Too many overseas internship brokers have gone to the expense of making internship and housing arrangements, only to find students had changed their mind about interning. A deposit demonstrates commitment.

International Cooperative Education (www.icemenlo.com)

Located in Menlo Park, CA, the principal of this small organization is passionate about the importance of intercultural exchange! He has been arranging overseas internships for over 30 years. The program offers opportunities on every continent and for every discipline. The fees are very reasonable. In 2003, students paid about $900 for internship placement, housing arrangements, and work permit.

Child and Family Health International (www.cfhi.org)

This organization offers intensive health-related internships in developing countries world wide. Though many students participate for as little as four weeks, their experience is intensive and meets the rigor one would expect in an internship. Students get hands-on experiences with patients that are not available in the US. Visit their website for cost information. A UC Davis student that participated in this program described her justification for this program cost by comparing it to a useful MCAT Prep course which cost nearly $1,000. She is now on her way to medical school and says that the fees for CHFI were a much more beneficial investment in her goal to become a doctor. As a career counselor, I appreciate the kind of in-depth exposure to the field of medicine that this program provides. After this internship, students will have a deeper understanding of what it really takes to be a physician, and if it is an appropriate match for them.

United States Department of State (www.state.gov)

Commonly held as one of the quintessential internship options anywhere, because, as discussed earlier in this paper in the case of "John," the State Department gives interns a great deal of responsibility in embassies around the world. The screening process can be rigorous, but this internship is certainly attainable for many of the students you will see. The State Department is interested in individuals from all disciplines. Students must allow nine months for security clearance. There are no fees for the internship, however students generally must pay for their own expenses while abroad (housing, food, etc.).

Funding Resources

Funding, or the lack thereof, is one of the stumbling blocks some students encounter when exploring an overseas internship. There actually are a number of funding options. It should also be noted that selection of which internship sponsoring organization one selects can have a significant impact on costs. The most expensive programs are not necessarily the highest quality.

Rotary Foundation (www.rotary.org)

Rotary is an organization of business and professional leaders united worldwide who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. In 166 countries worldwide, approximately 1.2 million Rotarians belong to more than 30,000 Rotary clubs. Rotary funds a number of programs. Visit the website above for more details.

Financial Aid

Do not forget financial aid. There are many nuances to financial aid eligibility and campus policies on units of credit for internship. Students are encouraged to investigate this as an option on their campus.

Clubs and Philanthropic Groups

One UC Davis student spoke to the local Soroptomists International (a volunteer service organization for women in business, management and the professions) chapter and requested that the club support her internship assisting women in Barbados with ecotourism business ventures. Though the chapter did not have any kind of travel grant or appropriate scholarship fund at the time, two members approached the student after her presentation and wrote personal checks for the amount of her travel costs! The club also decided to create a special scholarship fund to encourage young women to pursue overseas opportunities.

Churches

Many congregations offer funds for humanitarian projects (local and international).

Conclusion

UC Davis students have had very positive learning outcomes from overseas internships. However, developing and participating in an overseas internship requires significant planning. It is highly likely that students from other campuses can benefit from the experiences of UC Davis students, which are synthesized in this paper. The intent of this paper is to provide students and their college and university counselors and advisors with resources and factors to consider when contemplating an overseas internship. This includes tips on evaluating organizations that coordinate overseas internships, along with a list of a few organizations that UC Davis has successfully worked with. It also includes several obvious but often overlooked considerations that, when addressed, will improve the chances for a successful overseas internship experience. Finally, funding resources are discussed briefly because this is one consideration that often deters students from participating in an overseas internship. It need not. Students drawn to overseas experiences tend to be adventuresome, free-spirited and creative. They tend to be "big thinkers." Often their enthusiasm is contagious. Advisors and counselors can provide a valuable service by helping students ground their dreams in reality so that they can take shape. You are likely to gain a vicarious uplift from watching the process unfold.

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Recommended Resources

Alexander W. Astin, *What Matters in College: Four Critical Years, Revisited.* San Francisco, Jossey-Bass, 1993. Using results from a longitudinal study of 24,847 students from 309 campuses, Astin addresses ways to enhance learning. His findings substantiate the importance of experiential learning (internships, particularly with faculty and community service) as a step in student's development and ownership of creating their own positive learning outcomes.

Nancy Mueller, *Work Worldwide, International Career Strategies for the Adventurous Job Seeker*, John Muir Publications, Emeryville, CA (2000). This book provides practical information on working abroad and insights gathered from interviews with expatriates in an easy to follow format.

Eric Olson, Jim Blau, *Job Surfing: Working Abroad, Using the Internet to Find a Job and Get Hired,* Princeton Review Publishing (2002). This book provides a comprehensive, step by step approach to the overseas job search, including two chapters devoted to internship search. This book is a valuable resource because it guides those with a non-technical background through Internet searches and postings and online portfolios that includes résumé, writing samples, etc. It also includes job search case studies from at least one individual working on each continent.

Betty Sederquist in conjunction with the Sacramento Regional Center for International Trade Development, *A Handbook for Global Careers, An International Perspective for the Sacramento Region and Beyond* (2003)

ERIC

Building Bridges to the American Workplace Employment Counseling with Immigrants and Refugees

Larry Robbin

Introduction

Building Bridges to the American Workplace - Employment Counseling With Immigrants and Refugees is a training session presented by the author to thousands of people in the workforce development field. The author has over thirty-five years of experience in the workforce development field. He has provided consultation and training services to many workforce development organizations that serve immigrants and refugees. He was one of the first Americans invited to visit China to discuss workforce development. He also has personal experience with this topic from being raised in an immigrant family environment.

The information in this article is based on the concepts presented in the training. This paper outlines the four vocational identity models used by immigrants and refugees as they move into the American world of work. The author provides information that will help workforce development program staff recognize the various models and also understand the potential assets and barriers they bring to the employment process.

Goal

The goal of this article is to build the immigrant and refugee employment counseling skills of front line staff in workforce development organizations. This information will enable front line staff to have a better understanding of the various models used by immigrants and refugees as they find their place in the American labor market.

Immigrants and refugees are a growing constituency served by almost all workforce development organizations. The transition from native country to the American workplace is full of intense challenges. The diversity of the immigrant and refugee populations and experiences can make it difficult to identify universal rights of passage that lead to successful employment in the American labor market. However, one common area shared by all immigrants and refugees is the issue of how

identity from the native culture interfaces with American job search and employment practices and traditions.

Immigrants and refugees generally take one of four paths to their place in the American labor market. They may also change paths in their journey to employment. It is helpful for workforce development staff to have an understanding of these various approaches in order to appreciate the assets and barriers they bring to the employment process. In addition, this information can be shared with the immigrants and refugees themselves. This knowledge can be used as a part of the counseling process that will enable immigrants and refugees to make the appropriate choices about how they match themselves with the American world of work.

The first model to be discussed is called the cultural identity model. People who pursue this model attempt to retain as much as possible of the traditions, dress, attitudes, diet, language and other aspects of their native culture. They do not want to assimilate into another culture. Employment program staff people sometimes inappropriately confront these individuals with the fact that their traditional approach is creating a major barrier to employment. While there is truth to this, using a confrontational challenge to traditional identity is not the right counseling approach. Employment counselors who are not immigrants and refugees themselves often alienate these people and find that they do not return for more program services.

These staff people do not understand and respect the depth of importance of retaining tradition among this population. They may not realize that what might keep this person motivated in the job search process is the strength of feeling connected to their culture and traditions. Some immigrants and refugees who totally abandon these ways often become depressed, confused, socially isolated in their community and find it difficult to get the motivation to job hunt. For some people, retaining cultural identity is a motivational asset even though it may narrow the points of labor market access to hiring.

A better approach than confrontation would be to ask the individual where he/she sees employed people who share his/her cultural identity. This information can help to define the job search market of this person. It can also help him/her evaluate the impact of his/her identity choice on labor market accessibility. Employment programs working with immigrants and refugees should also keep a data base of employers that hire people who retain traditional dress and identity. This information will be useful to people who choose the cultural identity model.

Some workplaces that may be more accepting of people pursuing this model may include non-profit organizations, government agencies, educational institutions, hotels that cater to international visitors, health care providers, ethnic restaurants and stores, businesses involved in international trade and businesses owned by people from that culture. It

is appropriate to respectfully let people know that they are narrowing their access to the full labor market by retaining their traditional ways, but it is up to the individual to make the choice of how to balance that concern with the need to preserve their cultural identity.

The second model that immigrants and refugees may choose is the opposite of the cultural identity model. This model is called the assimilationist model. People choosing this path do as much as possible to shed their native identity and try to become totally a part of the new culture. While this may open up more labor market choices, it is filled with its own challenges. For one, these people may not fully understand the new culture and their attempts to become a part of it may fail. They may do the wrong things in the job search process, dress inappropriately for interviews and appear as if they are trying to be something that they aren't. They may also experience a great deal of stress and depression as they encounter hostility from others in their own native community that view them as selling out and ending the culture.

Employment program staff that work with people who choose this model would do well to help the person get involved in volunteer work with a business organization such as a Chamber of Commerce so he/she can learn what is appropriate in the American business world as quickly as possible. Internships and volunteer experiences in businesses are also a good route to pursue on their way to employment. Employment counselors should be watching for signs of depression or the stress of social isolation that may have a severe impact on job search motivation for people working from this model. This issue may require a referral to a culturally competent counselor or therapist for further help.

Another model for immigrants and refugees is the partial assimilationist model. In the partial model individuals will maintain some aspects of native identity while at the same time presenting themselves as part of the new culture. For example, they may dress in traditional American workplace attire but have an accessory, jewelry, hairstyle or color choice that shows their traditional native style.

This approach may cause some identity confusion in those who relate to this individual in the job search process. If the position requires customer contact, the partial assimilationist identity may be seen as an employment asset or barrier depending on the customer population. The degree to which an individual chooses which culture to portray can also fluctuate. In one instance the person may appear to be more native and in another situation appear to be more mainstream American. This may cause people to react very differently to the individual depending on how he/she is on that particular day. It can be appropriate for employment counselors working with people in this model to help them choose what aspects of each culture they will portray and to try and develop some consistency in

approach. This will be especially important in job search situations that require multiple interviews or employer contacts.

Some immigrants and refugees will choose another approach that is called bi-cultural. They will have one identity for the world of work that mirrors the American cultural identity and have another traditional identity in their life outside of the world of work.

While maintaining two identities may open up doors to employment, it can also be very stressful and confusing at times. If co-workers in a workplace socialize together it can become confusing which identity to use in these situations. There can also be a tendency for values, communication styles and attitudes to inadvertently blur over from one identity to the other. If there are immigrants and refugees in the workplace who take more of a native identity approach this can be problematic for the individual that chooses a bi-cultural identity.

Employment counselors working with people who choose this strategy should help the individual more clearly define his/her work and out-of-work identities. Counselors should also keep abreast of how much stress the dual identity model is creating. In some situations where problems are occurring, it may be appropriate to ask the person if this model is really working for him/her or if is it time to consider another option. Sorting through the model options and addressing their advantages and disadvantages may help the individual clarify what approach will work for him/her.

It is important to remember that the immigrant and refugee identity models discussed in this paper can be very fluid. People will often experiment with one model and move to another. Sometimes people try a model, change models and then return to the original choice. For some people the process of being in America can be incredibly confusing and disorienting for a long period of time. Identity choices will be directly impacted by this confusion. People may also discover different role models in their own cultural group who can influence their choices. Sometimes the very choice of job or career itself will make people shift models. Getting married or into a relationship with someone from the native country who uses a different model or to someone who was born in the United States can also have an impact on model selection. The influence of friends, newly arrived relatives, elders and extended family will all contribute to this identity process. It is important that workforce development staff respect this process but at the same provide appropriate information and counseling that will help people move as successfully as possible into their niche in the American world of work.

Summary

The routes of immigrants and refugees from their country of origin to the American world of work are very diverse. The four models presented in this paper represent very different perspectives, values, influences and experiences. As presented in this article, each of these models contains strengths and weaknesses that will be felt by each individual as he/she moves toward his/her place in the American labor market. The role of the workforce development program counselor is to respect individual choices while appropriately discussing the strengths and weaknesses of the chosen model from an employment perspective. It is also appropriate to provide information on the other models so individuals may compare and contrast their choice with the other options. This information and the appropriate counseling support will be of great help to immigrants and refugees as they find their way successfully into the American world of work.

Conclusion

Workforce development staff face many challenges in working with the diversity of populations represented in the immigrant and refugee communities. The values of staff as they relate to the various models can be a barrier to effective employment counseling. Some staff people feel that immigrants and refugees should assimilate as much as possible and this outlook will strongly influence their work with the individual. Other staff may respect strong cultural identity choices without ever posing the issue of how this approach narrows labor market choices. Workforce development staff must acknowledge that individual identity choices may work in ways that help the individual, but also restrict some of their opportunities in the world of work. Some immigrants and refugees will sacrifice vocational progress for cultural identity. Others will sacrifice cultural identity for vocational progress. This is the balancing act that many immigrants and refugees experience as they enter this new labor market. Staff people must be careful to respect choices whileat the same time helping the individual to consider the strengths and weaknesses of all their options. The workforce development professional who can manage this paradigm will be able to help build bridges to the American workplace for immigrants and refugees.

Section Five

Concepts, Theories and Philosophy

ERIC

The Living Career: Complexity, Chaos, Connections and Career

Deborah P. Bloch

Introduction

The living career exists in both order and chaos. Fixed in school or work, people are thrust into change. The change may come from an expected source such as graduation from high school, choosing a new job, or beginning retirement, or from an unexpected source such as a layoff or firing, a difference in family circumstance, or an illness. These changes may seem unnatural and unasked for. Anticipated or not, changes often provoke uncertainty and discomfort. People feel adrift.

Given the seeming conflict between the actuality of their lives and the human predisposition to seek order, individuals often experience their own careers as illogical, having no clear relationships between actions and reactions. They believe there is some sequence of work roles that they are expected to follow. They believe that others make career decisions based on logical links of past experience, and that others expect this logic of them as well. But that is not what most people experience. That is why many people keep the real stories of their careers secret. They keep to themselves the strange links between events, links they describe as "just luck" or coincidence. In truth, it is the secret career stories that reveal the reality. The reality consists of a tension between order and disorder in a completely interconnected universe. Indeed it is this tension between order and disorder that is at the heart of living systems, systems as diverse as single cell organisms and evolution. And it is the tension between order and disorder of the individual living entity as well as its place in a completely interconnected universe that is explored and explained through chaos and complexity theories.

Purpose

The purpose of this paper is to present a theory of career development drawn from current work in the physical and biological sciences, specifically work that is associated with chaos and complexity theories. But theory alone is insufficient. Therefore the paper includes specific suggestions for practice based upon the theory and reflections of career

professionals on its use. The theory and its applications can be used to help clients utilize principles of chaos and complexity, understand the unity underlying change, create new, satisfying forms and recognize the "strange attractors" that are the unique organizing linchpins of their lives.

This theory of career as a living entity differs from earlier career development theories, what might be called *classic career development.* Classic career development theories rely on the scientific approaches prevalent in all fields throughout most of the twentieth century. These approaches depend on an understanding that finding and isolating all the parts will lead to the total or sum of knowledge about a phenomenon or organism, yielding reliable predictions and replicable interventions. This is the basis of what has been called the scientific method, a method based on logical positivism. In reductionist science, the focus is on identifying structures and processes. In career development, the two theoreticians whose work exemplifies the best of structure and process approaches are, respectively, Holland and Super. However, in the late twentieth century many supposedly immutable truths were thrown into question not by those who simply questioned the truths, but by those who had gone beyond doubting the individual beliefs to doubting the very system of thought in which the beliefs were constructed. The theory of relativity and subsequent discoveries in physics overturned the previous truth of Newtonian or classic physics as certainly as Copernicus and Galileo overthrew the belief system of the ancients. Investigations into complex phenomena in both the physical and biological sciences have shown that an understanding of relationships, subsuming structure and function, is a more fruitful path to understanding complex adaptive entities. The resulting theories fall under the rubrics of *chaos theory, complexity theory,* and *nonlinear dynamics,* the last being the more general term. Career development theorists and researchers have yet to explore these approaches in any detail. The career development theory presented in this paper focuses on relationship and nonlinear dynamics. It is the theory of career as a complex adaptive entity—a living system—a theory that enables career practitioners to understand and explain what otherwise appears to be the messiness of life, a theory that reveals the underlying order in what otherwise appears to be random.

Interestingly, the ever-widening and ever-narrowing webs of relationships that are revealed in the examination of complex adaptive entities can lead to an understanding that, as Bronowski (1978) wrote in his introduction to a series of lectures to the scientific community, "the world is totally connected: that is to say that there are no events anywhere in the universe which are not tied to every other event in the universe" (p. 58). This sense of connection is the essence of spirituality. In *A Spiritual Audit of Corporate America,* Mitroff & Denton (1999) found virtually

unanimous agreement on the definition of spirituality among executives, managers and workers at all levels in a variety of industries. In essence the definition had two components: first, that spirituality included a sense of connection to something beyond the individual; and second, that spirituality is a search for meaning, purpose, and integration in life.

The next part of this paper presents eleven key principles of chaos and complexity theory and applies each of them to career development. The following section provides specific suggestions for practice based on the eleven principles. A final section provides both a summary and concluding thoughts on the meaning of chaos, complexity, and connections for us as humans.

1. Autopoesis

Complex, adaptive entities have the ability to maintain themselves although their components and even their shapes may change. In this sense, they have life. Life is the ability of the entity to maintain itself or *autopoesis.* Life is self-organizing, not controlled externally. Life is the ability to adapt to changing environments.

Autopoesis or self-regeneration in career development. People continually reinvent their careers moving freely among, within, and outside the macro-cycles and roles previously identified as the anticipated career paths of "healthy" individuals. Whether or not people receive career counseling or participate in any career education programs, they have careers. This is not to suggest that the efforts of the career counseling profession are in vain or even unnecessary, but to point out that the original idea that career development is a natural, internal process is borne out by the acceptance of career as a complex, adaptive entity.

2. *Open Exchange*

Entities are *open.* They maintain themselves through the continuous flow and interchange of components or energy. There is an ongoing interplay of the internal and external.

Open exchange in career development. Career requires a living human body in which it functions in continuing exchange with all the entities of that body. In addition, career cannot take place for the individual alone. By its very nature, career requires participation of give and take in the outside world, that is, labor markets. These relationships are complex and dynamic but nevertheless hark back to the foundational work of Frank Parsons.

3. *Networks*

In these exchanges, entities are part of *networks.* Any entity is part of

many networks which can be depicted not only as concentric circles but as ever-widening links to nodes beyond itself. At the same time, a particular entity may have networks operating within it.

Networks in career development. The relationships among the physical, psychological, neural, and spiritual aspects of the individual are neither unitary nor linear but exist in interweaving networks. So too career is an entity within the system of the individual but it is also part of the surrounding networks of education, occupations, industries, particular employers, needs of the community and the local and global economies, cultures—to mention just a few. These are ongoing relationships which operate, affect and are affected by the entity of each career.

4. *Fractals*

Entities are parts or *fractals* of other entities. Each fractal has the entirety of the organism within its shape. Every organism is a fractal of the universe. Fractals reveal themselves as irregular structures that are self-similar at different scales of manifestation. Like a hologram, fractals show the same features at different levels of examination from the closest look at the smallest elements to the most distant view of what appears to be the entire organism.

Fractals in career development. The career of any person is a fractal of that person's entire life experience. Because career is a fractal of one's life, in examining a career, one sees the patterns and dynamics of the whole life. In addition, the careers of many people are fractals of the workforce experience. They are fractals in that the parts are similar to the whole.

5. *Phase Transitions*

Entities are dynamic. In the constant exchange of forms, components, and energy they move between order and chaos. These *phase transitions* are comparable to the movement of water among its three phases: liquid, solid or ice, and gas or steam. Phase transitions are the opportunity for creativity and the emergence of new forms.

Phase transitions in career development. From a state of being fixed in school or work, one is thrown into change, from order to chaos. These career changes occur because of any combination of the relational networks busily and openly in exchange with the entity of career. In this model, graduation, being fired, ambition, illness, the influence of significant others, and virtually any event are all potential sources of phase transitions.

6. *Fitness Peaks*

During phase transitions, entities seek *fitness peaks*, that is the state that will yield the greatest chance of survival. Kauffman (1995) in *At Home in*

the Universe wrote: "I suspect that the fate of all complex adapting entities in the biosphere—from single cells to economies—is to evolve to a natural state between order and chaos, a grand compromise between structure and surprise....The edge-of-chaos then also arises as a potential general law. In scaling the top of the fitness peaks, adapting populations that are too methodical and timid in their explorations are likely to get stuck in the foothills, thinking they have reached as high as they can go; but a search that is too wide ranging is also likely to fail" (p. 15).

Fitness peaks in career development. During phase transitions, career is characterized by the search for the best that each individual can imagine for her or himself. However, like all entities, the career search for fitness peaks may be limited by excessive timidity or excessive risk-taking as well as the networked relationships and exchanges taking place at the time and all the time.

7. *Nonlinear Dynamics*

Phase transitions are best explained by *nonlinear dynamics*. In linear dynamics, there is an expectation that changes of equal sizes will produce equal effects. There is also the assumption that causation is, if not unidimensional, then easily studied through multiple regression methods. Complex entities, however, behave in nonlinear ways. Because the transitions between order and chaos are drawing upon multiple causes from multiple network relationships, the dynamics are fuzzy.

Nonlinear dynamics in career development. Each person's career development pattern makes sense in terms of that entire person's work life, the specific dynamics of the environment in which it occurred, and the internal dynamics of that person. So, too, people experience parts of their careers which seem to form patterns for them but these patterns are either not explicable, or are only partially explained, in terms of the patterns of other careers. The career development of each individual is a series of choices that have internal harmonics or resonances for that individual and can only be understood in terms of that individual.

8. *Sensitive Dependence*

Small changes bring about large effects. Within the non-recurring, nonlinear patterns, small changes may be seen to bring about large effects. This phenomenon, known as *sensitive dependence*, is a quality of all complex entities. No matter how similar the starting states of dynamic entities, one can be sure that they will "drift apart" after a while. The difference in results stems not from the external cause alone but from the condition of the organism or body itself. Relative degrees of sensitivity change effects.

Sensitive dependence in career development. Apparently random, often

small, events may lead to major career shifts.

9. *Torus Attractors and Bagel Patterns*

As the entity moves through its transition, it may retain its life by repeating similar but not identical patterns, held in place by *torus attractors.* The oxymoron *non-recurring patterns* describes entities in this state. Patterns formed by torus attractors are often described as doughnuts, or bagels, as round and round the same circle the events go, never exactly repeating themselves, but never leaving the circumscribed area.

Torus attractors in career development. Some careers appear to be formed by torus attractors, that is the patterns are clearly repeated with slight differences in each repetition, even with already experienced negative results. Careers formed by torus attractors may feel comfortable at times but the awfulness of the repeated pattern is the illusion of change followed by the recognition of being stuck.

10. *Strange Attractors and Emergence*

However, as the entity moves through its transition, it may retain life through the creation of new forms, a quality known as *emergence. Strange attractors* yield entity shapes that are neither linear nor contained. When they are plotted mathematically, the patterns will each form unique figures or fractals.

Strange attractors in career development. Strange attractors allow careers to take new shapes and emerge in forms quite varied from those seen before. Life has surprises; unexpected opportunities arise. Even in careers in which an individual has stayed in one occupation and industry, emergence is present to the extend that the individual continues to learn, therefore to emerge. This apprehension of emergence creates a sense of satisfaction, flow, even joy.

11. *Spirituality*

Complex, adaptive entities exist only as part of nested inseparability or connectedness. In other words, there are no living entities without interdependence. *Spirituality* is the experience of this unity.

Spirituality in career development. As a complex adaptive entity, career can only exist as part of nested inseparability or connectedness. In other words, there are no careers without interdependence. *Spirituality* in work is the experience of this unity. Career counseling is, in this sense, spiritual counseling. Seeing work as spiritual enables each person to consider his or her contribution to the world, to the ongoing creation of the universe. This view gives value to each career. At the same time as this view may save one from self-centeredness, it also enables a perspective that: "Our individual microscale activity in all its uniqueness can count in a way

classical science never imagined" (Goerner, 1995, p. 36). Finally seeing one's career as spiritual avoids the moral schizophrenia between life and work. It adds both an ethical dimension and a dimension of love.

Applications to Practice

The following suggestions have come out of my own thinking and work and from career professionals in workshops. I am particularly grateful to participants in two workshops, held in Australia in February and March 2003, for their contributions.

Classic career development theories and related instruments and methodologies of structure and processes explain parts of the whole but are not additive. The place to begin in practice is with the whole. You can usually move to the parts from the whole, but beginning with the parts cannot get to the whole picture. Narrative approaches are certainly not new to career development. As Savickas (1997) wrote, "The empirical tradition of rational career counseling does not encompass complex human qualities such as spirit, consciousness, and purpose. Science examines parts; personal stories explain the whole" (p. 9).

In working with individuals, understand that the opportunity for creativity occurs at the transition points. Everything depends on a) recognizing phase transitions, b) recognizing attractors of the past, and c) seeking fitness peaks. Listen to the stories to help individuals find the links and nodes of their networks. Use storytelling to help clients identify who they are—not just their occupational titles—and where they fit in the larger picture. Provide paper and crayons or markers or other means of expression through playful activities. Mosca (1995) suggested that narrative and play are the most effective methods for helping clients and students seek happiness. He defined happiness as "the potential to be totally consonant with what is as it unfolds" (p. 181). Many suggestions for ways to begin story telling and for using visual as well as verbal techniques are presented in *SoulWork: Finding The Work You Love; Loving The Work You Have* (Bloch & Richmond, 1998).

Knowing that change is inevitable but uncomfortable, use the concepts of complexity theory to help reduce client discomfort. Help clients recognize their transferable skills as ways of reducing the discomfort of chaos. Help clients understand the power of small changes and help them identify those they might attempt. Help clients and students assess the degree of risk that is appropriate during phase transitions.

Help clients who want to rush off the edge of chaos to see where, in the past, the rushing itself has been a torus attractor and led to non-satisfying outcomes. Allow time for what Gelatt (1989) has termed "positive uncertainty." Recognize our own discomfort at the edge of chaos and don't

rush clients away from the edge of chaos. Explore how individual careers are kept alive—by torus attractors, strange attractors or a mix of the two. Career interests, career anchors, social and socio-economic constraints, habits of mind, and other internal and external factors are examples of possible attractors. Identify your own patterns and dynamics and how they influence your work.

In career education, career coaching and career development programs, stress the opportunities presented by phase transitions since change is the only certainty.

Recognize the need to feel connections—the spiritual aspect of work—and make a space for clients to discuss this in their stories or play. Utilize non-threatening instruments, such as the *Salient Beliefs Review: Connecting Spirit and Work* (Bloch, 2003) to help clients discuss the connections and disconnections they are experiencing.

Summary and Conclusion

The previous section ended with the need to recognize clients' spirituality. This idea was placed at the end not because it is least important but because it is most important. Using complexity and chaos theories, or nonlinear dynamics, we see the inextricable webs of life. In these webs, each person's career is both effect and cause. It is only by looking both closely and from afar that we can see how important we are to each other. As career professionals we have the opportunity to see not only how the world has affected our clients but how our clients, and their work, affects the world.

"A human being is a part of the whole that we call the universe, a part limited in time and space. He [sic] experiences himself, his thoughts and feelings, as something separated from the rest—a kind of optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires and to affection for only the few people nearest us. Our task must be to embrace all living beings and all of nature" (Einstein in Mitchell, 1991, p. 189-190).

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Bless the Chaos! Shifting Paradigms: From Independence to Interdependence

Nancy Carlton

Introduction

The complexity of today's global realities can be overwhelming and result in profound feelings of chaos. While technology has brought great advancements, it has also brought unprecedented rates of change, job loss, a growing disparity in the socio-economic status of individuals, and a shrinking world in which people representing diverse cultures, religions, languages, and worldviews must learn to live and work together. Perhaps at no other time in history is the need greater for the development of our capacity to honor diversity, and acquire advanced skills of building and sustaining relationships to solve difficult personal and collective issues, and ensure a future of the world filled with integrated communities of excellence.

Multiple disciplines have acknowledged the mental models that grew out of Newtonian physics and helped forge the Industrial Era and the Age of Information and Technology are antiquated ways of coping creatively with a global world so powerfully shaped by technology. Interestingly, physics once again, through the "new" science of quantum physics and chaos theory, offers us very different and confounding images for approaching life and it's complexities in the 21st century.

This article presents a psychosocial *relationship-centered* approach for life career development, decision-making, and living in a global society, based on quantum concepts (Gelatt, 2003; Wheatley, 1994; Zohar & Marshall, 1994), for helping us shift from a paradigm of independence (Newtonian) to one of interdependence (quantum), of which *relationship* is the cornerstone, and the foundation is an ethic of *justice and care*. The importance of relationship and its inherent power, I believe, has received insufficient focus in models of life career development, organizational systems, and leadership. The model is interdisciplinary, developmental, and contextual in its perspective.

I believe the approach can be applied to any one in any discipline, role, or life situation where chaos and anxiety threaten to overwhelm the individual and/or group. Following a discussion regarding the need

for a shift in our approach, seven guiding principles are described to help us proactively move through chaos to dynamic intra and interpersonal connectedness and relationship for enhancing our creative responses.

I. The Need for a Paradigm Shift

Over the span of the 20th century we experienced an unprecedented rate of change in our occupational structure, as we moved from an agricultural-based society to the Industrial Revolution, and then to the Age of Information and Technology. Social scientists tell us that this *rate* of change is unprecedented in the history of humankind, and that when we shift from one fundamental era to another, everything within the society changes: social, economic and occupational structures, lifestyles, core values and beliefs. With one shift occurring on the heels of the next, we can grasp the complexity of this change process, and the resulting chaos. With everything in tumultuous transition, individuals, families, and organizations no longer know what rules to play by, what values to uphold, or what the future will be. The knowledge, skills, and attitudes we've mastered to effectively manage our lives in the past no longer seem adequate in the complex dynamics of change today.

Evidence that the rate of change and resulting chaos is not abating is clearly depicted in the recent release of a study conducted by the Federal Reserve Bank of New York. The study documented the shipping of 2.7 million jobs overseas since 2001, and predicted that 3.3 million more will follow by 2015. Moreover, the jobs will not be returning; and, for the first time, "economy recovery" (increased production) has occurred without an increase in wage gains (to individual workers). As a result, 1.3 million more Americans are living below the poverty level. One is prompted to ask the poignant question, "Where are the new jobs to replace the old?" This report indicated that, "...the labor market will not regain strength until positions are *created in novel and dynamic economic sectors* (italics by author)" (The Sacramento Bee, Sept. 8, 2003, p.1). It did not suggest what those might be.

To effectively manage this time of change and uncertainty, the field of career counseling and development has responded with new ways of managing and directing this change process. Waterman, Waterman, & Collard (1994) claimed we must learn to be "career self-reliant" and "career resilient." Gelatt (1991, 2003), applying quantum constructs, developed his innovative concepts of "creative career decision-making," "positive uncertainty," and "fuzzy thinking." Gelatt said we must develop a new way of looking at things that would enable us to "think" and "see" differently. I have often heard him say, "Change your view, and you change you."

Adopting a new mental model, however, is easier said than done. Old

habits are hard to break. I recently found this to be true as our department undergoes a major culture shift, and I have observed myself resisting in strange and chaotic ways! Yet, it seems that we live during a critical time in human history, when we are challenged to radically shift our way of thinking, acquire both the skills of self-reliance, resiliency, creative decision-making, *and something more*. The "something more" includes the development of our capacity (and our clients') to be *collaborative innovators* of new solutions to personal issues and conflicts, and the design of new global societal structures. However, embedded in this term is the implied ability to work *together* in a dynamic "*web of relationships*" (Wheatley, 1994).

This, I believe, is not easy. Our psychosocial inability to build and sustain relationships is evidenced by the increased levels of violence in homes, the workplace, and around the world; a growing disparity between the rich and the poor; increased use of drugs and alcohol; and escalating divorce rates that have significantly altered the family structure, to name a few. Issues of intolerance and discrimination based on social constructions of race, gender, and class are inextricably intertwined with all of these issues, as women and people of color continue to experience the highest levels of unemployment, poverty, and imprisonment, and the lowest levels of education and pay.

Believing that technology has done little to truly advance civilization to a new level of functioning interpersonally, Henderson (1995) stated that, "...the Information Age is no longer an adequate *image* (italics by author), even for the present, let alone as a guide to the future. It still focuses on hardware technologies, mass production, narrow economic models of efficiency and competition, and is more an extension of industrial ideas and methods than a new stage in *human development* (italics by author)" (p. 55). She envisions a life beyond economics that values human potential and ecosystems over profit.

II. A Paradigm of Interdependence

A paradigm of interdependence, then, would move us toward a higher level of human functioning, and to new possibilities for creative responses in a time of unprecedented change and chaos. To understand what we need to change in our mental models, we must first understand our current model based on independence. The characteristics of a paradigm of *independence* include the concepts of self-responsibility, individualism, objectivity, intelligence (I.Q.), analysis, distance, and observer; the real, concrete, material and "seen" dimensions; order, control, and certainty; hierarchy, authority, and experts; ultimate truth and reality, black/white, and either/or perceptions; economics, efficiency, competition, profit, machines, and holding power; closed systems; discrete and separate

entities; and an ethic of justice.

On the other hand, a paradigm of *interdependence* embodies simultaneously the concepts of independence *and* responsibility for self *and* others; models of inclusion that honor individuality; multi-sensory perceptions that acknowledge subjectivity, emotional intelligence that includes empathy and compassion (Goleman, 1995), participation, multiple realities, gray, both/and perceptions, and dichotomies; the "unseen" realm – spirituality, intuition, feelings (compassion and empathy), the collective unconscious; chaos and uncertainty; values and elicits the contributions of all people; open systems; sharing power, resources, abundance, collaboration, community building; web of relationships, holism, and dynamic interconnectedness; an ethic of justice *and* care.

The cornerstone or central theme that surrounds and infuses a paradigm of interdependence is *relationship*, which is the fundamental element at work in the quantum world. Because the primary image is a dynamic web of relationship and connection, it is natural that it be rooted in an ethic of justice *and* care.

Bartlett (1992) describes Camus's ethic of justice and care as including, "...the element of *caring* which defines the boundary between those actions which are just and those which are unjust. Justice that abandons care self-destructs. If justice becomes a devotion to the ideal of justice in and of itself, rather than a caring for particular persons, it becomes a tool of oppression" (pp. 86-87). An individual or group adhering to an ethic of justice and care would make decisions and take actions from within a web of relationships, considering both the impact on self and others with empathy and compassion. We would work to develop new forms of problem solving within structured and supportive communities that fully acknowledge and honor our interconnectedness.

III. A Relationship-Centered Approach to Life Career Development, Decision-Making, and Creating New Models for Enhanced Global Living

The model describes seven basic principles for guiding us toward new ways of perceiving and relating, which are merely springboards for igniting our co-creative response in the next phase of a jobless and global society. Thoughtful engagement with the underlying quantum concepts may ignite collaborative innovations for building and sustaining dynamic relationships to create a hopeful vision for the 21st century. The principles call us to:

- Bless the chaos!
- Understand holism
- Create vision
- Initiate integration
- Facilitate interaction

- Share power, and
- Sustain vision

Chaos – Bless the Opportunity for Creating Something New

In our old way of thinking we believed that change was bad, something to be coped with and controlled in order to maintain an internal sense of stability. We have confused order with control, believing that the way to maintain order is to impose more control – on ourselves and others. The more chaotic we feel, the more rigid we tend to become, believing that if we only try harder we will gain the upper hand in the situation. However, we now know that stability is non-existent, and systems naturally dissipate in order to recreate – the old giving way to make room for the new.

The new way of perceiving also recognizes that both positive and negative forces interact to foster positive change, and that chaos and order exist in tandem, for chaos always conforms to a boundary that is revealed only over a long period of time. The lesson here seems to call for faith in the process. The concept of blessing chaos, trusting its role in leading us to a higher goal, provides us with a new attitude as we struggle to maintain perspective in stressful times. It also encourages us to step into the unknown, and actively participate in the guiding of its birth. Active participation is another natural construct, as the quantum world has affirmed that the act of observing influences both the process and the outcomes.

Holism- Embrace the Image of a "Web of Relationships"

Quantum physics discovered the interconnectedness of all living things and spurred the concepts of holism and systems theory. Newtonian physics discovered discrete entities within the molecular universe, but did not observe the unseen waves of energy that *dynamically* connected the distinct parts in a seamless whole. In this system of interconnectedness, a change in one part affects all the parts. This concept is operational within self as a system, a family unit, an organization, and within a global system of diverse peoples, nations, and governments.

Therefore, an interdependent model of life career development places primary value on the construct of *dynamic relationship.* Perhaps one of the most poignant examples of the power of relationship is depicted in the training of dolphins. Using a traditional method of behavioral conditioning and rewards (fish) in the exhibition tank, trainers attempted to entice the dolphins to develop new tricks with more fish. When they failed to do so, the trainers' frustration was palpable, and as the frustration of the trainers mounted, the dolphins refused to participate. However, it was eventually

discovered that when a positive relationship with the trainer was developed and sustained in the holding tank, the dolphins entered the exhibition tank with an explosion of creative activity (Dilts, 1996).

If we, as people, were to develop advanced skills of forming deep relationships with others in the midst of our chaos, would we also possess the potential for an explosion of creative responses to work through the chaos? In this model, the power of relationship is viewed as permeating all aspects of life, and urges the development of deep relational skills for dealing with grief and loss in the midst of change and transition, healing trauma, reducing conflict and alienation, and igniting creativity.

Vision - Envision a Positive Future for Self and Others

Once we have imagined our capacity to embrace chaos, it seems to give birth to hope. And from even the smallest glimmer of hope comes the desire and courage to risk envisioning a positive outcome in the midst of our present difficulties. In the quantum world, there also exists what scientists call "bundles of potentialities" (Zohar & Marshall, 1994) that "reach out" to form new relationships and fulfill their future potential. This quantum phenomenon presents another potent image for us to grab hold of in the midst of chaos, and is similar to possessing a teleological view of humans that believes we are striving to evolve, improve, and self-actualize.

In this view, there is the belief that there is meaning, purpose, and significance in life as we apply our inner passions, intuitions, inspirations, and creative energy in active engagement with the vision, and with others in pursuing the vision. We can collaboratively brainstorm ways that this can be accomplished within a web of relationships.

Integration - Work Toward Bringing Together All the Parts

When "bundles of potentialities" reach out, the distinct parts combine and overlap, creating unique conditions that result in an equally unique whole. This process represents for us a model of inclusion, for by natural law no part is excluded. In this image dynamic relationships again play a primary role, and we can envision a model of self-actualization or a multicultural society that functions at a higher level of intra-and interpersonal communication. This level of inclusion that accepts diversity yet also values the common good is perhaps the most challenging of all constructs to grasp and implement. The next two principles lend some insight as to how we might move in this direction as a global society.

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Interaction - Relationship Surrounds all Efforts, Capabilities, and Potentialities

The integrative process unleashes an interaction that is forever dynamic, always recreating, learning, adapting, and changing. As noted, we are all by natural law participants in the process. However, acknowledging that we are human beings with agency (free will), we are empowered to bring to this dynamic interaction the commitment, positive intention, and creative energy to facilitate outcomes that both address individual needs (diversity) and the common good (whole). It does require that we attend to our own deep inner work, as well as developing interpersonal skills. Specific relational skills required at this stage include: initiating and sustaining dialogue with a commitment to the broader vision, the ability to incorporate multiple perspectives and achieve consensus, managing conflict, and remembering that emotional intelligence (empathy and compassion) are at the heart of building relationship.

Power - Risk Letting Go

Reflecting on my own experience with resisting change, this is a tough mandate! As the "bundles of potentialities" combine and overlap, they are blending their dynamic energies to create synergistic and shared power. Since we typically equate control with power, we have the tendency to want to keep the power (Wheatley, 1994). As with the notion of embracing chaos, this is more *inner* work that needs doing, to learn to let go of the need to maintain control and power, trust in the synergistic dynamics of shared power, and imagine new forms of systems and structures built within a web of relationships.

Also, in our current mental model, we believe that autonomy can somehow not co-exist with control, and that the way to maintain control is to sustain a hierarchical structure. In the quantum world, however, there is no such structure; there is only a web of relationships where autonomy operates within the boundaries of a self-organizing system. Both of these notions are huge challenges to overcome in order to move toward interdependence.

Vision - Increase Capacity to Act from a Higher Self

Using our power of personal agency and free will, we can choose to take on the challenge of learning to operate from a higher self. From this place we could more easily move within a web of relationships with deep respect, integrity, inspiration, and wisdom. We would value and foster innovation and creativity, and demonstrate flexibility and adaptability.

We would experience a deep sense of meaning and purpose as we work with others to sustain a broad vision of designing new social, economic, and occupational structures whose common goal is the development of all human potential to create good in the world. This, perhaps, could be our work of the future.

Conclusion

Some time ago I entered a computer store looking for a program to help me overcome my computer illiteracy. By this time, there was a computer store on practically every corner of the city. As I stood there perusing the scene, I noticed a sign above a customer window that said, "Free workshops for the 'technologically challenged.'" Instantaneously, I thought, "Wouldn't it be incredible if one day there was a 'relationship' store on every corner selling products and offering free workshops for the 'relationship challenged'?" In my youth I was an idealist, which gave way to astute realism. Now, I am simply a dreamer, with a great hope for all of us becoming more highly competent in skills of relationship and interdependence.

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Bridging the Gap: Cultural and Family Values in Career Decision-Making

Yas Djadali

Introduction and Purpose

It's the end of the academic year. A student comes into the Career Center, visibly distressed and somewhat anxious. The student sits down, takes a deep breath, and says, "My parents want me to be a doctor, but I'm failing Biology. I want to major in the Arts, but am afraid about how they would react. I don't know what to do."

This scenario is not uncommon. As a career counselor at the University of California, Irvine, I am fortunate to work with a very diverse population of students: Asian American, Hispanic, and Middle Eastern, to name a few. Throughout my experiences, I have noticed time and time again how cultural and family values can impact career decision-making. Being a Persian-American myself, my family's values were largely shaped by the Persian culture, which places high value on education, prestige, and financial security. Consequently, careers in medicine, law, and engineering, are encouraged and in many families expected.

What happens then when a student wants to pursue a different path, like the Arts or the Social Sciences? In some cases, the student is both encouraged and supported by his or her family. However, for many students I have counseled, this is not the case. Often times, the student is forbidden to pursue such an "unstable" career, which can be highly discouraging for the student and very strenuous on family relationships.

As a career counseling professional, how do I approach this situation? Tell the student to think independently from his or her parents? Suggest pursuing his or her passion, regardless of the family's reaction? Absolutely not! In some families and in many collectivistic cultures, like the Asian, Hispanic, and Middle Eastern cultures, family and group decision-making is highly valued. So who is to say that an independent mindset is the "right" way to be? As helping professionals, it is imperative that we consider the "whole" person, and in doing so, tailor our counseling approach accordingly.

I first begin by recognizing the common ground between the student and his or her family. I often state, "It is obvious that both you and your parents have your best interest in mind. You each just have a different idea of what that means." It is not a question of right or wrong, but rather one of conflicting values.

Second, I encourage students to identify their own values and those of their parents, so that they can begin to see where the discrepancy lies. Once they have identified this discrepancy, we can begin to discuss how to reach a compromise. This process involves:

- Self-evaluation
- Tailored research
- Thoughtful planning

Case Study: A female college sophomore states that she is interested in Studio Art, but her parents want her to major in the Physical Sciences. Once I have listened and gained a good understanding of the situation, I can proceed with the following steps:

1. I first have the student complete a values assessment, comparing her values to those of her parents. In doing so, she identifies a conflict between her value for working in her interest field and her parents' value for high income.
2. The next step is research. I refer the student to online and Career Library resources, where she researches occupations that allow her to express her creativity. Her search may include finding out about sample job titles, typical career paths, opportunities for advancement, salary ranges, etc. This information can help address some of the concerns or questions raised by her parents.
3. Third, the student develops a timeline, which identifies specific action steps she plans to take each year for the next five years and specific deadlines for completing them. These steps may include applying for an internship, identifying and pursuing research opportunities, and so on.

Once the student has completed this process, she then approaches her parents with all the information she has collected regarding her interest field and her specified action plan. By following this approach, students often come out of the process feeling more motivated, better organized, and more confident about communicating their desired goals. I find that parents are often more receptive to this because the student has provided them with the necessary "facts" to envision a successful future.

Although this process might alleviate some of the student's distress and reduce communication problems in the family, it still does not guarantee support or encouragement of his or her desired career path. Whether the family has been influenced by different cultural work values, or has just been exposed to a different world-of-work, there is not always a comfortable resolution.

Summary

When working with a diverse population of students, it is essential that we take a holistic approach to our career counseling services. As helping professionals, we must recognize and consider the cultural and family background of each student and how these values might impact their career decision-making. This article provides a step-by-step approach for exploring cultural and family work values and developing tailored career counseling strategies.

Conclusion

As career counselors, it is important that we maintain our professional boundaries and are clear about our limitations. We *can* promote self-awareness and provide career exploration and job search resources. After that, however, it often comes down to our ability to listen, empathize, and provide a supportive relationship, to which students know they can return if and when they are ready.

*This article (with slight modifications) originally appeared in NCDA's web magazine, Career Convergence at www.ncda.org. Copyright National Career Development Association, October 2003. Reprinted with permission.

Affiliation in the Workplace: Career Counselors and Organizations

Karen Yetman, Ron Elsdon, & Bob Gardner

Summary

In this paper the authors build on the evolving relationship between individuals and organizations, and the evolving practice of career development to explore opportunities and challenges in the future. The paper suggests that a two-way relationship of affiliation will be needed in the future between organizations and individuals to maximize organizational value creation and individual fulfillment. The career development profession can play a pivotal role in building this relationship. While the evolution of the career development field reflects the emergence of greater individual choice about employment options, today we find ourselves at a crossroads. On the one hand the need for organizational career development services is growing. On the other hand the deployment of such services is sporadic. This paper explores why this is so and provides suggestions for enhancing the relevance of the career development profession in an organizational setting.

Introduction

Major shifts occurring in the world of work today are significantly altering the relationship between individuals and organizations. These changes are driven by individual, social and demographic factors, in addition to the profound impact of an era characterized by corporate scandal and rampant downsizing. There is a growing emphasis on individual control and responsibility in career decision-making. As organizations begin to feel the pressure of an impending labor shortage there is a need to build a strong, mutual relationship of affiliation to both enhance organizational productivity and individual fulfillment. By affiliation we mean a two-way relationship of mutual connection between the organization and the individual. It is defined as becoming closely connected or associated, being derived from a Medieval Latin word meaning to adopt. This presents a significant opportunity for career development professionals to expand their contributions in an organizational setting. However, strong bridges need to be built between the career development profession

and the organizational world. In this paper we explore changes that are occurring in the workplace, we address the importance of building a two-way relationship of affiliation between individuals and organizations, and we examine the implications for the career development field.

Historical Perspective

A historical perspective on the evolving relationship of individuals to organizations and the balance of power between the two provides a context for understanding today's environment and considering future implications. While developing nations, including the U.S., were building a strong industrial base in the late 1800s, one third of the U.S. workforce was self-employed largely as farmers, working conditions were severe and child labor was common (International Survey Research, 2000). While much progress was made by the early 1900s in limiting child labor and the length of the workweek, safety was viewed as an employee responsibility; there was no minimum wage and little job security. At that time people were employed as indentured servants with little control over their conditions of work.

Industrialization and centralization of industries in the U.S. from 1900 to 1930 brought people from farms and immigrants primarily from European countries to urban centers. Many were poor and disconnected from their support systems. Management styles were coercive and authoritarian. Only the physiological needs of the workers were fulfilled. Both personal control and affiliation were restrained.

Career development as a field began to emerge at this time. During this period we saw the development of assessment-based processes such as Parson's trait and factor approach, the Strong Vocational Interest Blank and Hull's Aptitude Test Battery. These assessments represented the first recognition of the importance of blending individual interests and organizational needs in an organizational setting. However, integration of assessments into a context of individual development was yet to come.

Both the Great Depression with its economic decline, and WWII with its loss of lives, significantly reinforced workers' need for security and safety, curtailing personal control, from 1930 to 1950. However, the federal government advanced the career development field and, by extension, personal control by passing legislation that supported social security, designing programs to generate jobs and training for millions of displaced workers, creating the US Employment Service which produced the Dictionary of Occupational Titles and passing the George Dean Act which supported the national vocational education movement.

At the same time we saw advances in the counseling field that recognized the primacy of individual choice, later to become a cornerstone of career

counseling. In the 1940s, Carl Rogers's work introduced a client-centered approach to counseling built on the concept of mutual respect and helping individuals integrate various aspects of themselves in determining their own destiny. This coincided with individuals' contributions in a work setting beginning to extend beyond the purely physical, to the exercise of imagination, creativity and intellectual capability.

From 1950 to 1980, many societal influences contributed to further shifts in the individual/organization relationship. Reconstruction and the growing importance of large companies after WWII, the growth of higher education and the civil rights and the women's movement all were significant influencing factors. Management practices reflected a paternalistic view of organizations supporting individuals in return for fealty. Personal control was enhanced through individual achievement although still defined externally by the organization. Where career development began to emerge as a fledgling discipline in organizations it was focused on organizational goals and performance. We also saw the emergence of theoretical career development frameworks such as those from Super and Holland.

From 1980-2000, the growth rate of the workforce slowed in the U.S. and many developed nations, new computing and Internet technologies emerged, global competition became a reality, and the transition of the U.S. economy from a manufacturing to an information and service base proceeded in earnest resulting in restructuring and the downsizing of organizations. Substantial labor shortages emerged at the end of the 1990s in sectors such as high technology. Individuals were now expected to take charge of their own careers enabled by technology, captured by the concept of career self-reliance (Waterman, 1994). Much organizational energy was expended in supporting individuals affected by corporate downsizing. Some initiatives were born to support individuals in their development within organizations, although these initiatives were often later challenged by resource reductions and waning organizational support.

The Relationship Between Individuals and Organizations

Today we are confronted with a dilemma when considering career development resources in organizations. As career counselors we accept as an article of faith that supporting people in finding better alignment of who they are with their work will increase their fulfillment and their impact on an organization. We have much anecdotal evidence to support this. However, managers and leaders need more tangible evidence of the organizational impact, remarking often, "Just show me the financial benefits." This is, in truth, difficult to do because of the many complex factors that influence organizational performance. One study (Elsdon,

2003) has shown that the return on an investment in career development resources can exceed 180%, but such studies are limited. Given the lack of measurement of impact it is not surprising that even the terminology "career development" is sometimes viewed with suspicion in companies, connoting an area that benefits individuals but does little for the organization. In this climate it is not surprising that some organizational career development programs have struggled to demonstrate their legitimacy and been eliminated or greatly curtailed. Why should we expect the future to be any different from the past?

There are three fundamental factors converging that will require a shift in organizational leaders' views about career development. These factors are as follows:

- Declining growth rate of the labor force in developed nations, including the U.S.
- Decreased commitment of individuals to organizations
- Value creation being increasingly about people

Let us examine each in turn. The annual growth rate of the U.S. workforce increased from about 1% in the 1950s to about 2.5% by the late 1970s/early 1980s. It has been declining ever since to about 1% currently. It is projected to further decline to zero growth over the next 25 years. The scarcity of people that we felt in the late 1990s and early 2000s will return. In this respect the healthcare sector is a leading indicator for our broader economy in the future, with the growth of many organizations in the healthcare sector constrained today by lack of people. An additional factor will come into play as the economy recovers—the accelerated departure from full-time employment of many baby boomers. In many cases they are still in full-time employment because their retirement savings were eroded by the stock market collapse. This will change with economic recovery.

The second factor, the decreased sense of commitment of individuals to organizations, is brought about by continued downsizings and by the different perspectives about the nature of work by the generation entering the workforce. Here is a comment in 2002 from a threaded e-mail by an ex-employee after a dot.com failure: "You may now only borrow 40 hours of my life a week – that's all I'm gonna give." It captures that erosion of commitment that has occurred for individuals, and it is no less on the organization side.

The third factor is that in an information and service- based economy, value creation is increasingly about people. Work is becoming more complex, requiring more advanced functional and interpersonal skills, through personal control, that build with time in an organization. These developed skills are at the core of organizational value creation.

The three factors are converging and they will result in a continued re-balancing of power between individuals and organizations, with more control moving to the individual. This, in turn, means that organizations will need to re-define the relationship with individuals. Indicators of the nature of this redefinition come from listening to people within organizations. Benchmark data (Elsdon, 2003) shows that lack of career development support is a primary issue for individuals. So organizations in the future will need to address individual development, giving it at least equal weight to performance, the traditional focus. Indeed addressing development will result in longer-term performance improvement.

The nature of the relationship with individuals will need to move away from a one-way relationship of retention, something the organization does to the individual, to a two-way relationship of affiliation, a mutual partnership. Affiliation is built on the principles of understanding individual needs, providing people with options and choices, fostering learning, developing personal control, supporting breadth in development, and incorporating Peter Drucker's idea that we engage individuals as volunteers. The strength of affiliation influences not only the decision a person makes to stay with or leave an organization, it also influences the decision to return and most importantly the extent to which people can achieve their full potential. A survey conducted in 2003 showed that on average people were operating at about 60% of their self-assessed, full potential. Closing three quarters of the gap between actual and potential could contribute over $200 million each year for an organization of 15,000 people. Even a skeptical Chief Financial Office will recognize the importance of such a contribution. It is here that we can have a major impact as career development professionals.

Current Perspectives on Career Development in Organizations

Although there exists a unique opportunity for career development professionals to influence affiliation in the workplace, it is unclear to what extent this is currently happening. In an attempt to spark discussion amongst the career development community, the authors organized a series of roundtable discussions (held at the Northern California chapter of the California Career Development Association quarterly meeting and at John F. Kennedy University's Career Development Summer Institute program) about how we as career development professionals can work at the strategic level to create development processes that contribute to individual fulfillment and organizational prosperity. Over 100 Human Resource representatives and career development professionals came together to discuss pressing organizational issues, workforce development initiatives, and the role career development professionals can play in these

initiatives.

As a result of these discussions we learned that while many organizational leaders recognize the importance of creating strategic, integrated systems for developing workforce talent, a major challenge to the sustainability of such processes has been a lack of several factors: effective measurement, effective communication of value contribution, and a clear linkage of development processes to financial contribution and organizational initiatives. Primary areas of organizational interest include succession planning, and leadership and high potential employee development. In many cases the responsibility for development of individual contributors falls predominantly to managers who often lack the needed interpersonal, leadership and employee development skills. Some organizations have created training programs to prepare managers to hold development discussions with employees but few indicated that more comprehensive career development-related initiatives were in place and effective.

Many Human Resource and career development professionals agreed that the term "career development," justified or not, is seen as focused on the individual, and not necessarily tied to organizational strategic initiatives. In an era emphasizing immediate financial returns, the value of workforce development services must be clearly demonstrated and this has not traditionally been the case with career development initiatives. Indeed, when organizations do focus on creating development programs it is to Human Resource or Organizational Development professionals that they generally turn, not career development professionals. It seems that the very term 'career' is questioned, connoting a service that, while it may benefit individuals, does not impact the organizational bottom line.

This lays bare a key challenge for career development professionals in the future. In order to contribute at a strategic level career development professionals must use and expand upon their skills to become organizational change activists, building on a keen understanding of changing concepts of work to support organizations in adapting to new workforce challenges. System-wide development processes are needed to address an employee population that is increasingly feeling disconnected. Such development processes must include a clear demonstration of their contribution to organizational value. Process design, development and project management skills, coupled with business acumen, will be needed to complement traditional career development skills of facilitation, listening, training and coaching with individuals. The career development professional of the future will need to relate the relevance of his or her work with individuals to its organizational impact, and be able to communicate this relevance.

For the profession, this will likely mean sponsoring research that builds a stronger content base relevant to practice in an organizational setting. This

is a content base that further enhances the effectiveness and demonstrated ability of career development practices to increase individual fulfillment, organization value creation and broader community strength. As such it reinforces the research aspect of the practice, training and research triad identified by Walz (1998).

Path Forward and Conclusions

Today we are faced with the convergence of a declining workforce growth rate, decreased commitment of individuals to organizations and organizational value becoming increasingly dependent upon those individuals. Career development professionals have a unique opportunity to partner with organizations to create development systems that build affiliation and increase organizational value while enhancing individual fulfillment. Today career development professionals are not the primary engines of such transformation.

What can be done to strengthen the influence of the career development profession in organizations? First, the responsibility for heightening the awareness of the potential contribution of the profession lies with career development practitioners. We, as career development practitioners, need to facilitate a dialogue among those in organizations with an interest in innovative development practices to understand emerging needs, explore alternative approaches, brainstorm ideas and create strategies for moving forward. We need to increase the content depth of the profession by sponsoring research that enhances our capability to support individuals in their search for greater personal fulfillment and understanding the impact of this on organizations. We must link career development to leadership development initiatives already in place in many organizations. Further, we must link career development to organizational priorities through effective measurement practices that demonstrate tangible benefits. Most importantly, we must communicate solutions and strategies using the language of business to gain credibility.

In our role as career development professionals we are at the heart of the relationship between the individual, the organization and the community. Building on a substantive body of knowledge we can support individuals, organizations and their leaders in creating organizational environments that embrace individual development leading to enhanced individual fulfillment and organizational value creation for the benefit of all.

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Career Spirituality – Learning the R.O.P.E.S.

Rabbi Moshe Fine

Preface

Career development is an inherently spiritual process. Yet, many career development professionals and personal coaches shy away from any discussion of spirituality in their work. The reason for this is perhaps because spirituality is tied to religion, and we live in a society that values a separation of religion from state and other aspects of public life. We are uncomfortable mixing religion into our profession, and we are afraid of offending others who do not share our faith. This places the career professional in a dilemma: How does one practice a spiritual occupation, but never discuss the central issue?

To escape this dilemma, we need an understanding of spirituality, which transcends the borders of religion, and we need a vocabulary with which to articulate our ideas with others. Moreover, we need a framework that is at same time both broad enough to facilitate a universally inclusive discussion and, simultaneously, sophisticated enough to remain valuable. The R.O.P.E.S. offers such a framework. It is a practical approach to spirituality, designed to facilitate such an inclusive discussion. Indeed, the R.O.P.E.S. will empower you with the ability to integrate concepts of spirituality and meaning into your career and your life, and it will assist you in helping others do the same.

Introduction

A football player once asked the great coach, Vince Lombardi, to play on his team. The player said that football was his top priority. Lombardi replied, "With that attitude, you won't play on my team. On my team, it has to be G-d first, family second, and only then football!"

Many people pay lip-service to the idea of ordering their priorities with noble values first and only then list their work. A person might say that he or she puts family first, but then put in 60 or 70 hours at the office. In reality, for many of us, there is a great disparity between our stated values and how we live our lives. Moreover, even the most sincere person cannot escape the fact that they are likely to spend much more time at work than they could ever hope to spend with "G-d first, family second."

So, it would seem that we are all a little dishonest in how we structure our lives. And you cannot simply say, "Well, I have to organize my life this way. After all, I need to feed my family," because even the Vince Lombardi's of this world, who have plenty of money in the bank and, if they so chose, could spend more time at home and in church or synagogue, choose instead to play football!

Our careers, whether we admit it or not, are the dominant factors in our lives. This is so true that, for most of us, "who we are" is synonymous with "what we do." Therefore, gaining perspective about the role of career in our lives is important. In addition, since many of us truly aspire to the ideal of attaining life-work balance, we need an approach to dealing with career issues. To achieve these ends, one must examine the spiritual dimension of career.

Now you might be thinking, "What does spirituality have to do with work? Why should I care about the spiritual quality of my career? I am not a priest or rabbi. Let's leave the spiritual for the house of prayer."

To this, the response is simple – career satisfaction is at its core a spiritual issue. If all "career" meant was making money, then finding a job and being happy in it would be a simple mechanical formula: We would do what our father's did or whatever society chose for us. We would do what we were trained to do, and no one would like what they did more or less than anyone else. Furthermore, if career meant only money, then people would retire once they achieved financial security. The fact is, though, that life is not that simple, and successful people do not stop working.

Deep down, we each have an overwhelming drive to feel a sense of meaning in what we do with our lives. We need to know that there is a purpose to our existence and that we have contributed something to the world for having been here. We desire to fulfill our potential. And these issues are spiritual ones. Therefore, we can no more divorce the concept of spirituality from a discussion of career than we can separate the concept of air from a discussion about breathing. There is no career satisfaction without spiritual fulfillment. Moreover, once we understand the spiritual connection between what we do and who we are, we might even be able to structure our lives to reflect our true values.

Doing this – achieving career spirituality - is a five-step process. All it takes is learning the R.O.P.E.S.

R - REAL

To begin, we have to address a fundamental issue. Entering a discussion of career spirituality requires making a BIG assumption. That is, we must assume that there is such a thing as the spiritual. We must assume that people can have "spiritual experiences" that are something more than a figment of their imaginations.

This is the starting point of career spirituality. The first step to learning the R.O.P.E.S. is recognizing that spirituality is something real. "R" is for real.

Realness implies that the spiritual realm has a structure associated with it. By definition, anything real has structure and is governed by immutable laws. Just as there are laws of nature, such as physics and biology, which govern the physical world, so too there are spiritual laws, which govern the spiritual world. Just as when an object falls, the laws of physics demand that gravity pull it down, so too spiritual experiences must be guided by certain absolute principles of the spiritual realm. The alternative is to say that spirituality is chaotic, and chaos is nonexistence. However, if spirituality is real and has structure, then it can be studied, understood and accessed. It also follows that the human drive for spirituality is for something real. Spiritual needs are real, which really must be met. Appreciating the realness of your own needs is the first step to learning the R.O.P.E.S.

O – Omni

After appreciating the realness of the need for spiritual fulfillment, the next step to learning the R.O.P.E.S. is to gain some insight into the nature of the spiritual. This insight is the "O" of the R.O.P.E.S. "O" stands for omni.

One basic attribute that nearly all people ascribe to the spiritual is its quality of being "omni." When people attempt to describe G-d, the infinite, or other concepts connected with the spiritual, they use descriptors like all-powerful, all-knowing, and all-encompassing. We instinctively recognize that the spiritual has an "omni-ness" to it. It is omnipotent, omniscient, omnipresent, everywhere, in everyplace, and transcending the borders of space and time.

This "omni" quality of the spiritual is what enables life to have meaning. Matis Weinberg explains that when we say something is meaningful, we are expressing that it shares a deep connection to something else. An event, such as a birth, is meaningful because we sense through it our connection to something greater than ourselves – such as the greater cycle of life and death and renewal that we are all a part of. Our careers are meaningful, when we perceive through them the impact we have on the reality outside the four walls of our offices. These connections result from the omni-ness of the spiritual - its all-encompassing nature, which connects seemingly disassociated aspects of creation. The degree of meaning that we ascribe to a particular event relates to the intensity of interconnectedness that we perceive.

To better understand, consider the case of a man witnessing the birth of his child.[1] He may leave saying that the experience was one of the most

profound of his life. The fact that the nurse, who assisted the delivery, described it to a colleague as standard and uneventful does not lessen the realness of his experience. Similarly, that nurse might attend a film and be moved to tears. Afterward, if she calls her colleague and excitedly describes the film as one of the most deeply meaningful ones she had ever seen, it would not detract from her experience to know that the new father was a movie critic, who had written a scathing review of the same movie.

Given this dichotomy in experiences, one might conclude that the nurse and the movie critic are sensing two different "meanings." However, when we consider the omni-ness of the spiritual, we realize that both had insights into the same interconnectedness of existence. The father and the nurse actually experienced the *same* meaning, albeit along different paths. Whereas the existence of a spiritual connection between all of existence is absolute, each individual perceives this connection in a manner relative to their own personality. Different people "tune in" to different experiences.

Spirituality is real. It is all-powerful and everywhere, but each of us is sensitive to it in different ways. When we ask for meaningful careers, we are seeking work that enables us, individually, to sense the interconnectedness between who we are and what we do and how this fits into the world.

P - Paths

The first two steps in learning the R.O.P.E.S. are appreciating that spirituality is real and understanding its attribute of being omni. The next step is to explore the various *paths* open to a person to connect to this level of reality. These paths are the "P" of the R.O.P.E.S., and there are four of them.

The first is luck! It is the epiphany or transcendental experience – the sudden perception of the essential nature of something. This is the event that we usually think of when entering into a conversation about spiritual experiences. It can be a prophetic experience or the heightened awareness experienced by a mystic. During such experiences, people report sensing an insight into reality as whole *as well as* their place in the greater scheme of things.

The reason that this first path is labeled "luck" is because there seems to be a randomness in how and when these visions occur. The truth is, though, that such experiences normally result from sustained and concentrated effort. There may be an unusual event when a person is given the gift of such an epiphany, however they are usually not divorced from the circumstances in which they occur. There is something about prayer and meditation which facilitates these types of experiences. A person may not have such an experience during every prayer or meditative

session, but it is not surprising that someone who meditates regularly has these experiences more than someone who does not. Anyone who has had such an experience should record the steps leading up to it. In this way, the experience can be recreated.

The second path to spirituality is grandeur.[2] This path is often associated with nature. Being in the presence of great vistas, powerful waterfalls, and sunsets stirs within us deep feelings. But, grandeur is not limited to nature; it exists in other settings such as stately courthouse buildings, ancient ruins, and mass crowds of people.

The reason that grand things invoke within us spiritual feelings is because they get us in touch with the "omni-ness" of the spiritual dimension on a primal level. The raw power of Niagara Falls, for example, invokes in us the all-powerfulness of the spiritual dimension. When we see a sunset or look into the expanse of a star-filled night sky, we may connect to the harmony of the spiritual. These feelings result from the omni-ness of the spiritual.

The movie *Grand Canyon* expressed this idea in an interesting way. This movie was about people and everyday life in Los Angeles. Nonetheless, the characters sensed hints to greater meaning in the events of their lives. When trying to describe these feelings, the characters were limited to comparing them to the sense of awe that one has while viewing the Grand Canyon. The movie ends with the main characters gathered at the Grand Canyon to recapture this sensation.

On one hand, the view of spirituality expressed in the movie is quite shallow. We would be limited creatures if a big hole in the ground were the end all, be all, of our spiritual existence. On the other hand, the movie expressed an extremely profound idea. The movie connected the sense of meaning that people have in disassociated events with the feelings experienced in nature as expressions of the same reality, and that is deep! Grandeur is simply readily accessible opening to the spiritual realm.

This leads to the third spiritual path – elevation. Elevation is the ability to perceive spirituality in seemingly inconsequential things, or non-grand events. The fact is that owing to the omni-ness of the spiritual, everything has a spiritual quality to it. Therefore, our emotions should not just be stirred by grand things. The mundane should also offer a glimpse into the divine.

Nechemia Coopersmith explains that the reason we do not grasp the spiritual in the mundane is because we have become jaded. We have assimilated into the back recesses of our minds the utter uniqueness of the world around us. We therefore are generally unable to use the ordinary as a window to greater reality. Children, however, do not suffer from this deficiency.

One windy day when my eldest daughter was about five, she looked out

the window and exclaimed, "The trees are dancing!" My wife looked out and saw the trees being blown by the wind. My daughter did not realize that the wind was causing the movement. She thought the trees were actually dancing. And, the truth is, she was right. The mundane is quite magnificent.

The world offers unlimited opportunities for insight and meaning. Sensitizing ourselves to these opportunities and allowing ourselves to perceive meaning in the mundane is an act of elevation. By seeing the interconnectedness of reality in something as ordinary as dancing trees, we elevate the moment to being truly special.

The fourth path to spirituality is self-actualization. Now it might seem odd that involvement with self could be a spiritual endeavor, but this phenomenon is implicit from the classical spiritual epiphany. Integral to these experiences is perceiving a sense of one's own place in the scheme of things. Achieving such self-identity as part of one's daily outlook is an even greater spiritual level.

The movie *Patton*, about General George Patton during World War II, well-expresses this idea. In one scene, Patton is driving along a road in Northern Africa when he takes a detour. Patton reaches a clearing, where he recounts the details of battle two thousand years before, involving a Roman legion. When he finishes, the person he is talking to says, "It sounds like you were there." Patton replies, "I was."

Later Patton is removed from his command. As the Allies are preparing for the invasion of Normandy, Patton says something like, "It cannot be that the whole world is at war and I am not a part of it." Patton saw his destiny as leading a great army into battle. Therefore, when he was reinstated and given command of an Allied army, he deeply sensed the fulfillment of his purpose. His attainment of such self-actualizion was profoundly spiritual.

In summary, the "P" of the R.O.P.E.S. is these four paths – luck, grandeur, elevation, and self-actualization.

E – Elevating Our Careers

The next step to learning the R.O.P.E.S. is applying the concept of elevation to our careers. "E" is for elevating our careers. It focuses on how to transform our daily routines into a spiritual endeavor.

Previously, we discussed the concept of "elevation" in terms of perspective. The third path to spirituality requires changing how we view the details of life, such as dancing trees, so that we sense in them the same feelings of awe that we normally reserve for grander things, like the Grand Canyon. In this way, we achieve spiritual elevation through perception. However, it is also possible to achieve elevation through action. This is done by connecting what we do to its impact on the world around us.

All of our actions have the potential to be ultimately meaningful. Since all of reality shares an intrinsic connection through the spiritual plain of existence, our actions deeply affect the world around us. In fact, there is nothing that we could ever do that would not have an impact on all of existence! All of our actions – even the most inconsequential – impact our city, our country, and the environment. Every action we take reverberates throughout the universe, because everything shares an intrinsic connection to everything else!

Because our actions have such potential, each one of us has tremendous responsibility. This responsibility results in humanity sharing a common purpose. This purpose is expressed in the Hebrew phrase *Tikkun Olam* – fixing the world. Each one of us has an obligation to somehow add or contribute to the world around us. When a person realizes this, that their actions have tremendous power and they have awesome responsibility, even the most trivial acts become spiritually uplifting.

There is a story in Jewish lore which brings out this idea. Toward the beginning of the first book of the Bible, Genesis, there is a list of the 10 generations that lived from Adam until Noah. The Bible records that the people of these generations lived exceedingly long lives. Adam, for example, lived 930 years. By contrast, one person, Enoch, lived an appreciably shorter life - a mere 365 years. In addition, this person did not die, but was "taken" by G-d. The story explains that Enoch lived in a generation when humanity was becoming corrupt but because he was particularly righteous, G-d took him before his time so that he would not be influenced by those around him.

Of particular interest is why Enoch was accounted as righteous. Enoch was a shoemaker and with each stitch in making a pair of shoes, he would concentrate that the purpose of his action was to make a comfortable pair of shoes so that its wearer could go about doing good deeds. In essence, Enoch was righteous because he connected each of his actions to a greater purpose and made each one holy.

This same potential exist for all of us. There is nothing that we can do that does not have a deep and meaningful impact on everything. Even our simplest actions have tremendous import. Thus, career spirituality begins with attitude and intention. It requires recognizing the effect of our actions beyond ourselves. When we sense this connection between what we do and its impact on the world, and when we focus our actions to have a positive affect, we experience spiritual elevation.

S – Self-Actualization Through Career

This brings us to the final step in learning the R.O.P.E.S. "S" is the fourth spiritual path, self-actualization, applied to career. "S" is spiritual satisfaction that comes from truly connecting who we are to what we do.

In addition to our general purpose of fixing the world, each of us has a specific purpose, which is unique to us. This purpose explains why *I am* here – why I am alive; why I was born with my specific talents and challenges; and why I was not born as someone else, with a different set of attributes. This specific purpose, or mission in life, is different for each individual. However, discovering this mission can be a most difficult task. Helping people achieve this level of spirituality is the awesome responsibility of the career development field.

Fortunately, as Dick Bolles points out in *What Color is Your Parachute*, the universe has been kind and given us clues to guide us. These clues are hinted to in the very challenge itself – a person's specific purpose is to take what they have been given and to apply it. The way a person identifies their particular purpose is by going through a process of self-assessment. It is also a matter of following one's dreams. It is the important work and focus of the career development professional. When a person achieves this, when they connect who they are to what they do, nothing can offer a more sustained feeling of spiritual satisfaction.

Conclusion

In setting forth the equation of career spirituality in this way, some people may be a little disappointed. Many people limit their concept of spiritual experiences to the intense, but short-lived, transcendental epiphany. Such a person may feel let down by this practical approach.

In response, consider that the need for self-actualization is a primary human need, which is intensely spiritual by nature. Furthermore, when unfulfilled, the sense of lacking reverberates into other aspects of life. So much so, that it can block one's ability to experience spirituality along other paths. A person who is frustrated in searching for their purpose has little chance of being able to elevate the smaller aspects of life, because in truth, it is very difficult to be a shoemaker, or to focus the monotonous aspects of any job in an elevated fashion, when a person does not sense how the little things connect to who they are. Likewise, such a person is apt to overlook even the grander moments of life, such as sunsets or summer days, because they are distracted. Such a person is also unlikely to experience anything along the first path.

On the other hand, when a person feels that what they are doing is a reflection of something deeper, of who they really are, then they are more likely to connect the little things to their greater impact. Menial chores are more likely to be meaningful. Likewise, a person who is fulfilled on this level is more likely to notice the grand events happening around them, and they are even more likely to experience an epiphany at work.

A first path experience at work is like being "in the zone."[3] Being in

the zone is the ultimate experience for a basketball player. It is that moment in the middle of a game when time stands still. Every shot goes in the basket, and every leap is six inches higher than ever before. It is when the ball and player become one.

In truth, such moments are available in all careers. This is when everything is going your way. Every sales call is a winner, and time passes without notice. You miss lunch and only snap out of the trance when your stomach growls at dinnertime. At these moments, the intensity of the experience, and your ability to perceive the pleasure in what is happening, is directly proportional to the degree to which you have come to make what you do a reflection of who you are. This is career spirituality.

Career spirituality is where who you are meets what you do and it connects to the world beyond yourself. When you achieve this, not only will you have career satisfaction, but your career will reflect of your values as well. All you need to do is grab hold of the R.O.P.E.S.!

Footnotes

[1] This example is taken from R'Matis Weinberg's tape series, *Lifechoice*.

[2] The concept of grandeur as expressed here was inspired by a lecture and essay by R' Nechemia Coopersmith.

[3] This example is inspired by a story in Andy Leftkowitz's, *From Fear to Eternity*. Israel Book Shop (2002).

Narrative Journal: Blending Old Theories with New Techniques.

Lee Walker Hirschbein

> *"The song was created long ago when our language was different from what it is now. Today, our people do not use such words in common speech. Indeed, no one knows the exact meaning of the wonderful words. The song is still sung in some of the medicine ceremonies, but only the Medicine Men, the Holy Men, understand its meaning."*
>
> Clark Edmonds (1989, p.265)

Introduction

In today's world, technology, bureaucracy, and budgetary matters often create an impersonal, stressful situation for career practitioners. As the bottom line looms before us in bright red, we are faced with the demand that we do more with less which makes it easy to stress. We wonder if there is ever enough time to establish the empathetic, congruent relationship that we know is necessary for us to be helpful with the people who make up our growing caseload. Unfortunately, the individuals who present their unique situations to us are often reduced to spreadsheets and time segments as we walk the tightrope between meeting specific guidelines and finding a way to look each client in the eye and engage in a meaningful relationship that is sensitive to important cultural and gender issues. At times, it seems that standard trait-factor style assessments are necessary but not sufficient for evaluating people who come to us for help with momentous lifestyle decisions.

This paper suggests adding a level of interpretative analysis to the trait-factor assessment process by including dramaturgical based techniques to incorporate narrative analysis in the process. The dramaturgical-perspective is a branch of social psychology that was explored by Kenneth Burke in the 1930's and elaborated on by Hugh Duncan, Erving Goffman and others. A basic precept of this theory is that analysis of human behavior can only be accomplished as social interactions are

studied in an inclusive manner. It steps away from deductive analysis as it actively engages individuals in communicating their life stories for evaluation. And, it makes use of observation in a manner that goes beyond the "fly on the wall" metaphor to engage the observer in the interaction. Dramaturgical theory is like a wide-range lens because it derives meaning from an entire spectrum of behaviors that result from social interaction. It is an important lifestyle assessment method because:

- It is suitable for women and individuals from diverse cultures who are not adequately served by standardized, time sensitive, mainstream focused, language specific assessments.
- It helps people discover a sense of personal history that extends from the past to the future revealing important life patterns. Positive patterns can be reinforced and expanded on for future growth.
- It encourages clients to become more independent by teaching them basic skills and knowledge that can be used to confront career and lifestyle issues they might face in the future.
- The multi-tasking feature of this approach offers an efficient method for accomplishing more during these lean times when many of us are faced with mandates to accomplish more with fewer resources.

Hansen (1997) asked, "What do we need to know and do to add to our theories, strategies, and interventions to help individuals and families make more effective life planning decisions?" This article is intended for those of us who ponder her inspirational question. It may be of special interest to career counselors, career development facilitators and other individuals who are working in the field of career and life planning. It is also useful for educators and students in sociology, psychology and education who would like to learn more about incorporating qualitative techniques into research methodology.

In the first part of this paper I will describe how dramaturgical analysis revises familiar concepts of personal identity and socialization. Next, relying on the theories of Donald Super and Sunny Hansen, I will suggest a simple method for incorporating dramaturgical analysis into the career counseling process by using job interview questions to generate written and oral narratives.

Personal Identity Characteristics

According to Mark Currie (1998 p.17), we do not have a personal identity inside of us. Our identities exist only as narratives, and if we wish to discover who we are, we must tell our story. This is a common thesis of dramaturgical theorists who insist that individuals do not contain a

mysterious collection of innate traits that follow them through life. Instead, people are defined in terms of the meaning they create while engaging in day to day activities with others. As individuals create significance through interaction, they become engaged in various combinations of roles that add definition and meaning to their lives. These roles are not fixed, but as Donald Super suggests, "wax and wane" as lifestyle concerns shift and recycle.

The concept of a personality that moves with a person and drives need- related behavior is not a valid construct in dramaturgical analysis. This is because personality, as used in this manner, is an innate, internal artifact that acts to generate specific actions in the external world. Instead of personality, the term *SELF* is advanced as an appropriate term for personal identity. The concept, *SELF* implies a reactive, flowing entity that is established, destroyed and recreated through social interaction. Relying on social interaction to establish the concept of *SELF* may cause discomfort for some because is not possible to establish a predictable, unchanging outcome that endures over time. But, as Donald Super so aptly points out, the roles that people engage in over a lifespan are not predicable or concrete because they are in a constant state of renewal.

Cultural Socialization

Dramaturgical analysis advances a slightly different interpretation of socialization. Most traditional theories of socialization describe it as a process that fuses an individual to the narrow features of a specific culture. Dramaturgical analysis expands on the concept of socialization to include an extensive collection of social interactions that facilitate individual development across cultures, not within or because of a culture. Instead of considering socialization as an essence that is mysteriously imposed upon an individual, the dramaturgical theorist views socialization as an outcome of active engagement in social activities. The fact that we exist in a multicultural world makes culture specific socialization impossible to achieve. This epistemological viewpoint that interaction is an important force in socialization is problematic to some, as outcomes are not predictable. But since life is not predictable, can it be accurately assessed with a method that is predictable?

Dramaturgical analysis adds an important dimension to the assessment protocol because it is suitable for individuals who are not adequately served by standardized, time sensitive, mainstream-focused, language-specific techniques. There are no culturally derived stereotypes for individual classification because people are considered products of social interaction. While dramaturgical analysis relies on cultural relativity to establish acceptance within and among cultures, it does not impose

cultural identity on individuals. This variation on relativity removes cultural restraints from individuals and allows them freedom to explore significance across cultures. And, the process of socializing with others creates situations that encourage individuality and understanding through interaction.

People learning a new language may be better served by dramaturgical analysis because it offers a process for sharing personal history without concern for understanding predetermined questions stated in an unfamiliar language. This is a more meaningful way to assess people from other cultures because questions are not standardized to mainstream cultural parameters. Indeed, as we become more global, we may work with people who do not use a written language, or who prefer to express themselves through story telling. Dramaturgical analysis is a celebration and acknowledgment of cultural differences as it provides a means for helping individuals integrate into other cultures while retaining their individual identities. Use of the narrative also helps practitioners keep in mind the important influence of others in our lives as we explore social relations that have influenced us. Engaging in a narrative with a client helps us form a deeper understanding of our personal story and how it intersects with others.

Motivation

Try to define motivation without using examples. Most likely, this will prove difficult because, according to dramaturgical theorists, motivation is not a mysterious force that is carried within individuals. Now, try to explain three factors that motivate you. It is easier to describe what motivates you because you are describing concrete expectations. According to dramaturgical theorists, these expectations are not driven by interests, values or personality characteristics. Instead, they develop as individuals interact with significant others in varying degrees of intensity. These interactions may be considered life roles that emerge through interaction with significant others over a lifespan.

As symbols become a narrative of daily life, personal meaning is discovered in the many roles that people occupy in constantly shifting permutations across their lifespan. Consider the metaphor of an actor performing before an audience and how it might apply to the career assessment process. The audience is the facilitator and the actor is the client. Understanding unfolds as performance forms a connection to the many identities or life roles that are created as the individual interacts in social settings. The actor and audience become equal partners in the drama as roles are considered and rearranged. The catalyst for this method is carefully selected job interview questions.

Application of Theory to Practice

While there are many useful interview questions that are suitable for dramaturgical analysis, the following list of questions has proven to be the most useful, given my experiences over the past ten years. Each question is versatile because it results in suggestions about abilities, values, lifestyle choices, skills and other important considerations. It is helpful to arrange for the client to write out answers to each question before discussing them in a two way narrative. This makes the understanding more concrete to the person, helps improve writing skills, and leaves the person with edited responses that can be revised over time as life roles change.

1. Tell me about yourself.
2. What do you see yourself doing five years from now, and as a follow up, ten years from now.
3. What three things are most important for you in a job?
4. Describe your ideal life situation.
5. Tell me about a major problem you encountered and how you solved it.
6. What are your strong points? What are your weak points?

The answers given to these questions suggest additional questions for discussion and clarification. As the discussion unfolds, values, abilities, interests and other important information emerges. If necessary, the information may be verified by career assessment, Or, if the information seems comprehensive enough, it may be taken at face value.

Summary

- Dramaturgical analysis is a narrative-based style of career and lifestyle assessment that adds an interpretative dimension to traditional trait-factor assessment. The multi-tasking feature of this approach offers an efficient method for increased efficiency during these lean times when many of us are faced with mandates to accomplish more with fewer resources.
- Dramaturgical analysis adds an important dimension to the assessment protocol because it is suitable for individuals who are not adequately served by standardized, time sensitive, mainstream-focused, language-specific assessments.
- The concept of personality is not a valid construct in dramaturgical analysis because it is considered an internal force that defines individual traits, and initiates actions and decisions. Instead, the concept *SELF* is used as it suggests a changing entity that is

established, destroyed, and recreated through social interaction.

- Socialization as it is derived from a dramaturgical point of view is not culture-specific. Instead it is an ongoing process that celebrates individual differences instead of cultural uniformity. Therefore, rather than considering socialization as an essence that is mysteriously imposed upon an individual, the dramaturgical theorist views socialization as an outcome of active engagement in social activities. This variation on the process of socialization expands to include an extensive collection of social interactions that bring about individual development across cultures, not within or because of a culture.
- Motivation is not driven by interests, values or personality characteristics. Instead, motivation develops as individuals interact with significant others in varying degrees of intensity. These interactions result in life roles that fluctuate and recycle over a person's life span in varying degrees of intensity.
- The catalyst for moving dramaturgical analysis from theory to practice is carefully selected job interview questions. A group of six questions that have proven useful over a number of years is offered as a starting point. As the questions are discussed, new insights are developed that suggest interests, values, abilities, lifestyle preferences, career maturity and other important features for additional consideration and elaboration.

Conclusion

As people engaged in the career counseling community, our challenge is to constantly search for new methods to help us understand the people we seek to help. At the same time, it is imperative to honor time tested theories and assessments that have given us the best practices throughout the lifespan of our profession. It is important to emphasize that career assessment does not need to embrace either conventional or narrative-based techniques. Like the people we seek to serve, the assessment choices at our disposal are diverse and they are limited only by our desire to seek new techniques for more meaningful assessment.

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ERIC

From Career Decision-Making to Career Management: It's All About Lifelong Learning

Phil Jarvis, Jessi Zielke & Charlsey Cartright

Abstact

Most adults end up in their work roles through less than fully informed and too-often unintentional career decision-making. The economic and social consequences for individuals, their communities and the national economy are profound. By using what we know about career development and learning we can dramatically improve the career planning and management process, lifelong, for the individuals we serve? When the outcomes of quality career management interventions are expressed in terms of measurable impacts on personal, community, economic and workforce development we can capture the attention of legislators, policy-makers and administrators, and gain more support for career management programs and services that can provide evidence of their success in these terms.

From Career Decision-Making to Career Management: It's All About Lifelong Learning

The world of work has changed significantly. Career practitioners know that. However, does the population at large really understand the impact of those changes on their life and work journey? Most adults make career decisions based on the models they learned in the past and are not prepared for the myriad of changes they will experience in their future. Just prior to graduation many youth are not clear what they want to do when they enter the workforce and have second thoughts regarding the plans they have made for entering new learning situations. In fact, of those youth who go directly to college or university programs, not to mention apprenticeship or trades training, nearly half change programs or drop out by the end of their first year. Of those who graduate, 50 percent may not be in jobs directly related to their programs of study two years after they graduate.[1] Moreover, many will be carrying heavy student loans burdens for years to come.

Clearly, change is the theme of work, learning and life of the 21st century. Career practitioners have the unique challenge to not only impact immediate career decisions, but to leave a lasting legacy by teaching clients and students the skills and competencies to effectively manage a career for a lifetime. The traditional vocational guidance paradigm is based on expecting youth, with help from their career counselor, to make an informed, long-term career choice before graduating from high school. Yet, when groups of adults are asked if they are now doing what they expected to be doing when they graduated, less than 10 percent (elementary educators and nurses excepted) raise their hands. The evidence suggests only a small minority of people is able to identify a "calling" at a young age, despite the pressures to which we continue to subject youth, and their counsellors, to do so.

The vocational guidance model is primarily about helping people make an informed occupational choice, and went as follows:

1. Explore one's interests, aptitudes, values, etc. (often with tests and professional help)
2. Explore the world of work (occupations)
3. Determine a "best fit" occupation by matching personal traits to occupational factors
4. Develop a plan to obtain the prerequisite education and training
5. Graduate, obtain secure employment, work hard, climb the ladder
6. Retire as young as possible on full pension to enjoy the rewards of years of hard work

Steps 1 through 4 still apply to the new career management paradigm, although the terms "work role," "cluster" or "industry sector" may be substituted for occupation. Contemporary workplace realities, however, now make these steps recurrent, and dramatically increase the need for ready access to career and labor market information and support services. Step 5 is no longer assured, and step 6 will only occur for those who learn career management skills, including financial planning, responsibility and self-discipline. Moreover, more and more people who enjoy their work don't want to stop at a fixed date.

The career management paradigm is not so much about making the right occupational choice as it is about equipping people with the skills to make the myriad choices necessary throughout their lives to become healthy, self-reliant citizens, able to cope with constant change in rapidly changing labor markets and connect with work they enjoy, and maintain balance between life and work roles. The cornerstones of the career management paradigm are the "high five" principles:

- Know yourself, believe in yourself and follow your heart.
- Focus on the journey, not the destination. Become a good traveler.

- You're not alone. Access your allies, and be a good ally.
- Change is constant, and brings with it new opportunities.
- Learning is life-long. We are inquisitive by nature, and most alive when we're learning.

In the career management paradigm, the question, "What do you want to be when ... ?" is replaced by questions like:

- "Who are you now, and what do you love to do?"
- "What are your special talents and skills?"
- "What types of situations, environments and work roles have special appeal for you?"
- "What types of organizations need what you can offer?"
- "What innovative work arrangements will suit you and potential employers?"
- "What do you want to do first when you graduate to move toward your preferred future?"

"People don't succeed by migrating to a 'hot' industry. They thrive by focusing on who they really are – and connecting to or creating work that they truly love (and, by doing so, unleashing a productive and creative power that they never imagined). Companies win when they engage the hearts and minds of individuals who are dedicated to answering their life question."[2] People who love what they do are more productive. In the words of Yahoo chief solutions officer Tim Sanders, "Over and over again, I've discovered that the businesspeople who are the busiest, the happiest, and the most prosperous are the ones who are the most generous with their knowledge and their expertise. People who love what they're doing, who love to learn new things, to meet new people, and to share what and whom they know with others: these are the people who wind up creating the most economic value and, as a result, moving their companies forward."[3]

Tests and computer systems seldom answer people's life questions and career professionals are not exclusively qualified to ask them. The career management paradigm puts control, and responsibility, in the hands of the individual, not in tests, computer systems or specialists. To be fully in control of their own lives, people need to learn career management skills just as they learn math, science, language or technical skills. Career development is now an on-going, learning and skill development process for all rather than an occasional counselling process for the few "who need help." All staff can contribute to the career management learning process, as can parents, spouses and any one else who knows and cares about the individual. As resident career experts, career practitioners who understand the new paradigm become pivotal players in the paradigm shift in their organizations, playing vital coaching, mentoring and coordinating roles for the learners and for those assisting in the learning process, rather than increasingly being relegated to the periphery in declining numbers.

Career is increasingly being viewed as something every human has for a lifetime.[4] Outdated definitions of "job" and "occupation" remain cornerstones of too many guidance processes and post-secondary education and training offerings. "Work is now defined not by occupational titles or categories, but by skills and values. Effective career managers know how to shape and build their careers, project by project. This is a new competency, still largely unrecognized by most adults in the workforce."[5]

"Increasingly, career development is about leadership. It's about the personal leadership required to take action, take risks and learn new skills. It's also about the leadership required to help others develop, grow and learn. Creating things that don't yet exist is now part of career development, not just choosing among existing options. Preparedness for an environment that does not yet exist is key to adaptability, and leadership – therefore, it's key to career management."[6]

Youth and adults need to master career management skills. To help them, career practitioners, counselors, educators and human resources specialists need programs and resources based on clear career management learning and performance outcomes. They need a means by which to easily select resources based on the outcomes they want to achieve with their clients and the skills they wish to build. They need a comprehensive accountability framework to ensure what they do actually helps their clients learn career management competencies in ways that are measurable. A common language and map or framework of career management competencies is needed so there is no ambiguity or confusion among career practitioners, employment counselors, educators and human resources specialists and the public about the goals and outcomes of career management interventions.

Costs of Unintentional Career Decision Making

The old paradigm, in which decision-making is viewed as point-in-time and is, in fact, largely unintentional, has not worked for many citizens. Too many people spend 50 percent of their conscious lives in work settings they do not like. Some take out the stresses of the work day on family members, seek relief in alcohol or substance abuse, and have little energy left for anything other than passive, inert escapes like watching television. The loss of productivity and the waste of human capital are palpable, whether measured in training costs or unrealized human potential.

Americans are proud of the social systems and infrastructure in place to ensure as many citizens as possible, young and old, enjoy one of the highest living standards in the world. America invests heavily to support individuals, groups and regions in need. Most of the expenditure items discussed below are essential infrastructure costs, well invested. The

numbers are so large, however, that minuscule elements of "slippage" equate to sums large enough to make a real difference to governments, corporations and communities. Fallout from gaps between people's skills and workforce needs reduces the return on investment we rightly expect from education, health care and social services investments. It also represents lost revenues to governments and lost competitiveness to businesses.

Lost Productivity and Reduced International Competitiveness.
For businesses and for our economy, productivity is the key to competitiveness. The productivity of America's workforce directly effects competitiveness in the global marketplace. If productivity increases, the entire economy and social structure benefit. If productivity slips, all Americans lose, and pay.

Getting the right person in the right job can make a huge difference to employers. After conducting a meta-analysis of 85 years of research on personnel selection, Schmidt and Hunter (in press) conclude that person-job congruence benefits the worker, the company, and the nation.[7] In Po Bronson's words, "We are sitting on a huge potential boom in productivity – if we could just get the square pegs out of the round holes."[8]

Annualized Gross Domestic Product for the United States in 2002/03 as at March 27, 2003 was $10,588.8 billion.[9] A 1 percent increase in productivity would result in an increase of over *$100 billion* in goods and services in the past year. Better mechanisms for helping people connect with work roles they like and in which they excel can have profound ramifications for U.S. society.

Education Funding. $700 billion[10] was invested in 2001/02 on primary, secondary and post-secondary education. American education systems are among the best in the world. Nonetheless, too many students are floundering or unsure why they are learning what they are learning. Many more cannot decide what programs they should be in. Many change programs, underachieve or drop out. Some extend their education because they are reluctant to move on. Most students do not fully understand the diversity of work roles that match their academic and technical skills. Only a few students are acquiring and mastering the skills of personal management, work and learning exploration, and career management they will need to complement their academic and technical skills in becoming self-reliant career managers beyond graduation. Effective career management programs would help youth develop these skills and gain greater focus and direction. Even a 1% increase in efficiencies through having more students learning what they are motivated to learn equates to *$7 billion annually* better invested.

Health Care Funding. Those who are unemployed or in work roles they dislike are subject to increased stress, have increased likelihood of unhealthy lifestyles, and are more prone to substance and physical abuse. Good jobs foster mental health whereas poor jobs cause distress (Loscocco & Roschelle, 1991)[11]. For instance, in a September 2002 Ipsos-Reid survey for the *Globe and Mail* and CTV[12], one in six adults surveyed (17%) said there has been a time in their life when they've been under so much stress that they've thought about committing suicide. The main causes of stress cited by survey respondents were associated with work (43%) and finances (39%).

$460 billion[13] was invested by the U.S. Office of Health and Human Services in fiscal year 2002 on health care services for Americans. If only 1% of the people now availing themselves of healthcare sevices require these services as a result of their inability to find and keep meaningful employment, then $4.6 billion annually could be saved by them finding satisfying work. If the actual percentage is higher, say a modest 5%, this equates to *$22.5 billion annually*. Some or all of this could be invested in improved health care services for all citizens.

Protection, Prisons and Corrections. Over $150 billion[14] was invested by all levels of government in the past year on criminal justice. One might expect that a contributing factor in the case of some law-breakers and detainees is their inability to connect with appropriate life and work roles. A 1% improvement in helping more of these youth and adults acquire career management skills, become hopeful about their future and achieve increased self-reliance, could generate savings of *$1.5 billion annually.*

Lost Government Revenues. Over $2,000,000 million[15] was collected in receipts in 2003 by the U.S. Government in income taxes (individual and corporate), property taxes, consumption taxes, health premiums, social insurance contributions, etc. If more Americans were able to connect with steady work they like, the government could anticipate increased receipts. A 1% improvement here would generate over *$20,000 million annually* in increased government receipts. A 5% improvement would yield a *$100,000 million annual* windfall for the U.S. government.

The ability of more citizens to make effective connections to meaningful work is the underpinning of improvement in each of these areas. Excellent career, learning and labour market information and mastery of career management skills can help them make these connections. If even a small percentage of U.S. citizens increase their mastery of career management skills, the economic gains, not to mention the human and personal gains, will be enormous. Consider the impact on the U.S. economy and society

of freeing up the figures discussed above, no matter how they may be redirected!

Addressing the Career Management Paradigm Shift

The National Occupational Information Coordinating Committee initiated pioneering work on a national career management skills framework in 1988. The result was the *National Career Development Guidelines* that were adopted by many U.S. states through their State Occupational Information Coordinating Committees. With permission from NOICC, Canada began adaptation of the *Guidelines* in 1998. The result is Canada's *Blueprint for Life/Work Designs* (www.blueprint4life.ca). Thousands of American and Canadian career practitioners, employment counselors, educators, human resources specialists and researchers have now spent fourteen years developing, piloting, evaluating, revising and implementing this career management competency framework.

Both the *Guidelines* and *Blueprint* identify core career management *competencies* with associated *performance indicators* for each competency at four developmental levels across the lifespan. The core competencies are the basis upon which career development programs can be designed. The performance indicators, which are organized by *learning stages*, can be used to measure learning gains and demonstrate the effectiveness of such programs.

Competencies and performance indicators are arranged under three key headings (from *Blueprint*):

Area A: Personal Management
1. Build and maintain a positive self-image
2. Interact positively and effectively with others
3. Change and grow throughout one's life

Area B: Learning and Work Exploration
4. Participate in life-long learning supportive of life/work goals
5. Locate and effectively use life/work information
6. Understand the relationship between work and society/economy

Area C: Life/Work Building
7. Secure or create and maintain work
8. Make life/work enhancing decisions
9. Maintain balanced life and work roles
10. Understand the changing nature of life and work roles
11. Understand, engage in and manage one's own life/work building process

These competencies include the employability, essential and emotional skills employer groups suggest are lacking in too many prospective employees, particularly youth. In fact, work habits and attitudes strongly influence early adult earnings, so educational and training programs need to emphasize work behaviors as much as they emphasize job skills.[16] Self-reliance grows out of the acquisition of these skills.

The *Guidelines* and *Blueprint* recognize that people at different ages and stages learn differently, and that even young children can learn and appreciate these competencies. In fact, we know that attitudes toward work are formed early in life, so workforce and vocational guidance policy should take a developmental perspective. Vocational psychologists such as Super, Crites, Gribbons, and Lohnes have each concluded from their longitudinal studies that planful competence in early adolescence relates to more realistic educational and vocational choices, occupational success, and career progress.[17] For this reason, the core competencies in both the *Guidelines* and *Blueprint* are defined for four developmental levels:

Level 1:	Primary/Elementary School
Level 2:	Junior High/Middle School
Level 3:	High School
Level 4:	Adult, including Post-secondary

There are *performance indicators* for each competency, at each level, organized by "learning stages." To view the entire Blueprint framework, for example, visit http://blueprint4life.ca/competencies.cfm and click on any intersection on the matrix.

Current Uses and Applications

The *Guidelines* and *Blueprint* provide the basis for setting the learning outcomes, establishing performance standards, and measuring success in any public or private sector agency in the career development business. Orientation and train-the-trainer sessions are available to educators, career and employment counselors and human resources specialists to make effective use of the *Guidelines* and *Blueprint* and its diverse supporting materials. More and more departments of education, labor and workforce development, community services and others are integrating the *Guidelines* and *Blueprint* in their career management programs or imbedding their competencies into their own guidelines. Career resources, programs, curricula and services from public and private sector organizations, large and small, are being coded to the *Guidelines* and *Blueprint* competencies and performance indicators.

The networks represented in *America's Career Resource Network*

Association created the *Guidelines* and develop and distribute to citizens in every state and territory the highest quality career, learning and labor market information delivery systems and resources. Many also promote learning resources to help their citizens acquire career management skills. For example, one ACRNA resource, *The Real Game Series* (www.realgame.org), is now used by a *million* students each year in 30,000 U.S. classrooms to help students learn the *Guidelines/Blueprint* career management competencies. To contact the CRN in your state visit: www.acrna.net.

The Blueprint as an Agent of Change

In Canada, the Blueprint provides the following innovative tools to assist in redesigning or enhancing existing career development initiatives. All can be accessed at www.blueprint4life.ca/components.cfm. Training is also available to help individuals and organizations increase their capacity to effectively use the Blueprint to full benefit in their unique situation.

- Quick Reference Guide PDF
- Full Edition PDF MS Word
- Implementation Guide MS Word
- Planning Process MS Word
- Brochure PDF
- Wall Chart PDF
- Resource Coding Guide MS Word
- PowerPoint - Overview PPT
- Powerpoint - Economic Consequences PPT
- Partnership Framework PDF
- Career Management Paradigm Shift MS WORD
- Career Practitioners Guidelines & Standards
- Leadership sessions

Conclusion

- An outdated, industrial-age vocational guidance mindset remains prevalent in the minds of administrators, policy-makers and most citizens, and the costs to individuals and society in the knowledge age are staggering;
- A new paradigm is now emerging that centers on learning, lifelong, a set of essential career and life management skills delineated in the National Career Development Guidelines (U.S.) and the Blueprint for Life/Work Designs (Canada); and
- New tools and materials, and new procedures to begin, step-by-step, to implement elements of the new career management paradigm in useers day-to-day work settings and personal lives have been described and are now available..

Footnotes

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[16] Savickas, M, (2000). *14 Facts career specialists could assert in debates about public policy regarding workforce development and career guidance.* For International Career Development Policy/Practice Symposium participants, Vancouver.

[17] Ibid.

Working With Career Stages

M. Rose Jonas

Introduction

Not to be a socialist at 20 is proof of want of heart;
to be one at 30 is proof of want of head.
Georges Clemenceau

For 50 years social scientists have considered how we traverse adulthood. They note our similarities: We begin work as apprentice-explorers. By age 45 crisis has hurricaned across our tidy notions of invulnerability or fairness. By 60 we gaze toward Handy's (1989) slower Third Age – retirement –more or less cynical, revered, fulfilled. That theoretical "we" today includes more than the white middle class American men originally studied, and the career journey is more complex. Plenty of room remains in the careers literature for theoretical growth (Savickas, 2001).

Struggling seekers want to know what work will give meaning to the 40-plus years they spend at it and a measure of happiness. Career practitioners and supervisors can help if they know who we are when, what someone is in the career game for, and how we decide where next to grow.

This paper will:

1. Review the career stage models of Erikson, Levinson and Kegan;
2. Outline cautions about models and stages, and suggest how to work with them anyway;
3. Discuss the model I use with clients; and
4. Describe useful stage-of-life exercises.

Erikson, Levinson And Kegan

At 15 my heart was set on learning;
at 30 I stood firm; at 40 I had no more doubts;
at 50 I knew the mandate of heaven;

at 60 my ear was obedient; at 70 I could follow my heart's desire without transgressing the norm.
-Confucius

Some stage models consider the life span; others part or all of the career. Super (1957), or Dalton, Thompson and Price (1977) are examples of such models. They acknowledge a distinctive march from youth to old age; none claim that unabated sap courses through veins of the hoary-headed. Because of their compassionate views of human capacity and its will to betterment, and their applicability to my work, I've borrowed mostly from the theories of Erikson (1964), Levinson (1978), and Kegan (1982).

Life is "the engagement of self with the world," says analyst Erik Erikson (1964). Each of his eight life stages has a developmental theme, a crisis and tasks. His stages are: trust/mistrust, autonomy/shame-doubt, initiative/guilt, industry/inferiority, identity/role confusion, intimacy/isolation, generativity/stagnation/self-absorption, and ego identity/despair.

Some themes that are meaningful to me about Erikson:

1. Action and resolution, not just knowledge, must be the goals;
2. We learn through interactions with the environment; and
3. Incomplete childhood work can haunt adulthood.

Yale psychologist Daniel Levinson (1978), from the gloomy perspective of his own middle years, studied 42 men and concluded that beyond youth we have stable periods of committed action, lasting 6 to 7 years, separated by uncomfortable transition periods of 4 to 5 years, when we evaluate earlier decisions and grapple toward a new stability. Levinson's work-life stages are: entering the adult world, settling down, entering middle adulthood, culmination of middle adulthood, and late adulthood.

Like Levinson I often see midlife depression among men *and* women. I, too, believe we must have the opportunity to change; otherwise, boredom and feelings of entrapment can lead to failure.

We are "meaning-making creatures," says Harvard educational psychologist Robert Kegan (1982). We are always in contest with environment or self; we want to be both included *and* independent. His symbol is an upward spiral, representing regularly occurring periods of stability and change, and developmental tasks. His lifespan selves are: incorporative, impulsive, imperial, interpersonal, institutional, and inter-individual.

I appreciate Kegan's passionate embrace of human possibility. Life does not have to be a pell-mell tumble to old age, but can be a rewarding upward journey.

Stages handily lay out a path. Unfortunately, the snail trail we leave through life's garden meanders, backtracks, drops off. And the creature

inhabiting the shell may differ from its theoretical construct. The next section discusses criticism of stage theory (and how practitioners can respond).

The Problem With Stages

> *The number of individuals who are claiming or defaulting to free agency is staggering. . .[T]here are roughly 16 million soloists, 3 million temp workers, and 13 million micropreneurs in the United States.*
>
> -Jan Austin

Today's tumultuous world has demolished the typology of stage theory: the middle-class man predictably progressing in a one-company sleigh. What about women, role shifts, a roiling marketplace without job stability (Arthur and Rousseau, 1996), career change and achievement in our older years (Vaillant, 2002)? How can a coach work with these?

1. *Models*. The criticism: models are simple and static; people's lives are complex and shifting, like a many-stranded "cat's cradle." We uniquely combine capabilities, values, drive and dreams. We should not be imprisoned in a deterministic stage model.

   Why to use models anyway. People love models' ability to depict complicated ideas. They see where they've been and what future strategies are needed.

2. *Age*. In workshops I never attach ages to the stages, but someone always asks, and another always protests when I do: "You can't put people in a box!" "Some 25-year-olds are already at the 'Disengagement' stage!"

   Why to use age anyway. (a) We *do* get older and less enthusiastic (no matter the dedication or passion), and we change relative to work's meaning and a career's satisfaction.The fear behind the objection is that employers prefer younger people and will ease out the older. That's often true. So, what should your strategy be against these cruel realities if you want to matter? (b) We go through similar stages with each new job or career: initially psyched but eventually bored. We should everywhere attend to stages' signals so we know when to go.

3. *A Complex World.* A career is a polymorphous creature influenced by: (a) Biology. Babies jolt career paths. Women have children at different career stages, and attach varying meaning to "work outside the

home." (b) Shifting values. Men work from home or leave the fast track for "work-life balance." A job may support a lifestyle, not the journey to a dream. (c) Business. People now have to manage their own careers; there are no lifetime jobs or career ladders. Work design and recruitment plans change as globalism, competition and cost control pound the market. (d) The economy. New MBAs are doing Depression-era scrambling for any non-mall job, questioning the value of the degree no one wants. Experienced IT managers watch jobs go offshore and scratch for "Plan B" jobs. (e) Gifts differing. We bring to the starting gate differing drive, skill, intelligence, talent, willingness. Capricious luck and opportunity accompany us. (f) Work populations. Two-income families are the norm. Gen X-ers (Tulgan, 2000) focus on the next opportunity. Gen Y-ers demand "me first." Boomers become "boomerangers" (Sullivan, 2003) because they can't retire.

> *Why to use stages anyway:* The coach's response must be: "So what? You have to get through this. What can we do with these challenges?"
> With a stage model as foundation, a client can build a rich, interesting life.

My Career Stages Model

> *Old age is like a minefield; if you see footprints leading to the other side, step in them.*
> -George E. Vaillant, M.D.

The intellectual indebtedness of my Career Stages Model is obvious. Its five stages occur at approximate ages, with "fuzzy" possible overlap years between because life events and time's passage also affect stage movement. For example, someone who enters the work force at age 18 will be at the competitive stage by 21. The birth of a child has significant impact. So do the crises that crash into our midlife.

This is a brief summary:

Age	*Stage*	*What's going on?*
22 – 25	Indoctrination confused inside.	Cocky outside, fearful/
25-38	Competitive	Focused and directed; push forachievement,advancement, establishing self.
38 - 48	Plateau	No longer a star, passed over; career no longer invigorates.
48 – 58	Stabilization	Skilled at, but less interested in , the game; seek intrinsic gratification.
58 – 65	Disengagement	Focusnext phase, family, pleasure, finances, health.

My model also provides observations/suggestions for each stage:

What's going on? – Happening within the individual.

Behaviors – What you SEE.

Feelings – What's INSIDE.

If this is you – "Me," that is.

If this is your staff – Strategies.

The following section shows how I put stages to work.

Exercises

If you think you can or you can't, you're probably right.
-Henry Ford

Career stage exercises help clients see a new life view and make better decisions. These rely more on clients' meaning-making than counselor wisdom.

Looking at Lifelines

This exercise asks clients to think about their life as lived, what matters to them, how they want their next timeframe to go. It works well with career beginners and mid-life wonderers.

1. Have the client make an XY-plane. The x-axis is age (20-65); the y-axis is "low-to-high." The client draws a line from entry age to now, moving high and low. The basis could be "your job satisfaction," "your energy level or drive or ambition," "the money you've made," whatever seems germane. The client then takes a step back and assesses, "How do I feel about my life so far?" "How do I want to go forward?"
2. For mid-career clients, it is particularly illustrative to add child-rearing and caring for parents. The instruction: "Draw a vertical line at the age you began having children. Make another line 20 years past your youngest child's birth and shade this period." The same line is made at the age when parent-care became an issue, also shaded. Mid-life piles upon us like coats on a bed at a wake. We get dissatisfied with careers and long for change. Opportunity doors don't fly open as before. We lose friends/family. Responsibilities crush us. One's multi-lined life-on-a-page is an eloquent picture of this era's stressors, leading, we hope, to, "I'm making some changes here."
3. For career newcomers the line forward is imaginary, but they see, "I won't be all energy forever. I'd better get moving." "I don't have to decide my whole life today. I can change my mind."

The Job Doctor's Crystal Ball

Few people know what they want, though they believe everyone else does. Michael wonders if he should take a promotion to a big city. Karen, just leaving an executive director's job, puzzles about what's next. Jane, recently downsized, thinks about starting a business. This exercise can give them a crystal-clear picture of the next few years. The process:

1. A blank sheet of paper, on which the client writes the current year in the upper left-hand corner, and another in the upper right-hand corner. . .5, 7 or 10 years from now, whatever feels relevant.
2. Down the left side of the page go facts salient to the client today: My age, ages of spouse and kids, jobs my spouse and I hold, our salaries, parents and their ages, current situations ("Dad just had a heart attack," "My company is being acquired and I'm in a losing division.") Next, dreams and goals.
3. Then the client returns to the facts and "walks" into future time. ("In 5 years I'll be 45, my wife 42. My kids will be 12 and 9.") As each fact/dream gets advanced, insight dawns. The coach

asks, "Tell me what you see and what it means to you." Michael realizes his wife's real estate business isn't transferable, but in 5 years he can go, especially if he gets marketing exposure. Karen understands her next job should be in the public arena to get her dream job in 7 years. Given her husband's up-and-down therapist income, Jane realizes one wage-earner must get paid benefits.

4. Aided by coaching questions such as, "What are you up for now?" and "What are you in it [the career game] for?" direction and tasks become clear. The client leaves with a strategy and less anxiety, at least for now.

Is this Familiar. . .?

A nudge at someone's past holds clues to current behaviors. Our yesterdays influence today. The coach, however, may feel more or less equipped to deal with such "hot" content as a visit to a client's childhood.

In introductory sessions, I think it's important to get a birth-to-now view of the person, and in ongoing coaching, to discuss earlier experiences that land clients in a rut. For example, an ambitious HR manager was confounded by her backing down from a funding fight at a budget meeting.

"Does any of this feel familiar?" I asked. Yes. She was never permitted as a child to oppose her authoritarian father. In her meeting she had adopted her meek childhood posture during the growling match with her boss.

Clients may be willing to discuss it or write in a journal about it or take suggestions about "kid stuff" as a way to heal it.

Summary And Conclusions

> *We run up against perturbing, disturbing experiences which throw the balance off temporarily, but the balance is very hardy and it tends to wave its big arms and right itself.*
>
> -Robert Kegan

Once beyond certain foundational truths, people are extraordinarily complex. One size does not fit all. This paper has applied the theories of Erikson, Levinson and Kegan to the work I do with clients, and shown career professionals how to do the same. In the next theoretical iteration, the symbol (not model) for the evolving adult will reflect the sometimes chaotic life dance. . .a mandala, hologram or virtual path.

The career coach or supervisor must be as skilled at emotional issues as theory. What is important isn't, after all, what happens to clients, but the

meaning they assign and the action they take as a result. It's a privilege to be on the path with them.

In memory of Elbert W. Burr,
who helped me expand his initial stage organization.

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ERIC

Callings: The Power Of Passionate Work

Gregg Levoy

I used to be a reporter for the *Cincinnati Enquirer*, back in my 20's, and after working there for the better part of a decade, I reached a threshold—the word in this case having a double meaning as both a point of transition and a measurement of my tolerance for pain.

At this threshold I began hearing a calling to quit my job and become a freelance writer, a decision that's not exactly designed to reassure your parents, and one that I couldn't bring myself to make for years , though the gods were drumming their fingers, and though I was slowly over-ripening and rotting on the vine.

Like most people, however, I will not follow a calling until the fear of doing so is finally exceeded by the pain of not doing so, though I am routinely appalled at how high a threshold I have for this quality of pain. But eventually the prospect of emotional and even financial turmoil, the disapproval of others, and the various conniptions of change seemed preferable to the psychological death I was experiencing by staying put—at which point I followed a bit of cowboy wisdom: when your horse dies, get off!

Still, like anyone who chooses passion over security, I was plagued by the fear that scares away sleep. And it wasn't that I finally overcame the fear. It was that something else became more important than the fear. I still sweated through leaving behind a regular paycheck, medical benefits, a pension coming in two years, the prestige of being a big fish in a good-sized pond, and that wonderful organizational budget that can take up the slack created by almost any amount of individual goofing off: clock-watching, coming in to work late and leaving early, extra-long lunches, indiscriminate wastes of supplies, and those sick days I came back from with a tan. These are standard behaviors exhibited by people who feel about their jobs the way they felt about their senior year in high school: psychologically out-the-door, but punching in Monday through Friday just to collect the diploma.

The ancient Romans used to say that the Fates lead those who will, and those who won't they drag. My own experience has also taught me that those who get dragged tend to put a drag on others, and if those others

are the people they work with and for, you've got your basic lose-lose situation.

Passion and Productivity

Creating passionate, productive and callings-inspired work and workplaces begins with the individual, with the corpus (body) that defines the corporation, which simply means a collection of bodies. It involves the sometimes pick-and-shovel work of aligning or re-aligning with your passion and sense of purpose, with your deepest values rather than just the advertised values, and with a fit between who you are and what you do, which I consider the best kind of success. The more passionate you are, the more productive—the more you desire to produce—and the less hot condensed breath managers will need to leave on the back of your neck.

In fact, any leap you want to make in your professional or personal life that will bring you this sense of alignment and aliveness is, by definition, a calling. That calling could be to leave your job altogether or come to it in a new way, to take on a new role or let go of an old one, to make a creative leap or launch a new venture or style of leadership, or to simply make the kind of course-correction in your life or work that will make your life literally "come true."

And what goes for the individual goes for "the company you keep." That is, if it's challenging to walk your talk, to honor your mission and your values, to reconcile your visions with your resources, to juggle the higher calling and the bottom line, it is exponentially more so for the corporate body-politic of which each employee is a single cell.

But the more we as individuals address these issues and conundrums in our own lives—the issues of alignment and misalignment—the more we encourage the corporations and communities of which we're a part to do the same. There is a reason why some of the world's great myths, like Sleeping Beauty and the Grail King, speak to the idea that when we sleep, those around us also sleep and the kingdom goes dormant, but when we awaken, those around us also awaken and the kingdom flowers.

Work is merely one of the arenas in which we play The Game—the one that the gods are watching from their press-box atop Mount Olympus, sipping mint juleps. It is only one of the arenas (along with relationship, community, sports and spirituality, among others) in which we express our humanity, search for meaning, play out our destinies and our dreams, contribute our energies and gifts to the world, and spend our precious nick of time. But it is also an arena in which we spend two-thirds of our waking lives, most of us, and it is legitimate to love our work! Life is a thousand times too short for us to bore ourselves.

It is no coincidence that the American Medical Association discovered

some years back that the majority of heart attacks occur around nine o'clock on Monday mornings. This undoubtedly has something to do with what most of us are doing around nine o'clock on Monday mornings, which is going back to work. Or more precisely, going back to work we don't like, work that doesn't match our spirits, work that can literally break your heart.

The Cost Of Security

Unfortunately, most people simply tune out the callings and longings they feel rather than confront and act on them, trading authenticity for security and settling for less. In this sense, money costs too much. The price people are willing to pay to have it is way too steep. It's terribly easy to build yourself a velvet cage: the money is great, the perks enviable (OK, so what if the only reason you're using your medical benefits is that your job is making you sick), the surroundings are familiar, and the security comforting—but you end up becoming at best a recreational user of your passion and creativity. You lose; your company loses; the world loses.

We're all conservatives when it comes to change. We want to conserve the status quo. We want to protect our investments, and the more investments we have, and the more success, the harder it is to let it go. So although the soul doesn't seem to care what price we have to pay to follow our callings, we still react to change with a reflexive flinch, the way snails recoil at the touch. As an acquaintance of mine once put it, "You shall know the truth and it shall make you nap."

Those who refuse their passions and purposes in life, who are afraid of becoming what they perhaps already are—unhappy—will not of course experience the unrest (or the joy) that usually accompanies the embrace of a calling. Having attempted nothing, they haven't failed, and they can console themselves that if none of their dreams come true, than at least neither will their nightmares.

The rub is that the human psyche is like the Earth—it is a closed system. There is no "out" as in "throwing the garbage out." There is no trash icon. Whatever energies we ignore or repress will come up somewhere else, at the very least in our dreams and fantasies. And the frustrations and regrets in our lives become like tombstones, reminding us of where someone is buried.

Remembering What We Already Know

The soul is a spiritual organ that we carry to work with us every day, and it informs and observes every move we make. There is no ignoring its demands with impunity. It is capable of meting out punishments as real as

any that could be meted out by a boss. It is the ultimate BS-detector, the part of us that knows what it knows, that knows where other people leave off and where we begin, that knows the feel of integrity in our lives and the feel of its absence. It is also the part of us that sees the big picture of our lives, the blueprint against which all our actions are compared, and which is hardwired into each of us.

As the cells in a fertilized human egg multiply, very early on they reach a point when subtle indentations appear in the cell-ball, which distinguish the head from the hindquarters (a distinction that seems to be lost entirely on some people). Nonetheless, if at this point you take a cell from the head and place it down at the hindquarters, it will migrate back up. In other words, it knows what it is. It knows what it's supposed to become. And at some level, so do we! The work is to remember something we already know, at a cellular level.

I included a fellow in my book, *Callings,* who described an interaction he once had with his seven-year-old daughter. She came to him one day and asked him what he did at work. He told her that he worked at the college, and his job was to teach people how to draw. He said she looked back at him, incredulous, and said, "You mean they forget?"

A calling is an organism, a living entity, with an animus all its own. It exerts a centrifugal force on our lives, continually pushing out from within. It drives us toward authenticity and aliveness, against the tyranny of fear and inertia and occasionally reason, and it is metered by the knocking in our hearts that signals the hour. If we are at all faithful to our calls, to the driving force of soul in our lives, it will lead us to a point of decision. Here we must decide whether to say yes or no, now or later, ready or not. And it will keep coming back until we give it an answer.

Saying yes to a call tends to place us on a path that half of ourselves thinks doesn't make a bit of sense, but the other half knows our lives won't make sense without. We find ourselves following the blind spiritual instinct that tells us our lives have purpose and meaning, that this calling is part of it, and that we must act on it despite the temptations to back down and run for cover that will divide even the most grimly resolute against themselves.

The Mach 1 Experience

Saying yes—sometimes merely thinking about saying yes—also tends to throw very opposing energies into our lives. The voices of "Yes" and "No." The voices of head and heart. You can count on the head to say, "Have you taken a look at your savings account lately?" or "That's not company policy." And you can count on the heart to ask, "Where would the world be if all of its heroes followed the bottom line?"

One part of you wants to awaken, one part wants to sleep. One part wants to follow the call, the other wants to run like hell. Courage is joined at the hip with anxiety. I've heard it said, however, that heroism (or heroinism) can be redefined for the modern age as the ability to tolerate paradox. To hold two competing forces inside us at the same time and still retain the ability to function. To allow our souls to become boxing rings and still hang onto our marbles.

In the movie *The Right Stuff*, there is a scene in which the pilot Chuck Yeager is attempting to break the sound barrier for the first time, and just before he hits that illustrious Mach 1 (roughly 750 miles per hour), the plane starts shaking and shuddering and threatening to break apart. Then suddenly at Mach 1 he breaks through and experiences a glorious silence, and a perfectly smooth ride. There is something of a Mach 1 experience in any attempt at a breakthrough. There is resistance, shaking and shuddering, yet it's not opposed to the breakthrough; it's part of it. But it takes a resilient "corpus" and a resilient "corporation" to encourage and harness this chain-reaction, which begins as soon as someone follows a calling, as soon as someone says yes to passion and soul.

Without the shuddering, though, there is no growth. A chemist named Ilya Prigogine demonstrated that in a theory that won him the Nobel Prize. He showed that "the capacity to be shaken up" is, ironically, the key to growth, and that any system—whether at the molecular level, or the chemical, physical, social, psychological or spiritual—that is protected from disturbance is also protected from change and becomes stagnant.

"I'd Rather Be Sailing"

I used to do a lot of stone sculpting, and when you want to find out whether a stone is "true," you bang on it with a hammer. If it gives off a dull tone, it means the stone has faults running through it that will crack it apart when you work on it. But if it gives off a clear ring, one that hangs in the air for a moment, it means the stone is true, has integrity, and most importantly will hold up under repeated blows.

That is the same information we want about our visions and ventures and callings. We want to know that they're going to hold up under repeated blows, and among the best ways to determine this is simply to tap in, and listen. To take them out, or rather down from the abstract into the physical, and let them get banged on by the mortal world. Let the fear and resistance come, let people have their say, let the chaos blow through, because disturbance = growth, because moving and shaking go together, and because chaos is part of the creative process.

In the central creation story in Western cosmology—the Bible—Chaos with a capital C is described as simply the condition of the Earth before

it was formed. In other words, Chaos precedes Creation. If we deny ourselves one, we'll deny ourselves the other.

Ultimately, none of us want bumper stickers on our cars that say, "I'd rather be sailing," or "The worst day fishing is better than the best day working." We want to do what we'd rather be doing. We want our lives—and the work to which we are devoting our lives—to catch fire and burn blue, not smolder. We want to feel called, not just driven. We want work to be a channel through which we express our passion and vitality, not a chin-up bar we have to pull ourselves up to every morning. And we want success to be a way we feel, not just a thing we achieve.

To do this, we must incorporate into our lives and our work the understanding that hidden deep in the clockworks of the human heart is the beneficent fear of living life, as Henry Miller once put it, without ever leaving the birdcage, and that this fear can be the beginning of great things. Outside the cage, there is life in all its toothsome grandeur, all the spill and stomp and shout of it, all the come and go of it, all of it waiting for us to act on the one hand, and on the other hand rushing down the hourglass.

Beyond DreamWeaving: Honoring Our Connections

Martha M. Russell

Introduction

DreamWeavers listen for the dreams within themselves and within others. The process of career counseling, career management coaching and career/life planning invites us to consistently listen for the dreams, understand that dreams are visions and that visions guide us to action. This process asks us to identify the qualities of the visionary in each of us and to recognize them in each other. Importantly it allows us to connect the threads that can be woven together so that dreams can become realities. Jane Yolen's folk tale, Dream Weaver, states that "our myths, our crafted visions, our shaped dreams are a rehearsal of things to come." Isn't this the stuff that life is made of?

Yet, often our profession causes us to take on the role of Dream Catcher as we help people deal with the reality of life, the turbulent times, and/or the economic situations that often drive the job search. Dream Catchers have been identified as those that shut down ideas and innovations, in spite of the best intentions of helping (Russell, 1999). Sometimes we impose a dose of reality because of work setting structure, agency mission, time constraints or our own personal challenges and beliefs. At times, we, as members of this career development profession, have watched the trends, and interpreted the current labor market data, and while we sincerely want to help those who seek our assistance, we also work within the constraints of accessibility and our own job security.

Somewhere between the vision and immediate reality lies an undeniable quest. How do hope, meaning, spirituality, and reality flow together successfully? What are some of the barriers and challenges that we face personally and professionally? How can we take broken threads of the past and harsh realities of the present and weave them all into an inspiring vision of the future? How do we do this for ourselves as well as for our clients?

Listen for the Dreams

"Power to be career counselors resides in our souls and our spirits."

-Richard Bolles

DreamWeavers encourage and empower individuals by helping them develop no matter how flawed the initial thought or concept may appear to be at first glance (Russell, 1999). DreamWeavers believe in the above quote by Richard Bolles because they experience that power and respect their experiences. They strive to listen to the core of the dream and want the best for themselves and for others, whatever that best may be. It means being able to understand the role of life planning, decision making and setting goals.

Sometimes it helps to step back and explore our dreams. Taking time to reflect on the past can enable us to understand our own patterns.

- What got you into this profession to begin with? What were your motivators/dreams?
- What steps did you take to translate your dreams into reality?

That initial dream of being a career development professional produced energy. That energy allowed us to balance school, family, work and a sporadic social life. It enabled us to get that degree, certificate or additional training even when we questioned the direction we were taking. It motivated us to seek the job that would allow us to work with the student, the adult, the retiree, the person we were trained to help. It gave us the ability to risk starting a business, promoting a program, joining a team or taking on a consulting contract. We were on our way.

And yes, we met challenges along the way. Often we were faced with the same challenges our clients face. Joanne Ciulla, author of *The Working Life,* subtitled her book, *The Promise and Betrayal of Modern Work.* She talks about the reasons that we work, the historical role of work in our lives and the challenges faced throughout the decades. She addresses all workers, regardless of their profession or their socio-economic status. Ciulla, a philosopher, poses excellent questions and ideas that fall between those of the social sciences and the humanities. Her critique of the world of work asks us to examine our belief systems and our behaviors. She invites us to recognize barriers for what they are, explore options, and develop effective decision-making skills.

Address the Challenges

We face challenges daily in our profession. Some of those we can dismiss quite readily. Others have a tendency to linger or resurface year after year.

Movement In The World of Work

My early work experience was in the area of temporary employment. First as a temp, then as an account rep for a temporary firm and finally as the owner/operator of a temporary agency. Along the way I struggled with the definition and role of a contingent labor force. That was over 25 years ago and it is of interest to me that we still suspect any work trend that isn't the traditional permanent employment between employer and employee. Writers, economists and social psychologists have explored the role of the temporary worker, the just-in-time labor force, the "dejobbing" of America (Bridges, 1994). One of the latest has been the work of Daniel Pink, who researched and documented the flow of workers in *Free Agent Nation: The Future Of Working For Yourself* (2001). We may dismiss the entrepreneurial message without recognizing the societal trend and the overall movement it presents.

Often members of our own profession listen, react, and step back into expectation of the traditional mode of work, job searching and life planning—sometimes from fear for our own "employment contract," our lack of understanding of work outside of our realm, and sometimes from a lack of inertia. We listen to conference speakers and their innovative ideas, buy the books and review the concepts which we discuss among ourselves. And then they get lost in the rapid pace and immediate needs of turbulent times.

Professional Identity

We continue to struggle with titles and boundaries for the work that we do. We get caught in the struggle between being a DreamWeaver and helping individuals on a quest for meaning and fulfillment while meeting immediate needs that leave little room for dreams. Programs are created and ideas are presented only to have budgets slashed and promises dashed. We aren't sure where we are going which results in a confused message to the public. As we struggle with these issues, others come forward and provide services. One example is the continued debate between career coaching and career counseling. Another example is in the area of the aging workforce including pre-retirement planning. A review of current literature uncovers theories and practices from the human resource profession with little input from the field of career development. Additionally, financial planners have led the way in discussing retirement

topics with very little, if any, mention of career/life planning. It has only been in the last few years that career development professionals have addressed this population. We struggle to catch up and have lost opportunities to be leaders in the swell of retiring baby boomers.

Leadership and Advocacy

Strong professional identity can result in opportunities for leadership and advocacy for our profession as well as our clients. Strong professional unity can also result in recognition for the leadership that has been demonstrated regularly in our profession. A book by Malcolm Gladwell (2002) has the following message on the back cover: "The Tipping Point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire." His theory, the Tipping Point, requires that we reframe how we think about the world. Career development has moved into career management and reshaped the idea of when career decisions are made. Twenty years ago we focused on mid-life career change as a new concept; now it is a common reality. There are many other career related themes that need the same kind of leadership and advocacy so that we can continue to have those magical moments. We can make a monumental difference.

Collaboration

It is only when we collaborate with others that we can begin to make a major difference. Those alliances enable us to listen to our dreams and those of others and to act on those dreams. We learn to respect the visionary abilities in each person and the DreamWeaving process can be embraced for an individual, for a profession and for a society. New structures of collaboration are born and reach across disciplines and across cultures.

Honoring Our Connections

At the basis of this collaboration is the concept of honoring our connections. Honor comes from the heart and is demonstrated in multiple ways. It requires us to be genuine, focused and open to new ideas. It means that we support and nurture each other even when it doesn't fit our structure. It means that we take the time to actively listen to the dreams that guide us and that we allow others to do the same. We listen to the dreams of other disciples and invite them to join us in the reshaping of the world of work. Together we design innovative programs and practices that acknowledge multiple needs and multiple abilities. We use our professional connections wisely by honoring our differences and collaborating in ways yet undiscovered. We help each other understand the work that we do. We share in the risks and the benefits. Together we promote leadership and

serve as advocates to make a difference.

We celebrate the process by continuing to dream our dreams. We demonstrate our passion in ways that honor our profession. We stay engaged regardless of the world around us. We continue to be active listeners to the dreams of others. We demonstrate patience in allowing others their own process. We take steps to collaborate and address the challenges that confront us. We take care of ourselves so that we can continue to give to others. We honor our role as DreamWeavers.

> *"Reach high, for stars lie hidden in your soul.*
> *Dream deep, for every dream precedes the goal."*
> Unknown

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