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The Future is Here: Career Development Graduate Student Special Issue

Jackie Peila-Shuster, PhD and ***Debra Osborn, PhD***
Guest Editors

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Career Development Graduate Student Special Issue

Foreword

Looking Ahead with the Journal

This issue of the ***Career Planning and Adult Development Journal*** is devoted to **Career Development Graduate Student** articles**,** with Guest Editors **Jackie Peila-Shuster, PhD,** of Colorado State University and **Debra Osborn, PhD,** of Florida State University. Our sincere appreciation goes out to our guest editors and the excellent student contributors of articles for creating this special issue of the Journal.

Here is what we have planned for future issues of the Journal:

Book Reviews 2014, with our new Book Reviews Editor **Maggi Payment Kirkbride,** career counselor in San Diego, California.

The Now, the New, and the Next in Resumes, Cover Letters, LinkedIn Profiles and More, with Guest Editor **Wendy Enelow** in Virginia.

Special **Veterans** Journal issue with Guest Editor **Robert Miles,** who chairs the Veterans Task Force of the National Career Development Association**.**

Steven E. Beasley, Managing Editor
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INTRODUCTION TO THIS ISSUE

It is my special privilege to introduce **The Future is Here: Career Development Graduate Student Special Issue** of the ***Career Planning and Adult Development Journal.*** Through the inspiration of Steven Beasley, managing editor, this issue was created to give us a glimpse into the topics and issues of greatest concern to current students in graduate career development programs in the United States. Students from eight of the nine U.S. programs in higher education specifically accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) submitted an article for this issue.

This issue has been an exciting project as students test the waters with their career knowledge and aspirations. As a counselor educator specializing in career development and counseling, I have the privilege of working with career counseling students on a daily basis and am continually uplifted and inspired by their passion. These students serve as a reminder of the wonder of our profession in which we partner with individuals to create their future life design. Through stories, assessments, and creative activities, we help clients identify life themes that give them meaning, mattering, and hope. We have the privilege of connecting with them to facilitate the identification and development of their own power to move forward through the processes of self-reflection; gaining self-clarity; envisioning possible futures; setting goals and making plans; and then implementing, evaluating, and adapting those plans. Every part of what we do has the potential to facilitate hope, self-efficacy, identification and use of resources and supports, and movement towards a fulfilling life-career.

Our work, though, must be done with care…care for the individuals we serve, the people in their lives, the context in which they live their lives, and the futures they desire. Students in the career development programs accredited by CACREP experience a multitude of learning opportunities that prepare them to openly listen to their clientele, broaden their worldviews to better see through their clients' eyes, and be diligent about hearing what might not be said out loud. As they go through their programs, they learn to continually engage in open and honest self-reflection and ongoing learning so that they can attain a greater level of critical consciousness about themselves, their unearned privilege, and how all of that is involved in a constant dynamic interplay between themselves and their clients. This special issue demonstrates their knowledge and insights, and especially their passion for diversity, social justice, creativity, and best practices.

As you turn the pages in this journal issue, I urge you to take on the lens of a student by opening yourselves up to the silences in your knowledge. Be willing to expand your awareness, your practices, and your excitement for learning. Join together with these student authors and others in the career development professional community to take advantage of learning opportunities, whether they are formal or informal, structured or unstructured, expected or unexpected. Become a part of your career development professional communities because together we can continue to help our profession change with the times, create hope and social justice in our world, and carry on the legacy of career development.

This issue opens with **Trends in Career Counseling in Higher Education: Voices of Career Practitioners in Australia and the United States** by **Helen Pang, Margie Lam,** and **Rebecca L. Toporek.** Through their interviews with a variety of career development professionals in higher education in the United States and Australia, they identify themes and recommendations useful for career specialists, trainers, and students, including topics surrounding client job-search readiness needs; career services provision and marketing; and career counseling identity. In addition to these discussions and recommendations, they highlight that the career development field appears to be in good hands based on the passion of the practitioners interviewed for serving their clients and promoting their welfare and future goals.

As stated earlier, the capacity of career development professionals for serving diverse and unique populations (as well as their desire to) is amply demonstrated throughout this issue. In **Resilience and Retirement, Coping Self-Efficacy and Collective Self-Efficacy: Implementing Positive Psychology During Times of Economic Hardship for Late-Career Individuals, Melissa M. Brandan, Nicole A. Goddard, Bilquis Kabir, Sherrina S. Lofton, Jessica Ruiz,** and **Julie M. Hau** turn our attention toward not only the current economic times, but also to the ever-growing population of older adults. These authors focus on the utility of the concepts of resilience, coping self-efficacy, and collective self-efficacy when working with late-career individuals as well as using solution-focused strengths assessment and a SWOT analysis to further implement and explore these concepts in relation to this population.

Beth Huebner and **Chadwick Royal** focus on individuals during midlife in **Beyond Self-Actualization: Voluntary Midlife Career Transitions and Implications for Career Counselors.** They explore voluntary career changes that may be attributable to self-actualization goals as midcareer adults look for meaning in their life-careers. They also encourage career counselors to utilize the trans-theoretical model of change (Prochaska, DiClemente, & Norcross, 1992) and the life-span life-space approach (Super, 1980) to conceptualize clients, as well as creative narrative techniques to help these clients discover meaning and happiness in their current work, especially when changing careers is not a viable option.

Elissa H. Buxbaum and **Julie C. Hill** provide their own version of a creative career counseling technique in **Inclusive Career Genogram Activity: Working with Clients Facing Forced Career Transitions to Broaden the Mind and Encourage Possibilities.** The inclusive career genogram activity expands upon current genograms and utilizes concepts from contemporary career theories such as career construction (Savickas, 2005) and possible selves (Markus & Nurius, 1986), as well as positive psychology's broaden and build theory (Fredrickson, 2006) to help clients see beyond their current vision of themselves and their opportunities while promoting positive attitudes and persistence. They then implement the inclusive career genogram activity through case examples to illustrate its utility.

Continuing with the theme of diversity, social justice, and a focus on specific populations, **Alen Ibrahimovic** and **Sarah Potter** provide readers a more personal experience of the impact of low-socioeconomic status on student achievement and career aspirations in **Career Counseling with Low-Income Students: Utilizing Social Cognitive Career Theory and the Theory of Circumscription and Compromise.** After sharing a personal case study, they go on to explore the use of social cognitive career theory (Lent, Brown, & Hackett, 1994) and Gottfredson's (2005) theory of circumscription and compromise as frameworks to conceptualize student experiences and help students more fully develop their career goals and potential. They also highlight the need for these students to have avenues for more learning experiences, ways to increase awareness and knowledge of careers and resources, and methods and resources to minimize the effects of barriers.

Working with military veterans on career transition is an ongoing present-day concern and is further explored by **Brad Zivov** in **A Career Counseling Student's Initial Exploration of Military Veteran Issues.** Through various interviews and researching the literature on this topic, Brad helps to provide insights into the many variables affecting veterans and their post-military career development and transition. This greater awareness is a critical component in better working with this population and their readjustment to civilian life.

Levette S. Dames, Carlos Zalaquett, and **Herbert Exum** provide insights into another unique population in **Career Thoughts and Spirituality in Women Diagnosed with Breast Cancer: A Review and Suggestions for Practice**. Given the increasing numbers of survivors of breast cancer, these authors suggest that a significant number of individuals continue to work and need to make career decisions following their diagnoses. They provide information regarding the impact of breast cancer on the career development of surviving women, as well as suggestions for practice utilizing the Career Thoughts InventoryTM, the pyramid of information processing (Reardon, Lenz, Sampson, & Peterson, 2009), and the holistic flow model of spiritual wellness (Purdy & Dupey, 2005).

This special issue is wrapped up with an affirmation of career assessment and research, demonstrating that the students in the career counseling field are ready and able to continue to provide research in the area of career development and counseling as well as support for evidence-based practices. In **The Importance and Challenge of Ability Assessment, Brittany Melvin, Rebecca Hale**, and **Maddie Foster** discuss the strengths and weaknesses of ability versus skill assessment. They go on to provide suggestions for increasing accuracy with each of these types of self-assessments.

Note: CACREP-Accredited Career Counseling Programs are offered at California State University Northridge, California State University Sacramento, Colorado State University, Florida State University, North Carolina Central University, Northern Illinois University, San Francisco State University, University of Missouri St. Louis, and University of South Florida. For more information, you can visit the CACREP website: http://www.cacrep.org/ or the National Career Development Association website: http://www.ncda.org/aws/NCDA/pt/sp/interests_CACREP
Jacqueline (Jackie) J. Peila-Shuster, Guest Editor

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About the Guest Editors

Jacqueline (Jackie) J. Peila-Shuster, PhD, is Assistant Professor in the Counseling and Career Development graduate program at Colorado State University in Fort Collins, Colorado. She teaches courses in career development, supervises counseling internship and practicum, and serves as the internship coordinator. She earned a Master's degree specializing in Counseling and Career Development, and a B.S. in Occupational Therapy. Her areas of interest include career counseling and development across the lifespan, counselor education, retirement, and strengths-based approaches to career and life planning. She received the NCDA Student Research Grant Award in 2011 and her research involves strengths-based interventions, positive emotions, and retirement self-efficacy. Her publications include contributions to ***A Counselor's Guide to Career Assessment Instruments*** (2013, 2009); ***Career Counseling: Foundations, Perspectives, and Applications,*** 2nd ed. (2012); ***Explorations in Diversity,*** 2nd ed. (2011); ***Experiential Activities for Teaching Multicultural Competence*** (2011); and ***Experiential Activities for Teaching Career Counseling and for Facilitating Career Groups,*** Vol. III (2011). She was guest editor for the ***Career Planning and Adult Development Journal*** special issue on The Interface Between Career Planning and Retirement (Summer 2012), and the guest co-editor with

Rich Feller for special issues on STEM-Centric Career Development for a Competitive Workplace (Summer 2013) and Career Development in the Middle East and North Africa (Spring 2011). She served on the board of the Colorado Career Development Association as the Newsletter Editor (2012-2013).

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In the ***Career Planning and Adult Development Journal***:

Training culturally competent career counselors [with Lofrisco] (2012).

Online teaching of career development (2009).

Teaching career theories, career assessments & career information (2009)

Using card sorts in career assessment (2009).

An evaluation of computer-assisted career guidance implementation effectiveness [with Sampson] (1997).

She is a prolific researcher, author, teacher, presenter, and leader in the career development profession.

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Chapter 1

TRENDS IN CAREER COUNSELING IN HIGHER EDUCATION:

Voices of Career Practitioners in Australia and the United States

by **Helen Pang, Margie Lam,** and **Rebecca L. Toporek**

Given the increasingly global nature of work, communications and economies, sharing the experiences, trends and strategies from around the world can facilitate the ability of career services to meet the challenges that arise. Ten years ago, Savickas (2003) summarized trends noted in a special issue of the *Career Development Quarterly* devoted to the status and future of the profession. In that article, one of his central propositions was the need to develop a more international perspective in career counseling. As Athanasou and Esbroeck (2008) noted, there are a number of handbooks for career guidance originating in countries around the world; still there is a need to look across models to discover the ways in which there may be a mutual sharing of practices and training. There have been a number of articles discussing the state of career services in different countries; for example, Canada (Lalande & Magnussen, 2007), Turkey (Yeşilyaprak, 2012), China (Zhang, Hu & Pope, 2002) and Hong Kong (Ho, 2008; Leung, 2002). Many of these articles and books are useful in terms of examining cultural appropriateness of theory and program models. Yet, students and new practitioners who provide direct career, vocational, and employment services benefit from the insight and experience of those who are working in the field. This article intends to discuss trends identified through interviews with career practitioners in the United States and Australia[1] in order to identify themes and recommendations that will be useful for career service professionals, trainers, and students.

Career Practitioners in Higher Education: The Interviewees and Interviewers

The goal of this article is to share themes derived from in-depth interviews with eight career professionals practicing in higher education; four from the west coast of the United States and four from Queensland, Australia. These interviews were not intended to represent exhaustive data collection, rather, they were intended to hear the voices of a sample of career practitioners as a stimulus for future dialogue and exploration about the changing nature of career, vocational, and employment services. The interviewers were two career counselors who recently graduated from a master's level counseling training program with a specialization in career counseling from a major university on the west coast of the United States. One interviewer is working as a career counselor in California, United States; the other is working as a career development officer in Queensland, Australia. Both are working in career services in institutions of higher education.

Themes

The work of career professionals within higher education reflects the dynamic nature of the world and the place of college and university educated individuals within that context. The ability of career professionals to maintain relevance and effectiveness in this rapidly changing environment is essential. The themes arising from the interviews illustrate observations of capacities needed by clients to be prepared for the job search including the use of technology, employment trends, and transferable skills and networking; provision of career services including technological tools and marketing of career services; and, implications for the work of career professionals including career counseling identity and alternative employment for career professionals.

Client Preparedness

Technology in the job search. Most students involved in higher education have advanced skills in using technology and social media. However, they often need guidance in understanding the impact and necessity of using these tools as a job candidate; for example, creating their personal "brand" before and during the job search. The use of social media sites such as LinkedIn, Facebook, and Twitter is expansive by both employers and job seekers. Daniel Capper, Senior Manager of Careers and Graduate Employment Service at the University of Queensland, and Margo Baas, Manager of the Careers and Employment Service at Griffith University, Queensland, both described the prevalence of employers using such sites to find and screen job candidates. Technology might also influence the job search process in the future through nontraditional uses such as video resumes and interviews. As Daniel Capper noted, video interviews may ask candidates to record answers to employer questions. Career counselors are in the position to educate and advise clients on protocol and their online presence in order to create an appealing yet professional profile. Kate Dey, Senior Director for Career Development at the California College of the Arts, believes that the paper resume is obsolete as application materials are submitted electronically today. Career services professionals must be well versed in the use of technology to continue to be relevant in the eyes of clients. Jill Klees, Career Consultant, Employment Specialist at San Jose State University, recommended being familiar with and having sense of the meaning of current buzzwords that are continuously created by new and changing industries, as well as being able to pass on that knowledge to clients.

Employment trends

The lack of stability in the labor market is a clear trend (Hollister, 2011) that was also reflected as a significant theme in the interviews with career practitioners from both the U.S. and Australia. Employers are apt to be less loyal to their employees by choosing to lay them off during downturns in the economy and variable supply and demand factors in terms of labor needs (Hallock, 2009). Because of the increase in instability, career practitioners have become aware of an increase in portfolio careers and project-based work. Jill Klees noted that companies will be combining jobs to reflect the changing needs of industries to enhance efficiency. As more traditional jobs become extinct, people are forced to seek project and contract based employment or to become self-employed. Similarly, there is a growing trend towards entrepreneurship. Kate Dey emphasized that having an entrepreneurial spirit has become essential, which in turn gives rise to the need for career centers and career practitioners to offer business advice and knowledge. Sarah Backes-Diaz, Assistant Director of Counseling and Programs at the University of California, Berkeley, described a rise in the numbers of students who start their own businesses, such as tutoring and consulting services and online businesses. The idea of career creation is becoming a noticeable theme.

Rapid changes in occupations also drive the need for students and job seekers to be resourceful. Klees related that job titles are different, changing, diverse, and being created constantly. Job seekers should no longer search for a static title; rather, they must take stock of their skills and experiences and look for jobs that have been created from necessity as well as investigate developing industries. Klees advised that career counselors must assist their clients to think more broadly and more creatively about their future careers. Further, Alan McAlpine, Manager of Careers and Employment at Queensland University of Technology in Australia, noted that technology will continue to drive new job opportunities that may not exist yet. Reflecting a similar observation, Daniel Capper stated that students will need to be more adaptable and resilient. To be prepared for this dynamic environment, Margo Baas emphasized that students need to understand that a career will be flexible, know what they can do to minimize the bumps in the road, and prepare to take advantage of opportunities for what they want to do in the future.

In terms of employer relations, Klees observed that more employers prefer to interface directly with students as a recruiting strategy, as opposed to having to meet students via a career center. Backes-Diaz described the robust employer relations department at the UC Berkeley Career Center where both students and career counselors see the value of making direct connections between employers and students. There may be more emphasis on placement in today's changing world as opposed to counseling clients on the job search. Catherine Chafey, Job Developer and Employment Counselor for De Anza Community College and the County of Santa Clara, offers job placement assistance for her clients who are primarily low income parents with children up to age 17. Her approach is much more *hands-on,* assisting clients based on population served. Perhaps there will be a trend towards more placement services in the U.S. as institutions of higher education experience more pressure from the federal government to provide return on investment information to consumers. This trend also seems to be developing in Australia as both Capper and McAlpine mentioned a greater need for placement services.

Transferable skills and networking. The notion of a skills- and knowledge-based labor market is also becoming a trend. Dey recommended a hybrid use of skills and skills across multi-functions. People are becoming valued for their knowledge and multifunctional skills, rather than being able to perform specific job functions (McWhirter, Lehman, Toporek, Feller, & Blustein, 2012). Sarah Backes-Diaz emphasized the importance of providing students with life and leadership skills in addition to providing information about the labor market. A strong theme from all eight practitioners interviewed was the need to promote flexibility and adaptability as *must-have* skills as well as more independent and creative thinking. They advocated for educating clients about "soft skills" such as communication, teamwork, leadership, and public speaking. Another strong theme included working with clients to help them become more comfortable with self-promotion and networking.

Practitioners in Australia made mention of higher career services needs from specific populations such as low-income, first-generation, indigenous, and international students. Interviewees from California did not make such comments, perhaps reflecting already specialized services for specific populations. In terms of specialized career services, Backes-Diaz, Klees, and Dey all mentioned that universities are providing more for specific populations; for example, a law school hiring someone with a law degree to provide career consulting services for law students. This speaks to the trend of specialized career services and creating career connections between students and professionals already in the field.

The practice of building and maintaining a professional network has become an important factor in the world of work. Backes-Diaz indicated that she emphasizes to her clients the importance of creating a network while in school as opposed to waiting until they graduate. Kirsty Mitchell, General Manager of the Career Development Centre at Bond University in Queensland, suggested that many students still think that getting a job is *transactional*--applying to advertised jobs through a structured application process; whereas it is really more *relational*--connecting with people and forming professional relationships. She sees the need for career counselors to better address students' fear of rejection, inability to take action, and other emotional blocks that prevent them from successfully building professional networks. Daniel Capper described a potential greater role for career professionals in helping to connect students with industry professionals for informational interviewing and conducting employer introductions.

Provision of Career Services

Technology in career services. The need to develop appropriate technological tools to educate and support career counseling clients is great. In the increasingly global world where information is available with a quick tap of a finger, many career practitioners realize that their clients also expect to obtain career resources and support around the clock. It should be noted that priorities must shift to accommodate the needs of each organization's respective clientele and are influenced by budget constraints of the particular higher education organization. In the heart of the Silicon Valley of California, Jill Klees has relied heavily on technology to serve a segment of her clients who are distance learning library science graduate students. According to Klees, a cohesive, tailored website is a necessity with her population. Updating it regularly with new content keeps it dynamic while serving as a stable destination source for students. She also offers monthly virtual career development workshops that are recorded for students to access at a later time. Klees utilizes both Google Hangouts and Skype to bring nationwide and international experts to the students. Staying abreast of current technological trends and tools by partnering with other technologically savvy colleagues and interns has helped Klees to offer relevant and well-utilized resources. Similarly, Margo Baas also emphasized the importance of utilizing technology to provide career services stating that developing effective online career tools and services is essential to being able to meet increasing demands and have scalability. Kirsty Mitchell noted that the recent rise of massive open online courses (MOOCs) and online learning courses will also prompt career professionals to re-evaluate how career counseling will fit into that framework and consider how to integrate technology within their services. Further, career professionals need to understand the impact of technology on education.

Marketing career services

With the growing number of college graduates facing unemployment or underemployment in many countries around the world, there has been increasing pressure from the public for higher education institutions to demonstrate their value, particularly when students are graduating with a significant amount of debt. Dey surmised that career services would logically seem to become an even more important part of higher education institutions as a way to help students gain a return on their investment. However, in both Australia and the United States, career services in higher education institutions seem to be greatly underfunded, especially with institutional budget cuts. The career professionals interviewed agreed that there needed to be much better marketing of the value of career services. Mitchell highlighted the issue, stating, *"We assume that people get how important our work is; we are too busy doing work with students and we haven't done as much marketing."* Both Mitchell and McAlpine noted that career counselors need to be able to effectively communicate to the public how relevant their services are and how they add value and make an impact. Mitchell went further to say that the future calls for greater advocacy and representation of the profession on a larger scale. One of the major barriers to communicating the value of career services is the difficulty in measuring outcomes. Career services usually involve giving workshops and presentations, providing career counseling appointments, and delivering career resources online. However, both Mitchell and McAlpine noted that better research and data collection on outcomes is needed to provide accountability since it is often difficult to determine the effectiveness of the work of a career center. Similarly, Klees and Dey both asserted that analytics should become an essential part of career services to keep track of numbers.

Professional Issues for Career Practitioners

Career counseling identity. Career counseling has its roots in career and vocational guidance beginning with Frank Parsons' work (Savickas, 2011). However, it has grown to encompass diverse areas of career development, needs, and services. There are numerous practitioners who provide career services yet are not career counselors. Alternatively, many career counselors have seen the need to look beyond the traditional model. There is an emerging shift in the professional identity of career counselors, with the term *career counselor* or *career counseling* being redefined into broader terms. The National Career Development Association (NCDA), based in the United States, uses the term *career professionals* for all practitioners providing career services including career counselors, whereas the Career Industry Council of Australia (CICA) uses the term *career development practitioner* as an umbrella term to refer more broadly to professionals who provide career services.

Many of the practitioners interviewed identified the diverse roles that career counselors play, and a trend towards further diversification and redefinition. According to Chafey, aspects of career counseling include diverse roles such as job placement, talent management, mental health counseling, and human resources. Further, Klees suggested that the role of career counselor will become more of a consultant rather than a counselor.

There continues to be more pressure for career counselors to place a larger emphasis on employment and helping students' employability rather than on career development (McAlpine). Mitchell, Capper, and Baas mentioned that in Australia, career services were traditionally run on a *medical* or *deficit* model, in which people only sought career services if they had a problem. They saw a need to move away from this model and to integrate career development into a regular part of teaching, learning, and active reflection. Career counselors would thus become more like advisors, coaches, and teachers than counselors and would focus more on teaching people how to find solutions and how to demonstrate their skills and experiences more effectively to employers. Capper noted that career practitioners *"will need to focus more on helping students develop emotional intelligence, self-awareness, and personal development."* Career development should become a more prominent part of students' education and should be implemented as early as possible. As Baas suggested, *"Every single student needs to think about and work on career development."*

In a different vein, the public perception of career counselors is also an issue. Backes-Diaz commented that the public perceives career counselors as only helping with writing resumes and the job search, and there needs to be a shift in perception towards career counseling as more *life planning* and holistic.

A significant issue regarding the professional standards of career counseling was raised by Dey who predicted that there will be an increasing number of professionals providing career services who do not have specialized education or credentials in career counseling or career development, resulting in a *de-professionalization*. The NCDA first published guidelines in 1997 on minimum career counseling competencies that all Master's level professional career counselors should possess, and recently updated it in 2009 to include multicultural competencies in career counseling. However, these guidelines may need to be expanded to take into account higher numbers of career professionals entering the field in the future who do not have master's level training in career counseling. The National Association of Colleges and Employers based in the United States recently released in 2013

Professional Competencies for College and University Career Services Practitioners which outlines basic, intermediate, and advanced level competencies for the varied functional areas of career services. It recognizes the many roles that career professionals play and the diverse skill sets they employ; specifically outlining competencies in areas such as advising and counseling, connecting and linking, information management, marketing and outreach, program and event administration, management and assessment, research and evaluation, and teaching and education. In Australia, there has recently been greater recognition of the importance of career development, and the need for establishing national professional standards for career practitioners across all occupational fields and settings. In 2012, CICA, the umbrella organization for all professional associations who represent members that provide some form of career services, published the ***Professional Standards for Australian Career Development Practitioners.*** The paper defined minimum entry-level qualifications for the field such as an endorsed graduate certificate in career development, core competencies that all career practitioners should have, and continuing professional development requirements among other professional guidelines. This represents a significant step forward in ensuring higher quality, consistency, and visibility of the field of career development in Australia. These movements could potentially serve to inspire greater global commitment to quality career services and the emergence of a broader career counseling and career services identity in the future.

Alternative areas of employment for career professionals

Despite difficult economic circumstances and challenges faced by traditional colleges and universities, most of the interviewees in both the United States and Australia confirmed that the main area of employment for career counselors would remain in higher education, especially given the growing public concern over the value of higher education and increasing focus on employment outcomes of graduates. However, given the diverse and changing roles of the profession, it is likely that there will be considerable movement within higher education and shifts in how counselors are placed within educational institutions. Both Backes-Diaz and Baas suggested that the rise of online education may lead career counselors to work virtually, providing more distance counseling or developing online career development tools and services. There may be more career advisors working within specific academic departments providing more specialized services for a particular industry rather than relying primarily on centralized career centers (Klees and Backes-Diaz). Dey suggested that career counselors may be increasingly called upon to do both academic and career counseling.

In terms of opportunities outside higher education, interviewees in both the United States and Australia mentioned trends towards career counselors being employed in private practice, consulting, or corporations. Career professionals could be employed to work with employee development and retention (Backes-Diaz and McAlpine), and recruitment or talent management (Chafey). Some of the practitioners also mentioned a need for more career counselors to be employed in K-12 public schools, in order, as Mitchell states, *"to help young people craft their careers more actively."*

Although the practitioners interviewed in both the United States and Australia identified private practice as a potential area of growth for employment of career counselors, the Australian practitioners were more cautious as to the extent of its potential. They highlighted the difficulty of many career professionals in being able to effectively market their services to the public.

Following the need of under-resourced communities mentioned earlier, Capper expressed the possibility that career counselors could be based more in the community helping displaced workers, long-term unemployed, or people with disabilities. He suggested that fees might be subsidized by the government so that people could afford services. Capper described the possibility of more government involvement as he felt that the government was already involved in providing some career services such as occupational information online. He noted that the societal benefits of improved and supported services could be lower health care costs and greater economic productivity if people were happier in their employment.

The Australian practitioners described the trend of continuing institutional support for career development significantly more than those from the United States. Although the number of practitioners interviewed is by no means a representative sample, one might hypothesize that the difference could be reflecting a higher emphasis on social welfare in Australia's policies as compared with the United States.

Discussion and Recommendations for Training

The interviews with career practitioners from the U.S. and Australia resulted in important themes, many of which were common across practitioners from both countries. In fact, the majority of recommendations for clients and the provision of career services, as well as perspectives of the field, were comparable.

Further, career practitioners' roles were parallel. Similarly, the themes of the interviews validated assertions made by a number of authors in the career development literature.

For example, in 2003, Savickas asserted a number of challenges and growth areas for the career profession including:

- *intensifying efforts to serve a diverse clientele in new settings,*
- *translate theory and research into knowledge about the career counseling process that can be used in practice,*
- *construct new tools that exploit the potential of informational technology,*
- *increase and improve the training offered by counselor education programs,*
- *infuse information and values into public policy debates and*
- *assist counselors worldwide who seek to internationalize the profession of career counseling*. (p. 89)

Of these recommendations by Savickas, the career practitioners interviewed for this article also noted several, namely the role of technology, expanding the clients served by career counselors, and emphasizing training. It is interesting to note that in 1993, Rayman suggested that the trend was for career centers to become more centralized and with a broader mission. Twenty years later, our interviews suggested that although the role of career professionals may be broader, the trend of centralizing services may vary.

Not surprisingly, the emphasis on technology as a means of providing career services has also been prominent in the literature (e.g., Harris-Bowlsbey & Sampson, 2005). Interestingly, Lent (2001) cautioned that the availability of online vocational tools and guidance posed problems as well as opportunities. In that same analysis, Lent also noted the need for vocational research in counseling and psychology to address a more diverse population. The practice perspective of the Australian interviewees also noted this, for example, serving the community more directly. The concept of learning agility as described by Feller in McWhirter et al. (2012) also reflects strong sentiments noted in our interviews highlighting the need for students and job seekers to clearly understand and be able to communicate their skills, and to be flexible based on the needs of potential employers.

This article sought to identify themes and recommendations from practitioners in two different countries, considering the extent to which this small sample was congruent and divergent. Largely, the issues identified were similar across both the U.S. and Australian practitioners. There are a number of considerations for internationalization of the career profession provided in the literature. As career services become increasingly globalized, it is important to remember that language and meaning vary depending on cultural context (Athanasou & Esbroeck, 2008). For example, terms such as coaching, advising, and guidance may mean substantively different tasks and principles depending on the cultural milieu of the context. The standards discussed by the Australian practitioners may be extremely useful in conceptualizing the range of roles and titles career professionals may represent. Clarity and explication of these roles can help move the profession toward a common language.

Recommendations for Training

The interviewees mentioned several ways new career professionals may increase their ability to thrive in the future environment of the career development field. Backes-Diaz, Chafey, Mitchell, and Klees identified several needs for career counselors and graduate students including diversifying their skill set and gaining experience working with very different populations and settings for a broader depth and breadth of practical knowledge and skills. This can be achieved through activities such as volunteering, internships, or work experience. Specifically, Chafey and Klees suggested an increased need for counselors to become specialized in additional skills and populations, and to create a niche in the market for themselves. Career professionals also need to continually update their understanding and use of technology, so that they can be both *high touch and high tech* (Mitchell). Further, Mitchell and Capper emphasized gaining a broader understanding of the reality of the labor market and the world of work.

Capper stated that it is important for new professionals to also have a good personal understanding of themselves, be able to answer the same kinds of questions they pose to clients, and set an example for them. Clients look to career professionals as experts and counselors need to be able to be honest with their clients. As much as the roles of career professionals are evolving, McAlpine emphasized that a sound basis in counseling skills is still important in order to be able to recognize and address any issues that may come up during career appointments and refer appropriately.

Involvement in professional associations, mentoring relationships, continuing education, or other means is important for professional development and continually updating skills and knowledge to keep up with the changing times (Backes-Diaz, Capper, McAlpine). Lastly, new career professionals should learn to be savvy marketers and good researchers, and be able to think broadly about their role so that they can take advantage of new opportunities that will help them to stay employable well into the future (Mitchell and Baas).

Conclusion

All of the career practitioners interviewed personified and conveyed passion for the field and especially for serving their clients and future clients at institutes of higher education. From the themes and information gathered, it became clear that every professional felt strongly about the welfare and futures of the population each served. Perhaps what is most essential to ensuring the success of the profession of career counseling is the continued dedication and desire from career counseling practitioners around the globe to provide relevant, dynamic services that reflect the changing world.

Endnote
Many thanks to the career professionals who participated in the interviews: Sarah Backes-Diaz, Assistant Director of Counseling and Programs, Career Center, University of California-Berkeley; Margo Baas, Manager, Careers and Employment Service, Griffith University, Queensland; Daniel Capper, Senior Manager, Careers and Graduate Employment Service, University of Queensland; Catherine Chafey, Job Developer/Employment Counselor for De Anza College and Santa Clara County, Cupertino, California; Kate Dey, Senior Director for Career Development, California College of the Arts, San Francisco, California; Jill Klees, Career Consultant, Employment Specialist, San Jose State University; Alan McAlpine, Manager, Careers and Employment, Queensland University of Technology; Kirsty Mitchell, General Manager, Career Development Centre, Bond University, Queensland.

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Chapter 2

RESILIENCE and RETIREMENT, COPING SELF-EFFICACY and COLLECTIVE SELF-EFFICACY:

Implementing Positive Psychology During Times of Economic Hardship for Late-Career Individuals

by **Melissa M. Brandan, Nicole A. Goddard, Bilquis Kabir, Sherrina S. Lofton, Jessica Ruiz,** and **Julie M. Hau**

Dedicated to the memory of Dr. Gregory C. Jackson, who brought positive psychology to career counseling professionals everywhere.

Abstract

The number of late-career individuals in the United States is increasing as the baby boomer generation enters the late-career phase or retirement phase (Brandon, 2013) of the life-space and life-span (Super, 1990; Super, Savickas, & Super, 1996). The changes to the World of Work, such as technology and the economic downturn are explored in relation to late-career individuals and how these changes impact late-career choices and retirement. In a 2012 article in this journal, Peila-Shuster (2012) focused on strengths and positive psychology in career counseling when working with retirees. This article expands her ideas to include resilience, coping self-efficacy, and collective self-efficacy when working with late-career individuals. The implementation of two career techniques, including the use of Solution-Focused strengths assessment and Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, is provided. Solution-focused techniques focus on the examination of late-career individuals' resilience repertoire. The SWOT analysis explores resilience, coping self-efficacy, and collective self-efficacy simultaneously.

In the Summer of 2012, the *Career Planning and Adult Development Journal* published a special issue focused on retirement. That edition's journal authors addressed various aspects of the retirement process, such as Schlossberg's 4-S's Transition Model (Goodman & Anderson, 2012), leadership and retirement (Kuk, 2012), and Positive Psychology, as well as Strengths-Based principles (Peila-Shuster, 2012). These authors attended to a multitude of factors influencing the retirement process. Increased numbers of retirees, with the baby boomers coming of retirement age (Brandon, 2013), are reflected in the growing numbers of people over the age of 65 in the U.S. (U.S. Census Bureau, 2011). Many of the psychological (Peila-Shuster, 2012) and career development factors (Goodman & Anderson, 2012) that influence retirement were illustrated in that journal's special issue.

In particular, Peila-Shuster (2012) provided ideas for how to consider strengths in career counseling with retirees. We will expand on Peila-Shuster's ideas by adding considerations for the current economic hardship in the U.S. (Grown & Tas, 2010). To this end, we will add the psychological concepts of resilience (Rickwood, Roberts, Batten, Marshall, & Massie, 2004), coping self-efficacy (Luzzo & McWhirter, 2001), and collective self-efficacy (Bandura, 1997) when working in career counseling with late-career individuals. That is, some late-career individuals may have to delay or forgo retirement in the current economy. Therefore, the concepts of resilience, coping self-efficacy, collective self-efficacy, through Strengths, Weaknesses, Opportunities and Threats (SWOT) and strength assessment techniques can be utilized in career counseling to aid in the transition to retirement for late-career individuals. For the purposes of this article, we define the population of late-career individuals as those in the ages of the late 50s and beyond, retirees, or retirement-age individuals (Greller & Stroh, 1995).

Late-Career Individuals, the Economy and the World of Work

Many late-career individuals have encountered economic hardships for a plethora of reasons: (1) forced early retirement (Greller & Stroh, 2004); (2) health challenges (Hanisch & Hulin, 1991); (3) working until later in life because of the extended lifespan (Wiatrowski, 2001); (4) the age in which social security retirement benefits are available is later in life (Wiatrowski, 2001); (5) the diminishing returns on pension plans (Ferreira, Keswani, Miguel, & Ramos, 2013); and (6) the current economic crisis (Sass, Monk, & Haverstick, 2010). These reasons can be viewed as risk-factors which resiliency, coping self-efficacy, and collective self-efficacy can help late-career individuals manage. For example, pension plans have been eroded by the economic crisis and are no longer considered viable means of supporting oneself through retirement (Ghilarducci, 2008). In the past, saving 4% of one's income was considered adequate for retirement; however, recent research argues for saving 8% (Zimmerman, 2013). All of this is occurring amongst economic upheaval and unprecedented technological advancements.

Further, technological advancements in the present era require the retooling of one's career skills on a regular basis. Should individuals, including late-career individuals, not have technological skills, additional training may be required (Greller & Stroh, 2004). If late-career individuals aspire to remain working, or their job necessarily requires the acquisition of new skills, some late-career individuals may have to retool. Contrary to myths about late-career individuals being technologically phobic, Greller and Stroh (2004) cautioned career counselors to avoid this stereotype as late-career individuals are often interested in learning new skills, including technological skills. Late-career individuals may enjoy learning new technologies and benefit from the discovery of these new skills. Such behavior is reflective of resilience and coping self-efficacy.

In response to the aforementioned difficulties that late-career individuals may encounter, there are several psychological frameworks to address the challenges late-career individuals confront. A psychological framework, which expands strengths-based positive psychology (Peila-Shuster, 2012), includes the integration of resilience, coping self-efficacy, and collective self-efficacy. Career practitioners who work with late-career individuals can utilize resilience, coping self-efficacy, and collective self-efficacy to provide a supportive framework focusing on their ability to overcome various hardships, such as economic adversity.

Resilience

Career counseling has a history of focusing on health, wellness, achievement, maximum performance, and achieving excellence in one's life (Blustein, 2006; Niles & Harris-Bowlsbey, 2012; Sharf, 2013). That is, positive psychology, in lieu of the medical model, investigates people's strengths (Seligman & Csikszentmihalyi, 2000), resilience (Fleig-Palmer, Luthans, & Mandernach, 2009; Rickwood et al., 2004), coping self-efficacy (Luzzo & McWhirter, 2001) and collective self-efficacy (Bandura, 1997). Furthermore, from its advent, the field of career counseling has focused on people's resilience (Parsons, 1909; Blustein, 2006). For instance, many of the new immigrants Parsons worked with in Boston had to implement resilience to acquire occupations and jobs in a new language and location. Late-career individuals must do this as they situate themselves in a new lifespan and life-space (Super, 1990; Super, Savickas, & Super, 1996).

The study of resilience approaches the mechanisms that individuals implement to cope with the challenges presented in their lives. There are many different characteristics that comprise resilience, such as having a positive attitude, engaging in one's hobbies, maintaining healthy relationships, developing skill sets, spirituality/religion, valuing the opportunity to transition to a late career, and enhancing oneself through lifelong learning (Rickwood et al., 2004). These characteristics can determine how a person will respond to strife. For instance, the challenge for late-career individuals is to adjust to reduced or different engagement in the World of Work. This may be achieved through engaging with a positive attitude, beginning or expanding an existing hobby, maintaining healthy relationships, learning new skills sets such as technological skills, and participating in lifelong learning, such as taking a free or low-fee course offered at a local community college. Retirement and late-career can be a time for exploring dreams, and opportunities; however, various risk-factors can impede one's progress toward these life-long goals, for instance, economic or health challenges (Taylor & Shore, 1995). Therefore, utilizing resilience as a means of ameliorating challenges can be an area of growth for the late-career individuals.

Activation of Resilience in Career Counseling with Late-Career Individuals

Resilience techniques and theory can be implemented in career counseling sessions to aid late-career individuals as counselor and client collaborate to assess late-career individuals' abilities to arise to life transitions. Resilience has been defined as relating to those overcoming deleterious situations, *"...describe[ing] people who have overcome serious risk factors to attain personal and professional success"* (Rickwood et al., 2004, p. 100). Risk factors that may impact retirement include a lack of financial security, health challenges, and loss of identity. Resilience is about adaptation. Fleig-Palmer and colleagues (2009) suggested that resilience is part of the individual's ability to adapt to said changes. These changes may be viewed by the late-career individual as positive, negative, neutral, or combinations of these three aspects. Retirement as an opportunity to explore life can be a joyous event for some, yet for others, retirement can institute feelings of loss and loss of identity (Fleig-Palmer et al., 2009). Therefore, resilience may exist in exciting, challenging, and/or overwhelming situations.

One of the key components of resilience is that, analogous to life, it is ever-changing. Individuals have the opportunity to fine-tune or develop new skill sets and to *bounce back* based on acquired resilience skills. These skills may require the individual to acclimate by adjusting according to the situation. Furthermore, resilience is a *state-like* concept not a *trait-like* concept (Fleig-Palmer et al., 2009, p. 241); that is, a fluid, amorphous, and ephemeral construct. Therefore, as change is part of our daily lives, so too can resilience change. Fleig-Palmer and colleagues (2009) discussed how the concept of resilience includes the strengths people possess to overcome adversity, instead of focusing on their challenges. Critical to the counselor-client relationship is the exploration of challenges coupled with strengths.

Integrating a Solution-Focused Technique to Explore Resilience Repertoire with Late-Career Individuals

Utilizing a solution-focused technique of assessing clients' strengths (Bertolino & O'Hanlon, 2002; De Jong & Berg, 2002) by exploring past resilience experiences where late-career individuals have overcome challenges is a form of identifying resilience that exists within the individual. Career counselors can encourage clients to reframe life changes into opportunities. Asking questions or making statements such as the following can help the counselor and client assess resilience repertoire: (1) Tell me about a time in your career where you have overcome a challenge, (2) I noted from your resume that you have worked in several organizations. How did you adjust to these changes?, and (3) Let's explore some times in your life when you have overcome personal challenges. This strength and resilience building technique can also scaffold one's coping self-efficacy--one's belief in his/her ability to engage in coping thoughts, feelings, and behaviors (Bandura, 1997; Luzzo & McWhirter, 2001). Through implementing this technique, late-career individuals can explore their repertoire of past experiences and build upon their resilience to learn new forms of adaptation when confronted with the economic challenges of today. Once the resilience repertoire has been explored, it can be expanded to include the acquisition of new skills or the rejuvenation of past competencies. This can aid in encountering the reality of rejection in the job market, a difficult economy, personal loss including diminishing health, or fulfilling lifelong dreams.

Coping and Collective Self-Efficacy

An additional concept that is useful in working with late-career individuals is coping self-efficacy. Coping self-efficacy is one's belief in her/his ability to cope with and overcome perceived barriers (Luzzo & McWhirter, 2001). Career barriers are the obstacles that individuals may encounter in the World of Work. Examples include job loss, ageism, racism, sexism, homophobia, and ableism. For instance, in the 2007-2010 economic recession, women, African-Americans and Latino/as were more likely to have lost their jobs (Grown, 2011). Late-career individuals are especially likely to encounter ageism and ableism in the Worlds of Work and Education, along with everyday life. Experiences with ageism and ableism could be compounded by race and gender, requiring individuals to activate their coping skills. When individuals invoke their coping self-efficacy, they arise to a difficult situation by expanding their belief in their ability to overcome obstacles, such as isms. This belief expands to actual behaviors wherein the individual continues to persist, despite turmoil. A challenge must be encountered to activate resilience and coping self-efficacy skills. Like resilience, self-efficacy can be expanded. One of the ways, it can be expanded is through the concept of collective

self-efficacy.
Bandura's concept of collective self-efficacy may also be useful when working with late-career individuals. Identifying late-career-individuals' support systems and examining how the systems contribute to their transition processes may allow them to utilize that support to improve their lives. According to Bandura (1997) *"the strength of families, communities, organizations, social institutions, and even nations lies partly in people's sense of collective efficacy that they can solve the problems they face and improve their lives through unified effort, groups, and organizations"* (p. 477). Support in the form of career support groups, family, friends, and counselors could serve to enhance resilience and self-efficacy. Career counselors are encouraged to assess the social support available to late-career individuals. Further, creating career support groups for late-career individuals may assist them in the process of recareering, retiring, or job searching.

Those late-career individuals with higher financial security are more likely to have higher retirement self-efficacy and may implement plans to retire earlier than those who lack financial security and confidence in their ability to make the retirement transition (Taylor & Shore, 1995). Understanding how to foster the development of self-efficacy is an important goal for positive psychology and resilience, because it leads to stronger career satisfaction and a happier life (Youssef & Luthans, 2007). Adjusting to retirement can be viewed as an opportunity or a threat. Coping self-efficacy can serve as a means of managing threats in one's environment (Benight & Harper, 2002), thus becoming an opportunity. Threats can be financial or emotional. Planning for retirement may help late-career individuals traverse these threats and transition to retirement (Taylor & Shore, 1995). Therefore, retirement and late-career planning requires consideration at all stages of career counseling to help people prepare for later life and to consider the role of Super's notions of life-span and life-space (Super, 1990; Super, Savickas, & Super, 1996).

Integrating SWOT Techniques to Address Coping Self-Efficacy and Collective Self-Efficacy with Late-Career Individuals
SWOT analysis is the exploration of strengths, weaknesses, opportunities, and threats. Often used in business and marketing, this technique has been expanded for work with clients in counseling. Chung (2003) argued that LGBT individuals could benefit from SWOT analysis because of the unique barriers they encounter. We contend that such an analysis could also aid late-career individuals as they traverse the exciting and challenging role of being a late-career worker. The career counselor can draw or type the four quadrants of strengths, weaknesses, opportunities, and threats on a piece of paper. The late-career client can then identify some potential SWOT ideas.

Examples of questions for the career counselor to implement in the counseling session to assess strengths include the following:
- What skills have you developed? interpersonal? work?
- Identify two to three people in your career and personal life network.
- Tell me about your strengths.
- Share some of your beliefs about what you can achieve in life.

For weaknesses, consider exploring the following:
- Are you aware of any weakness you encounter in your career or personal life?
- What obstacles do you encounter in your personal and career life?
- Share some of the areas of your life where you believe you cannot succeed and wish you could.

Opportunities include late-career individuals' options for the future. Potential questions include the following:
- What financial resources are available to you?
- What professional and personal dreams do you desire to achieve?
- Tell us about your support systems of individuals who can assist you in your professional and personal life.
- Who in your life circles including personal and workplace individuals can you seek for additional support?

Career counselors can ask about threats in some of the following ways:
- Share any physical or health limitations in relation to career choices.
- What financial constraints do you have?
- Please tell me about any experiences with isms such as racism, sexism, ageism, ableism, or homophobia. (See mindtools http://www.mindtools.com/pages/article/newTMC_05_1.htm for further ideas on SWOT analysis).

Counselors are cautioned in implementing a SWOT analysis to assure a therapeutic alliance has been built before engaging in this conversation, as this activity requires the exploration of some potentially painful topics. Counselors are behooved to consider that supporting the development of the client and their readiness to explore the four quadrants requires consideration to continue the analysis. If the client is ready for such exploration, counselors are encouraged to aid their clients in identifying internal and external factors that are favorable and unfavorable in order for clients to reach their goals of career change, continuation, or retirement. Counselors using this strategic approach with late-career individuals may develop an increased understanding of their clients' strengths, weaknesses, opportunities, and threats.

Another method of utilizing SWOT is matching and converting (Houben, Lenie, & Vanhoof, 1999). Matching involves selecting one of the quadrants and pairing it with another. For instance, one approach is to match a strength with an opportunity. A second approach is to convert weaknesses and threats into strengths and opportunities (i.e., lack of knowledge regarding technology can be transformed into newly acquired skills). Embarking in this strategic approach aids the late-career individual to self-explore all aspects or components of themselves in order to enter the career decision-making process. SWOT analysis increases clients' awareness of the obstacles and barriers they encounter, while simultaneously enacting the recollection of an individual's past resilience and the opportunity to implement future resilience. This strategic analysis is an example of enhancing resilience, coping self-efficacy, and collective self-efficacy.

In conclusion, the authors of this article argue for the significance of positive psychology, resilience, coping self-efficacy, and collective self-efficacy when working with late-career individuals especially in light of the U.S. economic situation. Late-career individuals may encounter many challenges and opportunities as they embark on their life transition into retirement. Career counselors can contribute to this transition by implementing the strategies offered in this article as a way to assist clients in alleviating negative stressors, such as financial difficulties often associated with retirement. The strategies presented focus on expanding opportunities for late-career individuals' lives whether they are continuing, changing jobs, or entering retirement. Through career counseling, clients can manage their own life changes in a way that expands their resilience repertoire, grows their coping self-efficacy, and helps them collectively as a group as they traverse these life changes.

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Chapter 3

BEYOND SELF ACTUALIZATION:
Voluntary Midlife Career Transitions and Implications for Career Counselors

by **Beth Huebner** and **Chadwick Royal**

Abstract
Voluntary career change during the midlife stage of the lifespan can sometimes be attributed to self-actualization concerns. Midcareer adults realize the reasons that brought them into a career no longer apply. Those in midlife often seek meaning in life, and some can attain this meaning through finding a calling. Choosing to change careers in midlife is not always a rational decision, and emotions play a strong role. Career counselors are encouraged to employ creative approaches such as the Transtheoretical Model of Change, the Life-Span Life-Space approach, as well as narrative techniques to help middle-aged clients find increased happiness in their work.

Career change can occur at any time during one's career. This change can be voluntary or involuntary. Workers in midlife may choose to evaluate different careers in order to fulfill self-actualization concerns. After someone achieves job security and prestige in a career, the need to find meaning in one's work may emerge. Midcareer adults seeking a calling require guidance beyond the standard trait and factor. These individuals make emotions-based decisions and need assistance discovering their calling and then weighing the risks and rewards to achieve their new goals. The purpose of this paper is to provide additional insight into the population of midcareer adults who are seeking self-actualization and beyond in a career. It will also explore the unique ways in which these individuals make career choices and changes, as well as the implications for counselors.

Midlife Career Change
Zemon (2002) provided the factors that typically influence one's initial career choices, such as youthful dreams, interests, talents, market availability, geographic preferences, and the likelihood that a career would support one's lifestyle. She argues that these are all forward-looking factors. Middle-age individuals review where they are in life and what they want to have in the future. Some mid-career adults find that the reasons they began in their current career are no longer valid or applicable. Someone new to the world of work may desire job security and then

prestige. A new graduate may be more willing to work long hours and sacrifice personal time to gain recognition at work. Some older workers may not be willing to sustain the personal sacrifice that they endured in their twenties and thirties. Middle-aged people change careers because of occupational dissatisfaction, lack of career identity, job insecurity, workplace bullying, or conflicts between work and other life roles (Barclay, Stoltz, & Chung, 2011).

Barclay and colleagues (2011) pointed out that career change is a frequent occurrence. As many as 1 in 3 are currently in the process of changing jobs. Career change typically occurs in the maintenance stage of lifespan development, between the ages of 35-65 (Super, Savickas, & Super, 1996). Super (1980) has illustrated that this recycling process can happen at any stage in a career. During the maintenance stage, a worker evaluates what he or she has accomplished, and then explores alternatives by seeking new information about the world of work (Super, 1980). Some report satisfaction in their current roles at midlife and do not require a career change. They can derive workplace satisfaction by growing in their current role. Others become dissatisfied, and seek out career change to help fulfill their needs and values (Zemon, 2002). Midlife career changes are a reaction to both experience and mortality (Zemon, 2002).

An example of this reflection on experience and mortality is the case of a 40 year old Caucasian male who recently experienced a mild heart attack. He had been working long hours and signing up for additional projects at work in order to achieve the title of Vice President. He knows he is still on track for that promotion, but has begun questioning his motivation for the promotion. When he was younger, he was concerned for his new family. He wanted to make sure he had a reliable job and could save enough to put his two children through college. His children are now out of college, yet he is still working the long hours. In the recovery process from his heart attack, this client discovered his love for Yoga and meditation. He has expressed a desire to become certified in Yoga instruction so that he can assist others in relaxation techniques to help ward off the stressors that can increase risk for heart attack.

Finding Meaning Through a Calling

Steger and Dik (2009) discussed how important it is for people to find meaning in life. Some find it in their children, volunteering, being good at what they do at work, or a combination of factors. This meaning can be achieved through multiple paths such as goal directedness, a sense of coherence in life, the pursuit and attainment of goals, and the need for purpose, values, and self-efficacy in life (Cohen & Ciarns, 2012). People who have their psychological needs met at work report higher self-esteem and less anxiety. Steger and Dik (2009) described having one's psychological needs met at work as a calling.

Duffy and Sadlacek (2007) reviewed the available literature to attempt to further define the construct of a calling, and determined that it is an external pull that individuals feel toward a certain career path. A calling means that one's career provides meaning and purposeful experiences, and also contributes to the greater good. Those who experience a calling tend to report having meaning in life (Steger & Dik, 2009). Dik and Duffy (2009) summarized available definitions of a calling into three parts: an externally-driven transcendent summons, deriving a sense of purpose or meaningfulness from one's work, with the primary sources of motivation coming from other-oriented values and goals. Using these definitions, one who seeks a calling is searching for meaning in life, which is derived from fulfilling one's own sense of purpose and helping others.

Self-Actualization and Beyond

Maslow's hierarchy of needs theory is based on the premise that human beings are motivated to acquire things they do not have, and once they have them, those needs are no longer a motivator (Maslow, 1943). Applying Maslow's hierarchy to the workplace, employees first desire job security. After job security, employees seek social needs. These needs can be met outside the workplace, such as with religious or other groups, but work can also be viewed as a social setting. After social needs, employees seek ego needs, such as being recognized at work for a job well done. The final level in Maslow's hierarchy when applied to the workplace is self-actualization or self-fulfillment (Greene & Burke, 2007).

Maslow later suggested there was a level beyond self-actualization. This level can be described as selfless-actualization, because to achieve peak experience, people need to move from concerns of the self to concerns of others. These workers are less concerned about personal prestige, and are now focused on how they can help others succeed. One characteristic of an employee who is working beyond self-actualization is that he or she tends to feel that everyone should be allowed the opportunity to develop to their highest potential. Another characteristic is being attracted to unsolved or difficult problems (Greene & Burke, 2007). Workers that find self-actualization and beyond tend to thrive. These workers also understand how their work impacts others, and how it contributes to the bigger picture (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005).

An example is a client who entered into a career dialogue because he was feeling unsatisfied in his long-time career as a project manager in a large metropolitan area. This client had become aware of the amount of animals that are euthanized because of overpopulation. He wanted to find a way to help these animals and was contemplating quitting his lucrative job in order to serve the greater good. He saw animal overpopulation as an unsolved problem that he felt would give him fulfillment in life if he could work on the solution. This client was driven by these external, other-oriented forces, to pursue a calling in an area mostly unknown to him. Traditional trait-and-factor approaches and rational decision-making are not adequate to address this client's career concerns.

Career Decision-Making

Rational decision-making involves exploring options and then choosing the option that would provide the highest outcome possible. These rational models have been labeled as the logical way to make career decisions. Murtagh, Lopes, and Lyons (2011) stated that there are too many instances in which people do not make the decision based on the highest yield, and there are other factors at play.

The authors stated that systematic decision-making is not possible in the realm of careers (Murtagh et al., 2011). There is a great deal of chance at work in career decision-making, and emotions also play a large role. The results of Murtagh and colleagues' (2011) research demonstrated that there were two major themes among individuals who change careers voluntarily. The first was planless actions and positive emotions. The majority of individuals in this category began learning a new skill for the enjoyment of it, without planning for a new career in that area. Others changed careers based on a gut feeling that the new occupation felt right to them. The second decision-making model that appeared was what the researchers referred to as "constructing the decision". These individuals knew what they wanted, and took time to make the career change happen. Those who constructed careers were often middle-aged, and saw a better version of themselves in the new occupation (Murtagh et al., 2011).

Implications for Counselors

Those individuals who display characteristics of self-actualization have the highest levels of happiness, which makes helping a mid-career client find a calling even more prudent for career counselors. Cohen and Ciarns (2012) suggest that clinicians could assess a client's level of self-actualization to determine the distress level caused by the search for meaning in life. Clinicians can also work with clients to determine the client's need for meaning. If it is high, and they have not found it, distress levels could be high and the client could be clinically depressed (Cohen & Ciarns, 2012).

Sackett (1998) describes what Maslow meant by self-actualization and how it shows up in the career counseling setting. Some people never strive for self-actualization at work because they are concerned with more foundational goals such as prestige or even security. Those who have attained the first four levels will strive for self-actualization and beyond, and may report dissatisfaction with their current career or job in terms of lacking meaning or fulfilling a calling. The earlier examples of clients both began to feel a sense of disappointment in their current roles after having discovered their calling. In both cases, these clients had discovered their calling, but did not know how to begin the career transition and were unsure if they were ready and willing to take the risk necessary to make the change.

Sackett (1998) described clients who are closed off to initiating the necessary steps for a job search because they are presently concerned about prestige and security and choose not to risk change. Clients who strive for self-actualization choose new jobs that promote growth. The opposite of growth is sometimes fear. Some clients who are at the point of wanting to change careers may fear change to the point that they are unwilling or not ready to change jobs. Another way forward is shutting out the voices of others and listening to one's own voice (Sackett, 1998). Meeting the client where he or she is, is essential to the counseling process.

In a career counseling setting, clients who are honest about their accomplishments and desires are most apt to be successful in their career change. If the path to self-actualization is the priority, and other needs are met, then one may choose what one enjoys over what pays the most. Self-actualization can occur as a process rather than an end state. It can also come from peak experiences. These peak experiences are moments when someone realizes they have a unique gift or skill. In the case of the project manager who wanted to open an animal rescue organization, he was able to realize peak experiences by volunteering at a local animal shelter. A hurdle in achieving self-actualization is identifying defense mechanisms and overcoming them (Sackett, 1998). For the project manager client, we concentrated on discovering his fears related to career change, and developed a plan to face and overcome those fears.

Barclay and colleagues (2011) posited that little research has been done to show the cognitive, behavioral, and affective progression middle-aged individuals go through in a career change. They suggested using the Transtheoretical Model of Change (TTM; Prochaska, DiClemente, & Norcross, 1992) with the Life-Span Life-Space approach to career development (LSLS; Super, 1980) to measure clients' growth with career decision-making. TTM is used to measure readiness of change in clients. LSLS describes the major career and life role stages of development, which include growth, exploration, establishment, maintenance, and disengagement. Integrating TTM and LSLS can help counselors assess where the client is in their life stage, and then their stage of, and readiness for, change (Barclay et al., 2011).

Barclay and colleagues (2011) suggested that career counseling is most important for midlife clients because these clients should make the most of the change, to align with their life-stage development. The midlife career change decision is not as simple as a trait-and-factor match, and often involves many aspects of the client's life and sense of self. A career counselor can help a client through the emotional, cognitive, and behavior processes as well as traditional career assessments and interventions.

Chen (2003) provided further evidence for the need for career counselors to integrate theories in career counseling. Trait and factor must be integrated with other theories for the best counseling outcomes. The sense of self is imperative to any career journey--career is a process for self-realization. Self-concept, personal disposition, self-efficacy, and contextual meaning making can be combined into a career counseling process that helps clients achieve self-realization. Chen (2003) describes how narrative techniques can help clients find meaning in traditional career assessments. Each client has a story to tell about his or her career, which helps clients with self-realization.

Discussion

Voluntary midlife career changes occur for many different types of reasons. Seeking self-actualization and beyond is just one such reason. Clients in this category are striving for meaning in life, and thus are looking to pursue a calling. Typical career assessments are not adequate when working with this population. Those seeking a calling do not always make decisions based on the analysis of assessment results and available data. These clients often make decisions based on emotions or other non-rational factors. Integrating standard trait-and-factor counseling with other constructivist or narrative theories will help draw out the client's story and assist them on their career journey.

In working with midcareer adults, it is important to listen to the client's story. Clients will often reveal peak experiences when asked to reveal what they are most proud of from their career. A counselor can then help the client find meaning in these experiences. Based on the client's readiness for change, a counselor can also assist the client to find more ways to achieve these experiences, be it through volunteer work, additional projects, or a career change. Some clients will be willing to follow their gut feeling and jump into a new career, whereas others require time and more experiences to construct a new career.

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Chapter 4

INCLUSIVE CAREER GENOGRAM ACTIVITY:

Working with Clients Facing Forced Career Transitions to Broaden the Mind and Encourage Possibilities

by **Elissa H. Buxbaum** and **Julie C. Hill**

Introduction

The purpose of this article is provide assistance to career counselors working with clients experiencing a forced career transition. To provide this assistance, we will present a newly developed activity that career counselors can use with clients facing or experiencing a forced career transition. This activity is called the inclusive career genogram and combines a traditional career genogram with career construction theory, career style interviewing, and insights about diversity and inclusion. We propose that this activity can help clients persist beyond the current vision of their future self and encourage a client's positive attitude and persistence. This article will begin with the theoretical orientations behind the inclusive career genogram activity, then the activity will be explained, and finally, two client case studies will be presented which illustrate possible ways to use an inclusive career genogram. We have chosen to use inclusive language such as his/her/hir and she/he/ze as an important foundation for this activity and as a way to encourage readers to increase their understanding and capacity to create a welcoming and inclusive environment for all clients.

Career Genogram

The career genogram is a relatively simple, yet deeply powerful activity that can be completed by clients to gather family and vocational information and history. This activity can also encourage trust and assist in building a positive working relationship between client and career counselor. To complete a career genogram, clients begin by drawing a diagram of their family, going back at least three generations if possible. The choice of including step-parents, step-children, etc., is up to each individual client and how he/she/

ze sees the formation of his/her/hir family. The next step is to fill in details about each family member, such as birth date, death date (if applicable), and occupation (Gysbers, 2006). During or after the completion of the career genogram, the client should be encouraged to share insights, thoughts, and feelings brought on by this activity, as well as any thoughts about different family members, relationships, and occupations. Additionally, discussion should be encouraged regarding how these thoughts or interpretations have influenced or affected the client's life and perceptions of role models, as well as influences, messages, and reinforcements provided to and perceived by the client in the area of career decision making.

In the context of using career genograms with high school students, Gibson (2005) stated that the purpose of this activity is for students or clients to take a closer look at or examine in depth, the "themes or patterns of specific motivational factors within the family for making decisions about career and education…this leads students to examine if these themes are influencing their current decisions about career…and if these decisions are appropriate for them" (p. 360).

Okiishi (1987) illustrated the power of the use of a career genogram through a case study presentation. The following themes emerged from the creation of the client's career genogram: a sense of self-worth, a strong commitment, a desire to excel, an expressed sense of limitation, and a present ambivalence and premonition (Okiishi, 1987). By using the themes expressed by the client, the counselor had a baseline of beliefs, ideas, and influences that affected how the client moved forward in the career decision making process.

Career Construction Theory and Career Style Interviewing

The development of the inclusive career genogram activity was strongly influenced by the ideas of Mark Savickas and career construction theory, particularly, career style interviewing. Career construction *"emphasizes the various ways people cope with career development tasks and transitions… and the dynamics by which people use life themes to develop meaning in their career behavior as they fit work into their lives"* (Niles & Harris-Bowlsbey, 2013, p.107). The core of career construction involves encouraging clients to access their past experiences and opportunities, and bring those experiences into the present and explore how they make meaning and sense of those experiences. It is vital for clients to use these experiences and understand their personal meaning of them to construct their future goals and plans and adapt to career changes while remaining true to their core personality (Savickas, n.d.).

Viewing careers from constructionist and contextualist perspectives focuses attention on interpretive processes, social interaction, and the negotiation of meaning. Careers do not unfold; they are constructed as individuals make choices that expresses their self-concepts and substantiate their goals in the social reality of work roles. (Savickas, 2005, p.43)

An effective tool in the process of encouraging clients to bring the interpretation and meaning of past experiences into the present and apply them to the future is through the use of a career style interview. Counselors are encouraged to adopt the "narrator's perspective and listen for stories about self-making, identity shaping, and character arcs.…[C]ounselors concentrate on making meaning from important incidents, recurrent episodes, self-defining moments, life-changing experiences, and memories that typify the life" (Savickas, 2011, p.180). For more information and an excellent example of a career style interview and interpretation please refer to Savickas (2005, 2011).

Broaden and Build Theory

The broaden and build theory by Barbara Fredrickson (2004) proposes that "positive emotions move people forward and lift them to the higher ground of optimal well-being" (p. 1369). An awareness of this theory can be beneficial for career counselors when working with all clients, and especially clients dealing with forced career transitions. These clients are in a position to potentially need assistance to broaden their minds to possibilities, especially possible selves and possible options for careers that may not be readily apparent to the client in his/her/hir current mindset. According to Fredrickson (2004) "positive emotions broaden thought-action repertoires" (p. 1370). Essentially, positive affect and thinking can broaden individual's thoughts and as a result of broadened thinking, they are able to broaden their actions and move beyond what was originally thought possible. The idea that positive emotions counteract lasting negative emotions is called the "undo effect" (Fredrickson, 2004, p. 1371). By cultivating positive thinking, individuals can undo the effects of negative emotions related to perceived negative life events and place these events in a broader context, which can lessen their negative life impact.

Frederickson's theory also suggests that positive emotions assist individuals with building personal coping resources and thus can contribute to the creation of psychological resiliency. Utilizing Fredrickson's work, individuals experiencing extreme or chronic stress, such as those dealing with a forced career transition, can benefit from engaging in experiences that produce positive emotions. These positive emotions and experiences can build resiliency and resources for people coping with adverse circumstances, such as a forced career transition.

When a person's mindset is broadened and his/her/hir psychological resources are built up, repeated experiences of positive emotions can further enhance physical and emotional well-being (Fredrickson, 2004). This could potentially help a person find positive meaning within adverse experiences, such as a forced career transition, as well as the strength, fortitude, or optimism necessary to work through and resolve difficult experiences.

Theory of Possible Selves

Within the framework of identity, a person's past influences present and future concept of self. The theory of possible selves stems from a theory of temporal self-appraisal (TSA). TSA asserts the connection between an individual's past self and present self; possible selves extends temporal self-appraisal to one's sense of themselves in the future. Wilson and Ross (2001) stated that people are psychologically motivated to look favorably upon their recent past selves and criticize their distant past selves. In taking this theory to the next stage, Strahan and Wilson (2006) claimed that future selves have a greater impact on a person's present day motivation and sense of self-efficacy. Within this construct of future selves, a person may imagine ideal selves that he/she/ze aspires toward. These hypothetical images become the possible selves (Strahan & Wilson, 2006). Possible selves are highly influenced by one's environment. Possible selves are social constructions, which can be influenced by stereotypes and by social contexts, including cultural identities, both individual and group. Some models used for a person's creation and maintenance of possible selves (both affirming and destructive) may be role models, family members, and images (present or absent) from the media (Oyserman & Fryberg, 2006). We would argue that the way individuals see themselves or how groups with which they identify are reflected—positively or negatively, accurately or stereotypically, or not at all—affects their sense of possible selves and concepts of possible careers. Research thus far has connected the theory of possible selves with academic achievement, adult development, and other contextual factors such as age, race, gender and socio-economic status (Dunkel & Kerpelman, 2006; Rossiter, 2007). Based on this, the use of the inclusive career genogram is devised in a manner that allows for greater depth in examining these factors and their relationship to one's possible selves.

The theory of possible selves can also connect with individuals' specific life circumstances and the ways in which they think and act when faced with decisions and future-oriented initiatives. Thus, in terms of career transitions, it is important to consider how a person's concept of possible selves affects their personal motivation, exploration, and capacity to set and reach goals. The concept of future self also includes a person's hopes and fears, which are inextricably linked to the career counseling process.

Theory Integration and Application to Forced Career Transitions

The purpose of this article, and the creation of the inclusive career genogram activity, is to provide an additional tool for career counselors to use when working with clients experiencing a forced career transition. Broaden and build, possible selves, and career construction theories can provide an expansive and inclusive theoretical background for understanding the inclusive career genogram and its use and benefit for clients experiencing forced career transitions. The context of a person's situation becomes critical to consider, particularly in these pivotal times of transition when a person can move forward or remain stuck. *"Occupational problems have been shown to have a negative impact on physical and emotional health, life satisfaction, family life…"* (Ebberwein, Krieshok, Ulven & Prosser, 2004, p.293). From this stance, allowing a person's identity, emotions and past/present/future experiences to enter the room can be beneficial in the process of helping a client move toward a successful career transition, even if the transition feels forced. When taken together, these three theories encourage clients to broaden their minds and foster hope and positivity, contemplate their possible selves, and feel a greater sense of control by taking responsibility for constructing their own career and life design from multiple life influencers. Completing the inclusive career genogram activity can be one way of accomplishing these actions and encouraging clients' self-exploration.

Inclusive Career Genogram Activity

While a career genogram provides an effective extension of a traditional genogram, we propose that an inclusive career genogram can allow a practitioner to further client potential in thinking beyond the influences that family has had on the career decision making process. Okiishi (1987) suggests that there are some limitations to the *"use of career family genograms [with] children from blended families, same-sex parents, foster families, and adopted families"* (as cited in Gibson, 2005, p. 381). One of the purposes of the inclusive career genogram is to break down the limitations seen by others and encourage the expansion of influences outside of the traditional family.

We define an inclusive career genogram as a means to visually map, illustrate, document, and construct a diagram that is an expanded, inclusive, and comprehensive sphere of influence that includes multiple life characters drawn from family, culture, and the person's own individual life context and themes. The inclusive career genogram can include friends, coaches, and mentors. It can include fictional character role models and images that have allowed people, over the course of their lifetime, to see beyond their present self and situation and through to a future self, or to see a part of themselves reflected back when recognizing these images and characters as influential. The inclusive career genogram can capture a moment in time, an object, or a metaphor that has significantly impacted who they are and how they see their possible selves. The activity, in itself, sends a message that creativity is encouraged, and that a more personalized version of identity and community is welcomed in the space a practitioner creates with a client. Changing and/or expanding upon the notion of a normative familial structure of influence can create a space of greater inclusion for all backgrounds and experiences, and allows clients to better understand themselves and from where their notion of career developed. While a traditional career genogram can be very useful, there can also be many benefits to expanding possibilities and activities outside its typical structure.

To construct an inclusive career genogram, the counselor begins with a career style interview as developed by Savickas (2005, 2011). This begins the information gathering and reflection stage for the client. To encourage further reflection, the client is presented with a list of additional categories such as relationships with friends/teachers/past employers, media images, songs, memorable moments, hobbies, metaphors, or places which may have had an influence in the client's life. (The term "influencers" will be used to capture this vast array influences/relationships.) Beginning in the middle of the page with self, the client draws a symbol to represent self. This could be a cloud, a star, a circle, a square, etc. Then lines are drawn up to shapes of the client's choosing with each influencer written or drawn. The length of each line indicates the perceived significance level of each person, item, or experience with the shorter lines indicating greater significance to the client and the longer lines indicating less significance to the client. Within each influencing shape, the client is prompted to recall answers and memories from the career style interview, as well as additional discovery questions that may be asked in order to fill in which concepts of career came from each influencer. Clients can choose to color code or choose varying shapes for each box or life category. This activity is meant to be done on a whiteboard or poster board to allow for more room than can be illustrated here.

Case Studies

Case Study #1: Jane

Jane is a 25 year old Caucasian female who has come to a career counselor because she is facing an abrupt and unexpected career transition due to a recently diagnosed chronic physical health condition. Jane is currently a preschool special education teacher, and with the diagnosis of a chronic health condition, she is no longer physically able to do her job. She will be leaving her job in the middle of the spring semester, which is just a few weeks away. Jane is feeling heartbroken and discouraged and has no idea what to do next with her life. She has always wanted to be a teacher and has never imagined herself doing anything else. Jane is a great example of the type of client that could benefit from the inclusive career genogram activity since it is designed to assist clients in persisting beyond their current vision of their future selves and career possibilities, as well as encourage their positive attitudes and sense of hope in exploring career possibilities.

The career counselor began asking Jane a few of Savickas' career style interview questions to help Jane think outside what she thought was possible for her career options. Examples of these questions are: "Whom did you admire when you were growing up? Who were your heroes or role models? What do you admire about these people? How are you like and how are you different from these people?"(Kajino, 2012, p.1). As Jane spoke about her role models and heroes, the career counselor wrote down the name of Jane's heroes and role models and what Jane was saying about them.

Jane complete the inclusive career genogram using what Jane had said during the interview about role models and heroes and their jobs/careers, as well as other thoughts and ideas that came to Jane while working on the activity. Jane's inclusive career genogram now included possibilities such as doctor, teacher, environmentalist, and detective, as well as the qualities that Jane admired in these heroes/role models. As Jane looked at her genogram in front of her, career possibilities seemed to have opened up and she began to think of herself being able to be someone other than a teacher. Jane and her career counselor still had work to do together and other possibilities to explore, but by doing this simple activity, Jane was able to broaden her mind, open herself to different possible selves, and begin to build up her psychological resources. See Figure 1 for a visual representation of Jane's inclusive career genogram.

Case Study #2: James

As a 34 year-old veteran of the United States Army, James returned home from active duty with an honorable discharge. His difficult choice at the time was to separate in order to care for his aging grandmother. He was trained as a carpenter in the Army, having joined at 18 years old when a recruiter came to his high school in West Philadelphia. While in the Army, James felt secure in his duty and his place in the world. He followed the orders of his commanding officer and knew the definition of success. He knew he could rely on his battle buddy and fellow soldiers. As a young man, the army gave him hope for a better future, leaving behind many friends who either faced death or the walls of a prison by age 19. Now facing the transition into civilian life, James feels lost and alone. After working a few construction jobs, and finding poor satisfaction and stability in those jobs, James found the courage to walk into his local workforce center. Having been raised by his grandmother who was a cashier at the local market, a career genogram that asked him about the careers of his mother, father, aunts, and uncles would not have been helpful for James in establishing a safe and welcoming environment in which to begin career development work with a counselor. In this case, the counselor introduced an activity that helped him map out the greatest influencers in his life. He recalled a high school geometry teacher, a book his grandmother read to him as a child, a Wu-Tang Clan song, an advertisement he saw on the subway, and one field trip to the Philadelphia Museum of Art. By expanding the possibilities of influences, the counselor and activity helped James think beyond his current possible selves of carpenter, cashier, soldier, or drug dealer. These were true realities for him, and now, there were other influences that suggested he could expand his view and create new possible selves.

The possibility of a creative career had never occurred to James, until the counselor led him through the inclusive career genogram activity, and positive feelings arose from memories of art, music, and drawing. Similarly, the advertisement on the subway pictured a Black man in a suit, and in recalling that moment with the career counselor, James felt comfortable expressing how disorienting and emotional that experience was for him. The counselor helped James to consider the ways that stereotypes and marginalizing experiences had affected him as a man of color. In processing these experiences and life influencers, the activity allowed the counselor and client to connect and go deeper within a shared safe space. Furthermore, there was no need to bring up painful childhood memories of other family members that he only knew for a short time. This session was a turning point for James, and with subsequent sessions, became the starting point of a successful career transition from military to civilian life. Figure 2 provides a visual representation of James' inclusive career genogram.

Conclusion

We propose that an inclusive career genogram functions to enhance an individual's forced career transition process in three ways. First, the activity becomes a tool for counselors to create a more welcoming and inclusive environment for the client's self-work. This is important because it builds trust and a shared understanding between a counselor and client. Clients know that their experiences and identities are acknowledged and valued. Second, encouraging an individual to define their identities and experiences in a way that is meaningful for them, particularly for people from marginalized communities, creates a space for a client to find more positive emotion in a difficult and discouraging time, such as a forced career transition. Considering Fredrickson's (2004) broaden and build theory, this positive emotion can broaden thoughts of what is possible and increase skills for resiliency and, we suspect, hope and determination. Third, when a client is in a space where his/her/hir whole self feels valued, and positive emotions are created, the inclusive career genogram activity, along with career style interviewing (Savickas, 2011), increases creativity. According to Wilson and Ross (2001), creativity can move an individual past stifling thinking about present situations and critical feelings of the distant past self. This creates a more conducive setting for the client to imagine their future possible selves beyond what they had previously known, increasing their thought and, hopefully, action repertoire, and thus positively influencing the upward spiral of positive emotions and psychological resources.

As authors of the inclusive career genogram, we encourage practitioners to think about these concepts of inclusion as crucial to understanding a client's life themes – past, present, and future. The inclusive career genogram, with its foundational theories, can promote inclusion of all life influencers, and subsequently the expansion of possible selves, life design, and career choices.
Each counselor and client is an individual with differing experiences and circumstances, subsumed within a society where systems, power, and privilege play a role in the context of individuals' experiences and concepts of self and identity. In doing this activity, career counselors need to be aware of their own life themes and experiences, as well as those of the clients. While beyond the scope of this article, further exploration of the roles that systems, power,

and privilege play in creating and defining life themes and scripts could be a beneficial area to explore. We encourage career counselors to broaden and build upon their own possibilities, continually examine their possible selves, and actively construct their lives and careers to be the best practitioner possible for helping clients.

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APPENDICES

Figure 1: Jane's Inclusive Career Genogram
Figure 2: James' Inclusive Career Genogram

Figure 1: Jane's Inclusive Career Genogram

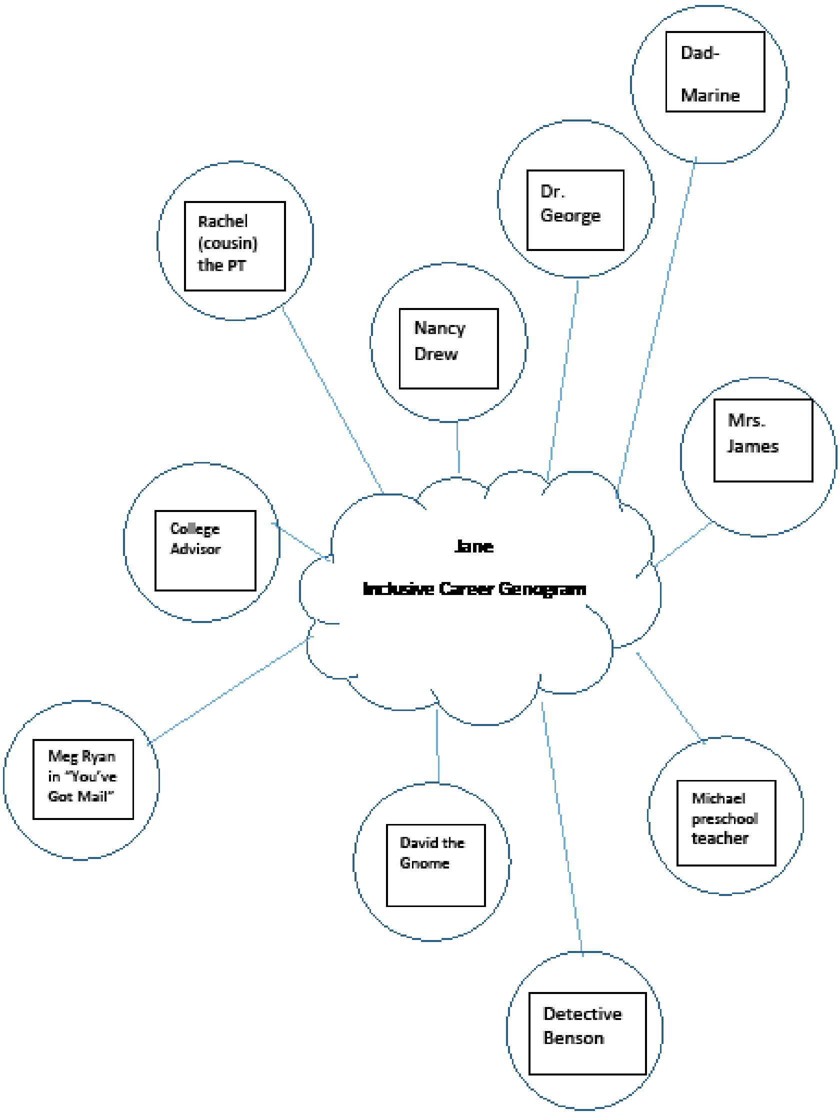
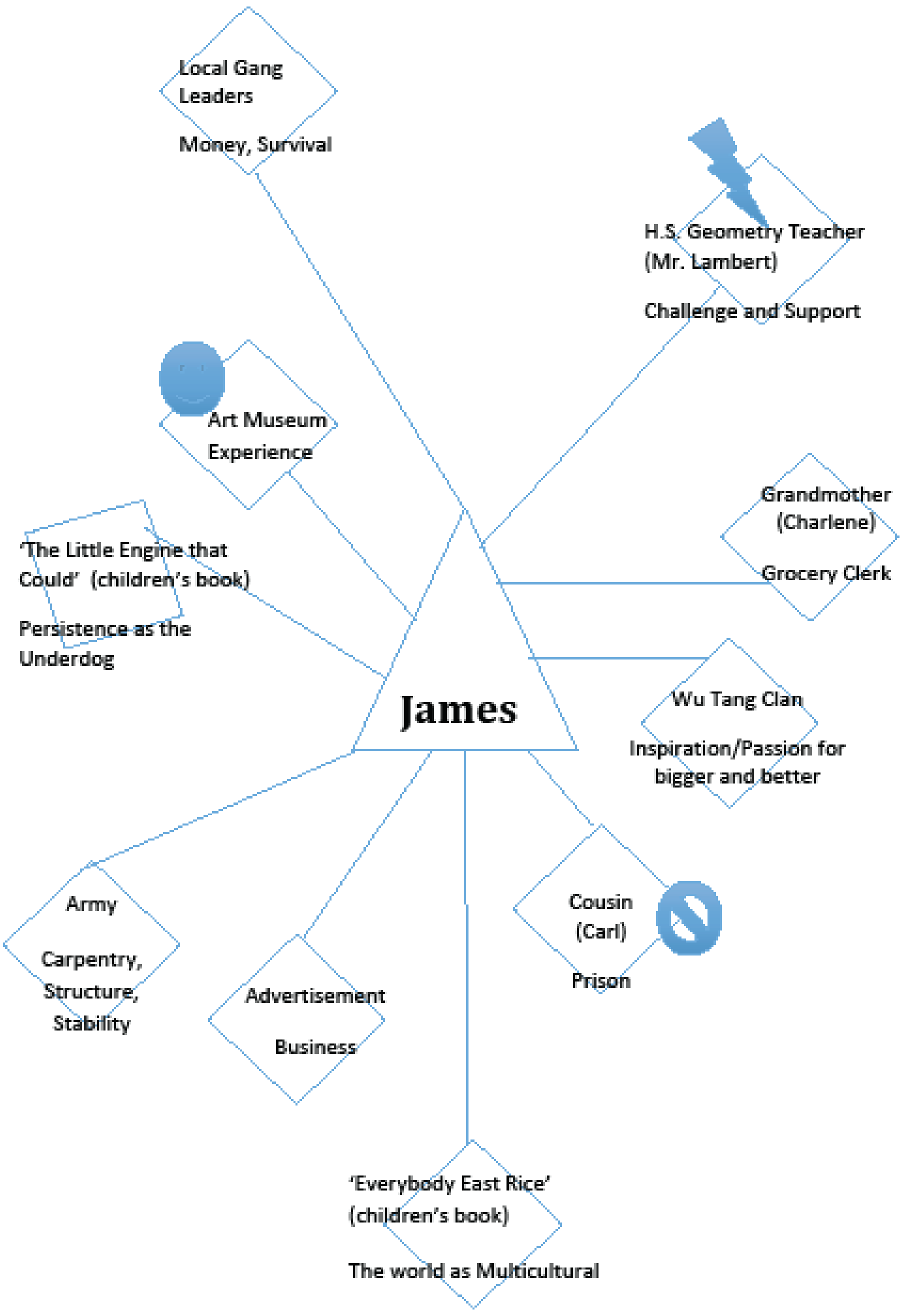


Figure 2 - James' Inclusive Career Genogram



Chapter 5

CAREER COUNSELING WITH LOW INCOME STUDENTS:

Utilizing Social Cognitive Career Theory and the Theory of Circumscription and Compromise

by **Alen Ibrahimovic** and **Sarah Potter**

Effective career counselors advocate for clients to ensure that they receive equal opportunity. When working with low-income clients, career counselors must consider their unique needs as compared to their more affluent peers. In United States society, advancing in education has become increasingly important to achieve occupational success and upward mobility (Olszewski-Kubilius & Scott, 1992). It has been shown that low-income students continue to have higher high school dropout rates and lower postsecondary enrollment and completion than their higher-income peers (Jackson & Nutini, 2002; Schellenberg & Grothaus, 2009). In fact, according to the National Center for Education Statistics (2010), only 52 per cent of low-income high school graduates immediately enrolled in a postsecondary institution after graduation, compared to 82 per cent of high-income students. This research indicates that low-income students are receiving significantly less education than higher-income students. This disparity can be attributed to unequal access to resources including institutional inequalities and lower-quality instruction (Becker & Luthar, 2002). When working with this population, career counselors are in the unique position to address this inequality and influence change. This gap in opportunity can be improved by gaining an awareness of these issues and implementing culturally competent techniques.

To demonstrate the impact of low-socioeconomic status (SES) on student achievement, this article presents the personal immigration experiences of Alen Ibrahimovic. The authors then explore the general effects of low SES on student achievement and examine the use of Social Cognitive Career Theory (SCCT) and the Theory of Circumscription and Compromise (TCC) as frameworks to help low-income students raise their career trajectories and achieve their full potential. Finally, three themes are discussed to effectively integrate these two theories: (1) increase opportunities for learning experiences, (2) increase awareness and knowledge of various careers and resources, and (3) minimize the effects of real and/or perceived barriers.

Personal Experiences with Immigration and Low-Socioeconomic Status

Background

There are several ways that individuals and families enter low SES. For example, low SES can be generationally inherited. A family that has never had money will not be able to pass along inheritance or resources to future generations. Additionally, an individual may enter low SES after experiencing a straining financial event or business venture. Economic downturns, such as the one experienced in recent years, may sink businesses, thus leaving people in financial distress. Furthermore, the strains involved with immigration may contribute to low SES, as was the case for my (Alen's) family.

The United States has always been a country of immigrants. One reason for this phenomenon may be historical economic dependence on cheap and free labor. The majority of immigrants, both documented and undocumented, arrive in the country with little money and few resources (Mahler, 1995). They are willing to do any sort of work to provide for their family. This was no different for my family. We immigrated to the United States from Bosnia and Herzegovina in 1997. The United States was seen as the country of opportunity and peace and a far cry from our war-torn homeland.

Upon arrival to the United States, my parents were immediately concerned with providing for our family's basic needs, not with education. However, they always associated education as their children's way to escape low SES. Portes and Rumbaut (1996) acknowledged the "lofty goals" of many immigrants' communities who struggle with "modest resources" (p. 264). This lack of resources may inhibit their ability to obtain educational and occupational goals. This lack of resources was without a doubt my experience, along with the experience of many immigrant and nonimmigrant low SES individuals. As a result, my experience will be used as a case scenario in this article.

Personal Obstacles

I have experienced many obstacles that are common for low-income individuals from a variety of backgrounds. A lack of financial resources is perhaps that most common obstacle associated with low SES. For example, the consistent rise in the cost of education may discourage an increasing number of low SES students. This lack of financial support was a major obstacle in my career development and aspirations. This issue was exacerbated by a general lack of knowledge regarding resources available to assist lower SES individuals, such as FAFSA (Free Application for Federal Student Aid). Due to a lack of effective career counseling, I was not aware of my financial options. As a result, I did not apply for FAFSA until my sophomore year of college and I have acquired a large sum of debt as a result.

This lack of knowledge is in itself a second major obstacle. Before attending college, I was unaware of many aspects of the college experience (i.e. available majors, college lifestyle, availability of resources, etc.). I did not have effective career counseling available to prepare me for this transition. I also had a limited awareness and knowledge of available careers. This limited awareness resulted from the fact that neither of my parents had finished college and both held "blue collar" jobs. Individuals in our social support system held a similar degree of knowledge. Most of the Bosnian community went into construction, janitorial, or truck driving occupations due to limited language skills. To sum it up, I had limited role models and sources of information.

It is important to acknowledge that I had one major advantage over many individuals from low SES. Moving to the suburbs was one of the biggest sacrifices that my parents made. This move meant more work due to a higher cost of living. They also sacrificed most of their social support system which remained closer to the city. In retrospect, I am incredibly appreciative of this decision. In many ways the decision to move to the suburbs ensured that I had a better education.

Effects of Low Socioeconomic Status on Student Achievement

With this case scenario in mind, the first aim of this article is to demonstrate the effects of low SES on career trajectories. It is clear that low SES is a topic of concern when advocating for social justice and creating equal opportunities. Robinson-Wood (2009) identified that 15% of the United States population lies beneath the poverty line, and 35% of the population is composed of the working class. Despite the large number of low-income residents, middle class bias continues to dominate in United States society. For example, the 2013 presidential debates seemed to continuously return to topics revolving around the middle class.

Achievement Gap

Being raised in a low-income environment has numerous effects that require attention from professionals, such as career counselors. In particular, there is a clear gap in academic achievement between low-income youth and those with higher income backgrounds. This is made apparent by Wodtke, Harding, and Elwert's (2011) research indicating that regardless of race, growing up in a disadvantaged neighborhood greatly decreased the probability of graduating high school. It has further been clarified that growing up in a low-income neighborhood, with more than 20 per cent of residents in poverty, reduces probability of high school graduation by half when compared to those growing up in a high-income neighborhood, with less than 10 per cent poverty (Harding, 2003; Wodtke, Harding, & Elwert, 2011). Additionally, Goodman, Miller, and West-Olatunji (2012) identified that low SES students performed lower on standardized tests and had a higher number of absences. It is evident that low-income students are not achieving the same level of academic success as their more affluent peers.

Unequal Distribution of Resources

The case scenario suggests that this achievement gap may be attributed to unequal distribution of resources and lack of opportunity in education for low-income youth. For example, the funding for public schools in the United States is geographically determined, which directly dictates the resources that are available within a school (Wodtke, Harding, & Elwert, 2011). Therefore, students in low-income neighborhoods often attend schools which are lacking in materials and quality instruction (Becker & Luthar, 2002). Without exposure to adequate supplies and qualified teachers, students are not able to reach their full academic potential. Furthermore, low-income students are less likely to receive support, adequate preparation for life after high school, and individual attention from school officials (Olszewski-Kubilius & Scott, 1992). Additionally, various studies indicated that disadvantaged students feel less prepared to attend college, have lower academic ambitions, and portray less confidence in their educational abilities (Bui, 2002; Olszewski-Kubilius & Scott, 1992; Garriott, Flores, & Martens, 2013).

It is clear that low-income disadvantaged students are not being served equally in the United States school system. However, these low SES students are competing in the same market with higher SES students who may be provided with sufficient resources. For more advantaged students, standardized testing and college preparation often starts at an early stage and continues to be a central focus throughout their education (Olszewski-Kubilius & Scott, 1992). It is then essential that career counselors are aware of this achievement gap and are adequately prepared when working with this population.

Consequences on Career Trajectories

In the long run, this achievement gap may have negative consequences on the career trajectories of low-income students. Simply put, higher educational achievement may lead to greater and more varied employment opportunities. This phenomena is demonstrated by data from the Bureau of Labor Statistics (2013), indicating that higher education is correlated with significantly higher pay as well as lower unemployment rates. This information implies that higher chances of unemployment and lower pay are perpetuated by the low SES cycle. Thus, education may be a key way to increase upward mobility and provide a path out of low SES.

Career Related Interventions and Theoretical Approaches

In counseling low-income students, various factors should be considered as demonstrated by the case scenario and research presented previously. Due to a large emphasis on contextual variables, we propose that SCCT (Lent, Brown, & Hackett, 1994) and TCC (Gottfredson, 2005) are effective theoretical frameworks in meeting the unique needs of low SES clients.

Social Cognitive Career Theory

Theoretical Overview. SCCT, derived from Bandura's (1986) social cognitive theory, focuses on how occupational decisions are made and how career interests develop over time (Gibbons & Shoffner, 2004). The main components of this theory are structured around *self-efficacy*, *outcome expectations*, perceived barriers, and career-related goals (Gibbons & Shoffner, 2004). According to SCCT, individuals base their career related decisions on their perceived abilities (self-efficacy) as well as the perceived consequence of making the decision (outcome expectations) (Jackson & Nutini, 2002). Individuals form their self-efficacy and outcome expectations based on several factors including their past experiences and their perceived barriers of obtaining success. Career related interests and goals are then developed around these factors (Jackson & Nutini, 2002).

Application to low SES students. Each component of SCCT is applicable when working with low-income youth. For example, students may eliminate certain career options based on low self-efficacy, exaggerated barriers, or erroneous outcome expectations (Gibbons & Shoffner, 2004).
Elimination of options. Low-income students may not explore their full range of options due to false assumptions about their competencies and their fear of the outcome of a decision. There is research that indicates that although disadvantaged students place the same importance on education and desire to attend college, they are less confident in their ability to be admitted into and succeed in a postsecondary institution (Bui, 2002; Olszewski-Kubilius & Scott, 1992). This evidence indicates that low self-efficacy and negative outcome expectations contribute to the academic achievement gap and thus should be addressed by career counselors in session.

Barriers. Similarly, low-income students perceive both real and fabricated barriers to their educational and career success which may constrain their goals for the future. Many of these barriers cause great concern for low-income students and do not affect their more affluent peers. One real barrier is a lack of financial resources available to continue education (Pittman, 2011). Many low-income families are focused on daily survival and working to provide immediate revenue in order to support themselves and their family. As a result, many low-income families expect youth to contribute to the family income rather than towards an educational investment in their future (Olszewski-Kubilius & Scott, 1992). Furthermore, many low-income students may not be adequately informed about the logistical process of applying to college, or the types of financial aid that are available (Pittman, 2011; Olszewski-Kubilius & Scott, 1992). This information is vital for career counselors to actively distribute.

Strategies and interventions. Career counselors can consider SCCT when working with low-income youth by building self-efficacy, challenging outcome expectations, and addressing perceived barriers. The results of Garriott, Flores, and Martens's (2013) study indicated that "the relationships between social class, self-efficacy, and outcome expectations were mediated through learning experiences" (p. 200). Thus, providing positive learning experiences for low-income youth may help enhance self-efficacy and create positive outcome expectations. This would create an avenue for students to explore options which they may have otherwise overlooked. It was suggested that these learning experiences could be introduced through school programing and after school activities (Garriott, Flores, & Marten, 2013).

Another strategy when applying SCCT would be to challenge any erroneous barriers that students may perceive, in addition to preparing them for actual barriers. Career counselors can focus on strengths and positive social supports which may reduce the impact of barriers and allow them to cope effectively (Jackson & Nutini, 2002). Focusing on these components of SCCT would then allow students to consider a wider range of options as well as help prepare them to overcome obstacles that they may face in their career development.

Theory of Circumscription and Compromise

Theoretical overview. Gottfredson (2005) proposed a four stage Theory of Circumscription and Compromise (TCC). At each stage, individuals eliminate certain occupational fields due to various external and internal factors. Stage 3 is particularly important to consider when working with individuals from low SES. Gottfredson (2005) suggested that in Stage 3, individuals start to orient their career interests based on social evaluation. At this point, individuals start to eliminate occupations which are perceived as too low or too high in prestige.

Tolerable level boundary. Family variables play a direct role in this process. Families from higher SES set a higher *tolerable level boundary,* defined as the threshold of acceptable occupational options (Gottfredson, 2005). Thus, higher SES families set higher expectations of acceptable career related options for their children and expect them to attain jobs that are higher in prestige. In contrast, Gottfredson (2005) theorized that families from lower SES set a lower tolerable level boundary. Thus, lower SES parents may be more accepting of their children's interest in lower prestige occupations because they themselves hold similar jobs.

Tolerable effort boundary. Gottfredson (2005) theorized that individuals also eliminate possible occupations based upon a *tolerable effort boundary*. Students start to understand their overall intelligence and ability through years of educational testing, assessment, and overall school experiences. Those that deem themselves more capable and intelligent tend to strive for higher prestige occupations, while those that deem themselves less capable strive for lower prestige occupations. As previously indicated, students from lower SES tend to score lower on standardized assessments and have higher dropout rates due to lower availability of educational resources and quality of education. Thus, students from lower SES are more likely to strive for lower prestige occupations regardless of their full potential.

Demonstration of theory and intervention. A *social space* of potential careers can be described as the career options that a person perceives to be acceptable and obtainable (Gottfredson, 2005). According to TCC, it is probable that a low SES individual's social space of potential careers would be significantly lower than that of the middle-class or high SES counterpart (Gottfredson, 2005). Thus, it is immensely important for career counselors to consider the development process of a low SES individual's social space of potential career choices. For example, when working with low SES clients, career counselors should explore careers that may have been eliminated due to social evaluation and misperception of personal aptitude. A psychoeducational intervention may be helpful at this stage as well (Gottfredson, 2005). Career counselors can assist individuals in exploring careers that they have eliminated by personally educating them, setting up job shadowing or career field trips, and providing other forms of career exploration assignments. This process may allow individuals to learn about occupations that may be unknown to them. It can also clear up misconceptions that individuals have regarding careers about which they may know very little.

Discussion

This article has outlined two theoretical approaches that directly relate to the unique needs and experiences of low-income youth: SCCT and TCC. Due to a large emphasis on contextual variables, these theories are well suited to address barriers and special considerations involved with low SES. Applying SCCT, TCC, or an integration of both, could have been immensely helpful in Alen's case scenario, explained earlier. Next, we provide examples of interventions that can be utilized by career counselors and other professionals, and we conclude with a discussion of several overarching themes: (a) the role of learning experiences; (b) increasing awareness of opportunities and resources; and (c) minimizing the effects of barriers.

Learning Experiences

One common theme when counseling low-income youth is the need to increase learning experiences. As suggested by SCCT, learning experiences have been found to be effective in mediating the "relationships between social class, self-efficacy, and outcome expectations" (Garriott, Flores, & Martens, 2013, p. 200). For example, finding ways to ensure success in new activities could increase students' self-efficacy for completing tasks and help form more positive outcome expectations. Therefore, students may be more open to new opportunities which had previously been unconsidered. In essence, new learning activities may detract from the negative effects that have been associated with low SES.

Furthermore, these same learning opportunities may expand students' social space of acceptable careers, as posed by TCC. After learning new skills, students may explore careers which had been previously compromised out of consideration. In particular, learning experiences may increase clients' tolerable effort boundaries. They may feel more capable and more intelligent leading to consideration of higher prestige occupations. Thus, exposure to new experiences, leading to skill development and increased confidence, would be a key strategy to utilize when working with this population.

Increase Awareness of Opportunities and Resources

Additionally, career counselors can work to increase knowledge and awareness of career opportunities and available resources. For example, Alen was not aware of FAFSA until his sophomore year of college, leaving him with significantly more debt than would have otherwise been acquired. Furthermore, Alen did not have access to appropriate role models throughout his childhood which may have decreased his exposure to certain careers. This lack of exposure may be common for many low-income youth.

Professionals can advocate for clients and increase their awareness. In utilizing TCC, this knowledge and awareness would be another method of increasing clients' social space of acceptable occupations. Awareness may be achieved in counseling by actively exposing clients to role models who work in a variety of fields. This exposure may be achieved through opportunities such as job shadowing, career fairs, panel discussions, or group counseling. Role models coming from low-income backgrounds may be particularly effective in demonstrating career opportunities. This familiar setting would increase clients' ability to relate while providing encouragement and hope.

In utilizing SCCT, exposure to role models may also help increase self-efficacy and outcome expectations. Seeing people from similar backgrounds who have achieved high prestige careers may help students form more positive expectations for their own future. Exposure in itself may help increase self-efficacy, or general confidence in their abilities. Overall, role models would create new opportunities for students by enhancing their awareness of possible careers and increasing their confidence and willingness to consider these careers.

Minimize Barrier Effects

Counseling the low SES population would also require attention to real and perceived barriers. As outlined in the case scenario and research presented, low SES students may face unique barriers compared to their higher-income peers. In particular, they are not provided with adequate resources contributing to an achievement gap in educational achievement (as reviewed previously in this article). SCCT specifically emphasizes the need to address barriers in counseling. Taking students' unique contexts into consideration would be essential in identifying and addressing obstacles. As previously mentioned, career counselors can focus on students' strengths and positive social supports which may reduce the impact of barriers and allow them to cope effectively (Jackson & Nutini, 2002). Another strategy would involve challenging barriers that may be erroneous or exaggerated by the student. Although no barrier would be considered unimportant, some may be unsupported in actuality. Thus, counselors may be able to reframe situations to reduce the impact of perceived barriers.

Concluding Statements

As advocates for social justice, career counselors can focus efforts on helping youth achieve their full potential and overcome possible barriers. Career counselors have the means to help decrease the opportunity gap and promote upward mobility. When working with students from low SES, career counselors need to understand the role of learning experiences and utilize culturally competent techniques to help students gain greater awareness of career opportunities and minimize the effects of barriers.

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Chapter 6

A CAREER COUNSELING STUDENT'S EXPLORATION OF MILITARY VETERAN ISSUES

by **Brad Zivov**

As a second year student in the Master of Science program in Career Counseling at California State University, Sacramento, I have developed a strong interest in exploring the career development and holistic needs of veterans, including the potential lack of exposure civilian counseling students may have to this unique population. Furthermore, the increasing diversity of our military has led to a more varied cultural group of veterans that face new and complex challenges. Career development is only part of their readjustment to civilian life. Exploring the transitions veterans experience provides insight into how career development depends on the many variables affecting veterans due to their participation in the military. Through interviewing service professionals that work with veterans, many whom are veterans themselves, and researching veteran issues, my hope is to provide readers with a better understanding of those who serve our country. By gaining awareness of veteran readjustment issues, career counselors can become a more effective civilian resource for veterans in the future. In this article, I will explore the following issues:

How can civilian counselors overcome biases and lack of information of military culture to become effective counselors? To work with the unique veteran population, counselors should confront their judgments and gain "humanized exposure" to veteran narratives.

What components are necessary to explore the diversity of veterans? A multicultural perspective allows counselors to better understand the unique dynamics of different veteran populations providing needed insight to advocate for their needs.

What is the advocacy role of future career counselors while working with veterans and how can career counselors gain the competencies to navigate their responsibilities? Career development is an important goal for veterans; however, a holistic understanding of issues may lead to more effective advocacy.

Understanding Civilian Status Barriers

As civilians, knowledge of veteran issues and military culture can be limited. Much of the information received might be from the media, or limited anecdotes from veteran friends and family. These sources of exposure can lead to biases, speculations, and value systems that affect counselor interactions with veteran populations.

In addition to lack of exposure, counselors' internal barriers may impede their advocacy in assisting veterans. Civilian counselors may feel inadequate because of the lack of shared experiences. Consequently, they may refer a veteran client to a professional that does have similar experiences, further perpetuating a lack of exposure to veteran issues. Another barrier is the counselor's perception of how much a veteran is willing to disclose to a civilian. The idea that clients are more likely to open up and gain the trust of other veterans is a valid concern. Looking where veterans receive the majority of their services, such as the Veterans Administration (VA), they are likely interacting with veterans that are familiar with and have been trained specifically to address their concerns. Sharing similar cultural experiences is important, especially if a veteran has seen combat. For many civilians who haven't been exposed to the realities of the military, certain topics may be unfamiliar and uncomfortable to discuss. Post-Traumatic Stress Disorder (PTSD), Traumatic Brain Injuries (TBIs), rape, substance abuse, deployments, social isolation, and moral and physical wounds are just some of the challenging and complicated issues that veterans face when they separate from military service. Some counselors may suffer from not wanting to offend or do more harm than good with a client and thus, may not be willing to confront a veteran on certain issues because of the belief that "they have already been through enough."

Although barriers exist when working with veterans as a civilian, there may be advantages as well. Through cultural panels and interviews, I have learned that some prospective clients prefer to seek counselors outside of their own culture. During a classroom religious panel an individual suggested that seeking a counselor from their non-shared religious group may be more helpful because the counselor would not weigh the constraints of religion on them while working with their problems. The panelist further explained that would lead to a counseling figure that may have a more objective outlook. Even more encouraging, in a survey of 913 veterans performed by RAND Corporation to assess the needs of veterans in New York, 43% of respondents indicated that counseling from a civilian therapist would be helpful (Schell & Tanielian, 2011). With a more objective perspective, the counselor may not hold biases that prevail within the given culture. These biases can be military jobs held; status in the military hierarchy, region, or base where they were stationed; and other indicators that affect judgment within the military. Furthermore, it is possible that the client has exhausted resources or had negative experiences within their shared culture.

Gaining Awareness of Veteran Issues from a Multicultural Perspective

Pederson, Draguns, Lonner, and Trimble (2003) emphasized a three-stage competency development of awareness, knowledge, and skill as being influential to the training of counselors. Thus, gaining awareness of the issues that surround the veteran population is the first step in developing competency in multicultural counseling.

A helpful paradigm to develop awareness of veteran issues is to understand the unique transitions they experience. Throughout the process of researching various resources and interviewing veterans, I have discerned three phases in an individual's life-course that distinguish veterans from other client populations. First, is "pathway to service"; understanding a person's individuation and circumstances prior to enlistment provides insight into how this life event affects their experiences throughout the military and thereafter. Second, it is critical to understand the "personal experience" a soldier has in the military. Each individual has their own unique path throughout service. Soldiers have divergent experiences, influencing continuity in the military and their separation. Lastly, "reintegration" is a transition deeply affected by the previous two. The challenges that veterans and their families endure come full circle during this reestablishment back to civilian life.

There are multiple perspectives focusing on how military involvement affects an individual's life course. During the "pathway to service" phase, it becomes apparent how enlistment in the military disrupts the normal civilian development path. The principle of human agency explored by Wilmoth and London (2013) focuses attention on "the role that individuals play in their own lives as they actively choose among various opportunities and deal with the constraints that they encounter over the course of their lives" (p. 4). Using this ideology, counselors can explore how individuals act on their reasoning to enlist. Focusing on the motivations someone has to make such a significant life change exhibits varying levels of vulnerability. With the life change event of enlistment, an individual is giving up a degree of autonomy in their life, and putting it into the hands of the military. Additionally, as veterans reflect back on their service, they must confront how their expectations have been met or let down, and cope with the challenges that surround those realizations.

Subcultures in the Military
There are many prevailing challenges that veterans face, but some are unique to each individual's demographic and place in society. Gaining awareness of the subcultures that enlist in the military provides insight into what challenges each subgroup of veterans may eventually encounter.

Young enlistees. Some of the most powerful motives for joining the military relate to personal and professional development. This can include educational and monetary benefits, full-time work, and learning new skills (Military.com, n.d.). This is especially useful for those who are young and want to explore the opportunities that the military has to offer.

However, this younger demographic of individuals can experience unique challenges during military service. Younger enlistees may have less coping skills to deal with the culture shock that awaits them when they arrive at boot camp. Furthermore, these same coping skills are necessary to protect an individual from exposure to violence, making moral decisions, and navigating the hierarchy of military culture. These challenges younger veterans face may persist throughout service putting them at risk when they separate.

When this veteran population readjusts to civilian life they may lack transferrable skills to the civilian workforce since many of them enlist at lower ranks, such as infantry. Additionally, younger veterans will likely lack job search skills, causing more frustrations during readjustment. Enlisting young also puts veterans behind their peers who follow more normative age patterned transitions from school to non-military work, although it may have specific benefits for individuals from disadvantaged backgrounds (Wilmoth & London, 2013). Lastly, as younger veterans navigate the VA service systems, they may feel out of touch with their service providers, many of whom are from different generations serving in the Gulf and Vietnam Wars.

Veterans from rural backgrounds. Recruits from rural areas triple the amount of those that come from major cities (Gale & Heady, 2013). Veterans from these rural backgrounds often lack the multitude of services that exist in more populated areas. The director of a local veteran clinic who sees veterans that experienced combat mentioned all the outreach the clinic undertakes to the more rural environs of Sacramento, California (J. Jewell, personal communication, April 22, 2013). He emphasized how crucial it is to have mobile resources to reach rural areas. According to various interviews and resources reviewed, these necessary support systems go beyond government agencies. Many are non-profit or community-based and are often run by veterans themselves. While these community-based operations vary throughout the country, they nonetheless have become important resources, providing social inclusion for returning veterans that often suffer from self-isolation.

LGBTQ community. An often-marginalized group within the military is the Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) community. Many LBGT individuals have their own unique motivations and circumstances for enlisting. Those who come from regions of the U.S that are less accepting of LBGT individuals may desire to leave their communities even though the military does not have the best track record concerning LBGT issues. Sometimes it allows an individual to relocate near a more progressive area (personal communication June 12, 2013). LBGT individuals that have dealt with acceptance and self-worth issues also find motivations to enlist so they can prove themselves to their country. Since joining the military can be seen as the "honorable" thing to do, it may be a way for enlistees to gain the respect that they have not received in their lives (personal communication, June 12, 2013). Some people enlist to expose themselves to a more disciplined and masculine environment. For example, in an interview with Anderson Cooper, a recently retired transgender Navy Seal who was formerly a man said she thought joining one of the most elite forces could "cure" her or suppress her feminine desires (Hadad, Chun, & Ford, 2013).

Family issues.
Whether a soldier is deployed abroad or serves long distances from family, levels of disconnect develop. Family members have to be prepared to deal with the strain of being distanced from their beloved soldier. Additionally, when veterans return home, risk factors such as Post Traumatic Stress Disorder (PTSD), unemployment, and the reintegration process itself contribute to some of the challenges of maintaining a healthy family environment. Based on numerous interviews, respondents indicated that many families are not aware of the services available to them. Connecting families with resources can help them cope with veteran issues and develop skills to provide support when their veteran returns home. Surprisingly, veterans' divorce rates are comparable to those of civilians (Becerra, 2012). However, just because the divorce rate is similar does not mean that veterans and their families are not facing unique challenges such as the issues mentioned previously.

For women veterans, who have a higher divorce rate than their male veteran counterparts (Becerra, 2012), a double standard may exist as they are traditionally in the nurturing role. In "About Face" (n.d.), a video resource on the National Center of PTSD's website, Captain Sarah C. Humphries discusses how being the only mother deployed in her community added to her isolation and how she became overwhelmed with domestic roles she had forgotten during her service. For veterans that lose connections with their children due to a separation or divorce, this may bring another set of challenges that affects readjustment to civilian life.

Military Group Identity

One of the unique aspects of being in the military, distinguishing itself from civilian life, is the group identity that is developed. This collectivistic paradigm provides insight into issues veterans face when readjusting to a conflicting individualistic civilian world.

From the beginning, enlisted personnel start a behavior modification process of becoming a soldier. This includes physical training, indoctrination of military values, and the transition into military culture. Food, shelter, clothes, and engaging schedules are provided throughout their service. Since the military is much like a family, it provides soldiers with a support system that keeps them active and holds them accountable. At the institutional level, the military provides discipline and a stimulating environment to potentially thrive. It is therefore understandable why individuals are attracted to joining the military. But for these same reasons, veterans may become overwhelmed with the more autonomous civilian world when they transition. The military provides a controlled environment with missions to carry out and orders to follow, where cooperation supersedes competition. When a veteran separates, returning as a civilian, the familiarity of the structured environment is no longer there. Understanding this group identity that develops for soldiers is a powerful variable. It keeps soldiers strong and team-oriented to effectively carry out missions. At times, it is as close as one can get to a family. The group identity can be even stronger when soldiers have seen combat together. Veterans may now be experiencing this collectivist mentality as a risk factor because they are no longer in the military environment. Pedersen et al. (2003) weighed out the differences of collectivist and individualist cultures by stating, *"individualists are more likely to experience alienation and loneliness than collectivists"* (p. 28). This is perhaps reflected by the self-isolation and loss of self-esteem some veterans suffer as they move from their previous collectivist culture into a more individualist one.

A deeper assimilation into the collectivist culture of the military may exist for some soldiers who go beyond an initial contract or deploy multiple times. This prolongs the time a soldier becomes detached from the civilian world. Also, with one or more deployments, a soldier is more likely to experience combat, increasing potential to experience trauma. This unique population within the military is at risk for more than just

being exposed to violence. Multiple deployments disrupt the life of a soldier. Those who sign up as reservists are at risk because they typically are not prepared to deal with the commitment that fully enlisted personnel make when they sign up for duty. This is especially important when considering individuals trying to develop civilian careers. Enrollment in school has to be deferred, a job has to be turned down or disrupted, or job searching is postponed due to the spontaneous nature of deployment. Although being deployed puts soldiers at risk, some veterans yearn for more service. Peter Leon, an Administrative Nursing Supervisor at a city hospital in California who has had a seemingly successful transition and career beyond the military, stated in an interview with CNN, *"I wish I could go back and deploy again,"* and *"I feel more useful out there than I do here"* (Linn, 2012). His statements suggest a couple of insights into what many veterans experience during transition. First, their roles in the military give them a greater sense of duty than their civilian jobs. Second, some veterans prefer to put themselves in danger and be disconnected from family and friends once again rather than work in the civilian world. These feelings may come from the powerful group identity soldiers experience in combat zones. This degree of trust and social inclusion as a unit is not often, if ever, found in civilian life. Even if a veteran develops an aversion to the military, the thought of being back in battle may sometimes be comforting because of the familiarity.
The love-hate relationship with civilian life is complex as veterans may experience many conflicting feelings towards the military. From personal experiences, soldiers sometimes develop resentment to the military institution. One soldier stated *"the military turns civilians into soldiers, so why can't they take the same amount of time and effort to help them transition back to civilians with classes, workshops, and connections?"* (Payton, 2013). Thus, while many soldiers may have the impression that the military is the answer to their career development questions, they may be faced with different realities once they separate. This leads some veterans to share a sense of entitlement or anger towards the Veterans Administration (VA) because they feel their honorable service deserves to be compensated. Others are promised jobs when they leave the military, but eventually realize they are on their own (personal communication, June 15, 2013).

Some veterans hold negative views of the VA or other government agencies based on their experiences in the military. Several veterans in personal interviews indicated negative experiences with pre-separation activities that the military provides. One veteran described these activities as *"a way to scare us away from civilian life, telling us how good we have it in the military"* (personal communication, July 18, 2013). Other experiences of specific populations in the military can also affect a veteran's trust of the military and the services they offer. For example, soldiers from the LGBT community may encounter homophobia, women may deal with sexual harassment, and those from diverse racial and ethnic backgrounds can face discrimination.

Non utilization of available services by veterans has become a common barrier while readjusting to civilian life. Although counseling professionals may recognize veterans' various apprehensions, many struggle connecting veterans to their service needs. In an interview conducted at the Employment Development Department (EDD), internal barriers accounted for some of the reasons veterans do not utilize important resources (personal communication, June, 2013). This may be one of the more difficult issues to work through for the client and counselor while focusing on growth and success during transition. Valid justifications such as reconnecting with family and friends or insuring that their civilian affairs are in order are different from deeper issues that impede the veteran's path to success. The very resources a veteran needs in their life may be those that they are least likely to utilize. Counselors must have the awareness, knowledge, and skills to prepare and refer them in the right direction.

Veterans that suffer from PTSD, whether it is from combat or other traumatic experiences they were exposed to in the military, are a unique population with their own barriers. As this condition has become more prominent, there is the realization of how differently individuals experience it. Some veterans are afraid to use mental health services in fear of medical records becoming accessible to employers (personal communication, June 12, 2013). The stigma attached to PTSD may deter some veterans from medicating. In an interview with a local veteran, it was indicated that medication was the main consideration (and helpful factor) in their preparation for employability (personal communication June 12, 2013).

One way to gain support is via other veterans. In another video from ***About Face*** (n.d), a veteran discusses how he first learned he had PTSD when a non-commissioned officer introduced the subject. The rapport that these two soldiers shared contributed to the veteran's coping and understanding of the condition. The stigmas attached to mental health and the barriers professionals face while building relationships with veterans can sometimes contribute to the clinical setting being a problematic environment for veterans. Thus, the awareness of fellow soldiers potentially being as, if not more, helpful than clinicians encourages counselors to empower veterans to become protective factors in each other's lives.

Higher Education
Focusing on resources that act as protective factors is encouraging. One of the more crucial protective factors for veterans is the GI Bill (personal communication June 18, 2013). Going to school allows veterans to take advantage of highly important resources; education and career development. Since career development is a major reason for joining the military, the GI Bill encourages veterans to continue that goal as civilians. However, according to Hansen (2012), only 36 per cent of Americans use the GI Bill educational benefits.

Looking at the reasons why this resource is underutilized provides insight into more barriers challenging veterans. One of the more prominent is the bureaucracy of the VA system. As veterans find out shortly after separation, the VA is often backlogged with claims and delays, and the arduous process of completing the necessary paperwork can be overwhelmingly stressful. One veteran said that he delayed going to college for a decade, mostly because he feared that using the GI Bill would be a hassle (Hansen, 2012). Another veteran interviewed in the same article worried that their employers would not allow them to have flexible schedules in order to attend school.

Enrolling in an educational program can also produce anxiety in terms of connecting socially. Some veterans believe they will not fit in with their college peers. This can be especially true for those individuals who are older or have accumulated many years of military service (personal communication June 18, 2013). Some veterans unsuccessfully tried college before they entered the military and still hold beliefs about their educational limitations (personal communication June 18, 2013). Veterans may even develop resentment towards university culture since the military and college are often dichotomized in many social circles (personal communication, June 18, 2013).

The California State University system along with schools across the country are becoming aware of these issues as they develop outreach programs and provide support to help veterans return to school (The California State University, 2011; U.S. Department of Veterans Affairs, 2012). Veterans using the GI Bill are also attending two-year institutions, trade schools, and obtaining degrees online. However, some professionals working with veterans question whether or not these institutions are able to provide the level of support veterans need in an educational system (personal communication, June 18, 2013).

Fortunately, there has been success with students who have participated in veteran specific programs. For example, at California State University, Sacramento, the Veteran Success Center on campus indicated that the veterans there maintain the highest GPA average out of any group (personal communication, June 18, 2013).

Developing Counselor Competencies

There are many issues challenging unique veteran populations that have not been discussed in this article. While the military becomes increasingly diverse beyond traditional cultural groups, it is important to examine the varied paths each veteran may experience. Gaining awareness through exposure is a first step that counselors interested in addressing veterans' needs could take.

This article, through research and interviews with individuals involved in veteran advocacy, is an attempt to help improve that awareness. Since these same individuals are veterans themselves, they were able to share their personal stories and express thoughts concerning the military. They also suggested further opportunities for exposure. There are many events run by the government, veteran nonprofits, and community based organizations that incorporate veteran representation in communities. These events represent the full spectrum of veteran demographics. If counselors attend these events they will meet the people, hear the stories, and gain resources within the veteran advocacy network.

As veterans return to civilian life socially and culturally detached, career counseling professionals must ensure that they maintain connections with family members and fellow veterans. Preserving social ties with other veterans can be a vital protective factor since many veterans feel misunderstood by family members and other civilians. This social support system is important in maintaining self-identity during readjustment and rebuilding a sense of belonging to a community. These are the precursors that veterans need to become employable. Holding veterans accountable for their lives is important because that approach is what a fellow soldier would do in the military.

The accountability that exists in the military is what I believe makes individuals become competent soldiers. Veterans are assets to our country through the discipline and teamwork they develop while serving. Helping veterans remember that they have much to offer is an empowerment model that should be utilized. Mentorships are critical support factors that spur involvement and networking. Encouraging veterans to become mentors and mentees will strengthen the veteran community and expand involvement for the future. Hopefully all counselors will reach out, helping bridge the gap between civilians and veterans at the personal level, as well as develop better relationships between the institutions that represent them. Looking to the future, career counseling students must think about how they can become change agents while serving diverse populations with unique needs.

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Chapter 7

CAREER THOUGHTS and SPIRITUALITY in WOMEN DIAGNOSED with BREAST CANCER:

A Review and Suggestions for Practice

by **Levette S. Dames, Carlos Zalaquett,** and **Herbert Exum**

Abstract
Career counseling for women with a chronic illness like breast cancer frequently does not receive sufficient attention. The high percentage of breast cancer survivors indicates that a significant number of women continue to live their lives, work, and make career decisions after the diagnosis. In this article we review the current knowledge of breast cancer and its impact on the career development of surviving women. Suggestions for practice, including the use of different resources such as the Career Thoughts Inventory, the Pyramid of Information Processing, and the Holistic Flow Model of Spiritual Wellness, are offered to assist and empower women and facilitate further career development.

Career development counseling is frequently considered for individuals with disabilities; college and high school students; decided, undecided, and indecisive individuals; transitioning, and even retired persons. For each of these populations, career counseling is implemented to assist individuals to enhance job skills and performance, take advantage of job opportunities, and enter or continue to form part of an effective workforce (Martin, Martin, & Osmani, 2013; Neubert & Leconte, 2013; Szymanski & Parker, 2003).

Individuals with chronic or life threatening diseases such as multiple sclerosis or breast cancer frequently do not receive career counseling nor vocational rehabilitation (Rumrill, 2009). The World Health Organization (2013a) defines chronic diseases as *"…diseases of long duration and generally slow progression…such as heart disease, stroke, cancer, chronic respiratory diseases and diabetes, are by far the leading cause of mortality in the world"* (para. 1). Current research documents the extreme difficulties people with chronic diseases have in maintaining or resuming their careers following diagnosis. Employment and career development are negatively affected by medical and psychological symptoms, complicated disease course, and overall negative impact of the disease in the person's life. Seventy-five percent of the U.S. health care dollars goes to treatment of chronic diseases (Center for Disease Control [CDC], 2013a).

Breast cancer is a chronic disease that affects both men and women; however, it is most prevalent in women (American Cancer Society, 2012). In fact, it is the most common cancer in women worldwide in both developed and developing countries (World Health Organization, 2013b). Breast cancer is the most frequent form of cancer among women of all races and Hispanic ancestry in the United States, and the first leading cause of cancer deaths among Hispanic women and the second among White, African American, Asian/Pacific Islander, and American Indian/ Alaska Native women (CDC, 2013b). In addition, breast cancer affects the psychological (Fann et al., 2008), physical (Chachaj et al., 2010), social (Friedman et al., 2006), and financial (Lauzier, 2008) aspects of women's lives. Thus, women at any stage of their careers may need to consider their career needs and make positive decisions after the diagnosis of this life threatening disease.

The purpose of this article is to first review the current knowledge of breast cancer and its impact on the career development of surviving women. Second, ways to understand women's career concerns and decision making after diagnosis are discussed. Third, factors that moderate the negative impact of the diagnosis of breast cancer in the career path of women are reviewed. Fourth, findings of a study conducted in an international sample are integrated, and fifth, recommendations for practice are suggested.

Breast Cancer and Career Development: A Potential Missing Link?

In 2012, breast cancer accounted for about 202,964 new cases and survivors in the United States (CDC, 2012). In spite of its high prevalence rate and high rank among leading causes of cancer deaths, approximately 89 per cent of women with this diagnosis survive in the United States (American Cancer Society, 2012). Women survive this disease due to early detection, availability of new treatments, and better management of treatment's side effects (Main, Nowels, Cavender, Etschmaier, & Steiner, 2005). Furthermore, the advances in breast cancer treatment have led to a shift from hospital-based delivery to delivery in ambulatory care settings (Hewitt, Herdman, & Holland, 2004). The high percentage of breast cancer survivors indicates that a significant number of diagnosed women continue to live their lives, work, and make career decisions. Many of these women suffer psychologically from the diagnosis, initial therapy, resultant side effects, and the fear of recurrence and of dying of cancer (Hewitt et al., 2004). Each of these factors has the potential to alter their careers and alter their developmental paths. All of this suggests that breast cancer may affect career development and that career counselors and other professionals may have studied and developed interventions to address the career needs of these women. Surprisingly, the limited outcomes of a database search including Academic Search Premier, JSTOR, PsycINFO, ScienceDirect, and Web of Science, and using career development, chronic disease, and other related key words indicated that career counselors and other practitioners have provided little attention to the career needs of women diagnosed with breast cancer. Therefore, a missing link exists and there is a need to study the career development of women diagnosed with breast cancer. Models such as the Happenstance Learning Theory (HLT; Krumboltz, 2009) provide additional support to the need to study the career development of women diagnosed with breast cancer. According to the HLT theory, unplanned events affect career decision making. The unplanned event in this case is being diagnosed with breast cancer and the consequence is making career decisions. One way in which the cancer diagnosis affects the career development of women is by influencing their career thoughts.

A career thought is a term used to identify an individual's career concerns and decision making (Reardon, Lenz, Sampson, & Peterson, 2009). Career thoughts encompass an individual's plans, strategies, feelings, and behavior associated with choosing a career (Lenz, Sampson, Peterson, & Reardon, 2012). Women diagnosed with breast cancer may experience alterations or interruptions in their career plans. They may have difficulties making decisions during this time. Decisions such as continuing work, changing jobs, improving career goals, or even deciding to have chemotherapy or mastectomy after the *dreadful* diagnosis of breast cancer may be very stressful. Furthermore, they may experience negative or dysfunctional thinking. These dysfunctional thoughts may interfere with the development of strategies to alter plans to respond to the consequences of treatment. Dysfunctional thinking such as *I won't be able to survive* or *I'm going to die* may cause women to experience blocks in their information processing, reduce options, or distort perception of options (Lenz et al., 2012).

Career Thoughts and Spirituality

According to research conducted by Dames (2013) in an international sample, dysfunctional career thoughts have a negative impact on career development, and spirituality serves as a positive cognitive mediator to reduce the impact of these thoughts in women diagnosed with breast cancer. Cognitive Information Processing Theory (CIP; Reardon, Lenz, Sampson, & Peterson, 2009) served as the foundation of her research. Cognitive information processing (CIP). CIP defines career thoughts as the assumption, plans, strategies, feelings, and behavior associated with career choice (Lenz et al, 2012). CIP examines dysfunctional career thinking to determine if it is low or high. Dysfunctional thinking usually blocks information processing, reduces options, and distorts perception of options (Lenz et al., 2012). In addition, CIP helps improve dysfunctional thinking by helping to solve career problems and make career decisions. By virtue of their diagnosis, women diagnosed with breast cancer may experience dysfunctional thinking affecting their career plans, feelings, perceptions, and behavior. The three subscales of the career thoughts inventory—Decision Making Confusion (DMC), Commitment Anxiety (CA), and External Conflict (EC)—may help career counselors examine closely which of the areas are affected. Although CIP has not been used with persons with a chronic illness (G. Peterson, personal communication, February 10, 2012) its focus on career indecision and problem solving concerns made it appropriate to study the career thoughts of women diagnosed with breast cancer.

Spirituality and breast cancer. Limited research has been done that combines chronic disease, career thought, and spirituality. Spirituality, defined as something that brings about a major transformation in an individual's life due to some form of suffering or disappointment (Faiver, Ingersoll, Obrien, & McNally, 2001), has been recognized as a key positive factor in many studies. Furthermore, spirituality as a coping style has been widely used in studies of chronic illnesses (Perkins et al., 2007; Rowe & Allen, 2004; Szaflarski et al., 2007; Smith, Herndon, & Lyerly, 2011; Thuné-Boyle, Stygall, Keshtgar, Davidson, & Newman, 2011). Smith et al. (2011) found that in a study of 44 women diagnosed with advanced breast cancer, spirituality was inversely related with despair, and was positively associated with emotional well-being. Perkins et al. (2007) also performed a study of 127 women with breast cancer and found that life satisfaction and general health perception were positively related with spirituality.

Research Study

Dames (2013) studied the relationship of career thoughts, optimism, and spirituality in a sample of 212 Bahamian women diagnosed with breast cancer. She used three surveys to measure career thoughts, spirituality, and optimism; and regression analyses to address the question "What is the direction and strength of the relationship between the potential mediating factors (optimism and spirituality) and career thoughts of women with breast cancer?" Her results showed that as Bahamian women's spirituality increased, their dysfunctional career thoughts decreased. In addition, her results indicated that Bahamian women's optimism level increased as their spirituality level increased (Dames, 2013). Figure 1 illustrates these relationships. The outcomes demonstrating that dysfunctional career thoughts decrease as spirituality increases are aligned with those of research in the United States. Rodriguez (2011) found that university students' religious commitment level had a negative relationship with total dysfunctional career thoughts. Other studies (Perkins et al., 2007; Smith et al., 2011) also showed that spirituality and coping with breast cancer had a positive relationship. Although these studies did not specifically address the relationship between breast cancer diagnosis, cognitive thoughts, and career development, they provide additional support to Dames' (2013) findings on the positive role of spirituality and coping, suggesting that counselors and other practitioners may need to consider spirituality when attempting to help women diagnosed with breast cancer make positive decisions.

Suggestions for Practice

Career counselors and practitioners developing programs or interventions to help women diagnosed with breast cancer advance their career development may improve their effectiveness by using the models and suggestions discussed next.

Diagnosis of breast cancer and career development.

The high impact of a diagnosis of breast cancer and the observed psychosocial consequences of such realization clearly suggest a negative impact of this diagnosis on the career development of women, especially those surviving the disease. Dames' (2013) research in an international sample provides additional confirmation of such impact. Awareness should be raised among career counselors and other professionals regarding the potential negative impact of this diagnosis and the career development of diagnosed women, as well as the need to act in preventative or remedial ways to help in coping with and reducing the potential psychosocial impact of the disease.

Cognitive information processing theory. Career counselors and other professionals may use available resources to assess cognitive impact of the diagnosis of breast cancer and career development. Examples of such resources are Sampson, Peterson, Lenz, Reardon, and Saunders (1996) Cognitive Information Processing (CIP) model, the Career Thoughts Inventory (CTI), and Pyramid of Information Processing.

Pyramid of information processing (PIP). Breast cancer survivors with high dysfunctional career thoughts may be counseled using the Pyramid of Information Processing. Reardon et al., (2009) offered three domains in CIP: knowledge, decision making-skills, and executive processing domains. Career counselors and other practitioners can help women diagnosed with breast cancer improve their career thoughts by integrating the pyramid treatment career plan with the existing oncology-medical plan. Questions addressing all three factors of PIP will help the counselor develop a career plan for the client. For example, questions such as "How has your diagnosis affected your work-related skills? How has your diagnosis affected your teamwork skills?" can be used to address knowledge areas. Addressing decision making skills can be vital to help women with breast cancer make both career decisions and everyday decisions. Everyday decisions include questions such as chemotherapy versus surgery or both; stopping work or taking extended sick leave; single or double mastectomy; support group or not; and reconstruction breast surgery or not.

The top of the pyramid includes the executive processing domain or metacognitions. Career practitioners can use metacognitions skills to further help women make decisions. Metacognitions skills are "…skills used to help us think about how we make decisions"(Reardon et al., 2009, p. 87). The types of skills include self-talk, self-awareness, and control and monitoring. Self-talk can create positive self-image and behaviors, and increase self-esteem. One statement demonstrating negative self-talk can take the form of *I'll never be able to model because I have one breast*.

In addition, career counselors can use the following five ways to help women improve their career thoughts: *"…1) identifying the negative thoughts; 2) train for positive self-talk; 3) reducing either/or thinking; 4) develop self-control; 5) improve general problem solving"* (Reardon, Lenz, Sampson & Peterson, 2009, p. 88). After discovering the score in the CTI, practitioners can also use Table 1 to help interpret what the scores mean and then use the interventions to help clients solve these concerns. In addition to using the CTI, career practitioners can integrate the Holistic Flow Model of Spirituality Wellness (Purdy & Dupey, 2005) to help improve the dysfunctional career thoughts of women diagnosed with breast cancer.

Holistic Flow Model of Spiritual Wellness (HFMSW).
Review of current research and Dames' (2013) study suggest that spirituality has a positive relationship with career decisions and solving problems. Therefore, career counselors can use models such as Purdy and Dupey's (2005) Holistic Flow Model of Spiritual Wellness to improve career decisions, solve career problems, and improve the quality of life with women diagnosed with breast cancer. The HFMSW model provides a means through which career counselors can explore spiritual health and wellness in their practice. Exploring with the client the different dimensions of the model, such as transcendence, companionship, mind, life's work, emotions, body, beauty, and religion, may assist in improving coping with the disease. A belief in a higher being can help with transcendence and career decisions. Also, Purdy and Dupey (2005) suggest that connectedness is another component that helps improve career thoughts. When individuals feel connected to another person, improvement in life

tasks usually occur. Career counselors can encourage breast cancer survivors to be involved with support groups or educational sessions to feel connected to other survivors going through the same concern.

Another important component is faith. One statement asked in The Functional Assessment of Chronic Illness Therapy Spiritual Well-Being Scale (FACIT-Sp; Cella, 1997) states, *"My illness has strengthened my faith or spiritual beliefs."* Dames (2013) noted that about 87 per cent of the Bahamian women expressed that the diagnosis of breast cancer has improved their faith or spiritual belief. Movement toward compassion is an additional component to help improve dysfunctional career thoughts with spirituality for breast cancer survivors. As women diagnosed with breast cancer move toward compassion with other survivors and even with other family members, they can help improve conflict anxiety and external conflict. The final component of the HFMSW is the ability to make meaning of life. Frankl (1969) indicated when individuals find meaning in their life, the worst conditions such as being diagnosed with breast cancer is overshadowed and they can still live a happy, meaningful life. Career counselors can integrate the HFMSW model in their interventions to help women diagnosed with breast cancer improve their dysfunctional career thoughts, empower their career development, and increase their wellbeing.

Integration of Career Development in the Medical Treatment of Breast Cancer.

Given the potential negative impact of the diagnosis of breast cancer and the large number of surviving women, career counselors should suggest career development counseling be integrated within the medical model for breast cancer survivors. An interdisciplinary team will offer the benefits of early prevention, detection, or treatment of challenges to the career development of women affected by this diagnosis.

Research

Recent improvements in treatment as well as the progression from hospital-based to ambulatory treatment may have blurred the link between the diagnosed disease and career development. This suggests that renewed efforts to understand this relationship are warranted. We have addressed just a portion of the specific dimensions involved in the relationship between the diagnosis of breast cancer and career development. Undoubtedly, the experience of women diagnosed with breast cancer is complex and many other factors need to be studied in relationship to career development. As importantly, career counselors should engage in the research of the impact of breast cancer in the career development of women from diverse races, ethnicities, and cultural backgrounds, as well as men.

Conclusions

Breast cancer survivors are faced with many challenges such as medical, family, and career concerns. As career counselor practitioners, we should be able to address career indecisiveness and concerns after the dreadful diagnosis of breast cancer. Cognitive Information Processing (CIP) Theory can be a helpful tool to help improve career thoughts, decision making, and career development. The Holistic Flow Model of Spiritual Wellness can be used in conjunction with the CIP theory to improve feelings of transcendence, connectedness, and faith to promote meaning making, reduce dysfunctional thoughts, and increase wellness. Future research would further advance our understanding of the relationship between breast cancer and career development and help us improve our counseling interventions.

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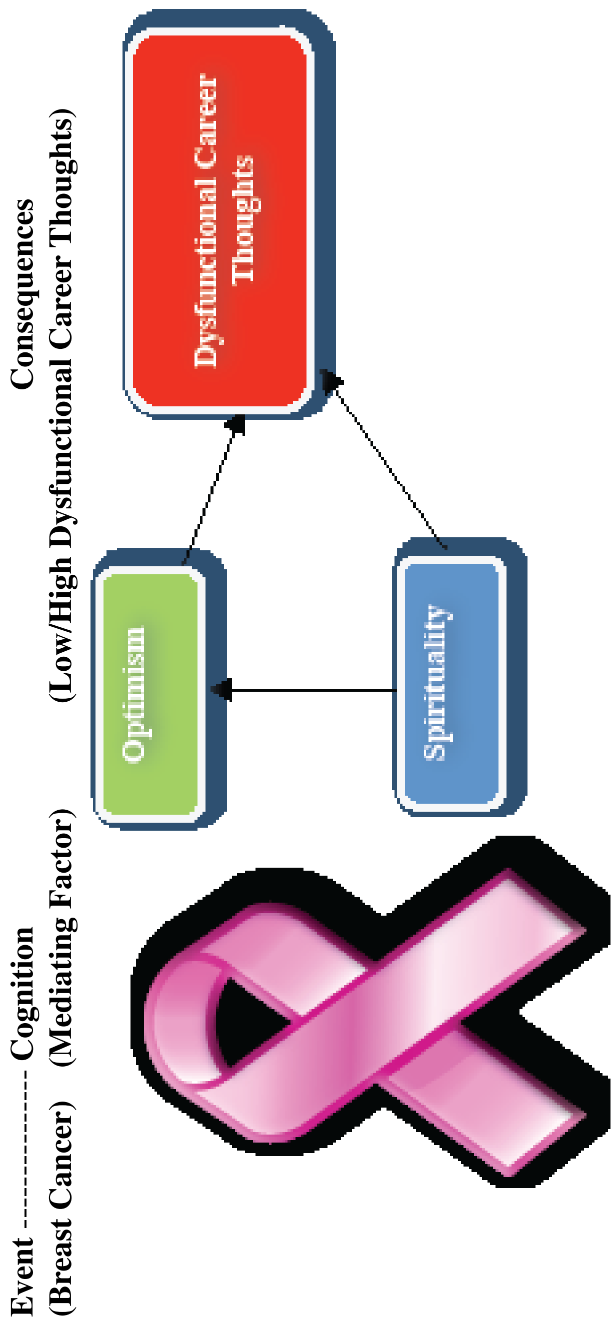
APPENDICES:
Table 1: Level of Interpretation and Intervention Based on CTI Total Score.
Figure 1: The relationship among career thoughts, optimism, and spirituality in women diagnosed with breast cancer (Dames. 2013)

Table 1: Level of Interpretation and Intervention Based on CTI Total Score.

Level	Score	Interpretation	Intervention
1.	<40	Minimal number of dysfunctional career thoughts	Self-awareness
2.	40-50	Moderate level of dysfunctional career thoughts	Career activities booklet completion
3.	51-60	Highly dysfunctional career thoughts	Cognitive restructuring rehearsal and practice
4.	60+	Highly dysfunctional career thoughts plus mental health concerns	Cognitive restructuring rehearsal and practice, progressive relaxation, guided imagery

Sampson, J., Jr., Peterson, G., Lenz, J., Reardon, R., & Saunders, D. (1996b). *Career Thoughts Inventory: Professional Manual.* Odessa, FL: Psychological Assessment Resources, p 32-34.

Figure 1: The relationship among career thoughts, optimism, and spirituality in women diagnosed with breast cancer (Dames. 2013)



Chapter 8

THE IMPORTANCE and CHALLENGE of ABILITY ASSESSMENT

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Abstract

The career development literature consistently highlights the importance of assessing abilities and skills as part of the career counseling process. However, optimum methods for engaging in this process are not clear. The field has recognized two main types of ability and skill assessment: objective, which requires testers to perform various tasks that represent the ability or skill in question, and self-assessed, which simply asks testers to self-report their level of ability or skill. Self-assessed is currently the most widely used method in practice. The current article discusses the strengths and weaknesses of each type, as well as suggestions for increasing the accuracy of ability and skill self-assessments.

Introduction

Assessing abilities and skills has been a major component of the career decision-making process since the earliest career counseling models. In early models, career counselors usually matched clients' tested abilities with job requirements (Hansen, 2005). Parsons (1909) even mentioned abilities and skills in his original three-step process for career counseling. When describing the career decision-making process, Parsons (1909) wrote, "these vital problems should be solved in a careful, scientific way, with due regard to your aptitudes, abilities, ambitions, resources, and limitations" (p. 100).

Most vocational experts who write about best practices for career counseling include a section on the importance of assessing individuals' abilities and skills. Niles and Harris-Bowlsbey (2009) noted that developing self-knowledge is an integral part of making occupational decisions. Self-knowledge includes interests, values, and personality characteristics, as well as abilities and skills. In regards to career development and career choice, Gottfredson (2003) suggested that abilities and interests were equally important. Furthermore, Dawis (1999) noted that variables related to personality traits and interests have not yet successfully matched abilities in their capacity to predict performance. Osborn and Zunker

(2012) added that individuals must have a clear understanding of their skills and subject knowledge to aid in determining viable career options. Some of the seminal theorists in the career development field include the assessment of abilities and skills as a major component of the career decision-making process. In cognitive information processing theory, abilities are one of three areas that comprise the self-knowledge section of the pyramid of information processing domains (Peterson, Sampson, & Reardon, 1991; Sampson, Reardon, Peterson, & Lenz, 2004). Holland identified skills and competencies as key aspects of the six Holland types. Each Holland type has particular competencies that develop out of preferred interests and activities (Holland, 1997). Social cognitive career theory considers abilities as important aspects of individuals because abilities significantly affect self-efficacy beliefs (Lent, 2013).

A consistent message in the career development literature is that possessing a strong understanding of one's skills will likely result in a better occupational decision (Dawis, 1999; Gottfredson, 2003; Niles & Harris-Bowlsbey, 2009; Osborn & Zunker, 2012). However, one of the challenges is determining the best process for assessing abilities and skills. One way to examine processes used in ability and skill assessment is to review relevant research literature. This article aims to connect research to practice by reviewing selected literature then suggesting best practice strategies for ability and skill assessment.

Defining Abilities and Skills

While the field does not have a consistent lexicon for referencing abilities, aptitudes, competencies, and skills; the current review will use the definitions presented here for the sake of clarity. According to Snow (1994), ability is the capacity to perform a specific task or act, physically or psychologically. Gottfredson (2003) had a similar viewpoint; she described abilities as, "not the bodies of knowledge that people amass, but their aptness in amassing them" (p. 117). Abilities are most often described as stable characteristics of an individual and are either innate or learned (Krane & Tirre, 2005). Aptitudes, on the other hand, can be used to predict the potential or capacity to learn (Gregory, 1994) and refer to one's tendency or inclination to engage in a certain task (Osborn & Zunker, 2012). Finally, a skill refers to behaviors and knowledge that are learned and developed (Reardon, Lenz, Peterson, & Sampson, 2012).

By examining the definitions of abilities, aptitudes, and skills, similarities and differences can be observed. Aptitudes and abilities both include an innate component—the potential or inclination of an individual. However, the term ability seems to include learning as a means of development, while aptitude generally refers to the capacity or potential to learn a skill.

Skill is a more concrete term, in that it refers to a behavioral sequence that is performed by an individual.

Ability and Skill Assessment

There are a variety of options for measuring abilities and skills. In addition to reviewing relevant literature, one method for identifying these options is to consult books that focus on career assessment measures such as Osborn and Zunker's Using Assessment Results for Career Development (2012) and the National Career Development Association's A Counselor's Guide to Career Assessment Instruments (Wood & Hays, 2013). These books have dedicated sections devoted to describing the attributes of various ability and skill measures.

Measures designed to assess abilities and skills, coupled with instruments that focus on more than one area of self-knowledge but include ability and skill assessment, provide many options for career counselors. In fact, both Osborn and Zunker (2012) and Wood and Hays (2013) listed over a dozen measures of abilities and skills in their books. With so many options, career counselors must be able to effectively choose a useful measure. In fact, assessments can be harmful to clients if counselors are not trained adequately in choosing, administering, and interpreting assessments (Niles & Harris-Bowlsbey, 2009; Wood & Hays, 2013). Furthermore, counselors must consider the instrument's validity and reliability, as well as its resource requirements.

The United Kingdom's Department for Work and Pension (2007) completed a literature review which focused on skills diagnostics, and identified five measures for assessing skills with strong evidence of validity and reliability. These included: the Campbell Interest and Skills Survey (CISS; Campbell, 1992); the Skills Confidence Inventory (SCI; Betz, Borgen, & Harmon, 1996); the Expanded Skills Confidence Inventory (ESCI; Betz, Borgen, Rottinghaus, Paulsen, Halper, & Harmon, 2003); the Kuder Skills Assessment (KSA; Zytowski & Luzzo, 2002), and the Task-Specific Occupational Self-Efficacy Scale (TSOSS; Rooney & Osipow, 1992). Osborn and Zunker (2012) also cited the Skills Confidence Inventory (SCI) and Campbell Interest and Skills Survey (CISS; Campbell, 1992) as widely used skills assessment inventories in the career development field. As outlined earlier, many specific measures are used to assess an individual's abilities and skills; however, choosing the most appropriate test for a specific client can be a challenge. Categorizing measures into objective and self-assessed is one way to develop a framework for understanding the many measures available. These types will be compared and contrasted next.

Two Types of Measures and the Controversy Surrounding Each

Objective and self-assessed are the two main types of ability and skill assessment measures. Objective assessment stems from the United States military's attempt to classify soldiers during World War I using the Army Alpha and Army Beta tests (Krane & Tirre, 2005). Objective assessments require the test taker to perform various tasks that are meant to test the ability or skill in question, based on his or her performance. Self-assessments of abilities and skills came to the forefront as a major category of ability assessment after Mabe and West's 1982 meta-analysis (discussed later) and rely on test-takers' self-reported ability or skill levels.

Since 1982, the use of these types of ability and skill assessments has been debated within the literature. The controversy mainly focuses on the relative value and accuracy of each—are both necessary to aid individuals in making informed career decisions or is one method preferred over the other (Prediger, 1999a)? The next sections address the advantages and disadvantages of each assessment type and related research.

Objective Assessment of Ability and Skills: Strengths and Weaknesses

Strengths. One primary advantage of objective ability and skill measures is their significant evidence of validity. In fact, developers of ability and skill self-assessment measures often use objective assessments as a validity check (Gati, Fishman-Nadav, & Shiloh, 2006; Mihal & Graumenz, 1984). Objective measures, which require participants to perform a particular task for their score, are seen as having greater validity than measures that derive scores based on how individuals rate themselves (Osborn & Zunker, 2012). There is a large body of literature that supports objective ability measures' predictive validity in regards to success in various work endeavors (Dawis, 1996). For example, extensive research has demonstrated the Armed Services Vocational Aptitude Battery's (ASVAB; Defense Manpower Data Center, 2012) usefulness in predicting military job performance (Osborn & Zunker, 2012).

Objective assessments also allow individuals to expand options by uncovering new areas of potential (Krane & Tirre, 2005). When individuals are undifferentiated or indecisive, objective assessment is one method of combating these challenges (Zytowski & Borgen, 1983). For example, if a medical student is deciding whether she should become a surgeon or a dermatologist, knowing that she has high levels of spatial ability may sway her in the direction of surgeon. Individuals may underestimate or overestimate their ability level, and the results of an objective assessment can potentially provide a more accurate list of their skills (Hackett & Watkins, 1995). In addition to expanding options by providing a list of strengths, objective ability measures often highlight cognitive weaknesses (Groth-Marnat, 1997). Knowledge of weaknesses can be helpful as individuals engage in the career decision-making process (Krane & Tirre, 2005). For example, if a client is considering a degree in mechanical engineering, knowing his or her math ability level could be vital in making the final decision.

Weaknesses. Raising a client's awareness of his or her limitations may also be a weakness of objective ability assessments. Clients may perceive the test's focus on weaknesses as threatening or discouraging. As a result, they may be reluctant to seek career counseling (Krane & Tirre, 2005). Another potential drawback of objective ability measures is the longer administration times relative to self-assessments. The authors evaluated 11 well-known objective ability measures and concluded that the median time to complete one of these measures was one hour and forty minutes (see Table 1 for details).

Administering an objective measure of abilities and skills may not be realistic for many career counseling environments, where time and staff resources may be limited. On the other hand, while an accurate and comprehensive objective measurement of abilities requires much time and effort (Prediger, 1999b), computerized objective ability assessment, in which a program guides the test taker through performance tasks, may help to reduce time constraints on career counseling professionals (Krane & Tirre, 2005).

Self-Estimates of Abilities and Skills: Strengths and Weaknesses
Strengths. Self-estimates of abilities and skills have several advantages in comparison to objective measures. First, self-estimates can be defined more broadly, so they can cover a wider range of abilities more efficiently (Prediger, 1999b), and they can measure abilities not typically assessed in objective measures, such as leadership (Harrington & Schafer, 1996). From this perspective, self-assessments of abilities are more pertinent to the career decision-making process because they often more closely represent the abilities and skills required for the given occupational or academic major options being considered (Prediger, 1999a; Reardon, et al., 2012).

Self-estimates of abilities and skills are also advantageous because they allow for a more efficient use of resources. In contrast to objective ability measures, self-estimates are easier to administer and score (Krane & Tirre, 2005), and in general, require less time. After comparing ten widely used self-estimated skill assessments, the authors determined that the median time commitment was 12.5 minutes (see Table 2 for details) Over time, self-estimates tend to be stable (Gottfredson, 2002; Westbrook, Buck, Wynne, & Sanford, 1994), indicating evidence of reliability.

Additionally, there is evidence that self-estimates are good predictors of vocational choice (Gottfredson, 2002; Gottfredson & Holland, 1975) and academic performance (Bowen, 1968). Harrington and Schafer (1996) found that self-estimates of abilities and skills tended to match with an individual's career field—the participants' 4 self-reported best abilities, from a list of 14, corresponded to the abilities of the participants' current occupations or jobs.

Self-ratings of abilities and skills may be more useful than objective measures for career choice and exploration because they focus on typical levels of abilities and skills. In other words, they focus on how an individual will perform various skills in a realistic scenario; whereas, objective ability and skill assessment measures tend to focus on maximal levels of performance. According to Darcy and Tracey (2003), the focus on the "typical" is more applicable to the career choice process because it allows career decision-makers to consider which abilities and skills they could consistently employ in particular occupations.

Weaknesses. Though self-estimates of abilities and skills have several advantageous attributes, they also have some limitations. For example, self-estimates of abilities and skills do not always correlate highly with objective measures (DeNisi & Shaw, 1977; Gati et al., 2006; Mihal & Graumenz, 1984), indicating that individuals may be inaccurate in estimating their own abilities. Mabe and West (1982), reviewed 55 studies comparing self-ratings of abilities with actual performance measures and the correlations ranged from .26 to .80, with a mean of .29 (SD = .25). The results of this meta-analysis showed high variability and inconsistency in individuals' propensity to self-rate themselves on abilities and skills. Furthermore, individuals tend to overestimate their abilities and skills when self-rating (Gati et al., 2006; Mihal & Graumenz, 1984; Westbrook, et al., 1994), and several factors seem to contribute to accuracy levels. These factors fall into two categories: test-taker attributes and test attributes.

Test-taker attributes. One test-taker variable affecting accuracy was an individual's general ability level (Furnham, von Stumm, Makendrayogam, & Chamorro-Premuzi, 2009; Mabe & West, 1982; Paunonen & Hong, 2010). Another attribute that seemed to affect how individuals self-rated their abilities and skills was their performance level relative to peers. Individuals who scored lower on the ability or skill being measured significantly overestimated their ability or skill, and individuals who scored higher on the ability or skill being measured tended to underestimate (Ehrlinger, Johnson, Banner, Dunning, & Kruger, 2008; Kruger & Dunning, 1999). This finding suggests that clients may have an inflated perception of their ability or skill in underdeveloped areas and an overly modest perception of honed ability or skill areas. These errors in perception could inaccurately skew their judgment of which abilities and skills to focus on when exploring options and making career decisions. Demographic variables may also affect how individuals self-assess their abilities and skills. Some studies have indicated that gender can play a role. Several studies have found that ability and skill areas repeatedly endorsed by men were in business, math, and mechanical areas; whereas, females more often chose areas such as cultural sensitivity, helping, and teamwork (Betz et al., 2003; Hansen & Bubany, 2008; Larson, et al., 2010; Lips, 2004; Lunneborg, 1982; Rottinghaus et al., 2003; Swanson & Lease, 1990). Additionally, men may generally self-estimate their abilities and skills higher than females (Hansen & Bubany, 2008); relative to their peers, they may also self-estimate at average or above average levels. Females were found to have lower self-estimates than their peers (Swanson & Lease, 1990).

Various studies have suggested that ethnicity or culture may also play a role in how individuals rate their abilities and skills (see Brown, Fulkerson, Vedder, & Ware, 1983; Lauver & Jones, 1991; Tracey & Hopkins, 2001; Westbrook et al., 1994). For example, when comparing African American, Native American, and Mexican American high school seniors, Tracey and Hopkins (2001) found that Asian American students had significantly higher ability self-estimate scores than African American students on Prediger's things-people dimensions while African American students had higher ability self-ratings on Prediger's data-ideas dimensions.

Differences in ability and skill self-assessment scores based on individual characteristics suggests that regardless of the measure used for assessing abilities and skills, individual traits will likely affect assessment outcomes. Furthermore, attributes of various tests can affect results.
Test attributes. Mihal and Graumenz (1984) suggested that the self-assessed skill's level of concreteness helps to explain the discrepancy between self-rating scores and actual scores. For example, concrete skills, such as writing and speaking, resulted in a closer match between self-rated and objective ability measures, $r(64) = .42, p < .05$ and $r(64) = .50, p < .05$, respectively. Abstract skills, such as level of sensitivity or work standards, had lower correlations between self-rated and actual scores, $r(64) = .23, p < .05$, and $r(64) = .19, p < .05$, respectively. In addition to the skill's concreteness, whether the skill being measured is general or specific seems to affect rater accuracy. The more specific the skill is, the more likely the rater will have higher accuracy (Fong, Earl, & Langford, 2008).

Given the many factors that affect whether individuals can accurately self-rate their abilities and skills, this method of skill assessment should be used with caution. However, many career services settings, especially career centers in colleges and universities, use self-assessment rather than objective assessment measures (National Association of Colleges and Employers, 2013). Rather than suggesting that all career centers change their current practice and incorporate objective ability and skill measures, the next section outlines suggestions for increasing the accuracy of ability and skill self-assessments.

Increasing the Accuracy of Skill Self-Assessment

In their theoretical essay, Carter and Dunning (2007) argued that accurately self-estimating ability and skill levels is difficult because of two main factors. First, individuals often lack information—they do not possess enough environmental data to accurately self-rate their abilities and skills. Second, the information individuals do have may be drawn from biased and flawed feedback. In essence, the external world fails to accurately communicate strengths and weaknesses to individuals. Ackerman and Wolman (2007) found that participants were more accurate in estimating their abilities after actually engaging in the tasks in which they were asked to self-rate; therefore, they concluded that informed self-estimates are one way to obtain more accuracy. One way to ensure individuals understand the assessed ability or skill is to have them actually attempt to perform the skill in question. Additionally, career counselors could discuss each skill's meaning prior to the self-assessment, thus increasing the likelihood that clients will be able to more accurately self-assess the skills.

Mabe and West's (1982) seminal meta-analysis of 55 studies identified four key factors related to accurate self-ratings. First, they found that the more experience individuals had with self-ratings, the more accurate their self-ratings. Second, if self-raters believed their ratings would remain anonymous, the less likely they were to over or underestimate their skills. Third, if self-raters had the expectation that their ratings would be validated against objective criterion measures, their self-ratings were more accurate. Finally, self-raters tended to more precisely rate their abilities and skills when asked to compare themselves to peers, as opposed to self-ratings in an absolute sense. Prediger (1999b) cited past experience as an important component to include when asking clients to self-assess their abilities and skills. He suggested prompting clients to consider past experiences and feedback before completing self-assessment measures. Feedback can include input from significant others, such as teachers or relatives, as well as scores from past objective ability and skills tests. If clients struggle to recall past experiences that could inform their self-ratings, several interventions may useful. First, clients could develop an e-Portfolio, where users relate past experiences with a predetermined list of skills (Reardon, Lumsden, & Meyer, 2005). Resume development is another activity rich with opportunities to help clients elicit experiences related to their skills. Resumes require that individuals not only list experiences valuable to potential employers (volunteering, paid work, extra-curricular activities, etc.) but also detail specific aspects of the experience related to skills developed. Finally, if clients truly have limited experience to draw upon, career counselors can encourage reality testing of skills through activities such as joining organizations, taking courses, volunteering in the community, or completing an internship.

As discussed previously, self-assessments and objective assessments are not perfectly correlated; therefore, they are likely measuring somewhat different constructs. If this is indeed the case, then career counselors must avoid assuming that perceived ability or skill level in a particular area reflects actual ability or skill level. In fact, various studies have attempted to uncover the underlying construct that self-assessments may be measuring and have found support for the notion that self-assessment measures may actually be measuring self-esteem (Ackerman & Wolman, 2007; Hansen & Bubany, 2008) and self-concept (Pajares & Miller, 1994).

Though ability and skill self-assessment scores will vary considerably according to the measure and the individual, the previous suggestions may reduce these inconsistencies so that self-assessment measures can be used with greater confidence in supporting clients' career problem solving and decision making.

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APPENDICES
Table 1: Objective Assessment Measure Analysis
Table 2: Self Assessment Measure Analysis

Table 1: Objective Assessment Measure Analysis

Assessment Measure	Cost	Time Needed
Armed Services Vocational Aptitude Battery	Free	3.5 hours
Ball Aptitude Battery	$500.00/administration, approximate	3 hours
Career Ability Placement Survey	$4.00/administration	50 minutes
CareerScope Aptitude Battery	$14.00/administration	25 minutes
Differential Aptitude Tests	$7.63/administration	2.5 hours
Multidimensional Aptitude Battery II	$2.55/administration	1 hour, 40 minutes
O*NET Ability Profiler	Free	1 hour
Occupational Aptitude Survey and Interest Schedule	$1.46 or $5.10/administration, depending on package purchased	35 minutes
The Highlands Ability Battery	$450/administration	3 hours
WorkKeys Assessments	$5.00-$20.00/area	All areas, 7 hours
World of Work Inventory's Career Training Potentials	$25.00/administration	30-40 minutes

Table 2: Self Assessment Measure Analysis

Assessment Measure	Cost	Time Needed
Ability Explorer	$2.20/administration	30-45 minutes
Campbell Interest and Skill Survey	$17.65/administration	25 minutes
Clifton Strengths Finder	$24.00/book or $9.99/code	59 minutes maximum
Focus 2	$985.00/year, unlimited uses	10-15 minutes
Harrington-O'Shea Career Decision-Making System-Revised	$2.84/ administration	20-40 minutes
Kuder Skills Confidence Assessment	$1.00-$5.00/administration	4-10 minutes
Motivated Skills Card Sort	$10.00/deck or $12.00/administration	10-15 minutes
Self-Directed Search	$4.95/administration	20-30 minutes
Sigi[3]	$895.00/year, unlimited uses	Less than 10 minutes
Skills Confidence Inventory	$12.50/administration	<30 minutes

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