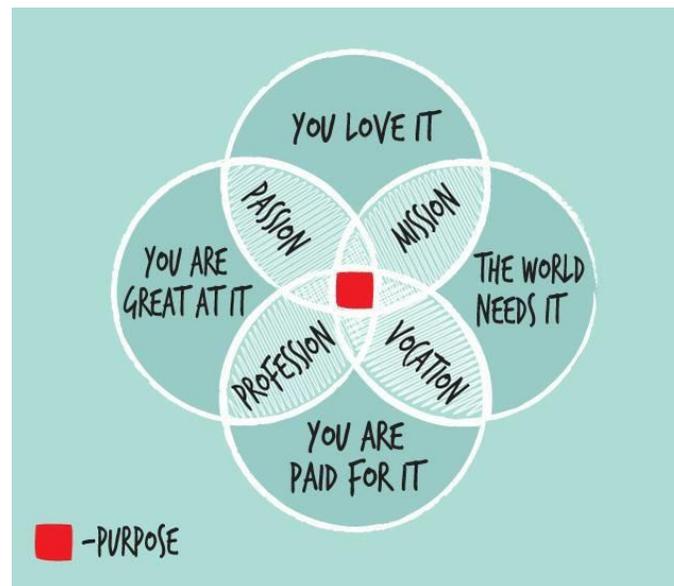




California Career Developments Journal

Fall 2016 Edition: *Promoting Purpose Driven Careers*

Edited by Dr. Lisa Raufman, CCDA Past President



Preface from the Editor

For those of you who have attended our conferences and for those of you who are unable to attend, we are providing in this California Career Developments Ejournal some highlights from the conference: From Paycheck to Purpose Driven Careers: Helping Clients Thrive. The articles that follow include two from speakers at our conference (Ron Elsdon on Volunteering in a Prison and Mark Guterman on helping clients pursue meaningful lives). In addition, our other contributors come from diverse work settings. You will be reading articles from a career and executive coach (Gavan Ambrosini), a university director and professor (Michele Burns), a community college instructor (Dr. Carol Mattson) and a workforce development consultant with 45 years of experience (Larry Robbin). Together, these diverse professionals offer over one hundred years of experience and illustrate that we as career counselors and coaches find our own purpose in serving those who are in the most need.

Summary of Contents:

How to Help Students Discover a Purpose Driven Life

-page 4

Gavan Ambrosini

Abstract

It is not the answers we get, but the questions we ask that can help guide someone to understanding passion and purpose. Career practitioners can help clients see themselves as unique and positive contributors to the collective community of work and life. Learn to ask questions to prompt discovery and help them see what it means to have a purpose driven life.

Gavan Ambrosini is a talent broker and executive career coach in Sacramento, CA. She currently works with MBA Students at UC Davis as a career coach and facilitator. She is an NCDA certified Career Development Facilitator Instructor and an ICF professional certified coach (PCC) with a private practice. During the past 10 years, she has helped over a thousand people with the job search and is a regular speaker in the Sacramento area. Her website is www.gavanambrosini.com.

Reach the Unreachable with College Courses in Jails

-page 6

Michele Burns

Abstract

San Jose State University (SJSU) is offering college credit-bearing courses to the incarcerated population in Santa Clara County, CA. In collaboration with the Department of Corrections, the SJSU team launched the In-Custody Educational Services project in September 2016. The project has already proven to change lives. Students on the “inside” report that they are surprised by their ability to pass a college course, feel proud of their accomplishments, have more to talk about with each other, and are looking forward to the next course offering. Tools and resources to help students understand and develop their self-concept are included in this newsletter. Helping these students discover options for creating meaningful lives adds purpose to the team of educators and administrators at SJSU.

Michele Burns is the Director of the In-Custody Educational Services project. She has been teaching the Career Exploration course at San Jose State University (SJSU) for five years, along with managing the Counselor Education department assessment reporting to the Commission on Teacher Credentialing for the PPS credential. Most recently, Michele has been involved in the establishment of the College of Education’s Student Success Center, which opens in January 2017. She speaks at business, education and industry conferences on soft-skills, academic and career issues. In July 2016, Michele presented on From Corrections to Careers at the 71st International Conference for the Correctional Education Association (CEA).

Volunteer Career Services in a Prison

-page 11

Ron Elsdon

Abstract

Volunteer career services in a prison provide a valuable benefit given the substantial career support needs of people approaching re-entry to society after incarceration. This article describes the rewards and challenges of such volunteer work, and how to contribute career counseling expertise in this meaningful way. This article is a reprint from February 2016 NCDCA Career Convergence

Ron Elsdon is a founder of organizations in the career and workforce development fields. He has also been active in speaking, writing about, and promoting a range of social causes. His published works include: *How to Build a Nontraditional Career Path: Embracing Economic Disruption* (Praeger, 2014); editor of *Business Behaving Well: Social Responsibility, from Learning to Doing* (Potomac Books, Inc., 2013); editor of *Building Workforce Strength: Creating Value through Workforce and Career Development* (Praeger, 2010); and author of *Affiliation in the Workplace: Value Creation in the New Organization* (Praeger, 2003). His website is www.elsdon.com

The Relentless Pursuit of Meaningful Work

-page 15

Mark Guterman

Abstract

This article describes a three-step process that career development practitioners can use to support and guide students and clients in the pursuit of meaningful work. It offers two brief case studies to illustrate how clients can move toward meaningful work

Mark Guterman, MA, is CEO of *America's Next Career Center*, principal of *MeaningfulCareers.com*, career coach and trainer for San Francisco-based *JVS*, and career advisor for UC Berkeley's *Haas School of Business*. His work revolves around various aspects of career management, leadership development, building an effective multi-generational workforce, and work/life balance. He has worked with dozens of large and small for-profit and not-for-profit organizations throughout the United States and presented at conferences in the U.S., Europe and Australia. He is also the recipient of a *Purpose Prize Fellowship*, given by *Encore.org*, to honor "social innovators in their encore careers." He holds a BA from UCLA and a MA in Counseling from Sonoma State.

A Case Study: Personal Qualities that Contribute to Career Success -page 17

Dr. Carol Mattson

Abstract

This article suggests a positive correlation between personality, personal qualities and career satisfaction and fulfilling our life's purpose. It includes a brief narrative of Mickey Conway, an African-American male who grew up in the Ninth Ward region of Louisiana and became a legendary drummer. The Myers-Briggs Type Indicator (MBTI®) and the five qualities identified by the

Secretaries Commission on Achieving Necessary Skills (SCANS) Report produced by the United States Department of Labor are referenced.

Dr. Carol Mattson holds a *Doctorate in Educational Leadership and a Master's degree in Counseling*. After serving as an instructional dean for more than 7 years she returned to a faculty position, counseling students and teaching courses such as *Career and Life Planning and Personal Growth and Life Transitions*. She is *Strong and MBTI Certified* and working toward becoming a *Master MBTI Practitioner*. Her dissertation focused on *Leadership Stress* and a sabbatical report investigated personal qualities that contribute to success in career and life planning. Dr. Mattson authored *Women in Bloom: Personal Stories of Women Who Returned to College and Other Words of Inspiration*.

How to be Successful with the Hard-to Employ

-page 20

Larry Robbin

Abstract

This article focuses on strategies to increase employment motivation among people that are resistant to going to work. These individuals are the hard-to-employ. The article includes practical ideas that will increase their employment motivation.

Larry Robbin, *Executive Director of Robbin and Associates*, has over forty-five years of diverse national experience in workforce development. He has worked with over 1000 workforce organizations and trained more than 100,000 people. Over sixty of his articles and interviews appear in workforce publications. For his comprehensive and resourceful website, go to www.LarryRobbin.com

The California Career Developments Journal is published online bi-annually in conjunction with our Fall and Spring conferences. Dr. Lisa Raufman, CCD A Past President serves as editor. Articles submitted should address the conference theme and include any of the following: trends, "how to", best practices, case examples, overview of models, assessment reviews, training opportunities and related career information. Visit our web site for submission guidelines: www.ccdaweb.org

-

How to Help Students Discover a Purpose Driven Life

Gavan Ambrosini

Abstract: *It is not the answers we get, but the questions we ask that can help guide someone to understanding passion and purpose. Career practitioners can help clients see themselves as unique and positive contributors to the collective community of work and life. Learn to ask questions to prompt discovery and help them see what it means to have a purpose driven life.*

Life is made up of many things—career, family, friends, community, hobbies, and activities to name a few. So how do we help our youth understand that success is not all about “being” something—a doctor, lawyer, teacher, or astronaut—and it is not just about having a fat paycheck, from being a boss, owning your business or winning the lottery. It is about finding a way to have it all without having it all. It is about creating work/life balance. It means finding out who you are, and discovering ways to share your gifts with the world. What moves you into action and translate that into purpose.

How do we do that? When kids have been conditioned for 13 years to follow 1 set of rules, one path to get an A—and that an A is what defines you as successful or not—how do we unravel and unlearn this strongly ingrained societal standard of excellence? As adults--we know what defines us, it is what we experience-and essentially how we respond to those experiences. Thoughts and feelings about those experiences get stored in our memory banks, and based on our past experience we will move toward or move away from doing more of it. If we can tap into this level of conversation early on—we can help youth better understand their uniqueness is what will help them stand apart. They need to understand that what makes them different is what can bring success. They need to see themselves as unique and positive contributors to the collective community of work and life.

I work with MBA students and many believe that an MBA is an automatic ticket to a 100k job. They are so focused on convincing employers they have a golden ticket that proves their worth and value. They believe they can be molded in anyway, and are disillusioned when they get passed over for high paying jobs by their peers. Many have this mindset that having an MBA is proof enough that they can handle whatever the business world throws at them. This may be true. But it is not enough. Employers are looking past the MBA and want to see how you can add value to their business. Those who can demonstrate their strengths with passion and purpose are those who stand out!

I tell students that having an MBA is a tool-much like a Swiss army knife— you may have access to many different functions—but it does not mean you are the knife and it does not mean that each function of the knife is particularly strong—even if useful. The key factor students miss is that employers want to know your strengths more than your skills. Skills can be taught, but natural talents? That is what comes from within—and if discovered early can be honed into strengths and overall productivity and engagement. If you could be any function of that knife—what would it be? Equally as important, employers are starting to understand that knowing the person inside is as important as what you can do. They want to know what drives you? What engages you? A paycheck is not going to keep you here as long as a career that utilizes your strengths and keeps you motivated and engaged. The question now becomes as career practitioners is, how can we help our student populations discover who they are. Connect their individual talents, experiences and skills—find a way to communicate that individuality and create a more compelling path towards a purpose driven life.

It might help to describe working life as a buffet. Many choices, many things to try and discover—and though we may want to choose everything—there is only so much room on the plate. Rather than focus on all of what is available—let’s turn the tables and focus on what you enjoy. Here are seven questions to ask students to help prompt the process of self discovery and start to build the composite pieces of their colorful mosaic.

- 1) Tell me a story about a time when you achieved something, felt most excited or happy. Describe everything you felt, saw and experienced at that moment using all five senses

- Prompts: achievement, vacation, holiday, birthday, sports, activity, outdoor activity, hobby. (Values)
- 2) If you could wave a magic wand and change one thing in this world what would it be?
 - What problem would they like to see solved in this world? (Vision)
 - 3) What makes you stand out from others? What makes you different? What is your “x” factor?
 - What are they known for, what do they enjoy doing? (Passion)
 - 4) Tell me about a time when you worked really hard on something and failed to do well.
 - What does this story tell me about their ability to learn from failure (Growth vs Fixed Mindset)
 - 5) Tell me about a time when you worked hard on something that you weren’t very good at and surprised yourself by doing well?
 - How comfortable are they with uncertainty? How determined are they to improve your skills (Grit/Resilience)
 - 6) What are you naturally good at? Describe for me a time when you worked really hard at something and you enjoyed the process so much that you lost track of time
 - Discover what puts them in “flow” or in a mode of pure engagement/enjoyment (Strengths)
 - 7) What does it mean to be happy?
 - Another values based question, however instead of experience focused, it is future focused and can help determine intrinsic vs extrinsic motivators, self efficacy and agency.

The big question then becomes—how can we take all of this and apply it to the world of work? Instead of trying to fit a square peg in a round hole, we can look at clients with unconditional positive regard—completely capable of aligning their gifts with opportunities for continuous engagement and growth.



Gavan Ambrosini is a talent broker and executive career coach in Sacramento, CA. She currently works with MBA Students at UC Davis as a career coach and facilitator. She is an NCDA certified Career Development Facilitator Instructor and an ICF professional certified coach (PCC) with a private practice. During the past 10 years, she has helped over a thousand people with the job search and is a regular speaker in the Sacramento area. Her website is www.gavanambrosini.com.

Reach the Unreachable with College Courses in Jails

Michele Burns

***Abstract:** San Jose State University (SJSU) is offering college credit-bearing courses to the incarcerated population in Santa Clara County, CA. In collaboration with the Department of Corrections, the SJSU team launched the In-Custody Educational Services project in September 2016. The project has already proven to change lives. Students on the “inside” report that they are surprised by their ability to pass a college course, feel proud of their accomplishments, have more to*

talk about with each other, and are looking forward to the next course offering. Tools and resources to help students understand and develop their self-concept are included in this article. Helping these students discover options for creating meaningful lives adds purpose to the team of educators and administrators at SJSU.

All too often, we forget that there is more to becoming successful than trying hard and persisting. Many individuals struggle from the years of disheartening messages that are sure to leave them without hope for a bright future. Plus, often students on the “inside” did not have positive experiences with education and report their fear of failure when considering college coursework. As educators, it is our responsibility to include students in the teaching-learning proposition. Inclusion can captivate their attention and inspire a desire to engage in the process of increasing knowledge and expanding perspective. This technique can move students from a Fixed Mindset to a Growth Mindset, which

leads to a desire to learn and a therefore a tendency to embrace challenges, persist in the face of setback, see effort as the path to mastery, learn from criticism, find lessons and inspiration in the success of others, and as a result, they reach ever-higher levels of achievement. All this gives them a greater sense of free will. (Dweck & Holmes, 2012)

As Career Counselors, helping others find meaning is the purpose of our work.

A Call to Action: Reach the Unreachable

While observing a Substance Abuse course at the local jail, the male students demonstrated the Top Ten Skills Employers Seek in College Recruits (NACE, 2012). I asked the students if they knew what the number one skill is that employers seek when hiring college graduates. The first student shouted, “Integrity!” Integrity is an absolute necessity. Another student responded, “Team-work!” “Yes!” I exclaimed. “And, you have been demonstrating team-work, along with the other top skills, right here in this class.”

More than one third of the class came forward, shook our hands, looked us straight in the eye, and asked, “Will you teach here? We want help.” Needless to say, I found a new purpose; a purpose to reach the unreachable. To bring hope to individuals who deserve the attention necessary to build a bright, promising future.

In 2014, the adult education program offered the Career Exploration curriculum that is taught at SJSU. One female student discovered her personality characteristics to be,

warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to compete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute. (ESFJ – The Myers & Briggs Foundation)

This student was born as a drug baby, molested at eight years of age by her mother’s boyfriend, and pimped-out by age 11 to support their drug addiction. Currently, this student is middle-aged without the necessary skills to thrive in today’s workplace.

Nearly two years passed when the County awarded SJSU the In-Custody Educational Services grant to teach college, credit-bearing courses on the inside. The program was launched Fall 2016 by the Connie L. Lurie College of Education. The courses are offered to both the men and the women’s jail

through the College of International and Extended Studies (CIES) so that all students are eligible to enroll. That said, students must earn high school equivalency to receive a SJSU transcript with course credits. The students do receive three letters throughout the course to serve as a rehabilitation tool for future employment and to prove that they participated in a program.

The In-custody Educational Services grant will fund six courses. The courses will include: The Introduction to Kinesiology, Record Clearance: Basic Legal Skills, Moral Issues, Logic and Critical Thinking, and two sections of Career Exploration. With additional funding, SJSU is prepared to offer Child Development, English and Public Speaking courses. The courses are offered over a twelve-week cycle, two mornings a week, for a 2.5 hour period. Study Hall is held during afternoons, for students who want a quiet space to read or ask for assistance with the coursework.

The instructors have commented that their preconceived ideas of individuals in custody have been dispelled. They understand the disparity of resources and services, as well as the lack of support, for many individuals who are now incarcerated. Filling this void by bringing compassion, along with the knowledge of college courses, has added significant meaning to each instructor, their student assistant and their students' lives.

The students report that they are pleasantly surprised to succeed with the class work. One student mentioned that he will now walk onto campus (upon release) with a sense of pride that he passed a SJSU course. Another student shared that she was told that she wouldn't amount to anything - while holding-up her course workbook, emphatically stating, "but I have proof that I can pass college classes." The students are respectful to instructors and grateful to have the opportunity to learn and grow both personally and professionally. Their testimonies and appreciation make this work meaningful and worthwhile.

The program's mission is to help students fall in love with learning. Watching a students' perspective broaden, encourages more participation in this project by both faculty and graduate students. Consider your contribution to reach the unreachable.

Challenges and Solutions

1. College readiness. (Adapted from Degrees of Freedom, p. 35)
Solution: Encourage H.S.E.T. so students earn college credit. Of the 77 students who enrolled Fall 2016, 10% have yet to complete HSE, 22% have HSE, 34% have a high school diploma, 16% have some college/certification, 5% have college degrees, 13% unknown.
2. Change in housing. Early release, consequential behavior resulting in placement to a higher security unit, or sentencing to prison. (Adapted from Degrees of Freedom, p. 35)
Solution: enroll students who have been sentenced to the length of the course.
3. Voluntary enrollment.
Solution: Present mini-workshops on mindset, opportunities, the value of education, and training (BLS Earnings and Unemployment Rates by Educational Attainment), etc. for apathetic inmates.
4. Disruption to class time. Security Lock-downs and "Pill Call" (for distribution of medication) can interfere with servicing the students.

Solution: when designing the schedule, extra time was planned for periodic disruption in teaching.¹

5. Lack of contact with on-campus resources.

Solution: An Academic and Career Counselor will work with the students on the “inside.” We also have guest presenters from the EOP office, local community college departments, plus afternoon workshops for homework assistance (which provides an opportunity for mentoring).

References

- Bureau of Labor Statistics. (2016, March 15). *Earnings and Unemployment Rates by Educational Attainment*. Retrieved from: http://www.bls.gov/emp/ep_chart_001.htm
- Dweck, C. & Holmes, N. (2012). *Mindset: The New Psychology of Success – How we can Learn to Fulfill our Potential*. Retrieved from: http://qedfoundation.org/fixed-vs-growth-mindsets/dweck_mindset/
- NACE. (2012). Job Outlook Survey, *Top Ten Skills Employers Seek in College Recruits*. National Association of Colleges and Employers
- Warren, J.E. (2015). *Degrees of Freedom: Expanding College Opportunities for Currently and Formerly Incarcerated Californians*. Stanford Criminal Justice Center, Stanford Law School; Institute on Law and Social Policy, UC Berkeley School of Law. (3), 35.

Tools to Help Clients Realize Their Value so They Can Create a Meaningful Life

(Supplemental to the Reach the Unreachable with College Courses in Jail Article)

by Michele Burns

The reality is, voices are embedded in the minds of people who need to hear new messages; messages that reinforce their goodness, their character, their potential. Listed below are several resources that have helped the students become more self-aware and grow in their confidence to attend college courses.

- *VIA Character Strengths and Virtues* is a model of six virtues and 24 characteristics that lead to “a life of pleasure, engagement and meaning.” (Peterson & Seligman, 2004)
- *Mindset: The New Psychology of Success – How we can Learn to Fulfill our Potential* model compares the Fixed Mindset to a Growth Mindset. (Dweck)
- Discover Your Personality Type (YouTube)
- The Johari Window (Mind Tools)

¹In order to satisfy the Federal Department of Education requirements for a three-unit course, students must have 45 contact hours with an additional two hours out of class for every one hour in class (spent on reading, homework, papers, studying, etc.). That brings the total to 135 hours total in-class and out-of-class work (SJSU Policy S 12-3, available at <http://www.sjsu.edu/senate/docs/S12-3.pdf>).

- The Workplace Excellence Series: White-board the Solution. Learn the four levels of skills: basic life and academic skills, technical skills, workplace excellence, plus job search and career management skills. (NAWDP)
- SkillScan Card Sort to determine 60 skills categorized by: analytical, communication, creative, leadership/management, physical/technical, and relationships/interpersonal.
- S.M.A.R.T. Goals Decision- making Model (Mind Tools)
- Multiple Intelligences (McKenzie)
- Emotional Intelligence (Psychology Today)
- Positive psychology: www.positivepsychology.com

References

Dweck, C. (2006). *Mindset: The New Psychology of Success – How we can Learn to Fulfill our Potential* Retrieved from:

https://classteaching.files.wordpress.com/2013/04/dweck_mindset.png

EduSpiral Consultant Services. (2013). *Discover Your Personality Type - Myers Briggs* YouTube. Retrieved from: <https://www.youtube.com/watch?v=BFpudDp6q2A>

MindTools – Essential skills for an excellent career. *The Johari Window*. Retrieved from: <https://www.mindtools.com/CommSkill/JohariWindow.htm>

MindTools – Essential skills for an excellent career. *S.M.A.R.T. Goals*. Retrieved from: <https://www.mindtools.com/pages/article/smart-goals.htm>

McKenzie, W. (1999-2014). *Multiple Intelligences Inventory*. Retrieved from: <http://surfaquarium.com/MI/inventory.htm>

National Association of Workforce Development Professionals (NAWDP). *Workplace Excellence Series - White-board the Solution*. Retrieved from: <http://workplaceexcellence.net/the-series/>

Peterson & Seligman. (2004). *VIA Character Strengths and Virtues*. Retrieved from: https://www.google.com/search?q=VIA+character+strengths&rlz=1C1CHFX_enUS656US656&espv=2&biw=1920&bih=950&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiOm9PmzYvQAhUGjVQKHdiPAqgQ_AUIBigB&dpr=1#imgrc=t_73A-Re2aN8AM%3A

Psychology Today. *Emotional Intelligence*. Retrieved from: <https://www.psychologytoday.com/basics/emotional-intelligence>

SkillScan Card Sort. Retrieved from: <http://www.skillscan.com/products-services/organizations>

The Myers and Briggs Foundation. *The 16 MBTI Types*. Retrieved from: <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm>

Post note: Community Colleges and California State Universities are increasing outreach to the incarcerated population. For example, here is a L.A. Times story about 6 CSUs providing classes for people being released from county jails based on S.F. State's "Project Rebound":

<http://www.latimes.com/socal/daily-pilot/entertainment/tn-wknd-et-1023-project-rebound-cal-state-fullerton-20161112-story.html>



Michele Burns is the Director of the In-Custody Educational Services project, which offers college credit-bearing courses in the Santa Clara County jail system. Michele has been teaching the Career Exploration course at San Jose State University (SJSU) for five years, along with managing the Counselor Education department assessment reporting to the Commission on Teacher Credentialing for the PPS credential. Most recently, Michele has been involved in the establishment of the College of Education's Student Success Center, which opens in January 2017. She speaks at business, education and industry conferences on soft-skills, academic and career issues. In July

2016, Michele presented on From Corrections to Careers at the 71st International Conference for the Correctional Education Association (CEA).

Volunteer Career Services in a Prison

By Ron Elsdon

Abstract: Volunteer career services in a prison provide a valuable benefit given the substantial career support needs of people approaching re-entry to society after incarceration. This article describes the rewards and challenges of such volunteer work, and how to contribute career counseling expertise in this meaningful way.

Securing work that provides adequate financial support is challenging when re-entering society after incarceration. Barriers are significant, whether in the form of hurdles to employment or lack of resources to pursue self-employment. We can assist with career counseling expertise. Building on an example, this article explores the rewards and challenges and how we can contribute.

In providing volunteer career services in prison I find most people struggling to put their lives back together, some rather anxious, most open, respectful, and welcoming career support. If I, a white male, with a funny (U.K.) accent and no prior prison experience, can provide useful volunteer career assistance to those in a Federal women's prison, this is accessible to anyone in our profession. The prison where I volunteer houses about one thousand women, mostly in the prison proper, some in a

minimum security, adjacent facility. I connected initially through our local, progressive church when the prison needed career services.

Approach to Career Services

The following perspectives and resources may assist others considering such volunteer work. Not surprisingly, emotional aspects are particularly significant for those approaching re-entry. Conviction, incarceration, and the prospect of formidable barriers to financial self-sufficiency are daunting. Offering hope that it is possible to re-engage with work by weaving affirmation of personal potential throughout is central. This includes emphasizing learning occurring in prison; including work experience, educational activities, and interpersonal skills.

Group delivery accommodates well the many people seeking career services support. The content of my volunteer career work evolves based on input from participants and the re-entry affairs coordinator at the prison. It currently consists of two series of classes, the first series of five classes addresses conventional job search. The second series of four classes, expanded in scope at the request of participants, addresses nontraditional career paths/self-employment. To accommodate prison scheduling, classes are delivered in two-hour modules once a week. To encourage interaction, class size is limited to twenty-five people.

The conventional job search series helps participants build self-understanding, learn how to explore opportunities, and how to communicate capabilities. It addresses particular needs of this population, for example, how to discuss in an interview employment gaps due to incarceration.

The five classes cover:

- Skills, interests, strengths, and values
- Exploration/networking, and education as a bridge
- References, job applications, and resumes
- Interviewing
- Mock interview practice in small groups

Resources include: "Step Ahead Workbook: Career Planning for People with Criminal Convictions" (Goodwill/Easter Seals and iSeek Solutions, 2013), a DVD from Cambridge Educational (2008) on job interviewing for ex-offenders, and material from the ex-offenders section of the careeronestop web site (careeronestop web site for workers with a criminal conviction). Additional volunteers add much. For example, my wife, Linda, delivers education as a bridge, having expertise in the going to college process. Linda, and an experienced volunteer from the HR world, Terri Jones, help facilitate the mock interview session.

Content for the nontraditional career path/self-employment class series, which includes handouts and exercises, is based on my recent book *How to Build a Nontraditional Career Path: Embracing Economic Disruption* (Elsdon, 2014), readily available on-line, for example from Amazon. The series of four classes addresses:

- The what and why of a nontraditional career path/self-employment, benefits and challenges, building self-understanding
- Making the path sustainable so it lasts
- Creating a foundation to start – practical steps
- Moving forward to launch and implementation

Participants complete a template over the four sessions, creating an outline of their nontraditional career/self-employment path. In the fourth session each person reviews her approach with a small group. As a result, participants both gain insights from others about their own endeavors and contribute input to their peers.

Participants complete an evaluation at the end of each class series. This evaluation includes both qualitative and quantitative questions, based on the first three levels of the Kirkpatrick framework: reaction to the classes, knowledge gained, and behavior change (Erickson and Elsdon, 2010).

Challenges of Working in a Prison Environment

Flexibility is important when working in a prison setting as there are challenges:

- Difficulties with the fingerprint approval process to secure initial clearance
- When there is fog the prison closes to visitors and classes are cancelled, so avoid early morning, fog-prone times
- Participants come with a wide range of experience and backgrounds
- Competing commitments mean participants sometimes miss sessions
- Volunteer donations of materials such as books are restricted, so content is best provided in copy form
- Electronics such as computers or cell phones are not allowed on prison premises so class support material includes handouts and aids such as white boards
- Inmates do not have access to the Internet while in prison, so web links are for future reference
- Contact with participants after their release is prohibited (volunteers can work with people in prison or outside but not both), so evaluation processes need to be self-contained within the class series

Observations and Benefits

Some observations and benefits are as follows:

- Participants bring much experience and insight that strengthens the classes

- Institutional support is critical to the success of these initiatives
 - The re-entry affairs coordinator and her staff have been encouraging, resourceful, and supportive
- Providing career services in this setting is rewarding, fulfilling, and appreciated
 - The satisfaction rating from participant evaluations, based on ten questions from five class series, is 97%
 - Positive word-of-mouth is leading to sign-ups exceeding class availability
- Class evaluations help in refining the content and nature of career services
- Cultural differences complement rather than diminish the class experience

Here is a quote from one participant's evaluation: "Wonderful class. I looked forward to coming every Wednesday." The feeling is mutual. I encourage you to consider volunteering in this way.

References

Cambridge Educational. 2008. *The Job Interview*. 2008. New York: Films Media Group. Retrieved from <http://www.films.com/ecTitleDetail.aspx?TitleID=15317>

Careeronestop web site for workers with a criminal conviction. Retrieved from <http://www.careeronestop.org/ResourcesFor/WorkerCriminalConviction/worker-with-a-criminal-conviction.aspx>

Elsdon, R. 2014. *How to Build a Nontraditional Career Path: Embracing Economic Disruption*. Santa Barbara, California: Praeger.

Erickson, R. and R. Elsdon. 2010. Chapter: Designing, Developing and Measuring Effective Career Development Processes and Systems in *Building Workforce Strength: Creating Value through Workforce and Career Development*, ed. Elsdon, R., Santa Barbara, California: Praeger.

Goodwill/Easter Seals and iSeek Solutions. 2013. *Step Ahead Workbook*. Minnesota: Minnesota Department of Corrections. Retrieved from <http://www.iseek.org/exoffenders/workbook.html>



Ron Elsdon is a founder of organizations in the career and workforce development fields. His published works include: *How to Build a Nontraditional Career Path: Embracing Economic Disruption* (Praeger, 2014); editor of *Business Behaving Well: Social Responsibility, from Learning to Doing* (Potomac Books, Inc., 2013); editor of *Building Workforce Strength: Creating Value through*

Workforce and Career Development (Praeger, 2010); and author of *Affiliation in the Workplace: Value Creation in the New Organization* (Praeger, 2003). He holds a doctorate in chemical engineering from Cambridge University, a master's in career development from John F. Kennedy University, and a bachelor's in chemical engineering from Leeds University. Ron can be reached at renewal@elsdon.com, for example for questions about handouts. His web site is www.elsdon.com.

The article, *Volunteer Career Services in a Prison*, by Ron Elsdon, originally appeared in NCDAs web magazine, *Career Convergence*, at www.ncda.org. Copyright © February, 2016. Reprinted with permission.

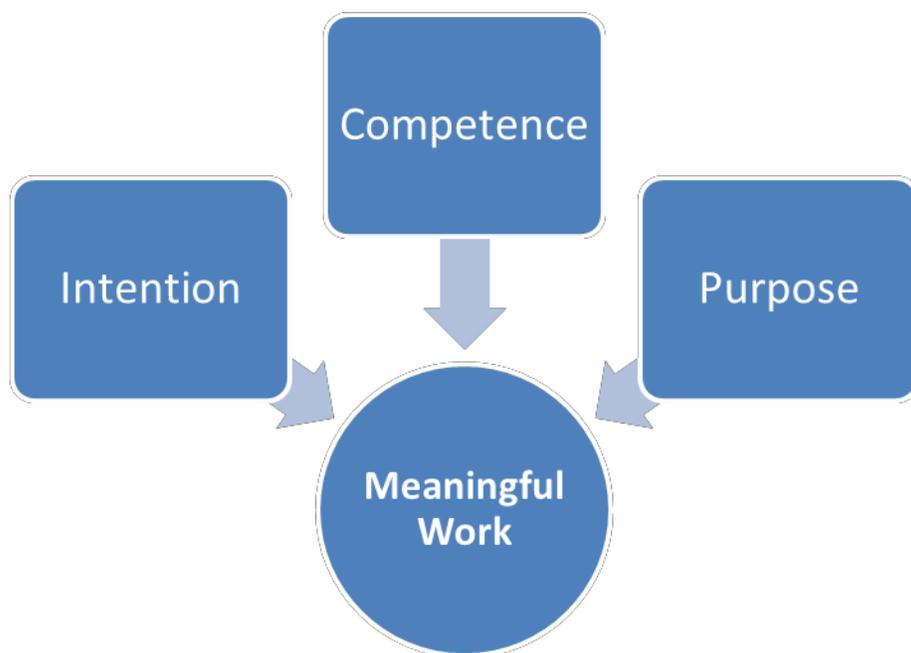
The Relentless Pursuit of Meaningful Work

By: Mark Guterman

Abstract: This article describes a three-step process that career development practitioners can use to support and guide students and clients in the pursuit of meaningful work. It offers two brief case studies to illustrate how clients can move toward meaningful work.

All of us are hardwired to pursue meaningful work and those who choose to move in that direction do better, feel better, and add lasting value in the world through their efforts. While these benefits may not always be tangible or obvious, the pursuit of meaningful work is a pathway to the success and happiness we all hope to achieve in our work lives.

We can guide our students and clients toward meaningful work by utilizing and applying an integrated three step model, as illustrated below:



Step one is to develop **Competence**. This is the capacity to be visibly and measurably successful in the world of work over the arc of one's work life. It has three aspects:

- Performing: Doing whatever is in front of us as well as possible and giving our best efforts every day. Its corollary is to recognize that how we perform now has impact on our future.
- Designing: Picturing and creating a future that is built at the intersection of vision/imagination, strengths, and that which most naturally energizes us.
- Changing: The capacity to adapt easily and quickly to changes around us and being able to transform attitudes, beliefs, and behaviors, as needed.

Step Two is to work with **Intention**. This is the practice of paying attention to what is going on in and around us as we move forward in our work life. It, too, has three aspects:

- Mindfulness: A reminder to take responsibility for our choices and to be open and alert along the way.
- Positive Attitude: The belief and trust in a future filled with unlimited possibilities, yet to be created.
- Sense of Perspective: Seeing, owning, and appreciating the context from which we move into the future.

Step Three is to work grounded in **Purpose**. Purpose is the "why" of our work and anchors us in our deepest values. There are four, sometimes overlapping, levels of Purpose:

- Pragmatism: Work as making a living and as a means to an end.
- Integration: Work as the balancing of various aspects of one's life.
- Legacy: Work as contribution and creating something lasting.
- Transcendence: Work as a spiritual endeavor.

All three of these steps must be tended to in a regular and disciplined way in the pursuit of meaningful work. For most of our students and clients this is a tall order. The extent to which we can help them keep the whole picture in mind, and the degree that we ourselves practice our own pursuit, will enable us to be effective in guiding them to meaningful work.

Case Study: Sarah

Sarah is in her late 20's and has been working steadily in professional work since she graduated from college six years ago. She is very good at what she does, having been promoted rapidly to a senior marketing manager in a fast growing technology company. She describes and presents as "successfully and unhappily" employed and is experiencing what has been called a "quarter-life crisis." She is currently focused on clarifying, defining, and claiming the values that are the most important to her. As she works her way to bedrock, she has discovered that the "pragmatism" at the beginning of her work life is beginning to feel "shallow" and even "empty," and that she needs to know what her "emergent" deep drivers are as she move on in her work life. As she has begun to learn what these are she has become excited with a number of "social enterprises" she has learned about through informational interviewing.

Case Study: David

David is in his early 50s and has what might generously be called a “spotty” work history. In fact, he has had less than two years of paid employment in the past twenty years. One of his concerns is about his track record, his competence, if you will, but even more importantly, he is working toward being guided by what he calls “right intention,” which means how he moves forward toward his now well-defined goals is as important as their actual achievement. He has, with great difficulty, developed a disciplined and focused approach to the tasks in front of him (many of which, by the way, are extremely difficult for him) and he recognizes that a “one small step at a time” approach is the way he will make the necessary progress to achieve his goals. He is still very far from achieving the work life he envisions, but he recently was commissioned to write an article for a prestigious journal doing what he calls a “dream assignment.”

While the pursuit of meaningful work can be an arduous process, requiring a great deal of persistence and courage, it is important to remember that it is available and accessible to any of our students and clients who choose that path. We need to stay on our toes to notice, guide, and support this effort to the best of our ability. The very good news is that the relentless pursuit of meaningful work brings out the best in all of us.



Mark Guterman, MA, is CEO of America's Next Career Center, principal of MeaningfulCareers.com, career coach and trainer for San Francisco-based JVS, and career advisor for UC Berkeley's Haas School of Business. His work revolves around various aspects of career management, leadership development, building an effective multi-generational workforce, and work/life balance. He has worked with dozens of large and small for-profit and not-for-profit organizations throughout the United States.

Mark holds a BA from UCLA and an MA in Counseling from Sonoma State University, is certified to use the Center for Creative Leadership's Benchmarks, and has completed a Certificate in Core Strengths Coaching from San Francisco State University. He has spoken to conferences throughout the United States, Europe, and Australia and was a recent keynoter for the National Career Development Conference. He is also the recipient of a Purpose Prize Fellowship, given by Encore.org, to honor "social innovators in their encore careers."

A Case Study: Personal Qualities that Contribute to Career Success

Dr. Carol Mattson

Abstract: This article suggests a positive correlation between personality, personal qualities and career satisfaction and fulfilling our life's purpose. It includes a brief narrative of Mickey Conway, an African-American male who grew up in the Ninth Ward region of Louisiana and became a legendary drummer. The Myers-Briggs Type Indicator (MBTI®) and the five qualities identified by the

Mickey Conway was a good friend of mine. I hadn't known Mickey very long, but I didn't need to. He was the type of person who knew no strangers. His daughter Nadia described him as someone who was "out living life".

Mickey was the oldest of nine children from an African American family who grew up in impoverished conditions with an alcoholic father. Even so, he survived these difficult circumstances and thrived. He traveled the world playing drums for many well-known musicians and backed performers on a national musical variety television series. He distinguished himself in the music industry, as well as in his community by generously giving of his time, money and talent to help those less fortunate.

During my research I learned that Mickey and I had the exact opposite Myers-Briggs Type. Mine is Introversive Intuition, Thinking and Judging (INTJ) and Mickey's was Extroverted, Sensing, Feeling and Perceiving (ESFP). I asked Mickey to complete the Myers-Briggs Type Indicator because I was curious to see whether his reported Type was congruent with his career choice as a professional drummer; the reported description fit Mickey perfectly. According to Hammer (2014) ESFPs enjoy performing "tasks that can be done playfully" and "involve constant interaction with others" (p. 4). They prefer an "active and energetic" work environment that is colorful and physically stimulating and where people have fun and enjoy their work (p. 4).

Those who use the MBTI® know that it is influenced by Carl Jung. In 1954, Jung wrote, "The achievement of personality means nothing less than the optimum development of the whole individual human being" (p171). Jung's words, even though written that long ago, are still significant today as we practice career counseling and coaching and work toward realizing our own purpose. Mickey loved life and loved his career, which is what most of us are striving for. He was an excellent illustration of Jung's definition.

Similarly, the Secretary's Commission (SCAN) appointed by the United States Department of Labor identified "personal qualities" as one of three foundational skills deemed necessary for success in the workforce (United States, 2000). These five personal qualities included individual responsibility, self-esteem, sociability, self-management and integrity (United States, 2000). These are timeless qualities that add purpose to our lives and help us contribute meaning in our workforce today. In reflecting back on Mickey's life these qualities did indeed contribute to his successful career in the music industry.

Responsibility. At a very young age Mickey Conway took on responsibility to help financially support his family by selling magazines, cutting grass, hunting, fishing, and raising animals to sell to the local people. He left home to play drums in order to make money for self-support and send money home to help his family. While on tour with bands around the world, he avoided alcohol and drugs, despite the prevalence use by other musicians.

Sociable. Everyone described Mickey as a very friendly and approachable person. As a young boy, people of all ages in the area where he lived knew about him and his enterprise by word of mouth, and they liked him. In turn, they bought magazines and animals from him. When he toured, many times he cooked for everyone. He always made connections with other musicians; consequently, when an engagement was up, he had contacts that led to other jobs in the industry.

Self-management. Mickey had a father who had high expectations of him, which may have contributed to Mickey practicing relentlessly and performing under pressure on stage in front of any audience. His father being an alcoholic gave Mickey the incentive for managing his own behavior. Even though he was surrounded by musicians who, similar to his father, struggled with substance abuse, Mickey stayed clean.

Self-esteem. Mickey said having a loving mother and others in his life that cared about him contributed to his self-esteem. He spoke highly of two teachers who made a positive impression on his life and inspired him. The admiration and compliments from fellow musicians and his audience also outweighed anything that might have a negative impact on his self-esteem.

Integrity. Mickey remained respectful and fair-minded throughout his life. He treated others the way he wanted to be treated. His friends and family described him as loyal, loving, helpful, and passionate. His family characterized him as generous because he always helped his friends and family, as well as giving out tips to hard-working employees or homeless people on the street. One professional musician friend referred to him as “an upstanding human being first and a musician second” (R. Brooks, personal communication, September 17, 2014).

Mickey’s personality and the personal qualities he revealed significantly contributed to his successful career. Likewise, career professionals can help students and clients stay cognizant of the way in which their personality and personal qualities contribute to their career goals and the progress they make along the way. Understanding this may help them recognize and overcome biases and obstacles that distract them, as well as serve as motivators to help them remain confident and focused.

References

Hammer, A.L. (2014, August 26). *Myers-Briggs Type Indicator®*, career report (Report prepared for Mickey Conway). Mountain View, CA: CPP, Inc.

Jung, C. G. (1954), *The development of personality*. (v. 17), New York, NY: H. Wolff.



Dr. Carol Mattson holds a Doctorate in Educational Leadership and a Master’s degree in Counseling. After serving as an instructional dean for more than 7 years she returned to a faculty position, counseling students and teaching courses such as Career and Life Planning and Personal Growth and Life Transitions. She is Strong and MBTI Certified and working toward becoming a Master MBTI Practitioner. Her dissertation focused on Leadership Stress and a sabbatical report investigated personal qualities that contribute to success in career and life planning. Dr. Mattson authored *Women in Bloom: Personal Stories of Women Who Returned to College and Other Words of Inspiration*.

How to be Successful with the Hard-to Employ

Larry Robbin

Abstract: This article focuses on strategies to increase employment motivation among people that are resistant to going to work. These individuals are the hard-to-employ. The article includes practical ideas that will increase their employment motivation.

The hard-to-employ are individuals that have no interest in going to work. They are in the ranks of welfare recipients, people who are incarcerated or in reentry, at-risk youth, the long term unemployed, people on SSI or SSDI and other populations. While they have many assets and strengths, becoming employed is not one of them. There are strategies that workforce programs can use to improve their employment motivation.

One of the most effective strategies is to make the workforce program role model and not information driven. Information about work is of little interest to the hard-to-employ. What does get their attention is learning about people who were once just like them, but are now working. They are curious about the lives of these individuals. Formerly hard-to-employ people from your program who are now working are your most powerful allies in helping to increase employment motivation in your current program participants (most probably because once gainfully employed, they now have a greater purpose for their lives.) These role models can help others find a purpose and have hope beyond their current situation. There are a variety ways to use the power of these role models:

- Your working program alumni that were once hard-to-employ can come back to the program on their day or shift off to talk with your current participants. Working alumni that cannot come in can call in on their lunch hour. You can put them on a speakerphone to talk with people in a Job Club or Job Search Workshop.
- You can conduct video interviews with your working alumni. They can talk about the struggle to change their anti-work thinking and the benefits of going to work. Show these videos in your orientation, group and individual sessions. Engage people watching the videos in a dialog about the connections between the lives of the alumni and their lives.
- Create a Hall of Fame in your entrance hallway and lobby with pictures of formerly hard-to-employ people that are now working. Put up brief biographies in the appropriate language below each picture. Take your program participants on a tour of this gallery and talk about what influenced these working heroes to reinvent their lives. Make sure you have signed releases of information before you discuss this information.
- Put up a mini Hall of Fame of pictures in your cubicle of people you have helped and refer to these people as you do your employment counseling. This will give your clients proof that people just like them went to work and that it changed their lives for the better.
- With management approval, pair up your current program participants with working alumni that share similar history and demographics for informational interviews.

- One of the most powerful strategies is to develop a mentoring program that couples the former hard-to-employ with people that are currently in your program.
- Instead of lecturing people about working, tell moving and powerful stories of people that were once hard-to-employ and their struggles to find their pathway to employment. This strategy will work for all your clients, but it will be especially powerful for people that come from cultures where information is passed on by story-telling instead of written documents.

One common characteristic of this population is their low vocational self-efficacy. Vocational self-efficacy is a term I developed to explain the cynicism people have that leads them to believe that no one would hire them and that they have no place in the world of work. This negative self-talk is one of the factors that contributes to their anti-work attitudes. It is very important to prove to them that people coming from similar circumstances that have done some work on their barriers to employment are in fact being hired.

One best practice is to design a ritual of celebration that occurs when people get job offers and takes place before they start work. Seeing people like themselves get jobs can have a profound impact on raising their vocational self-efficacy, which can lead to increased employment motivation.

As this article has shown the hard-to-employ tend to have negative attitudes about getting a job due to the lack of positive vocational role models in their lives. They live in communities with high levels of unemployment and they have been cut off from the labor market. They lack the social capital that many people use to get jobs. They also face other barriers to employment. Substance abuse, mental health issues, learning disabilities and a lack of good schools can all contribute to their situation. If workforce programs use the power of role models that have pioneered out of these circumstances as inspiring teachers and guides, a great deal of vocational progress will take place and the hard-to-employ can go to work!

One reason the formerly hard-to-employ can be so helpful to your current program participants is that many of them will have gone beyond getting jobs and are designing their careers. These careers give their lives a depth of meaning and purpose that often cannot be achieved by doing a job for a paycheck. This awakening of the role of meaning and purpose can have an impact on many aspects of the lives of the hard-to-employ. It can change how they relate to their community, family and their future!



Larry Robbin, Executive Director of Robbin and Associates, has over forty-five years of diverse national experience in workforce development. He has worked with over 1000 workforce organizations and trained more than 100,000 people. Over sixty of his articles and interviews appear in workforce publications. For his comprehensive and resourceful website, go to www.LarryRobbin.com. You can email him at larry@larryrobbin.com.

The California Career Developments Journal is published online bi-annually in conjunction with our Fall and Spring conferences. Articles submitted should address the conference theme and include any of the following: trends, "how to", best practices, case examples, overview of models, assessment reviews, training opportunities and related career information. Visit our web site for submission guidelines and deadlines: www.ccdaweb.org