

EPSY 846 -- Career Development – Fall, 2017

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SCHEDULE: Wednesdays from 1:30 to 4:20 201 Joseph R. Pearson Hall

COURSE PURPOSE

This course stresses the importance of career development in education, with an emphasis on developmental life planning. The course includes topics such as delivery systems, utility of career development theory, sexism and racism in career development and counseling, the effects of sex role socialization, the nature of the world of work, evaluation of career information, use of career information in individual and group counseling, and the role of empirical research in career development theory and practice.

COURSE OBJECTIVES:**- KNOWING...**

- career development **theories** and their implications for working with clients
- career information delivery systems, career information **resources**, and the world of work
- the **relationships among life roles** such as leisure, parent, partner, and worker
- the **effects of gender, culture, and disability** on work and how to intervene around those issues
- developing a **critical understanding of your own relationship to work**
- **how we think and make choices about work**

- KNOWING HOW TO...

- demonstrate various individual and group career counseling strategies
- identify **functional skills** in yourself and others
- **assist persons in examining their skills, interests, strengths, and values**, and integrating those into effective goals
- interpret several of the major **career assessment devices**
- **conceptualize a consultation** with an organization around delivery of employee career services
- access and critically analyze the literature in the field around a topic of interest
- apply **APA style**

SCHOOL OF EDUCATION MISSION

The primary mission of the School is to prepare leaders in education and human services fields. As stated in the School Code: Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

INSTRUCTIONAL METHODS

Class time will include lecture, discussion, and small group work. Many of the intervention skills covered will be practiced in pairs and small groups. The largest assignment in the course is an in-depth case study on yourself, and you will receive regular and detailed instructions on that as the class progresses. This is a clinical course, in that you are expected to master not only a set of knowledges, but also a set of applied skills, thus the structure of the assignments and in-class exercises. I expect that you will come to class having read the material for the day, so I don't have to lecture to you over the material in the readings.

REQUIRED TEXTS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bolles, R.N. (2018). *What color is your parachute? A practical manual for job-hunters & career changers*. Berkeley: Ten Speed Press.
- Gysbers, N., Heppner, M., Johnston, J. (2014). *Career counseling: Holism, diversity, and strengths* (4th ed.). Alexandria, VA: American Counseling Association.

There will also be several journal articles and chapters as assigned readings.

TESTING FEE

There is a \$29.00 fee for the assessments you will be taking. These include the Clifton StrengthsFinder (from Gallup), the Strong Interest Inventory, the Myers Briggs Type Indicator, and the Self Directed Search. The fee is paid through the KU Bookstore, and **you need to bring the bookstore receipt to class**. If you have taken any of these **in the past year**, talk to me and we'll see what we can work out.

ACADEMIC MISCONDUCT

This course adheres to the University's Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. Please read it at this address:
<https://documents.ku.edu/policies/governance/USRR.htm - art2sect6>

DIVERSITY STATEMENT

I consider this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students will experience this classroom as a safe environment.

KU WRITING CENTER

KU has a terrific Writing Center. PLEASE visit their website at www.writing.ku.edu and PLEASE avail yourself of their resources as you work on your papers throughout your program.

ELECTRONIC RESOURCES

- 1) KU Technology Services. Lots of info about how and where to connect, how to get software.
<http://www.ku.edu/technology/catalog/>
- 2) Library training
<http://www.lib.ku.edu/instruction/>
- 3) KU Electronic journals page: The best starting point if you know the journal name.
<http://lib.ku.edu/e-journals>

Tell me, what is it you plan to do with your one wild and precious life? Mary Oliver

STUDENT ACCESS SERVICES

Student Access Services (SAS) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the SAS, please do so as soon as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064. Information about their services can be found at access.ku.edu. Also, please contact me privately in regard to your needs in this course.

COURSE ASSIGNMENTS

A. Self Study: 20 points. The most important assignment of the course. I firmly believe we are only good at this (career counseling) if we have applied to ourselves that which we expect our clients and students to apply to themselves. Otherwise we don't **believe** it really works. I have spelled this out in detail below, but briefly I will be expecting you to:

- | | |
|-----------|--|
| PART I. | a) Articulate your most important families of functional skills. |
| PART II. | b) Articulate your most salient values regarding work contexts.
c) Put together 'a' and 'b' above to spell out an ideal work situation |
| PART III. | d) Talk to at least 2 people who are doing work like 'c' above.
e) Spell out how you plan to get to where you'd like to be
f) As well as some 'plan B's'
g) Craft a 1-2 page resume suitable for practicum applications
h) Provide a one page reflection on your experience completing this assignment. |

The total project will be due toward the end of the class, but parts will be due in class from time to time so we can discuss them and, hopefully, you will continue to work on it forever.

B. Quizzes: 20 points. Most will be based only on the readings for the day; two will be over all things critical to date. For the 'pop' quizzes, if you've read the assignments, you will do fine on the quizzes. If you have not read the assignments, you will not do so fine. For the bigger quizzes, I will coach you. The bigger quizzes will count twice as much as the smaller quizzes. You get to drop your lowest small quiz.

C. Brief Review of the Literature: 20 points (5+15). In pairs, review the literature around a career development topic, okayed by me in advance. I will meet with you early on to help you brainstorm your review. This will be a BRIEF review, which is often more difficult than a longer review. The total paper will be no more than 10 pages long (including a title page, an abstract page, and one reference page--so only 7 pages for the review body), and must be in perfect (my version of perfect) APA style. This is a "traditional" review of the literature, meaning your sources must come from the scientific literature, found almost exclusively in **peer reviewed journals**. For your sake, I am limiting you to **10 references**, and **at least 5 must be from the following four journals:**

<u>Journal of Vocational Behavior</u>	<u>Journal of Career Assessment</u>
<u>Journal of Career Development</u>	<u>Career Development Quarterly</u>

This will actually get submitted in two parts: During Week 4, each of you individually will turn in a 4-page review of a single article (title page, abstract page, 1 page review of one article, and reference page with one reference on it) in APA style. I will edit and grade those and get them back to you ASAP (worth the first 5 points). Then in Week 13, you will turn in the 10-page review done in pairs, I will grade it, and that assignment will be worth 15 points.

D. Assessment Talking Points: 15 points. Each of you will take the Strong Interest Inventory, the Myers Briggs Type Indicator, the Clifton StrengthsFinder, the Self Directed Search, and the Missouri Occupational Card Sort. I will put you into pairs that will meet to discuss each other's results on each inventory. The assignment is for each person to generate a list of talking points about the other student's test results. Talking points are items in a list that may be worth discussing with the client (the one who took the assessments). Some of those are things that the counselor really **MUST** cover with the client, while others appear minor, but might be worth bringing up, depending on where the feedback discussion goes. **If you would rather not use your own results for this discussion, I will provide you with results from a fictitious case. Just let me know so I can print those off and bring them to class with the others.** At least one week before you turn them in to me, exchange these with your partner and review them for accuracy. One week later you turn in the final version to me.

E. SONA Participation: 5 points. You can participate in research conducted by researchers in EPSY, or write reports on research related to topics in this course. Research participation credit is awarded in units of 1 credit or more, and you need to accrue 3 credits to earn the full 5 points. Different experiments award different amounts of credit, with roughly 1 credit equal to 30 minutes of participation. To sign up go to <http://kupre.sona-systems.com>. If you choose to write reports on studies, use the format described at <http://www.people.ku.edu/~tkrieshok/epsy846/reports.htm>

F. Contribution & Participation: 10 points. This includes assignments done in class, the practice informational interview emailed to me, your readiness for and contribution to in-class discussion, and your overall contribution to the learning of the other students in the class. Be here, be prepared, and be constructive!

G. Presentations & Self-Critiques: 10 points. Two presentations in front of the class. Each of you will do a 2-minute presentation during Week 4, of just your single article (worth 5 points). During Week 13, you will present your review with your partner. You will be limited to 10 minutes, so do it right, with visual aids, appropriate attire, etc. Both of these will be recorded, and you will need to watch the recording and send me an email reaction to seeing yourself on video the week after you present.

Things to work on steadily:

Readings for the day
Review of literature
Self Study
Talking Points

Brief or One-time assignments:

Assessments (SDS, SII, Strengths, MBTI, MOCS)
Presentations & Reactions

Self Study Assignment:

An extensive series of assignments that mirror Bolles' Parachute model.

Purpose: I firmly believe we are only good at career counseling if we have applied to ourselves that which we expect our clients and students to apply to themselves. Otherwise we don't believe it really works. This assignment follows the model set out in Bolles' Parachute book.

Bolles says that when we come to the task of making a decision about a career change, or looking for a job, or deciding just what it is we want to be when we grow up, there are three places to be doing our homework, the **WHAT**, the **WHERE**, and the **HOW**. The **WHAT** would be the knowledges and functional skills we have and like to use and have a history of using across situations. The **WHERE** refers to the context in which we would most like to use those skills, and includes such things as working conditions, location, salary, kinds of people we work with, values being served by our work, and such. The **HOW** is the task of finding out what kinds of places are described by combining the **WHAT** and the **WHERE**, finding specific examples of those, and getting hired at one of those. Your self-study is to mirror that process.

Learning Objectives for the Assignment: To experience self-directed career planning; to experience some of what we expect our clients and students to experience; to identify functional skills through an exercise of story recollection; to identify work values; to prioritize skills and work values into an integrated "ideal work situation"; to generate several alternative occupations or places of employment based on an "ideal work situation"; to perform informational interviews to gather information regarding at least one occupational alternative; to identify next steps for moving toward an occupational alternative; to generate alternative vocational paths should a first choice not be available.

PART I Articulate your most important families of skills.

Start by writing out FIVE stories or achievements as described in Parachute (starting on page 142). Use Bolles' guidelines to pick stories that will work well for this exercise, remembering that some stories, while they may be great and important, might not work for this exercise. When you turn in your self study, attach these handwritten (or typed if you want, but not for my benefit) stories to the back, just so I can see that you've actually written them out, and not just gone back and remembered them without writing them out. Research tells us there's something important about actually getting them down on paper.

The topic of Functional Skills will be covered in lecture in addition to a good section in Parachute. Use your written stories to start identifying your functional skills. Pull several from each story, and then, after you've gotten a bunch of them down on paper, you can look at existing lists of skills. Next, ORGANIZE them into FAMILIES, or groups of related skills. I'd say shoot for about 5-6 families of skills in all. These are the things you say to yourself, "I'm good at...I know this because I've used this skill at these various times in my life, and because I've gotten some feedback from others (or from the world) that gives some confirmation to this belief I have about my having this skill."

What you'll turn in is only the finished product, i.e., your outline of 5-6 families of skills. [See the sample self studies on-line](#) to see what I'm looking for. This part will typically only be a couple of pages.

PART II Articulate your most salient values regarding work contexts. AND... Put together your skills and values to spell out AN ideal work situation AND... Identify places and persons described by that ideal.

This has to do with the WHERE section of Bolles' model. In one sense, it's an attempt to articulate your work values. More specifically, every job can be thought of as consisting of two components, **what you do** (the functional skills, the activities you engage in throughout the day) and **where those skills are carried out** (the working conditions, pay, place, people, values served by the skills, etc.). These are the contexts.

Iia. The flower diagram in Parachute should be your guide, and Bolles gives lots of detail and exercises to help you flesh it out. What you turn in doesn't have to look like a flower, but it does have to have ALL the elements (petals) his diagram has, like FAVORITE KNOWLEDGES, PREFERRED PEOPLE ENVIRONMENTS, WORKING CONDITIONS, PLACES TO LIVE, GOALS, PURPOSE, OR MISSION, PREFERRED SALARY AND LEVEL OF RESPONSIBILITY.

Iib. Now the going gets tough. All along you should have been prioritizing your lists for each of your flower petals. Now you have to pull out only the very most important items on each of those and turn them into a single sentence description of AN ideal job situation. Notice I didn't say THE ideal job situation, because that is a myth. If a job has enough of the good stuff, and little enough of the bad stuff, and none of the unbearable stuff, it is an ideal job for you. There are literally thousands upon thousands of ideal jobs for each of us in this world, not just one. The Theory of Work Adjustment (Dawis & Lofquist) as well as more recent work of Amy Wrzesniewski (2013) on Job Crafting make it clear that good workers have a way of reshaping a particular job into one that plays to their strengths and minimizes their weaknesses.

So, be about the task of saying, "I see myself doing this and that (functioning in this way and that way; being active in this way and that way) for an organization that is this and that, (at about this salary level, where I can be accomplishing these things important to me, in the mountains, using my knowledge of human development or car repair...). You get the picture? One sentence. Lead off with functional skills and knowledges and follow up with the context.

Iic. Next, identify at least 5 specific places that MIGHT satisfy your one sentence, ideally located here in the metro area (KC, Lawrence, Leavenworth, Topeka). For example, The UMKC career planning and placement center, or Hallmark cards in Lawrence, or the 7-11 next to my house.

Iid. Finally, list FOUR specific persons who work at the places listed in Iic, whose job MIGHT overlap considerably with the Ideal Job Situation you outlined in Iib. You only have to contact two of these folks (though you are encouraged to do more), but it is good to have some backups, in case you have trouble arranging an interview.

**PART III Talk to at least 2 people who are doing like 'c' above.
AND...Spell out how you plan to get to where you'd like to be,
AND...Articulate a couple 'plan B's.
AND...offer a brief reflection on this whole case study experience.**

IIIa. Talk to at least two people who are doing things like you describe in your ideal job situation and identified in Iid above. They should not be people you already know and they should not be students. They should be people functioning in a capacity similar to how you want to function when you have "arrived". Bolles spells out in some detail how to go about finding these kinds of interviews (sometimes called informational interviews). Follow his guidelines for structuring the interview and sending follow-up thank you notes. What you turn in for this part is a summary of the folks you interviewed and what they told you. **THIS MAY BE THE MOST IMPORTANT THING TO COME OUT OF THE CLASS, SO PLEASE APPROACH IT WITH THE GREATEST COURAGE AND CONSCIENTIOUSNESS!**

IIIb. Outline where you need to go from here. Have you changed your mind about your eventual goals? What are they now, and what needs to happen in order for you to get from here to there?

IIIc. If for some reason plan A doesn't work out, what might be at least two alternative Plan Bs?

IIId. A resume. Translate the above into a 1-2 page summary you can use for practicum applications or a job search.

IIIe. Reflect on your experience of completing this self study (no more than one page).

Let your creative juices flow on this whole activity. I don't expect a particular format, and have received everything from straight text to calligraphy on a scroll to three ring binders with photos and original artwork. On the other hand, I do expect some pretty specific **content**.

I will spend a lot of time with you going over my expectations and even going through some of the exercises in class. In my experience, this has been the most effective vehicle for teaching career counseling that I have used.

And Good Luck!

Additional Readings (Subject to change)

- Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171–201). New York: Random House.
- Blustein, D. L., Kenna, A. C., Gill, N., & DeVoy, J. E. (2008). The psychology of working: A new framework for counseling practice and public policy. *The Career Development Quarterly*, *56*(4), 294-308.
- Gati, I. (1986). Making career decisions: A sequential elimination approach. *Journal of Counseling Psychology*, *33*(4), 408–417.
- Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist*, *64*(6), 515-526.
- Krieshok, T. S. (1998). An anti-introspectivist view of career decision making. *Career Development Quarterly*, *46*, 210-229.
- Krieshok, T. S. (2001). How the decision-making literature might inform career center practice. *Journal of Career Development*, *27*, 207-216.
- Krieshok, T. S., Black, M. D., & McKay, R. A. (2009). Career decision making: The limits of rationality and the abundance of non-conscious processes. *Journal of Vocational Behavior*, *75*, 275-290.
- Krieshok, T. S., Motl, T. C., & Rutt, B. T. (2011). The evolution of vocational psychology: Questions for a postmodern applied discipline. *Journal of Career Assessment*, *19* (3), 228-239. DOI: 10.1177/1069072710395530.
- Krumboltz, J. D. (2009). The Happenstance Learning Theory. *Journal of Career Assessment*, *17*(2), 135-154.
- Lent, R. W., Brown, S. D., & Hackett, B. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, *45*, 79–122.
- National Career Development Association. (2015). National Career Development Association Code of Ethics. Retrieved from http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, *16*, 282–298.

Before I can tell my life what I want to do with it, I must listen to my life telling me who I am. Our deepest calling is to grow into our own authentic self-hood, whether or not it conforms to some image of who we ought to be. As we do so, we will not only find the joy that every human being seeks – we will also find our path of authentic service in the world. Parker Palmer

SCHEDULE OF TOPICS AND ASSIGNMENTS (Subject to change)

Week 1. 8/23 Overview of the course The role of work in people's lives	
Week 2. 8/31 Bolles and his parachute model Skill Identification; StrengthsFinder	StrengthsFinder Due, bring to class! Bolles Pages 1-124 AND REALLY READ 141-161 Gysbers 14
Week 3. 9/6 Bolles' II Presentation by KU Library 3:00	Read remainder of Bolles book SELF STUDY PART I DUE EMAIL TO TK: PRACTICE INFO INTERVIEW
Week 4. 9/13 Career decision-making Presentations of 4-page reviews	Krieshok articles (links emailed) Turn in 4-page review
Week 5. 9/20 Theories I: Krumboltz, Holland Self-Directed Search	Bring Completed SDS to class Gysbers 1 & 2 Skim http://dbem.ws/WritingArticle.pdf
Week 6. 9/27 Theories II: Super The Myers Briggs Type Indicator	REVIEW TOPIC DUE Gysbers 8, 9, 10
Week 7. 10/4 Big Quiz I The Strong Interest Inventory Assessment Battery Exercise in class	Big Quiz I Gysbers 13
Week 8. 10/11 Theories III: SCCT Card Sort / Disabilities	Gysbers 6, 12
Week 9. 10/18 Gender	Gysbers 4, 5, 7 SELF STUDY PT II DUE & two PT III contacts
Week 10: 10/25 Sexual Orientation Race, Class, & Social Justice	Gysbers 3 Review Bolles
Week 11. 11/1 Integrating Assessments Career development & youth	Gysbers 13 (again) Bring all assessments to class
Week 12: 11/8 Pizza @ the Drive-In. 12:30 Labor market information Resumes and Interviews Job hunting for Counselors and Career Counselors Career development in organizations	Gysbers 17 NCDA Code of Ethics See other readings at Class 11
Week 13. 11/15 Big Quiz II Effective career intervention elements	Big Quiz II Read Gysbers 15, 16, 18
Week 14. 11/22 NO CLASS-THANKSGIVING	
Week 15. 11/29 Presentations of reviews in pairs	10-PAGE REVIEW DUE REVIEW PRESENTATIONS IN CLASS
Week 16. 12/6 Last Class Discussion of Self Studies in class	RESUME, SELF STUDY DUE TALKING POINTS DUE