

PRE 846 -- Career Development – Fall, 2009

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SCHEDULE: Tuesdays from 1:00 to 3:50
142 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: From passive consumers of information to active producers of knowledge.

- KNOWING:

- career decision making theories and their implications for working with clients
- career information delivery systems, written and computerized career information resources, agencies that provide career services, and the world of work
- the relationships of life roles such as leisure, parent, spouse, etc. to career development
- the effects of gender and culture on career development and how to intervene around those issues with affected populations

- KNOWING HOW

- to identify and demonstrate various individual and group career counseling strategies
- to interpret several of the major career assessment devices
- to conceptualize a consultation with an organization around delivery of employee career services
- to assist persons in examining their skills and values, and integrating those into effective goals.

SCHOOL OF EDUCATION MISSION

The primary mission of the School of Education 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 be devoted to lecture, discussion, and work done in small groups. Many of the intervention skills covered will be practiced in pairs and in three's. The largest assignment in the course is an in-depth case study done 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 knowledge, 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. Class time is devoted much more to those things which can only be done in class, and that doesn't include a lot of didactic learning of that which can be read.

REQUIRED TEXTS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bolles, R.N. (2009). *What color is your parachute? A practical manual for job-hunters & career changers*. Berkeley: Ten Speed Press.
- Gysbers, N., Heppner, M., Johnston, J. (2009). *Career counseling: Contexts, processes, and techniques* (3rd ed.). Alexandria, VA: American Counseling Association.

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>

TESTING FEE

There is a \$20.00 fee for the various assessments you will be taking this semester. These include the Strong Interest Inventory, the Myers Briggs Type Indicator, the Self Directed Search, Gallup's StrengthsQuest, and the Missouri Occupational Card Sort. Checks should be made payable to the University of Kansas and given to me within two weeks of the beginning of the class. If you already have some of these, you can choose to not take them and reduce your payment by these amounts: Self Directed Search 4.00; Strong & MBTI combo 16.00; StrengthsQuest -- (free this fall from Dr. Lopez).

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 this year.

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 and Computer Center training
<http://www.lib.ku.edu/instruction/>
- 3) KU library guide for education. With tabs to databases, books, statistics, tests, and web resources.
<http://guides.lib.ku.edu/education>
- 4) KU Electronic journals page <http://www.lib.ku.edu/ejournals.shtml>

THE KU OFFICE OF DISABILITY RESOURCES

The KU [Office of Disability Resources](http://www.disability.ku.edu/) (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact me privately in regard to your needs in this course.

COURSE ASSIGNMENTS

A. Self Study: 20 points. Perhaps 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 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 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) A 1-2 page resume suitable for practicum applications

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.

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 8 must be from the last 10 years of the following journals:

Journal of Vocational Behavior, Journal of Career Assessment
Journal of Career Development, Career Development Quarterly

This will actually get submitted in two parts: During Week 4, each of you will turn in a 4-page review of a single article (title page, abstract page, 1 page of review, and reference page) in APA style. In class, we will peer review those, and then they will come to me so I can edit and grade them (worth the first 5 points). Then in Week 12, you will turn in the 10-page review done in pairs, it will be peer-reviewed in class, and turned in finally Week 13. I will grade it, and that assignment will be worth 15 points.

D. Assessment Talking Points: 20 points. Each of you will take the Strong Interest Inventory, the Myers Briggs Type Indicator, The StrengthsQuest, the Self Directed Search, and the Missouri Occupational Card Sort. I will put you into pairs that will meet to discuss each person'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.** One week before you turn them in to me, you will exchange these and review them in class. One week later you will turn in your final version, along with the comments from your reviewer. So do a good job on your reviewing.

E. Contribution & Participation: 10 points. This includes assignments done in class, 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, and be constructive!

F. Presentations & Self-Critiques: 10 points. Two presentations in front of the class. Each of you will do a three minute presentation during Week 5, of just your single article (worth 5 points). During Week 15, you will present your reviews in pairs. You will be limited to 8 minutes, so do it right, with visual aids, appropriate attire, etc. Both of these will be videotaped, and you will need to watch the tape and write a one-page reaction to seeing yourself on video (one page for each presentation).

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 for the first time 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 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 place of 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:

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. 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 (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 chapter 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, 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 pretty 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 of mine."

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. And that's Part I.

**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, etc.). This is the context.

Ila. The flower diagram in Parachute should be your guide, and Bolles gives lots of detail and exercises in his Where section 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 INTERESTS, and PEOPLE ENVIRONMENTS, WORKING CONDITIONS...ETC.

Iib. Now the going gets tough. All along you should have been prioritizing your lists for each of your skill families and each of your 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.

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 follow up with the context.

Iic. Next, identify at least 5 specific places that MIGHT satisfy your one sentence, and if possible located here in the metro area (KC, Lawrence, Leavenworth, Topeka). For example, The UMKC career planning and placement center, or Hallmark cards in Leavenworth, 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 will contact only two of these folks, 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.
Spell out how you plan to get to where you'd like to be,
As well as some 'plan B's.**

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.

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

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!

Class 1. 8/25 Overview of the course
Professional organizations & Professionalism
Web resources, sample assignments, APA style
The role of work in people's lives

SVP, NCDA, NACE
KSCareerPipeline.org
www.inspired2work.com
Virtual Counseling Center vcc.asu.edu
Johnny Bunko: johnnybunko.com

Class 2. 9/1 Bolles and his parachute model
Skill Identification

Bolles 1-10; First part of 11 (183...)
Gysbers 1
POP-QUIZ: INFO INTERVIEW I DUE!!!
http://www.quintcareers.com/informational_interviewing.html

Class 3. 9/8 Effective intervention elements
Bolles' Where and How
StrengthsQuest
Settle on partners for Talking Points & Papers
2:00 Erin Ellis: Doing library research at KU

SELF STUDY PART I DUE
StrengthsQuest Due
Bolles Remainder of book

Class 4. 9/15 Career decision-making I

Krieshok articles (links emailed)
Turn in 4-page review

Class 5. 9/22 **Presentations of 4-page reviews**
John Holland's typology
Self-Directed Search

Bring Completed SDS to class
Gysbers 2
<http://dbem.ws/WritingArticle.pdf>

Class 6. 9/29 Personality in CD
The Myers Briggs Type Indicator
Super's Developmental Theory
Big Quiz I

REVIEW TOPIC DUE
Complete all testing by today
Bring MBTI to class
Gysbers 8, 9, 10

Class 7. 10/6 The Strong Interest Inventory

Bring Strong to class

Class 8. 10/13 Gender in CD
Missouri Occupational Card Sort

Bring all assessments to class
Gysbers 4, 5, 7, 12
Visit <http://www.strengths.org/>

Class 9. 10/20 Ethnicity & Culture; Disabilities

Gysbers 3, 6, 11
SELF STUDY PART II DUE
Turn in names of 2 contacts for SS Part III

Class 10: 10/27 Labor market information
Resumes and placement issues
Nuts & Bolts of Career Counseling
Career development & youth

Gysbers 15, 16, 17
Pecha Kucha:
<http://www.youtube.com/watch?v=9NZOt6BkhUg>

Class 11. 11/3 Integrating Assessment
Savickas on Career Style Interview

Gysbers 13, 14

Class 12: 11/10 In-class peer review of papers

7-PAGE REVIEW DUE FOR PEER REVIEW

Class 13. 11/17
Big Quiz II

7-PAGE REVIEW DUE FOR REAL

Class 14. 11/24 Career development in organizations; Career Coaching
In-class peer review of talking points

TALKING POINTS DUE FOR PEER REVIEW

Class 15. 12/1 **Presentations of reviews in pairs**

Class 16. 12/8 What you learned on interviews
Course evaluations

TALKING POINTS DUE FOR REAL
COMPLETE SELF STUDY DUE

