

MAKING A DIFFERENCE IN CAREER SERVICES:  
CREATIVITY, COURAGE & COMMUNITY IMPACT

SESSION 3:  
CAREER SURVIVAL SKILLS

(CAREER DEVELOPMENT AS A  
SUBVERSIVE ACTIVITY)

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Subversion ...

- Transforming an established social order

Often rooted in **frustration**

Client(s)

Practice

Accountability

## Why the Need to be Subversive?

- Clients are clients because their “normal” is not working
- Practitioners often assume that evaluation is too complex, and that they are too busy
- Funders often do not acknowledge the legitimate and useful results of service (such as progress towards a goal)
- Evaluation is “bolted on” to programs and services, rather than designed in to programs

## How to address the problem

We need an approach that is:

1. Comprehensive enough to include what is needed
2. Simple enough for people to use; and
3. Incorporates evaluation into standard practice

## What Gets “Subverted”?

- Changed attitudes from funders
- Changed practice from service providers
- More evidence for the field to justify the power and efficacy of career interventions

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## What Career Service Providers **NEVER** Say:

“I would like fewer people to benefit from the services I provide, and I want those that do get service from me to be worse off than when we started.”

## What Career Service Providers **Rarely** Do:

- Document the range of client change from their interventions, and link those changes to the specific activities or interventions.

## Career Survival Skills

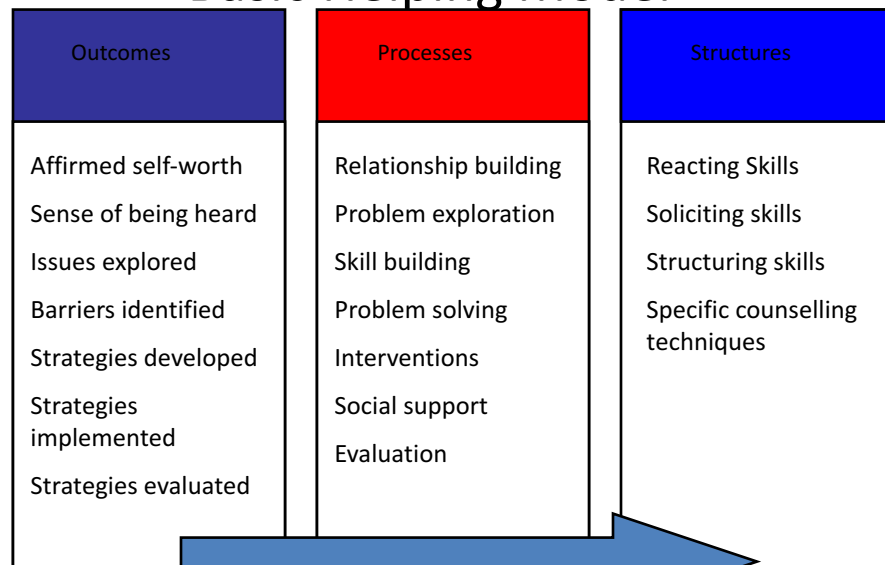
1. Self-assessment
2. Environment/demand assessment
3. Creative bridging
4. Evidence gathering
5. Marketing and promotion

## 1. Self-Assessment

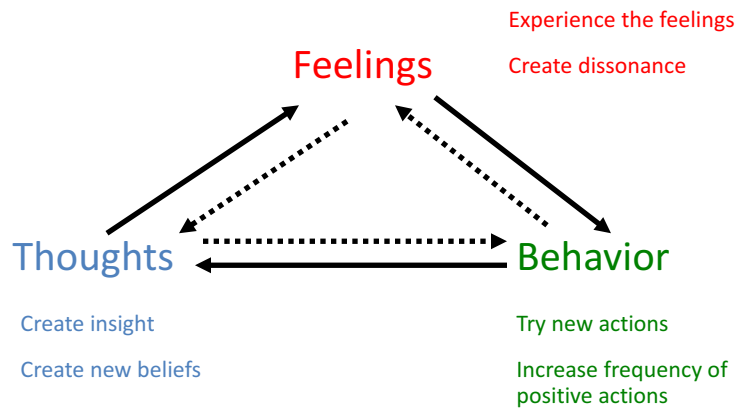


- What am I passionate about? What do I care about?
- How do I rate myself on “basic” intervention processes?
- How do I rate myself on specialized career processes?

## Basic Helping Model



## Creating a Force for Change



5 Processes Model Part 1

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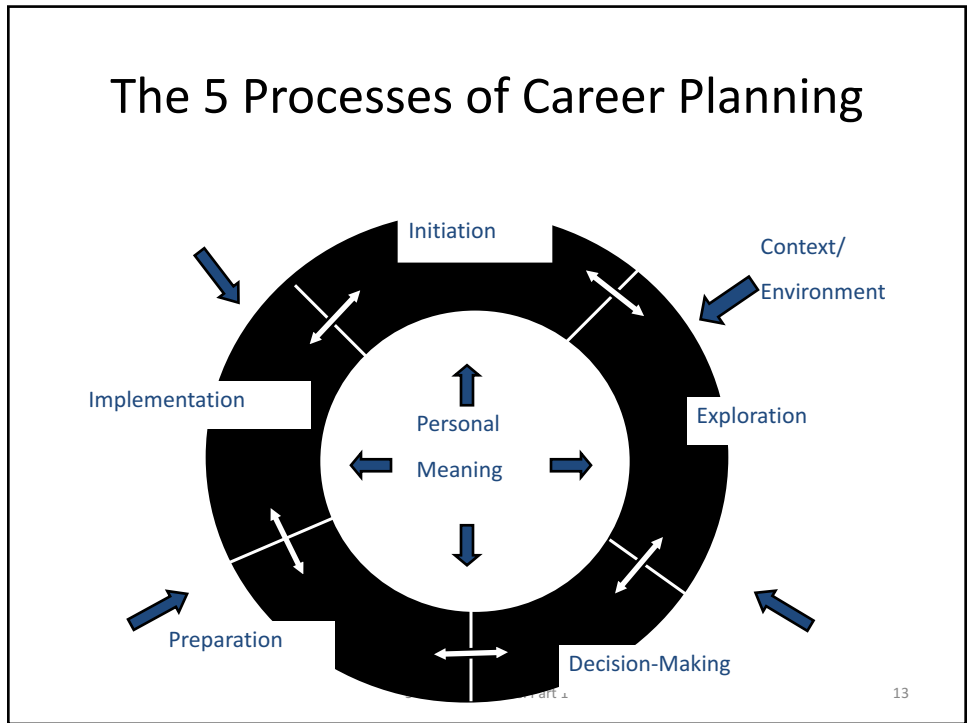
## Career Counselling Outcomes

- A dream or vision (instillation of hope)
- A specified goal (a target for action)
- A list of alternatives (options)
- A specific plan for goal attainment (means)
- An acceptable career fit (satisfaction and resolution)
- Self-sufficiency (adaptability and interdependence)

5 Processes Model Part 1

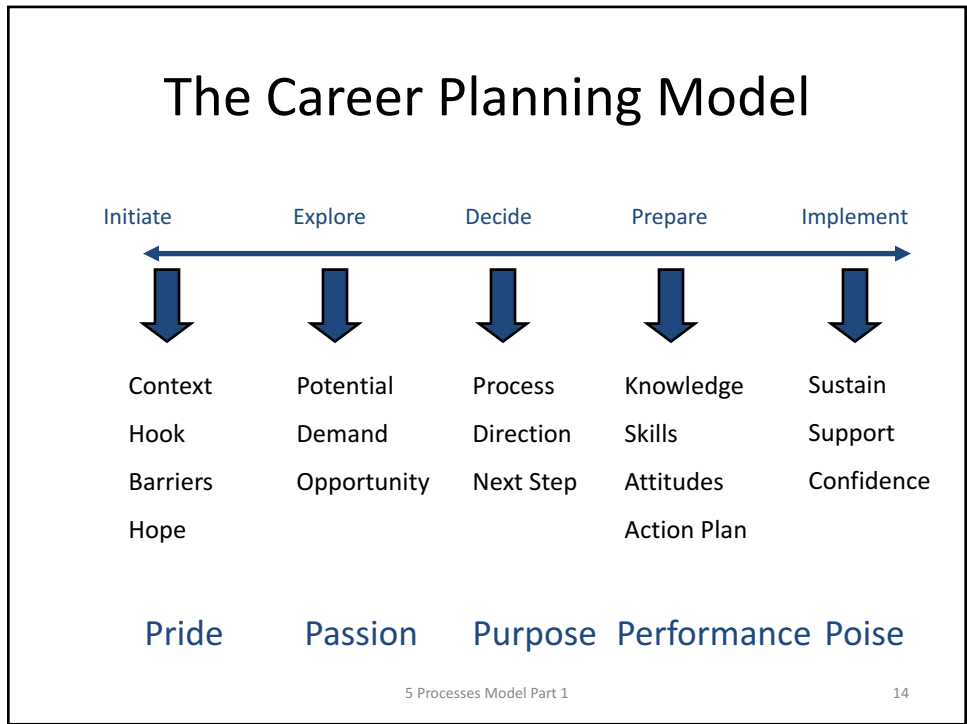
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## The 5 Processes of Career Planning



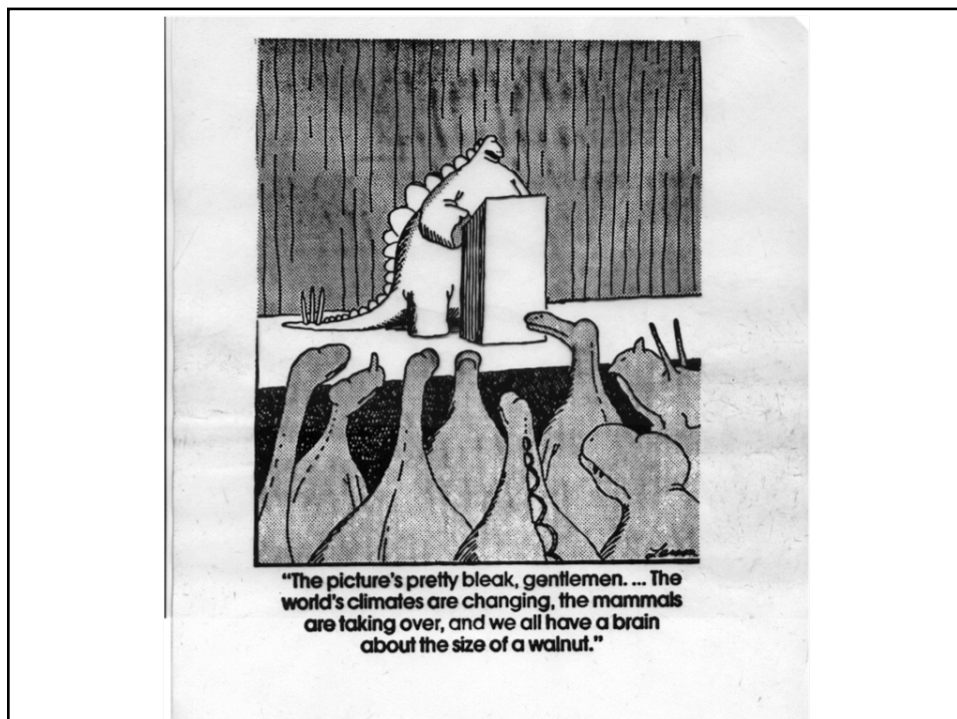
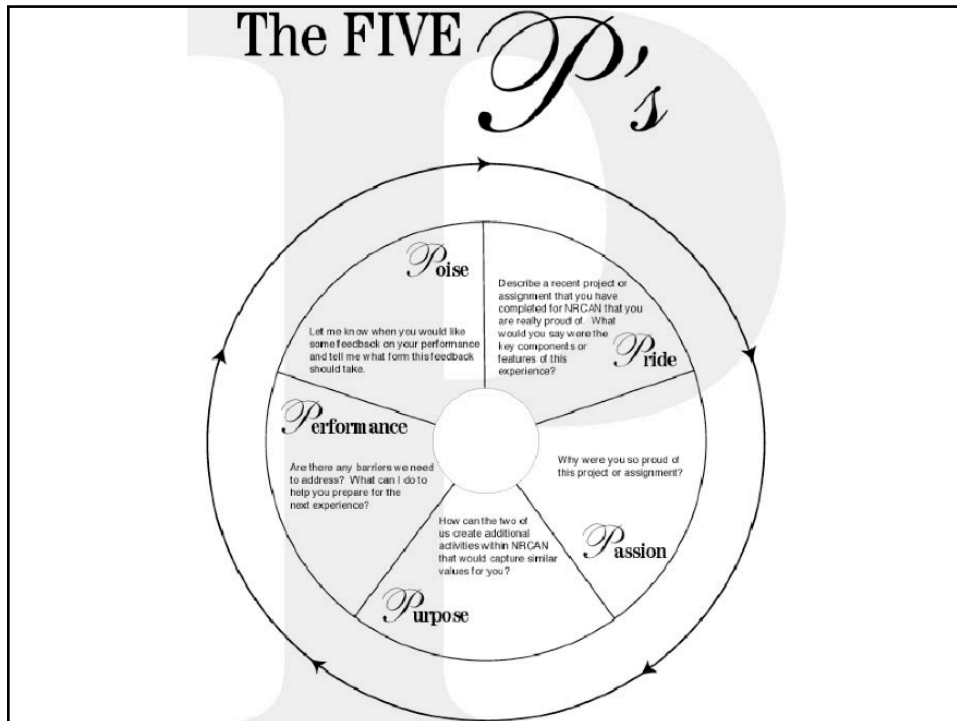
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## The Career Planning Model



5 Processes Model Part 1

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## 2. Environment/Demand Assessment



- What needs doing?
- What opportunities (actions, not job titles) exist?
- What are others doing?

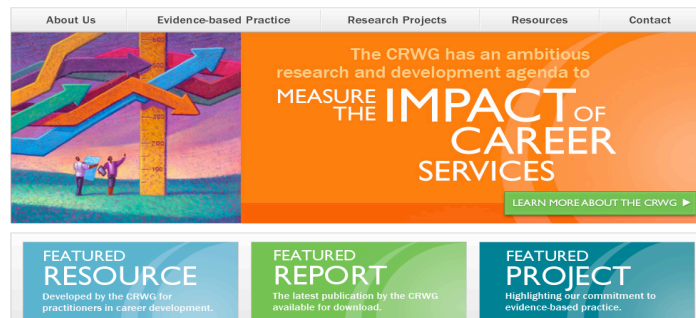
## 3. Creative Bridging



- How might my passions and skill sets be brought to bear on a current problem or opportunity?
- Dave's Garage metaphor

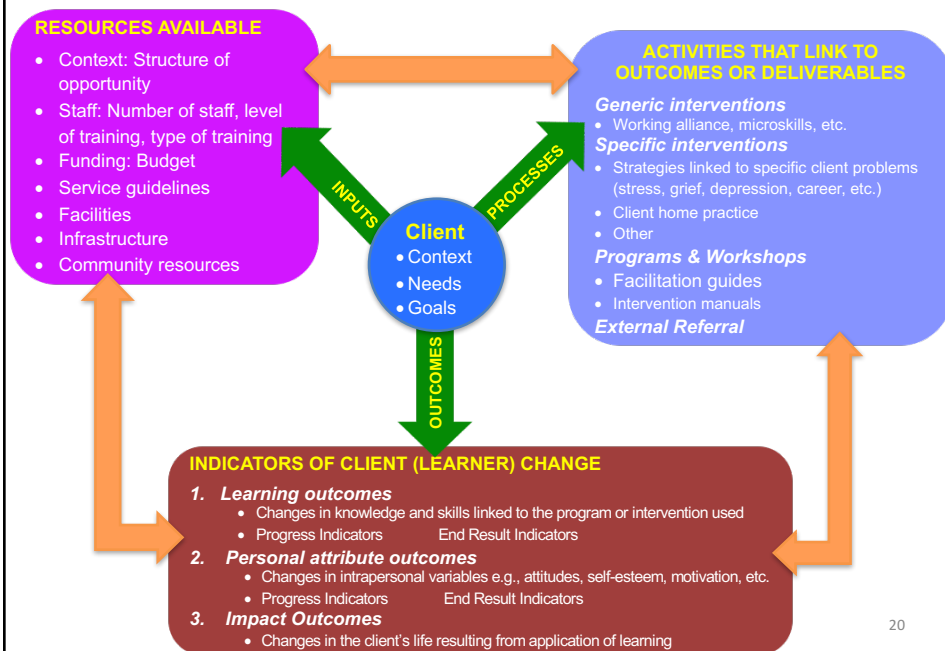
## 4. Evidence Gathering

- How can I demonstrate that what I do is having an impact?
- How do I know if I am making a difference?



<http://www.crwg-gdrc.ca/crwg/>

## Outcome Focused Evidence-Based Practice



## Evidence-Based Outcome-Focused Practice

**Input → Process → Outcome**

Need to link process with outcome

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## Evidence-Based Outcome-Focused Practice

**Input → Process → Outcome**

Indicators of client change

### 1. Learning outcomes

- Knowledge and skills linked to intervention

### 2. Personal attribute outcomes

- Changes in attitudes
- Intrapersonal variables  
(self-esteem, motivation, independence)

### 3. Impact outcomes

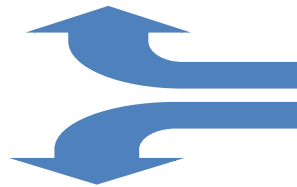
- Impact of #1 & #2 on client's life,  
e.g., employment status, enrolled in training
- Societal, economic, relational impact

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## Outcomes of Counselling

### 1. Client learning outcomes

- ❖ Knowledge
- ❖ Skills



+ Precursors  
Personal Attributes

### 2. Impact on client's life

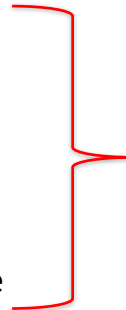
- ❖ Client presenting problem
- ❖ Economic factors
- ❖ Third party factors

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## Precursors

Factors that intervene between learning outcomes  
& impact outcomes

- Attitude
- Motivation
- Self-esteem
- Stress
- Internal locus of control
- Belief that change is possible



These are useful  
and important to  
"measure"!

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What outcomes are you achieving that are going unreported or unmeasured?

- Client empowerment
- Client skill development
  - personal self-management skills
- Client increased self-esteem
- Client changes in attitudes
  - about their future
  - about the nature of the workforce
- Client knowledge gains
- Financial independence
- Creation of support networks
- More opportunities for clients

These are  
legitimate  
areas for  
intervention

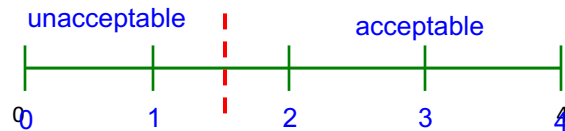
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**GATHERING DATA IN  
GROUP/PROGRAM SETTINGS:  
SIMPLE OUTCOME MEASURES**

## Assessment as Decision Making (vs. Judgement)

Please use a two-step process

1. Would you say that your level of mastery of the attribute under considerations is



1. Then assign the appropriate rating

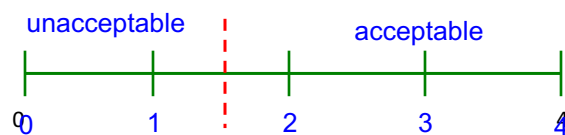
- ❖ 0 = really quite poor
- ❖ 1 = just about OK, but not quite
- ❖ 2 = OK, but just barely
- ❖ 4 = really very good
- ❖ 3 = in between barely OK and really good

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## Assessing Learning & Attribute Outcomes

### Post-Pre Assessment

- We would like you to compare yourself now and before the workshop. **Knowing what you know now**, how would you rate yourself before the workshop, and how would you rate yourself now?
- Please use a two-step process:
  - Decide whether the **characteristic** in question is **acceptable** or **unacceptable**, then
  - assign the appropriate rating



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Orientation Workshop: Summative Evaluation													
Regarding the Primary Objectives of this workshop, and knowing what you know now, how would you rate yourself before the workshop, and how would you rate yourself now?	Before						After						
	Unacceptable			Acceptable			Unacceptable			Acceptable			
	0	1	2	3	4	ave	0	1	2	3	4	ave	
1 Clear understanding of basic career development theory	6	5	11	3	1	1.5	0	0	0	10	16	3.6	
2 Knowledge about the factors that contribute to (or interfere with) people's career development	4	10	6	5	1	1.6	0	0	1	6	19	3.6	
3 Knowledge regarding basic skills used in career-life planning	7	11	3	4	1	1.3	0	0	2	6	18	3.6	
4 Tools for demonstrating the value of careers guidance & counselling	8	5	4	5	1	1.4	0	0	1	5	17	3.3	
5 Awareness of the importance of career-life planning in TVET	6	5	6	5	1	1.7	0	0	0	3	20	3.4	
6 Repertoire of practical tools and approaches for facilitating career development	8	9	4	4	1	1.4	0	0	2	6	18	3.5	

### Orientation Workshop: Summative Evaluation Results

- 156 ratings (6 questions times 26 people):
  - 84 (54%) ratings were unacceptable before the workshop
  - 0 ratings were unacceptable after the workshop
  - 6 (4%) ratings were excellent before the workshop
  - 108 (69%) ratings were excellent after the workshop
- Mean scores before and after the workshop
  - Before, all were unacceptable (<2)
  - After, all were more than minimally acceptable (>3)

## GATHERING DATA IN INDIVIDUAL SETTINGS: SELF-MONITORING SCALES

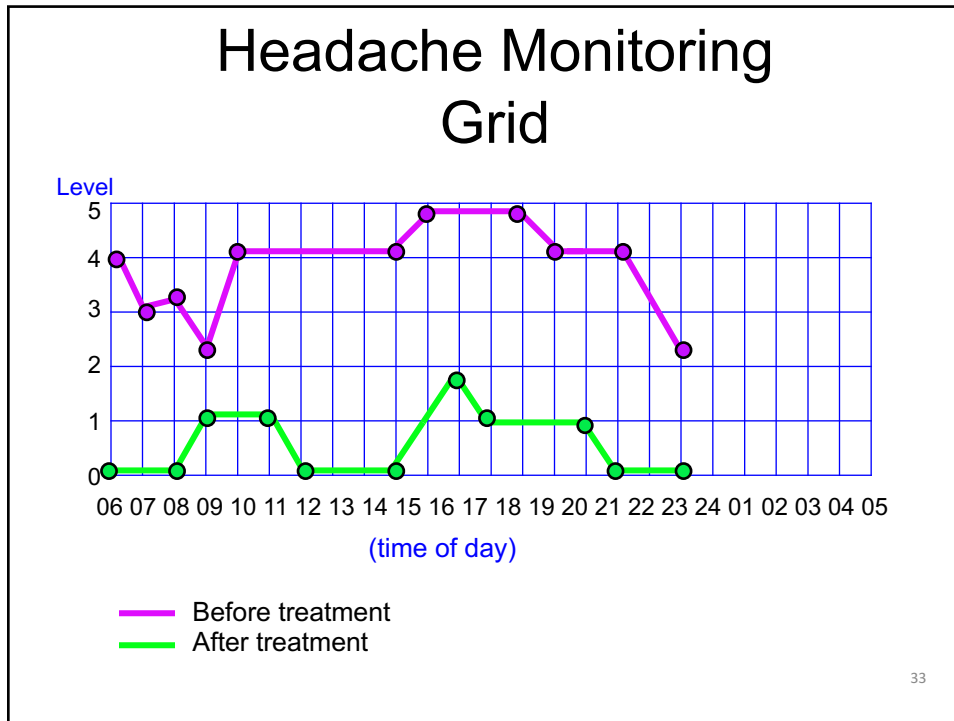
BRYAN HIEBERT'S EXAMPLES

### Self-Monitoring Headache

- 0 - No headache
- 1 - Low level,  
only enters awareness when you think about it
- 2 - Aware of headache most of the time,  
but it can be ignored at times
- 3 - Painful headache, but still able to continue job
- 4 - Severe headache,  
difficult to concentrate with demanding tasks
- 5 - Intense incapacitating headache

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### Headache: Indicators of Success

Measure	Beginning	End
Average headache level	4.1	0.6
Number of intense (level 4 or 5 ) headaches	3	0
Hours of intense (level 4 or 5 ) headache	13	0
Hours headache free	0	10

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## Self-Monitoring Stress

- 0 - No stress
- 1 - Low level, only enters awareness when you think about it
- 2 - Aware of stress level most of the time, but still able to stay focused on job
- 3 - Very stressful, beginning to interfere with what you are doing
- 4 - Severe stress, creates major interference with what you are doing
- 5 - The most stress you ever feel

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## Self-Monitoring Confidence

- 0 - No confidence at all in your ability to handle the situation
- 1 - Low confidence, but you might get lucky and it will turn out OK
- 2 - Sort of confident, you think you might be able to handle it, but probably not
- 3 - Pretty confident, you think you have a chance of this working out OK
- 4 - Very confident, you'll probably be able to pull this off
- 5 - Completely confident about what you are doing

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## Self-Monitoring Job Satisfaction

- 0 - No satisfaction at all with your job
- 1 - Somewhat satisfied, there are some things about your job that are OK
- 2 - Satisfied enough – as jobs go, this one is as good as any
- 3 - Mostly satisfied, occasionally there are things about your job that you actually like
- 4 - Very satisfied, but there are occasional things bother you
- 5 - Completely satisfied with your job, feeling a sense of self-fulfillment

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## Self-Monitoring Motivation

- 5 - Very motivated-it's the most important thing for me to do today
- 4 - Very motivated, but something might come up to interfere
- 3 - Quite a bit motivated, I think I will end up doing some of it
- 2 - I sort of care and I might get around to doing some work today
- 1 - If I run out of things to do, I'll try looking in some of my books
- 0 - I couldn't care less if I ever did my school work

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## 5. Report Results & Market your Services

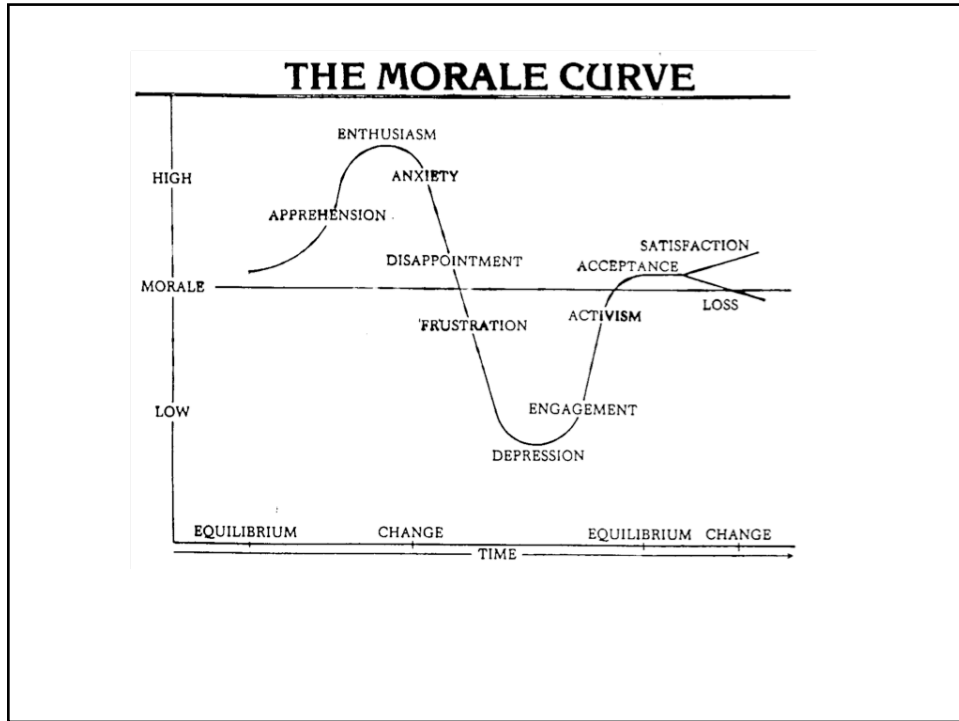
- How do we use the data to convince others?
  - Work from the macro to the micro
  - Demonstrate movement in your results
  - Ensure that decision-makers actually see the results of your work

**Tell the people who need to know  
in language that they can understand**

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**UNDERSTANDING PATTERNS OF  
EMOTION**



**BONUS TRACKS**

## Initiation Issues

- Identify **MOTIVATION** for change
- Explore **KIND OF CHANGE** desired and/or needed
- Build **RELEVANCE** for the career planning process
- Renew **HOPE** and build **CONFIDENCE** \*\*

5 Processes Model Part 1



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## Initiation Tasks

- Establish a counselling relationship
- Determine client's perceived "present"
- Specify client preferred alternatives
- Identify client barriers
- Explore client salience issues
- Recommend intervention(s)
- Securing agreement

5 Processes Model Part 1



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## Reminder: Focus on Context AND Client

- How does client establish personal identity?
- How is client CONNECTED to her/his world?
- What sets of issues or barriers does this person face?
- What idiosyncratic issues does this person present?
- What resources does this person possess?

5 Processes Model Part 1

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## Common Initiation Strategies

- To establish an effective counselling relationship:
  - Use relationship-building skills
- To determine needs, goals and motivation:
  - Use problem exploration skills
- To build relevance for career planning and foster hope:
  - Use involvement/inclusion exercises



5 Processes Model Part 1

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## Examples of Inclusion Exercises

- The Dream
- Significant experiences/Memory Grid
- Pride stories
- Life-role analysis
- etc., etc., etc.

5 Processes Model Part 1



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## Other Initiation Strategies ....

1. I admire ...
2. Biographies and/or Life Stories
3. My Theme Song
4. Personal "Top Ten"
5. Option Quest: 3 Obvious and 3 Obscure
6. Connections
7. In the News
8. Odd Job Competitions
9. Who's in the Picture?
10. Demand Tracking

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