

### **CAREER START: INNOVATION AT ILLINOIS STATE UNIVERSITY**

The Illinois State University Student Counseling Center has recently opened a satellite career facility in one of the most highly trafficked areas of the Student Union. Called Career Start, the facility augments a larger, existing Career Center which is attached to the Student Counseling Center in another campus building. Career Start's resources include computerized career guidance and occupational information programs (both SIGI and DISCOVER), videotapes, books, magazines, resource files and handouts with suggestions for finding answers to common questions about careers or particular majors. It is designed to provide initial self-assessment and informational services, and also to provide visibility and referral to the Counseling and Career Centers and their programs.

The brainchild of Neal Gamsky, former Director of the Counseling Center and now Vice President for Student Affairs at this institution of 22,500 in Bloomington/Normal, Illinois, Career Start is staffed by trained paraprofessionals under the supervision of Don Cochran, Acting Assistant Director for Career Services. The new Director of the Counseling and Career Centers, Dick Weigel, reports that since Career Start's opening in October, its usage has been high, and that it also has generated a significant number of referrals for more in-depth counseling. The staff was particularly pleased recently to receive a grant for the Illinois State University Parent's Association to expand its resources for students still further.

### **NEW SOFTWARE**

The prime developer of EUREKA, Marilyn Maze, has produced the second-generation Realistic Assessment of Vocational Experience, or RAVE. The interactive RAVE program consists of several sections that assess the user's occupational attributes, identify suitable occupations, and write

a final report. A unique feature permits the user to look up any occupation in the DOT and view a short or long description, plus associated worker traits.

Two levels of assessment are available. In one, the client's previous occupational DOT codes are entered, and the computer synthesizes these into a profile of skill levels on the DOT's data/people/things tricotomy. Alternatively, the user may input test scores or self-estimates of a number of worker traits contained in the DOT database, such as GATB scores, temperaments or interests. Notable is the opportunity to incorporate "eliminators," such as restrictions on physical mobility, or preferences to avoid certain work attributes.

RAVE "scores" its database of almost 13,000 DOT occupations on the client profile, and selects the 60 best matches. Clients then neither "fail," nor are they overwhelmed with hundreds of little-known occupations. Or, it will select from a list of 2500 most frequently found in the labor market. After all, how many Xyglo operators are there? There are two types of searches; one for clients who are seeking similar occupations to their previous one, and one for clients who want or need to make significant changes, such as a rehabilitation situation would require.. Other information, like salary and employment outlook is available to enhance the value of the information.

A user is led through RAVE screen-by-screen, so that clients can use the program with little or no assistance. This also makes learning easy for new or infrequent users. Printouts are written in plain English, so that clients can interpret their own reports and ask questions or explore further on their own.

RAVE is available for \$2895 from The Vocational Resource, 2017 Cedar Street, Berkeley, CA 94709. A demo disk may be obtained by calling 1-800-888-0258.



### **ELUSIVE ARTICLES**

*This column reviews books and articles outside the Counseling Psychology and Career Development mainstream that may escape our notice. This issue presents a brief view of an intriguing but elusive book.*

Self-Assessment and Career Development (2nd edition). James G. Clawson, John P. Kotter, Victor A. Faux and Charles C. McArthur (1985). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 401 pages plus appendix.

As the title implies, Self-Assessment and Career Development guides the reader on a journey of life and vocational self-analysis. Through a comprehensive series of assignments, exercises and informative readings the book assists the reader in developing self-awareness and career management skills. The authors originally wrote the book for business administration graduate students. However, undergraduates, career changers, dual-career couples and others at any stage of their career will likely find the book useful.

Though intended for classroom learning, the authors organized the book to also facilitate independent self-study. Regardless, the book demands a concerted and persistent effort from the user in order to successfully work through the self-assessment and career development process.

Two parts, preceded by an introductory chapter, comprise the book. Part One consists of sixteen chapters designed to facilitate the self-assessment process. Through a written interview, a card sort, and various data-generating exercises, the reader paints a detailed self-portrait. By the close of Part One, the reader identifies what personal life themes, developed from the self-assessment, imply in terms of various jobs and careers.

Building on the work completed in Part One, the second half of the book focuses on the career development process. Here, the book teaches specific skills for the job search, interviewing, decision making and managing a career throughout the life span. As in Part One the majority of the seventeen chapters of Part Two use case studies to illustrate the principles discussed.

The authors' admitted reference to graduating MBAs throughout the book at times seems limiting and narrows the book's focus.

Further, the book clearly concerns professionals and lacks reference to groups such as blue-collar workers or semi-skilled laborers.

Nonetheless, the book applies to a wide variety of individuals interested in managing their careers. Certainly, anyone willing to make the sustained commitment of time and energy that the book requires could reap the rewards of greater self knowledge and sharpened career management skills.

Teachers and practitioners of career counseling and development will find the book appealing. Self-Assessment and Career Development merits reading and should earn a place in the library of anyone interested in the career development process.

--Paul Hartung

### **SIG MEETING AT INTERNATIONAL ASSOCIATION FOR EDUCATIONAL AND VOCATIONAL GUIDANCE: PORTUGAL**

Karl Seifert, University of Linz, Donald Super, The University of North Carolina at Greensboro, and Mark Savickas, The Northeastern Ohio Universities College of Medicine, are organizing a meeting of the Career Development and Counseling SIG of the Applied Psychology for mid-September at the University of Lisbon. The meeting will be a satellite of the annual conference of the International Association for Educational and Vocational Guidance in Portugal, September 9 -13, 1991. If interested in attending, telephone Mark Savickas at (216) 325-2511.

The Z Letter is published on an irregular basis by Donald G. Zytowski as a service to the Vocational Psychology and Career Intervention Interest Group of the Division of Counseling Psychology of the American Psychological Association.

The assistance of Jacqui Griffeth and CTB MacMillan/McGraw-Hill is gratefully acknowledged.

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**Bob Slaney**, The Pennsylvania State University, is constructing and validating two inventories, one to measure "Perfectionism" and one to measure "Shame and Guilt."

**Judy Chartrand and Steve Robbins**, Virginia Commonwealth University, were awarded a grant by the American Association of Retired People to develop career interventions for people looking for a second career or toward retirement. They will start by comparing the effects of a structured workshop and a self-directed workshop.

**Nadya A. Fouad**, University of Wisconsin-Milwaukee, is in the middle of a three-year grant from the National Science Foundation that attempts to increase career awareness of math and science careers in inner-city minority youth. She also chairs the "Awards Committee" for the Measurement and Evaluation in Counseling and Development Division of AACD.

**Fred Dorn**, Memphis State University, is investigating the effect of different styles of interpretation (absolute vs. tentative) during career counseling.

**Tom Krieshok**, University of Kansas, along with his graduate students, is investigating the effect of attributional style on intimate relationships. They are also analyzing students' compositions about their careers to determine if Piagetian constructs can comprehend these writing samples.

**Gerald T. Olson and Pat Whitman** will be producing an updated Career Information Delivery System (CIDS) Inventory. The inventory will include all computer-based systems, listing their features and assessing the best applications of each. A copy may be obtained from Olson at the Los Angeles County Office of Education, 9300 Imperial Highway, Downey, CA 90242-2890.

**Bert Westbrook**, North Carolina State University, is continuing his program of research on self-estimates of career abilities and interests.

**Sandra Perosa**, The University of Akron, and **Linda Perosa**, The Ohio State University, are studying factors that influence both compromise in career choice and identity development among elementary and high school students in Delaware and Ohio.

A letter from **Margaretha Lucas**, University of Maryland...

Most of my research has focused on career development in the context of

personality and environment, which helps me to understand the process as well as develop relevant career guidance programs.

My most recent project explores problems expressed by students who seek help at a university counseling center. I compare help seekers who struggle with career issues with those who do not and I find both types to be concerned about study habits, emotional distress, and relationships. These issues also correlate significantly with degree of Vocational Identity as expressed on Holland's My Vocational Situation Scale. No significant differences are found between those students who struggle with career issues and those who do not. When comparing items endorsed by help seekers with those who do not seek help at the counseling center (dorm students), I found that dorm students more often struggle with study habit problems and those of a financial nature.

I am wondering whether help seekers struggle with study habits and financial problems as much as non-help seekers, but that concerns about career, relationships and independence overwhelm them to such a degree that they decide to seek help at the Counseling Center. I also think that the tendency of counselors in Counseling Centers to judge career problems as less severe or dysfunctional than personal problems (Gelso, Prince, Cornfeld, Payne, Royalty & O'Leary Wiley, 1985) is not warranted. Career decision making obviously involves personal and social dynamics.

Another project in which I am involved entails problems with which minority students who are attending a predominantly white university are dealing. Even though minority enrollment at universities is increasing, many minority students do not graduate, or do not select classes in their chosen major. Many causes for this have been suggested in the literature, but I was curious as to what these students themselves see as problematic in their environment.

I asked 75 minority students about problems they were experiencing while attending a white university, via a Problem Check List. Like non-minority students, however, they express a need for career information, decision making skills, and concerns about discrimination. All participants were offered services at the Counseling Center, but very few sought help from counselors here. Strategies to nurture involvement and integration are needed to combat the disproportionate attrition this group of students experiences.



### MEMBER NEWS AND NOTES

Donald Super, University of North Carolina at Greensboro, is working with two graduate students on analysis and synthesis of case studies (until age 36) of selected participants in the Career Pattern Study. He also wrote the lead chapter for Montross and Shinkman's (Editors) Career development in the 1990's. The chapter, "Toward a comprehensive theory of career development," seeks to merge developmental and differential conceptions of career.

Nancy Betz, The Ohio State University, wrote a chapter, "Self-realization in modern women," for Self-Realization, Success, and Adjustment edited by Edgar Krau and published by Praeger.

Ellen Piel Cook, University of Cincinnati, is writing the annual review of 1990 career development and counseling literature to appear in the December, 1991 issue of the Career Development Quarterly. She also edits the "Current Trends" section of the Journal of Counseling and Development.

Bob Slaney, Pennsylvania State University, and Paul Salomone, Syracuse University, debated six issues in a lively colloquium, "Career Counseling in the 1990's: Re-examining our assumptions," held at The Northeastern Ohio Universities College of Medicine. The University of Akron and Kent State University counseling psychology departments hosted the well-attended program.

Ellen Lent is enjoying her internship at the Veterans Administration Hospital in Ann Arbor, Michigan. She has completed the data collection for her dissertation research on the contribution of career development constructs to job satisfaction in employed adults.

Judy Chartrand and Steve Robbins, Virginia Commonwealth University, were awarded a grant by the American Association of Retired People to develop career interventions for people looking for a second career or toward retirement. They will start by comparing the effects of a structured workshop and a self-directed workshop.

Itamar Gati, the Hebrew University of Jerusalem, wrote a review article on the "Structure of Vocational Interests" for the Psychological Bulletin (In press, expected 1991).

Mark Savickas wrote a chapter, "Work and adjustment" in Danny Wedding's (editor) Behavior and Medicine, (Mosby, 1990). He gave an invited address to the National Consultation on Vocational Counseling in Ottawa, Canada (January, 1991).

Bob Lent, Michigan State University, is working on revising the Handbook of Counseling Psychology. The revision includes extensive changes in the book. It will be published in 1992.

Ed Watkins, University of North Texas, is editor for the "Tests and Assessment" section of the Journal of Counseling and Development.

David Jepsen, The University of Iowa, published an individual study program, "Applying developmental concepts in career counseling" in the Guidepost, January 17, 1991, published by AACD. On his sabbatical during the fall semester, David worked on his project, "Towards a theory of interests and values in career development."

Ann Carden, Kent State University, complete her internship at the Veterans Administration Hospital in Brecksville, Ohio while working on her dissertation concerning group counseling for abusive spouses.

Linda Subich, The University of Akron, is working on our SIG's new membership directory. She has just completed writing a reviewer's manual for members of the Career Development Quarterly Editorial Board.

Tom Mako teaches career counseling at Walsh College in Canton, Ohio.

Jack Cochran took early retirement from The University of Akron to open a private practice of career counseling in Fairlawn, Ohio.

Richard Young and William Borgen, University of British Columbia, edited Methodological Approaches to the Study of Career (Praeger, 1990). The book includes chapters by Arnie Spokane, Fred Vondracek, and Larry Cochran.

David Blustein, S.U.N.Y.-Albany, has a chapter, "An eclectic definition of psychotherapy," in What is psychotherapy?: A contemporary perspective, edited by J. Zeig and W. Minion (Jossey-Bass, 1990).

Bruce Walsh, The Ohio State University, is working on two books to be published in 1992. Bruce and his co-authors Richard Price, University of Michigan and Ken Craik, Berkley, expect to publish Person-environment psychology: Contemporary models and perspectives early in 1992. Bruce and Sam Osipow expect a book they are editing, Career Counseling for Women, to be published late in 1992.

John Crites is opening Crites Career Counseling with offices in Boulder, Colorado, and Chicago.



### **CAREER GUIDANCE IN THE POSTAL SERVICE**

The United States Postal Service, the largest civilian employer in the nation, as well as the largest employer of minorities and women, is developing the most comprehensive adult career counseling program of any public or private employer in the US. The USPS Division of Employee Development and Education, with Linda Kemp as program manager, has begun to provide holistic, life-work planning services to its employees.

Counseling services were begun in 1986, and are now in place at postal facilities in 73 major cities, with a goal of 100 locations. Presently there are some 200 counselors, selected from postal employees. They receive 320 hours of training over a two year period, almost equivalent to a Master's Degree, in a program designed by the National Board for Certified Counselors.

Kemp describes the program as attending to employee's worker, leisure, family, and learner roles. Counselors employ assessments of skills, values, and interests, just as a college counseling center might. Another tool at the counselor's disposal is a Life-Work Planning Center, the first of which opened in Phoenix last year, and has served 8,000 employees to date. Twenty more of the centers are in development currently.

### **PARALLEL PROCESS IN I/O**

Industrial/Organizational psychology has discovered occupational information! They don't call it that; rather it is known as realistic job preview (RJP), and they are finding that RJP addresses "disillusionment" of new entrants into employment and has a significant effect on job survival. Of course, we would say that it "facilitates the establishment phase of vocational development."

Several recent review articles (McEvoy & Cascia, 1985; Premack & Wanous, 1985; Reilly, Brown, Blood & Malatests, 1981; Wanous & Colella, 1989) of subsequent research conclude that RJP works. Information, given post-choice, is hypothesized to reduce post-decision dissonance between formal education and actual norms and practices in the workplace, such as student and employee contrasts in authority relationships, performance feedback, time discretion and autonomy.

The reviews raise a question about the

psychological mechanisms that channel RJP into reduced turnover. It has been suggested that RJP reduces expectations, thus increasing their chances of being met by the employment situation. An alternative explanation is that RJP may intensify desires for what is available from the job, but dampens desire for what is absent. Yet another competing mechanism could be the forewarning of stress conditions that permit rehearsals of ways to handle such conditions and allay distress.

While counseling psychology has embraced the use of occupational information since Parsons, we have very little evidence of its effectiveness (Have we a criterion like job survival?) or how it works, if it does. Which of us will emulate I/O's example by surveying their literature and designing "clone" experiments to increase the effectiveness of our information function?

### **BOOK OF PIONEERS**

The American Association for Counseling and Development has just published Pioneers in Counseling and Development, a collection of the biographical articles on well-known figures in counseling that have appeared in the Journal of Counseling and Development over the past two decades.

The articles are clustered in seven sections: Career Planning Pioneers, Measurement Pioneers, Early Theorists, Early Scholars and Practitioners, Women and Minority Pioneers, Early Administrators, and Early Training Institutions. Many of the pioneers are either dead or long-since retired; some like Donald Super, Albert Ellis, and Leo Goldman are still happily contributing to the field. The features on the early training institutions, Minnesota, Columbia Teachers College, Ohio State, Missouri, and Colorado State offer a perspective that can be found nowhere else. Except for the material on the institutions, the centerpiece of each article is actually an interview, in which some 40 men and women comment on their own careers-- a kind of living history project. Interestingly, Strong's Strong and Kuder's Kuder are revealed. Introductory sections sketch some of the background from which these pioneers emerged.

The final article by the book's editor, P. Paul Heppner and two co-authors, traces themes in the material: family influences, motivations, events and people, the role of chance and luck, and even costs of the pioneers' careers.