

Volume 5, Number 2

Spring, 1993

SIG ROUNDTABLES AND SYMPOSIUM AT APA

Three SIG sponsored events, a symposium and two roundtable discussions, will provide an exciting and informative attraction for this year's trip to the 1993 APA Annual Convention in Toronto.

The theme of the symposium is "Career Counseling Theory: Problems and Prospects." This symposium developed from a new and important question identified by several participants of the SIG's April, 1992 conference, namely whether or not we have or need theories of career counseling, as distinct from theories of career choice and adjustment. Initial responses reflected four different positions:

1. We do not need career counseling theories because career counseling is just a special case of personal counseling.
2. We have theories of career counseling.
3. We have for too long mistaken career development theories for career counseling theories.
4. We need to devise and develop career counseling theories through systematic research.

Five symposiasts will present formal statements that implicitly consider these four positions and explicitly answer the following questions:

- a. Do we have career counseling theories?
- b. Do we need career counseling theories?
- c. What research agenda would translate existing career development theories into cogent career counseling theories?
- d. How can we design and develop new career counseling theories?

The symposiasts include Judy M. Chartrand (Virginia Commonwealth University), Mary J. Heppner (University of Missouri-Columbia), John D. Krumboltz (Stanford University), Linda Mezyldo Subich (The University of Akron), and W. Bruce Walsh (The Ohio State University). The symposium will be held from 2:00 - 3:50 P.M. on Friday, August 20 in the Upper Canada Room in the Royal York Hotel.

The theme of this year's SIG roundtable discussion is "Making Career Counseling Relevant for the New Majority", and will be held from 9:00 - 9:50 A.M. on Sunday, August 22 in the Imperial Room of the Royal York Hotel. Discussion leaders will be David L. Blustein, Edwin L. Herr, Lucia A. Gilbert, Lauren M. Weitzman, James M. Croteau, Ruth E. Fassinger, Consuelo Arbona, Daniel W. Sanders, Karen M. O'Brien, and Harvey L. Sterns. Complete program details are included in this issue of the Z-Letter.

The theme of another SIG-sponsored roundtable discussion is "Models and Metaphors: the relevance of beliefs for career counselors. Discussion Leaders will be Thomas Krieschok (University of Kansas) and Sarah Toman (Cleveland State University). The roundtable will be held from 9:00 - 9:50 A.M. on Monday, August 23 in the Royal York Hotel Ballroom.

The SIG has requested the use of the Division 17 Hospitality Suite for its annual business meeting. The date and time have not yet been announced (Monday morning, August 23 was requested). We will discuss the annual report and the second SIG conference, as well as make plans for the coming year. If you have ideas to offer but will not be able to attend the business meeting send them with David Blustein, Linda Subich, or Don Zytowski.

Book Review by Paul Hartung

Psyche at Work: Workplace Applications of Jungian Analytical Psychology; Murray Stein & John Hollwitz, editors; Chiron Publications, Wilmette, Illinois, 1992.

Perhaps most, if not all, SIG members know well of the widespread use of Jungian personality theory in career counseling (most notably in the form of the Myers-Briggs Type Indicator). Few, however, may be aware of the applications of Jung's theory in the realm of industrial and organizational psychology (I/O). A recently published text seeks to increase such awareness by extending the utility and value of Jungian Analytical theory to an understanding of organizational development (OD).

Intriguingly titled, Psyche at Work: Workplace Applications of Jungian Analytical Psychology provides a setting for Jung's depth psychology to meet the world of work. This encounter results in an interesting and novel perspective on individual psychological development within the context of corporate and organizational structures.

Throughout the book's 233 pages, Jung's emphasis on dynamic processes and the life goal of individuation assume center stage. Many of the text's 15 contributing authors argue that collectives (i.e. organizations), as well as individuals, can be studied in terms of how they influence movement toward unity, balance, and integration; that is, a Jungian individuated state.

Co-editors Murray Stein (a Jungian analyst in private practice) and John Hollwitz (an OD consultant/researcher) open the text by discussing, respectively, spiritual aspects of organizations and the measurement of archetypal, symbolic elements of I/O environments. In two separate essays they address applications of Jungian theory in terms of spiritual growth of individuals and organizations and move away from logical positivism as the dominant, or only, paradigm useful in psychological research. Other of the book's essays explore topics and issues ranging from a comparison of the philosophy of analytical psychology and OD, the value of interpretive versus experimental methods in evaluative research, and depth consultation in I/O settings, to mythology in organizational settings.

Overall, the book makes for interesting reading and provokes a novel conception of work and organizations.

Dr. Hartung is an Assistant Professor of Counseling and School Psychology at Southern Connecticut State University.

RESEARCH GRANT AWARDS

Research Grants provided by:

- National Career Development Association (NCDA)
- Association of Computer-Based Systems for Career Information (ACSCI)

Up to \$1500 for Doctoral, \$750 for Masters students for research in Career Development, Career Counseling, Career Information, Career Decision Making, or Career Planning.

For application information contact:

Roger Lambert, ACSCI/NCDA Research Committee Chair, Center on Education and Work, U. of Wisconsin-Madison, 964 Educational Sciences, 1025 W. Johnson, Madison, WI 53706
Tel: 608-263-2704, Fax: 608-262-9197

Application deadline: November 15, 1993

The Canadian Work Preference Inventory (CWPI) is a measure developed by Employment and Immigration Canada for counselors. It systematically assesses five career interests in under 20 minutes. The resulting interest profile can then be compared to the characteristics of different job types using the Job Dictionary to identify the jobs that are most relevant. Normed on over 2,000 Anglophones and Francophones across Canada, the CWPI is designed for use with both genders from age 15 and up.

To order or obtain further information:

MHS, Suite 210, 65 Overlea Blvd.

Toronto, ON, M4H 1P1

Tel: 1-800-268-6011 Fax: 1-416-424-1736.

THE Z-LETTER

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THE ONTARIO WOMEN'S DIRECTORATE

The Ontario Women's Directorate (OWD) is an agency within the Ontario government reporting to the Minister Responsible for Women's Issues. Dedicated to the economic, legal, and social equality of women in Ontario, the OWD are particularly concerned with the special needs of aboriginal, racial minority, francophone, immigrant and northern women, and women with disabilities.

A 1990 release prepared for the OWD by Beth McAuley entitled *Background Materials and Curriculum Resources to Encourage Females Into the Fields*

of Mathematics, Science and Technology: An Annotated Bibliography is an excellent reference for materials, resources, journals, newsletters and associations dedicated to this topic.

Two *Work and Family* publications of OWD were released in 1991 and 1992. *The Crucial Balance* explores the changing relationship between family and paid work, and its effect on organizations and employers. Companies in the 1990's will be hard pressed to find any employee who does not share at least some responsibility for dependent care. *The Crucial Balance* examines various flexible working arrangements as well as a range of benefits, programs, and services which can help employees balance work and family priorities.

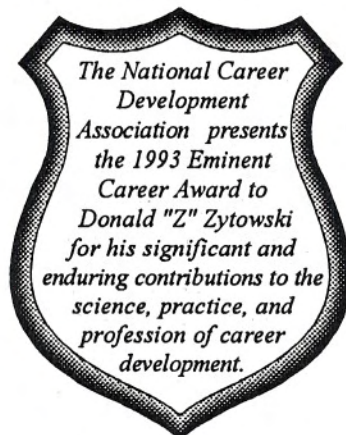
The second *Work and Family* publication, *Flexible Working Arrangements* documents the initiatives of one company — Camco Inc. — to introduce innovative workplace support measures to help employees balance their paid work and family responsibilities. Working with the OWD and an outside consultant, Camco surveyed employees to identify their needs and determine what kinds of programs would best

respond to those needs. Addressing the option preferred by most of the employees, flexible working arrangements, this publication discusses the implications for employees, employers, and unions and presents an implementation plan reflecting both company and employee priorities.

For
information
on
OWD
or
these
publications:

Ontario's Women's Directorate
2 Carlton Street, 12th Floor
Toronto, Ontario M5G 2M9
CANADA
tel: 416-314-0300

NCDA EMINENT CAREER AWARD



In the midst of this century's greatest blizzard, *The National Career Development Association* (NCDA) presented its Eminent Career Award to **Donald G. Zytowski** at the 1993 American Counseling Association's Annual Convention in Atlanta, Georgia. Dr. Zytowski has been a counseling and assessment consultant since retiring from Iowa State University in 1990 after 25 years as a counselor with the Student Counseling Service and teacher in the Department of Psychology.

The Big Five Personality Dimensions

In their meta-analysis of over 100 personality studies, University of Iowa management professors Murray R. Barrick and Michael K. Mount found that of the five personality traits measured by job performance tests, only one, conscientiousness, predicted future job success on any statistically consistent basis.

Barrick and Mount's paper, "*The Big Five Personality Dimensions and Job Performance: A Meta-Analysis*," was among the recipients of the 1992 Outstanding Published Paper Award from the American Academy of Management.

Barrick and Mount reported that of the thousands of possible personality traits, five were determined by psychologists to relate to job performance. These included agreeableness, conscientiousness, emotional stability, extroversion, and openness to experience.

In an interview with The University of Iowa's newspaper *Spectator*, Barrick indicated that people have been baffled by the lack of reliability with which personality tests have traditionally predicted future job performance because researchers have examined personality in a global way. The failure to examine specific factors of personality obscured meaningful relations with job performance.

"If you think about personality characteristics associated with conscientiousness," Barrick explains, "qualities like dependability, achievement and carefulness, then conscientiousness seems to tap into motivation and that's important in any job."

Barrick says the implications are clear. "If an employer decides to use a personality test, then that person needs to be sure they're at least assessing conscientiousness."

Barrick and Mount's paper appears in the Spring 1991 issue of *Personnel Psychology*, Volume 44 (1).

CDTI - An Institute Without Walls

The Career Development Training (Institute) Program is a two-pronged endeavor comprised of supplemental activities of the 56 entities in the SOICC network and the work of a consortium of the University of South Carolina, University of Wisconsin-Madison, and Oakland University. The CDTI was established to train counselor educators in assisting graduate students to provide effective career services.

Currently in its first operational year, CDTI hopes to provide a leadership role in assessing the need for a national career development personnel training agenda, developing an agenda, and assisting states in carrying out that agenda. It's current objectives are to assess, strengthen, expand and evaluate research and dissemination capabilities, in-service career development personnel training, and counselor pre-service career development training.

Among the many CDTI activities being planned to implement these objectives are the initiation of electronic communications between



resource group participants; the design and implementation of an interactive database to synthesize data on available resources, materials, and

services available for career development training; workshops to prepare training teams to deliver the updated Improved Career Decision-Making (ICDM) curriculum; a national teleconference on the counselor's role in school reform; and the development of interactive computer training modules to teach career development concepts.

Questions about these new CDTI training initiative should be addressed to: Mary Sue Vickers (NOICC), (202) 653-7680 or Marva Larrabee (CDTI), (803) 777-9024.

"Planning is an attempt to define one's future"

Guidance & Counselling "Career Development of Youth" Issue

Career Development of Youth is the theme of the January, 1993 issue of *Guidance & Counselling*, published by Guidance Centre, The Ontario Institute for Studies in Education.

The theme editorial, *Career Education: A Time For Infusion* by Bryan Hiebert (University of Calgary) addresses the need to give career education the focused attention that fitness education saw in the 80's, and suggests methods for implementation.

Mildred Cahill and Sandra Martland's (Memorial University of Newfoundland) article *Career Counselling in Rural Areas* considers the validity of applying career counselling theory rooted in an urban-industrial structure to rural areas.

Danielle Rivering-Simard and Jean-Paul Voyer's (Laval University) contribution, *Evaluation of a Transition Counselling Program According to Vocational Personality Types* presents the results of a transition counselling program aiming to facilitate the interaction of young people according to four central "person-environment" modes.

Strategic Career Counselling With Clients Who Have Learning Disabilities by Fred Reekie (University of Saskatchewan) reviews and contrasts career implications of recent economic and labour market trends with the characteristics of learning disabilities.

The Role of the High School Counsellor in Transition Programs for Youth with Learning Disabilities: The Case of Ryan by Ruth Anne H. Taves and Nancy L. Hutchinson (Queen's University) describes key elements for the successful transition of adolescents with learning disabilities to postsecondary education.

Hashizume's (Janus Associates Research Unit) article *Work Skills Simulation: An Effective Way to Teach Job Readiness* describes the design and development of a work skills simulation intended to help youth acquire the skills, attitudes, behaviours and affective competencies necessary for making the transition to work.



Helping Adolescents to Complete Application Forms and Develop a Resume: A Group Intervention by John G. Freeman and Nancy L. Hutchinson (Queen's University) presents details of a counselling program that has successfully been used in teaching the correct completion of application forms and resumes.

Guidance and Counselling is published by Guidance Centre, The Ontario Institute for Studies in Education, 712 Gordon Baker Road, Toronto, Ontario, Canada, M2H 3R7.

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COUNSELING PSYCHOLOGY DIVISION

VOCATIONAL BEHAVIOR AND CAREER INTERVENTION SPECIAL INTEREST GROUP

Making Career Counseling Relevant for the New Majority

Roundtable Discussions

Date: Sunday - August 22, 1993

Time: 9:00am - 9:50am

Location: Imperial Room - Royal York Hotel

Chairperson: Mark L. Savickas, Northeastern Ohio Universities College of Medicine

Table 1: Work-Bound High School Youth

Discussion
Leaders

David L. Blustein, SUNY at Albany
Edwin L. Herr, The Pennsylvania State University

Table 2: Workers in Dual Earner Families

Discussion
Leaders

Lucia A. Gilbert, University of Texas at Austin
Lauren M. Weitzman, Virginia Commonwealth University

Table 3: Lesbian, Gay, and Bisexual Workers

Discussion
Leaders

James M. Croteau, Western Michigan University
Ruth E. Fassinger, University of Maryland - College Park

Table 4: Racial and Ethnic Minority Workers

Discussion
Leaders

Consuelo Arbona, University of Houston
Daniel W. Sanders, Kent State University

Table 5: Aging Workers

Discussion
Leaders

Karen M. O'Brien, the University of Kansas
Harvey L. Sterns, The University of Akron

UW-M 'S Center on Education and Work

The University of Wisconsin-Madison's **Center on Education and Work** was founded in 1964 to study and develop policy in the area of labor force participation and training. Under the direction of L. Allen Phelps since 1990, the center's current mission focuses on three primary themes:

- strengthening policies and programs required to maintain a world class workforce by addressing individual, economic, and societal needs;
- improving equity in work and education outcomes for individuals and special groups; and
- building the capacity for research-based practice and continuous quality improvements in education for work programs, especially among leaders.

The mission statement was formulated explicitly to address the problem of the lack of a coherent integration where the best aspects of liberal and practical education are configured as a mutually reinforcing strategy for preparing individuals from diverse background for productive participation in work education, family and community settings.

The center released the first edition of *Issues in Education and Work* in 1992 in which Phelps addresses the problem of *Designing Effective Education-Work Linkages*. Subsequent editions will be published six to eight times annually to examine connections among education, work, community, and family.

For information on subscriptions:

Fax: 608-262-9197

Tel: 608-263-2929

To get on the Center's mailing list:

Center on Education and Work
School of Education

University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson St.
Madison, WI 53706-1796

CONFERENCE CALENDER



The 20th **National Consultation on Career Development (NATCON)** will be held in Ottawa, Canada, January 24-26, 1994. NATCON is co-sponsored by **The Counselling Foundation of Canada, Employment and Immigration Canada and the Career Centre, University of Toronto**. Program proposals must be submitted by August 6, 1993. For further information contact: Ms. Lou Hawkes, Program Coordinator, Career Centre, University of Toronto, 214 College St., Toronto, Ontario M5T 2Z9, CANADA.

The following conferences are sponsored by the **International Association for Educational and Vocational Guidance (IAEVG)**:

October 3-6, 1993 in Budapest, Hungary

Theme: Guidance and Counseling for
Employment and Employability

Contact: Dr. Magda Ritook, Dept. of Psychology,
Lorand Eotvos University, H-1378,
P.O. Box 4, Budapest, Izabella u.46, Hungary

Easter, 1994 in Dublin, Ireland

Contact: Brigid Lyons, Loreto Convent Secondary
School, Letterkenny, Co., Donegal, Ireland

July 13-16, 1994 in Madrid, Spain

Theme: Human Resources, Guidance, and the
Labour Market

Contact: Dr. Elvira Repetto, Facultad de Educacion,
Universidad Nacional Educacion a Distancia,
c/ Senda del Rey, s/n 28040 Madrid, Spain

August 15-19, 1994 in Harare, Zimbabwe

Theme: Progress in Career Guidance

Contact: John Mapfumo, Ministry of Education
and Culture, Mashonaland East Regional
Office, P.O. Box 752, Marondera, Zimbabwe

September 26-30, 1994 in Odense, Denmark

Theme: Guidance and Unemployment

Contact: Peter Plant, DLH, Royal Danish School
of Educational Studies, Emdrupvej 101,
DK - 2400 Copenhagen, Denmark
S-100 74 Stockholm, Sweden

Romancing the Stone: The Real Story by Arnold Spokane

Latin America is on the verge of a major social and economic expansion. Columbia in particular, is rich in raw material such as emeralds and oil, is a major exporter of flowers, has an average age around 15, and has an economy that is stable and growing. Although most Americans would have difficulty identifying even a few Latin American countries on a map, this is a geographic area of increasing importance to the United States. Psychology in Latin America is a struggling but burgeoning discipline.

I visited Bogota, the capital of Columbia, in March of this year. Far from the jungle-like wilderness depicted in *Romancing the Stone*, Bogota is a thriving city of 6,000,000 nestled at 9,000 feet in the Andes mountains. One of the most picturesque cities in the Americas, Bogota is a city of stark contrasts—European culture, pre-Columbian artifacts, poor and uneducated campesinos, and professionals educated in the U.S. and abroad.

The University of the Andes, where I spent most of my time, has an innovative drug and AIDS counseling center called Programa La Casa. Run by one of a handful of psychologists in Columbia, Augusto Perez Gomez, Ph.D., La Casa trains graduate students, provides clinical treatment and preventative services, and conducts an ongoing research program. One of these students, Sonia Jimenez Suarez, was a Fulbright fellow at Lehigh University this year—and thus my contact.

An hour and a half before my first lecture, two very large bomb blasts were detonated not far from the university. This is a city very much hostage to the Medellin drug cartel, and to Pablo Escobar its now deposed and very desperate ex-captain. I should add that upon my return to the U.S., I might have witnessed a similar incident at the World Trade Towers in New York. The difference is that in Bogota, insecurity and the fear that produce it, are a way of life. These people are courageous, intelligent, and sensitive, and increasingly determined to do something to curb the drug trade and violence. When they do, Latin America will blossom for all to see.

I gave three lectures in Columbia—the first to faculty and students at the University of the Andes, a small private liberal arts university, not unlike Lehigh. The second lecture was a briefing

on the APA's Human Capital Initiative on productivity in the workplace which I helped to draft. The audience was a group of psychologists and vice presidents of human resources of a number of major Colombian corporations. Between my halting Spanish and their occasionally excellent English, we managed to communicate fairly well. My third presentation was a seminar on the overlap between career counseling and mental health concerns to the staff and trainees at La Casa. I also made a visit to the Fulbright commission to discuss the possibility of other Colombian students coming to study in the U.S. Don't be surprised if you receive a request—and don't underestimate the talent of the student they will send. There are also possibilities for American Professors to do Fulbright Senior Fellowships in Columbia.

A number of American Professors are collaborating with The University of the Andes in developing a Ph.D. in psychology, and will serve as adjunct faculty. Most of the practicing psychologists are at the masters level—fewer than 20 have Ph.D.'s. My colleague Professor Gomez is the only clinically oriented Ph.D. psychologist in all of Bogota. What American clinician wouldn't kill for a 1:6,000,000 ratio?

My personal interest in Columbia, is in the translation of vocational assessment devices into Spanish, and in studying vocational assessment in Spanish-speaking cultures and subcultures. It is my hope that any translations we recommend or conduct, will have use for Hispanics living in the U.S. as well. Although I have had a life-long interest in Spanish culture and language, every field of psychology in Latin America will soon expand, and even a passing familiarity with the language is a plus in cross-cultural work there.

In short, Latin America is an untapped social and economic resource, and a future partner for American Psychologists. Latin American psychology is developing rapidly, and we can assist. U.S. psychologists who participate in collaborations and exchanges can develop new markets, conduct cross cultural research, and visit one of the most exotic and beautiful areas of the world.

Dr. Spokane is a Professor of Counseling Psychology at Lehigh University in Bethlehem, Pennsylvania.

(A not so) **SUBTLE IAEVG MEMBERSHIP PITCH**

If you are not currently a member of the International Association for Educational and Vocational Guidance (IAEVG), take the time now to become one. IAEVG was founded in 1951 to promote communication between persons active in educational and vocational guidance on each level, national and international, in developing and developed countries and currently has members in 60 countries, on all continents.

Beyond the benefits of collegial interactions with fellow counseling professionals, members normally receive three newsletters a year and two issues of the professional journal of the Association, "Educational and Vocational Guidance Bulletin". Notices and programmes of congresses, seminars, colloquia and study tours organized by the Association or its members are sent to the membership.

The Association organizes conferences and congresses on a world wide level, seminars and colloquia at the regional level and arranges study tours in different countries with preferred registration and reduced registration fees for members.

The association has been granted the special status of independent consultant with international organizations such as UNO, UNESCO, UNICEF, ILO and the Council of Europe and is involved in the work of a number of commissions of these organizations.

IAEVG Membership Application Form (please print)

Name: _____
Title: _____
Organization/Employer: _____

Office address:
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Home address:
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Degrees, Diplomas, etc. of Universities or Professional Institutions:
University/prof. Institution: _____
Specialty: _____ Year: _____

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