



Career Development Network **JOURNAL**

Serving Career Development Professionals Since 1979

Volume 33, Number 4

ISSN 0736-1920

Winter 2017-2018

Intention and Purposefulness in Career Assessment

Amanda Sargent & Beth Harlan
Guest Editors

- **The Career State Inventory as Intentional Assessment**
 - **YouScience Aptitude Assessment Moves Career Science Beyond Self-Report Interests**
 - **Best Practices for Selecting, Administering, and Interpreting Career Assessments: A Case Study with the Work Values Inventory**
 - **The Career Thoughts Inventory and CTI Workbook**
 - **Clarification Through Storytelling and Storylistening using the OneLifeTools/Careercycles Narrative Assessment System**
 - **Unlike Other Psychometrics: Understanding the MBTI's Valuable Niche in Career Development**
 - **The Clifton Strengths Finder: Focusing on Strengths as a Predictor of Success**
 - **Using the Career Decision Self-Efficacy Scale to Evaluate a Career Development Course**
 - **Fostering Intentionality in Career Assessment Through Counseling Supervision**
-

CAREER DEVELOPMENT NETWORK JOURNAL

The *Career Development Network Journal* (ISSN 0736-1920) is an official publication of the Career Development Network, a non-profit organization of human resource professionals, career counselors, educators and researchers. Network offices are located at 4965 Sierra Road, San Jose, CA 95132 USA
Telephone (408) 272-3085

Frequency of Publication: The Journal is published up to four times each year.

Change of Address: Send both the old and new addresses at least four weeks before the change is to take effect. Please enclose your network label, when possible.

Back Issues: Back issues of the Journal, when available, are \$7.50 each, plus \$1.50 shipping.

Permission: Excerpts of less than 200 words may be reprinted without prior permission of the publisher, if the *Journal* and the Network are properly credited. Written permission from the publisher must be requested when reproducing more than 200 words of *Journal* material.

Journal Distribution:

The *Journal* is sent free to each active member of the Career Development Network—up to four issues each year.

Publisher:

Richard L. Knowdell
Career Development Network
P.O. Box 611930
San Jose, CA 95161 USA
(408) 828-3858
e-mail: rknowdell@mac.com

Membership & Subscriptions:

Career Development Network
P.O. Box 611930
San Jose, CA 95161 USA
(408) 828-3858
e-mail: rknowdell@mac.com

Managing Editor

Steven E. Beasley
453 Alberto Way, Suite 257E
Los Gatos, CA 95032 USA
(408) 354-7150
e-mail: stevenbeasley@verizon.net

Guest Editors

Amanda C. Sargent
e-mail: amanda.sargent@uncc.edu

Beth Harlan

e-mail: Beth.Harlan@georgetown.edu



Career Development Network **JOURNAL**

Serving Career Development Professionals Since 1979

Volume 33, Number 4

ISSN 0736-1920

Winter 2017-2018

Intention and Purposefulness in Career Assessment

Looking Ahead with the Journal, by Steven E. Beasley, Managing Editor.....	4
Introduction to this Issue, by Amanda Sargent and Beth Harlan.....	5
Chapter 1: The Career State Inventory as Intentional Assessment, by Stephen Leierer, Gary Peterson, and Robert Reardon.....	9
Chapter 2: YouScience Aptitude Assessment Moves Career Science Beyond Self-Report Interests, by Rich Feller and Jenn Leard.....	22
Chapter 3: Best Practices for Selecting, Administering, and Interpreting Career Assessments: A Case Study with the Work Values Inventory, by Jennifer A. Greene and Melissa A. Messer.....	33
Chapter 4: The Career Thoughts Inventory and CTI Workbook, by Amanda C. Sargent and Janet G. Lenz.....	45
Chapter 5: Clarification Through Storytelling and Storylistening using the Onelifetools/Career- cycles Narrative Assessment System, by Mark Franklin, Tony Botelho, and Brad Graham.....	57
Chapter 6: Unlike Other Psychometrics: Understanding the MBTI's Valuable Niche in Career Development, by Rich Thompson.....	71
Chapter 7: The CliftonStrengths: Focusing on Strengths as a Predictor of Success, by Cori Shaff and Emily Hoyt.....	75
Chapter 8: Using the Career Decision Self-Efficacy Scale to Evaluate a Career Development Course, by Kendra R. Northington.....	83
Chapter 9: Fostering Intentionality in Career Assessment Through Counseling Supervision, by Seth C.W. Hayden.....	90
Additional information	
Guidelines for Authors of this Journal.....	98
How to obtain back issues of the Journal.....	100
Membership in the Career Development Network.....	103

Chapter 5

CLARIFICATION THROUGH STORYTELLING AND STORYLISTENING USING THE ONELIFETOOLS/ CAREERCYCLES (OLTCC) NARRATIVE ASSESSMENT SYSTEM

by **Mark Franklin, Tony Botelho, and Brad Graham**

Everyone has stories; we are all storytellers and storylisteners alike. Having trained over 1000 practitioners over the years, I routinely ask for a show of hands to indicate how many people use stories or narrative in their client work, and almost everyone raises their hand. But stories are highly variable, in duration, quality, type of story – for example, work, learning, or leisure – as well as in delivery. In the language of narrative therapy (for example, White & Epston, 1990), some stories are “thin,” without much detail or emotion, as in “I didn’t like my summer job – it was boring.” Others are “thick” with details, influences of other people, and emotional content.

How can practitioners support clients to reflect on their stories in a systematic way?

Practitioners and career professionals are good at helping clients “thicken” their stories, but to what ends? How can practitioners support clients to reflect on their stories in a systematic way, as a legitimate form of input into career counseling, advising or coaching, despite their variability? How can we use stories to help clients gain clarity, integrate results from other assessments, and then synthesize the resulting output into a useful form to help clients navigate a lifetime of transitions?

These questions and others, can be answered by the OneLifeTools/CareerCycles (OLTCC) narrative assessment system, developed and refined by Rich Feller and myself.

In this article, I aim to help readers improve skills in selecting, administering, and interpreting assessments ethically and responsibly by responding to the questions above. Unique to this article I take a systems approach to explain the OLTCC narrative assessment system origins, function, structure and purpose. The article is organized in a question and answer format:

- 1.How was the OLTCC narrative assessment system developed?
- 2.What does the assessment measure and how was it validated?
- 3.Why would a practitioner want to use the OLTCC narrative assessment system?
- 4.Who may administer it and what training is required?
- 5.What are its limitations?

"Most of this article, takes the first person perspective of first author, Mark Franklin. With gratitude, co-authors Tony Botelho and Brad Graham contribute to practitioner perspectives on how the OLTCC narrative assessment system is used in higher education student services at Simon

Fraser University (Burnaby BC), private practice at Collaborative Careers (Boulder CO), organizational settings at CareerCycles (Toronto ON), and a higher education for-credit course (University of Toronto)."

Short story of how OLTCC narrative assessment system was developed

When I studied counseling psychology as a graduate student I was the only engineer among my cohort of master's degree students. Having studied engineering and worked as an engineer for 10 years, I was able to bring a systems approach and engineering mindset to this very human counseling field. Then, as I worked in career development for seven years in career centers at large universities, I discovered what worked and what did not work to help students gain clarity and make well-informed career and life choices. Engaging students in storytelling about their academic programs, jobs, volunteer gigs and other experiences seemed to have a positive effect but I was struck by the variability in the stories I heard and unsure how the storytelling mechanism itself worked. However, as I built my storylistening skills, I began to see active engagement, positive affect, and a pattern of elements that could be extracted from stories. This is how the Career Sketch innovation emerged, as a tool to gather and organize elements, thoughts and feelings from client stories.

The Career Sketch and its refined version called Career Statement are central components of the OLTCC system. While engaged in intentional storytelling, practitioners play a key storylistening role, by identifying important elements from the stories. Elements are Desires, Strengths, Personal Qualities, Natural Interests, Other People, and Assets (see figure 1). Generating meaningful future possibilities, such as job ideas, career possibilities, business ideas, volunteer opportunities, becomes an engaging and collaborative process linked to the simultaneous development of storytelling and storylistening skills.

Figure 1. Career Statement, gathers and organizes content from stories, shown here from Who You Are Matters! [see APPENDIX]

I have further learned how storylistening influences storytelling quality (see for example, Itzchakov, Kluger & Castro, 2017); Kluger has an insightful TEDx talk (2015) on this topic. As practitioners bring to bear their storylistening skills, we positively influence our clients' storytelling which in turn increases their positive affect which, as Fredrickson (2001) has shown, engages the "broaden and build" phenomenon. This broadens clients' possibilities, and builds their internal resources like hope, confidence and optimism all of which is extremely helpful to the enterprise of career counselling and ultimately client success.

Narrative career development in the form of a system

A system is made from interdependent parts that form a unified whole. In the case of the OLTCC system, there are three interdependent parts:

- 1. Who You Are Matters! discovery experience,**
- 2. Online Storyteller, and**
- 3. CareerCycles Method of Practice.**

Who You Are Matters! is a fun and social guided clarification experience at the intersection of

meaningful work and personal lifestyle. Disguised as a game, this discovery experience engages participants -- from small to large groups over 300 -- in meaningful conversations relevant to their career and life, and results in a substantive Career Statement takeaway that strengthens participants' voices.

Online Storyteller is a web application that helps users reflect on their stories and experiences in an organized way. The scalable tools guide clients through the OLTCC narrative framework, helping them to define and clarify 6 key elements: desires, strengths, personal qualities, natural interests, influences of others, assets. Drawing from these elements, Online Storyteller supports generating meaningful future possibilities leading to well-informed choices. OneLifeTools Online Storyteller can be used collaboratively by helping professionals and their clients or provided directly to individuals for self-directed Narrative Assessment.

CareerCycles Method of Practice guides practitioners, drawing on their professional judgment, to facilitate individual sessions with their clients. The method of practice covers the two processes of the OLTCC system, that is, career and life clarification as well as intentional exploration. There are 45 fully documented "interventions" in the method, and since 2014, practitioners have learned to use the Online Storyteller to bring to life the method of practice in a blended delivery format.

In addition to the three parts named above, there are many related tools and handout documents that are within the system, chief among them the Career Sketch and Career Statement mentioned earlier, and Exploration Plan which is a tool to support exploration of career ideas. The OLTCC system is supported by professional training to teach practitioners how to facilitate Who You Are Matters!, and a narrative assessment practitioner training organized into "toolkits" on how to adapt practice when using Online Storyteller and CareerCycles narrative method of practice. A deeper counselor training program leads to the Holistic Narrative Career Professional designation. Having led 100-plus training days over the years, I underscore the importance of training to expand practitioners' repertoires and build confidence in those new tools, in order to pass through the threshold from 'cool tool' to effective and intentional use of assessment.

What crosses the narrative system's boundaries?

As a form of post-modern career counseling and qualitative assessment, we have written about the OLTCC framework elsewhere, in conjunction with a case study (Franklin & Feller, 2017). Here, I will continue with a systems perspective. Systems are also characterized by their boundaries, that is, what is in the system, what is outside, and what crosses its boundaries flowing in from the environment and outward. Client stories – their lived experience across the lifespan, in work, learning and leisure – cross through the system boundary and into the system. Likewise, clients' present questions or situations flow inward. For example, "It's time for me to make a career change, because I don't have any opportunity to advance. But what should I do next?" Other people are in the environment, outside the system boundary, with the exception of three kinds of people. First, career practitioners enter into the system as facilitators of the Who You Are Matters! experience, and as counselors, coaches and advisors to their clients, bring to life the CareerCycles narrative method of practice, and also bring their expanding professional judgment to support client learning.

Second, trusted allies enter into the system. Clients are encouraged to interact meaningfully with others to support their learning and receive peer encouragement. In the OLTCC system this happens in two ways. In Who You Are Matters! participants learn from three or four peers and receive active storylistening, appreciation, and targeted feedback. In the CareerCycles narrative method of practice, clients are encouraged to ask three or more trusted allies for feedback about their strengths and possibilities. This feedback can be gathered and organized via the Online Storyteller.

A third group of people crossing the system boundary is “field research” interviewees. These are people whom individual clients or Who You Are Matters! players may ask to learn more about a particular job, role, organization, or other choice.

Client choices about their future cross the system boundary.

After exploring possibilities, clients make choices – for example, accepting a job in marketing, or moving to Boston – which then provide them with more stories. In this way the system is cyclical and recursive, whereby clients may re-enter the system with their new stories, to reflect once again, refine their Career Statement, and explore new possibilities.

Having described the structure already, I turn now to the OLTCC system’s purpose as a kind of decision support system: to support making well-informed career and life choices individually and in groups, and to help people navigate a lifetime of transitions. By doing so, the system is designed to contribute to the greater good of society and the economy, which is influenced by its individual members, families, cities and regions, countries and indeed all of humanity.

Value in taking the narrative assessment itself, not just in the report and debrief.

The OLTCC system’s functioning was first introduced into the literature by Zikic & Franklin (2010). A distinction that has not been described elsewhere is that of the value to clients of going through the assessment system itself. In traditional assessments, the client gains little by taking the time to respond to assessment questions or test items, having to wait for the payoff in the form of a resulting report, and sometimes in the form of professional interpretation or debrief as is typically done with Myers-Briggs Type Indicator or Strong Interest Inventory. Unlike traditional assessments, the OLTCC narrative assessment provides client value in the storytelling and storylistening processes, within Who You Are Matters!, within the Online Storyteller use, and within the CareerCycles method of practice as well as in the resulting Career Statement and Exploration Plan, recently incorporated in a Narrative Assessment Report.

I have been grateful to collaborate with Rich Feller and others in developing and refining the OLTCC narrative assessment system. As co-founders of OneLifeTools, Rich Feller and I have worked closely to develop and refine Who You Are Matters! and its Career Statement, as well as the overall systematic narrative approach. Many practitioners and researchers have provided valuable feedback which has been integrated to create a robust, expanding and widely applicable system.

Researchers and theories whose work has influenced the OLTCC narrative assessment system include Savickas’ life design (2012), Brott’s storied approach (2001), Cochran’s narrative career

counseling (1997), Amundson’s backswing metaphor (2003), happenstance approach of Mitchell, Levin & Krumboltz (1999), limits of rational decision making (Krieshok et al 2009), chaos theory of careers from Bright & Pryor (2005) and Bloch (2005), Fredrickson’s broaden and build (2001), Stebleton’s strengths and limitations of narrative methods (2010) among others. Many of these influences are expanded in Franklin, Feller & Yanar (2015).

What does the assessment measure and how was it validated?

Unlike traditional assessments which focus on a single dimension like personality, strengths, or values, the OLTCC narrative assessment is holistic, which in this context means that it integrates six elements – desires, strengths, personal qualities, natural interests, influences of other people, and assets. Also included in addition to these six elements are future possibilities, and in the case of the Online Storyteller and narrative method of practice, we include the eighth component of “thoughts and feelings.”

These components emerge from storytelling and storylistening. In Who You Are Matters! elements emerge from sharing “micro-narratives” guided by prompts within the group experience. In the narrative method of practice, the task of the practitioner is to engage in active listening, helping to gather and organize elements from client stories, for which I use the term “storylistening.” In the Online Storyteller, users are prompted by questions about their stories to derive the elements from the responses, and populate the user’s Career Sketch.

By presenting the game player, individual client or Online Storyteller user with the elements all on one page which some have called a “marvellous mosaic,” they implicitly learn that making well-informed career choices is dependent on all these elements rather than a single one – a conclusion they may have incorrectly drawn when encountering traditional assessments.

The value of the narrative assessment system and the resulting Career Statement was validated in an outcome study (Franklin, Yanar & Feller, 2015). The reader is encouraged to see the outcome study article for a full discussion. In brief, the outcome study found significant increases in hope, efficacy (confidence), resilience and optimism, abbreviated as HERO and collectively known as Psychological Capital (Luthans, et al., 2007). Outcome study increases in HERO were correlated with increases in four key measures: clarity, career and life satisfaction, person-job fit, and employment status. Together these results support the OLTCC narrative assessment system as an evidence-based practice.

Why would a practitioner want to use the OLTCC narrative assessment system?

With over 1000 practitioners trained in whole or in parts of the OLTCC system, everyone has a story. Drawing on more than ten years of training practitioners, I offer the following eight reasons that summarize what we hear from trainees for having chosen to explore and embrace the OLTCC narrative assessment system.

Engaging, group-based peer-to-peer experience.

Practitioners using Who You Are Matters! want to engage their clients in a fun and social experience that clearly supports participants’ career development. The resulting substantive takeaway – the Career Statement – helps practitioners by providing a tool that strengthens clients’ voices

using professional vocabulary they can use in career exploration and job search. Practitioners appreciate the non-traditional workshop format that provides peer learning and peer feedback.

Consistency and structure.

When asked in training about whether they use narrative or storytelling in their client work, the vast majority of practitioners say yes. Yet so many are using informal methods that vary from client to client, and across practitioners even on the same team. Having a consistent approach to client work while still allowing for practitioners to apply professional judgment gives practitioners and clients alike a sense of relief that there is a ‘method in their madness.’ The structure of the Career Sketch and Career Statement with its consistent elements help clients and practitioners generate a sense of organizing the chaos in their minds and stories.

Practitioner fatigue with traditional assessments.

Client self-learning and self-awareness are universally desired, however, many practitioners report a fatigue with traditional self-report assessments. While we hear a wide range of assessments being used, the two most common are the Myers-Briggs Type Indicator, and Strong Interest Inventory. Even after expert interpretation, practitioners notice that clients often want to be matched with occupational choices. Many matches prove valuable to clients, though some ‘backfire’ occurs when clients are unable to link the occupational suggestions with their sense of self. In our CareerCycles practice our associates frequently hear this complaint from clients, for example, “the test told me to be a potato farmer” but the client does not relate to potato farming – even if he likes the outdoors, enjoys working with his hands and values tangible results. Newer assessments that rely on actual testing rather than self-report, such as the YouScience aptitudes assessment also offer relief from fatigue with traditional assessments.

Client dissatisfaction with traditional assessments.

Practitioners report a growing dissatisfaction with traditional assessments among their clients. Clients realize that the changing world of work demands a more nuanced approach than what many have experienced with traditional career assessment, often in high school. With strong empathy skills, practitioners hear their clients and seek to give them what they want, or more clearly stated, want to avoid giving them what they do not want.

Desire to align with the trend toward narrative.

With the increasing emphasis on narrative approaches in theory, literature, practice, and in learning environments such as NCDA’s national conference, practitioners are curious about ways to align practice with this trend.

Building skills in alignment with work preferences. As stated above, a broad cross-section of practitioners is using informal methods of narrative assessment and storytelling. I prefer the term, storylistening, to describe a skill that practitioners have been building, to elicit client stories which in turn draw out practitioners’ skills in empathy, active listening, narrative analysis and idea generation.

Move toward evidence-based methods.

Administrators and practitioners are understanding more and more the need to seek and use

evidence-based methods. The call is coming from both funders and clients as we all see the move toward big data and analytics. With the publication of the outcome study of the OLTCC narrative assessment system (Franklin, Yanar & Feller, 2015), practitioners and administrators have more confidence in introducing such new approaches.

Versatility of multiple entry points.

In a postmodern context, clients, their stories and the subjective value they derive from them, require more nuanced approaches to career assessment. Some clients may prefer beginning with a traditional individual meeting, whereas others may prefer using technology on their own, or engaging in a small group process. With the OLTCC narrative assessment system, practitioners have a system with linked components where clients may enter by engaging in any of the three components of the system and end after one experience, or continue with one or two other components, providing comprehensiveness, depth and impact.

Who may administer the OLTCC narrative assessment system? What training or credentials are required?

In an effort to provide a meaningful career development experience to as many people as possible we have eliminated the need to get certified to lead Who You Are Matters! This fun and social group activity can be led by anyone who studies the self-directed learning materials. Practitioners wishing to learn how to facilitate the game especially with larger groups are encouraged to take a one-day training program offered in-person and remotely.

As a narrative method of practice to work one on one with clients, integrated with the Online Storyteller, helping professionals are required to take a brief training program in the method and toolkits. Over 1000 counselors, coaches, advisors, specialists, school counselors, psychologists, private practitioners, human resource professionals have taken the training over the past 10 years. A deeper training to build skills and expand repertoires is geared especially to trained counselors and coaches, and results in receiving the Holistic Narrative Career Professional (HNCP) designation.

Who most benefits from the OLTCC narrative assessment system?

Because everyone has stories, the OLTCC narrative assessment system has demonstrated effectiveness across the lifespan and in diverse populations, for both individuals and groups. In preparation for writing this article, I requested input from users of the system in four broad application areas: higher education and student services, private practice, employment services, organizational applications, and higher education. I include stories from these areas below in this section, with gratitude to and acknowledgment of the contributors.

In higher education, the game, Online Storyteller and narrative method of practice have widely been applied, in dozens of universities, colleges, community colleges, and private colleges. From engineering to humanities, and from undergraduate to masters and doctoral levels, all components of the narrative assessment system have been successfully applied. In some cases the tools of the system have been integrated into for-credit career management courses. For example, I teach a master-level course at the University of Toronto called Engineering Careers: Theories and Strategies to Manage your Career for the Future, in which students experience Who You

Are Matters! and use the Online Storyteller, and submit outputs of each for grading. High school teachers and school counselors have used Who You Are Matters! in the classroom especially at the 11th and 12th grade levels. A youth expansion pack has been developed for this population, adapting some of the cards to be more developmentally appropriate. Practitioners working in employment agencies and in private practice use the narrative system effectively for both group work and individual clients.

In workplaces and organizations, Who You Are Matters! is an effective team-building experience. It has been used to support career management in the workplace, providing clarity for employees about navigating their careers within the organization, and preparing them effectively for career conversations with their managers. One such case study using Who You Are Matters! and the narrative method for leadership development in an organization was published in this journal (Bennett & Franklin, 2015).

Diverse clients from over 80 countries of origin have been successfully served in our CareerCycles career management practice based in the multi-cultural cities of Toronto and Vancouver. Further, Who You Are Matters! players and individual clients have ranged in age from teenagers to 70s, and also diverse in culture, language, sexual orientation, ability and disabilities. What are the appropriate procedures for administering and interpreting the OLTCC narrative assessment?

While the Who You Are Matters! experience can now be led by anyone who has studied the self-directed learning materials, it is a more significant task to set the career development context for the game experience, and then to follow up with post-game support. Ideally larger group facilitations are led by a trained counselor, coach, advisor or career specialist. Practitioners who guide clients using the CareerCycles narrative method of practice find themselves in an engaging and collaborative process that positions the client as expert storyteller, and practitioner as supportive storylistener. With training and practice, many practitioners have come to appreciate this more collaborative role.

What are the limitations of the assessment?

Like any tool or assessment, the OLTCC narrative assessment system should be integrated with appropriate practitioner judgment. All parts of the system are self-report form of self-awareness. They require openness to sharing stories. Stebleton (2010) suggests many strengths and limitations of narrative methods, with one limitation being the time commitment especially on the part of the practitioner. We have overcome some of this limitation by introducing a blended delivery model using the Online Storyteller.

The Who You Are Matters! experience requires two to three hours, a requirement which can impose limitations in some workplaces such as schools, despite the ability to reach many more individuals compared to a one-on-one intervention. The experience can be divided into two blocks of time to overcome this constraint. As a web application, the Online Storyteller requires internet access, and a basic level of technical skill which can be a limitation to some users or clients. Case studies illustrating how the OLTCC narrative assessment system being used in diverse settings

Undergraduate and graduate students in higher education. **By Tony Botelho**, Director, Career & Volunteer Services at Simon Fraser University (Burnaby BC, www.sfu.ca)

Benefits and results*

- Increases in clarity and in likelihood of doing the actions identified in their plan (primarily through Online Storyteller)
- Increased understanding of the interconnectedness of the different elements of one's career journey and increased team cohesion (when using Who You Are Matters! with group of new Career Peer Educators)

*NOTE: Primarily anecdotal/observational at this time as we haven't had the time to properly review our evaluations.

What led to introduction of OLTCC narrative assessment system?

Our centre was in a period of reinvention and was looking for methods/strategies that better fit how we were beginning to see our role as career professionals.

Which elements of system do you use?

Narrative method of practice + Online Storyteller + Who You Are Matters!

How do you use it?

We've been using the OLTCC narrative methodology and the Online Storyteller for quite some time in one-to-one settings. The primary audience is university students who identify as struggling with career/life clarity.

We've more recently adopted Who You Are Matters! as part of our service. Our initial focus has been on incorporating the game into the development of training activities of groups or cohorts that already exist, but we will also be exploring a more informal drop-in model.

Other assessments or tools used and how they link.

Depending on the program/audience, we might also use the Luck Readiness Index (Bright and Associates) and the Career Flow Competencies Self Assessment (adapted from Yoon & Niles, 2009).

Private practice: Transitioning professionals, approximately 50 per cent employed.

By Brad Graham, M.Ed., LPC. Career Counselor at Collaborative Carers. (Boulder, CO, collaborativecareers.com)

Benefits and results

- Re-engagement / Self-Discovery
- Clarification of client Strengths, Desires, Natural Interests, Assets, Career Possibilities, etc.
- Using the Career Sketch as an organizational tool to increase client ownership/control over their process. This is the distinguishing characteristic/advantage over other self-directed or computer-generated assessments.

What led to introduction of OLTCC narrative assessment?

The OLTCC system offers the client the ability to use technology as a medium to co-author their career/ life experience with a practitioner. It humanizes the career experience, exposing the client to the common non-linear reality or work/ life.

Which elements of system do you use?

Narrative method of practice + Online Storyteller

How do you use it?

The theoretical underpinnings of the approach – both Method of Practice and Online Storyteller, allow the client to self-direct through the process. All the information gathered is recorded and transferred from step to step in the process, allowing the client to see instant results, especially in the areas of future-potential career possibilities (why most clients come to see us). Its holistic approach honors the client as there are no “right” or “wrong” answers. The Timeline shows the non-linearity of the approach and allows for acceptance of their situation, overcoming of short-falls, and an action plan to develop future career plans, skillsets – allows them to ideally craft their own future, again!

Other assessments or tools used and how they link

I use the Knowdell Values card sorts to help dial clients in further (desires). I integrate this directly on the Career Sketch. Again, control, ownership, and clarity are the goals.

I use the StrengthsFinder / Quest as a motivational tool, marketing (interviews, resume, etc.) and integrate directly onto Career Sketch. Although it is self-reported, I have a lot of success with this tool as it provides instant validation.

Thirdly, I use YouScience.com, an aptitudes assessment. Clients appreciate the professional look of this assessment, validation of its computer-generated results, and insight it provides. It also links results to a giant list of occupations, which I open up later when we are ready for the Exploration Plan. I integrate the results on the Career Sketch and later have the clients talk about their findings on the Career Statement.

Organizational applications.

Small (a), medium (b) and large employer (c) led by CareerCycles Associates. careercycles.com

Benefits and results

- Strengthened team communication.
- Developed leadership skills.
- Clarified career aspirations.

What led to introduction of OLTCC narrative assessment?

- a) Teambuilding experience request from management
- b) Cultural change in organization triggered need for leadership development
- c) Large organization requested an event for employee career development in the workplace.

Which elements of system do you use?

Who You Are Matters! + narrative method of practice.

How do you use it?

All three applications used Who You Are Matters! for c) game play for 300+ employees. In b) the organization included six one on one sessions with each of 18 leaders using the narrative methodology.

Other assessments or tools used and how they link

In b) the interventions also included a team building game, Prelude. <http://www.playprelude.com/>

Higher education/for-credit career course. Masters & PhD students. **By Mark Franklin,** sessional lecturer at University of Toronto. (Toronto ON) See course by scrolling to APS1030 at <http://ilead.engineering.utoronto.ca/academic-courses/graduate-courses/>

Benefits and results

- Increases self-reported in Hope, Efficacy, Resilience, Optimism (Psychological Capital, Lu-

thans et al, 2007).

- Increases self-reported in 'clarity' and 'organization of thinking'
- Anecdotal benefits of Who You Are Matters! include clarity of desires, strengths, influences of others, and high-quality peer feedback.

What led to introduction of OLTCC narrative assessment?

OLTCC narrative assessment tools were written into course syllabus, approved by institution as a means to introduce an evidence-based method into curriculum. Institution licensed OLTCC tools on a per-student basis.

Which elements of system you use?

Online Storyteller + Who You Are Matters!

How you use it?

Students play Who You Are Matters! in meeting #3. Post-game they use Online Storyteller to deepen clarification by reflecting on 4 stories. Resulting Career Statement and Exploration Plan are copied into a 'Logbook' for grading. Overall OLTCC framework used to organize course themes.

Other assessments or tools used and how they link

Half-credit course includes 'Logbook' in which students write brief reflections on class activities readings and Proprioceptive Writing (Metcalf, 2008). Students are invited to expand their Career Statement and Exploration Plan within the Online Storyteller as new insights emerge.

Pre- and post-course measures help students observe their own transformation and learning.

Measures used: Psychological Capital including subscales of Hope, Efficacy, Resilience, Optimism (Luthans et al., 2007).

Conclusion

In the fast-changing world of work, rather than aiming toward a one-time occupational choice, practitioners and clients are better served by working collaboratively to support clients to successfully navigate a lifetime of transitions. Narrative, evidence-based methods such as the CareerCycles Method of Practice supported by gamification and online storytelling tools from OneLifeTools offer a guided framework for clarification, career exploration, and making well-informed choices, that once learned can be reapplied at any transition. With so many tools now available to reach more clients, coupled with the trend in our field toward helping clients reflect on their stories in an organized way, the question now is how to make practitioners aware of, and willing to embrace new and effective tools to overcome the obstacle of limited resources by scaling up career management.

References

Amundson, N. E. (2003). Applying metaphors from physics to career/life issues.

Journal of Employment Counseling, 40 (4), 146.

Bennett, H.E. & Franklin, M. (2015). A Corporate Case Study: Adapting a Narrative Career Management Framework for an Organizational "Leadership Engagement" Program.

Career Planning and Adult Development Journal 31 (3) (pp. 31-40)

Bloch, D. P. (2005). Complexity, chaos, and nonlinear dynamics: A new perspective on career development theory. *The Career Development Quarterly* 53 (3), 194-207.

-
- Bright, J. E., & Pryor, R. G. (2005). The chaos theory of careers: A user's guide. *The Career Development Quarterly* **53** (4), 291-305.
- Brott, P. E. (2001). The storied approach: A postmodern perspective for career counseling. *The Career Development Quarterly* **49** (4), 304-313.
- Cochran, L. (1997). *Career counseling: A narrative approach*. Sage.
- Franklin, M., Feller, R. & Yanar, B. (2015). Narrative Assessment Tools for Career and Life Clarification and Intentional Exploration: Lily's Case Study. *Career Planning and Adult Development Journal* **30** (4).
- Franklin, M., Yanar, B. & Feller, R. (2015). Narrative Method of Practice Increases Curiosity & Exploration, Psychological Capital, and Personal Growth leading to Career Clarity: A Retrospective Outcome Study. *Canadian Journal of Career Development* **14** (2).
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist* **56** (3), 218.
- Itzchakov, G., Kluger, A. N., & Castro, D. R. (2017). I Am Aware of My Inconsistencies but Can Tolerate Them: The Effect of High Quality Listening on Speakers' Attitude Ambivalence. *Personality and Social Psychology Bulletin* **43** (1), 105-120.
- Kluger A.N. (2015) TEDx Talk retrieved from <https://www.youtube.com/watch?v=iR-jlg-WE9GQ>
- 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** (3), 275-290.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology* **60** (3), 541-572.
- Metcalf, L. T. & Simon, T. (2008). *Writing the mind alive: The proprioceptive method for finding your authentic voice*. Ballantine Books.
- Mitchell, K. E., Levin, S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of counseling & Development* **77** (2), 115-124.
- Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling & Development* **90** (1), 13-19.
- Stebleton, M. J. (2010). Narrative-based career counseling perspectives in times of change: an analysis of strengths and limitations. *Journal of Employment Counseling* **47** (2), 64-78.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. WW Norton & Company.
-

Zikic, J., Franklin, M. (2010). Enriching careers & lives: Introducing a positive, holistic, and narrative career counselling method that bridges theory and practice. *Journal of Employment Counseling* 47, 180-189.

About the Authors



Mark Franklin is the award-winning practice leader of CareerCycles.com, a career management social enterprise based in Toronto, and co-founder of OneLifeTools.com with Rich Feller. Mark Franklin and a team of Associates have enriched the career wellbeing of 4000+ clients individually and in organizations. He earned the Bachelor of Applied Science in Industrial Engineering, and the Master of Education in Counselling Psychology, the Career Management Fellow designation through Institute of Career Certification International, and P.Eng. license through Professional Engineers Ontario. In 2015, he received the Stu Conger Award for Leadership in Career Development. Contact him as follows: **Mark Franklin, CareerCycles, 201 – 873 Broadview Av, Toronto ON M4K 2P9, Canada. 416-465-9222; e-mail: mark@careercycles.com**



Tony Botelho is Director of Career and Volunteer Services at Simon Fraser University, in Vancouver, BC, Canada, an office that was recognized with the Special Award for Innovation by a Career Center at the 2015 TalentEgg National Campus Recruitment Excellence Awards. In 2014, he received the Rob Shea Research Award by the Canadian Association of Career Educators and Employers (CACEE) for his research on the role of career education in the contemporary university environment.

Contact him as follows: **Tony Botelho, Director of Career and Volunteer Services, Simon Fraser University, 8888 University Drive, Burnaby, B.C. Canada V5A 1S6 778-782-2191; e-mail: botelho@sfu.ca**



Brad Graham is a Career Counselor and Licensed Professional Counselor in Boulder, Colorado. He is founder of Collaborative Careers. He earned the Master of Education in Counseling and Career Development at Colorado State University.

Contact him as follows:
**Brad Graham, Career Counselor, Collaborative Careers
2945 Center Green Court, Suite G214 Boulder, CO 80301
303-534-7773; e-mail: brad@collaborativecareers.com**

APPENDIX Figure 1. Career Statement gathers/organizes content from stories

What matters to you by using Element Cards to tell stories

Your Career Statement

Q In Part 2, read your Career Statement, by combining the phrases with all checked items

Desires	Natural Interests	Strengths	Assets
<p>The sparks to ignite me are my Desires to...</p> <p>Example: Have more fun</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> have more adventure <input type="checkbox"/> earn more money <input type="checkbox"/> have more challenge <input checked="" type="checkbox"/> use my expertise more 	<p>Who I am is guided by my Natural Interests in...</p> <p>Example: Education & Social Services</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> working with my hands <input type="checkbox"/> Medicine & health <input checked="" type="checkbox"/> Arts & Entertainment <input type="checkbox"/> Nature & the environment 	<p>The Tools I have handy are my Strengths to...</p> <p>Example: Teach and Share Ideas</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Help people <input checked="" type="checkbox"/> Solve problems <input type="checkbox"/> Perform <input type="checkbox"/> Share ideas 	<p>My credibility and impact come from my Assets of...</p> <p>Example: My education</p> <ul style="list-style-type: none"> <input type="checkbox"/> A volunteer gig <input type="checkbox"/> My travel experiences <input checked="" type="checkbox"/> My reputation <input checked="" type="checkbox"/> An athletic experience
Possibilities			
<p>I commit to exploring the Possibilities of (rank in full):</p>			
<p>Possibility Examples</p> <p>Volunteering such as <u>fisheries at my local school</u> which is connected to my <input checked="" type="checkbox"/> of/its <u>Education & Social Services</u></p> <p><input checked="" type="checkbox"/> <u>continuing education</u> such as <u>taking a pottery class</u></p> <p>which is connected to my <input type="checkbox"/> of/its <u>working with my hands</u></p> <p><input type="checkbox"/> <u>a new job</u> such as <u>a customer facing role</u></p> <p>which is connected to my <input type="checkbox"/> of/its <u>helping people</u></p> <p><input checked="" type="checkbox"/> <u>experiential travel</u> such as <u>signing up for Outward Bound</u></p> <p>which is connected to my <input type="checkbox"/> of/its <u>have more adventure</u></p>			
Personal Qualities	Other People		
<p>The fuel to empower me are my Personal Qualities of being ...</p> <p>Example: Dependable</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> creative <input checked="" type="checkbox"/> practical <input type="checkbox"/> a Big picture thinker <input type="checkbox"/> dependable 	<p>Other People who influence me include ...</p> <p>Example: A teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> My mother <input checked="" type="checkbox"/> A romantic partner <input checked="" type="checkbox"/> A community leader <input type="checkbox"/> A friend 		

Players return six tokens to each bag & replace Other People cards on their game space

© Learn more at OnLifeTools.com

Page