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Capstone #7

In the summer of 2017, I needed to find a replacement class for a course that was already full. So I began looking at electives, and Career Counseling seemed a very interesting choice. I thought it could help me career-wise, as an instructor friend and I were contemplating the expansion of her university career counseling courses into a series for community members. Registering, I noticed that it was an in-person class. Argh! The idea of being a grandma (at least age-wise) in a sea of millennials was enough to cause an instant wrinkle. It was as if this old dog were looking at a litter of puppies, not sure she was ready or willing to put up with their mischief. But I eventually decided to jump right in that box of young pups and show them how an experienced dog takes on a new trick.

Luckily, the instructor was my age and quite welcoming. My fellow students also turned out to be very nice and treated me like their surrogate mom.

In terms of the class itself, I learned so much about career counseling theories and how to translate those ideas into practice. As I reflect on the experience, I can see that I was analyzing the design of my professor's instruction just as much as I was learning about careers. I observed how she infused humanistic tenets into the design (we chose what audience we wanted to direct our learning toward. She also included lots of social constructivism, in which we worked in teams or dyads to work on real-life counseling situations. This multilayered learning is why I chose this artifact: I was able to learn on two levels -- about the material itself

and about the learning framework of the f2f class. It confirmed for me that this is the way I want to teach, if given the chance.

For the final project, I designed a five-session career series for moms returning to work after staying home with children for several years. I was proud that I could take the information that we learned, and utilizing my educational philosophy (humanism with ample opportunities for social constructivism), design a meaningful class, without being an expert in the field. This process showed me first-hand that becoming an effective facilitator is much more about creating opportunities for students to learn themselves than it is about being the consummate expert in any given field.

I actually hope to use this artifact as a framework for an online course. If I were to design the workshop now, I would definitely include reflection via journaling between sessions to give participants time to analyze their self-efficacy and confidence issues, which are a vital theme of the sessions. I would also incorporate online modules, since I believe that distance learning is the future of adult education.

Artifact #7

G552 Final Project

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My career counseling program will focus on mothers who are returning to the workforce after staying home with children for several years. I know a lot of moms who have been in this position, so I thought this group's career issues would be an interesting sub-group of the population to explore in terms of their career counseling needs. In fact, according to Cabrera (2007), 35% of working women take time off to raise children at some point in their careers. I will be focusing on women who were in professional positions before their prolonged maternity leaves and want to return to professional positions now.

In my scenario, I will be conducting five counseling sessions in a group setting. Prior to our group meetings, I have met once individually with each of the six women who will be participating. All of the women are unsure if they want to return to their former career paths and want to explore other professional options.

During the individual sessions, I suggested that group sessions would be a more economical alternative for their counseling needs, as well as provide an opportunity to learn and grow with other women in the same situation. I hope the group sessions create an environment of learning via social constructivism, which according to Dryer (as cited in Merriam, Baumgartner & Cafferella, 2007, p. 291), allows learners to construct knowledge "when individuals engage socially in talk and activity about shared problems or tasks."

In terms of career counseling theory, I feel Super's theory of Life Space, Life Span most accurately reflects where my clients are, based on my initial consultation with them. Motherhood has added exponentially to their life experiences and affected their self-concept more than probably any other life event. Therefore, I feel Super's approach would be quite fitting because as he contends, "multiple life-role development is an important consideration in career development and that self-concepts evolve over time, making choice and adjustment a continuous process,"

(Niles & Bowsbey, 2017, p. 37). Also, most of the women are at the Exploration stage, one of Super's five stages of career development (Niles and Bowsbey, 2017). According to Niles and Bowsbey (2017), the Exploration stage involves looking at occupations and deciding which ones appeal to the person. Some participants may even be at the Growth stage, as they ponder who they are after being away from the work world for so long. They will also use Career Adaptability skills to maneuver their way through the career counseling process (Niles & Bowsbey, 2017).

I will use the traditional model of career counseling, which according to Niles and Bowsley (2017), includes determining the career issue; identifying interests, skills/abilities, and values of the client; and making a decision. All the women in the group have previously identified their career development issue in our individual sessions, so we can start with interests, skills/abilities and values.

However, even before we begin looking at the facets mentioned above, I have decided an even better place to start is looking at Super's role salience because working mothers may be feeling a role salience overload, as women are more likely to experience this phenomenon than men (Bowman, 2013). Clients will complete Super's Salience of Life Roles Ranking to "measure the relative importance of ... life roles in three dimensions, one behavioral and two affective," (Niles & Bowsley, 2017, p. 43). I will also have them participate in the Pie of Life exercise (Niles & Bowsbey, 2017) to further clarify the time spent in their various roles. This will inform them about what they deem important as we begin the other components of the career counseling model. From my individual sessions with the participants, I know that life-work balance is a major concern as they consider re-entry into the world of work.

To ascertain the women's values, I will have them complete Super's Work Values Inventory. This will help them identify the values that may influence their career development

and will help them understand that values change as needs change (Whiston, 2017). The combination of the Saliency Inventory and Super's Work Values Inventory will "help clients identify the life roles that take most of their time, those to which they are emotionally committed, the values they hope to express in these roles, and the roles they expect to be important to them in the future," (Niles & Bowsbey, 2017, p. 44).

To identify interests, which are the best indicator of career direction ("Strong Interest Inventory," n. d.), I have chosen the Strong Interest Inventory with the hopes of starting a conversation about clients' interests. The Strong Interest Inventory is a good choice because my graduate Career Counseling professor thinks it is the best inventory out there (Whiston, 2017), but mainly because it has a professional slant ("Strong Interest Inventory," n. d.), which will be appropriate for these mothers wanting to return to professional positions. Also, the Strong Interest inventory shows the interests of people working in the field already (Niles & Bowsbey, 2017). And since the participants don't know in which career direction they want to go, the Strong inventory starts from a broad perspective and then narrows its focus ("Strong Interest Inventory," n. d.). Also, this assessment is very effective for those focusing on reintegration, which "helps individuals navigate the reintroduction process after a period of disconnection," ("Strong Interest Inventory," n. d., p. 1).

To identify skills and abilities, the best indicator of occupational success (Whiston, 2017), the mothers will complete the Kuder Skills Confidence assessment. According to Niles and Bowsbey, this formal assessment "measures self-assessed skills ... and suggests occupations and programs of study related to the user's score report," (p. 148). We will look at their top career pathways and corresponding occupations. I think this will be a great introduction

to many of the clients about occupations they may have not even considered previously. The assessment will be a great way to kick-start conversations about possible career choices.

We will also conduct informal skills and abilities assessments by turning the mothers' experiences during their extended time-off into valuable career skills. For example, serving on a school committee can be reframed as developing and utilizing management, teamwork and project management skills.

We will also be focusing heavily on self-concept, since it is the engine of career development for the individual, according to Gottfredson (Niles & Bowsbey, 2017). Also, according to Niles and Bowsbey (2017), "career decisions reflect our attempts to translate our self-understanding – self concepts – into career terms," (p. 41). Group participants will take the Career Decision Self-Efficacy Scale at the beginning and end of the program to see if there is measurable improvement in their self-efficacy, as it relates to career development. Having the women spend a good amount of time examining their skills and abilities will also help them improve their self-concept. Also, having them acknowledge the skills and abilities they possess will help them avoid Imposter Syndrome, in which they think they are really not qualified and fear being found out as a fraud (Beck, 2011).

I will also be incorporating confidence-building skills and exercises into my program. This seems to be a major theme for mothers returning to work after a long absence (Hawley, 2013). According to Hawley, mothers who had professional careers before their time off "are amazing women with powerhouse resumes, wonderful families and incredible experiences; yet, when they leave and re-enter the workforce, their confidence disappears," (p. 1).

To further inspire confidence, we will also focus on work outcome expectations (Do we believe a situation will turn out the way in which we want?) and developing greater self-efficacy

by incorporating Bandura's four components of self-efficacy (Niles & Bowsbey, 2017) into our work together: personal accomplishments (participants will focus on accomplishments during their time off and previous work experience); vicarious learning (a guest speaker will talk about her successful return to work after staying at home with her children; social persuasion (participants will support each other in pairs and as a group); and physiological states (we will deal with this subject in the Interview session).

We will also discuss decision-making skills since this can be difficult for someone experiencing loss of confidence and dealing with such an important decision. We will be using the Sequential Elimination model. As Niles and Bowsbey (2017) explain, first the client and counselor determine that there is difficulty in making a decision and outline the problem. Next, they identify possible alternatives for a solution. Next, they look at relevant aspects, which are variables that need to be looked at, such as cost and implications for family, friends and others if a particular decision is made. Next, these relevant aspects are ranked in terms of importance. Then the optimal and acceptable levels of the important relevant aspects are established.

In terms of instructional design, andragogy -- the adult learning theory popularized by Knowles -- will be the foundation for my trainings. According to Elias and Merriam (2005), andragogy is based on the presumption that adults learn differently than children, based on their unique life experiences and what each person brings to the learning environment. Other tenets of andragogy as outlined by Elias & Merriam (2005) include:

- The importance of self-concept;
- Learner-centeredness;
- Self-directed learning;
- Cooperative vs. competitive learning environment

- Desire for immediate application of knowledge;
- Internal motivation

I will also have clients complete a formative and summative evaluation so I can judge my performance as an instructor and analyze the effectiveness of the program, focusing on improvements in self-efficacy and career confidence -- as well as knowledge and skills; behaviors; and effective role functioning. The summative evaluation will be intra-subject. By asking questions on development of skills, behaviors, self-concept and self-efficacy, I believe the evaluation will cover multiple measures from multiple perspectives (both individually and as a group).

Since there are two women of color among the participants, I will work to ensure that we address any issues of discrimination that they have experienced at previous jobs or bias that they may be perceiving during the program. I will utilize Ward and Bingham's multicultural career counseling checklist, which "can be used to help counselors identify issues of race/ethnicity that may need to be addressed in career counseling," (Niles & Bowlsey, 2017).

Group Sessions

Session #1

Introduction/Goals/Self Concept

Presenter: Susie Rearick

Age Group: Adults

Learning Objectives:

- Clients will begin to know each other and increase their comfort level with the group counseling process.
- Clients will understand the goals of the program and what to expect during the sessions.
- Clients will be able to identify their saliency of roles and begin to analyze their self-efficacy.

Learning Events:

1. *Introduction/Ice breaker/What to Expect*

- I will introduce myself and my credentials and explain what our group will work to accomplish.

- Icebreaker: Each member of the group will tell the other members: Name; number of children and names; previous career and what they are hoping to gain from the sessions.

2. *I will outline the goals of the program and answer questions.*

- Identify salient roles and determine how this information influences the career counseling process.
- Discuss self-concept, self-efficacy and confidence and how to increase these psychological attributes.
- Identify and examine interests, skills and values of each group member.
- Explore careers based on interests, skills and values.
- Create resumes that stress strength and abilities, emphasizing experiences during time at home with their children.
- Learn about the power of networking from a professional and create an elevator speech; practice networking.
- Hear from a guest speaker about her successful return to work after being home with her children for seven years.
- I will stress that each client will devise her own plan – with guidance from me and suggestions from the other members of the group.

3. *Self-Concept, Self-Efficacy and Confidence*

- I will explain the concept of Self-Efficacy in the Career Counseling process (on PowerPoint).

- I will begin by asking each client to use one word to describe herself. This will lead into our discussion on confidence and self-efficacy. I will ask for group members' opinions on their confidence level going back to work after being home. If they have confidence issues, what causes these and what can be done to alleviate them?
- I will ask clients to take the online **Career Decision Self-Efficacy Scale**.
- We will discuss results as a group.
- I will present information on confidence issues regarding mothers returning to the world of work (on PowerPoint slide)
- I will tell the group how we will be developing career confidence by looking at and putting a positive spin on mommy time off – skills and interests developed during that time: volunteering, committees served, helping spouse with business, etc. in a later session.
- Informally, clients will write down their confidence level (0 being not confident at all and 10 being amazingly confident. I will tell them we will do this informally each session and take the formal assessment again at the end to see if their self-efficacy levels increase based on our activities.

Homework: Complete the **Strong Interest Inventory** (price included in cost of program) and **Kuder Skills Confidence Assessment** online (on PowerPoint). Schedule a time with me to review the results before the next session.

Q & A

Materials Needed: my laptop plus projector for presentation; PowerPoint presentation; chairs; three round tables; laptops for all clients (brought by clients); notebooks and pencils/pens for clients.

Session #2
Salient Roles, Values, Interests, Skill & Abilities
Presenter: Susie Rearick
Age Group: Adults

Learning Objectives:

- Clients will understand the concept of salient roles and will examine their own salient roles using a hand-out and pie chart exercise.
- Clients will use past work experiences to begin determining interests.
- Clients will analyze results of the Strong Interest Inventory to further determine interests and education needed for possible career options.
- Clients will analyze results of the Kuder Skills Confidence assessment to determine skills and abilities.
- Clients will determine their values by completing Super's Work Values Inventory.
- Clients will determine possible career categories and specific jobs based on their interests, skills and values.

Learning Events:

1. Salient Roles

- I will explain **Super's theory of Salient Roles** (on PowerPoint).
- Clients will complete **Super's Salience of Life Role Ranking** and **Pie of Life chart** and then break into pairs to discuss the results. As a group, we will discuss the results and discuss how they might influence their career search.

2. Values

- I will explain the importance of values in career decisions.
- Clients will complete the **Super's Work Values Inventory** on the Indiana Career Explorer site (on PowerPoint).
- Clients will break into pairs to discuss the results: were clients surprised by any values; were the values in congruence with salient roles.

3. Interests

- Clients will stay in pairs and discuss their favorite parts of past jobs. Each will make a list of the top three responsibilities she enjoyed at previous jobs.
- We will discuss the results of their **Strong Interest Inventory** assessments (on PowerPoint).

4. *Skills and Abilities*

- Clients will access their Kuder Skill Confidence Assessments. They will look at their top career pathways and look at specific jobs within their top career clusters. I will direct them to the Bureau of Labor Statistics website (bls.gov) to look at the Occupational Outlook Handbook (under Publications tab) to explore even more jobs.
- As each member looks at the occupations which align with her skills and abilities (additional websites: O*Net OnLine (onetonline.org) and the Department of Labor (dol.gov), I will meet with each member individually to answer questions and discuss.

5. *Confidence*

- Revisit confidence ranking. Clients will write down their confidence level (0 being not confident at all and 10 being amazingly confident. Has there been any improvement since the last session?

Clients can schedule an individual session with me to further review their inventory results during the week between sessions.

Q&A

Homework: review results of interests, skills abilities and values inventories, along with salient role information, and determine if there is an occupation or field that they would like to pursue more in the remaining sessions.

Materials Needed: my laptop plus projector for presentation; PowerPoint presentation; chairs, 3 round tables; laptops for all clients (brought by clients); notebooks and pencils/pens for clients; salient role worksheet; pie chart handout.

Session #3
Decision-Making/Resume
Presenter: Susie Rearick
Age Group: Adults

Learning Objectives:

- Clients will utilize the Sequential Elimination Approach Decision Making model (Goti) to help them focus on one career area or particular job to pursue for the remaining sessions.
- Clients will determine if additional skills (and/or education) are needed to accomplish career goals.
- Clients will create resumes that reflect their experience, skills and abilities, putting special emphasis on professionalizing the skills and experiences clients had during the time home with their children.

Learning Events:

1. Decision-Making Model

- I will explain the **Sequential Elimination Approach Decision-Making model** and how it can be utilized in our work (on PowerPoint).
- Clients will break into pairs and utilize the model to help both clients refine their job exploration results and ultimately establish optimal and acceptable relevant aspects.

2. Additional Skills Needed

- We will come back together as a group and discuss how the process worked and if a decision was reached for each client. Each client will tell the group the career direction she wants to pursue and if additional skills are needed. The group will brainstorm ideas for the client on community, online and academic resources that may be available to gain relevant skills.

3. Resumes

- I will review the **Chronological/Reverse Chronological and Functional Resumes** (on PowerPoint).
- I will discuss using action verbs and pass out handout.
- Clients will make a list of unpaid jobs and duties during time off: volunteering at school or elsewhere; home renovations, helping spouse with at-home businesses or any other projects managed at home.
- Group will come together, and each client will share one or two ideas; members will get ideas from each other. We'll work on making them descriptive and action verb-oriented.

- Clients will take time to look online for current resumes to see formats and other components they'd like to emulate on their own resumes.
- Clients will begin to create resumes with me acting as coach and guide.

4. Confidence Check-In

- Clients will write down their confidence level regarding their career search (0 being not confident at all and 10 being amazingly confident. Has there been any improvement since the last session?

Homework:

Q&A

Materials Needed: my laptop plus projector for presentation; PowerPoint presentation; chairs, 3 round tables; laptops for all clients (brought by clients); notebooks and pencils/pens for clients; action verb handout; decision-making handout.

Session #4
Job Search/Networking
Presenter: Susie Rearick
Age Group: Adults

Learning Objectives:

- Clients will discover job search techniques that can be used for their particular situations.
- Clients will learn the importance of networking.
- Clients will write a 30-second 'elevator speech' to be used when networking, either formally or informally
- Clients will practice networking utilizing role-play format.
- Clients will complete their resumes started in the previous session.

Learning Events:

1. Job Search

- I will review latest job search trends (on PowerPoint).

2. Networking

- I will inform clients about the important of networking.
- Clients will watch a short video on networking:
<https://video.search.yahoo.com/search/video?fr=yfp-t&p=job+networking+videos#id=2&vid=b7d731d972fbd5a10e7d475f2d217d18&action=click>
- Clients will create Professional and Personal Contact lists – 5 names each.
- I will explain the importance of creating an elevator speech
 - <https://video.search.yahoo.com/search/video?fr=yfp-t&p=elevator+speech+video#id=1&vid=733a78fdb1ddcce7112f8d4b8fed6be2&action=click>
 - <https://video.search.yahoo.com/search/video?fr=yfp-t&p=elevator+speech+video#id=15&vid=d67a89f0dbb82667f8ff4379d8ab84cd&action=click>
- Clients will create an elevator speech.
 - Who you are?
 - What do you offer?
 - What benefit do you provide?
 - Where do you fit?
 - Call to action.
- Clients will role play in pairs utilizing their elevator speeches.

4. Resumes

- Clients will complete resumes started in the previous session.

5. One-on-one Time

- While clients are completing resumes, I will meet with clients one-on-one to discuss any questions or concerns they have about any lesson or activity.

6. Resume Review.

- Clients will exchange resumes and provide the following feedback:
 - Three areas she likes;
 - One area that can be improved.

6. Confidence Check-In

- Clients will write down their confidence level regarding their career search (0 being not confident at all and 10 being amazingly confident. Has there been any improvement since the last session?

Homework:

Q&A

Materials Needed: my laptop plus projector for presentation; PowerPoint presentation; chairs, 3 round tables; laptops for all clients (brought by clients); notebooks and pencils/pens for clients; Elevator Speech handout.

Session #5
Inspiration/Interviewing
Presenter: Susie Rearick and Jill Smith
Age Group: Adults

Learning Objectives:

- Clients will be inspired by hearing Jill Smith's successful return to work.
- Clients will learn effective interviewing techniques.
- Clients will gain confidence by practice effective interviewing via role play.
- Clients will begin to build a support network.
- Clients will measure their confidence level by taking the informal assessment, as well as a formal self-concept assessment.

Learning Events:

1. Jill Smith talk

- I will introduce Jill, and she will talk about her successful return to the world of work after staying home with her children for seven years. The time will include Q&A.

2. Successful Interviewing

- I will give tips on successful interviewing, with an emphasis on answering questions about clients' time off with children (on PowerPoint)
- Clients will pair off and practice interviewing each other. Clients can stop the process at any time to ask questions, and the group will brainstorm answers together.

3. Building Support

- I will inform the group about a Facebook page I have created so clients can continue to support each other after our time together. They will also make a commitment to ask family members and other friends for support.

4. Where Do We Go From Here?

- The group will discuss together how they can begin networking immediately and letting multiple people know they are looking to return to work.
- I will let them know that I will continue to be available to answer questions and offer support as they work their plan.

5. Confidence Check-In

- Clients will write down their confidence level regarding their career search (0 being not confident at all and 10 being amazingly confident. Has there been any improvement since the last session?)
- Clients will complete the **Career Decision Self-Efficacy Scale**.
- The group will discuss increases in confidence levels and what to do when they are having confidence crises.

6. Evaluation

- Clients will evaluate me as a facilitator and the program.

- I will compile the results of the summative and self-efficacy evaluations so I can use them in marketing materials for future workshops.

Q&A

Materials Needed: my laptop plus projector for presentation; PowerPoint presentation; chairs, 3 round tables; laptops for all clients (brought by clients); notebooks and pencils/pens for clients; Interview Questions handout; Evaluation form.

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