

March 2008– May 2008

CCDA Quarterly Newsletter

March 2008– May 2008



CCDA

Colorado Career Development Association

In the News!

Inside this issue:

<i>In the News!</i>	1
<i>Brand You!</i>	2
<i>Musings</i>	3-4
<i>College Planning</i>	4
<i>Book Reviews</i>	5-6
<i>Mentoring</i>	7
<i>Hypnotherapy</i>	8
<i>CCDA Connections</i>	10

Congratulations, new NCDA Leadership Academy members!



Colorado had three applicants selected for the 2008-09 Academy—more than any other state:

- ★ **Julia Elliott:** Co DVR Steamboat Springs
- ★ **Jeanne Hinkelmann:** JA Worldwide Colorado Springs
- ★ **Jodi Schneiderman:** CU Boulder

The Leadership Academy was created in 2006 with the ultimate goal of identifying and nurturing future generations of NCDA Leaders.

NCDA's Leadership Academy will refine and strengthen the leadership skills of those selected for this dynamic program.

Congratulations!

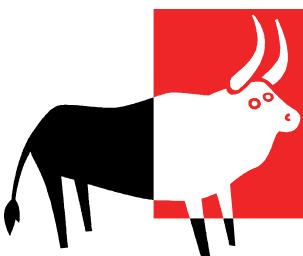
Register NOW for the
upcoming CCDA Conference
with Mark Savickas April 11!
ColoradoCareerDevelopment.org

In the Know: CCDA Elections, Spring 2008

REGULAR BOARD MEMBERS, 2008-2009

President	Wendy Winter
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Elections for President-Elect and Secretary-Elect (to serve 2009-2010) will be held at the April 11 conference. Watch your in-box for a call for these nominations! Read more about getting involved in CCDA on p.10.



A focus group for “Brand You”

By Kate Culligan, President, Kate Culligan Associates

The largest and most successful companies and corporations depend on focus groups to help them decide the direction of their company. Opinions and input about new products, a company's brand, advertising campaigns -- just about anything you can possibly imagine — are solicited from people on a regular basis so a company can better chart its course towards success.

The same concept can be equally valuable to individuals who want to change careers, or better define what they want from their current career. Personal focus groups provide people with an opportunity to gather information from their friends, associates, bosses and/or clients regarding who they are and what they might become. This group of people can tell a person what their strengths and weaknesses are, where

their challenges might lie, how they should best “brand” themselves. This also provides the individual with a boost of confidence while providing key information about how to present themselves. People in transition tend to flounder and lose confidence, and a personal focus group is a great way to overcome these demons.

In order to prepare for and set up a personal focus group, there is a four-step process people should follow:

Step One – Identify the Need

A person should decide what they want their focus group to accomplish. For example, are they thinking of changing careers and taking on an entirely new direction, or do they have an idea for a new business and want to gain feedback about their entrepreneurial idea. It's key to know what direction you're moving in before preparing a personal focus group. Hiring an objective facilitator is essential.

Step Two – Identify the Participants

For a personal focus group to work, it's important to

gather a group of people who know you on different levels and for different reasons. A strong group of participants might include business peers, current and potential clients, a boss, vendors and close friends. A good size range for a personal focus group is seven to ten people.

Step Three – Set an Agenda

Prior to scheduling a focus group, the person and facilitator should set their agenda. This will provide everyone with the necessary direction to maximize the value of the session. The agenda should include:

- Discussing goals – a person should spend a few minutes at the outset of the personal focus group discussing what they want to accomplish, and their own thoughts on how they intend to get where they want to be.
- Identifying likes and dislikes – what is non-negotiable for you in creating your new career.
- What skills and talents are you still interested in using every day? What do you want to leave behind?
- Moving forward with the positives – once the things you value are identified, the focus group participants should join in and discuss where opportunities might exist for you to pursue the things you're most passionate about. Don't dwell on the negative, but move forward with the positive. The group's job is to reveal what value you bring to the work world.

- Brainstorming – from all of the positives will come ideas for how you can move forward with your ambitions and ideas. As the ideas for a career choice come out, the facilitator should be writing them down and inspiring more thought.
- Positioning – with the flow of ideas, the focus group participants will also help you with ways to position yourself, branding ideas, networking contacts and more. By making positioning yourself part of the focus group's agenda, the participants will also become more invested in you.
- Compiling data – be prepared to analyze and synthesize all of the great ideas and information people are sharing so you're prepared to act.

(Cont. on page 5)

My Musings About Work

by Andrea K. Greenwall Shreve



In a last ditch call for entries, Emily Frank has requested, something, *anything* to put in the newsletter. So here goes... (and it's not a picture of my pet).

I'm a student at CSU in the Counseling and Career Development program, emphasis in Community Counseling. I attended the Fall 2007 Conference. I was interested in the topic of job searching for introverts. Thinking a little outside the proverbial box in that manner has moved me a little more outside that box into wondering about resumes.

Generally resumes are listings of work and education you have done in the past or are currently doing. These items are

often listed chronologically, and are put in the best light possible. "Past performance is the best indicator of future performance." What has been niggling at me lately is a statement I've heard in various contexts of work, that oftentimes it is more important to an employer that a prospective employee **be** the kind of person they can train, than that they have the kind of past work experience that transfers. In other words, basic character, who a person **is**, is more important than what they have done before.

Dr. Laurie Carlson, at CSU, was discussing the difference between reliability and validity in tests and assessments. She used the example of an employee to help define these terms. She stated that reliability is like an employee you can depend upon to show up and do the work, while validity is the employee who knows how to do the work well. It is important to have validity, a person who knows the job well, but without reliability, actually coming in to do

the work, that validity isn't helpful.

So my question regarding resumes, or more broadly, regarding earning a position of trust from a prospective employer, is how do you show that employer who you are, what your character is ("reliability")? *And*, is a listing of past work ("validity") really sufficient to that task? Or does a listing of past work even really truly show your "validity," your knowing how to do the job well? Is it really true that past performance is the best indicator of future performance? What about growth as a person? What about paradigm shifts? What about the average five career changes in a lifetime? Is it more important to consider *how* you did whatever you did, than what you did?

How could a resume better show the character of a person? What would a resume look like if it showed character rather than simply previous employment? What other types of information could be given? What kinds of information are employers *really* looking for? What kinds of "unusual" information would employers be open to seeing on a resume or some other written descriptor of a potential employee?

Some (wild) ideas might include a summary of meaning of Strong scores, MBTI scores, or Knowdell value card sort information. What about quotes about your character from people who know you? What about a personal mission statement or statement of belief, possibly with examples of actions taken which express that mission or those beliefs. What about a resume that is solely a hyperlink to your own website? Your resume could then become a multi-media *extravaganza!* Employers could download examples of your work, or view video of you actually working or of your references speaking highly of you. You could describe your work ethic. You could show statistics of your attendance and punctuality on the job. What else could you show?

Or how could the world of work be changed to move away from resumes as the nearly sole source of information about a person to a more comprehensive understanding of that person?

I'm wondering, just because traditional resumes have been the accepted vehicle

(Cont. on page 4)



My Musings About Work by Andrea K. Greenwall Shreve

(Cont. from page 3)

of communication in employment seeking for so long, whether they are really best suited for the purpose, or if there is a better way? Is a listing of previous employment really enough information? Is it really enough information for an employer to make a wise decision? Is enough information about the applicant given to show him or her as a full human

being rather than simply as a commodity in trade? Could more respect be shown to the applicant?

respect |ri spekt|

noun

1 a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements

A resume *may* show achievements if it's well done. Does it really show qualities and abilities?

Does it really show proper respect to the person it, in theory, describes?

Any other thoughts or ideas? Please contact me at akgshreve@aol.com. I would love to hear from you about this, and continue a dialogue on the subject.

Thanks for listening....

College Planning: Searching for Solutions

By Estelle Meskin



Student Caught in The AP Dilemma

Dear Estelle. My son, David, a 9th grader and excellent student at Cherry Creek High School, is taking honors classes this year in math, science and English. He completed the first semester with a 4.0 (weighted) GPA. It is likely my son will end up with 4 honors courses next year with an additional course in foreign language. Next year CCHS will be offering AP World

History to sophomores for the first time and with registration looming, David is concerned about being overloaded if his counselor recommends adding the AP World History class. This is an essay-driven course, which I must say is not my child's strongest suit.

His long-term college goal is to attend a prestigious California university, which offers a highly competitive combined degree in film and business. He also likes NYU, Northwestern, and Cal Arts. In addition, he already has been promised two internships for the summer after his sophomore year at TV production companies in

the LA area and is diligently building his community extracurricular resume.

Returning to the first issue, registration for next year is coming up shortly. Is taking the AP History course in 10th grade really critical to someone on his career path? Will it help him get into the competitive school programs he is considering? Would he be better off taking regular World History and getting better grades overall? SS, a Cherry Creek Parent.

Answering your question requires some balancing between overloading and being competitive. It is true that selective colleges

frequently count the number of AP courses students take and Cherry Creek offers a good number of them. They also want the highest grades possible and they don't like "C's", even in AP classes. It appears that David has a clear focus about his career plans but being only 14, even that is subject to change. If the AP World History course will stress him out with the need to write weekly papers and cause him dismay when time runs out to complete his other homework assignments, his GPA might suffer. Not a good situation if it will make him miserable while lowering his excellent GPA.

(Cont. on page 9)



The Career Coward's Guide to Changing Careers

Reviewed by Marie Zimenoff

The Career Coward's Guide to Changing Careers: Sensible Strategies for Overcoming Job Search Fears

By Katy Piotrowski

Most of us can remember a time when we felt lost. Maybe MapQuest led you astray or you got off the trail on a hike in the beautiful Colorado mountains. Some of us may even remember how lost we felt trying to choose our major in college or searching for that first job. *The Career Coward's Guide to Changing Careers* acts as a compass for those lost in the trees of transition.

Katy Piotrowski's book offers a wonderful map for career changers and a new perspective to those of us guiding others through career exploration. Piotrowski challenges readers to gain insight into their talents and passions. This process exponentially broadens the range of possibilities while maintaining focus on opportunities that fit within "passion zones." Through practical exercises, career changers learn how to explore these possibilities and take steps to implement a plan. Each chapter includes "How To," "Why It's Worth Doing," and "Career Champ Profiles" sections helping readers stay on track and build their courage.

The first section walks readers through industries of interest. Although most clients find this is not a magic compass which provides an immediate answer, the energy that results from this activity can be motivating and boost confidence. Try using this activity in groups or having clients bounce ideas off trusted friends and family, as multiple minds typically brainstorm more options.

The remainder of the book takes readers step by step through career experiments, informational interviews, and other practical exercises for career decision-making. Piotrowski also addresses transitioning into a new career field and provides a few tips on career change resumes. I have personally had the opportunity to observe the changes her clients are able to make using the process outlined in *The Career Coward's Guide to Changing Careers*. This is a worthwhile read for those making a career change and career professionals looking for a new perspective in helping clients with career transition.

Marie Zimenoff is an M.Ed. candidate at, Colorado State University.



A focus group for "Brand You"

By Kate Culligan

(Cont. from page 2)

Step Four – Establish your plan

Once the personal focus group is complete, you'll be in a much better position to establish and follow through on your plan. Not only will you have renewed confidence, great ideas and a good direction, but also you will have established a great network of people who believe in you. They'll also likely be the ones to provide instant leads, or even become clients themselves, based on their involvement in the process.

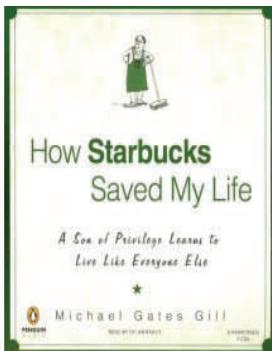


Kate Culligan is president of Kate Culligan Associates, a career management company established to help individuals create satisfying careers. She currently consults with individuals and organizations to match talents with marketplace opportunities and also organizes personal focus groups. She can be reached at 303-832-8108 or kate@kateculligan.com



How Starbucks Saved My Life

Reviewed by Dan Macy



How Starbucks Saved My Life: A Son of Privilege Learns to Live Life Like Everyone Else

by Michael Gates Gill

For someone who came into reading this book with a less than stellar opinion of Starbucks (i.e. driving out small independent coffee houses), I was more than pleasantly surprised to hear this powerful personal story.

Mike Gates was born into a privileged family in the Upper East Side of New York City. His father was a prominent writer for the New Yorker Magazine and Michael was given a free entrance into Yale University through family connections. Just before graduation he was offered a job upon a friend's recommendation to work at J. Walter Thompson in NYC. At the time J. Walter Thompson was the largest advertising agency in the world. Michael was making a six figure income, had an expensive and expansive house in a NYC suburb, was married, had four children and lived an executive lifestyle as a Creative Director for 26 years.

As a result of his age, he was let go by a woman he mentored when he was 53 and did not see it coming. He was in a state of shock. He was able to develop his own consulting business retaining some of his former clients for two years until his clients stopped returning phone calls and he was walking the streets of New York City wearing a \$2,000 suit and out of work.

Shortly after losing his job, Michael had an affair. When his wife found out about it and the child the other woman was to have, she insisted on a divorce.

Not long after this, Michael found out he had a brain tumor. He was as low and desperate as he had ever been. After hanging out in his old neighborhood he grew up in he went into a Starbucks to have one of the few indulgences he could still afford—a latte. Upon sitting down next to an attractive black woman, she asked him if he wanted a job? He did not realize that there was a hiring event there that day. He surprised himself by saying yes—he did want a job!

I won't go into more detail but to say that Michael learned many life lessons he had never experienced in his privileged lifestyle, such as mutual respect, kindness and service to others. Through his work experiences Mike realized he was as happy as he had ever been in his life.

Michael's book has been a success. He is on a promotional tour and he has been contacted by Tom Hanks who wants to play his part in an upcoming movie. Please visit the attached You Tube site to hear Michael tell his story. I can definitely (being in my mid-fifties) relate to Michael's story and his message of making a meaningful life change.

Michael also shares his personal insights of Starbucks as an organization.

<http://youtube.com/watch?v=vjn-fd-Sz-c>



Dan Macy is a career counselor and academic advisor at Red Rocks Community College and private practice career coach with the Wayfarer Career, Education & Life Coaching in Boulder.

www.wayfarercareer.com

MENTORING ACROSS THE LIFESPAN

by Amy Lichty, M.S., MCC



We typically think of mentoring as the deliberate pairing of a more skilled person (the mentor) with a lesser skilled person (the protégé) with the goal of facilitating the learning and growth of the lesser skilled person. But mentoring is more than a paired relationship; it includes the intentionality of helping someone along with their career. An early example of this dates back to the craft guilds of the middle ages. Craft guilds existed to train its members as well as provide a venue where members of the same trades could meet and act to serve one another's interests. Thus, the value of mentoring was both skill development and career advancement and the paired relationship was only a part of the equation.

What types of mentoring experiences can we, as career professionals, implement to advance the learning and careers of our clients? How might the concept of mentoring be applied across the lifespan? Below are just a few examples that I have implemented over the course of my professional career.

Elementary School Level

I was asked by a 2nd grade teacher to help her introduce careers to her students. We created a curriculum that included reading books, inviting parents to talk about their careers, and writing and art assignments depicting what they liked or disliked about the careers. This multifaceted approach was inspired by the book, *People Types and Tiger Stripes*, which advocates for teaching to personality type.

Middle School Level

When my son was in middle school, I had the privilege of being the keynote presenter at the school's Career Day, which was organized by the PTA. I developed an interest assessment using the Holland topology and included an information interviewing exercise. My presentation was delivered live to each classroom via the school's TV studio. Throughout the day, students attended presentations representing a wide variety of careers and also had the opportunity to sharpen their information interviewing skills.

High School Level

Early in my career, I established a career program at the local alternative high school. My goal was to expose the students to creative careers and the world of work. In addition to a career planning curriculum, I established a guest speaker program of community professionals who took non-traditional paths to their career success. Each presenter became a mentor in that moment to the students by inspiring them to see their futures as more than an office with a desk.

College Level

My experience with mentoring college students began when I applied for a grant to give a career counseling graduate student the opportunity to intern in a "corporate" career center. To better help graduate interns understand the complexity of delivering career services in organizations of 3,500

to 9,000 employees, I pulled together seasoned colleagues and tapped their knowledge of the job. The end result was a Competency Profile of an Organizational Career Development Specialist which I used as a mentoring guide.

Workplace Level

Formal mentoring programs in the workplace are typically long-term in nature but conflicting demands often make it a challenge to recruit mentors who will commit to a long-term relationship. With that in mind, our Professional Development team created an on-line mentoring network that matched less experienced employees with more experienced employees for just-in-time information and guidance. The network was immediately populated with mentors at all levels of the company and representing every imaginable career. It also became an invaluable resource for our virtual and physical career center.

Protirement Level

As adults enter the final decade of their careers, they are naturally drawn to pass on their wisdom and perspective to those who are following behind them. They can serve as mentors within their company, their professional organizations or in their communities. I always include conversations about "giving back" with my individual career coaching clients. I help them connect with the level in the lifespan where they would like to make

(Cont. on page 8)

MENTORING ACROSS THE LIFESPAN

(Cont. from page 7)



A contribution. We then explore the many talents they have to offer and how to best go about that.

The value of mentoring can be obtained by both a paired relationship as well as the intention of helping others by those who have fine tuned their “craft.” This newsletter has given me yet another venue to pass along the knowledge I have gained through 25 years as a career professional. If it sparks interest in further dialogue, I suggest we take our conversations to the CCDA listserv where many can benefit from the exchange. I suspect that there is a wealth of knowledge that can be shared within our professional “guild” and that we can generate many more creative ways to apply the concept of mentoring across the lifespan.

I also welcome you to contact me directly if you would like explore ways to implement career systems in a corporate setting. I can be reached at amy.lichty@dreamweaversinstitute.com or (303) 882-4142



How to Overcome Obstacles with Hypnosis by Joanne Wambeke

Many people struggle with to reach their career goals. We say, “If only I could just overcome this one thing!” Combining hypnotherapy with effective career preparation and job search strategies can increase the likelihood of you landing your dream job or getting that well-deserved raise.

What is hypnosis? Hypnosis is simply a state of relaxation referred to as a trance. We go in and out of trance every day, like when day dreaming. During this relaxed state, the conscious mind takes a back seat and allows the subconscious mind (the part of us that stores memories and emotions) to come forward. With the assistance of a trained hypnotherapist, you can discover unconscious motivations for behaviors that are keeping you stuck. Understanding these motivations allows you to make more informed choices.

What happens during a hypnotherapy session? In the initial 90-minute session, we review your goal, the methods you have already tried, and the obstacles you currently face, followed by a hypnosis experience. Subsequent one-hour sessions focus on working with the subconscious via hypnosis. During a typical session, you lounge in a comfortable chair, the hypnotherapist guides you into a relaxed state then facilitates an experience related to

your goals. All hypnosis is self-hypnosis. You cannot be “programmed” to do anything against your moral code. Also, hypnotherapy is not stage hypnosis, so no worries about clucking like a chicken in the therapist’s office!

How many sessions will I need? Everyone is different but generally four to eight sessions will get you well on your way to reaching your goal.

What else can hypnotherapy help with? Hypnotherapy is effective with a wide range of issues from stopping bad habits like smoking and nail biting to assisting in the relief of chronic pain, headaches, anxiety, or the negative effects of cancer treatment. D. Corydon Hammond concluded the 2007 article in the International Journal of Clinical and Experimental Hypnosis, saying “... not only has hypnosis been shown to be efficacious with headache and migraine but it is also a treatment that is relatively brief and cost-effective. At the same time, it has been found to be virtually free of the side effects, risks of adverse reactions, and the ongoing expense associated with widely used medication treatments....”

If you have tried a number of methods but still can not seem to overcome the obstacles to your career goals, consider hypnotherapy .

Joanne Wambeke, M.Ed., founder of Colorado Healing Services, LLC, has over a dozen years of counseling experience and is a state licensed professional counselor (LPC), certified hypnotherapist, and certified laughter yoga leader. She works with Denver Metro adults to live happier, healthier lives. Joanne may be reached at 303-519-4205 or help@coloradohealing.com.



(Cont. from page 4)

It's a difficult situation to advise but he can always load up on AP classes when he's a junior and senior. Of course, if he decides to take fewer honors courses next year, perhaps he can slot in the AP History.

Career Indecision Concerns Student

Dear Estelle. Just how important is it to make a decision about a career prior to entering college? I frankly have not been able to identify any one thing that I would like to spend my life doing. I have so many interests: science, music, and writing. Since the cost of attending college has become so expensive, my parents would prefer that I choose a major early on so as not to squander their investment in me.

JS, Golden HS.

How many 17-year-olds are able to say exactly what they would like to do career-wise for the rest of their lives? Not many. Consider some statistics:

Most students change their majors at least once while in college and many change them twice. People who graduated more than 25 years ago are in careers that didn't exist when they graduated. Many parents of high school students are no longer in careers they intended to pursue when they were 18. That is why it's important to make decisions based on colleges that fit you the best. Take advantage of college to explore ideas and become educated about a lot of things including you. College provides a great opportunity to learn how to think

College Planning: Searching for Solutions

By Estelle Meskin

critically and make wise decisions. Being undecided about your future provides opportunities to consider new directions and explore many options.

If you do have definite interests, like engineering or film making, make sure the colleges you are considering offer significant majors in those areas. Good research now will result in a positive educational experience. A "good fit" is definitely the most important consideration as you plan for your college years. There are hundreds of colleges and universities that welcome students who are undecided about their futures. A significant number of the undecided are able to determine their futures by the time they graduate four years later.



Estelle Meskin, MA, is an experienced Certified Educational Planner and College Coach, A Nationally Certified Career Counselor, and a member of the Independent Educational Consultants Assn. and Higher Education Consultants Association.

Her office is in Cherry Creek.

303.394.3291

Emeskin@mac.com

Is Your College Planning on Schedule?

Seniors: Believe it or not, your senior grades are the most important. Even if you already have acceptances in hand, don't let them falter.

Juniors: If your grades have been just average, at best, this is a perfect time to really excel.

Parents: Time to tackle the FAFSA if you need financial aid for your child's college education.

Interested in Making Even More Connections?

Volunteer for the Board!

CCDA is led by a dedicated group of volunteer officers and board members including regular members currently serving in office and elect board members who will take regular office the next year. The board meets monthly during the fall and spring and has an annual retreat in the summer. Regular board members are expected to attend all board meetings and the retreat whenever possible. Elect board members are highly encouraged to attend as well. In recognition of the time, resources, and dedication to CCDA and

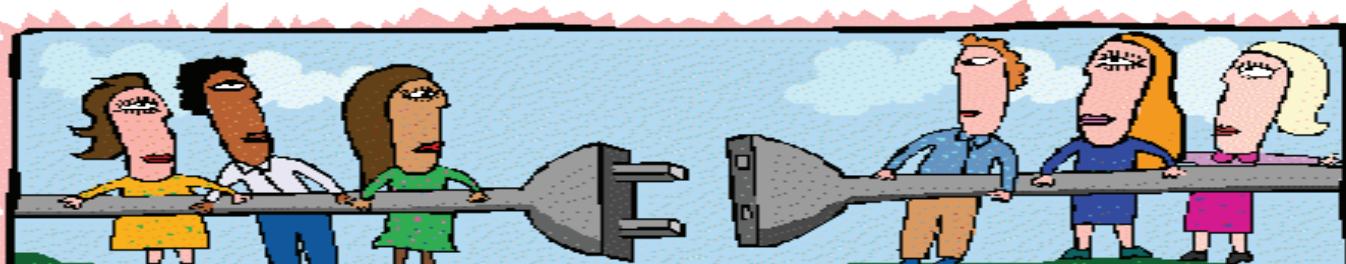
its members, all training fees for CCDA events are waived for regular board members and elect board members pay half. The board positions of President Elect, Secretary, and Treasurer are elected by the members. All other board positions are appointed by the President and President-Elect. The board is a fantastic way to meet colleagues, network, and expand your leadership skills and experience. While it does involve work and commitment, mostly it's lots of fun!

Officers-Elect Responsibilities

- ◆ Serve as assistants to the Officers they will succeed.
- ◆ Perform all duties of the Officer in the absence of the Officer.
- ◆ Succeed to the office to which elected at the conclusion of the term as Officer-elect.
- ◆ Succeed to the office to which elected in the event the office is declared vacant.

CCDA Mission

The mission of the Colorado Career Development Association is to promote the career development of all people throughout the lifespan. To achieve this, CCDA provides services to the public and supports the advancement of the career development profession. CCDA strives to promote a sense of community; opportunities for professional development; and a diverse network of resources, expertise, and support for its members.



GET CONNECTED! With CCDA Connections

What are CCDA Connections? An informal bi-monthly gathering of career development professionals, students or interested community members with the purpose of networking, and expanding our awareness of career development related issues and resources. To learn how to get involved with a group near you, contact one of the following Connections Chairs:

Boulder Connections: Dan Macy at danmacy@yahoo.com or 303-819-6178

Denver Connections: Barbara Stainman at blstainman@comcast.net or 303-519-2955

Northern Connections: Mary Zimenoff at mzimenof@engr.colostate.edu

Southern Connections (CO Springs, Pueblo and SE): Larry Gabbard at larrygab@comcast.net

Western Connections: Larry Dutmer at ldutmer@coloradomtn.edu or 970-569-2915