

In the News!

Inside this issue:

<i>Rev Up Your Resume</i>	1
<i>Corner Resources</i>	2-6
* <i>APTi Reflections</i>	2-3
* <i>Blogging for Talent</i>	3-4
* <i>Role of Early Recollections</i>	4-6
<i>CCDA Connections</i>	6

Boulder “Rev Up Your Resume” Event a Hit!

By Dan Macy



17 community members participated in the 4th annual “Rev Up Your Resume” event held at the main Boulder Public Library on Saturday, November 17th. This successful event was coordinated in partnership with the Boulder Public Library.

Boulder Daily Camera Business columnist, Liz Ryan, started the event and gave a dynamic, entertaining and humorous presentation on resume building.

After Liz’s presentation, community members in attendance met one-on-one with our volunteers and with library reference staff members who also educated those in attendance utilizing library career resources.

Thanks to the following volunteers: Liz Ryan, Rosemary Arp, Gordon Gray, Ann Herrmann and Thomas Gagnon and his colleague Deb. Also thank you to Eladia Rivera, Erin Meyer and Terzah Becker from the Boulder Public Library for preparing for, promoting and assisting with our event.

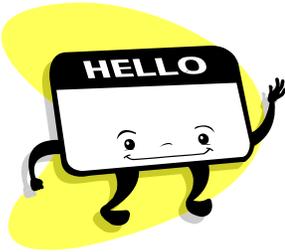
We (the library and I) are already discussing plans for

next year’s event and plan to have a brainstorming session soon. The library event coordinator thought this event was so successful that she would like to offer it twice per year.



Dan Macy has been a counselor, consultant and coach with the Wayfarer Career, Education and Life Coaching in Boulder since 1995. He also works as an Academic Advisor, Career Counselor and Career Development teacher at Red Rocks Community College.

Stay tuned for
upcoming CCDA
Conference with Mark
Savickas in April!
(Location TBD)



APTi Reflections, Including Dinner w/ Katherine Myers

By Jan McLees

*Association for Psychological Type International Conference
Baltimore, MD, July 11-15, 2007*

I was privileged to attend the APTi dinner with Katharine Myers, daughter-in-law of Isabel Briggs Myers (developer of Myers-Briggs Type Indicator), along with board members from all over the country. Katharine began by saying she learned that she “wasn’t a strange duck as an ‘I’ after taking the Myers-Briggs Type Indicator (MBTI) from Isabel Briggs-Myers in the 11th grade.”

Hmm...that’s the same way I felt in the first year of graduate school about all four of my type functions. Katharine shared the history of Center for Applications of Psychological Type, Inc. (CAPT) and MBTI. She said Isabel Myers researched in isolation and worked with Dr. Mary McCaulley, a clinical psychologist, who was Isabel’s extrovert even though both were INFPs.

Isabel made Peter Myers, Isabel’s son, and Katharine Myers “guardians of her

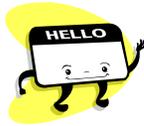
baby,” the MBTI. What has been most surprising to Katharine about the MBTI are the “limits of control and ethical uses.” Both Katharine and Peter were honored at the opening APTi banquet for their dedication of time and resources throughout the decades in furthering Isabel Myers’ vision of making type knowledge available worldwide. From helping to found and support APTi, creating the Myers-Briggs Foundation, engaging in revisions of the instruments, and contributing over a million dollars in royalties to support ongoing research, they have worked to ensure the MBTI maintains the highest possible quality while expanding the applications of psychological type.

A wide variety of sessions were offered and I could not attend all that I wanted.

Elkhonon Goldberg, Ph.D., a keynote speaker, presented on personality type and neuropsychology. Dick Thompson, Ph.D., a keynote speaker, discussed “Type and the Flow of Human Experience” including his research on cognitive ability. He stated that our cognitive ability usually peaks in the 30’s age range, and there is no positive relationship between IQ and type. He was humorous, including his stories of his robotic dog “AIBO.” Jane Kise presented on the profound differences personality type makes in the school classroom. Daniel Poff, Ph.D., discussed a life calling model, a Strengths Matrix, and how the MBTI Workplace Report is used in the career selection process. Dr. John Beebe’s 8-function model was included in various sessions with discussions on its impact.



Jan has been in the career development field for over 20 years. Her longest position as a career counselor was at the University of California, Irvine, for 12 years. She has also assisted clients in other university, liberal arts college, career consulting firm, and community college environments. Jan has been published in the Career Planning and Adult Development Journal and has spoken at several conferences including CCDA. Currently, Jan is the Career Center Coordinator at Arapahoe Community College.



NCEA Reflections: a Multicultural World

(Cont. from page 2)

Elizabeth Murphy, a keynote speaker, showed video clips comparing Sensing (S) / Intuition (N) and Thinking (T) / Feeling (F) in children as young as nine months.

Jennifer Selby Long discussed, "Are You a Wealthy Type?" and how function, attitude, gender, and type impacts wealth. Gregory Huszczo, Ph.D., presented on "Making a Difference" and shared examples and stories of how different types make particular distinctions in

relationships and communities.

Suzanne Brue presented on "Color Me Fit" and "using your personality type to create an exercise program you'll never quit" by sharing how eight personality types, with a particular descriptive color, can be linked to physical activity.

Conrad Silnick presented worship and type – feeding the dichotomies. Allen Hammer, Ph.D., keynote speaker, gave the final session and described the fundamental framework of the new MBTI Step III, which

builds on Isabel Myers' unpublished research.

The APTi conference provided interactive ways for types to be more understanding, insightful, and effective with each other and it empowered the participants. The APTi conference was similar to Isabel's purpose for the MBTI. At dinner with Katharine Myers, she stated that "Isabel developed the MBTI instrument because it would be helpful for people getting along and learning about themselves."



Blogging for Talent

Taken from "NACE News: November 2007 Issue"

Employers are increasingly using recruitment blogs to engage with potential job applicants, particularly younger workers who are comfortable online. The blogs help companies locate and hire candidates and can give an employer a competitive edge

when it comes to recruiting the top talent from around the world. Microsoft's recruitment blog is designed so that potential candidates can contact the blogger about specific job postings on the blog, thereby initiating the recruiting process as well as a personal conversation. Best

Buy will implement its own recruitment blog to steer potential talent into the company's pipeline beginning in the fall of 2007. The Best Buy blog will emphasize job opportunities and will describe the Best Buy work environment, according to Joshua Kahn of Best Buy. Recruiters' thoughts

(Cont. on page 4)



Blogging for Talent

are highlighted on the Accenture blog to give potential applicants a better understanding of the organization's recruiting procedures. Indeed, a growing number of companies feel that recruitment blogs give applicants

a fuller, more personal experience than standard methods of recruiting. However, business blogging does have some risks, and companies must determine how they will handle disenchanted posts

(Cont. from page 3)

from disgruntled workers. Whether companies choose to review material or let everything in, most experts concur that such concerns are outstripped by the communication and networking advantages of recruitment blogs.



The Role of Early Recollections in Career Counseling

By Keley Smith Keller (taken from NCDCA Convergence Newsletter)

Narrative therapy's approach – to help clients express significant stories related to life themes – has its roots in the Early Recollection of Alfred Adler's Individual Psychology. The early recollection is a basic tenet of Individual Psychology: clients' early recollections often tell a great deal about the underlying direction and purpose of an individual's behavior and life outlook. Storied approaches are gaining ground in the world of career counseling. The recent 2007 annual conference of the National Career Development Association lends proof: no fewer than four sessions or round tables

mentioned this topic.

One of the great advantages of using a client's early life recollections is that they are easily accessible and economical. Clients are not asked to respond to a specific stimulus, as you might find with other projective techniques. But, to me as a career counselor, one of the greatest benefits of asking a client to tell their stories is the client can feel heard and understood by the counselor.

How to Use Early Recollections with Individuals

There are several ways to gather a client's early recollections for career counseling

purposes. The following is just one suggested approach.

1. Let your client know that you will be recording information on paper for this part of the process. It is important to gather a client's story as accurately as possible. I tend to be as "face-valid" as possible with clients when I use this technique. I tell them that their stories can give us important information on key themes.

2. I might begin with a prompt like this: "What I'd like you to do is think back as far as you can remember, preferably before age eight or so, and

(Cont. on page 5)



Role of Early Recollections

tell me about an early memory of an event in your life. Be as specific as possible and tell me all of the details that you remember.”

3. Write down the client's story verbatim. Don't ask for clarifying information at this time.

4. When the client has finished, I ask the client – if it is not evident or volunteered – to describe a predominant feeling from the story s/he is telling. I also ask clients to provide a title or headline for their early recollection.

5. I may also ask my client to pretend s/he has a camera and is able to take a photo of this early recollection. I ask the client to tell me what might be in the photograph and if this picture provides any different feelings.

6. Most counselors who use early recollections suggest gathering at least three early memories. I follow

this guideline as well. I may ask for more than three if it's difficult to gather a general theme from just three.

How to Process Early Recollections

Interpreting early recollections takes practice and guidance. In addition, every counselor has his/her own way of working through these early memories with clients. As a career counselor, my frame of reference centers on how the client's themes from early recollections might affect career planning. In general:

- Look for recurring themes and feelings.
- Pay attention to the amount of detail; this might give clues to the importance of sequence, details and order. In addition, note the people in the client's story – both those present and those NOT present.
- Approach interpretation tentatively. I often ask “I wonder if...” questions to test out

(Cont. from page 4)

how a client's story might be interacting with present reality. For example, if conflict is a major theme in early recollections, I might wonder, with the client, how conflict is a part of the client's current job search or career decision-making.

Early Recollections in Career Classes

I have also used early recollections as a group activity in the career exploration class I teach at Northern Kentucky University (Highland Heights, KY). This process can be a meaningful group activity, but there are important ethical guidelines in using this activity with groups:

- Explain to students why early recollections are gathered. Tell students that their stories may provide listeners with personal information about students' lives that they may not want to share. No one is ever required to participate. I also talk about limits of confidentiality in classroom settings.

(Cont. on page 6)



Role of Early Recollections

(Cont. from page 5)

- Giving credit to Mark Savickas, I often use this activity with Savickas' *Career Styles Interview Questions*. This set of questions asks students/clients to provide data about early heroes (not family members), favorite subjects, mottoes or favorite sayings, and favorite media. Student listeners can often peg major themes operating with their fellow classmates when volunteers also provide data on their favorite heroes.

for students to provide interpretations, I often ask what headlines they might write for a volunteer's story.

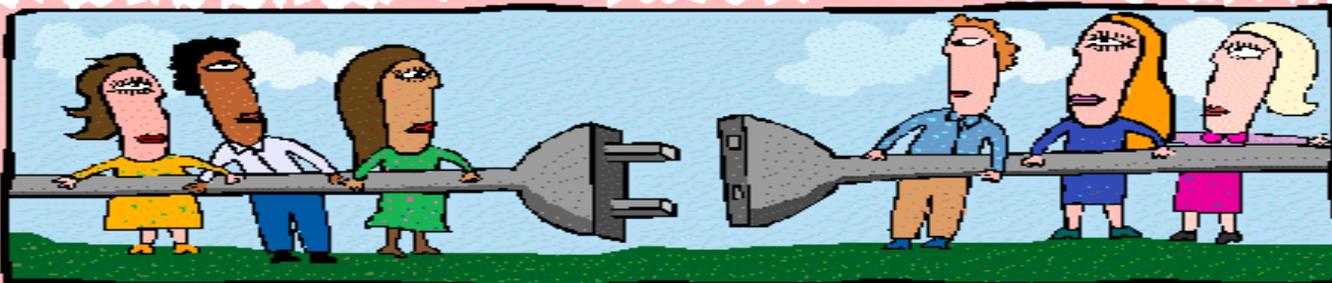
Conclusion

Early recollections provide clients and students with an opportunity to narrate important themes from early life that can add richness to the client-counselor experience. The interpretation of early recollections can take practice; counselors are on safe ground always

checking with a client's view of the story by asking 'wondering' questions. Good resources for further study can be found from a variety of sources. While not necessarily narrative in nature, I have found the *Journal of Individual Psychology* an excellent resource for further study.

Keley Smith-Keller, Ed.D., is the director of the Career Development Center at Northern Kentucky University. She is also an adjunct faculty member in the College of Education, where she teaches the graduate-level career theories course. She may be reached at

- In lieu of asking



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