

June 2008

CCDA Quarterly Newsletter

March 2008– May 2008



**Inside this issue:**

**In the News!**

<i>In the News!</i>	<b>1</b>
<i>7 Dimensions of Career Awareness</i>	<b>2-3</b>
<i>Toolkit and a Fond Farewell</i>	<b>4</b>
<i>Book Review</i>	<b>5</b>
<i>Tools You Can Use</i>	<b>6-8</b>
<i>Career as Story</i>	<b>9</b>
<i>Connections</i>	<b>10</b>

**Another award for  
CCDA**



Once again, Colorado's own CCDA has been selected as by NCDA as State Winner in the Western Region, and will be recognized during the NCDA awards Luncheon on July 10. President-Elect Wendy Winter-Searcy will accept the award.

Good work, one and all!

**Scholarship opportunities!**

CCDA awards scholarships to 2 professionals in career development who do not have access to funds for professional development, and to 2 full-time students entering the career development field.

Scholarships awarded for the 2008-09 year apply to one year of annual membership dues and \$100 credit towards a CCDA conference or training workshop.

If you are interested in applying for a scholarship, please email Ann Herrmann at [Ann.Herrmann@colorado.edu](mailto:Ann.Herrmann@colorado.edu) for an application. Application deadline: Monday, June 16, 5:00pm.

Don't miss out on this great opportunity!

**Professional Clothing Drive**

Cleaning out your closet this summer? Please consider donating your professional clothing items to CU-Boulder's Suit Yourself Program. **Donations accepted June 2-August 18.**

Gently worn suits, jackets, shirts, pants, skirts, ties, handbags, etc. will be accepted. Clothing will then be sold to students at a low cost before the Fall Career Fair.

Proceeds will benefit the Multicultural Business Students Association and the Multicultural Engineering Program.

Donations are tax deductible!

Drop-off at any Art Cleaners in Boulder, beginning June 2.

Contact: Ann Herrmann at [Ann.Herrmann@colorado.edu](mailto:Ann.Herrmann@colorado.edu)

**Coming events**

The Systems Constellations workshop gives participants the ability to see the underlying dynamics at play in people's lives. Family patterns or patterns in other systems such as the workplace, significantly (and unconsciously) influence an individual's behavior. This participatory workshop illuminates hidden drivers and through a very unique process, heals the root cause. It is a must for anyone in the helping professions.

**Family and Systems Constellations**

Facilitated by Larry Kessler, M.A.

June 7 and 8, 2008

10:00 A.M. — 5:00 P.M.

**Cost:** \$195 for the weekend.

**Contact: Cynthia McMahon: Email: [drummingcircles@yahoo.com](mailto:drummingcircles@yahoo.com)**

Phone: 303-726-8508 (calls will be returned on the weekend following your call)

[www.drummingcircles.com](http://www.drummingcircles.com)



## Seven Dimensions of Career Awareness (TM)

By Larry Gabbard

The next page shows an Analysis Form for an ISTJ. This form alphabetically lists the TOP 50 occupations (first column) for ISTJ, MBTI® Career Report Manual (CRM, Hammer 1992). The titles have been translated into O\*NET™ titles, wherever possible. This mythical ISTJ has indicated (second column) that she is interested in the first 25 occupations. (I ask my real clients to check between 10 and 15 occupations.) The third column shows the O\*NET Job Zone for each of these occupations, if reported in O\*NET Database 12. As she marked these occupations, her responses were automatically recorded in Seven Dimensions of Career Awareness (right hand tables).

Starting at the top right, her responses are grouped by **1) Type Occupational Themes** [occupations attractive to two MBTI types], **2) “working” Temperaments**, **3) Specific Populations** [MBTI Atlas occupational

classifications], **4) Enneagram Numbers** [Enneagram of personality], **5) O\*NET Interests** [six digit Holland codes], **6) O\*NET Job Families** [first two SOC Code digits] and **7) Classification of Instructional Programs** [CIP Codes, two-digit series].

Each of these results is shown in the same manner. The client's actual results (counting the x's) are shown in the boxes on the bottom row. The above average range results are indicated by a bold outline. The row above shows the code (letter or number) of the Dimension being grouped. The second row shows these results for all ISTJ types. Finally, the top row shows these results for all 208 occupations from the CRM.

This form, which I use for my clients, was designed to determine which of these career counseling approaches was most helpful in grouping the student or client's interesting occupations. Since I always start with the client's MBTI type, I

pay close attention to the personality-based groupings: Theme, Temperament, Enneagram Number or O\*NET Interest (Holland code). I focus on the strongest grouping (combination of largest result and fewest bold outlines). In this case, it is the Theme grouping (top right).

I ask my clients to identify 10 occupations from this grouping to start their list of interesting occupations. This client has already identified 10 occupations from Theme I (Individual). I would encourage this client to add a couple of occupations from other groupings (perhaps two from Theme D). Finally, clients add their own personal favorites. This initial list should be held to no more than 15 occupations.

My clients research these occupations using O\*NET Job Families. They are given a set of guidelines to collect information from the O\*NET Summary Report to reduce this list to the top 5 occupations. In almost all cases, the CIP Code results will allow a choice of college majors. Job seekers continue their

research (O\*NET Detailed Report) to reduce their list to the top 3 occupations and collect information for resumes and cover letters. Yes, I recommend that my clients keep at least three resumes current.

I am starting to collect data on my own clients but I would like your help. If you use the MBTI in your career assessments, could you have your students (anonymously) check this form (all sixteen are on CD, Microsoft Excel)? I would be interested in extending my database or in associated research projects. Please contact me if you are interested.

**(Continued on next page)**

Larry Gabbard, owner eLCie [www.elcie.com](http://www.elcie.com)  
 Career Consultant, Trainer, Author.  
 B.S.M.E., M.S., M.A. Trained in the Myers Briggs Type Indicator®. Studied, researched and taught the Enneagram.  
 Authored Occupational Lists for Career Counseling Professionals and Enneagram Patterns in MBTI® Type Tables. Supervisor engineering teams, AT&T. Trainer, Forty Plus of Colorado. National Merit Award APTi 2005. Presenter National Career Development Association, Colorado Career Development Association Conferences, International Association for Psychological Type, Rocky Mountain Association of Psychological Type, Association Job Search Trainers and International Enneagram Association conferences.

## Seven Dimensions of Career Awareness (TM)

By Larry Gabbard

(Cont. from page 2)

ONET Title	X	Job Z																		
1-Line Sup/Mgr of Correctional Officers	x	3	Type Occupational Theme																	
1-Line Sup/Mgr Office... (Tel Co Lo Level Mgr)	x	3	19	20	19	13	12	19	23	20	15	16	17	15						
1-Line Sup/Mgr Police and Detectives	x	4	4	0	11	5	1	17	2	3	0	2	0	5						
1-Line Sup/Mgr Production/Operating Workers	x	3	<b>A</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>H</b>	<b>I</b>	<b>L</b>	<b>M</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>T</b>						
1-Line Sup/Mgr Retail Sales Workers (Mgr: Retail)+	x	2	<b>3</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>						
Accountant (Certified Public Accountant)+	x	4	Temperament																	
Accountants+	x	4	63 45 50 50																	
Agricultural Workers (FARMERS)	x	1	1 16 7 26																	
Air Force Personnel*	x		<b>B G R Y</b>																	
Auditors+	x	4	<b>1 8 3 13</b>																	
Bus Drivers, School+	x	2	Specific Populations																	
Chemical Engineers+	x	4	14 40 28 36 22 10 12 17 29																	
Chemists+	x	4	0 12 5 3 11 0 0 8 11																	
Chief Executive (Mgr: Fed Exec)	x	5	<b>A</b>	<b>B</b>	<b>E</b>	<b>H</b>	<b>J</b>	<b>M</b>	<b>R</b>	<b>S</b>	<b>T</b>									
Chief Executive (Top Level City/Co/State Gov)	x	5	<b>0</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>									
Chief Executives (Mgr: High Level Corp Exec)	x	5	<b>0</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>									
CLEANING SERVICES	x	1	Enneagram																	
Comp Software Engrs, Sys Software (Comp Prof)+	x	4	26 13 34 26 23 29 15 26 16																	
Construction Laborers (CRAFT WORKERS)+	x		17 1 5 2 12 4 6 1 2																	
Correctional Officers and Jailers	x	3	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>									
Dentists, General+	x	5	<b>8</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>									
Education Adm, Elementary/Secondary (Principals)	x	5	O*NET Interests																	
Education Administrators (Educationally Related)	x		15 23 10 50 31 19																	
Electricians+	x	3	8 8 0 4 12 4																	
Electronics Engineering Technicians+	x	3	<b>R I A S E C</b>																	
Electronics Engineers, Except Computer+		4	<b>5 4 0 1 7 3</b>																	
ENGINEERS			O*NET Job Families																	
Envtl Science/Protection Tech, Inc Health+		4	22 10 4 9 9 23 4 26 10 26 4 10																	
Financial Managers, Branch or Department+		4	11 6 2 5 2 1 0 3 0 1 0 5																	
General and Operations Managers (Mgr: Mid Lev Gvt)		4	<b>11</b>	<b>13</b>	<b>15</b>	<b>17</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>31</b>	<b>33</b>						
General and Operations Managers (Mgr: Public)		4	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>						
Human Resources, Training/Labor Relations Spec, All		5	<b>5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>						
Management Analysts (Consultant: Management)		4	6 2 3 5 17 1 7 1 3 2 4																	
Manager, All Other (Mgr: Small Business)		4	0 1 1 1 1 1 4 0 2 1 2																	
Mathematical Science Teachers, Postsecondary		5	<b>35</b>	<b>37</b>	<b>39</b>	<b>41</b>	<b>43</b>	<b>45</b>	<b>47</b>	<b>49</b>	<b>51</b>	<b>53</b>	<b>55</b>							
Mechanical Engineers+		4	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>						
Medical/Health Service Mgr (Nursing Adm)+		5	CIP Code																	
Military Personnel at Naval Technical Training		5	19 5 4 10 6 4 3 45 34																	
Mine Cutting/Channeling (Displaced Coal Miners*)		2	3 4 2 5 5 2 2 3 13																	
Operations Research Analysts+		5	<b>13</b>	<b>14</b>	<b>29</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>49</b>	<b>51</b>	<b>52</b>									
Personal Care/Service Wkr, All Oth (Service Workers)		5	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>								
Police Detectives (in Urban Community)+		4	19 5 4 10 6 4 3 45 34																	
Production Wkr (OP: NON-SPEC/FACTORY WKR)			3 4 2 5 5 2 2 3 13																	
PROTECTIVE SERVICE WORKERS			<b>13 14 29 43 44 46 49 51 52</b>																	
Purchasing Agents, Exc Whole/Retail/Farm Prod		3	<b>2 1 1 3 2 1 1 1 7</b>																	
Recreation/Fitness Studies Teachers, Postsec		5	19 5 4 10 6 4 3 45 34																	
Social/Community Service Managers (Adm: Soc Serv)		4	3 4 2 5 5 2 2 3 13																	
Social/Human Service Assistants (Pub Service Aides)		3	<b>13 14 29 43 44 46 49 51 52</b>																	
Structural Iron/Steel Worker (DisplacedSteelworker*)+		2	<b>2 1 1 3 2 1 1 1 7</b>																	
Vocational Education Teachers, Sec School		4	19 5 4 10 6 4 3 45 34																	

## Tool Kits

By Marta Petoe



This practical content of job coaching can be incredibly helpful to clients when they become job seekers, or are thinking of career direction change. Cluing them in yields positive results. Some job seekers are already well organized and have most of the tool kit materials, but may appreciate the review.

There are two kinds of “Tool Kits”: one that is taken to the job interview, and the other, which is the “Master File,” in which papers relating to one’s work life can be tossed. This makes it simpler to access employment information when needed. It can also be perused for career information at anytime: can give clues as to patterns, etc. when an individual is examining work directions or thinking about changing careers. Sometimes it is useful to just look at the contents as it may help to refresh knowledge of all the competencies a job seeker does possess.

The “Tool Kit” folder taken to a job interview is specific to that interview and contains:

- Information of the job announcement
- Any correspondence or email from the prospective employer
- The address of the prospective employer and driving directions, telephone number, email, and name of contact person
- Resumes targeted to the job being applied for. Several copies could be useful if it is an interview panel or several persons are interviewing the candidate

- Cover letter
- Reference list, and hard copies of letters of reference: Choose a few that are the most relevant to the job being applied for, if there are many of these
- Official college transcripts (imprinted seal), and copies
- Original copy of MVR, Credit Report, and CBI or other background check, and copies. Always keep the original documents, but offer copies

### Utilizing the “Tool Kit”

For job interviews: let the employer lead the interview, but when he/she asks about your reference list, you can say yes, here is the list and also I have these letters – here is the original and I can leave a copy with you. This will save the prospective employer time in the hiring process.

*Marta Petoe has 18 years of experience in Job Coaching job seekers in the service industry, labor, technical, and professional areas in the workforce, individually and in workshops. Topics have included: Career or Job direction, “Job Search Tool Kits,” Interviewing, and Salary Negotiation, Labor Market research, and Networking. She is a member of the Colorado Career Development Association and keeps current with job market trends.*

*She earned B.A. from Marylburst University in Oregon in French, American History, and American Literature in May 1966. Has attended numerous workshops in human endeavor topics and is constantly seeking information to maximize competencies on behalf of job seekers. She has been employed by the City and County of Denver Oct 1967- present.*

## Rich Feller honored by friends and colleagues

By Ann Hermann



It was an honor and privilege to surprise and acknowledge Rich Feller at the CCDA Spring Workshop. Over 50 people attended the special reception, including Charles Lehman (NCDA Western Trustee), Betty Kelley (President of the New Mexico Career Development Association), Rich’s wife, Barb, and son, Chris; as well as several CCDA members past and present who have worked with Rich over the years.

Thanks to everyone who helped keep the secret! We received numerous photos and heartfelt messages about Rich’s impact on so many people’s lives. These messages were compiled into a memory book for Rich to keep. Special thanks to Jim Rae, Leslie Cancilla’s husband and Rich’s cousin, who developed an incredibly moving slideshow of photos provided by several CCDA members, NCDA colleagues, and friends.

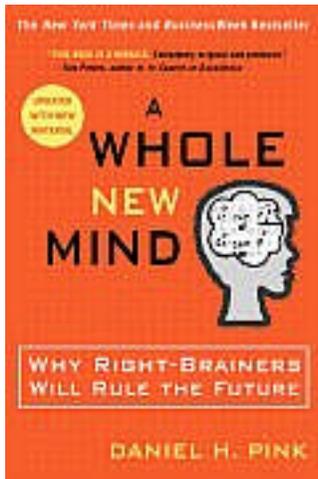
In addition to honoring Rich for his service and leadership, the CCDA Board has established an annual *Rich Feller Leadership Award* to be presented to future CCDA members who make valuable contributions to the organization and the career development field, and exemplify Rich’s service to others as mentor and colleague. The Board will coordinate an annual nomination process for the award, so stay tuned for further information and announcements next year.

**(Continued on next page)**



## Book Review ~ A Whole New Mind Daniel Pink- 2005

By VA Hayman Barber



I work at a small, family-owned art and design college filled with right brain, wonderfully creative, inspiring artists and designers. The students and graduates I work with come to art school because they have a passion not because it's what society wants them to do. These budding artists and designers constantly fight the perception of the "starving artist" and keep moving forward because they love to paint, design, create and draw.

I was introduced to Daniel Pink when I went to the National Art Education Association conference in 2006. Pink was the keynote speaker, and what he said about the power of right brain (the creative, conceptual side of the brain) professionals in the work force was inspiring to me.

Pink's book focuses on the power of creative people in the workforce and mentions three things that threaten the modern day work including Asia, automation, and abundance. He talks about how, as a society, we have everything we need; now it's a matter of re-designing the things we have to

make them sell. He also talks about the importance of those highly creative jobs that cannot be outsourced to other countries, or to computers.

After hearing Pink's talk, I was excited to get back to work and help students understand the value they add to the workforce. Tapping into their creativity can help them solve a number of design problems. One example of this is graphic designer, Deborah Adler, who re-designed the Target prescription bottle. Artists and designers are so important in all types of cultures to solve problems, bring to light a variety of social and cultural issues and address real world challenges.

When I returned to Denver, I read the book and also set up a book club for other faculty and staff members to think about how we encourage the right brain thinkers of the world to thrive. This has led to discussions with Pink himself and some of our faculty members. His book has made me think about how I infuse creativity and right brain thinking, not only into my work with students, but also in my own career. Pink's book invigorated me and helped me look at the future of work in a whole different and exciting way.

*VA Hayman Barber is the  
Director of Career + Alumni Services  
at Rocky Mountain College of Art +  
Design.*

## *Rich Feller honored by friends and colleagues*

By Ann Hermann

**(Cont. from page 4)**

*Proclamation:* Established by the Colorado Career Development Association, the *Rich Feller Leadership Award* honors Rich for his outstanding dedication and service to CCDA and the career development profession in the local, national, and international arenas. Leading by example in his service to others, Rich has educated and mentored students and professionals for many years, and has also made significant contributions to the research and writing in his field. This award recognizes Rich's inspiring acts of dedicated service along with the warmth, compassion, unlimited drive, and integrity with which they were rendered.



Rich:

Whether it's at a conference, in a classroom, at a workshop, or at a basketball game, in your eyes, everyone who walks into your life feels that he/she has the most amazing and individual potential for success. Imagine the impact you have had on so many people. Thank you for being the extremely generous, talented and inspirational teacher, mentor, role model, colleague, friend that you are.

## Market-Driven Resume Writing

### Part one of a two-part series

by Paul Worthman, Career Advisor, UC Denver Career Center

Like most of you reading this, I have written a few resumes over the years. Not so many in the last 3 ½ years in my current position as a Career Advisor in the Career Center at the University of Colorado Denver (UC Denver). But during my six-plus years in the career management industry prior to joining UC Denver, I wrote resumes for more than 300 clients. (Each client usually got 2-3 different versions of their resume along with a set of customized cover letters.)

When I was in resume writing mode back in the day, the thing that always gnawed at me, and maybe secretly gnaws at some of you, was the sense that my resumes weren't as good as they could be. Conventional resume writing wisdom and methodologies, in my experience, aren't designed to allow the resume writer to create a resume

for the audience that is actually going to *read* the resume (our friends in HR typically), but rather writing for the audience that was *paying* for the resume (the client).

It wasn't until I got to UC Denver and didn't constantly have a new resume to write every time I turned around that I had some time to breathe, reflect, and address that gnawing feeling that had followed me around for years. The process I have developed for writing a resume can also be used for evaluating an existing resume. It's a different approach than any I've seen. It is based on market realities and written to appeal to the typical reader of the resume – HR. It approaches resume writing from the reality that the purpose of a resume is singular – the most it will ever do for a client is to generate an



interview opportunity - period.

### CURRENT MARKET REALITIES

Besides the gnawing feeling in my gut, a few key realities also influenced the development of the resume writing process I'm going to share with you. These realities will not come as a surprise to most of you.

1. When resumes are submitted online in response to a job posting, they are often scanned electronically with software that is searching for certain keywords and terms. Each resume is rated or scored (or accepted / rejected)

**(Continued on page 8)**



Throughout graduate school, concerned supervisors, mentors, and faculty kept encouraging (some might say nagging) students to set themselves apart. “Challenge yourself” and “get out of your comfort zone” are the gentle urges from these experienced professionals for those of us entering the profession. They continually push us to reach out to the community, knowing we can have an impact and grow personally and professionally through these experiences.

Over the past year, we have had the opportunity to reach out to the

## Career Counseling with Ex-Offenders: No Poppy Seed Muffins Please!

By Marie Zimenoff & Kristin Hailpern

community and expand our comfort zones through volunteering at the Larimer County Community Corrections half-way house in Fort Collins, Colorado. We were introduced to this population through students who had volunteered there previously. After some contemplation, we decided to jump in and accept the challenge.

As we worked with the facility, we learned that this population was lacking resources for career development and job search assistance. The staff expertise in the facility is not in these areas, and large caseloads do not allow them to focus

on client career issues. However, stable employment is a primary factor in reducing recidivism.

We revamped the materials compiled by the students who had volunteered with this population before and created an initial group plan. These materials also included material from *No One is Unemployable* (Angel & Harney, 1997) and *The Ex-Offenders Job Search Guide* (Krannich & Krannich, 2005). The initial group included three sessions.

In the first session we talked about barriers to employment. This became

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## Counseling Ex-Offenders

(Continued from previous page)



a practice in our cutting off and reframing skills. We practiced talking about felonies with employers in an initial meeting. The more experienced job seekers shared their experience and suggested that being up front about their felony was the best strategy (although that was not the only opinion). During this first group we distributed information and helped participants understand federal incentive programs and background checks. This included information about their rights as an employee.

The second session's activities included communicating skills and an introduction to transferrable skills through uncovering success and achievement stories. We used a motivated skills card sort to stimulate the skills discussion. We then worked with participants to create skill-based statements for their resumes.

In the third session we returned to discussing felonies and practiced talking about felonies in interview situations. Our hope was to help clients minimize the negative discussion, focusing on the facts and the positive actions they have taken to rehabilitate. We also practiced "commonly asked" interview questions, both traditional and behavioral. The behavioral questions provided a stimulus to help participants develop specific examples of their skills and accomplishments.

Throughout the first round of groups, we learned more than we could have ever imagined. We became familiar with the restrictions and barriers residents needed to overcome in order to gain

employment. These included obtaining an ID, finding transportation, restrictions on release time to search for jobs and utilize local resources like the Workforce Center, and many others. The more we worked with the clients, the more questions both ourselves and the clients had about their employment prospects.

As the groups continued, we were able to answer some of the participant's questions, and struggled researching many others. We continued to learn from the members and wrestled with some of the information they would report. One of the most frequent frustrations is being hired by an employer who promises 40 hours per week (the requirement for progress towards release) and then schedules the employee for less than half-time. The participants frequently asked for a list of "felon-friendly employers" in the area, something that is provided in other counties. We have been unable to locate such a list for Larimer County or Fort Collins.

For our final session in our first round of groups, we decided to bring in snacks to the residents. We brought in drinks, candy, salty snacks, and muffins. This all seemed fairly harmless to us. The participants came in and started to joke about the muffins. Blind to our own naivety, we asked what they were joking about. "Are you trying to get us in trouble?" they asked, and laughed. Finally, one of the members let us in on the joke: we had brought poppy seed muffins! The residents were required to be tested weekly for drug use, and, well, you probably are not as naïve! As we all laughed together, I am sure we both blushed. However, we realized later that this was an indicator of a level of rapport neither of us thought possible just three short weeks ago.

In a second round of groups we attempted to make some improvements including using the felony explanation

letter provided by a member of the first group, revisiting success stories in the interviewing discussion, and having members complete a O\*Net interest inventory.

During the interviewing session, we also tried revisiting success stories to help participants create specific examples of their skills and accomplishments. This worked well in pairs, with each pair telling the story for their partner and then having the group give feedback.

Throughout the year we learned more about the needs of this population and successful and not-so-successful interventions. This experience highlighted the importance of attending to individual differences and focusing on strengths. One of the most powerful lessons we learned is that some of the interventions we use with other clients may be ineffective with this population. Neither the motivational card sort or the interest inventory resonated well with these clients, and did not stimulate as productive of a discussion as experienced with other clients and groups.

We also became aware of many systemic changes that would benefit the career development of this population. By working with local employers, we could develop or identify a group of employers who are knowledgeable about the risks and benefits of hiring ex-offenders. Research has shown that having employers as mentors for those returning to our community can help further reduce recidivism. We also learned the importance of educating clients about the employment systems clients about the employment systems

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## Working with Ex-Offenders

(Cont. from previous page )

and the expectations of employers. In order for them to be successful within the system, they need to understand that these expectations may require them to “play the game” during the job search process.

Throughout the year, this group led to personal growth for both of us. The unique challenges of working with this position have expanded and improved our creativity and ability to work with a variety of clients. As our backgrounds included significant work within the University environment, working with ex-offenders was a leap outside of our comfort zones. This experience has broken down our naïve stereotypes of the offender population. Working with these clients also created an opportunity for us to work with a more diverse population in terms of age, socioeconomic status, educational background, and ethnicity. We enjoyed working with these clients and were surprised by our ability to quickly develop rapport. Most importantly, we learned that in our future work with ex-offenders we will FORGET THE POPPY SEED MUFFINS!



*Marie Zimenoff, M.Ed., is a career counselor and consultant in Northern Colorado. She can be reached at [marie.zimenoff@colostate.edu](mailto:marie.zimenoff@colostate.edu).*

*Kristin Hailpern is a recent MEd graduate from the Counseling and Career Development program at Colorado State University.*

## Market-Driven Resume Writing

(Continued from page 6)

based on the prevalence of those keywords it is programmed to look for. Resumes that get a high score go to the top of the electronic stack of resumes (or are accepted). Resumes that score low go to the bottom of the pile (or are rejected). If the resume scores high or is accepted, it has a very good chance of actually being read by a human, usually an HR human!

2. Oh, by the way, if HR gets a lot of resumes, they will not look at all of them. Why? Unless they are working in government or education, their task when reviewing resumes is to identify a certain number of “qualified” candidates to begin their interview process. Once they get to that number, they are done reviewing resumes for that position. Since they begin reviewing resumes that score the highest on the keyword scan, they assume that they have reviewed the resumes of the most qualified candidates.

3. Unless the reader of the resume finds what they are looking for quickly, in less than 10 seconds, studies have shown that the typical HR recruiter moves on to the next resume.

4. For the most part, jobs are the same. For example, an Entry-Level Financial Analyst in Company #1 does pretty much the exact same thing that an Entry-Level Financial Analyst does in Company #2, and so on. Likewise, it doesn't matter whether that job is in Denver, CO; Boston, MA; Seattle, WA; or somewhere in between. That job is pretty consistent across the country and from company to company.

The key to resume success is to make sure that:



1.) The resume has the right keywords in it so it gets the highest possible score as it goes through the scanning process, and

2.) The HR reader finds what they are looking for in the (less than) 10 seconds they typically spend on the resume.

If you can achieve these two things, the chance that the resume you have written will generate an invitation to interview for your client goes up dramatically.

Sounds great, you say, but how can this be accomplished?

Check back next issue to find out!

*Paul Worthman joined the Career Center in September 2004 as a Business Career Advisor. His role as a career advisor has expanded to include all majors on the UC Denver campus..*

*Paul brings over six years of experience in the Career Transition / Management field to the UC Denver Career Center. In that arena he worked with over 300 clients and coached them through all phases of job hunting, from resume writing through employment offer negotiations.*

*He earned a B.S. Business Administration degree with a Marketing emphasis from the University of Colorado. Additional and ongoing training in career development has occurred as a result of his involvement with the Colorado Career Development Association, the Mountain Pacific Association of Colleges and Employers, and the Colorado Career Services Association of Colorado and Wyoming.*

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## What is your story? Reflections from the Spring CCDA conference

By Cori Shaff



On April 11, 2008, many of us had the honor to learn from an influential figure in the career development world: Dr. Mark Savickas. Dr. Savickas began the day introducing the idea of narrative career counseling to the group. The world of work is drastically changing as workers find themselves moving between positions and careers, rather than on the traditional path of staying in the same company and/or career field for a majority of their adult life. Because of this change, Dr. Savickas discussed how learning a person's story can be a helpful way to provide holistic career counseling. Narrative counseling can be helpful as it offers the counselor/coach/etc. a deeper understanding of the person's longstanding dreams and motivations. The surprising aspect is that many of us are not aware of these dreams and motivations, and oftentimes haphazardly pick a field that, in the moment, seems to be the best fit. In order to better understand the people that we help, Dr. Savickas introduced the group to his questions, and demonstrated how meaningful and impactful these questions can be. Not only did Dr. Savickas provide examples from his experiences using his theory, the group was also able to observe a live demonstration as Dr. Savickas worked with a volunteer from the group.

Throughout the day, I had some hesitation about actually using Dr. Savickas' questions. I definitely saw helpful outcomes, and yet wondered - what if the person cannot remember a childhood hero and/or is unable to remember and describe childhood memories? And what if, in the midst of asking the questions, I realize there really is not a theme? Others may have had these same doubts and/or questions throughout the day - and yet I imagine many of those in the room started to forget their doubts during the live demonstration. I was amazed to watch how Dr. Savickas was able to connect deeply with the volunteer and as he asked the questions. I started to see the themes and potential next steps for the volunteer. And in that moment I realized that while the questions are important, the more important aspect is about connecting with the client and providing a safe space for him or her to explore his or her deepest dreams and underlying motivations.

Today, I am writing this article from one of the casinos in Central City, Colorado. Two years ago, I would not have guessed that a part of my story would be spending some of my summers in Central City. And yet, because of my

partner's dreams, I am diligently working while surrounded by people relaxing and enjoying their Saturday. My story is different than I would have predicted, but that is probably because I was not aware of my underlying dreams and motivations. When I ask myself Dr. Savickas' questions, my story becomes clear, and it seems pretty logical that I would end up working on a laptop in a casino. Okay, maybe not 'logical,' but I see how the pieces of my puzzle move towards a life mixed with a little bit of certainty and a lot of unpredictable next steps.

If you were unable to attend Dr. Savickas' workshops, below are his questions. I would add that, before jumping in and using these with a client, spend some time talking with someone who was able to attend or who has used the questions before. I encourage you to do this because I think it will make the experience more meaningful for you and your client. Good luck, and remember to have fun!

### ***Dr. Mark Savickas' Career Style Interview Questions***

- A. How can I be useful to you [today] as you construct your career?
1. Who do you admire? Who would you like to pattern your life after?
  - a. Who did you admire when you were growing up? Why?
  - b. How are you like \_\_\_\_\_?
  - c. How are you different from \_\_\_\_\_?
2. Do you read any magazines or watch any television shows regularly? Which ones?
  - a. What do you like about these magazines or television shows?
  - b. What is your favorite story? It could be a book or movie. Tell me the story.
3. What do you like to do with your free time?
  - a. What are your hobbies?
  - b. What do you enjoy about these hobbies?
4. Do you have a favorite saying or motto?
  - a. Tell me a saying you remember hearing.
5. What [were] your three favorite subjects in junior high and high school? What subjects did you hate?
  - a. Why did you love \_\_\_\_\_ and \_\_\_\_\_?
  - b. Why did you hate \_\_\_\_\_ and \_\_\_\_\_?
6. What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were 3-6 years old.

*Cori Shaff recently joined the career counseling team at the University of Colorado-Boulder in December 2007. Prior to this position, she briefly worked at the Larimer County Workforce Center and graduated from the Counseling and Career Development program at Colorado State in May 2007. Next year she will serve on the CCDA Board as the Training Registration and Speaker Chair.*

## 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,

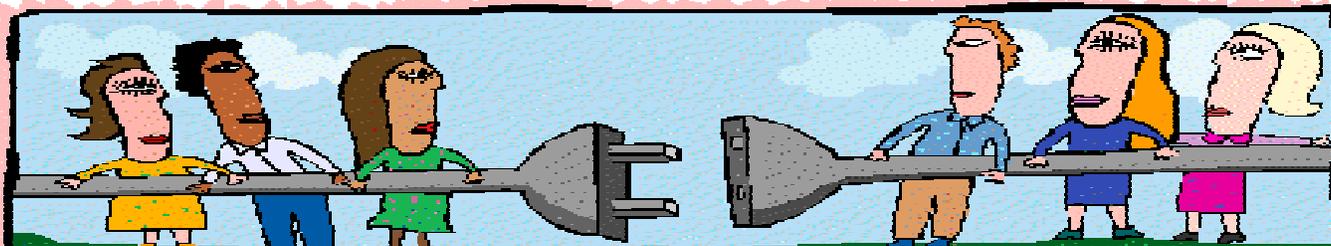
its members, all training fees for CCDA events are waived for regular board members and elect board members pay half. The board positions of President Elect, Secretary, and Treasurer are elected by the members. All other board positions are appointed by the President and President-Elect. The board is 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](mailto:danmacy@yahoo.com) or 303-819-6178

Denver Connections: Barbara Stainman at [blstainman@comcast.net](mailto:blstainman@comcast.net) or 303-519-2955

Northern Connections: Mary Zimenoff at [mzimenof@engr.colostate.edu](mailto:mzimenof@engr.colostate.edu)

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

Western Connections: Larry Dutmer at [ldutmer@coloradomtn.edu](mailto:ldutmer@coloradomtn.edu) or 970-569-2915