



Career Planning & Adult Development

JOURNAL

Volume 32, Number 4

ISSN 0736-1920

Winter 2016-2017

Useful Temperament Tools for Success In Work and Life

Carolyn Kalil, Guest Editor

The Journey: The Narrative Approach

Self-Discovery: Inside-Out Approach To Life and Work

Follow Your Inner Heroes To The Work You Love

**A Didactic Career and Transition Program for Maximum,
Minimum, and Pre-release Level Incarcerated Individuals in
Correctional Education**

**Using Temperament and Interaction Styles with Clients
for Career Development and Job Transition**

**Thank God It's Monday (TGIM); Helping Career Practitioners
Create A More Stable, Enjoyable Work Environment
For Greater Job Satisfaction Using The Character Champions
Framework**

The Psychological Aspects of Customer Service

**Let's Start with the Children: A Developmental Approach
to Career Planning for 9th – 12th Graders**

CAREER PLANNING and ADULT DEVELOPMENT JOURNAL

The Career Planning and Adult

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

Telephone (408) 272-3085

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

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

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

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

Journal Distribution:

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

Publisher:

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Foreword

Looking Ahead with the Journal

Carolyn Kalil and her co-authors have written inspiring Journal Special Issue articles devoted to **Your Inner Hero's Journey** and the **Kiersey temperament assessment system**. A big thank you to all!

Here is what we have planned for future issues of the Journal:

Book Reviews 2016-2017, with our Book Reviews Editor **Maggi Kirkbride** of San Diego, California.

Why We Work, with Guest Editors Shae McCain and Zaraus Beard, of Florida State University.

Careers Related to the Internet, with Guest Editor and our Newsletter Columnist **Melissa A. Venable** of Beaufort, South Carolina.

A Life in the Military: Serving Worldwide Protecting our Nation. Guest Editor is United States Air Force veteran **Charles Lehman**, past president of New Mexico chapter of the National Career Development Association and a well-known expert on the Labor Market. He serves as co-chair of the NCDA Veterans Committee.

We are also considering a special issue devoted to **Career Aptitude Assessment**. **Rich Feller** is exploring this possibility. He is Distinguished Emeritus Professor, Colorado State University, and past president of the National Career Development Association.

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Introduction

INTRODUCTION TO THIS ISSUE

The *National Career Development Guidelines* initiated in 1987 contains 12 competencies that relate to 3 areas of career development and the first of these is Self-Knowledge. Temperament theory and practices have become a popular tool for increasing self-knowledge among teens and adults. The following articles describe how several practitioners have achieved this goal with their programs.

Carolyn Kalil begins the journal with her article *The Journey: The Narrative Approach to Carolyn's Story* of her own search for true happiness.

Carolyn continues to integrate her story in *Self-Discovery: Inside-Out Approach To Life and Work* to demonstrate how she found what was missing in her life to achieve greater success.

Carolyn Kalil's *Follow Your Inner Heroes To the Work You Love*, is about how she helped students discover who they are and find the work they love to do.

Sujata Ives' article *A Didactic Career and Transition Program for Maximum, Minimum, and Pre-release Level Incarcerated Individuals in Correctional Education* explains her use of the Carolyn Kalil temperament model. She discusses the use of best practices in vocational development as well as novel ideologies to aid programmers and workforce developers. She states that "The utilization of Carolyn Kalil's interactive book and guide called, *Follow Your Inner Heroes To The Work You Love* (updated title) contributed to the step-by-step design of the career and transition correctional program. Kalil's book helped incarcerated inmate students match their personality traits to career paths during the two courses that were structured at seven week rotations. Students formed a sense of self-understanding in that they finally understood who they were and who others expected them to be. They were better equipped to choose a career pathway specific to their gifts and talents, instead of trying to be who others wanted them to be." She further states "The results were significant and resulted in a 70% rise in program completion and certificates given, as well as an astounding self-reported 95% rise in self-esteem."

Carol Linden describes three models to help job seekers reflect on their past job fit and plan better for a future job fit. The models include Linda Berens's Interaction Styles, Temperaments and Psychological Type.

Merle Rhoades has spent many years in studying human behavior within and outside of various organizations. He recently coauthored a book with Carolyn Kalil called *Brighten Up Your Internal and External Customer Service Through Inner Heroes*. In this paper, he focuses on four key areas of customer service:

-
- Psychological Aspects
 - Stress and Personalities
 - Verbal and Nonverbal Communications
 - Conflict and the Irate Customer

Diana Ketterman, Cindy Fu, and Tara Holquin discuss how to turn the TGIF (Thank God It's Friday) attitude into a TGIM (Thank God It's Monday) attitude so career practitioners can work with employees and supervisors who want to get to work on Monday as emotional fulfilling instead of fleeing work on Friday as perceived as un-fulfilling and unhappy confinement. They introduce the Character Champions Framework that is a set of tools for assisting individuals and groups to increase self-knowledge and gain greater understanding of others. As school psychologists and consultants, they began career development with students as early as elementary school age by teaching self-knowledge and the understandings of others.

Cheryl Kelly describes how she designed her career development program based on the success of the Sports Team Solution of Excellence approach. She demonstrates how to use Smart Heroes and Inner Heroes temperament models to increase high school graduation and post high school career planning.

Carolyn Kalil, Guest Editor

Chapter 1

THE JOURNEY: The Narrative Approach to Carolyn's Story by Carolyn Kalil

I could not explain this sense of restlessness that I experienced the first half of my life, even after accomplishing what many people would consider to be the American dream. I had a loving husband and family who supported my career goals, lived in a beautiful home in a most desirable neighborhood in Southern California, and drove a high end car. I also had my dream job with a great salary, yet I was yearning for something more. The problem was I just couldn't figure out what the "something more" was.

I moved to California for my first job out of college after earning a B.A. degree in Elementary Education from Ohio State University [OSU]. As excited as I was about being a college graduate I was equally as happy about moving to Los Angeles, the place I had dreamed of living all of my life. But within my first month of teaching elementary school, I knew there was something wrong because I didn't feel the passion that I expected to have in my first job as a professional. It never got any better. The age group of 5th graders was off for me and most of all I did not enjoy being a disciplinarian.

Unfortunately, I didn't have a career counselor to help me understand that I loved teaching but I preferred working with adults. So after two years I made a decision to go back to OSU and pursue a Masters Degree in Counseling. Why Counseling? Well, I must admit it was mostly me who needed counseling. I knew I wasn't as happy as I could be for some reason.

Soon after earning my M.A. Degree, I did return to what I considered to be paradise in Southern California. This time I was determined to go into higher education and work with adults, a much better fit for my personality. I worked at UCLA for one year as a counselor where I found these students very focused and I felt my job to be more of a consultant than a counselor. I decided to take a position as a community college counselor. From the first day on the job at the college, I had that sense of being at "home" in my work. What could be better? I got to spend my day communicating and helping others who really needed my help and get paid for it. I knew it was where I belonged and I was excited about using my counseling skills to help the students. I loved my job. But after about 10 years at the college, I began to feel that restlessness again and think there was still something missing.

Actually, this sense of feeling like there was something missing in my life didn't begin as an adult. I can remember a longing for a different life as a child. I grew up in a family with 5 other girls who were all different than me and I just didn't feel connected to any of them. My father

was an exception but he didn't live with us and I seldom saw him while growing up. I knew he understood me but my mother never did.

My mother was a strong disciplinarian with a practical and serious nature. Her concerns were focused on our survival needs of food and shelter, discipline, a clean house, and getting us to school and church on time. These things gave her a sense of pride.

On the other hand I was friendly and one of my favorite things to do was talk to others. I was sensitive to other people's feelings and loved to cheer them up if they were sad. But my mother often told me I was too friendly, too sensitive and overbearing. I was very confused about my identity and constantly asked myself, "If I'm not who I think I am, and I can't be who she wants me to be, then who am I?"

I was a creative child and often chose a different way of getting things done but to my mother there was only one way. Of course, that was her way and I came to believe there must be something wrong with me. Nothing I did was ever good enough.

My story began to unravel as I went on a quest to learn what was wrong with me. I was so driven that I read every self help book I could get my hands on, attended many workshops, classes, seminars, and conferences that gave me hope of figuring out this puzzle called life. In retrospect, I can see that I was on my own "Inner Hero's Journey" but I didn't know it at the time. Most important, as my emotions and thinking began to shift, so did my life.

Chapter 2

SELF-DISCOVERY: Inside-Out Approach to Life and Work by Carolyn Kalil

Introduction

Discontent at work is not always job related. Although Gallop's 2013 State of the American Workplace report found that 70 per cent of those surveyed dislike their jobs, there can also be other more personal reasons for this unhappiness that shows up in the workplace. These reasons may require a different approach in career counseling. Much of the emphasis of the career planning process has been placed on using assessments to find the right job. The goal was to have a career that provided a good salary to afford a nice home and car and everything else that symbolized the American dream. The focus was on what I call the "outer journey". I believed I had mastered the experience of the outer journey in my work and life, but something was still missing. I know that I am not alone in this struggle. Many of my students and clients have struggled with this syndrome as well. This quote by Carl Jung is a good description of my observations. "About a third of my cases are suffering from no clinically definable neurosis, but from the senselessness and emptiness of their lives.....It is difficult to treat patients of this particular kind by rational methods, because they are in the main socially, well adapted individuals of considerable ability.....The ordinary expression for this situation is "I am stuck," Jung (1933).

In chapter 1, the restlessness I described led me in a different direction, on an inner journey to find answers to my unhappiness from the inside-out. I became interested in three major fields of study that helped me understand myself better and experience more joy in my life. This information also provided the tools I needed to help many other people.

Positive psychology and temperament theory both played a major role in my self discovery. Next, the brilliance of Joseph Campbell's work put my whole life journey into perspective. I will explore each of these branches of knowledge in depth but first I will explain why I used the narrative approach to tell my story in Chapter 1.

The use of Narrative

I began the first chapter with my story because I've always been a story teller. From teaching nursery rhymes to my sisters as early as five years old to publishing my first major book *Follow Your True Colors To The Work You Love*, Kalil, C. (1998) and others since then, it was my story that helped me make sense of my own life. I also used my story to motivate others to find purpose, passion, and meaning in their lives. The use of stories in career development counseling is a fairly new process, but as a career practitioner, I am delighted that the narrative approach is becoming more popular. When I first began doing career counseling at my college

in the mid 70's the emphasis was more of a left brain process based on scores from vocational assessments to help students in their career decision making. Today our profession has shifted to more emphasis on stories than scores (Amundson, 2006, Blustein 2006, Savickas 1993). The purpose of this article is not specifically about the narrative approach but this right brain process happens to be my preferred method of writing. That is why I chose to use it by sharing my story in Chapter 1 and through out this chapter.

In search of answers

I stated in the first paragraph in Chapter 1 that I was yearning for something more. I couldn't figure out what was missing in my life but I did know that I was not as happy as I could be. For years I described myself as a seeker and in my search for answers, I discovered that none of my possessions were enough to make me happy. I learned that like most people, I was seeking happiness in the wrong places. According to Shawn Achor, a Harvard professor, who wrote the book, *The Happiness Advantage* (2010) most of us follow a formula that says "if you work hard, you will become successful, and once you become successful, then you'll be happy." He says the formula is broken because it is backwards.

I call this the have-do-be syndrome. Most people think if they are successful, they can do what they want and then they will be happy. So they are constantly doing more but aren't necessarily happier. In other words if they are successful first, then happiness naturally follows. Research has proven that success and happiness work the other way around. It should be in this order, be-do-have. By being happy (an inner state of peace not based on anything external), we can do what we want and have what we desire.

Positive Psychology

The study of happiness has its roots in the cutting edge science of positive psychology, which explains that happiness is the precursor to success. Positive psychology has become popular in recent years but its core principles of positivity and optimism have been applied by career development practitioners since the days of Frank Parsons, the father of vocational guidance. My earliest introduction to these principles was in Carl Rogers (1951) humanistic psychology approach and Maslow's (1970) work on motivation and personality.

Being happy and optimistic seems to give us the internal fuel we need to achieve our goals. Shawn Achor's research proved this point with 1600 students at Harvard University who in spite of being some of the most privileged, best, and brightest students, many were chronically unhappy young men and women. A Harvard Crimson Poll in 2004 showed that 4 in 5 of Harvard students suffered from depression while in school and nearly half were so depressed that they couldn't function. They had never been taught how to maximize their brains' potential or how to find meaning or happiness."

Achor joined other Harvard professors to study the 1 in 5 students who was flourishing, those who were above the curve in terms of happiness, performance, achievement, etc, to understand why they had such an advantage over their peers. He broke away from the field of traditional psychology that focuses on what makes people unhappy to instead learn through science what makes people thrive. His results showed "that our brains are literally hardwired to perform at their best

not when they are negative or even neutral, but when they are positive,” Anchor (2010).

The underlying premise of positive psychology is that we can learn to be happy. According to one of the first Positive Psychology Centers at the University of Pennsylvania, positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and enhance their experience of love, work, and play. The movement grew out of a need to correct the imbalance in clinical psychology. Seligman and Csikszentmihalyi (2000), two of the leading scholars who initiated the movement, stated in the *American Psychologist* (January, 2000, p.5) that “*The aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities.*”

Strategies

I mentioned that I read many self help books that changed my life. Here are some of the popular contemporary authors whose work is in alignment with the principles of positive psychology

Dr. Wayne Dyer (2013) *Wishes Fulfilled*

Dr DePac Chopra (1994) *The 7 Spiritual Laws of Success*

Eckhart Tolle (1999) *The Power of Now*

Gary Zukov (1990) *The Seat of the Soul*

Don Miguel Ruiz (1997) *The Four Agreements*

Dr. Tal Ben-Shahar taught Harvard University’s most popular course on Positive Psychology. He taught students how to be happy.

Course description: PSY 1504 – Positive Psychology

“The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, friendship, love, achievement, creativity, music, spiritually, and humor.”

Eleven Happiness Tips From Dr. Ben-Shahar

1. Ask yourself questions to foster awareness about what actions and attitudes will make you happier.
2. Happiness must combine both pleasure and meaning, providing both present and future gain.
3. Happiness is not an end state, but rather something you work towards your whole life.
4. Build happiness boosters into your life.
5. Create rituals.
6. Imagine yourself as 110 years old.
7. Allow yourself to feel the full range of emotions, including fear, sadness, or anxiety.
8. Simplify. Identify what’s most important to you and focus on that; stop trying to do too much.
9. Remember the mind-body connection
- 10 Keep in mind that happiness is mostly dependent on your state of mind.
11. Consider happiness to be the ultimate currency. Always ask yourself what you’re trading it for.

For more details read Dr. Ben-Shahar’s (2007) book: *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment and The Pursuit of Perfect* (2009).

After learning why all of the outer success in my life was not enough to make me happy, I continued to focus on my inner growth. I will deconstruct parts of my story to use as examples of how my inner journey helped me find myself and my true purpose, which ultimately led to my happiness. I hope it will inspire others to do the same.

Temperament Theory

I was very confused about my identity and constantly asked myself, “*If I’m not who I think I am, and I can’t be who my mother wants me to be, then who am I?*” This quote from my story became a major question for me to answer. I found the answer when I became familiar with David Keirsey’s work, *Please Understand Me: Character & Temperament Types*, by David Keirsey and Marilyn Bates (1984). This book states, “People are different in fundamental ways. They want different things; they have different motives, purposes, aims, values, needs, drives, impulses, urges. Nothing is more fundamental than that.”

This premise of fundamental differences in this book had the most profound impact on my self identity than anything up to that point. I had learned from the advocates of humanistic psychology and positive psychology that my happiness was dependent on my ability to look within for answers rather than to anything external. Now I had a system that explained my natural character in a way that I could connect with my inner self. What I learned resonated deeply with me and I went on a mission to understand all that I could about this concept.

First I took the Temperament Sorter (Keirsey & Bates (1984) p. 5) and discovered that I am an ENFJ or Apollonian (NF) in the four temperaments. It described me perfectly. On page 59 Keirsey states “*How can I become the kind of person I really am?*” asks the NF. “*He hungers for self-realization, to be and become real. To be what he is meant to be and to have an identity which is uniquely his.*” Even the word “*hunger*” was so much of what was driving me. I felt a hunger within to figure out who I am. These words changed my life and made sense of it like no one else had been able to articulate. He explains, “*Living a life of significance and making a difference in the world does satisfy the NF’s hunger for a unique identity.*”

Keirsey’s description of the Apollonian personality is an uncanny description of who I know myself to be. He says that this type pursues a goal of “*becoming.*” This is how Carl Rogers describes what becoming means to NF’s. “*Becoming a Person means that the individual moves toward being, knowingly and acceptingly, the process which he inwardly and actually is. He moves away from being what he is not, from being a façade. He is not trying to be more than he is, with the attendant feelings of insecurity of bombastic defensiveness. He is not trying to be less than he is, with the attendant feelings of guilt or self depreciation. He is increasingly listening to the deepest recesses of his psychological and emotional being, and finds himself increasingly willing to be, with greater accuracy and depth, that self which he most truly is.*” (Rogers (1961) p. 176) Keirsey states that the NF’s “*truest*” self is the self in search of itself, or in other words, his purpose in life is to have a purpose in life. Always becoming himself, the NF can never truly be himself, since the very act of reaching for the self immediately puts it out of reach.” His whole description of the Apollian personality was so accurate that it satisfied my need to understand myself in a way that felt like “*coming home*” to the real me.

Keirsey also stated, “*Our attempts to change our spouse, off springs, or others can result in change, but the result is a scar and not a transformation*” The scar he spoke of followed me the first half of my life and I am convinced that it was the source of my unhappiness. Much of my struggle had been caused by me trying to live up to who I was told I should be. My understanding of the differences between my mother and myself not only related to my personal healing but also in improving our relationship.

In *Please Understand Me*, page 14, Jung’s four pairs of preferences describe personality differences and similarities. He states that “*for one reason or another, a person chooses one way of doing or being over another.*” The following is a description of each pair of preferences.

Extraversion vs Introversion

Extraversion

Those who have this preference choose people as a source of energy. They are very social. “*Talking to people, playing with people, and working with people is what charges their batteries.*” I am very much an extravert. In fact the only thing I ever got in trouble for in school was talking too much.

Introversion

These people are just the opposite. They are drained by people and prefer solitude to recover their energy. They draw their energy from participating in activities that only involve a few other people or alone is fine with them. This is how they charge their batteries. My mother was very much an introvert and now I understand why she criticized me for being “*too friendly,*” because I loved to talk to other people. The extraversion vs introversion preference really explained this difference between us. Unfortunately, because she didn’t understand individual differences, she just thought this was a flaw in my character that needed to be corrected.

Intuition vs Sensing

Keirsey states that these two preferences are the source of most misunderstanding, miscommunication, vilification, defamation, and denigration. My mother and I were certainly opposites here as well.

Intuition

These people are described as having their “*head in the clouds*” and not grounded in reality. They thrive on possibilities, the future, vision, and vivid imagination. According to Keirsey, this is much more appealing than facts or what is actually happening at the time. This rang true for me because daydreaming was one of my favorite past times as a child. Escaping into my fantasy world was much more interesting than my real life.

Sensing

Keirsey described this type as practical. They also trust facts and past experiences more than intuitives. This preference very much describes my mother. She even took pride in describing herself as being a practical person. This explains why my creative way of solving problems did not appeal to her. I didn’t care how things were done but to her there was only one right way to do most things. This also explains why our communication always seemed to be off. I loved inspiration and believing in something without necessarily having experience or facts to back it up but that was just “*pie in the sky*” thinking and a waste of time to her. Our way of seeing the world was very different.

Thinking vs. Feeling

Thinking

People who choose this preference are more comfortable with impersonal and objective judgments. Their decisions are based more on logic than emotions and this often causes them unfairly to be labeled as heartless, cold and insensitive.

Feeling

Those who have this preference are more comfortable with value judgments than being objective or logical. They tend to make decisions that are more sensitive to the needs of other people which may mean bending the rules in a person's favor rather than the organization.

I very much prefer this preference in most situations. My childhood is full of examples of me rescuing the underdog. My mother and I could not have been more different on these two preferences. She was more of a by-the-rules person and she accused me of being "too sensitive," mostly because I cared so much about other people's feelings. That hasn't changed much so guess I'm just wired this way. Trying to go by the rules and be less sensitive to other people hasn't ever worked for me.

Judging vs. Perceiving

Judging

The judging type, which does not mean judgmental, prefers closure. They like having deadlines and sticking to them. Change is challenging for them. Once a decision is made, they feel more relaxed and are determined to follow through.

Perceiving

Those with the perceiving preference are resistant to closure. They prefer to keep things open just in case there is more data that may influence their decision. They tend to be more flexible and not take life as seriously as the judging type. My mother is no longer alive but she was an Epimethean (SJ). She and I had this particular preference more in common than any of the other pairs, which is 1 out of 4. We both preferred closure rather than leaving things open.

Conclusion

It was clear how my mother and I were different in so many ways and how these differences were the source of much of our misunderstandings and miscommunication.

Unfortunately, she never understood these differences in her lifetime but I am very fortunate for this knowledge and I have used it to help many people through my own writing and speaking career. My understanding of temperament differences not only played a major role in my personal life and career, but also ultimately in my inner peace and happiness.

Joseph Campbell's Work

The other major influence on my journey to self awareness and inner happiness is the work of Joseph Campbell. This scholar was an American mythologist, writer and lecturer best known for his work in comparative mythology, comparative religion, and his "follow your bliss," philosophy. In Joseph Campbell's book (1972), *The Hero with A Thousand Faces*, he describes the hero's journey in all the mythologies of the world with the hero as an archetype. He says "The hero is someone who has given his or her life to something bigger than himself." The fol-

lowing quote summed up what I learned as a result of the search for my true self. *“We’re not on a journey to save the world but to save ourselves but in doing that you save the world. The influence of a vital person vitalizes,”*~Joseph Campbell.

Through mythology Campbell identified recurring themes of human behavior that can be found in all cultures, and he classified them into seventeen stages. His work is a template for how we are to live our lives. It helped me understand this universal journey and put my own life into perspective. Although I am not attempting to replicate all of his seventeen stages, his influence has led me to offer you a modern day, simplified, and practical guide to use in your everyday life, *Life Lessons From The Soul*, Carolyn Kalil, (2015).

My story began with my expectation to be happy because of my external achievements in the world but it was not enough to make me happy. In the words of Joseph Campbell (1998) from, *The Power of Myth*, *“We’re so engaged in doing things to achieve purposes of outer value that we forget the inner value, the rapture that is associated with being alive, is what it is all about.”* Campbell also states, *“You are the Hero of your own Story.”* My intention for this information is to help others become the hero of their own life. By understanding the journey, they will be able to move through the different stages and apply them to their life, while growing and evolving through each stage.

The Inner Hero’s Journey

This is my adaptation of Joseph Campbell’s Hero’s Journey. His work was a more masculine one that focused mostly on the outer events of the journey of life. He describes the Hero’s Journey as he sees it in myths such as, King Arthur and the Knights of the Round Table. Also, Luke Skywalker battling Darth Vader in Star Wars is a more modern day example based on the Hero’s Journey. That is not what this version is about. It is more descriptive of the inner life as we travel along our journey. Unlike the battles and physical acts of chivalry in mythology, this is about the internal experiences and challenges we face in our daily life. The Hero’s journey begins with a call. *“We must let go of the life we have planned, so as to accept the one that is waiting for us.”*~Joseph Campbell

Stage 1: The Call to Action

“The usual hero adventure begins with someone from who something has been taken, or who feels there is something lacking in the normal experience available or permitted to the member of society. The person then takes off on a series of adventures beyond the ordinary, either to recover what has been lost or to discover some life-giving elixir. It’s usually a cycle, a coming and a returning.”~Joseph Campbell, (1972).

This is a personal journey to be your true self and follow the path you were meant to follow. It begins with an inner feeling of restlessness and the world you are familiar with no longer feels comfortable or interesting to you. You may recall I began my story by saying that I was living the American dream. That included me having my dream job with a great salary, yet I was yearning for something more. The problem was I just couldn’t figure out what the *“something more”* was. This is typically how this inner journey begins. It’s about wanting a change, even if you don’t know what the change looks like. The call to action is the decision to do something different. I decided to go on a quest to find answers to my restlessness. As Joseph Campbell states

“Life is without meaning, you bring the meaning to it.” A Joseph Campbell Companion (1991). Refusal of the call could leave you feeling like a victim of your circumstances: there is always a new problem or crisis; life may feel like a living hell. You may begin to feel stuck here. Yet, by heeding the call, your life could change and never be the same.

Stage 2: Self Discovery

Now that you have made the decision to leave your familiar world and make a change in your life, transformation begins. You are leaving the known for the unknown. *“This is the departure when the hero feels something has been lost and goes to find it. You are to cross the threshold into new life. It’s a dangerous adventure, because you are moving out of the sphere of the knowledge of you and your community.”* Campbell, (1991) As I went searching for the “something more,” I was faced with many challenges that relate to the “dangerous adventure,” that Campbell spoke of but I was determined to persist. I had left behind my beliefs I was familiar with, where I thought I knew who I was, and now entered into an unknown world where I began to discover the truth about who I really am.

Challenges

You can count on having challenges along the way, but do not let them deter you from your journey. *“Opportunities to find deeper powers within ourselves come when life seems most challenging,”*~Joseph Campbell.

“Nietzsche was the one who did the job for me. At a certain moment in his life, the idea came to him of what he called ‘the love of your fate.’ Whatever your fate is, whatever the hell happens, you say, ‘This is what I need.’ It may look like a wreck, but go at it as though it were an opportunity, a challenge. If you bring love to the moment – not discouragement – you will find the strength is there. Any disaster you can survive is an improvement in your character, your stature, and your life. What a privilege! This is when the spontaneity of your own nature will have a chance to flow. Then, when looking back at your life, you will see that the moments which seemed to be great failures followed by wreckage were the incidents that shaped the life you have now.”~Joseph Campbell (1991).

These challenges can show up in many forms of fears and self doubts that block our success. Mine were evident in my belief that *“nothing I did was ever good enough.”* I was told that I was too friendly, too sensitive, and too overbearing but never any focus on what was good and positive about me. The American sociologist, Robert K. Merton, coined the phrase *“self-fulfilling prophecy.”* He used this concept to describe how our statements, negative or positive, can determine our actions and create the conditions we actually believe. “I believe that thoughts are things, and negative thoughts can cause you to have limited beliefs about what is possible for your life. These thoughts can be changed by shifting from the disempowering beliefs you have and focusing on more empowering beliefs, Carolyn Kalil, ***Life Lessons from the Soul***. I also find the following advice from Joseph Campbell to be very useful, *“Find a place inside where there’s joy, and joy will burn out the pain.”*

Mentors

You never have to walk your path alone. As Campbell says “*When you’re on the right path, invisible hands will come to your aid.*” At the turning point when you desperately need guidance, you will meet mentors who will give you something you need. I describe mentors as everyday people who show up in our lives to help us in some way on our journey. I have had many mentors who have shown up for me in my professional as well as personal relationships.

Self Awareness

“*The privilege of a lifetime is being who you are.*” Campbell (1991). I had to overcome my challenges to see the real me and appreciate who I am. As discussed in the previous section on Temperament Theory, I understood my true self for the first time by answering the question, “*who am I.*” Now I also realize that it was all part of my hero’s journey that led me to where I am in my life today.

Transformation

This is when you embody the shift in your thinking and behavior. They reflect an inner peace and positive attitude about your life. “*The goal of life is to make your heartbeat match the beat of the universe, to match your nature with Nature.*” Campbell (1991) Now you are able to accomplish your career and life goals from the inside-out.

Stage 3: The Return

It is said that if we want to change the world, we must first change ourselves. This journey has been about change, and this is the completion of a cycle in your life. I had to first confront my challenges which blurred my vision of who I truly am. As I result, I recovered my true self, felt wiser, and more accepting of myself and others. Now I was in a position to live my life with a sense of meaning and purpose. Joseph Campbell said “*Follow your bliss and the universe will open doors for you where there were only walls.*”. He also cautioned us when he said “I think the person who takes a job in order to live – that is to say, for money (no purpose or passion) has turned himself into a slave.”

Conclusion

My transformation allowed me to “*follow my bliss.*” I began to see that I was on the right track by going into higher education. I just needed to tweak it a bit by focusing on helping students find career direction and meaning in their lives. Organizing my counseling skills around career development allowed me to do exactly that. Today I am confident that I provide a much needed service to students and educators while living the words of Joseph Campbell. “*If you do follow your bliss, you put yourself on a track that has been there all the while waiting for you, and the life you ought to be living is the one you are living. When you can see that, you begin to meet people who are in the field of your bliss, and they open doors to you. I say follow your bliss and don’t be afraid, and doors will open where you didn’t know they were going to be. If you follow your bliss, doors will open for you that wouldn’t have opened for anyone else.*” Joseph Campbell.

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Chapter 3

FOLLOW YOUR INNER HEROES TO THE WORK YOU LOVE

by Carolyn Kalil

Introduction

In search of career counseling tools to help my students, I found my own true self. My personal journey was discussed in Chapter 2 and this chapter will explore the career development program that I created for the students I served at my college. This information is based on the empirical research that I gathered from the thousands of students I worked with. The success of the program inspired me to write my first major book, *Follow Your True Colors to the Work You Love* (1998). I have updated the content in that book and changed the title to *Follow Your Inner Heroes To The Work You Love*.

The concept of Inner Heroes had its beginning as my desire to solve a problem for the majority of students entering college every year with a lack of direction in school and future work. I spent over 30 years working as a community college counselor in Southern California helping students identify and achieve their career goals. My frustration with limited vocational assessments in the 1980s led me to seek tools that included a more personal evaluation of the personality traits of students. My goal was to match their individual strengths with a career pathway that would allow them to express their authentic self in college and eventually in a rewarding career.

Inner Heroes & Temperament

Why the name Inner Heroes to describe personality types? The simple answer is I want people to learn how to be the hero of their own lives and I don't believe we can be our best selves without self awareness. In addition, in order to know what we want to do with our lives we must first know who we are.

As I described in the Inner Hero's Journey in Chapter 2, it is an inside-out approach. The goal is to be aware of and align our true inner self with outer behavior. To help people understand themselves better, I use Keirsey's (1984) temperaments to describe each Inner Hero and their individual differences. Inner Heroes focuses on the unique strengths of each type and what motivates them. This provides a more positive understanding of the best way for each temperament to be successful in work and life.

Keirsey states that the four Greek Gods, Apollo, Dionysus, Prometheus, and Epimetheus, quite accurately represent the four temperaments. "Myth has it that Apollo (NF) was commissioned to give man a sense of spirit, Dionysus (SP) to teach man joy, Prometheus (NT) to give man

science, and Epimetheus (SJ) to convey a sense of duty. We see that the four temperaments are different from each other in very fundamental ways,” Keirsey and Bates, *Please Understand Me*, 1984.

Purpose of this article

In this article, I will discuss the components of my Inner Heroes program as they align with the National Career Development Guidelines and the tools I used for all 3 of the major components.

What is career development?

“Career development is a lifelong process comprised of many tasks that arise in conjunction with exploring, choosing and implementing decisions about educational, occupational and related life roles. In the broadest sense career development can be understood as one of the many aspects of socialization that combine to create human development. In this case, it is that aspect of human development which includes how individuals incorporate their values about work, their beliefs about their own interests and abilities, their decisions about education, the ways they negotiate transitions into and out of work experiences and their unique interactions between work and other life roles.” (Herr, 2004)

Three Major National Career Development Guidelines

- 1. Self-Knowledge**
- 2. Educational and Occupational Exploration**
- 3. Career Planning**

1. Self-knowledge

“Self-knowledge competencies that promote a positive self-image are important at all educational levels,” **Competency-Based Career Development**, Splette, H., and Stewart, A., (1990)

I agree with promoting a positive self –image and I sought after personality assessments that accomplished this goal. The first tool I tried was the MBTI, the well established Myers-Briggs Type Indicator, but I found the 16 types too complex for the majority of the population I was serving at the community college level.

Next I investigated Temperament Theory, using *“Please Understand Me,”* by David Keirsey and Marilyn Bates, (1984). This method of using four temperaments instead of 16 types was much easier for the students to understand and apply in a career decision making process and in their lives. From there I adopted the True Colors Personality System that colorized the four temperaments and wrote the first True Colors book, *Follow Your True Colors to the Work You Love*, (1998). As I stated in the introduction, this book has been updated in my more recent version of the book, *Follow Your Inner Heroes to the Work You Love* (2013).

See the following chart for the correlations for Inner Heroes and True Colors, the MBTI, and Keirsey.

The chart below shows the correlation.

The Relationship of Inner Heroes with True Colors, Keirsey Temperaments and the MBTI				
Inner Heroes	Helper	Thinker	Planner	Doer
True Colors	Blue	Green	Gold	Orange
Keirsey Temperaments	NF	NT	SJ	SP
MBTI	ENFJ	ENTJ	ESFJ	ESFP
	INFJ	INTJ	ISFJ	ISFP
	ENFP	ENTP	ESTJ	ESTP
	INFP	INTP	ISTJ	ISTP

Regardless of the personality assessment tool, self knowledge is an important beginning step in following the Career Development Guidelines and the foundation for making good career and life decisions. Understanding who we are means we are aware of our strengths and the important values we hold. As Maslow (1970) said, “To be self actualized, you must not only be doing work you consider to be important, you must do it well and enjoy it,” Without this self knowledge we don’t have a base for finding a career path that will lead to something we enjoy and give us a sense of purpose. These things are equally as important as salary, benefits and other external necessities to accomplish true success.

This sense of self will keep us focused on our strengths rather than operating out of our weaknesses. I agree with the quote, “don’t spend time fixing weaknesses” from the book, *First Break All The Rules* by Marcus Buckingham & Curt Coffman (1999). The key is to spend the majority of your time working in your strengths where you will shine.

Case example

Robert came to me confused. He was painfully bored with the third accounting job he’d had in the past four years. Although he began each job with good intentions, he lost interest after the novelty wore off, typically within three to four months. He was convinced that he needed a complete change of direction. During our first session, I noticed that he had a tremendous amount of energy, the gift of gab and a good sense of humor.

I explained how I was going to use a temperament personality system to help me understand his natural strengths, what he enjoyed and what was important to him. So I began by asking him to prioritize the personality cards. After briefly looking at all four cards, he grabbed the Doer one and put it last, explaining, “This is the kind of person I used to be, but that behavior got me into too much trouble. Now I’m more like what it says on the Planner card.” “Robert,” I said, “I understand that you may want to develop your character by adopting more Planner card characteristics, but we must start with where you are before we can talk about where you want to go. First you must be clear about who you are. I’d like to begin by hearing your story.”

Robert began, “I was the bad apple in the family. You know, the one who caused all the problems. Both of my parents were strict. My father was a perfectionist, former military man who had high standards and expectations for his children. My mother was a traditional homemaker who stayed home and raised me, my brother and sister. Maybe because I was the oldest my dad seemed to be hardest on me. Nothing I did was ever good enough. If I got a B in a class he would say, “Why didn’t you get an A?” Even if I got the highest grade in the class he would say, “Why can’t you do that all the time?”

“I felt as though I grew up literally looking at the world from behind the fence that surrounded our suburban yard in Southern California. My sister, brother and I were never allowed to leave our yard and play with other kids or have them come over to our house. When I went to school it was like escaping from prison. I was totally afraid of my father and the only place I could ever play and have fun was at school, except I also got into a lot of trouble. I was always big for my age, and I was known as the class clown who was telling jokes, throwing spit balls, pulling some girl’s hair, or dancing on the table when the teacher left the room. I also had my fair share of fights on the playground. It seemed like I spent as much time in the principal’s office as I did in class.”

“I felt out of control at school, even though I knew my dad would punish me. He would say I as a loser and a flake who would never amount to anything in life. By the time I was in tenth grade, I had been expelled from school twice. The last time I was dismissed, I transferred to a high school that dealt with ‘kids like me’ who had discipline problems. The new school turned out to be the best thing that could have happened to me.”

“I had a really cool math teacher, who took an interest in me. He was the only one I ever thought believed in me and I did well in his math class because he made it so much fun. Because of his encouragement I went to college and got a business degree in accounting. Here I am, twenty-nine years old, and at least I have a degree, but I can just hear my father saying, “See, I told you you’re a loser; you can’t even keep a job.”

I explained to Robert that his acting-out behavior while growing up was a result of his low self-esteem rather than an expression of his true self. “You already know enough negative things about yourself,” I said. Next we will talk about your positive attributes.

Robert’s story continues under Skills and Talents

Description of each Inner Hero Type

Helpers mostly resemble the Apollonian (NF) temperament. They are constantly in search of their own true self. In fact, their life purpose is centered around finding themselves. This is very important because they could not feel a sense of authenticity without the understanding of who they are. The goal is self-realization. “Self-realization for the NF means to have integrity, that is, unity. There must be no façade, no mask, no pretense, no sham, no playing of roles.” Keirsey & Bates Please Understand Me, 1984. Helpers are very much people oriented and they want to help others reach their potential. This is what motivates them. “Living a life of significance, making a difference in the world does satisfy the NF’s hunger for unique,” Keirsey & Bates, *Please Understand Me* (1984).

Thinkers would be the Promethean (NT) Temperament in Kersey's system. They desire power. *"Power fascinates the (NT). Not power over people, but power over nature. To be able to understand, control, predict, and explain realities,"* Keirsey & Bates, (1984). They acquire this power by being competent at everything they do. To them knowledge equals power. This insatiable thirst for knowledge is what drives Thinkers. Much of that passion shows up at work which is a high priority in their lives. Change agent is more appealing than going with the status quo. They make their contribution by using their knowledge to improve systems that impact the lives of many people.

Planners are what Keirsey describes as the Epimetheus (SJ) Temperament. They need to belong and they take their life roles very seriously whether at home or at work. *"They (SJs) exist primarily to be useful to the social units they belong to,"* Keirsey & Bates, (1984). For Planners, work is a higher priority than play and they have a strong sense of responsibility. *"There is never an end to how much responsibility the SJ accepts. If there is a job to be done, a task to be executed, a duty to fulfill, the SJ feels that he somehow has an obligation to see that the end is accomplished, even if he already is overburdened to the point of unreason, and even if others are contributing far less than he,"* Keirsey & Bates, (1984)

Doers are Keirsey's Dionysus (SP).

They are very action oriented and opposite of Planners in their attitude towards life. The gift of joy is a good description of how they approach life because they don't take it so seriously. *"Dionysians frequently are described by friends as exciting, optimistic, cheerful, light-hearted, and full of fun,"* Keirsey & Bates, *Please Understand Me* (1984).

Routine bores them and they also bring this same sense of fun to their work environment. *"In fact, SP's can easily become bored with the status quo. They like to vary their work patterns each day, they are usually ready to take time out for entertainment, trying out new foods, new places to eat, and vacation spots,"* Keirsey & Bates, (1984). They gravitate towards careers that allow for their free spirited nature, flexibility, and action.

Values: Why are they important?

Values are important to understanding each Hero. They motivate how they think, feel and behave and can be revealed in what they pay attention to and how they spend their time. Since our values are such an integral part of our personality traits which have been described, I will not list them separately here. A complete list of values associated with each personality is available in *Follow Your Inner Heroes To The Work You Love* (2013).

Skills and Talents

Consistent with the unique personality traits and values of each hero, I believe each possesses natural talents. All talents are skills but those associated with each personality are more natural. These talents are the key to finding the work you love because they explain what you will spend your time doing at work. According to Richard Bolles, (2012), *"God has already revealed his will to us concerning our vocation and mission, by causing it to be written in our members. We are to begin deciphering our unique mission by studying our talents and skills, and particularly which ones (or one) we most rejoice to use,"* ~Richard Bolles, Author, *What Color Is Your Parachute*.

Robert's story continues

Robert initially felt uncomfortable about tooting his own horn, but then he said, "I guess I'm good at persuading and convincing people to do things. I also like to cheer people up and make them laugh. Sometimes I'm accused of saying things inappropriately, like making a funny comment in the middle of a serious and boring business meeting. And unlike some people, who can only do one thing at a time, I like to have several things going on at the same time – maybe this is not such a good thing. I guess I get bored easily and I'm happiest when I'm busy."

I assured Robert that each quality he had identified in himself was great, and if he were able to express his true personality more in his work, he would ultimately feel better about himself. I said, "I can see that you are an outgoing, adventurous and free spirited person. These traits are typical of your Doer personality and yet you've been tied to a desk and dealing with numbers all day. Your work requires you to use your weakest and least rewarding skills, such as attending to details, collecting data and budgeting. This is more natural for the Planner personality. You obviously have been suppressing your true nature and best talents in your accounting job."

Unlike Robert's situation, when using natural, inherent talents, they can make work seem easy and effortless as well as enjoyable. I'm listing a few examples below because they are so key to finding the right career path. These transferable skills are not specific to only one particular type of work. They can be used in many occupations.

The difference between a skill and a talent

A skill is a learned ability

A talent is a natural ability

Examples of Natural talents for each Hero

Helpers talents include:

Building self-esteem

Facilitating groups

Supporting others.

Thinker natural talents include:

Ideas

Science

Vision.

Planner natural talents include:

Being good with details

Being organized

Caretaking

Doer natural talents include:

Entertaining

Competing

Persuading

Goal – to maximize your natural talents and to minimize your weaknesses by not focusing on them

See Follow Your Inner Heroes To The Work You Love, Kalil (2013) for a more comprehensive list of talents and transferable skills for each personality.

For more specific information about each personality/ Inner Hero type, you can go to www.innerheroes.com for a free personality assessment with a personalized result.

2. Educational and Occupational Exploration

Career Choices and personality types

This component focuses on exploring career options that match personality strengths and natural talents. The psychologist, John Holland developed the Holland themes that refer to a theory of career choices based on personality types. Holland taught us that if we choose work in an environment similar to who we are, we are more likely to be successful and satisfied. According to Holland, “People can function, develop best, and find job satisfaction in work environments that are compatible with their personalities,”

John Holland, Expert of The Trait and Factor Theory.

Holland also theorized that people and work environments can be loosely classified into 6 different groups; Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. People are typically drawn to two or three of these groups. In summary, a person is more likely to choose a satisfying career if they choose to do something that fits their personality type. This also provides the sense of meaning and purpose that so many seek.

Although there are six Holland types and only four Inner Heroes, notice the overlap of the types in the chart below. Each Inner Hero can find occupations in more than one Holland Type to match their personality traits, and natural talents

Inner Heroes, Holland Types, and O’NET				
Inner Heroes	Helper	Thinker	Planner	Doer
Holland Themes	Social Artistic	Investigative Artistic Enterprising	Conventional Realistic	Realistic Artistic Enterprising
DOT/O*NET	People	Ideas	Data	Things

The Holland Personality Types

See Holland Types on O*NETonline.org.

1. Realistic

Like to work with their hands and focus on things in the physical world.

Prefer concrete problems rather than abstract, want practical solutions

Characteristics include: stable, physically strong, and practical

2. Social

Concerned with people and their welfare. Like to help, encourage, counsel, and guide.

Deal with problems through feelings. Flexible approach to problems.
Characteristics include: humanistic, verbal, and interpersonal.

3. Conventional

Like to pay a lot of attention to detail, organization, and work with data.
Prefer solving clearly defined problems with a practical approach.
Characteristics include: orderly, efficient, and concerned about rules

4. Investigative

Curious and tend to focus on ideas. Like to collect and analyze information of all kinds
Prefer to think through, rather than act out problems
Characteristics include: reserved, independent, analytical, logical.

5. Enterprising

Work with and through people, providing leadership and delegating responsibilities.
Attack problems with leadership skills, Comfortable making decisions.
Characteristics include: persuasive, confident, interested in power/status

6. Artistic

Creative and tend to focus on self-expression through all kinds of mediums.
Deal with problems in intuitive, expressive, and independent ways. Tend to be adverse to rules.
Characteristics include: intuitive, creative, expressive, unconventional.

Compare the Holland Type descriptions with the compatible work environments for each of the 4 Inner Heroes.

Below is a description of how each Inner Hero can find job satisfaction in work environments that are compatible with their personalities. For more description see *Follow Your Inner Heroes To The Work You Love* (2013)

The Helper – Social, Artistic

Compatible work environment:

Helpers need to make a difference in the lives of others is a big clue to the kind of work they can feel passionate about and that will bring a sense of fulfillment. They have great people skills and the ability to bring out the best in others. For them, raising other people's self esteem and encouraging them to reach their own potential comes naturally. This gift is their way of making a contribution to the world. They also have a creative flair for the arts. Many Helpers use their talent as authors, counselors, motivational speakers and songwriters.

The Thinker – Investigative, Artistic, Enterprising

Compatible work environment

The ability to be a great thinker is their clue to finding ideal work to make a contribution to the world. Like inventors and scientists, they are problem solvers who come up with big ideas. They dream up new things that other people don't think of, always analyzing and trying to figure things out. Some of their best insights come during their think times. Also their intuition and

creativity give them the ability to visualize the future. Whether they are drawn to engineering, politics, or philosophy they will find a way to use their knowledge to make important changes in the world.

The Planner – Conventional, Realistic

Compatible work environment

Planners desire to be responsible and do their duty. They are the maintainers of society and without their ability to organize and implement what others create, there would be no stability in the world. No one does it better than Planners. They are self-motivated and know how to discipline themselves to do what is expected of them. They like following the rules and having a routine schedule. Serving others and teaching them how to carry their load is how they make their contribution. Whether they are a teacher, supervisor, or school librarian, they will use their position to teach others to be more responsible.

The Doer – Realistic, Artistic, Enterprising

Compatible work environment

Doers need action and excitement in their work. They are free-spirited and are at their best when they are left alone to do things their own way and pace. The minute things become routine they become restless and lose interest. They are risk takers who value having the freedom to experience life at every moment. This is how they love to express who they are and the best way for them to make their contribution. They thrive in hands-on work environments. Many find their life's work as salespeople, entrepreneurs, bartenders, models, hairdressers, waitresses, race car drivers and athletes.

Continuation and conclusion of Robert's story

Robert took some career assessments and considered several pathways that better suited him as a Doer. He used the college career center to research the specific occupations that interested him most. We agreed that marketing sounded like the best match for his talents and an area he could easily transition into with his business background. On my advice, he interviewed a successful marketing specialist and discovered that he could use his creativity and good sense of humor to produce advertising to sell products and services. He found it especially appealing to interact with lots of people on a variety of projects, using print, audio, video and broadcast media to advertise for clients. Feeling very encourage, he was excited about pursuing this new career path. The last time I heard from Robert, he called to tell me how happy he was that he had landed a position with an advertising agency. He explained, "I actually look forward to going to work everyday now. I used to think there was something wrong with me because I couldn't sit and concentrate for long periods of time in my accounting job. Now I see it was the wrong job for me." He thanked me for rescuing him from dying a slow death and I congratulated him for being willing to get in touch with his true self and find work that allows him to express who he really is.

Other recommendations

1. Use research tools to become knowledgeable about requirements:

Good decisions cannot be made without good information. Gathering information about top career choices will help you decide which careers are the best fit for you. This information is avail-

able on many websites including online.onetcenter.org., libraries, and college career centers

2. Counselors play a major role in helping students with their career development process.

See counselor to:

Choose a major for career choice

Create a student educational plan with classes to achieve desire goal: degree, transfer, certificate, vocational training

3. The Career Planning Process

Life Roles and your Identity

Your identity determines how you will naturally behave in a particular role. But a role does not change your identity or who you are. Sometimes you are forced to play several roles in life simultaneously, such as worker, parent and lover. It is important not to confuse the roles you play with your identity.

The role of worker is one that confuses many people about their identity because many people are in work positions that go against the grain of who they are. For example, Joe thought his primary Hero type was a Planner because he is a sales manager. While it's true that he performs job duties suitable for a Planner personality, his job as a manager is only a role he plays and not who he is. When I helped him to see that he is a free-spirited Doer personality who will naturally feel restricted in a management job, Joe was finally able to understand why he was not able to express his true self at work. He made a decision to return to the sales position that he had enjoyed before he was promoted to manager.

Finding work that fits your identity (instead of trying to squeeze your identity into your job) will allow you to express your true self, will lessen the stress and dissatisfaction you might otherwise feel, and will naturally result in positive self esteem,

Informational Interviewing

An informational interview is a great way to gather information from an expert in a particular field. It is the simple method of talking with someone about their area of work and asking questions about how they got started and what it's like to do the work they do. All it requires is for you to ask questions – let the other person do most of the talking. This is also called “*networking*,” and not a job interview.

If the person does not share your values, I suggest you get another perspective from someone you can relate to, preferably with your same personality traits, or Inner Hero type.

Decision Making and Goal Setting

While making decisions about the direction you want to take in your life don't forget to include personal as well as professional goals. Goals are the things that you want to accomplish because they have meaning to you. They should be realistic enough for you to believe they are possible, but at the same time not compromise your dreams. Some goals are short-term while others are long-term. Much research has shown that goals that are written down have a better chance of being accomplished than those that are not. This will be more difficult for some types than others. Use electronic devices if that is more compatible for your style.

Short term goals – what can you do within the near future, possibly the next 6 months?

Long term goals – will take you more time to accomplish, possibly a year or more. If planning that far ahead is difficult for you, do it in short increments.

Most important -- Keep a positive mental attitude. It is said if you think you can do it, you can. But if you think you can't, you can't. Either way, you are right. So which do you choose to believe?

Life long learning

You must be responsible for your continuous learning and keeping your skills/talents up-to-date. Companies are no longer necessarily sharing in this responsibility. They expect you to do whatever is necessary on your own time. Be prepared to take courses, workshops, read books and journals, and develop new skills.

Cover letter and resume

Students who are preparing to go to work in the near future will need a cover letter and resume. Now they have the information to emphasize their personality traits, and natural talents to describe and determine their career goal. Be sure to use this information in both.

Conclusion

Making good career decisions begins with self knowledge. The goal is to be who you are and do what you love to do. I have presented a formula for how to align your personality strengths and natural talents with careers that match work environments that promote a sense of purpose. Ultimately this leads to true success which includes happiness and fulfillment in work and life, *Follow Your Inner Heroes To The Work You Love*, Kalil, (2013).

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Chapter 4

A DIDACTIC CAREER and TRANSITION PROGRAM For Maximum, Minimum, and Pre-release Level Incarcerated Individuals in Correctional Education by Dr. Sujata Ives

The United States has more incarcerated individuals than any other country at almost one per cent of the population in federal or state prisons (US Bureau of Statistics, 2016). Effective programming is more in demand than ever before and states are searching for innovative curricula as a means to provide quality education in order to lower recidivism rates and create a viable workforce. Individuals from all walks of life that have made poor decisions end up incarcerated and are in need of a new model for guidance and direction. This paper discusses the use of best practices in vocational development as well as novel ideologies to aid programmers and workforce developers.

The 21st century brings a myriad of opportunities for innovation, change, and choice. The technological revolution propelled work life into a frenzy of data creation, interpretation, and utilization. Virtually everyone in the modern world can be seen scurrying about with a computer. While technology has made life easier, individuals are more ridden with confusion than ever before (Masters, 2004). Uncertainty, poor thinking patterns, low self-esteem, and lack of direction render many individuals incapable of deciphering what they truly want in life. In some cases, a lack of focus leads them to poor decision-making and problem-solving. For these reasons, the creation of effective programming that prepares individuals for both work and personal life can benefit employee and employer alike. It is vital to find quality vocational developers and program directors that have instructional experience as well as a genuine passion and fervor to help people discover their purpose and benefit to society as a whole.

Educators and program directors who write curricula must have an appropriate ideology or mind-set to assist individuals in unearthing their latent ardor and intention. While it is true that a vocational developer must be adroit in education and experience, the ability to be mindful of the audience and help accomplish such a superior goal is quite a different matter. The right person with the right intentions requires someone who is passionate about helping not only at the individual level but would have much hope to make a social change at a larger level as well. The task to teach and create a new mind-set in the brains of other people in order to move toward a new paradigm is not for the faint of heart. Such a person, a true vocational developer, would have to be dexterous in premise and practice and have a distinct fervor to do not one but three things: to educate, to advocate, and to empower.

It is estimated that almost half the workforce has the wrong personality for the wrong job. Companies lose an estimated forty million dollars annually due to attrition rates. Not only is it of importance to help at the individual level, but it is imperative to help at a larger scale as well. (US Bureau of Statistics, 2016) With so much at stake, being of service to help society in such a manner can understandably be reserved only for the elite. Taking the time to help people unravel and reveal their layers takes commitment. Managing someone else's discovery does not involve magic or prestidigitation, but rather systematic planning to expand the individual as well as the field of vocational development.

This new paradigm requires authenticity and perseverance. The career and transitional correctional program that was enriched at the Maryland Correctional Institute for Women had to have a firm foundation in theory and best practice. Only by this token was the program able to prepare inmate students to meet the requirements for 21st century job standards (Figure 1) that were set forth by the Baltimore Workforce Investment Board. Relevant theories such as Maslow's Hierarchy of Needs (Figure 2), Malcolm Knowles' Andragogy, and William Glasser's classroom philosophy (Figure 3) all provided the stage to create and sustain a new paradigm. With the program grounded in these theories an appropriate pathway was implemented whereby inmate students were given a two year window to complete the programming.

A firm teaching philosophy was deemed imperative in providing an unyielding foundation for the program, the classroom setting, selection of materials, and creative lesson planning. Dr. William Glasser's philosophy was adopted because it states that the classroom does not solely belong to the teacher and it does not solely belong to the student, but rather the classroom belongs to both the students and the teacher whereby learning can occur in a two-way continuum. A classroom philosophy such as this one created an atmosphere of safety and security that was conducive to learning. William Knowles theory of andragogy states that adults learn differently, therefore a different approach with varying instructional strategies were utilized to form lesson plans. Howard Gardner's Multiple Intelligence theory (Figure 4) and Abraham Maslow's Hierarchy of Needs were used for the purpose of assessing physical and psychological needs of inmate students and was exceptionally helpful in the assessment and establishment of self-esteem and self-efficacy.

The utilization of Carolyn Kalil's interactive book and guide called *Follow Your True Colors to the Work You Love* (2002) contributed to the step-by-step design of the career and transition correctional program. A novel approach focusing on self-understanding was implemented in two courses entitled: (1) Life Skills; and (2) Personal Assessment Career Exploration Advanced (P.A.C.E. Advanced). Kalil's book helped incarcerated inmate students match their personality traits to career paths during the two courses that were structured at seven week rotations. Both courses enrolled twenty inmate students at a time and were given a myriad of instructional strategies, adaptations, and classroom activities to ensure a successful outcome. Life Skills introduced essential philosophical questions such as "Who am I? Where am I going? How do I get there? How do I keep it together?" helped tremendously towards self-understanding. Personal Assessment Career Exploration Advanced focused on the Inner Hero journey, career inventories, film analysis, and job search strategies to mention a few, whereby the inmate students had a substantial portfolio to use in the job search and interview processes. The results were statistically

significant and resulted in a 70 per cent rise program completion and certificates given, as well as an astounding self-reported 95 per cent rise in self-esteem.

Kalil's book has a quote by Alegra Taylor that states, "*Discovery is the process of remembering*" and inmate students interpreted this as meaning that deep down inside they already knew what was right for their lives; but just needed to be willing to accept a new way of thinking in order to have better outcomes.

This process of discovery began in Life Skills class where the Essential Questions "*Who am I? Where am I going? How do I get there? How do I keep it together?*" helped track student progress through qualitative methods such as interviews and journal writing. The inmate students were given lessons on biology, psychology, social, mindfulness, metacognition, critical thinking, emotion management, stress management, relationships, and prosocial skills for the purpose of self-understanding. Metacognition became a favorite and was particularly helpful in teaching errors in thinking and pointed out distortions in the thought process. Kalil's interactive guide and book gave inmate students a chance to discover their hidden gifts and talents via Inner Heroes. The Inner Heroes system is a trait-based system comprised of four cards that are called the Thinker, the Helper, the Planner, and the Doer. Each card corresponds to Don Lowry's Green, Blue, Gold, and Orange True Colors. The aforementioned is the basis of the book, ***Follow your true colors to the work you love***, by Carolyn Kalil. The positive descriptions of traits enabled individuals to increase their self-understanding, match their personality traits to career options, thereby increasing their self-esteem. Kalil's book delineated a myriad of methods that became the catalyst to commence true endowments, positive self-esteem, overcome obstacles, maximize unique strengths, and find soul purpose in order to live a purposeful life. As a result, both Life Skills and Personal Assessment Career Exploration Advanced courses were improved, enriched, and tremendously successful, as evidenced through enrollment numbers, certificates awarded, course evaluations, and qualitative interviews, journals, and letters. Author Carolyn Kalil had a stroke of genius by revealing her personal story in the first chapter because it immediately captured and motivated students to take a closer look at their own life stories. They realized that each had a unique story to tell. They related to Kalil's story because their own parents also wanted them to be and act a certain way. An assignment to recount their experiences paved the way for whole group discussions regarding expectations for work and personal life. Students formed a sense of self-understanding in that they finally understood who they were and who others expected them to be. They were better equipped to choose a career pathway specific to their gifts and talents, instead of trying to be who others wanted them to be. The recollection of positive memories provided them a chance to realize who they were, where they were going, how they were going to get there, and how they would keep it together. Hence, the essential questions from Life Skills coupled with the P.A.C.E. Advanced course aided them in coming full circle in self-understanding.

Students wrote their life story and shared it in small and whole group discussion instructional format. This allowed inmate students to realize that they were products of their past and not victims of their pasts and more importantly understood where they would go in the future because they had discovered their gifts and talents. Excerpts written are shared verbatim, with spelling errors and all; only the names have been changed.

“My name is Cindy and when I was a child my grandmother would watch us frequently. During one summer my brother, David, and I went to some day camp at a school and my grandmother would pick us up in the afternoon. One particular afternoon she had a surprise for us. When we got back to her house she said she had gone shopping and bought us some things and hid them through the house, like a treasure hunt. She had brought my brother and I all kinds of stuff that would keep us busy. I loved going to my grandmothers as a child. She would cut paper dolls out of newspaper for me and make me anything I wanted to eat. She would sing to me and my favorite song was “I’ve got spurs that jingle jangle jingle, as I go riddin’ merrily along”. She would take me to the five and dime store that had a cafeteria in it and we would get lunch and go shopping. Her neighbors next door had three kids and their daughter Mary was close to my age and my good friend. She would come over and my grandmother’s house had three stories, a finished basement and an unfinished attic. We would play in the attic, play dress up, and dance. I miss my grandmother because she was murdered by the teenager that lived across the street. He killed her because he robbed her and she would be able to identify him. She was 93 years old. Her mind was so good and she always encouraged me to help people and work hard. My brother and I were sent to her because my mother didn’t know how to raise us. I was so sad when my brother was murdered in an arson fire. Then couple of years later I met my husband and he got me to feel better by introducing me to drugs. Later on my husband died of an overdose. I guess it was bound to happen. I didn’t have any place to go, so I moved in with my sister then my sister was murdered because she owed money to somebody. I have experienced so much tragedy in my life and lost all hope, but had to go on because of my children. I had to fend for my kids so I turned to selling. My daughter is fifteen now and pregnant and I will be a grandmother when I get out of here. This assignment taught me that I have certain stressors that I didn’t know how to cope with. I have talents that I can pursue even here in prison.

Ms. Kalil learned that she had different ways than her mother, but I found out I had ways just like my grandmother. I am a woman that wants to help others even though my life has been sad. I want a better life for my new grandchild and I’m gonna create that by finishin’ up my GED. I have a part-time job here on the compound and I’m gonna keep on workin’. The way I’m gonna keep it together is by reading my notes and remembering everything I learned in this class and keep focused on helping people because I have excellent customer service skills. Ms. Kalil had a poem in the book that said that your children aren’t your children and that they come through us, but not from us. I remember that every day. It’s like her book has everything I need to turn my life around. I understand myself better now and have bettered my self-esteem tons. My teacher always tells us that this is not the hill you want to die on. I know I’m better than this place. I was stuck for so long, but no more”.

The utilization of Don Lowry’s True Colors system mentioned in Kalil’s book enabled inmate students to decipher their traits based on green, blue, gold, and orange color descriptions. Upon reading the book further, students were able to understand the difference between extroversion and introversion; discuss roles, identities, and personality traits. Students took a word sort where they chose a cluster of words that they rated 4, 3, 2, and 1, from strongest to weakest. After they tallied their scores, their strongest colors were revealed as green, blue, gold, or orange, depending on how they rated the cluster of words. They were pleasantly surprised when they read their corresponding traits aligned with a particular color.

Dowry's Green, Blue, Gold, and Orange True Colors descriptions matched up with Kalil's Inner Heroes the Thinker (green), Helper (blue), Planner (gold), and Doer (orange). Green Thinkers like to analyze, investigate, research, brainstorm, and is a visionary. They value knowledge, intelligence, and innovation. Blue Helpers are social people who have interpersonal intelligence. Blue Helpers are usually warm, friendly, inspiring, harmonious, and joyful in supporting others. Gold Planners are organized, punctual, maintain procedures, schedules, policies, and are dependable, responsible, and practical. Orange Doers are risk-takers, flexible, fun, like variety, are spontaneous, courageous, and enjoy freedom. Careful examination of the Inner Hero cards allowed students to decipher their dominant or brightest traits, and this enabled them to figure out their greatest gifts, talents, values, stressors, and career pathways.

“My name is Holly and I turned out to be a Blue-Helper and a Green-Thinker. I'm a transition clerk in the education department and I like helping people who want to learn, grow, and improve. My Helper Inner Hero is perfect because I like to communicate with people and tell them about the transition program. My Thinker Inner Hero makes me perfect in this job because I like to ask questions, create new goals, and think of ways to improve situations. Through Kalil's book I was able to be loyal to my natural strengths and also draw on the skills from the other Inner Hero cards as necessary. I was a corporate manager for twenty years so I enjoy administrative work and have an appreciation for this setting because it requires flexibility and adaptability”. The Thinker inmate loves to analyze things and receives satisfaction from coming up with new ideas to solve problems. She values her independence and prefers working alone. She is sometimes left out of groups because she does not easily express her emotions. People in groups can get frustrated because she asks many questions, and this is due to her insatiable need to understand why things are the way they are. She values knowledge so there are many Thinkers that can be found in school. She values intelligence and does not have patience for her peers and has the creative ability to come up with solutions to their problems. Her frustration peaks when they do not see things her way, because the answers are so obvious to her. The Thinker's family views her as stuck-up because she prefers privacy and takes the time to think. If family rules do not make sense then she opts out of sharing traditions and gatherings. The Thinker prefers to surround herself with people who are interesting and intellectually stimulating. Since she has much enthusiasm and many interests, she spreads herself too thin. Jodie talks about her traumatic experiences and the book she refers to is the Kalil book discussed in class.

“My name is Jodie and I had a good job as an architect. I guess I got bored, became unappreciative, and made a drastic mistake. At first I was in shock, but after a while I adjusted to prison culture and began participating in groups and eventually became an academic clerk. I didn't want to slip into a depression and knew that I had good skills that I could use here on compound. I knew I could not go back to the architectural firm and taking a career exploration class helped me to understand that I still wanted to be productive and use my gifts and talents. I thought I had ADHD, because it was the boredom that got me in trouble and then locked up. From reading the book I found out that I'm just interested in a lot of things. I just have to remember to get involved in one thing at a time, that's all. The five career choices that I picked from the list in the book were: Information researcher, financial analyst, garden manager, environmental analyst, and park ranger. These choices told me that I can still appreciate architecture, the outdoors, and help people. It also told me that I can work in jobs that are detail-oriented and precise. I really

liked the book because it gave me hope that I could still be a productive member of society and feel fulfilled.”

The Helper inmate student has the desire to help the compound and the community. The Helper inmate is a social butterfly and gets involved in programs during the week and weekend. Groups such as yoga, knitting, dogs and cats, arts and crafts, and preparing for conferences are just some of the things that give her a sense of fulfillment. She gets along with inmates as well as staff and in some cases is revered by staff who calls on her to help in many forums. For example, staff express their gratefulness for the Helper Heroes who are the first to sign up. The Helper is the first to come to the rescue when there is a verbal altercation to settle differences among inmates. She is a good communicator and shows empathy towards others. Albeit complex, the construct of empathy was detected more often in the helper hero than in any other hero type, and this requires further investigation. Christina is very young and influenced by her peers; she found out that she needed structure and order to function positively. Working in the education building helped her hero journey.

“My name is Christina and I wanted to be a clerk so badly in the school because I like to help people. I know I’m smart and beautiful so I wanted to use those things and not let them go to waste on the compound. Even when I was out there I always liked to work, it’s just that I hung around my drug friends too much and even on compound here I hang around them. Some of the people here are from my hometown and I know them and feel comfortable around them, so it’s just natural that I eat and hang with them. Out of all of us I’m the one who is most talented. I like the attention I get because I work in the education department. I like helping people to better themselves and it’s a good feeling when they get their diploma and certificates. I also like bringing people together from different departments. The five careers that I choose were: administrative assistant, hairdresser, customer service manager, model, and drug counselor. The class is very popular on compound and now I know why”.

The Planner inmate is more responsible than the others. She respects authority, rules, and regulations much more than the other heroes. She is motivated to keep things running on schedule, so she prods others to do the same. She likes an orderly environment and does not care for chaos, so she has to cultivate skills that help her to keep it together on compound. She is good at record-keeping and others depend on her talents here to help them keep their records organized for parole. She is more self-disciplined than others and this can be seen by her excellent attendance, behavior, and participation. She wants to do the right thing and takes accountability for her actions and does what is necessary to leave prison. She can be found working in the mailroom, design shop, and sew and shop. Heath shared her experience as a high ranking member of society that made the wrong decisions due to pressure from others to be a certain way. The following is a partial description of her hero journey as a time in the wilderness.

“My name is Heath and I held a high position of power in this state. I am well-educated and come from the upper class. For many months I simply could not believe that I was here in this place. At first I didn’t understand, but now I am able to see that this is my wilderness. It is a time for reflection and resolution. I accept that I am here and intend to make the best of it to do whatever it takes to make things right. I am cautious and slow to warm up. I assess the environment

and situation before jumping into volunteering. I have a tendency to go beyond what is expected of me. I don't just do the minimum, but feel pride when I do extra tasks. I always get an A grade on my assignments because I am meticulous in my notes and assignments. I have short-term and long-term goals and manage my stay on compound by checking off my list of things I have to do to get out of here. Kalil's book helped me because I got to view some options of what I could do when I get out of here. I am a Planner. The career choices I picked were: editor, writer, event planner, scheduler, and administrator. I think I would be good at all of those things. I loved the book and highly recommend this class and instructor to anyone who will listen."

The Doer inmate is thrill-seeking and needs excitement in whatever she does. She gets bored easily and does well in kinesthetic activities and projects. She runs to the jobs that are physical in nature such as maintenance, sanitation, gardening and bee keeping. The Doer inmate loves to be outdoors, with people, and where there is enthusiasm and stays longer in a fun work environment. Luanne is a bubbly individual who is seen as being too hyper by her classmates. She appreciates her qualities and knows how to use them now, and for this her classmates are also appreciative.

My name is Luanne and I was not surprised to find out that I am a Doer. I get bored easily so I'm involved in many activities. I love risky activities and jump into them without thinking first. I'm not surprised I'm here because I like to think up all kinds of trouble. Here, I have to change my ways a little bit and find other exciting things to do that won't get me in trouble. I choose jobs that have some risk involved like climbing ladders, painting, fixing electrical outlets, and cooking in the kitchen. I chose these job possibilities: construction and inspection, auto body manager, business service manager, dog groomer, and fast-food manager. I value risk-taking, freedom, adventure, and variety."

Addressing self-esteem and motivation via Maslow's Hierarchy of Needs was a crucial component of the career exploration program, because it explains human needs in terms of physical and psychological needs. An individual who does not have food, water, clothing, and shelter is not going to think about self-esteem and self-actualization. Therefore, it was important to form partnerships for the purpose of ensuring that basic needs were met for each individual upon transition and re-entry. Here, Maslow's theory connected with the needs of incarcerated students because they gave up and turned to drugs which led to criminal activities. There is a distinct connection between addiction and criminal activity, and it is Maslow's theory that makes this more visible than ever. The incarcerated individual will not self-actualize until all physical and lower psychological needs are met. Many never had the chance to rise above physiological needs, while others got stuck at the belongingness level and joined gangs. Still others remained trapped at the safety level because they jumped from job to job where there was little to no security. The premise of Maslow's theory is that an individual will not be able to rise to the next level without stability in each level. Whether it be Thinker, Helper, Planner, or Doer, the construct of self-esteem was imperative to address for self-understanding.

Kalil states that not everyone gains self-esteem in the same manner; this process is different for everyone. This became especially true as the inmate students accepted that they were all different and furthermore realized how important it was to understand the differences if they were to be

successful out in society. It was through understanding that they gained better self-esteem, and it was self-reported that negative incidents on compound and in their housing decreased because, via self-understanding, they were able to make better choices.

Inmate students had low self-esteem due to self-abuse and sabotage. They further disclosed that when things started to go their way they had a tendency to sabotage. This is strictly due to low self-esteem and the way they viewed themselves. Since they were not used to succeeding, success caused them stress. Different things cause stress to the different Inner Heroes types and this was particularly helpful in discovering various solutions to the causes and not just alleviating symptoms of stress.

Habits and ways of sabotage discussed in class were: alcohol and drug use, anger, impulse-control, manipulation, lying, self-harm, and harm to others to name a few. Others included: wastefulness, envy, gossip, procrastination, manners, and revenge thinking. This speaks volumes regarding the stress levels that inmates go through each day. They lose their identity upon entry and adopt a myriad of negative skills to cope with stress.

The topic of good stress called Eustress versus bad stress called Distress was helpful in understanding motivation. Motivation was discussed via the Eustress, the good kind that is necessary to get things accomplished for oneself. If students enjoy doing something there is an added bonus of satisfaction and achievement. Each inmate has a different way of getting things done for themselves and this stems from the varying traits that they hold as mentioned in the Inner Hero system. A myriad of teaching strategies and instructional methods had to be utilized to accomplish goals set forth for successful outcomes in this programming. Instructional methods used included, but were not limited to: direct instruction, integration competency worksheets, project based, writing to learn, independent study, portfolio, research and investigation, Jigsaw method, whole group discussion, small group discussion, cooperative learning, team teaching, differentiation, Bloom's taxonomy, Socratic method, individualized, coaching, peer tutoring, puzzles, and art tasks to mention a few.

Annette described her frustration regarding school and career.

“My name is Annette and I am an intelligent black woman who knew that education was important in life. I fell in love, got married, and had children and had to go back to work to make ends meet. There were too many barriers to life so I turned to drugs in order to cope. Losing my freedoms frustrated me and I was mad that I couldn't go to school, college and have a career. I tell the young folks that it's important to stay in school and there's plenty of time for hanky panky later on. You know, I had a victim mentality for a long time and thought that I could never get anything right. I didn't understand how thoughts and behaviors were linked, but now I do”.

This dichotomy has existed for decades and even today women have to decide between career and family. With the onset of the 21st century and the demands of workplace skills one would think that a person could have both a career and family (Davey 1998). The motion to understand women's experience in the workplace and vocational goals is intriguing. An examination of women's interests, values, and abilities in order to help them assess personal aspirations and explore careers with respect to coordinating sectors in career and childrearing is a vital component of any correctional education program. Inmate students state that the pressures of rearing

children with one income caused them to seek illegal means to support their families. As a result of low socioeconomics, they resorted to criminal activities, and those activities in turn resulted in incarceration in the prison system.

At a correctional institution, there are many personalities that hold innumerable motivations for behavior. Inmate students walk in the correctional classroom to achieve perfection, to avoid conflict, to avoid pain, to have recognition, to avoid problems, to be good, to be normal, to be respected, to be someone else, to be strong, to find comfort, to satiate their curiosity, as a desperate act, to destroy, to dominate, to escape, to find adventure, to find what was lost, to fit in, to gain freedom, to make friends, for the glory, to lower feelings of guilt, to find happiness, to get rid of jealousy, to understand love, loyalty, lust, morality, to avoid peer pressures, to be popular, to have power, to protect others, to prove themselves, for redemption, to repay a debt, to rise above others, to save the world, self-preservation, self-protection, to survive, or for the thrill.

Students devised individual vocational and personal mission statements that provided focus and direction and enabled them to stay on the pathway to setting short-term and long-term goals. It was particularly helpful to individuals who did not know where to start. The mission statement reminded them of their unique offering in creating a bright future for themselves. This task further aided the students to cement the steps necessary to create a productive life ahead. Kalil provides a simple equation for a personal mission statement: take 2 gifts and talents + 2 important values + somewhere to serve = mission statement. For the correctional classroom, another step was added to the equation. After the equation, the inmate students were asked to turn their mission statements into a short bumper sticker. Here are a few good examples of mission statements and their corresponding bumper stickers:

Tara's mission statement: I want to help, lead, and have fun while I help people become creative.
Tara's bumper sticker: Tara inspires!

Cheryl's mission statement: I want to motivate and help elderly people so society does not forget them.

Cheryl's bumper sticker: Let your light shine!

Melisa's mission statement: I want to use my smarts and not waste any amp power to help people.

Melisa's bumper sticker: Thinking women unite!

The class insisted on creating a mission statement for their teacher: I want to acknowledge others by recognizing and validating their gifts and skills because I value innovation and change.

The bumper sticker: She empowers!

Something has to change, in order for some things to change. The inmate students know well that they must change, and in order for change to occur there must understand the self. For example, they understood how important it was to change their thinking and re-write mental scripts. Simply put, they understood the consequence of paying attention to metacognition. Albert Einstein once said: "*Continuing to do the same thing over and over again and expecting different results is the definition of insanity*". The inmate students were told that they must change their people, places, and things. The cognitive component taught inmate students to change internal barriers such as negative self-talk to positive self-talk, and was vital in the success of increasing self-esteem and sustaining goals and dreams.

An effective vocational program could not run successfully without partnerships. Two partnerships that play a vital role in the success of this vocational program included reentry mediations conducted by mediators at Community Mediation Maryland (communitymediationmaryland.com) to help in family reunification efforts and the Community Conferencing program that stems out of the Community Conferencing Center of Baltimore that helps young family members stay out of prison. In order to help juvenile first-offenders and to keep them from entering the system during elementary, middle school, and high school, Community Conferencing is a viable option and is available in school throughout the state. Strictly in place for elementary, middle, and high school level children who commit a first offense, the judge, parent, or school principal can call upon the Community Conferencing option to keep the child out of the criminal justice system. The Community Conferencing model was taken from New Zealand and is based on accountability and community. The child is held accountable for his actions and has to answer to his family, the victim's family, and school. The procedure follows all involved to collect and sit in a circle with a facilitator that poses a question to each person. The question "How were you affected by this deed?" is answered by each person as the perpetrator listens. The perpetrator is the last one to answer the question to the whole group. It is the hope of the facilitator that the child will feel remorseful and realize the error of his ways. The child is given a chance to apologize to the victim and family and the facilitator writes up an agreement between the victim and perpetrator which is then sent to the judge for review. This is a most viable option for those children who simply did not think of the consequences of their actions. Through the Community Conferencing model the judge accepts agreements from the conferences thereby keeping the young persons from entering the system with a juvenile offender six digit number. This state has documented cases where six year olds get suspended from school, but are managed more realistically. Incarcerated mothers can rest assured that their children will not have a six digit number at such an early age. Therefore, relieved mothers can continue to pursue their academic and vocational goals without the distraction of family issues.

Author Karen Horney examined important values that women placed on education, career goals, and occupational stature, and found that women used words such as determination, problem-solving, and decision-making. She found women longing for professional success. And this is supported by the nation's statistics that indicate that there are more females in the workforce that have a bachelor's degree as compared to males (US Bureau of Statistics, 2015).

Women of color and from other cultures can be affected by microaggression and this can affect their choices for education and vocation. There is very little research done on a poor woman's adjustment to the educational experience and on high achieving women from that stem from disadvantaged backgrounds. Many women felt they had to hide where they came from in order to assimilate into higher education. Clance and Imes 1998 University of Georgia study on the Impostor Phenomenon (IP) found that it occurs in the population and is marked by a sense of fraudulence. The individual does not experience true internal success and attributes success to external factors. Feelings of fraudulence overwhelm and cause IP individuals to feel they will be "found out"; that it was a mistake that they were given accolades, promotions, or degrees. As a consequence, IP sufferers develop high anxiety and low self-efficacy and low self-esteem while they pursue their goals.

Kalil reminds that “*being different from others does not mean wrong*”. It means that we all have different traits and have to learn to accept differences in order to have more appreciation for life and work. When we have more appreciation for life and work, we are self-actualizing without even realizing it.

The end of the rotation student presentations included strong nuances of self-understanding, content learned, and a code shift in thinking, acceptance, and appreciation. The following is a verbatim presentation written by Casharra and her piece indicates well that the work of a vocational developer is a gratifying one indeed.

“Hello, I’m here today to inform you about some of the books like the ***Occupational Outlook Handbook*** and Carolyn Kalil’s book that really helped me with my research. First let me ask, has the book helped anyone here today far as their career and any information they didn’t know? Well for me I learned a lot about my career! Before joining this class, I knew very little about my career but that didn’t stop me from wanting to start a childcare business. I found out that I was a Helper and Planner Hero that would be great at what I originally thought about doing. Child-care workers care for all children when parents and other family members are unavailable. They care for children’s basic needs and some even help children prepare for kindergarten and higher grades, while others even have a working relationship with the school staff. The needs of parents and family members vary a lot and it depends on how the parent and family wants a child care worker to help out. The occupational outlook handbook taught me a lot of the earning, training, and education needed. I also learned about the projected growth, the skills required for the business, advancement opportunities, and the related jobs. These things are very important to me because it helped me to see how much I can make per year. It gave me a better understanding of what’s expected of me and what I have to do for my business. Some important qualities I need for this career is good communication skills, because you must be able to talk with parents and family about their progress and care. Also decision making skills, instructional skills, interpersonal skills and most importance patience, because working with children can be frustrating at times. So we need to be able to have patience as an important transferrable skill in order to respond to overwhelming or difficult situations and respond calmly and as an adult that we are. In the long run this information will help me with my career, business, and with my own children. The training and education needed for this job varies by setting, state, and employer. Some states require workers to have a high school diploma and some post-secondary education in early childhood. For someone like myself, I want to own my own daycare business, starting from my private home. Doing business from a private home requires licenses, certifications, and registrations. Depending on the state, as I said you can complete a minimum number of hours training annually and get the correct documents you need. In addition to all the information that I just mentioned, I found alternative occupations similar to the job I want such as teacher’s assistant, special education assistants, and childcare center managers. Everything I learned from the Occupational Outlook Handbook really helped me a lot about my career and what I need to do to get started upon my release. I feel that childcare in my home would be a perfect vocation for me because I have three children of my own and it would help me to raise my own children. It’s the best of both worlds you see. I can stay home with my kids and get money for it! It’s the perfect job for me as a gold planner. I would keep a good schedule, good relationships with parents, family, and school, keep a good financial spreadsheet on my computer, and keep the environment

clean and friendly. I am a gold hero that is going to be a great private business owner. I will use my transferrable skills of patience, communication, dependability, and friendliness to maintain good clients. I love children and people. The O.O.H. helped me to understand the business side of things, while the Kalil book helped me to see my long-term dream. I would like to give special thanks to the teacher for her hard work and to my classmates for helping me through the exercises and projects to help me to get me where I need to be. Does anyone have any questions for me? If not, thank you for your time”.

The cornerstone of effective programming is purposeful instruction, guided practice, and reinforcement. For students, educators, directors, and programmers it is equally as important to know who we are, understand our true selves, understand others, accept difference, work together instead of against each other, and it is precisely this that can result in genuine concern for mankind. It is the author’s earnest plea that instructional specialists and vocational developers create an environment where all four Inner Heroes are valued and appreciated. The new paradigm conferred in this paper is this: instead of viewing barriers as negative, what if the barrier was viewed as the way? For example, what if someone has a voice that tremors and thinks that it would keep her from achieving her goals and dreams? A new paradigm brings about new thinking that perhaps it is precisely that tremor in her voice that is needed to teach the world acceptance and self-understanding.

The implementation of new paradigms and ideologies could minimize distorted viewpoints and skewed decision-making. A new way of viewing life would truly offer a “code shift” in metacognition, programming, and development.

The opportunity to share ideas in a stimulating journal affords a forum to enhance the field of vocational and adult development. There is much work to be done. Future research includes personality neuroscience in conjunction with vocational development to help decipher how the brain changes during self-understanding, how the brain changes when it accepts help, and how the brain changes when it helps others. Generating new pathways to success could utilize innovative approaches; develop novel ideas for ways that could benefit organizations, and create avenues to develop and practice interpersonal and intrapersonal intelligence.

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APPENDICES: 1. 21 st Century Job Readiness Standards; 2. Maslow's Hierarchy of Needs; 3. The Glasser Theory; 4. Wheel of Ways We Learn

Appendix 1: 21st Century Job Readiness Standards

Life skills

- ✓ Is able to manage personal circumstances so there is a minimal impact on employment
- ✓ Demonstrates basic manners and civility
- ✓ Is able to get to work on a daily basis using reliable modes of transportation
- ✓ Possesses valid government photo identification, social security card, birth certificate, telephone number, proof of address and education documentation
- ✓ Uses appropriate problem solving techniques
- ✓ Is able to adapt to change and learn new skills

Basic work habits and behaviors

- ✓ Is reliable, trustworthy
- ✓ Dresses and grooms appropriately for the work environment
- ✓ Follows rules and procedures
- ✓ Demonstrates ability to be on time and reports as scheduled
- ✓ Arrives prepared to work
- ✓ Is drug and/or alcohol free
- ✓ Possesses good time management skills

Work attitudes and values

- ✓ Takes initiative and pride in their work
- ✓ Demonstrates respect for authority, co-workers, and diversity in the workplace
- ✓ Is willing to learn
- ✓ Is motivated to work

Communication and interpersonal skills

- ✓ Is able to work effectively with co-workers, customers and supervisors
- ✓ Understands and is able to follow written or verbal directions or instructions
- ✓ Effectively handles conflicts with co-workers or customers
- ✓ Is able to accept constructive criticism
- ✓ Demonstrates basic written and verbal skills including electronic communication (e.g. appropriate email etiquette)
- ✓ Demonstrates basic listening skills and appropriate verbal and body language

Basic skills

- ✓ Is able to read, write, and compute at level needed to perform job

Technology skills

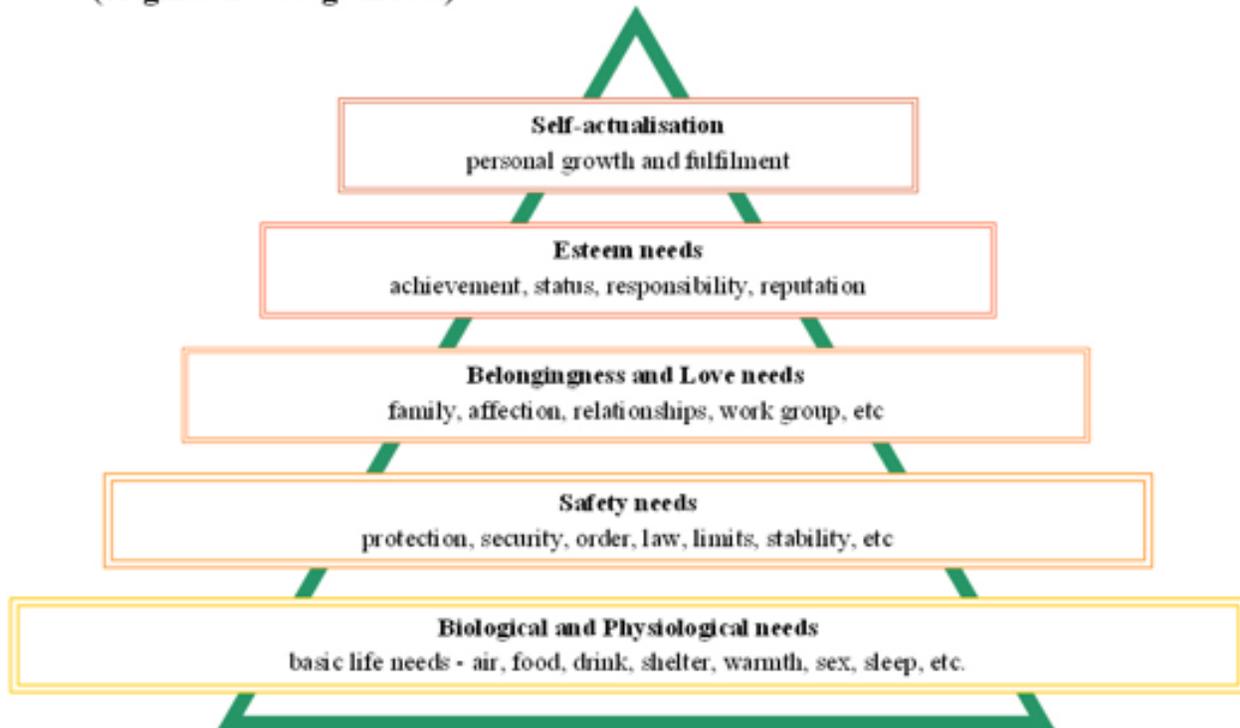
- ✓ Possesses basic computer skills
- ✓ Is able to establish an email address or account
- ✓ Possesses aptitude to send, receive and retrieve information electronically
- ✓ Knows how to use internet
- ✓ Stays current on technology within the workplace
- ✓ Comprehends rules of appropriate use of social media and internet

Job search skills

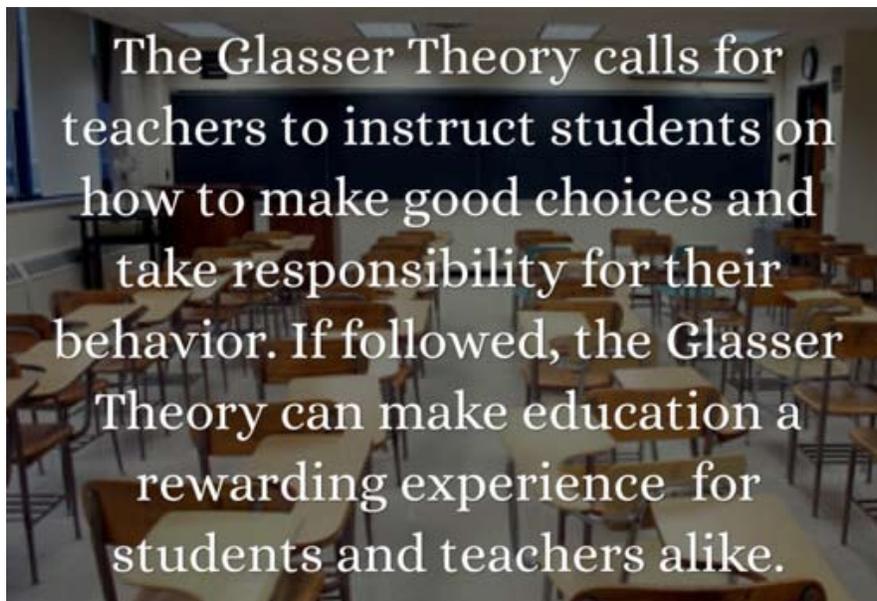
- ✓ Has an updated electronic resume and references
- ✓ Is able to conduct a job search using computer
- ✓ Has an email address
- ✓ Possesses good interviewing skills

Appendix 2: Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs
(original five-stage model)



Appendix 3: The Glasser Theory



Appendix 4: Wheel of Ways We Learn



Chapter 5

USING TEMPERAMENT and INTERACTION STYLES with CLIENTS for CAREER DEVELOPMENT and JOB TRANSITION

by Carol A. Linden

Abstract

In working with job seekers for the past 6 years during the “*great recession*,” this author has learned that by using multiple models, she can help job seekers reflect on their past job fit, plan better for future job fit, and develop the ability to be more successful both in an interview and with relationships in their next job. These models include Temperaments and Berens Interaction Styles. The Interaction Styles model was developed by Linda V. Berens, Ph.D. and is based on communication dynamics identified by David Keirseay in 1985 and related to the 1920’s work of William Marston. Berens’ model integrates beautifully with Psychological Type and Temperaments because she used those models to help refine and clarify the Social Styles model as described by Bolton and Bolton.

The Models

The fundamental reason that I start with two 4-quadrant models (Interaction Styles and Temperaments) is simple—clients can walk out of my office and students can walk out of the classroom that very day and start applying their learning in interactions with others. Sixteen types are too overwhelming to be the starting point for me with students. I move onto that with both individual clients and teams, but everyone first explores these two models. Adult learners can recognize the four patterns in both of these models and learn to apply them quickly. I’ve seen it happen over and over again. In fact, it’s not unusual for adult learners to have profound realizations as they learn the models and apply them to their own lives. A client with ENTJ preferences (In-Charge Theorist) went home and returned on the second day of class to report that at the dinner table that night he had taught Interaction Styles™ to his wife and her parents. All four styles were represented amongst the four of them. I do not recommend that mere mortals go home and start using this learning with in-laws right away, but this In-Charge Theorist was clearly up to the task.

These models help adults

- Identify their own core drivers and realize how satisfying them relates to job satisfaction and success.
- Identify the four behavioral styles, which ones they naturally prefer, which ones they might be avoiding, and how they can choose to use different styles consciously to succeed in different aspects of their work.
- Identify concrete ways to flex their behavior to be effective with different types of people in their work environment so that they can succeed and develop in their careers.
- Identify what might have been unfulfilling about a particular job or what might have been a bad

fit in a work environment.

All of this information helps them be more effective and be more conscious of their own career development, whether it's to stay the course or change course for a more fulfilling career or a more rewarding environment.

Temperaments Summary: Table 1 [see Appendix] conveniently summarizes important aspects of each of the four Temperaments, as described by Berens.

What I find most useful about Temperament Theory for career development: Understanding that each Temperament pattern has its own core drivers can help clients understand why they find themselves misunderstood or not trusted, especially clients whose Temperament is not prevalent in their environment. Someone can appear untrustworthy to others only because they are genuinely misunderstood through the different Temperament lenses.

For example, whether you work in the private sector, not-for-profit or government, retail or technology, you are highly likely to have a manager with Stabilizer preferences at some point. Their core needs, talents, and values help them gravitate in large percentages into management; this is particularly true for ISTJ and ESTJ. If you fail to understand a Stabilizer's need for responsibility and stability, preference for concrete information and known facts, natural respect for the past and the rules, tendency to require orderliness, and low tolerance for risk, you are going to have problems advancing your career and potentially keeping your job. You look like a risk to the safety and stability of the organization, so letting you continue to work for them without close supervision may seem irresponsible to them. A manager with Stabilizer preferences is just doing his or her job when you show low tolerance or disrespect for these core values. Improviser playfulness and more casual tone can look naturally suspect to a manager with Stabilizer preferences. Theorists can look like a threat to the stability of the system because they think at the systems level and are more than willing to crack a few eggs to make a better omelet.

Last note on Temperaments' Usefulness

Understanding the four core drivers of the Temperaments helps explain why people seem to be focused on such different things in a situation. Until you understand this, meetings can be puzzling if not practically maddening. Recognizing core Temperament drivers can help make clients more effective in the workplace, whether it's understanding how to satisfy their manager's core drivers or their own. Managers will benefit when working with employees with different temperaments as these employees will have their own needs/preferences that are important to understand in terms of mentoring them and crafting messages that will be clear to them about what is expected.

Note about nomenclature: While I cut my Temperament teeth, so to speak, on David Keirsey's seminal work *Please Understand Me II*, I currently use the nomenclature developed by Linda V. Berens, a researcher who was a student of Keirsey. I use Berens' terms because they are more easily accepted, particularly in a corporate environment.

Keirsey's Temperament Names	Berens' Temperament Names
Artisan	Improviser
Guardian	Stabilizer
Rational	Theorist
Idealist	Catalyst

No one in a modern corporation wants to be called a Guardian, an Artisan, or, much less an Idealist. Everyone wants to be considered a “*Rational*.” Using terminology that clients resist does not help them identify their best Temperament fit. Berens developed names that she discovered worked better with her corporate consulting clients. I, too, have found that her nomenclature helps clients find their Temperament fit more easily in the business realm, so I began using it in 2009.

Berens’ Temperament names suggest that all of the Temperaments can contribute value. Stabilizers (Guardians) focus on stabilizing the environment, increasing safety, and reducing risk, all of which are valued in Corporate America. Likewise, Improvisers (Artisans) are seen as valuable in a constantly changing world with fast-moving markets; clearly someone whose tendency is to improvise and change quickly and jump into action when necessary is an asset. No one wants to be labeled “*Idealist*,” but to be called a “*Catalyst*” is welcome. It’s clear that someone who might catalyze a group or an environment could be valued in the business world.

I must admit, I was skeptical that clients who identified with “*Rational*” would welcome the new term “*Theorist*.” But after three classes of adult learners, I stopped polling new classes. The four Theorist Psychological Types (INTJ, INTP, ENTP, and ENTJ) voted unanimously every time for “*Theorist*” over “*Rational*.” Berens chose that name because people identifying with any one of these four types want to know the theoretical foundations of anything they are expected to implement or work with. Because it’s their preference, from my perspective their word is the final one, so I whole-heartedly use the Berens’ Temperament nomenclature.

Interaction Styles

Berens Interaction Styles is best understood in the lineage of behavioral models from the original work of David Merrill’s team on the Social Styles Model, further developed by Bolton and Bolton, and also developed as the DiSC styles. My first experience with Social Styles was Tony Alessandra’s work back in the 70’s and 80’s.

In a nutshell, Berens examined the social styles models and found that they did not map directly to the Temperament Model or to the 16 Psychological Type Model. For an explanation of the history of the Social Styles Models and how Berens developed Interaction Styles, see pages 45-46 in *An Introduction to Interaction Styles 2.0*. After careful examination and experimentation, she discovered that if she teased the Temperament references out of some of the classic Social Styles descriptions, she was able to identify four distinct patterns that mapped not only to Temperaments but also to the 16 Psychological Types. Three complimentary models, each adding its own wisdom and insight, create a powerful toolset for a practitioner for many applications, including career development.

Table 2. The Four Berens Interaction Style Patterns [see Appendix]

Table 2 contains a helpful brief description of each of the four Interaction Style patterns.

Why use both Temperament Theory and Interaction Styles? Frankly, I use both because each one contributes something different and essential to improving human self-understanding and effectiveness. Temperament Theory is about the WHY of human behavior. Understanding Temperaments means you understand why that person’s focus is what it is and tells you what needs must be met for them to function well in an environment and to be satisfied with what you are presenting them. If a client’s Temperament needs regularly do not get met, that’s a recipe for disaster or,

at the very least, discontent and ineffectiveness.

The Interaction Styles model, on the other hand, is about the *how* of human behavior. Knowing how someone, including yourself, naturally likes to interact with and seek to influence others is essential to working well with them. **Table 3** shows behavioral clues for each style.

Table 3. Behavioral Clues to each of the Interaction Styles [see Appendix]

With four such distinctly different ways of working with others and moving forward on a project or toward a goal, you can imagine the chaos or at least misunderstanding and frustration that your clients may encounter regularly in their work settings.

Whether you are a front-line employee, a manager, or a development professional, recognizing these styles in yourself, and others, can make a profound difference in what kind of job environment makes you happy and how effective you are with co-workers or managers who have different styles. Any job can contain different aspects that require the client to make use of multiple styles in order to be effective and productive. It is human nature to want to use our preferred style most of the time, but not flexing when a different task calls for it can mean the difference between success and failure in an individual's performance.

Relating the Models

Table 4 [see Appendix] will help you see how the three models relate: Temperaments, Interaction Styles, and the 16 Psychological Types. Each of the 16 Types represents the intersection of a Temperament preference and an Interaction Style preference. Using the three models together provides the client with useful and powerful insights about themselves and differences they experience with others.

Applications Part I: Two Cautionary Tales on Job and Environment Fit

Not being aware of how important job fit is for your career can actually cost you a job. It can also keep you in a job that is unappreciative of what you bring to the table or prevent you from leaving an environment that is stressful and unrewarding.

"Now I see why I was laid off." I was teaching a class at a local community college, when a participant raised his hand and said solemnly, "I now realize why I was laid off." You could have heard a pin drop.

I had been explaining the differences between the In-Charge and Chart-the-Course Interaction Styles. The In-Charge style is an extraverted style, and it's all about keeping things under control and in motion to get results. This style moves fast, decides fast, and deals with details as they arise. This style can express tremendous confidence and almost always leans toward decide and act now, decide something different tomorrow if we need to due to new incoming information. I've heard a frustrated In-Charge board member say, *"Do something. I don't care if you do something wrong, just do something."* If your project appears to be out-of-control or going nowhere, you have just invited an In-Charge manager to move in and take over or give the task to someone else. Control and motion—those are the keys to this style.

The Chart-the-Course style, on the other hand, is an introverted style. This style wants things to be under control too; it just has a completely different way of going about achieving control and

getting results. Think of a project manager or an engineer carefully gathering details, on his own, mapping out a plan, directing others to implement the plan, and checking all along the way to see where things stand and what adjustments need to be made. Often Rule Number One with this style is “No surprises.” Their drive is to anticipate what might go wrong so that they can plan for contingencies and act before things go wrong. This style is all about anticipating.

The man who spoke up in my class was beautifully applying what he had just learned to his recent layoff experience. He recognized his former manager’s behavior as a Chart-the-Course style and saw his own behavior as a classic In-Charge style. He shared,

I now realize my decide-and-move-fast style made me look like a gun-slinger to my new manager. I could never make sense of his move-slow-and-plan-it-all-out process.

I ignored all those requests he made for more details from me.

It just didn’t make sense. I knew what I was doing and had 17 years of success to prove that I did.

Now, he was out of a job. Understanding why was at least a relief.

It doesn’t matter how good your track record is. If management sees you as a risk and a threat to stability and success, you may find yourself out of a job, no matter how unjustified it looks to you. And the person who ousted you will feel completely justified. In fact, it would seem to them that they were doing their duty.

I’ve heard so many times from Boomers in my classes, “Where were you 20 years ago when I needed you?” I learned about Temperament Theory and Myers-Briggs in my 30’s and Interaction Styles in my 40’s. I understand the sentiment, “Where was this stuff 20 years ago when I needed it?”

“I will never do this to myself again.” I regularly teach a 2-day class on Interaction Styles and Temperaments to job seekers at a community college. At the end of the day on Temperaments, I ask if students would be willing to share their “ah-ha” for the day.

One student who was a job seeker after a recent layoff shared that she clearly recognized herself as having Stabilizer (Guardian) preferences. She liked orderliness and tried to develop processes to help things happen in an orderly way.

She recognized during the class that the entire family in whose business she had worked for 17 years had Improviser (Artisan) preferences. They seemed to do things in a “catch-as-catch-can” way. From her perspective, there always seemed to be some kind of emergency, and no planning or system seemed to be in place to help things go more smoothly.

Now she realized that they were all perfectly happy that way. They had always resisted her trying to organize things and put processes in place. They never seemed to understand why she thought more organization was necessary.

She shared,

For family reasons of my own, I stayed in that job, as difficult as it was for me, for 17 years. I now realize that they were never going to appreciate or see the value of the organizational skills that I brought to the table. I will never put myself in that situation again.

Just think about what Temperament and Interaction Styles information can do to help a client

recognize sooner instead of later that they're in a bad fit and will never be appreciated. Think how differently those 17 years could have gone. No one's core skills and contributions should go unappreciated for 17 years.

Applications Part II: Flexing to be Effective with Others

Eight client examples here demonstrate how both Temperament Theory and Interaction Styles helped clients overcome the blind spots of their own preferences and flex their behavior to improve their effectiveness in the workplace. The preferences discussed here include the Temperaments Improviser (Artisan), Stabilizer (Guardian), Theorist (Rational), and Catalyst (Idealist). They also include two clients who learned to flex their behavior for their own Interaction Style preference for the Chart-the-Course and Get-Things-Going styles.

Consciously sharing your reasoning: I was coaching a Marketing Field Support Manager whose preferences were In-Charge Improviser (ESTP in the language of Psychological Type). His natural tendency as an Improviser was to take action. Having an In-Charge style only accentuated the speed with which he jumped into action and took his whole department with him.

When I was using a 360-degree feedback instrument with him, the impression surfaced that he just jumped into action without thinking first. I realized it was natural for his preference to give that impression, so we discussed it from that perspective—how it “looked” to others at times. No harm, no foul, no blame—just how it could be perceived by others.

I will never forget his thoughtful response. He paused to think, then looked up at me and said, “I can see why they would say that. But, I do think it through first. I just don't share that with them. I think it through on my own, then walk into the meeting room and tell them what we're going to do. It never occurred to me to say my reasoning out loud.” We discussed how he could flex his behavior, and he agreed to start sharing his reasoning. From the perspective of Psychological Type, it did not even occur to him to share his reasoning because, having ESTP preferences, Introverted Thinking was his preferred judging function. One naturally introverts one's introverted functions. Telling others what actions they were going to take was coming from his Extraverted Sensing function. Once I showed him their misperception and the potential cost to his career, he decided consciously to share the reasoning of his Introverted Thinking judging function.

This kind of misperception can make or break a career. Being able to take action is valued; being perceived as “leaping before you look” can be seen as inviting an irresponsible level of risk, resulting in being passed over for promotion—or worse.

Realizing the impact your behavior is having on others: I was teaching Temperament Theory to a group of Technical Support managers one day when a manager in the class shared an astonishing level of self-awareness and emotional intelligence. I was emphasizing how Stabilizers naturally look for what is wrong in a situation or a new proposal because they're trying to stabilize the situation by preventing anything from going wrong. They can be unfairly perceived as “negative,” “nit-picking,” and “always raining on everybody's parade.”

A thoughtful manager recognized herself in the description and raised her hand to share her own development process.

I was always the one in the meeting who spoke up and saw what was wrong or could go wrong with what they were proposing. One day I noticed that no one was listening to me. They were looking away or using their blackberry; some eye-rolling even happened. I then realized that I had come to be seen as the person who “always had something negative to say” so they discounted my input.

I asked how she handled that. She replied,

I realized I was going to be the “boy who cried wolf” if I didn’t change my behavior. One day I would be able to see something really important that was going to fail, but no one would be listening to me by then. I decided that I had to pick my battles. When something small came up, I just kept quiet. When something really important could go wrong, I spoke up. They started listening to me again.

Think about what this insightful young manager did for her own career with that decision. She became conscious of her impact on others, changed her behavior, and regained the respect of her peers. When I knew her, she was highly respected in the department. She did this herself without the benefit of Temperament Theory, but learning it helped her understand the dynamics of what she’d done and why it had worked. Think of the clients who might salvage their careers by learning something as fundamental as “pick your battles” from Temperament Theory so that they’re not always seen as the “negative Nellie” of the group.

Pointing out *what was done right* can produce as much learning as pointing out *what was done wrong*: I was coaching a very effective sales manager. We had gone through her 360-degree feedback report previously, so she started telling me about what she was doing differently now. For one thing, she was spending more time on the road with her sales reps, as they had requested. She told me what a great job this rep had done when he took her on a customer site visit. Knowing her Temperament preference was Theorist, I asked, *Did you tell him that?*

There was a long silence. She quietly replied,
No.

The Theorist preference is focused on *the future* and on *how to improve the system*. Why on earth would she tell him what he was doing *right* if he was *already doing it right*? It’s just not logical from her perspective. He was doing the right things, so nothing needed improving, nothing needed to be said.

I pointed out that she was making *an assumption* that he *consciously knew* what he was *doing right*. If she wanted to increase the chances that he would repeat his successful behaviors, she needed to point out to him what was right about what he had done.

Don’t assume someone knows how right their behavior is. There can be great learning in *getting conscious* about what you’re doing that is effective. Being conscious about choosing your behaviors greatly increases the chances that you’ll choose those behaviors again.

Note that I did not use the motivation, “He’ll feel appreciated and acknowledged if you praise him for what he did right.” I needed to speak her language as a Theorist. She wants her employee to be competent, so I motivated her to use new behaviors that could increase the chance that his current competent behaviors would continue. I struck a chord with the core drivers of her Theorist Temperament preference, so it worked.

How a Theorist CEO talked himself into saying, “Thank you”: A colleague of mine was a CEO with clear Theorist preferences. I’m sharing his story with you because it demonstrates how effective using a client’s own core drivers can be in motivating them to modify their behaviors to be more successful.

As a Theorist, he seldom used anything resembling what he would consider “feeling language.” His wife, however, was a very thoughtful (and feeling-based) Stabilizer. He noticed how she treated people, how she spoke to them, and how successful her interactions were. He observed

this for years in their marriage. He realized there must be something he could learn from her success. He decided to try to express appreciation since it was so effective when she did it.

One morning, after a late night board meeting, he passed the desk of his Executive Assistant. She had worked very hard and very late to pull everything together to make that meeting a success for him as the CEO. He turned to her and simply said, “Thanks for staying late to help with the meeting. I appreciate it.”

Simple words, not warm and gushing, just plain speak expressing appreciation simply and earnestly, without frills or emotion. In other words, it was a change in behavior for him, but he did not have to “become someone else” to use this behavior. In fact, being the solemn, non-expressive person that he was, this simple, straight-forward talk meant more coming from him than any effusive expression of gratitude could possibly have meant. And it definitely landed.

He smiled and reflected,

I got so much mileage out of the simple act of “saying thank you” that it would actually be illogical not to do it.

Can you hear the Theorist logic that he used *on himself* to flex his natural style and use new behaviors? He made this change himself, all in the name of being more effective; in his language as a Theorist, being more competent. The more you can use the language and core drivers of your client, the more easily and quickly you can help them adopt new behaviors that help them increase their competence and get better results.

How a results-oriented manager learned to get buy-in by flexing his style:

One of my sales manager clients had Chart-the-Course preferences. His natural process was to go off by himself, gather his data, make a decision, then call together his team to tell them “what we’re going to do.”

This was December and he had to roll out a new plan for their January meeting. Knowing his preferences, I asked him,

How do you intend to get input from them before you put the plan together?

Silence.

I was just going to do the planning myself, then roll it out.

What he needed was commitment and buy-in. Chart-the-Course behaviors do not necessarily generate commitment and buy-in. They can produce clarity about expectations, but they do not automatically generate any buy-in.

On the other hand, the core driver of the Get-Things-Going style is to get people to “*want to*.” I knew he needed the benefit of those behaviors.

I asked how his roll-out had gone last January, and he admitted, “Not very well.” I thought he might be open, therefore, to flexing his behavior.

I explained that asking adults for their input is a win from at least two perspectives. First, it’s a compliment to them as adults and professionals to be asked. They’ll feel respected. That generates good will, and, to use Covey’s language, it puts credit into his “emotional bank account” with them. Second, if they see something of themselves in the plan, they will feel more invested and be more likely to follow through with it instead of falling back into old behaviors.

He thought about that, then said a bit tensely,

Well, all right, but if what they suggest isn’t logical or practical, I won’t accept it.

I assured him I did not expect him to accept anything “illogical or impractical.” “Logical and practical” were part of the “gifts that he brought to the table.” I did not expect him to violate

those. Just tell them, “I’ll be gathering input from all of you. Please share suggestions you have for how we can be more successful in our plan this year.”

At the end of January, I asked how it gone. He replied, “Better than ever. They seemed more onboard and, unlike last year, I sensed no resistance in the room.”

That’s what Get-Things-Going behaviors are all about—getting people bought in and cooperative instead of resistant. That’s how Get-Things-Going behaviors produce success; they achieve buy-in. You don’t have to have this preference to learn from and use these behaviors with success. You do have to use Get-Things-Going behaviors with sincerity and respect.

I was able to get his buy-in because I was presenting the case that adopting this new behavior would help him increase the likelihood of cooperation and success. A Chart-the-Course preference is all about plotting a course and achieving success.

How a very enthusiastic manager learned to give her staff the time they needed to make a change: As a young Get-Things-Going style manager, I really enjoyed leading cross-functional teams of people from multiple departments and skill sets, as well as leading a department of 8 to 10 writers. My “turn on a dime” nature was very useful in the IT environment because change came swift and mercilessly, and only the flexible survived. On a personal level, it served me extremely well, but what serves you personally may not serve you in a group situation. I needed to recognize that my core strength was not shared by everyone, so I needed to adapt my behavior to help others be successful when things changed.

As an example, in our team meetings, writers would bring up problems they’d run into during the course of the week. We would discuss how the problem was solved and ask if anyone else had run into the same problem. I wanted everyone to benefit from each other’s learning instead of all working individually on the same problems, which would waste company resources and frustrate all of them in the process.

One week someone had come up with an especially useful solution, so I exclaimed, “That sounds like a great solution. Let’s change our process and all do it this way.” I looked around the room into what appeared to be a wall of deer-in-the-headlights expressions. Proposing a sudden change, easy for me, was clearly not working for them.

I learned, instead, to take a behind-the-scenes approach. I would say, “That sounds like a promising solution to a problem many of us may be running into. Would anyone like to volunteer to investigate this during the week and report back to the group about the feasibility of this change?”

The response was completely different. Usually multiple writers offered to work together to investigate the potential new solution. The next week, they reported on it, and the team usually unanimously voted to adopt the change.

Get-Things-Going is a very useful style, but I needed to adapt to others’ needs when I was proposing a change that affected everyone. I learned, the hard way, that I could give an entire team whiplash. I also learned I could flex into Behind-the-Scenes behavior and make the change much easier on everyone.

How a Get-Things-Going trainer used Chart-the-Course behaviors to succeed in the classroom: I’ve trained managers and teams for 15 years. I have a very flexible, emergent Get-Things-Going style. In a training room, however, the students “don’t know what they don’t know.” They can’t see the path I have in mind, so they can’t see the logic of it or make sense of it. I, therefore, need to *show them the path ahead* and from time to time remind them *where we are*.

To help students who think in a more linear way than I do, I need to flex into Chart-the-Course behaviors. I lay out for them up front what the structure of the day looks like with the agenda. The agenda is like the project plan, and my saying where we are from time to time is like a project manager helping the team see where they are in the plan and how they're doing as they head toward the goal. Think of "where we are now" as the red dot on the diagram of a large building or at a park that orients someone with the accompanying words "*You Are Here.*"

I'm helping them see the map that is in my head, so they don't feel like "we're all over the place" or wonder where we are going. This classic Chart-the-Course action is a great balance to my Get-Things-Going energy.

Flexing the In-Charge style to help a leader succeed: In-Charge energy is very fast-paced and can feel somewhat forceful to people who prefer other styles. There's no blame here. It's not that anyone is doing anything "wrong." This energy can feel very welcomed when people are enjoying the confidence and positive energy of a leader. That same energy can feel "in your face" or somewhat overwhelming in a one-on-one situation or when the person with the In-Charge preference is displeased with them or the current situation.

One way to help clients with an In-Charge style is to advise them to ask for what they need from others ahead of time. Instead of being arduously dragged through a tedious list of details, they could ask for the "executive summary" first. Then, they can ask questions if more details are needed. This action alone can tremendously help communication between someone with In-Charge energy and all the other styles. They should always ask for this ahead of time—waiting until the person is trying to communicate with them is likely to create a "disconnect" for the other person.

You can help a client with In-Charge energy by pointing out that they can increase their effectiveness by exercising their patience for the two introverted styles (Chart-the-Course and Behind-the-Scenes), which can be slower by nature because they're processing so much internally. Take a breath, slow down, trust that there is value there; it will just come out more slowly from the introverted styles.

Do not rush the Chart-the-Course employee or co-worker who is monitoring a lot of details. You are not helping them be successful. Likewise, do not rush someone with a Behind-the-Scenes preference. They have an organic process that has to "gel" before they have an answer for you. Rushing them causes all processing to stop; it does not get you an answer faster.

The Get-Things-Going style is as fast-paced as the In-Charge style, but prefers less directive language. Just softening the tone of voice and showing tolerance for the kind of activities that get others onboard will help bridge the gap between someone with an In-Charge style and others with a Get-Things-Going style.

Finally, an In-Charge client needs trusted advisors and needs to be willing to listen to them. Their natural impulse is to decide and move quickly; decide again tomorrow if necessary. But some decisions are irrevocable. A balanced client with an In-Charge preference knows when to check their own bias toward taking action quickly.

Read about George Washington's military career. Had he not allowed his trusted advisors to rein him in when he wanted to decide quickly and charge into the fray, the United States of America might not be here today. His generals saved him from engaging in action several times when their rag-tag army would have most certainly been defeated by the better-armed and better-trained British soldiers who vastly outnumbered them. He was a wise In-Charge man and leader.

He allowed others to protect him from his own blind spot—and he succeeded.

Applications Part III: Flexing to Be Effective in Your Own Work

While we all have access to all four of the Interaction Styles, we tend to have a preference. In our careers, we usually have to learn how to flex and use one or two of the other styles to perform different tasks in our own jobs. Before I was aware of Interaction Styles, I did what everyone does to some extent—I just kept trying to do my own style, only “do it more.” That doesn’t work at all, of course, if our preferred style isn’t the right style for that task in the first place. I’d like to share three examples from my own work life where consciously switching to a different style made me more effective in a specific job and, eventually, in my career progression.

When others need more guidance: I have a vivid memory of a very painful job experience from nine years ago. In the midst of it, I learned about Interaction Styles and it turned my performance around 180 degrees. It quite possibly saved my job.

I was trying to become certified in a small group facilitation process where the participants in a leadership development program tried to apply what they’d learned. I was failing miserably—not to understand the material, but to facilitate the group learning.

While being supervised, I was facilitating and the session was not going well. To make things even worse, the expert assigned to supervise me my first time out was the expert, the PhD who had created the theory and the entire program. He said to me afterward, *"Your analysis was excellent. You caught some things I didn't catch. But you did not deliver that value in the room. And I can't explain why."*

I couldn’t explain it either. My job was at stake and even the expert in the room, literally, could not discern why I had been so ineffective.

After returning from a training course in Interaction Styles, I went back into those small group facilitations, and I nailed it. I simply needed to switch to a Chart-the-Course style so that I could help my students get more value out of their learning by providing the structure and direction that they needed from me.

They “didn’t know what they didn’t know,” so they needed more structure and guidance from me, not my usual Get-Things-Going style that invited their input and got their buy-in. They were already “bought in.” What they needed was for me to “chart a course” for them and provide them with more direction. Switching to Chart-the-Course behaviors saved the day, and I got my first hands-on, personal experience of how powerful switching to the right style for the right task could be.

When a struggling group needs intervention: Typical of someone with a Get-Things-Going style, I tend to be so informing in my communication, as opposed to directing, that I struggle to take on the more directive In-Charge behaviors. In leadership roles, I tend to blend the Get-Things-Going and Chart-the-Course styles. That seems to be a good combination for me. But In-Charge is so hard for me that, so far, I find that I only turn to In-Charge behaviors when a meeting is going so off-course that I just can’t stand it anymore.

I experience switching to it in a truly visceral way. I stiffen my spine, lean forward in my chair, set my jaw, deepen my voice slightly, and speak with a consciously confident tone of voice. I then say something like, “Excuse me, but I’m thinking we’re somewhat off course here. It seems to me that we did not finish the first project discussion and that we have to agree on the parameters before we can move to setting dates. I suggest we finish the parameters discussion, then see where we are before we move on to setting dates. Will this work for everyone?” Usually par-

ticipants are so relieved that someone is reeling things in that everyone agrees and we get back on track. I can imagine this sounds like a rather small version of In-Charge behaviors, which it is frankly. Consider, however, what a stretch it is for me to switch to a style that is so inherently uncomfortable. Perhaps you can appreciate and understand that switching to some styles will be harder for your clients than others. And your clients are probably avoiding their least favorite styles. I certainly do.

Once you understand how much energy it may take to use a different style, you can understand the importance of job fit with preferred style. As a colleague of mine often says, "*It takes a lot of energy not to be who you really are.*"

Helping clients find a job fit that lets them work in the styles they're most comfortable with most of the day can mean the difference between a successful experience, a draining experience, or even the experience of failure on the job.

When others need to be the focus: Part of my work is one-on-one coaching for managers and leaders. I need you to get a picture in your head of my natural way of being so that you can understand how much I need to flex to be helpful as a coach. I am a blatantly obvious Extravert by preference, and I can be a whirling dervish of ENFP preferences. I'm a professional speaker and I can get and keep people's attention, for hours if necessary.

Now imagine sitting one-on-one with me while you're trying to discuss a difficult situation that you're dealing with. Imagine all that energy, right in your face. My intense version of the Get-Things-Going style is not what you need in a sensitive discussion where you may need to be vulnerable. Behind-the-Scene behaviors are what you need from me then. I need to be quiet and thoughtful. I need to listen far more than I talk and to listen profoundly. I need to be able to make it obvious that you have my full attention. I need to break my silence only to ask a question that helps you move forward or helps you shift your perspective so that you are empowered to move forward.

Switching to Behind-the-Scenes behavior in a coaching session is actually a touching and meaningful experience for me. I cannot live there because I'm suppressing way too much energy to sustain it, but I can go there when I need to so I can be helpful to a client—or a friend, for that matter. If I insisted on maintaining my Get-Things-Going energy in a coaching session, however, I would not be very effective or helpful to a client. Helping your clients understand when to shift styles can help them be successful with the different kinds of tasks that a job may entail.

How Counselors can help: As a coach or counselor, one way you can help your clients is to help them flex their style to be more effective not only with other people but also more effective in different tasks that call for different behaviors. Being able to flex when necessary can be the difference between success and failure in the course of a career or when changing careers. Helping a client recognize when a job or environment is not a good fit and what that is costing them may be one of your most important contributions when counseling. The mark you make on a client's life could be truly profound.

Summary

Whether in a stressful job situation, in a job transition, or in an exploratory period trying to figure out what other kind of work might be more rewarding, clients can be overwhelmed. Bringing tools like Temperaments and Interaction Styles (as well as Psychological type and the MBTI® instrument) to the table can bring welcome clarity and make them more flexible and successful in a job, with a job search, or even in a career change. You can help them move forward with more confidence, grace, and awareness of their own gifts. You can also help them create a more rewarding future for themselves.

Resources

Berens, Linda V., Ph.D., *Understanding Yourself and Others, An Introduction to Interaction Styles 2.0*, Radiance House: West Hollywood CA, 2008

I ask my clients to purchase this book for every student. It contains pragmatic, clear-to-follow advice on how to flex your behavior in an interaction so that you can be effective with very different types of people. Even my community college students usually leave the class and purchase this book (which I lend them in class) because it's so obviously useful. The table (on page 38) that describes the seven stages of an interaction for each style is worth the cost of the book.

Berens, Linda V., Ph.D., *Interaction Essentials: 3 Proven Strategies to Remove Communication Barriers*, Radiance House: West Hollywood CA, 2011

I would recommend all practitioners purchase this book. Whether you're working with clients on their own professional development or helping clients who've been laid off or had a "bad end" to a job, understanding Interaction Styles can really help you give clients insights on how they could flex to avoid future difficulties and establish themselves more solidly and successfully in their new job situation.

Berens, Linda V., Ph.D., *Understanding Yourself and Others, An Introduction to the Four Temperaments*, Radiance House: West Hollywood CA, 2010

In addition to the modernized names for each Temperament, which work very well in business settings in particular, Berens helps connect for the reader how the talents that are related to each Temperament serve to help satisfy the core drivers of each temperament.

Berens, Linda V., Ph.D. and Dario Nardi, Ph.D., *The 16 Personality Types, Descriptions for Self-Discovery*, Radiance House: West Hollywood, CA, 1999

This is the best method I have found for helping clients to validate their type preferences. (Once they've validated their Temperament preferences, you're faced with four choices. And if they've validated their Interaction Style, that intersection is their four-letter type preference nine times out of ten.) I've had a 54-year-old male engineer read the first paragraph for ENTJ and look up at me with tears in his eyes and say, "I feel like someone has looked inside me." To feel fully seen and understood for who you are can be a profoundly moving experience for clients. Just as with Psychological Type, Temperaments and Interaction Styles are invaluable models that can be used to help a client feel seen and understood, perhaps for the first time.

Berens, L. V. (2013) "*The leading edge of psychological type.*" Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>.

Delunas, Eve, Ph.D., *Survival Games Personalities Play*, Carmel CA: Sunink Publications, 1992.

Delunas is writing for therapists, but I received tremendous value from this book. (I've read the book and heard her speak.) I highly recommend it to practitioners because it will help you identify more quickly ways you might help a client. There are distinct patterns that can be observed when Temperament needs are not met. Delunas provides clues to clients' behaviors and ways to help clients return to their "Temperament core" so that they can come from their strengths again.

Dunning, Donna. *What's Your Type of Career? Find Your Perfect Career by Using Your Personality Type*, Nicholas Brealey America, Second Edition, 2010.

Dunning uses the Psychological Type Model, the MBTI instrument, and the 8-function model, not Temperament Theory or the Interaction Styles™ Model. That said, this book is incredibly useful for helping counselors help clients do the sometimes scary discovery work of “what do I want to do.”

Linden, Carol A. *The Job Seekers Guide for Extraverts and Introverts*, Fontlife Publications, North Carolina, 2014.

I wrote this small book out of my six years of experience volunteering weekly to facilitate job seeker groups. This book helps job seekers get up and running quickly on a productive job search and contains advice for Boomers, Gen Xers, and Millennials alike. It focuses particularly how extraverts and introverts bring different needs to interviewing, networking, and surviving a job transition with grace and dignity.

Keirse, David, Ph.D. *Please Understand Me II*, Prometheus Nemesis Book Co, May 1998
Keirse’s book not only widely popularized Temperaments but also the 16 Types model as developed by Isabel Briggs Myers and known commonly as Myers-Briggs. Keirse saw that Temperament Theory and the 16 Psychological Types were complimentary models.

Montgomery, Stephen, *A Modern Guide to the Four Temperaments*, Del Mar, CA: Archer Publications, 2002. This small book is a quick way to access common characteristics of each of the four Temperaments. It is both concise and insightful.

Table 1 is reproduced from Berens, L. V. (2013) “The leading edge of psychological type.” Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>

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Table 4 is reproduced from Berens, L. V. (2013) “*The leading edge of psychological type.*” Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>

About the author



Carol A. Linden is a speaker, author, corporate trainer, and adjunct faculty member at Wake Technical College. She has published several articles in the *Bulletin of Psychological Type* and authored *The Job Seekers Guide for Extraverts and Introverts*. She is currently working on *The Work Place Guide for Extraverts and Introverts*. She is an MBTI Master Practitioner, a member of NSA, a Certified Professional Co-Active Coach (CPCC), and Editor of the *Bulletin of Psychological Type*. She is very grateful to the giants in the field of Psychological Type with whom she has had the privilege to study, including, Linda V. Berens, Ph.D., Henry (Dick) Thompson Ph.D., and John Beebe, M.D. Connect with her in *LinkedIn*. You can take her classes on *Teachable.com* and you may reach her at info@effectivewithpeople.com. You can download free tip sheets for your job-seeking clients from her website: www.effectivewithpeople.com

APPENDIX

Table 1: Temperaments and Core Motivators

Table 2: The Four Berens Interaction Style Patterns

Table 3: Behavioral Clues to Each of the Interaction Styles

Table 4: Relating Temperaments to Interaction Styles to Psychological Types

Table 1: Temperaments and Core Motivators

	Improviser™ (aka Artisan)	Stabilizer™ (aka Guardian)	Theorist™ (aka Rational)	Catalyst™ (aka Idealist)
Core Needs	<ul style="list-style-type: none"> • Freedom to act on needs of the moment • Have impact 	<ul style="list-style-type: none"> • Membership; belonging; a place to contribute • Responsibility 	<ul style="list-style-type: none"> • Knowledge and Competence • Mastery 	<ul style="list-style-type: none"> • Deep meaning and significance • Unique identity
Some Core Values	<ul style="list-style-type: none"> • Variety • Skillful Performance 	<ul style="list-style-type: none"> • Security • Continuity 	<ul style="list-style-type: none"> • Progress • Logical Consistency 	<ul style="list-style-type: none"> • Authenticity • Empathic relationships
Talent	<ul style="list-style-type: none"> • Tactics • Performance 	<ul style="list-style-type: none"> • Logistics • Protecting 	<ul style="list-style-type: none"> • Strategy • Design 	<ul style="list-style-type: none"> • Diplomacy • Advocacy
Stressors	<ul style="list-style-type: none"> • Constraint • Boredom • Lack of impact 	<ul style="list-style-type: none"> • Irresponsibility • Instability • Inability to make a contribution 	<ul style="list-style-type: none"> • Powerlessness • Incompetence • Lack of knowledge 	<ul style="list-style-type: none"> • Insincerity and betrayal • Loss of meaning • Lack of integrity
Stress Response	<ul style="list-style-type: none"> • Strikes back • Becomes reckless 	<ul style="list-style-type: none"> • Complains • Becomes sick, tired, sorry, worried 	<ul style="list-style-type: none"> • Obsesses • Becomes mindless 	<ul style="list-style-type: none"> • Disassociates • Becomes phony and fake
Type Code	_S_P	_S_J	_NT_	_NF_

Table 2: The Four Berens Interaction Style Patterns
 Table 2 contains a helpful brief description of each of the four Interaction Style patterns.

	In-Charge™	Chart-the-Course™	Get-Things-Going™	Behind-the-Scenes™
Core Drive	Urgent need to accomplish in a timely manner	Pressing need to anticipate and have points of reference	Urgent need to involve others and be involved	Pressing need to integrate consider many sources
Aim	Get an achievable result	Get a desired result	Get an embraced result	Get the best result possible
Core Belief	It's worth the risk to go ahead and act or decide.	It's worth the effort and time to think ahead to reach the goal.	It's worth the energy to involve everyone and get them to want to.	It's worth the time to integrate and reconcile many inputs.
Some Talents	<ul style="list-style-type: none"> • Supervise • Mobilize resources • Mentor • Execute actions 	<ul style="list-style-type: none"> • Devise a plan • Illuminate • Give guidance • Monitor progress 	<ul style="list-style-type: none"> • Facilitate • Make preparations • Share insights • Explore options 	<ul style="list-style-type: none"> • Support others • Define specifications • Clarify values and issues • Produce
Energy	<ul style="list-style-type: none"> • Determined • Push against 	<ul style="list-style-type: none"> • Focused • Move away from 	<ul style="list-style-type: none"> • Engaging • Move toward 	<ul style="list-style-type: none"> • Calmly Open • Move with
Stressors	<ul style="list-style-type: none"> • Feel out of control • Nothing being accomplished 	<ul style="list-style-type: none"> • Not knowing what is likely to happen • Don't see progress 	<ul style="list-style-type: none"> • Not being a part of what is going on • Feeling disliked or not accepted 	<ul style="list-style-type: none"> • Not enough input or credit • Pressed to decide to quickly
Stress Response	<ul style="list-style-type: none"> • Fight • Push against 	<ul style="list-style-type: none"> • Flight • Move away from 	<ul style="list-style-type: none"> • Flurry • Move toward 	<ul style="list-style-type: none"> • Freeze • Move with
Type Codes	ESTP, ESTJ, ENTJ, ENFJ	ISTP, ISTJ, INTJ, INFJ	ESFP, ESFJ, ENTP, ENFP	ISFP, ISFJ, INTP, INFP

Table 3. Behavioral Clues to each of the Interaction Styles[13][14]

Interaction Style	Behavioral Clues to the Styles
In-Charge	Wants to charge ahead and decide quickly; make a new decision tomorrow if necessary.
Chart-the-Course	Wants to collect data, chart a course of action and carefully monitor and adjust that course to get a result
Get-Things-Going	Wants to get everyone connected and get them to “want to” when starting a project
Behind-the-Scenes	Wants to follow a more organic process of carefully collecting information from multiple sources until the decision “gels” enabling them to move forward

Table 4: Relating Temperaments to Interaction Styles to Psychological Types

Catalyst Motivator Pattern		Stabilizer Motivator Pattern	
Chart-the-Course INFJ	Behind-the-Scenes INFP	Chart-the-Course ISTJ	Behind-the-Scenes ISFJ
In-Charge ENFJ	Get-Things-Going ENFP	In-Charge ESTJ	Get-Things-Going ESFJ
Theorist Pattern		Improviser Motivator Pattern	
Chart-the-Course INTJ	Behind-the-Scenes INTP	Chart-the-Course ISTP	Behind-the-Scenes ISFP
In-Charge ENTJ	Get-Things-Going ENTP	In-Charge ESTP	Get-Things-Going ESFP

Chapter 6

PSYCHOLOGICAL ASPECTS of CUSTOMER SERVICE

By Merle Rhoades

Introduction

Every organization, including businesses and schools, should take steps in providing excellent customer services; both internally and externally. All employees are responsible for developing excellent customer service. Using psychology in understanding various types of personalities and applying tools that are adaptable to each human behavior style can make a difference in building better relationships and providing excellent customer service.

In using the term “Customer Service,” most people think of only the business community where a company provides assistance to the people who buy or use its products or services. However, customer service goes beyond the business community. It is the ability to develop trust, understanding and communication of the customer’s needs and wants; this can take place in any organization including schools. It is the relationship between two or more people. It can be external (outside of the organization) or internal (inside the organization.) It involves people, personalities, and human behavior.

Poor customer service costs billions of dollars each year in business and industry; it also costs internally with turnovers caused from conflicts, stress, and communication problems between coworkers or supervisors due to the lack of understanding of one another. The writer of this article has spent many years in studying human behavior within and outside of various organizations. He recently coauthored a book with Carolyn Kalil called *Brighten Up Your Internal and External Customers Service Through Inner Heroes*. In this paper, he focuses on four key areas of customer service:

- Psychological Aspects
- Stress and Personalities
- Verbal and Nonverbal Communications
- Conflict and theirate Customer

What are the Psychological Aspects of Customer Service and It’s Importance?

Poor customer service costs U.S. companies \$41 billion a year according to a research study by NewVoiceMedia. According to the research, 93% of the customers who received inadequate service will take action. The study also revealed that 59% of the people between the ages of 25 and 34 say that they have experienced poor customer service on the internet with 34% admitting that when that happens, they take revenge. Research done by Bain Consulting shows that a 5% increase in customer retention can increase a company’s profitability by 75%. Gartner Group (and others) often say that 80% of your company’s future revenue will come from 20% of your

existing customers. Lee Resource Inc. says that attracting new customers will cost your company five times more than keeping an existing customer.”

Author and consultant Gregory Smith wrote, “It takes an average of seven calls for a salesperson to close a new account versus three calls to close the sale of an existing customer.” Businesses have learned the needs of existing customers, but it takes time to discover the needs of a new customer.

Attracting new customers is expensive. It takes time to find a new customer and develop trust. It costs money to market your products, services, and company’s reputation. It may take several months of business to offset the account’s start-up costs.

Why do customers leave? Some customers die (1%); some move away (3%); some leave because of product dissatisfaction (14%); some leave because of the price (9%). However, some research studies indicate that 68% of the customers leave because they felt the business associate did not care. The “indifferent” attitude is where the psychological aspect comes into play with customer service.

There are other statistics revealed in a new book published by Dr. Merle Rhoades and Carolyn Kalil titled, *Brighten Up Your Internal and External Customers through Inner Heroes*. The book, filled with examples of internal and external customer situations, show how the understanding of inner heroes work within both customer groups.

Internal customers are the people who you work with inside of an organization. External customers are the customers outside of an organization. You work with internal customers every day of your life. The attitude of internal customers reflects the way that people work with external customers. An unhappy employee with their supervisor, coworker, or organization can cause conflict; this includes students, parents, clients, or people who buy goods and services from you. To provide excellent customer service, either internal or external, you must understand the person you are working with; you must understand how your action affects the mind and the way it functions when it comes to awareness, feeling, and motivation.

Research Institute of America did a study on customer service for the White House Office of Consumer Affairs. Even though their study centered on external customers, the same facts can be applied to internal customers. For example, the average business will hear nothing from 96 percent of unhappy customers who received rude or discourteous treatment; this applies to internal customers as well as external customers. Ninety percent of those who are dissatisfied with the service or treatment they receive from an organization will not come back; in the case of internal customers, they will quit and not say why, causing an organization to lose a productive, positive employee.

An unhappy customer will tell his or her story to at least nine other people, and 13 percent will relate their tales of woe to over twenty people. People do talk about bad experiences! For every complaint received, the average company has twenty-six customers with problems, six of which they consider serious problems. Only 4 percent of unhappy customers bother to complain. For every complaint you hear, twenty-four others are uncommunicated to your company; however,

they are communicated to other potential customers.

Of the customers who register a complaint, between 54 percent and 70 percent will stay with the company after resolving the complaint; the figure rises to 95 percent if quickly resolved to the customers satisfaction. It takes twelve positive incidents to make up for one negative incident in the eyes of the customer. The understanding of the customer can control the quality of service; it is what Rhoades and Kalil call the need to “brightening up your internal and external customers service.”

Customer service and building relationships are the ability to develop trust, understanding, and communication of the customer’s needs and wants according to Rhoades and Kalil. Excellent customer service happens when people provide service beyond the customer’s expectations, both internally and externally. Customers can be clients, shoppers, buyers, purchasers, coworkers, employees, students, or anyone who needs assistance or help in accomplishing a personal goal or resolve a problem.

Excellent customer service means listening to others, taking appropriate action, and understanding the differences in personalities. In their book, *Brighten Up Internal and External Customer Service through Inner Heroes*, Rhoades and Kalil uses the characteristics of personalities of Inner Heroes of Planner, Thinker, Doer, and Helper.

Personality Lingo, a model developed by Mary Miscisin, uses the terms of Planner, Thinker, Mover, and Connector. Both Kalil and Miscisin, who worked independently from each other, studied the works of Don Lowry’s *True Colors of Gold, Green, Orange, and Blue*.

Lowry based his model from the works of psychologist David Keirsey, who (along with Marilyn Bates) wrote *Please Understand Me* (1978), and its sequel, *Please Understand Me II* (1998). Keirsey linked human behavioral patterns to four temperaments: idealistic, rational, artisan, and guardian.

Keirsey studied the works of Katherine C. Briggs and her daughter Isabel Briggs-Myers. The Myers-Briggs Type Indicator (MBTI), developed during World War II, is still popular today in understanding human behavior. Keirsey followed the model of Myers and Briggs, who used the works of Carl Jung where they expanded the four main personality types into sixteen types that looked deeply into introversion and extroversion impact of human behavior.

Rhoades’ background is in business, where he has been an entrepreneur, educator, and business consultant; this is the reason that he became interested in the psychological aspect of customer service. In the marketing world of business, the “marketing mix” of external customers involve the four Ps of Product, Price, Place, and Promotion. He added the fifth P of “People,” which has been adopted by many entrepreneurs. Some marketing specialists will argue that people are part of the promotion aspect of the mix; do people always make the decisions based on a promotion? No, promotions do not measure value and most customers today base their purchasing decisions on the value of a product or service; therefore, the marketing mix should involve the five “Ps” of Product, Price, Place, Promotion, and People. People must be involved to develop excellent internal customer service; it is the positive working relationship with coworkers, supervisors, and subordinates.

To understand the psychological needs of a customer is to find his or her emotional hot buttons-attitude, beliefs, lifestyle and motivator. The motivator is the customer's perceptions; it is to determine what the customer "thinks" he or she needs or wants. In essence, it is the understanding of the customer's personality: values, opinions, attitudes, interests, joys, strengths, stressors, and needs.

To understand the psychological aspects of customer service, a person needs to understand the personality traits of both themselves and the customer (either internal or external customer). In the terms of inner heroes:

Planners plan ahead; time management systems are a "must" for them. They are organized and take pride in being punctual. They are the ones that show up early and stay late to help clean up. They are good at establishing and maintaining policies, procedures and schedules. They respect authority and follow the rules. They are responsible, practical and dependable. Planners value family, security, and traditions.

Thinkers allow their "head to rule their heart." They love to analyze things. They receive great joy in brainstorming and dreaming up new ideas. Thinkers are visionaries and problem solvers; they ask a lot of questions as they search for the reason and why a situation prevails as it appears. They value their independence, and they prefer working alone. Thinkers value knowledge, intelligence, and creativity. Thinkers do not easily express their emotions.

Helpers are the opposite of Thinkers; they let their "heart rule their head." Their strength is in their ability to connect emotionally with others. They are warm and friendly; often referred to as a "people person." They are sensitive and communicate from their heart. They experience a great deal of joy in supporting and inspiring others to succeed. They search for the meaning and purpose of life. Peace and harmony are extremely important to a Helper.

Doers need adventure, fun, and excitement in life. Do not expect a Doer to sit around thinking about something, planning it, or contemplating on how he or she feels about a situation. Flexibility and variety are a must; therefore, if you want something done "now" give it to a Doer. Doers are spontaneous and courageous risk takers that highly value their freedom.

One of the keys to excellent customer service is to enter the conversation ahead of your prospect; that is why it is important to understand the customer's "Inner Hero." You need to figure out what the customer wants before he or she tells you; listen to the customer through both verbal and nonverbal communication. Listening to their verbal communications and watching the customer's body language is the psychological aspect of customer service.

Commonly, Planner customers will have specific purpose and goals in their minds. They are the ones that will have a written list of tasks to accomplish; they take a great deal of pride in scratching off from their list the completed tasks. They are the ones that do not mind you borrowing things, but they expect you to return them and put them in the proper place. They do not like being interrupted, but they don't mind in interrupting others if it is something that will help them to complete a task.

Be polite in greeting Planners by asking them how you can help them. In a businesslike manner, they will respond by asking specific questions. Their tone of voice will partially be dependent on the secondary inner hero. They are approachable with their friendly personality but will use caution in building customer service relationships.

Planners like to hear and see things in detail. They expect people to finish their sentences or thoughts before moving on to another topic. Planners are likely to give their opinion, and they do not like being interrupted while speaking. There is a possibility that the Planner has looked into the details before approaching you. The information that he or she received may be the focus of his or her conversation.

Planners value their time. They will take the time to listen and take notes. Try not to make a Planner wait unless he or she knows you are focusing on his or her needs.

Generally, a **Thinker customer will have a serious, compelling look on his or her face.** Thinkers will think before they speak, and they will use very concise words. They normally do not like to be touched other than with a firm handshake; therefore, acknowledge them by nodding your head and giving a smile when they enter your business or office. Typically, they have done research, but they want to look at various options. They will read the labels and directions because they want to know the benefits. They will demonstrate their intelligence by asking questions. Listen carefully to Thinkers' questions; respond logically and factually—do not use wishy-washy words. If the Thinker blurts out a comment or grumbles, do not take it personally. Thinkers commonly use this technique to build trust. After the building of trust, a Thinker will exchange ideas and possibilities, but be prepared to debate both sides of an issue cautiously. During the discussion, maintain your composure and position yourself by sticking to the facts repetitiously. It is important to use understandable words that are pronounced correctly, or you will lose the customer's confidence.

Helper customers will make a special point to recognize others. A Helper wants to be greeted with a handshake, touched on the shoulder, or given a hug. He or she is quick to give compliments. A Helper customer will ask about your family; in return, he or she wants to be asked about his or hers. The Helper may even have pictures to show you about their family. Helpers are personal, well-dressed with coordinated colors, and are not afraid to ask questions about anything or anyone. Their tone of voice can be calm and soothing; however, at times, it can be vigorous and exhilarating. In shopping, they want to touch and feel the product. They are creative, and they will use their imagination. They will share their perception and ideas. One of the conflicts that may exist with a Helper customer is "time." Helpers take the time to develop relationships. They also like to talk. You may have to excuse yourself if another customer wants assistance. Helpers will wait for you to return; they like to help others. They may even try to help another customer while they are waiting.

Doer customers may enter the office or store with a loud, boisterous voice. A Doer may greet you with a slap on the back or with a joke. On the other hand, they may not greet you at all; they may forget to acknowledge you. They are friendly, playful, and teasers!

Doer customers like to look at the latest fads and new items. They will give you their opinion so be prepared. They look for the significance of the product or service. Doer customers are known for saying, “what is on their mind.” They may use such phrases as “that is cool,” “lighten up, man,” or “that sucks!” Fashions are important to them in their dress; yes, they are the ones who may wear green hair, bright-colored clothes, and accessories that will draw attention. Customer service associates should expect interruptions by a Doer. Doers have a tendency to switch conversations. Normally, Doers do not care about the benefits; they just want something different. Doers are negotiators. The best way of handling a Doer customer is to be frank, direct, and brief. Give Doers options. They will move with speed and intensity from one spot to another while they are looking at various items in the store. It is important to try to keep pace with their movements. Play their game by being flexible; avoid being arrogant. Smile and listen to them talk. Whatever they say, do not take it personally!

If a customer is *just like you*, you may find your secondary hero taking over. A primary hero is the one that has personality characteristic that is natural to them. The second most natural hero is known as the secondary hero. What you will find in providing excellent customer service is that you have to brighten up your dull or faded heroes—those hero characteristics that do not come naturally. Brightening up the unnatural characteristics can be a challenge, but through practice, you will find that you can do it. You will be amazed of how you can win a person to your way of thinking by understanding their ways. You will be able to manage conflict and relieve stress all at the same time. That is the psychological aspect of building excellent customer service. It is a secret that you do not have to share in understanding how to reach and control the customer’s “hot button.”

What are the Connections between Stress, Customer Service, and Inner Heroes?

Rhoades did a lot of research on stress while writing his doctoral dissertation, “Impact of Burnout Upon Leadership Behaviour in the Classroom.” The Impact of Burnout Stress can impact customer service—both internally and externally. There are two types of stress—eustress and distress. Eustress is a motivator in helping internal customers to achieve a goal and become more productive. Distress is considered bad stress, and it is what most of us will observe quickly with our customers, and we often react negatively. In marketing, an external customer wants to purchase a good or service that will resolve a problem. Many times, the customer is under so much stress in resolving an issue that their communications become a threat. In customer service, it is important to capitalize on the eustress and manage the distress in both ourselves and others by adjusting or brightening up our inner hero that will help to get the situation under control.

People enjoy eustress because it will not only motivate them, but it will also challenge them and can make them content with the situation, even in working with customers. However, what some people enjoy as eustress, others see it as distress; it depends upon the primary inner hero. It is important to understand the primary inner hero of your customers so that you can help to manage your tolerance of stress in working with a specific type of customer.

Planners become very stressed under situational changes. It is extremely noticeable if the change is unplanned or unanticipated. Planners become stressed when others do not follow through on projects, or they do not do what they have promised. If a customer associate does

not follow through with what they have promised to an external customer, the customer will become very irate and will probably choose not to do business with you again. In the case of an internal customer, conflicts can prevail that makes the work environment intolerable.

A planner will become very frustrated if they do not know where they fit in within the organization of if they see a lack of consistency, poor leadership, or people do not follow policies and guidelines. When these things happen to a Planner, they will show signs of fatigue, rigidity, self-righteous, and possessiveness; these characteristics will show up in both internal and external customers.

A stressed person who is normally positive and becomes pessimistic is usually a Planner; they want to do everything by themselves so that it is done correctly (according to them); this makes them more fatigued, more negative, and opinionated, which will turn both an internal and external customer off! Many of your larger stores are putting in automated self-check outs. A customer who uses their Planner hero will like this way of buying because it gives them the feeling of doing it the right way. However, if things do not work the way it is supposed to, they become very frustrated; it stresses them!

The second type of hero is the Thinker. A thinker can be stressed if not given enough time to gather data, policies, and guidelines. The customer who is not given the time to check things out become very distressed. Coworkers or customer associates that chit chat while they are trying to obtain information will drive them up a wall. They do not like to work with people who are sensitive and emotional. A Thinker wants to work with customers, customer associates, or coworkers that are independent thinkers; they will try to solve problems before asking for help, and people who do things right the first time.

A Helper can easily become stressed from overextending themselves by spending too much time working with other people in resolving problems. They have a difficult time in saying “no,” thus they become overly involved with the customer; this is fine until negativism takes place, or they feel rejected. They can easily get their feelings hurt if their work is not acknowledged and the customer does not show appreciation. They become stressed if the customer does not show sincerity or conflict is created between one or more customers. Helpers do not like to feel that they have been taken advantage of, used, or left out.

Of all of the inner heroes, the Doer can probably cause more stress in customers than any other hero. They have a tendency to live their life on the edge as they create eustress to their advantage, but will put their customers in a distress mode; this is particularly true with internal customers. However, a Doer can become distressed when given a lot of paperwork or details. As a customer associate, they can make good sales, but can become frustrated if they have to document the sale with reports or have to follow a set procedure in making the sale. They also dislike working with a customer that is indecisive. A Doer customer can become very frustrated if they have to wait for service; they will often walk out of a store, office, or meeting. Doers will hang up the phone if put on hold or have to listen to a long voice message.

Doers’ will walk out of a store, office, or meeting if not given attention. They become very stressed in an internal situation when they are forced to be inactive, restricted in movements,

have to follow a routine, forced to be quiet, or not allowed to participate in decision making. They want freedom, flexibility and opportunity to be creative.

Serving as a customer service associate can be one of the most stressful positions that one can have. People usually contact customer service when they are unhappy with a product or situation, and they will let their emotions flow; even if you are not the one who upset them. The best thing that a customer service associate can do is to let the customer vent.

According to the American Institute of Stress, there are several things that a customer can do to reduce their stress level as well as the stress of the receiver.

- Avoid calling when angry
- Have clear goal or reason for making the contact
- Politeness is a necessity
- Proper channels
- Accurate records of conversations by stating the day, time, and names of people involved.

Emotions will intensify if you are angry when you make the call; try not to irritate the customer service associate. Plan the call ahead of time and chose your words carefully; have a clear goal or reason for the call. For example, “I am very disappointed....” “It is my understanding that....” “I was misled by....is there anything that can be done?”

“I don’t know if you can help me or not, I may need to talk to someone else, but....” Record the name or names of the people that you talk to as well as the date and time of day.

If you are on the receiving end, listen first and then respond by saying, “I am sorry that that you have had a bad experience, let me see what we can do.” You may want to backtrack the words that the customer used to make sure you understand the issue or the goal the person wants to achieve. You may not be able to resolve the problem in the manner that the customer had asked for, but try to compromise and meet the customer half way. If the problem is connected to policy, repeat the policy and then ask if they would like to speak to your supervisor or someone in higher authority. The supervisor may say the same thing, but at least they have heard from more than one person. Once again, chose your words carefully; here is where the understanding the needs of the various inner heroes can come into play.

Does Controlling Verbal and Nonverbal Communications Play A Role in Customer Service?

Poor communications, interest differences, scare resources, personality clashes, and poor performances are the reasons for conflict according to the University of Colorado’s Faculty and Staff Assistance Department. By using the concepts of inner heroes, the problems can be resolved quickly and diplomatically. Different communication styles, as shown through the understanding of inner heroes, can lead to misunderstandings between employees, between an employee and manager, between the external customer and sales associate. Lack of communication can drive conflict into uncontrollable situations by one or more parties; it can create stress within parties. Body language is used in customer service too. Our inner hero actions can reveal the true meaning behind the words we are communicating. *Silent Messages* by Albert Mehrabian summarizes a study that connected likes and dislikes of feelings and attitude; It showed that 7 percent of communication is done through the spoken word and 38 percent by the tone of voice.

Most important, the Mehrabian study showed that 55 percent of communication is nonverbal, which is our body languages made up of facial expressions, speaking style, and other forms of body movements that bring meaning to communication.

Nonverbal communication is important in working with customers to identify what they are thinking; you have to get inside of the prospective buyer's mind so you can meet his or her needs. You need to sell the product or service that he or she wants, not just what you want to sell. Through communication, you can change the way internal customers (employees) do their jobs. Carolyn Kalil, in her book *Follow Your Inner Hero to the Work You Love*, uses the words "life's work" as a positive ultimate goal in the career that you should follow and love. Your inner hero will take you there. As Kalil puts it, "Life's work draws on your awareness of your inner strengths as a guide to your unique expression of your authentic self." The creation of unique expressions is what communication does; this is what improves both internal and external customer service.

There are body motions that are not necessarily tied to any particular inner hero but need to be understood when working with internal and external customers. Here are some pointers: Looking the customer in the eye (with a smile) shows respect and interest in the person; this is a necessity regardless if it is an internal or an external customer.

When the customer or associate is looking or walking away from a person is an indication that the individual is not interested in continuing a conversation. Looking at his or her watch or clock gives the same message. When a customer enters the room with his or her head up and shoulders back is a sign that the person wants you to think that he or she is in control of the situation. The associate needs to determine quickly which inner hero to brighten in order to communicate with the customer.

The pursing or twisting of lips is an indication that the customer is carefully thinking about what was said; however, he or she is not going to make a comment. A customer service associate needs to pay close attention to the angle of his or her body. Angling it toward a person shows interest and friendliness, and it will keep the customer coming back. Angling the body away from the customer will leave a very cold, unfriendly feeling, and you will probably not see the customer again.

Getting into people's faces comes across as being pushy. On the other hand, if you are too far away from your customer, you will come across as unfriendly and standoffish; therefore, choose your distance wisely.

Downcast eyes (not looking in the other person's eye) is a sign of shyness or deceit, and the person is probably an introvert. Therefore, you need to reach out to him or her and try to make the person feel comfortable. This characteristic can be seen in any inner hero as an introvert. In applying the understanding of inner hero characteristics, a Planner has the natural tendency to stand and sit with his or her body straight up and down. The person will hold his or her head up high on his or her shoulders; this is easy for Planners, but may be a challenge for other inner heroes.

Helpers come across as strong listeners because of the way they tilt their heads and make eye contact. Helper personalities are particularly observant of body language. Brightening one inner hero characteristic over another inner hero will show in nonverbal communications. Communicating with gestures is an indication of open communication. People with Helpers characteristics are known for their open communication. They will communicate by using hand gestures. Remember, Helpers like to touch people on the shoulder or give them a hug, so be prepared when this type of customer appears.

Sometimes body language signals are sent unconsciously. In return, they are interpreted by others by relying on our intuitive feelings for interpretation based on their listening skills. Listening skills take time to develop. There are barriers that a listener has to overcome. A person cannot listen if he or she are talking; sometimes a person needs to keep their mouth closed! Therefore, give your fullest attention to the customer at all times without showing impatience or disapproval. In other words, control your body language!

The “closed mind” is a barrier in listening; the customer associate must be open-minded as he or she listens to the customer’s ideas, beliefs, and values. They must appreciate the differences of their inner hero customer.

Developing a trustworthy relationship with your customer is crucial. Trust opens the door for a person to listen. Listen to the customer; allow him or her to complete his or her thoughts before giving a response. Be an observer; watch for pauses that indicate when the speaker has finished. Wait until the speaker has stopped talking before responding; be prepared to paraphrase what was said. Always provide positive comments while responding to the customer.

These are general rules for good communications with a customer. Understanding a person’s dominant inner hero will allow you to make appropriate comments.

Thinker customers are fact finders; they need to know the benefits of products and services. They will listen for information that may solve a problem. They will tune out facial expressions, voice tones, and body languages. A Thinker will tune out redundancy, extreme emotion, and subjects that are little interest to them. Thinkers will close their minds to empathy and show very little outward signs of compassion. Their nonverbal communication indicates that they do not want to understand where you are coming from; they could not care less about your inner feelings.

Helper customers, on the other hand, look for more than words. Helpers will evaluate what they see, hear, and feel. A Helper will evaluate the speaker’s nonverbal communications before listening to the message. Helpers are sincere, caring people who will give the benefit of the doubt in making decisions. Of the four inner heroes, Helpers are the most open-minded. They have strong listening skills and listen for underlying messages. Both their verbal and nonverbal communications are shown with expressions and emotions—from laughter to tears.

Planner customers look for details. They want things explained in sequence. They do not like surprises. Listen to the customer’s reasoning for wanting a particular product (or service). They

want to hear only one person at a time, so it is better for only one associate to work with the customer. Seek information from another associate only if you feel unsure about answering a question. At a certain point, you may feel you need to turn the customer over to another associate. A smooth transition can take place as you transfer the trust and confidence from one person to another person. The first associate should paraphrase what he or she heard; that is, what does the customer need? As the Planner customer listens, he (or she) will process the information by asking himself or herself, “Why do I need to know this?” Therefore, give accurate information when explaining the importance of benefits of a product (or service). The Planner will determine the suitability of the actions that are taking place. The customer will interact in the conversation when he or she becomes comfortable with the situation.

Doer customers live for the moment—what happens today is all that matters! Doers look for the “entertaining” moment. Doers will lose their interest if you do not immediately tell the customer how valuable the product or service is to them; they need stimulation to keep their interest; if you don’t keep their interest, you will lose their sale in a customer-service setting. However, they are not afraid to interrupt you with a story to connect back into the conversation; when that happens, you will probably get the sale. They are confident people who quickly move with their actions. Doer customers use large gestures and movements to communicate their thoughts and ideas.

Voice tones reflect our personalities, and it can win or destroy a customer service relationship. Mumbling or talking too fast can leave a negative impression. Voice quality is determined by the pitch, speed, loudness, and tone of voice. The pitch is the high and low tones of the voice. High-pitched, whining, complaining, nagging, or squeaky voice tones can be disturbing to the listener. The most pleasing tone is one pitch below what you normally speak. The speaking pace is the speed, pauses, and breathing patterns; choose a pace that can be easily understood by the listener. Speak loud enough to be heard, and enunciate words carefully. The listener will tune you out if you talk too fast, too slow, too loud, or too soft; adjust your tempo according to the needs of the listener. All of these techniques will help you to achieve the goal of customer service excellence!

Dealing with the Irate Customer, What Can You Do?

Conflicts are arguments, quarrels, or disputes. They can be caused by contradiction, controversy, or discords. Conflicts can be described as misunderstandings or differences in opinions. Tension develops where there are conflicts. Personalities will clash because of a difference in values, opinions, and joys. Conflicts can arise because of miscommunication, stress, and the lack of trust. Conflicts can cause anger within an individual and develop an irate customer. The key is to focus on the problem and not the personality.

Anger does appear in both internal and external customer service. There are three types of anger that can appear--irrational, expressed, control. It is difficult to listen and respond politely to a customer while he or she is yelling or swearing at you. Irrational anger is the result of emotions building up inside of a person. The customer will unload after the anger has become too much of a burden. If he or she is interrupted during the time that the person is unloading, the customer will not listen. Listening is crucial in dealing with an irate customer. A customer is likely to listen and reason if given the opportunity to vent emotions. They will settle down if acknowledged. A

customer can be surprised by saying something positive. It shows respect to the person. Therefore, let the customer vent. You can settle the individual down by raising the open palm of your hand and then call his or her name; repeat it several times. If the customer conversation takes place on the phone, just slowly and calmly repeat the customer's name; this should get his or her attention so that the person will listen.

In the case of a customer with Thinker inner hero traits, cover the points quickly and to the point. Do not touch a Thinker, other than a firm handshake. In the case of a Helper inner hero customer, touch his or her shoulder or upper arm. With a Doer customer, you can joke with the individual. With a Planner customer, if you explain the rules, he or she is more likely to understand your position.

Expressed anger and controlled anger are much easier to handle than irrational anger. You can respond to controlled anger by rephrasing the customer's statement. Show respect to the customer as a person; state your position or confront the customer with possible consequences.

Acknowledge the customer's feelings in an expressed anger situation. However, you should explain how his or her behavior affects you. Listen carefully to the answers of the questions that you ask the customer. It may be necessary to rephrase the customer's statement to show that you understand the situation. Control the sound of your voice when rephrasing the statement—avoid sounding sarcastic. Express your concern or support to the customer by choosing your words wisely. Examples are, "I appreciate what you are saying," "I have had a similar experience," "I understand how you feel about the situation," "I realize that you have a different perception of the situation," or "I know your time is valuable, but..."

The above statements show that you value the customer's feelings, opinions, position, or situation. However, tell the customer the consequences if he or she refuses to listen to you or does not accept your position. Be careful not to get defensive.

Controlled anger is easier to handle than the irrational anger that was displayed. The responses can be short and to the point: "I understand that you would like to stop the special order and receive a refund" or "It is an inconvenience for you, but we cannot give a refund without the receipt."

The natural tendency of resolving conflict will be dependent upon the traits of your dominant inner hero. However, you want the customer to listen to you; therefore, modify and brighten the inner hero trait that is more like the customer's natural behavior instead of your behavior. You do not have to give in to the customer, but by brightening the appropriate inner hero will make the customer want to listen, thus, communication will take place. Remember to focus on the problem!

Expressed anger is a natural compromising approach initiated by the customer, usually expressing his or her unhappiness but not getting emotional about the situation. It is much easier and quicker to come up with a compromise that is satisfactory to both parties in an expressed anger situation. It takes practice, practice, and more practice, in handling an irate customer. As you practice, consider the traits of each inner hero and figure out the "hot buttons" that trigger their

irate behavior. The hot buttons are normally the things that cause an enormous amount of stress within an individual.

You may not be able to change the behavior of others, but you can change your behavior and attitude toward people who are not “*just like me.*” Here are some tips on understanding personality traits that can control the behavior of irate customers by managing conflict. Imagine a square divided into four smaller squares. The top two squares contain the Planners and Thinkers. They are task-oriented people. The bottom two squares are Helpers and Doers. The Helpers and Doers are people oriented. The inner hero characteristics of people-oriented personalities appreciate the touch of your hands, whereas the task-oriented people want “*hands off.*”

The Planners and Helpers have an indirect approach to their speaking while Thinkers and Doers are very direct. Thinkers and Doers need to concentrate on their spoken words and the intonation of their voice; indirectness will improve Thinkers’ and Doers’ relationship with Planners and Helpers. Thinkers need to focus on smiling and giving other positive facial expressions; this will improve their people skills. Both the Thinkers and the Planners need to become more people oriented. The Planners need to “lighten up” by allowing time for the unexpected things. They can strengthen their people skills by relaxing rules and becoming more flexible. Helpers need to focus on making faster decisions, getting to the bottom line, and being less indecisive in their decision-making processes. Both the Helpers and Doers need to become more task oriented and procrastinate less. The Doers need to become more organized, learn to follow up on customers, establish deadlines, and improve their time-management skills.

Doers are “*jokers,*” Thinkers can be “*arrogant,*” Planners can be “*opinionated,*” and Helpers can be “*overly sensitive.*” How do you handle these characteristics? Sometimes, you are better off letting their remarks go off into the fog, which means “*ignore it.*” Fogging shows that you are willing to accept the situation; it is not worth having a war.

Conversational conflict can be handled by addressing the problem with your voice by slowly saying, “*Maaaaybe, maaaaybe you are right!*” Another way of handling conversational conflict is saying, “*Perhaps you are right, but this time we are going to do it this way.*” Repeat how you are going to do it; this is a form of a “*broken record.*” The broken record is a combination of verbal and nonverbal communication. Listen to the person and then state your position by speaking slowly and with a smile. Repeat this response several times. The key is the tone and slowness of your voice; it should not change. The receiver will get tired of hearing you repeat your position.

A sarcastic person who throws insults should be ignored by letting it go out into the fog. Fogging is reducing the visibility by obscuring or confusing someone’s thought process by ignoring him or her. Look at the person for a few seconds, so he or she knows you heard, but then look away and go ahead with whatever you were doing. You can also change the subject: “*By the way, did you get the weather forecast?*” After the statement, continue doing what you were doing before the question. Using this method will take control of a Doer inner hero.

Another method of controlling a Doer is by placing the palm of your hand up toward the person if his or her jokes are offending you. Tell the person, “*This is not the time for jokes.*” (Be firm, but control the intonation of your voice.) This method will also work with a screamer.

Most people have annoying personality characteristics. Learning techniques to cope with these characteristics will make you a stronger person in customer service. It will allow you to cope with situations and avoid conflicts. The techniques will brighten up the inner hero traits that need to be brightened. Work as a team and match the associate's personality traits to the customer traits; this is how you build excellent customer service in your organization.

Conclusion

There are important psychological aspects that must be applied when developing strong customer service relationships. These psychological aspects include the understanding of human behavior. When you look at the statistics from the research, it is evident that poor customer service does cost businesses billions of dollars through the loss of customers, sales, and employee turnover. As stated in the introduction, every organization, including businesses and schools, should take steps in providing excellent customer services; both internally and externally. All employees are responsible for developing excellent customer service. Using psychology in understanding various types of personalities and applying tools that are adaptable to each human behavior style can make a difference in building better relationships and providing excellent customer service. Stress levels of the customer and the provider impact both internal and external customer service. Research shows that understanding and adapting four different inner heroes can make a difference in the quality of customer service. It is important that every person work in brightening their own dull or faded inner heroes to reach the needs of their customer. Therefore, it can be said that stress, customer service, and inner heroes are connected.

Communication plays a huge role in customer service. Poor communications can result in the loss of either an external or internal customer. The misinterpretation of nonverbal communication can destroy a relationship. Using verbal communication wisely in the choices of words can enhance customer service. Understanding the characteristics of the four inner heroes allows a person to know what the customer wants and needs. When this is determined, excellent customer service can be built. A key factor in communication is the development of strong listening skills.

Knowing which psychological tool to use in different situations can make a difference in controlling an irate customer. There are three basic types of anger that need to be understood: Irrational, Control, and Express. Understanding inner heroes and knowing which inner hero characteristics to apply when a customer is showing their anger can make a difference in the end results of the irate customer's behavior.

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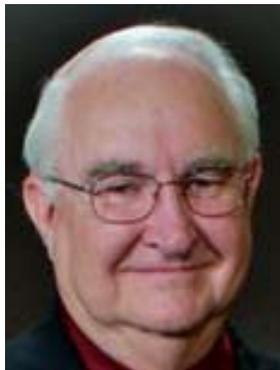
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Merle Rhoades recently co-authored a book with Carolyn Kalil called *Brighten Up! Internal & External Customer Service Using Inner Heroes*.

In this article he discusses four keys to providing excellent customer service and the monetary and psychological costs of poor customer service.

About the author



Merle Rhoades, PhD, is an educator, entrepreneur, business consultant, and author. He has spent the last fifteen years studying human behavior and how it impacts customer service. He earned the BA and MA degrees at the University of Northern Colorado and the PhD at Colorado State University. His doctoral dissertation was the Impact of Burnout Upon Leadership Behavior in the Classroom. He has been both a secondary and postsecondary teacher. He served twelve years in Community College Administration. While working as an educator, he owned several businesses including a motel, floor covering store, a department store, and accounting firm. He has interacted with different types

of customers and has supervised people with different personalities. He shares some of his experiences in his newly released book that he coauthored with Carolyn Kalil entitled, *Brighten Up Your Internal and External Customers Service through Inner Heroes*. For sixteen years he has been a business consultant and coach working with many different types of businesses. He has been a conference presenter, workshop facilitator, and writer. He has held many professional leadership positions at the local, state, and national levels. He has been recognized for his teaching, consulting, community service, and economic development work. He has been named the post-secondary business educator of the year at both the state and regional Level. He resides with his wife in Fort Morgan, Colorado. He has two married daughters and four grandchildren. His wife and daughters are all educators and are known for their music abilities. He says that understanding the personalities of his family members has made strong relationships.

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Chapter 7

THANK GOD IT'S MONDAY [TGIM]: Helping career practitioners create a more stable, enjoyable work environment for greater job satisfaction using the character champions framework

by Diana B. Ketterman, Cindy Yan Fu, and Tara C. Jones-Holguin

Businesses and their profits rise and fall based on the stability of their workforce. Utilizing positive psychology knowledge can give employees and their supervisors' increased emotional support, validation and overall job satisfaction. Increased self-knowledge can make enjoying going to work a reality using innovative psychological techniques to give employees a strong sense of personal satisfaction in doing their jobs. A key aspect of job satisfaction is employees that are well matched to their natural temperament (states of mind) preferences so the business relationship lives long and prospers. In this article, we describe how to turn the TGIF (Thank God It's Friday) attitude into a TGIM (Thank God It's Monday) attitude so career practitioners can work with employees and supervisors who want to get to work on Monday as emotional fulfilling instead of fleeing work on Friday as perceived as un-fulfilling and unhappy confinement. We will introduce you to the Character Champions® Framework that is a set of tools for assisting individuals and groups to increase self-knowledge and gain greater understanding of others.

By using Character Champions® temperament knowledge of oneself and others, increased emotional satisfaction from one's work can now be achieved. Imagine people wanting to come to work because the work they are asked to do meets natural core needs that fulfill inner psychological desires within themselves that innately motivate them to perform their work. If this can be achieved, employee turnover will decrease, employee efficiency will increase, team cohesiveness will improve and overall work productivity will soar. Think of the use of the Character Champions® Framework as a way to help employees and supervisors achieve emotional satisfaction from their work and the career practitioners as the ones to provide the tools to them that enable them to attain the emotional support so people want to come to work. Career planning begins as a life-long process starting as early as elementary school and continuing throughout the working years. It's never too early to start thinking about job satisfaction and matching a job choice to one's innate temperament preferences and strengths.

There are many ways to be a lifelong learner and continue to grow positively as a self-leader guiding oneself and others toward effective career planning and adult development. To be healthy and successful in lifespan leadership, individuals need to keep learning, growing, and developing. One of the easiest ways for a person to learn new self-knowledge skills is to use objective teaching tools that reflect natural behavioral patterns and summarize common wellness principles using the Character Champions® Success Framework.

Let's imagine a world as a united community of diverse cultures where we solve problems and conflict by using a common language of respect, accountability, harmony, skill, and intelligence. That is what Character Champions® has been created for accomplishing. The framework was created to be a language, a series of stories, that can be used to assist with community ideas that help us better understand ourselves and others. Character Champions' mission is to teach individuals emotionally and socially intelligent decision-making skills and utilize Character Champion problem solving strategies to help increase wellness in families, schools, workplaces and communities.

Character Champions® was created to provide an opportunity to learn complicated, psychological behaviors in an easy-to-learn structure that increases emotional intelligence (EQ). Although the teaching of abstract concepts of personality temperament traits can often be confusing and very complex, Character Champions® has simplified the concepts by creating stories and engaging, interactive trainings. Character Champions® was designed to be a way of communicating these abstract concepts in an entertaining way that people of all ages can understand.

The Character Champions® framework also teaches concepts that assist individuals and groups with emotional regulation. When our emotions become intense and strong, they can take over our brains in negative, non-productive ways, and make us think and act like "Extremes" rather than Character Champions. There are four important steps, 1. Stop, 2. Observe, 3. Act, 4. Review (SOAR) to follow when emotions become out-of-control, limiting our thinking and taking us away from successful goals. As adults, it is our social responsibility for safety, security, and psychological health to teach ourselves and our children to cope and manage extreme, intense emotions in smart ways that do not involve hurting ourselves, others or property. Scientific evidence now reveals that we can train our brains to SOAR above negative emotions (Aubele 2011 and Anchor 2010) and act like Character Champions and not hinder each other to sink into defiant, violent, and/or helpless feelings and irrational actions when our brains are swept away by "attacks of the Extremes".

Our brains are wired to connect socially and react emotionally. Therefore, significant adults have a tremendous influence on the developing minds and character of the youth in their lives. If we truly want to have a positive impact on those in our care, we must help our youth raise their EQ and strengthen their character to become a resilient generation of Character Champions who build and nurture successive generations of Character Champions. This is a tremendous challenge for parents, teachers, youth leaders, and everyone who has the power to influence the development of our youth. Yet, it is one that we cannot ignore as we sharpen our understanding of the neural dynamics of human relationships, emotional development, and the tremendous social responsibility toward our youth that comes with this new knowledge. We can learn to think in emotionally smart ways about our choices and then act in socially smart ways stemming from and rooted in our Character Champions strengths rather than reacting from our negative, emotional Extremes.

The Character Champions Temperament Inventory Survey™ is used to assist with understanding one's temperament color spectrum. This is the process of understanding your innate, core temperament, known as your primary or first color. Your first color includes the personality traits

that are naturally your preferences and describes your color strengths, core needs and pathways to esteem. The goal is to discover your natural temperament pattern strengths so you can use this information to experience more success and identify your preferred learning style and work setting. A person's perception, attitudes, values, strengths, stressors, and behaviors are most influenced by his/her first two temperament colors.

By using the Ketterman Temperament Strengths Survey™, rhyme, colorful art, music, and fable, the story Character Champions®-Four Colors for Success, incorporates visual learning pictures and rhyming sentences to increase self and other awareness, shift perspectives, and facilitate comprehension of the core qualities that identify four main categories of personal interests, abilities and skills. The four Character Champions® Mascots (Gold Ant™, Blue Dolphin™, Orange Wolf™, and Green Owl™) serve as the symbols of the cornerstone strengths and principles required to build strong, healthy workers. The Character Champions® mascot leader of Character Island, Rainbow Metahawk™, represents the unifying force keeping people in the work setting working together respectfully and heading toward the same productive goals that benefit all members of the team. This is the reason the lessons and virtues taught in the story are applicable to any age willing to learn what the story teaches.

In 2012, the Character Champions Foundation worked in a partnership with Professor Dong Xie (Counseling Psychology Department at the University of Central Arkansas) who did a research study to check the validity and reliability of the Ketterman Temperament Personality Inventory (KTPI). The KTPI is a temperament instrument based on integration of Keirsey (1998)'s and Chess and Thomas (1996)'s frameworks and has a substantial empirical base. Its student version (KTPI-S) measures four types of temperament characters of students from 4th to 12th grades. These characters are oriented toward: (a) Sensitivity-Harmony, (b) Pleasure-Adventure, (c) Responsibility-Security, and (d) Intellectual-Knowledge. The development of KTPI-S is in response to the increasing attention to the potential usefulness of temperament data in a wide variety of educational and mental health settings. KTPI-S extends Chess and Thomas (1996)'s work in identifying "difficult" children to identifying strengths of students based on their temperament characters.

The purpose of the research study is to provide empirical support for the evidence of validity and reliability of KTPI-S. In summary, the present study supported the theoretical four-factor model of KTPI-S and provided empirical evidence for its validity and reliability. In 2013 our research paper poster presentation proposal - "Factor Analysis & Psychometric Properties of Ketterman Temperament Personality Inventory-Students (KTPI-S)" was accepted by the American Psychological Association (APA) and was presented at the Annual Convention held in August 2013 at the Hawaii Convention Center. Throughout the convention many participants stopped by our booth, took the KTPI-S and KTPI-A online, and gave us positive feedbacks such as "KTPI is an interesting, practical, reliable and valid tool to help us understand ourselves and people around us in a quick way but at a deeper level, we love it!" Overall, we believe KTPI-S is a reliable and valid inventory in identifying temperament traits among school children. It will not only help teachers better understand and manage students' behavior, and motivate them, but also help students better understand themselves in terms of their strengths and challenges in various school settings.

Identifying your character champions® temperament color spectrum

The first tip to greater success is awareness of your own Character Champions® Temperament Color Spectrum. This is the process of understanding your innate, core temperament, known as your primary or first color. Your first color includes the personality traits that are naturally your preferences and describes your color strengths, core needs and pathways to esteem. Note: If you share job responsibilities, you will also want to identify the core temperament or primary color and the Character Champion® Temperament Color Spectrum of whomever works with you. This is known as co-team member “color” identification, the process of understanding how the other person naturally views the world and prefers to act to enhance his/her esteem. It is important to gain an awareness and understanding of the natural Character Champions® Temperament Color Spectrum for yourself and others.[see APPENDIX]

It is important to remember that people and/or team members are often born with different core personality temperaments that account for natural coworker and team differences in perceptions, attitudes, thoughts, feelings, and behaviors. In order to lead a team successfully, team leaders are encouraged to know and understand many personality/temperament “color” languages, attitudes, and behaviors. These varied forms of communicating and behaving challenge workers and especially team leaders to learn to use all of their “color” perceptions and behaviors so they can relate better and successfully lead those who are different from themselves. Success in life and work comes in four colors (orange, gold, green, and blue). Self-awareness of the Character Champion Color Temperament Preference Order is an innovative set of tools for raising Emotional Intelligence (EQ) by identifying and appreciating the interests, abilities, and skills of self and others.

If you desire to relate to others more effectively and to function successfully in the world, you must learn how and when to color shift; i.e., to speak in the language and perform the behaviors of all four of the Character Champions® character colors. In order to color shift, you must keep learning and working daily to develop a colorful, synergized character nature and an effective observant and evaluative self. Learning to color shift is a powerful skill set to raise your emotional intelligence (EQ) for adult development. It is important to remember that coworkers and/or team members are often born with different core personality temperaments that account for natural coworkers and team differences in perceptions, attitudes, thoughts, feelings, and behaviors.

In order to interact with coworkers and lead a team successfully, coworkers and team leaders improve job performance and work relationships when they know and understand the four main personality/temperament languages, attitudes, and behaviors. These varied forms of communicating and behaving challenge coworkers and team leaders to learn to use all of their “color” perceptions and behaviors (orange, gold, green, and blue} so they can better relate to and successfully lead those who are different from themselves. Self- and other awareness is a key to raising EQ and then combining that knowledge with additional skills important for successful leadership at work and in life. By “color shifting” to the most beneficial of the four “color strengths” to use at the appropriate time, a person increases the probability of demonstrating positive work attitudes and behaviors in various work situations. One can then use this knowledge to observe the ways in which work, family, and leisure roles are interrelated and the value of “color shifting” skills plays for success at work and in life.

As you use your identified Character Champion color strengths to help guide your career planning choices, you will choose jobs that naturally incorporate these color strengths. This will result in increased job satisfaction and improved job performance. You will be able to describe career plans that reflect the importance of developing all of your potential character color strengths that demonstrate the highest likelihood of career success and positive lifelong adult development.

Personal Story (Tara)

Character Champions has been a part of my life since I was a child. I was fortunate to grow up in a household where discussions regarding personality types were common. I first started learning about temperament development through True Colors®. One of my earliest memories of True Colors was watching a play about the four different color types. Even though I was only ten years old, I was amused by the skits such as a wife and husband arguing over the toothpaste. In the skit the wife was explaining how she needed the toothpaste to be used in a certain way that allowed for the cleanest and most economical use of the toothpaste. She was displaying the gold personality. Her husband was displaying the blue personality and was focused on the emotional aspect of their conversation. He was explaining how her tone was making him feel.

I was quickly fascinated by this entertaining approach to understanding oneself and others. What I was instantly drawn to True Colors was its simplicity about a complex topic and how it could be discussed in such a humorous and entertaining way. Within the next year, I learned more about True Colors® from my mother as she became a trainer of that program. I soon created my own outfits to go with each color type and creating characters to go along with each color and would perform them at trainings with my mom. I would burst in the room as she explained each color. Orange would say that they just rode in on a motorcycle, blue would hand out flowers or candy, yellow would go over the rules and schedule and green would walk in but it focused on a new invention they were thinking of.

Now as an adult I have been able to incorporate what I have learned with True Colors® and Character Champions in both my personal and professional life. My son and daughter learned about the different colors from the time they could talk. I cannot count how many times one of them has said, “We need to be brave like Orange Wolf.”

In my professional life I work for a school district and assist with support for high school students with special needs. Through the use of Character Champions, I am able to understand how to assist students with understanding their strengths and supports what are needed. I work closely with high school students and I utilize Character Champions to assist with having them learn about their strengths, interests and preferences. High school students that have an understanding of themselves have increased opportunities for future success in their careers. The National Career Development Guidelines Competencies and Indicators for High School has self-knowledge listed as one of the three main indicators.

This self-knowledge includes:

- Competency I: Understanding the influence of a positive self-concept.
- Competency II: Skills to interact positively with others.
- Competency III: Understanding the impact of growth and development.

Through Character Champions children, teenagers and adults are able to first identify their two natural color strengths. By having insight on what gifts and talents we each bring to the table is an important aspect of individual success. This concept is in-line with the competency of being able to identify and appreciate personal interests, abilities and skills. Character Champions allows a language to communicate about natural strengths but also about growing strengths in our two color areas that may not come as easily. It has assists us with understanding why some people we tend to just hit it off with. Character Champions provides a non-judgmental approach to discussing and striving to understand personal differences. This awareness assists us in demonstrating effective interpersonal skills required for working with and for others.

Experiences and How Tools Have Been Used (Cindy):

Widely used with all age populations: Elementary, Middle School, and High School students I have learned and been actively utilizing the Character Champions Framework and its various tools in my professional career – as a School Psychologist dealing with academic, emotional and behavioral issues of my students across all age levels – elementary, middle school, and high school.

Case Example #1: This is an elementary school age boy who has social skill deficits. He is very sensitive and easily frustrated when he sees things do not follow the schedule or his classmates not following their teacher’s rules. For instance, he would scream and yell, “Be quiet, stop talking, I cannot hear...!” If other kids do not listen to him, he will become very upset and act out physically to pull their arms, so he often ends up with getting into trouble and does not understand why he should be the one sent to the principal’s office, not those who fail to follow his teacher’s rules. I gave him the KTPI-S and found out his personality color strengths are 1) Gold and 2) Blue. When these two colors are dominant and high, the extreme behavior will make other people see you as bossy, emotional and unreasonable.

Case Example #2: This is a unique middle school age student who is doing well academically but keeps stating that school is boring and he has no problem bluntly point out the mistakes his teachers make. He showed an attitude during his counseling sessions and did not smile at all until I explained his natural color strengths – 1) Green and 2) Orange based upon the KTPI-S results.

Case Example #3: This is an extremely quiet high school student whose work pace is very slow. He does not take notes, does not do or turn in homework in class, except math. Most of the time his response to question was, “I don’t know.” While his same age peers keep talking about their college application experiences and are excited for possible future career, he still seems to have no motivation, no goal, and often sleeps in class. His teachers thought he might have Intellectual Disability. As I work with him, his KTPI-S profile showed 1) high Blue, 2) high Orange, 3) low Green, and 4) low Gold. I explained to the student and his father: When facing academic challenges, the student’s level of responsibility and persistence usually would not be strong enough to motivate him to make extra effort to solve the problem, unless he has good emotional connection with the instructor(s) and wants to please him/her, or the work itself has fun nature (e.g., visual and educational computer games, etc.). Father then got him a college student tutor who made emotional connection with him, also discussed future career ideas. His teachers now are surprised to see his smiles, motivation to learn, and some academic growth! Also used with special

types of populations: Highly Talent Group; Learning Disabled Group; New Immigrant Bilingual Students and Parents

Case Example #4: This was a genius boy, who at age 5, built a “tree house” in his backyard with light inside using broken light bulb. He also drew various Biology pictures and wanted to invent effective solution to cure disease such as Ebola and Aids. However, he could not handle the social aspect in his life – he would pound his head against the poles when he sensed being rejected by his peers. With the KTPI-S tool, I was able to help him see his strengths and weaknesses, and he even invented the “feeling thermometer” to record and to report his daily feeling status.

Case Example #5: This family has two kids. The girl is a rule follower, but has academic difficulties and has been identified as a student with Learning Disability; the boy is quite smart, has ADHD and has a history of running away. When working with these two kids, I asked their parents to take the KTPI-A, and I charted their family’s color strengths on the “Family Diamond Chart” so they can see and learn how to communicate with each family member effectively, in order to help their special education kids be successful.

Case Example #6: This is a new immigrant boy from China. He is intelligent, but with severe behavior challenges. He wants to do his work only when and what he feels like to do. Such “spoiled” boys seem to become more and more seen. He was openly defiant to his teachers and the principal, and refused to talk to me in the beginning. It was the tool of the KTPI-S on the iPad I used as the “key” to unlock this student’s secret “thought” box. Now, he asked periodically to take the KTPI to see if his profile has changed. We can communicate much easier with this common-language tool. More important, his behavior has improved after I use the KTPI-S to coach him.

Diana Ketterman’s Case Examples

I have been working with children and teenagers in the school setting for over 35 years. The reason I created the Character Champions® framework was to provide a practical and easy to use tool to help individuals of all ages. I had the great opportunity to be trained directly under David Keirsej at Cal State Fullerton. He taught me to become an expert in the understanding of individual differences based on temperament theory. In 1985, I received my PhD in educational psychology and wrote my dissertation on the classification of at-risk kids and the correlation of school success. Through my research we learned that temperament, early school experiences and parenting style did make a difference in student’s success rates in school. In 1987, I met Don Lowry, the creator of True Colors®, and learned to color code the four temperament types. I blended the concepts I had learned into Character Champions in order to create a language that would help me teach students and parents the value of self-knowledge and not only appreciation their natural color strengths but how to develop all four color strengths. Today I continue to implement the Character Champions® framework with the students I work with and their families.

Case Example #1: This is a 15 year old high school age male student who has been diagnosed with depression and has a history of oppositional defiant behavior. He started experiencing difficulties in school as early as first grade for not following classroom rules. He would often wear

a hoodie with the hood covering his head. He was basically a loner and did not interact well with other students. He refused to do work that he did not find interesting. I gave him the KTPI-S and found out his personality color strengths are 1) Green 2) Blue. 3) Orange and 4) Gold. When the first two colors are dominant and high, the extreme behaviors will make other people see you as a know-it-all, refusing to do work that is not of interest, preferring to be alone, easily upset, withdrawing, and feeling sad. Since being in the alternative high school setting, he has been given the opportunity to become the expert at running the PA system and volunteers to be the DJ to play the music for the dance for the transition special education students (18-22 year old students who did not graduate high school due to an intellectual, emotional, or autistic spectrum disorder). As this student has become more aware of his natural “color” strengths and has been esteemed for his “green” knowledge of specific skills and providing a “blue” way to help others using his knowledge, he is starting to produce more credits, is no longer wearing the hoodie over his head, and seeks out the support of the school psychologist “just to talk” on a regular basis. He uses the Character Champion color vocabulary to describe his behaviors and can admit when he is acting more “extreme like” rather than “champion like” in his actions. He also accepts that success comes in four colors and values the use of all Character Champion colors, although gold behaviors are his least favorite to perform.

Case Example #2: This is a 14 year old high school age female student who has been diagnosed with depression, anxiety, and borderline personality disorder. She has felt suicidal tendencies since elementary school and is a cutter. She transferred to the alternative education site after three hospitalizations that caused her to miss school at the traditional high school. I gave her the KTPI-S and found out her personality color strengths are 1) Blue 2) Orange. 3) Green and 4) Gold. She is influenced most by her first color. When her first color is in its extreme form it influences other people to see her as weak, very sad, withdrawal, helpless, thinking negatively, gloomy, and wanting to self-harm. She tends to isolate herself in her room and does not want to attend school. Since being in the alternative high school setting, she has been taught the positive strengths of all four Character Champion Colors. Her blue score and orange score are only two points apart. The strength of her Orange side of her personality can be used to help counteract the negative extremes of her blue and helps her to think bold, positive thoughts associated with courage and positive energy. She has also been put in the role of being a peer counselor so that she can help other students on campus who are battling with issues of depression since her “blue” strengths are empathy, compassion, caring, kindness, and wanting to make a positive difference in the lives of others. In addition, her green strengths are helping her to problem solve and she has stopped cutting and is using positive thinking methods to replace negative thoughts to help change negative feelings into more positive feelings. She now uses the Character Champion color vocabulary to describe her behaviors and easily admits when she is acting more “extreme like” rather than “champion like” in her actions. She clearly realizes that success comes in four colors and values the use of all Character Champion colors and works hard at integrating the use of all four colors into her daily life. She reports that she feels happier that she has ever felt in her life, although she still has “attacks of the Extremes” that she must work through. When she does have difficult times, she is motivated to seek out the help of the school psychologist for success coaching so that she can pull herself out of Extreme behaviors and improve her own self-leadership skills for success.

Case Example #3: This is a 20 year old transition male student who has been diagnosed with Asperger's syndrome which is now reclassified as autism spectrum disorder. He is in the transition class for special education students at Mt. Sac College because he did not earn his high school diploma. The purpose of the program is to acquire important adaptive behavior skills to transition from the world of school to the world of work and community living. It is important to assist a student in learning important job skills to ensure job success to the best of his/her abilities. I gave this student the KTPI for Adults and found out his personality color strengths are 1) Green 2) Blue 3) Gold and 4) Orange. He is influenced most by his first color. His green strengths are that he is a naturally problem solver. He likes to think about what interests him to the point that he can become "brain locked" on a particular subject and think about it to the extent about not wanting to think about anything else. He is also very curious and is quick to question authority when he does not agree with what is being said by asking "Why?" This student is also very persistent. If he does not know the answer to a question or the solution to a problem, he will search on the internet for hours looking for a way to satisfy his curiosity. Sometimes his "green" strength becomes a weakness for him when it is taken to the extreme. He can question authority at inappropriate times or search for answers to problems that hook his curiosity when he needs to be focusing on other tasks. He may become obsessed with liking a female classmate that does not like him in the same way, yet he will persist in trying to find a way to get the girl to like him back in the same way. This is where the knowledge of the Character Champion colors has been a help to him so he can understand both the strengths of his "green" side and the weaker extremes of his "green" side of his temperament. Because his second color is "blue", he is sensitive, caring, kind, and wants to please those he cares about. Use of this knowledge has helped him see that his "extreme green" (talking back to authority, being off task, pursuing a girl that did not like him back) behaviors were actually inappropriate and hurting others in uncaring ways. This student was taught that he could use his other Character Champion colors not just his "green" side to improve his behaviors in the school setting so that he adapted more successfully. He responded very favorably to this approach as he studied the different behaviors for each of the four categories of color behaviors. He could be instructed to use more "blue" or "gold" behaviors in certain situations and less "green". This approach helped him to feel less controlled by outside authority and more like he was being coached to help him improve his own behavior so he could use self-leadership skills.

A further application of the Character Champions® Framework for this student was that he took the results of his KTPS survey and the survey items where he marked "4" (almost always) or "5" (always) to identify his individual areas of personal strengths. He then used these statements as ways of describing himself when asked to tell about himself when in a job interview. It was interesting to observe how this student used the KTPS results to aid him in developing a self profile of individual strength statements that could be applied in the interview process to describe himself using his temperament color strengths from the four different categories. This was easy for him to understand and very helpful to apply when interviewing for a job. He also used the knowledge to help him think about what type of jobs best matched his strongest Character Champions® Color strengths. Based on this knowledge, he was placed in job settings that were a good match to his top two colors so he could practice his job skills in a place that was a good fit for his strongest temperament colors.

He now uses the Character Champions color vocabulary to describe his behaviors and easily admits when he is acting more “*extreme like*” rather than “*champion like*” in his actions. He clearly realizes that success comes in four colors and values the use of all Character Champions colors and integrates the use of all four colors into his daily life at school and at work. His behavior has improved in school and at work. He also volunteers one day per week helping transition students who are more handicapped than he is so that he has an opportunity to use more of his “*green*” and skills. He has excelled in this volunteer setting.

Conclusion

Through our own personal journeys and experiences with the Character Champions® Framework, we have been able to find our own job satisfaction by working in careers that matched with our natural strengths and allow the opportunity to further develop additional skills. We now each use Character Champions not only in our personal lives but in our meaningful careers. The Character Champions® Framework is a easy-to-use universal language that individuals of all ages (even as young as three) can simply understand and utilize. We assist students in the beginnings of career exploration as early as elementary age with gaining an appreciation for self-knowledge and the understandings of others. In addition, through the use of the Character Champions® framework, people not only gain the appreciation of different personality temperaments, they also access a set of tools to discuss how we can continue to develop strengths and build skills throughout our entire lifetime. We learn that it takes four colors for life-long success and how to turn TGIF into TGIM so profits can soar at work! TGIM with CC four colors!!!

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APPENDIX

Character Champions Temperament Color Spectrum

Character Champions® Temperament Color Spectrum

<p style="text-align: center;"><u>BLUE SKILLS/NEEDS</u></p> <ul style="list-style-type: none"> • Seeks Happiness • Wants Harmony • Helps Others • Giving • Tries to get along • Likes Affection & Romance • Tries to see the best in others • Values positive relationships <ul style="list-style-type: none"> • Nice & Caring • Friendly • Peace-Maker • Sensitive • Emotional 	<p style="text-align: center;"><u>GOLD SKILLS/NEEDS</u></p> <ul style="list-style-type: none"> • Responsible • Reliable • Plans Ahead • Serious • Neat • Goes by the Rules • Make Commitments • Tries to Get Others to do What is Right <ul style="list-style-type: none"> • Hard Working • On Time • Has Manners • Organized • Likes Order
<p style="text-align: center;"><u>ORANGE SKILLS/NEEDS</u></p> <ul style="list-style-type: none"> • Seeks Excitement • Wants to be <i>free</i> • Sense of Humor • Hates Rigidity • Adventurous • Does Not Like to Plan Ahead • Tries to Get Others to Loosen Up • Values Physical Skillfulness <ul style="list-style-type: none"> • Clever • Plays A Lot • Risk-Taker • Spontaneous • Bold/Courageous 	<p style="text-align: center;"><u>GREEN SKILLS/NEEDS</u></p> <ul style="list-style-type: none"> • Seeks Knowledge • Wants to be right • Shares Knowledge • Hates Stupidity • Curious • Does Not Like to Share Feelings • Tries to Get Others to be Smarter • Values Intelligence <ul style="list-style-type: none"> • Uses Logic • Thinks A Lot • Problem-Solver • Critical • Inventive

NUMBER KEY					
Never	Almost Never	Less Than Half of The Time	More Than Half of The Time	Almost All The Time	Always True
0	1	2	3	4	5
(0%)	(20%)	(40%)	(60%)	(80%)	(100%)

Questions to Determine Character Champions Temperament Color Spectrum

Using the Number Key above, assign a score from 0 to 5 for each of the following 12 questions. Write your number in the appropriate space for each question.

- | | | | | |
|---|-----|-----|-----|-----|
| 1. I like to respect authority and do what I am told. | ___ | | | |
| 2. I need my team members to show that they really care about me. | | | | ___ |
| 3. I need change and excitement in a job, or I become bored. | | ___ | | |
| 4. I like to think deeply about work that interests me. | | | ___ | |
| 5. I like to take risks that sometimes get me into trouble. | | ___ | | |
| 6. I really want to get along with everyone at work and be nice. | | | | ___ |
| 7. I need to work and do things by following a schedule and routine. | ___ | | | |
| 8. I am full of energy and need freedom to move around at work. | | ___ | | |
| 9. I love it when my team members work together and cooperate. | | | | ___ |
| 10. I enjoy thinking and using my mind to solve work problems. | | | ___ | |
| 11. I need to take things apart and find out how they work. I am curious in my job. | | | | ___ |
| 12. I do my assigned tasks before I take a break. I work hard at getting things done on time. | ___ | | | |

Now that you have finished, total your answers for each of the four columns.

Total	___	___	___	___
	Gold	Orange	Green	Blue

My Character Champions® Temperament Pattern (Factor) Strengths Results:

(This ranking constitutes your Character Champions® Color Strengths Spectrum)

1. Color _____ Score _____ (Highest/Strongest)
2. Color _____ Score _____
3. Color _____ Score _____
4. Color _____ Score _____ (Lowest/Weakest)

The website www.characterchampion.org provides more information about your natural personality color strengths and an extended version of the Ketterman Temperament Preference Inventory which is currently under continued research development for updated standardization.

2. Record Your Character Champions® Color Spectrum

Record the order of your Character Champions® Temperament Color Spectrum below, including the *color score*, based on the column totals from the Ketterman

“*What Color is Your Temperament Style?*” Adult Survey.

Your Character Champions® Temperament Color Spectrum:

_____ / _____	_____ / _____	_____ / _____	_____ / _____
1. most like you	2. second like you	3. third like you	4. least like you
(brightest color/score)	(2nd color/score)	(3rd color/score)	(lowest color/score)

Team Member Character Champions® Temperament Color Spectrum:

If possible, have the person with whom you work with take the Ketterman temperament survey. After he/she has completed the survey, record his/her temperament color scores in the space provided below. (Note: If the other co-worker is not available, use the Ketterman “*What Color is His/Her Temperament Style?*” Adult Survey and complete it based on how you see him/her.) Additional copies of all surveys are available on our website: www.characterchampionsfoundation.com.

Remember to record the survey scores below from highest to lowest color totals.

_____ / _____	_____ / _____	_____ / _____	_____ / _____
1. most like him/her	2. second most like him/her	3. third most like him/her	4. least like him/her
(highest color/score)	(2nd color/score)	(3rd color/score)	(lowest color/score)

3. Learn More about the Characteristics of the Various Character Champions® Temperament Color Spectrums

Read the four Character Champions® Leadership color descriptions beginning with your first color and working through to your last color. Note any similarities and differences between your core temperament color needs and the needs of the co-worker's core temperament color. Think about how these similarities and differences influence the ways you get along with each other and other workers. It is important to realize that a person's perceptions, attitudes, values, strengths, stressors, and behavior are most influenced by his/her first two temperament colors.

What are your temperament career/work strengths and challenges?

CHARACTER CHAMPIONS® CLUE: The Courageous Orange temperament is stimulated by a core need for freedom, excitement, change, flexibility, and fulfillment of impulse satisfaction.

CHARACTER CHAMPIONS® CLUE: The Responsible Gold temperament is organized around a core need for security, stability, group membership, and completion of responsibilities and tasks.

CHARACTER CHAMPIONS® CLUE: The Knowledgeable Green temperament is challenged by a core need for intellectual competency, mental stimulation, and ingenuity in problem-solving.

CHARACTER CHAMPIONS® CLUE: The Kind Blue temperament is motivated by a core need for positive relationships, personal recognition, and the creation of harmonious work environments.

Chapter 8

LET'S START WITH THE CHILDREN: A Developmental Approach to Career Planning for 9th-12th Graders

By Cheryl Kelly

Retiring early from my teaching position at a highly rated high school was a necessity after watching many boys and a few girls being sent to continuation school after their 9th grade year. These children were labeled failures at 15. Frustrated with the system (not teachers or teaching), but seeing no way to improve the situation, retiring at 60 was my only option. My teaching career spanned over 30 years from kindergarten through University, including international experience in Germany, Japan and Mexico. My last 10 years were in a high school district, which gave me a view into the entire spectrum of public K-12 education in the US. The second year of retirement led me to Carolyn Kalil, an author and counselor in the community college system for 30 years. Her work with the True Colors system combined with her frustration with the lack of direction high school graduates had, caused her to change the way counseling was done in her community college. She helped counselors identify every entering college freshman's natural gifts and talents, giving them valuable insight into their career paths. Meeting Carolyn Kalil and reading her books thrust me into eight years of research, working with five different school districts and collaborating with her to create solutions for the public high school dilemma. Our collaboration gave us insights into both education systems (high school and college) and the impedance for our program.

The reasons for the failure of the public US high system and the solutions to remedy the problems caused by this failure became abundantly clear.

New reports bombard us with the dismal facts of the low U. S. standing in the world regarding education. All of these facts are dismally true and unfortunately, the reality is even worse.

1. In all of the high schools we researched, graduation rates were near or above the national average of 75%. However, proficiency rates in Language Arts and Math were below 60%. This discrepancy means many students are unprepared for today's jobs and are unable to truly compete in the national and global markets. As evidenced by the results from the 2012 Program for International Student Assessment (PISA) report, which ranked the knowledge of 510,000 15-year-olds in 65 countries, the U.S. ranked 24th in reading, 28th in science, and 36th in mathematics."Simon, Stephanie (2013-12-03), PISA results show "educational stagnation" in US, Politico. Many reasons such as too much standardized testing are given for these results, but low proficiency rates for 15 years olds begin in the lower grades and must be improved to increase proficiency in high school graduates.

2. The lack of equality in scheduling among all programs in the public high schools also keeps proficiency levels down. Students are then in classes that don't meet their needs. For example, in one Los Angeles high school, where we did a five month pilot program, their WASC (California accreditation) report stated that they only scheduled 60-70% of students in their chosen academy and they considered that "purity." Purity meaning how many kids should actually be there based on their choices, natural talents and teacher recommendations. However, their basketball and football teams managed to have first period classes with 100% of the players scheduled who were supposed to be there. Certain sports coaches are always given scheduling priority and they create the best programs for their students.

The Problem is Discrepancy

1. Discrepancy in Graduation and Proficiency Rates
2. Discrepancy in scheduling students into their appropriate classes

In conclusion, what is most interesting about the above information, which leads to The Solution below, is that favored sports programs face none of these "discrepancies or deficits" accorded to other programs. They achieve excellence because they have a real project, real life experiences traveling with the team and meeting other students and school cultures, and a sport that pushes them to excellence, sustained focus and team values. As one coach remarked, "There's no "I" in TEAM." Thus, most students who participate long term in sports do better in all areas of their lives. Of course, those who participate in dance, music, the arts, volunteerism, band, debate, etc., do very well also because *participation* is the *key* ingredient to successful students.

The Sports Team Solution To the Public High School Dilemma

Review of the Problem

The problem is a discrepancy problem, but the reason there is discrepancy is because of an access problem. Not all students are being given equal access to education through their natural gifts and talents. They end up with deficits and large gaps in their learning and educational development. If public school districts would implement our Solution, the natural gifts and talents of each student would be nurtured and all graduates would graduate and be proficient young adults ready for the 21st century.

The Sports Team Solution

Good high schools, renowned for many fine accomplishments, oftentimes have an exemplary football, basketball or other sports program, one that not only wins at high levels but produces fine individual athletes. These young men and women go on to any career with strong values and discipline. Does one person accomplish all of this alone? No, although great coaches could run a small country, it's their ability to lead a team that keeps all of the pieces fused together into a successful whole.

The Six Pieces of The Sports Team Solution:

Number 1

To achieve consistent excellence you must have an excellent pool of athletes (or singers, musicians, etc. depending on your program).

Excellent youth programs: For example, in many neighborhoods with outstanding Pop Warner football, Little League or youth soccer programs, promoted and supported by the community, there is a continuous stream of trained athletes that enter the high school system.

Excellent high school culling program: Many football coaches teach PE to all incoming freshman boys and test the skills of these boys to additionally garner the best athletes in the school. These boys are literally culled from the pool, given encouragement and told they can be part of the team, a huge honor in most high schools. All students need their natural skills and talents identified so that they too can be placed into classes that enhance their gifts.

The coach now has the best of the experienced community system and the best of the incoming freshman. He is way ahead of all other coaches and clubs in the school and he carries a team of sixty to have the depth he needs to succeed.

In contrast, other programs can only partially achieve, because they are set up for failure when they aren't allowed to schedule students who should be in their classes.

If the coach was only allowed to have 60% purity (only 60% of his team would get scheduled into the team class), then he would have incredible difficulty fielding successful teams. But due to the scheduling conundrum, only a part of any student body is allowed to participate in classes that nurture their individual natures. Adults who work together in each individual school can correct this problem.

Number 2

To achieve consistent excellence, the coach must have preferential scheduling to allow sufficient time for practice. When preferential scheduling is allowed, there are always losers in the system, because of the way the system is organized.

All students should be given preferential scheduling and our program helps all staff to reach that goal through Staff Collaboration Seminars. In order for any staff to retrain themselves and each other, they must learn to work together. Our seminars quickly teach participants to let go of the past and see each other in a different light. Temperament theory builds strong teams. Strong teams make collaborative faculties and great schools, serving all students, seeing that all students succeed.

Number 3

To achieve consistent excellence you must have competent and numerous coaches. Because the coach is a good leader, he knows that no one person can do it alone, thus his staff of defense coaches, line coaches, etc. give him a high ratio of adults to students: oftentimes one adult to four students.

Our programs bring in funds and community support to bolster the adult-student ratio in the entire high school.

Number 4

To achieve consistent excellence you must have strong financial and community resources. A great sports team in most communities is one of their proudest events, full of fun and seeing neighbors and watching kids participate in healthy pursuits. Good teams earn enough money for fabulous uniforms, the best equipment, training areas and trips.

Our program generates and coordinates all funding from the community-NO fundraising by teachers. This gives every academy, or class or department the funds and support to collaborate, work on programs, plan field trips, enrichment activities, etc. for their group. With this support they can create a real community just as good teams do and proficiency will skyrocket.

Number 5

To achieve consistent excellence, the academic growth of the student must be supported. Because freshman year is such a huge passage for most students, taking on the rigors and time requirements of athletic training are a big adjustment. Many coaches require tutoring for all freshmen after school, before practice, and use older students as tutors. All students must have opportunities to be tutored in areas where they are falling behind.

Number 6

With more adults, more support and more developmental activities, our program's opportunities to empower all students, facilitating academic and emotional growth through nurturing each student's natural gifts and talents.

Why Action Now?

1. In the U.S., high school dropouts commit about 75% of crimes. (Smiley, Travis. "Fact Sheet: Is the Dropout Problem Real?." Travis Smiley Reports. February 26, 2014. <http://www.pbs.org/wnet/tavissmiley/tsr/education-under-arrest/fact-sheet-drop-out-rates-of-african-american-boys/>.) We cannot afford to let so many students fail in our system. School districts applaud 80% graduation rates but what happens to the other 20%? Any business would immediately figure out and try to correct a 20% loss in their product or business.

2. We are a nation of addicts. "Americans are being lured into addiction. And what we're hooked on isn't necessarily illegal or even hard to come by. Prescription medications are making us high. Fast food is making us fat. The Internet keeps us constantly distracted with everything from gambling and porn to compulsive social networking. *Addict Nation: An Intervention for America*, by Jane Velez-Mitchell and Sandra Mohr. Knowing and pursuing your natural gifts and talents helps all adults create the best programs for all students and facilitates self-knowledge and career planning so that every student finds purpose and meaning in his/her life.

Our program can give *all* students, *all* teachers and administrators, *all* stakeholders in the school the above opportunities that certain sports teams receive. Our High School Staff Collaboration Program will create the environment for every adult member of the school to strengthen their personal skills, self-awareness, job satisfaction and most of all, most effectively help all students succeed.

Implementing the Sports Team Solution

Our solution is a sequential, holistic four year program supported and financed by grants and the community. The program can begin anytime during a given school year.

Our program, based on years of research and over 60 years of collective experience, uses the information gleaned from how and what these students learn best based on their natural gifts and talents. This information is easily integrated and implemented into the collaborative program as described in Year One, sending each freshman off to the proper classes that will nurture his/her individual gifts.

Freshmen Developmental Program.

All freshmen need the guidance and recognition those students in certain sports teams receive. If this success happens early enough, all students can be placed in the classes that best suit their needs: success breeds success. This success and knowledge of the students' natural gifts and talents will allow the student to be positioned for the future, in classes that nurture his nature. The nurturing of this developmental level is critical for the development of students who can then succeed in high school and the outside world.

Our program also illustrates the strength of real-time, innovative collaboration (administrators, counselors, teachers, parent groups, school partners, etc. in the first year) and how the result of this collaboration will bring all students' proficiencies to much higher levels. The outcome of this initial collaboration isn't a set of rules for each school but instead a place where the solutions emerge that fit each school and their individual students.

Theme for Freshman Year

The theme for Freshmen year is: Who am I? By examining their students' true natures through activities, writings, movies, speakers and reflections, they will know themselves well enough at the end of 9th grade to identify their path in the three years ahead.

The Units from Smart Heroes are meant to be used in conjunction with the regular English curriculum for freshmen. Most stories and literature can be easily incorporated into the Smart curriculum. Teacher guides and training are included.

Each Unit can last approximately a month as the teacher weaves her curriculum with the Smart material and the students are creating evidence that shows all adults, but most importantly, themselves, who they are.

With the collaboration of Counselors who serve freshmen and freshman teachers, each student, by the beginning of 10th grade will be placed in relevant classes that will not only nurture their nature, but keep them in school because they are being given an education that will set them on a path to graduation and plans for a career.

Theme for Sophomore Year

During Sophomore Year, all students should settle into the school and their place in the school community.

The theme will be Who am I at _____ High School? By examining their classes and why they are there, any students who are still wavering with their choices can solidify what they want and students who are committed to a choice will deepen their experiences and understanding because they are in the right classes.

The Units from True Success are meant to be used in conjunction with the regular English curriculum for sophomores and juniors. Most stories and literature can be easily incorporated into the True Success curriculum. Teacher guides and training are included.

Each Unit can last approximately a month as the teacher weaves her curriculum with the True Success material and the students are creating evidence that shows all adults, not only who they are, but who they are in their high school: goals, classes, activities.

With the collaboration of Counselors each student by the middle of 10th grade will be placed in relevant classes that will not only nurture their nature, but keep them in school because they have bought into the process, can articulate their future goals and are experiencing success.

Theme for Junior Year

During Junior Year, all students should be fully integrated into the school and be participating in classes that nurture their natural gifts and talents .

The theme for Junior Year will be Who Am I in My Relationships? By being involved in some kind of service or internship the student will be able to describe his relationships with others outside and inside his family.

The Units from True Success are meant to be used in conjunction with the regular English curriculum for juniors. Most stories and literature can be easily incorporated into the True Success curriculum. Teacher guides and training are included.

With the collaboration of Counselors each student by the middle of 11th grade should be past the drop-out danger zone. Now, they are being given an education that will enable their optimum productivity for themselves and society.

Theme for Senior Year

During Senior Year, all students begin to look ahead to their post high school world.

The theme for Senior Year will be Who Am I in the Adult World? By fully examining career options through research and experience all upcoming graduates will have a post graduation plan.

The book, *Follow Your Inner Heroes to the Work You Love* is meant to be used in conjunction with the regular English curriculum for seniors. Most stories and literature can be easily incorporated into the Follow... curriculum. Teacher guides and training are included.

Each Unit can last approximately a month as the teacher weaves her curriculum with the Follow... curriculum. Students will create a final presentation, demonstrating to family and community the ways that they have grown and what their plans are after graduation.

With the collaboration of Counselors each student by the middle of 12th grade should be past the non-graduate danger zone. As they leave their high school and walk the walk they will all have a path to follow, a skill set to utilize and the self-knowledge to execute their plans.

Conclusion

Our programs don't advocate that the perks that elite sports teams receive be eliminated. Instead we have the solutions for schools that allow all students to be treated like elite sports team members.

These solutions lie with the adults involved with the schools. Our solutions most importantly bring the adults together to make each school successful.

Over the years, many people have tried and failed, to find the essential solution to the deep discrepancies happening in our public education system. These discrepancies are "solveable", but not with the generic solutions such as for-profit management, better teacher education/evaluation/mentoring, common core, different test systems, longer-tenured administration, etc. that have been tried by many rich and famous people. One was Chris Whittle. He wrote an excellent book, *Crash Course, Imagining a Better Future for Public Education*. What made the book an informative read was not his program, Edison Schools, which failed dismally, but his understanding of the essential problem, which was the discrepancy between our systems' place in world education and how much we spent per pupil and how the burden of the largest discrepancies were carried by minority communities. If only half of our students meet proficiency requirements, even though 80% graduate, how can we let 50% be disadvantaged and unprepared for the 21st century? In addition, if only 80% graduate, what about the other 20%? Find the statistics for yourself, dear reader, the road to prison is assured for many of these 20%.

What Carolyn Kalil and I observed in the high school systems that we experienced was a huge litany of ills ranging from disconnected departments to inappropriate behavior and political shenanigans. We don't want to mention the names of the schools that we observed because the system is set up to divide people instead of supporting each one as a team member that makes his/her contributions to the whole. We knew we could help these schools create a team that would work together so that every student not only graduated but had proficiencies and a plan for the future.

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About the author



Cheryl Kelly, in her 30+-years career as a teacher, has taught every grade from kindergarten through University. Her subject areas included Drawing and Painting, Cooking, Physical Education, English and Math. Besides teaching in California, United States, she taught English at the Universidad del Mayab in Merida, Yucatan, Mexico for four years. Her passion continues to be teaching as she has collaborated to create a program called Smart Heroes with Carolyn Kalil of Inner Heroes and DreamMaker Publishing, Inc. These programs help all participants discover their natural gifts and talents to live their most authentic lives.

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