



# Jackson Vocational Interest Survey

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## Applications Handbook

*A User's Guide for the Jackson Vocational Interest Survey (JVIS)*



*Advancing the Science of Human Assessment since 1967.*

# About the Author

Marc Verhoeve has had an enriching and circuitous career path. During his undergraduate years in French and Philosophy at the University of Waterloo and his Bachelor of Education at the University of Western Ontario, he worked as a pharmacy technician in a hospital, a tire repairer in a manufacturing plant, a janitor in an auto frame plant, a house painter, a social-work volunteer, and a librarian. After university, he started his professional career in secondary-school Counseling and French. After completing his Masters of Education in Guidance at the University of Western Ontario, he was appointed Counseling Services Head at a secondary school. In addition, he has maintained a private practice as a career pathing consultant, specializing in application work with the Jackson Vocational Interest Survey.

Since 1979, Marc has specialized in the effective use of computerization in career counseling. He has demonstrated his expertise in three arenas: journalism, software analysis and presenting. His personable writing style has resulted in a series of professional articles in journals and newsletters in the fields of career counseling, high technology, and futurism. He is approached by software publishing firms for software appraisal and marketing strategies. Marc publishes a web-column, entitled “Cybercounsellor” <http://osca.ouac.on.ca/cybercounsellor/index.htm> and services inquiries about the JVIS on the RPP/Sigma website [www.rpp.on.ca/career.htm](http://www.rpp.on.ca/career.htm) or [www.sigmaassessmentsystems.com/career.htm](http://www.sigmaassessmentsystems.com/career.htm). He is also actively involved in the internet-based version of the JVIS at [www.jvis.com](http://www.jvis.com).

The third arena reflects his most active contribution to the profession. Marc has been a sought-after presenter on career counseling issues by secondary and post-secondary institutions, professional and community organizations, and conferences in Canada and the United States. He has the unique ability to translate technical, holistic concepts into a humorous, everyday context. He uses cutting-edge technology to make his presentations dynamic. In response to enquiries from career professionals from Canada, United States and Europe, he has designed this counselor-friendly handbook.

Marc lives with his wife, who is in Public Health management, and his three children, in Kitchener, Ontario, Canada.

# Contents

About the Author .....	ii	
Chapter 1	Faster Forward .....	1
	<i>Figure 1: Future Forecast</i> .....	2
Chapter 2	Career Revisited .....	9
	Career Constellation .....	9
	<i>Figure 2: Career Constellation</i> .....	10
	<i>Figure 3: Traditional definition, career = job</i> .....	16
	<i>Figure 4: Career Implosion</i> .....	17
Chapter 3	A JVIS Walking Tour .....	19
	Basic Interest Scale Profile .....	20
	<i>Figure 5: Basic Interest Scale Profile</i> .....	21
	General Occupational Themes .....	29
	<i>Figure 6: General Occupational Themes</i> .....	30
	<i>Figure 7: Career Ergonomic Decagon Template</i> .....	31
	<i>Figure 8: Career Ergonomic Decagon Sample</i> .....	33
	Administrative Indices .....	35
	University Major Field Clusters .....	35
	<i>Figure 9: University / College Major Field Clusters</i> .....	36
	Similarity to Job Groups .....	37
	<i>Figure 10: Similarity to Job Groups</i> .....	38
Chapter 4	Career Snapshot Album .....	41
	Career Starter #1 Food for Thought .....	41
	<i>Figure 11: Food for Thought</i> .....	42
	<i>Dave's Basic Interest Scale Profile</i> .....	42
	Career Starter #2 Underdeveloped Career Snapshot .....	43
	<i>Figure 12: Food for Thought</i> .....	
	<i>Dave's Career Ergonomic Profile</i> .....	44
	<i>Figure 13: Underdeveloped Career Snapshot</i> .....	
	<i>Cheryl's Basic Interest Scale Profile</i> .....	45
	<i>Figure 14: Cheryl's Similarity to Job Groups</i> .....	46
	<i>Figure 15: Underdeveloped Career Snapshot</i> .....	
	<i>Cheryl's Career Ergonomic Profile</i> .....	47
	Career Starter #3 Taking Stock of One's Future .....	48
	Career Starter #4 A Visionary Adolescent .....	48
	<i>Figure 16: Taking Stock of One's Future</i> .....	
	<i>Adam's Basic Interest Scale Profile</i> .....	49
	Career Starter #5 From One Field to Another .....	50
	<i>Figure 17: A Visionary Adolescent</i> .....	
	<i>Sarah's Basic Interest Scale Profile</i> .....	51
	Career Transitioner #1 If the Shoe Fits . . . ..	52

<i>Figure 18: Farmer to Vet</i>	
<i>Joanne’s Basic Interest Scale Profile</i> .....	53
<i>Figure 19: Teacher to Farrier</i>	
<i>Joe’s Basic Interest Scale Profile</i> .....	54
Career Transitioner #2 The “Bankrupt” Bank Manager.....	55
<i>Figure 20: The “Bankrupt” Bank Manager</i>	
<i>John’s Basic Interest Scale Profile</i> .....	56
<i>Figure 21: The “Bankrupt” Bank Manager</i>	
<i>John’s Career Ergonomic Profile</i> .....	57
Career Transitioner #3 From the Classroom to the Boardroom .....	58
Career Transitioner #4 Career Catatonia .....	58
<i>Figure 22: From the Classroom to the Boardroom</i>	
<i>Cathy’s Basic Interest Scale Profile</i> .....	59
<i>Figure 23: Career Catatonia</i>	
<i>Lucy’s Basic Interest Scale Profile</i> .....	61
Blended Career Pathers.....	62
<i>Figure 24: Blended Career Pathers</i>	
<i>Ron’s Basic Interest Scale Profile</i> .....	64
<i>Figure 25: Blended Career Pathers</i>	
<i>Carol’s Basic Interest Scale Profile</i> .....	65
<i>Figure 26: Career Ergonomic Decagon</i>	
<i>Carol’s Profile</i> .....	66
<i>Figure 27: Career Ergonomic Decagon</i>	
<i>Carol’s and Ron’s Profile</i> .....	67
Team Management.....	68
Afterword .....	70
JVIS Inservice Package .....	71
Recommended Reading.....	97

# Chapter 1

## Faster Forward

In 1993, I entitled the first chapter of this Handbook, “Fast Forward,” to reflect the speed of the changing workplace. Now, 1993 feels like the *good old days*. Our reaction to accelerated change is best described by a quote from Mario Andretti, the race-car driver, “If things seem under control, you’re just not going fast enough!” When business in the 1980’s experienced downsizing, whole layers of middle management were removed. There was a sense that we had reached a new equilibrium, and that things would get back to normal. We have yet to find that *normal*; in fact, the only certainty is that there will be continual change... and change can cause stress. We continue to create this week’s contingency plans for next week’s eventualities. One of the screens that I use for a career futuring workshop states “Due to cutbacks, the light at the end of the tunnel will be turned off until further notice.” Using the occupational forecast map in Figure 1, let us look at the impact of global change on the workplace.

Medicine has become much more holistic; it has clearly paralleled Naisbitt’s concept of a balance of hi-tech and hi-touch. On the one hand, medical technology has dramatically improved the detection and treatment of illness. I have a heart murmur; annually, I visit a university-based hospital where I undergo an echocardiogram (comparable to prenatal ultrasound). The results are compared to previous computerized baseline data to assess any further valve deterioration. The technological staff of that hospital includes specialists with many different areas of expertise ranging from dietician, hematologist, and cytotechnologist, to x-ray technologist, echocardiogram technician and pharmacist. On the other side of medicine are the fields of acupuncture, herbal medicine, massage therapy, and aroma therapy. These latter fields have been challenged by advocates of traditional Western medicine. However, recent cerebral impulse-tracking research has demonstrated that acupuncture does accurately cancel the predicted pain centers in the brain. Research has not yet demonstrated the healing effect of this procedure.

Pharming (not a spelling error) is a new division of agriculture and animal husbandry; it deals with the raising of animals and plants for the purpose of creating pharmaceutical products. The most reported of these was the sheep-cloning in Scotland in 1997. This procedure allows, through the splicing of human genes and implantation in sheep embryos, the production of cloned sheep that can

# FUTURE FORECAST



Figure 1: Future Forecast

produce natural human insulin for diabetics. There is also the contentious issue of human-organ cloning to allow humans to extend their life span. We are less than a year away from completing the human genome—the cataloging of the complete inventory of the 80,000 genes that comprise a human being. Charles Holliday, president of Du Pont, stated on February 21, 1998: “Three years ago, it would take a Du Pont scientist two years and half a million dollars to identify one gene. Now, I call up my scientists and say ‘How many genes did you find on Monday?’ and they say ‘600... at a cost of \$100 per gene’” (Financial Post).

Environment has become a hot issue, especially during the onslaught of *El Nino* during the winter of 1997-98. We are discovering that there is a delicate balance between humankind and the environment. As the global population increases, the amount of renewable resources for fuel and manufacturing is being depleted. This has impacted an entirely new range of industries, from product-recycling to alternative fuels (e.g., fuel cells) to biotechnology. One unexpected area is that of eco-tourism—experiencing up close natural habitats that have not been touched by civilization.

Global Finance is the phenomenon by which *companies have become bigger than countries*. The capital value of Microsoft is more than the net worth of many countries. Consequently, corporations have the capacity to impact on the economy of several countries simultaneously. Ironically, the environment is a case in point. If a company finds the environmental constraints too stringent in one country, it is not unusual to see the company move to a country with fewer environmental laws; the major job force shift can be disastrous for a region or country.

Eldercare is the single biggest impact on the job picture in our society. David Foot, in his book, *Boom, Bust & Echo*, discusses the job and economic effects of this major demographic shift. When I am giving career-futuring workshops with students at my school, I remind them that four retirement homes have been built in the past five years within six blocks of our school! An aging population has left its mark on all occupational sectors. One has only to watch television commercials to see this. Whereas ten years ago, pharmaceutical firms advertised that pill bottles were childproof; now these same bottles are designed to be elder-friendly for arthritic hands. Buildings and private homes are being redesigned for accessibility. As chair of my Church Council, I am involved in a rebuilding campaign for our church. The major mandate given by our members was that the renovations had to be elder-friendly. Eldercare has also impacted on fields such as financial management, vehicle design, sports and leisure activities, nutrition, fast-foods, restaurants, clothing design and sales, prosthetic and geriatric medicine, social services... the list basically includes all sectors of the work force. Gail Sheehy, the author of *Passages*, has had to make at least a ten-year shift forward in all her life stages. In her book *New Passages*, the Golden Years, which were age 55 to 72, are now age 70 to 85.

If there is one other factor that can compete with aging as the major impact on the job forecast, it is the information highway (as originally coined by U.S. Vice-President Gore). If you asked me in 1993 for the definition of the job of webmaster, I would have thought that it had something to do with arachnophobia. Now, the Internet is an integral part of education, commerce, communication, and entertainment. The notebook PC upon which I am keying these words is truly an office-in-a-box. I have access to the full range of word processing, spread sheeting and presentation software programs. With my credit card-sized PCMCIA card inserted, I can access the Internet and my e-mail accounts. The enclosed CD-rom drive provides me with access to CD-based software, as well as my favorite music CDs. When I give workshops, this notebook PC is a driver for my LCD data projector, as well as portable stereo speakers and sub-woofer for presentation audio-effects and background music and ambience. (My children call it the world's most expensive CD player.) The full weight of this office-in-a-box is 7 pounds! When I look at my present communication patterns, more than 80 percent of my daily communication is by e-mail. I manage two websites, and write an Internet-based column, entitled "The Cybercounsellor" (<http://osca.ouac.on.ca/cybercounsellor/index.htm>). In 1998, I wrote the curriculum for an Internet-based course on career assessment for a Career Development Practitioner Program for Conestoga College, a local community college; the job title for this project is "webcourse architect," a title that did not exist three years ago. The JVIS itself has an example of the effective use of this exciting technology. In the spring of 1999, *jvis.com* was launched on the web. The online profile utilizes the full capabilities of the web, with current hotlinks to career and professional websites and a client-friendly career exploration guide.

There are innumerable examples of the impact of this technology on the workplace. At Microsoft's headquarters in Seattle, staff associates time-share work space; this is called "hoteling." Bill Gates has completely "hi-teched" the workstations. When the next associate arrives at the cubicle, he or she turns on the PC, logs in with a personal password. This log-in also activates a computerized "whiteboard" on the wall; digitized versions of the associate's personal photos, calendars and memos appear immediately on the whiteboard. IBM has initiated 24-hour workdays in its software development projects. Programmers in New York will spend their day designing a program. The results will then be e-mailed to a design team in California. When their workday is over, the resulting program is e-mailed to a team in India, who will e-mail their product to Slovakian programmers, who will send their work to the New York team. The product idea-to-market cycle has been dramatically reduced!

There has also been a reframing of the workplace. The keyword is teamwork. When I toured a Toyota manufacturing plant, I was informed that all employees were called team members. Corporations such as Chrysler use 360-degree (co-worker) evaluation. AT&T gives associates merit-pay based upon the coworker



evaluations; it is called the “associate-delight scale.” Nuala Beck, a Canadian corporate futurist, states in her book, *Excelerate*, that the most important employability skills are teamwork, communication, computer literacy, and math competency. Tom Peters, in his *Circle of Innovation* book on new management styles, pushes the new workplace paradigm even further when he says “Hire for attitude, train for skill.” Peat Marwick, a major corporate placement firm, makes the distinction between hard and soft skills. Hard skills are the traditional academic (transcript of grades) skills. Soft skills are the interpersonal skills—teamwork, communication, responsibility, accountability, and time management. They indicate that 90 percent of their clients are “de-hired” for lack of one of their soft skills—poor interpersonal communication and teamwork skills. In an Angus Reid Poll commissioned by Ernst and Young in 1997, the respondents stated that the top criteria for job choice are:

1. Job satisfaction
2. Availability of jobs
3. Job security
4. Proximity to one’s home
5. Income and benefits

These workplace priorities reinforce the power of the Jackson Vocational Interest Survey (JVIS). For the individual, the JVIS profile provides the job applicant with a marketable self-portrait. For the workplace environment, the use of the JVIS in team-management gives departments or project-teams a vehicle for improved interaction and productivity.

Since 1979, I have interpreted and analyzed more than twelve-hundred *Jackson Vocational Interest Survey* profiles, and have tracked the career paths of many of these individuals. I have been excited by the power of this instrument as an adjunct to my roles as a secondary-school and adult career counselor, a part-time university faculty member, a department head and a career pathing consultant. In addition, I have my personal JVIS profile as a road map for my *own* career!

During the course of presentations and workshops that I have given in Canada and the United States, I have discovered that this career assessment instrument has unfortunately not been tapped to its full potential. Many practitioners have tended to focus on the *University Major Field Clusters* and *Similarity to Job Groups* sections of the inventory. The wealth of information in the *Basic Interest Scales* and the *General Occupational Themes* has been underutilized. My goal in this *JVIS Applications Handbook* is to:

- propose a redefinition of the term, *career*;
- perform an intensive examination of the components of the JVIS;

- utilizing client profiles, demonstrate effective career counseling interventions;
- explain innovative applications in adolescent career-starts, adult career transition, promotion, blended-career pathing for dual-career couples, and team management training in corporate settings.

*Career* is a word that has intrigued me for many years. It is a power term that controls a significant part of our lives. As we travel through childhood and adolescence, career role models are incorporated into curricula as sources of historical perspective (famous scientists, politicians, athletes), and problem-solving scenarios (“If a racing driver is traveling at 120 km/hr. For 2.3 hours ... ?”) In a 1992 Time-Warner survey of 1,000 8- to 12-year-old American school children, 80 percent stated that they were excited about the idea of growing up and one day going to work. Ninety percent said they knew what they wanted to be! The top five occupations chosen were:

teacher	13%
doctor	11%
lawyer	8%
police officer	6%
firefighter	5%

During secondary school, pressure is brought to bear on the teen to make the “right” decision about a future job and the prerequisite course selections. The adolescent, in many cases, becomes “future tense,” diverting energy into extracurricular and social activities in order to maintain a life-style balance in defense of parental and media pressures to “achieve.” As we attain adulthood and move satisfactorily in a career path, we attempt to juggle our energies into: increasing and securing job prestige and security; investing energy (in many cases) in finding a spouse; starting a family; buying a house; and maintaining a social and extended-family network. We soon discover that we can no longer see a long-term career horizon; our previous certainty that our present job would fulfil us forever becomes tarnished, and our career vision becomes cloudy. We become dissatisfied with our job (“It doesn’t have that excitement anymore; on many mornings, I don’t want to get out of bed.”) This disenchantment flows over into the other facets of our life—our marriage, family, friendships, and self-esteem. With formal or informal career counseling, we modify our career path, but that magic that we experienced when we started our first job never returns. In many cases, our job now has become merely a source of financial security for the other aspects of our life-style. As we age, we look forward to retirement when we can do all the other things that we have deferred since adolescence.

I am aware that this depiction of the normative career path appears painted in monochromatic, somber tones. However, I must state that this is an active portrayal of many of the clients that I have assisted in the past seventeen years. We, as a society, tend to pursue, what I term, a *reactive career path model*. We allow the social events around us to direct our career path; we are not in charge of our destiny. I am not suggesting that we have the power to control our future. However, we do have access to the personal and professional resources to be constantly in touch with the factors which impinge upon our daily path; we can create for ourselves a more *proactive career path*. I was once discussing with a colleague her preparation for a promotional interview. She remarked that she was surprised about the anxiety expressed by a friend who was also applying for a position of added responsibility. She stated that she was not anxious because she was in touch with the many stressors and reinforcers in her life through ongoing dialogue with significant others, a recent formal assessment through a job performance appraisal and her *Jackson Vocational Interest Survey* profile. She was, in actuality, in a proactive stance with the ongoing capability to make career-transition decisions when the opportunities arose.

The presenter at a Grief Workshop that I attended a number of years ago stated that the reason for the intense sorrow we experience at the death of another is that we have accumulated a bundle of “grievings” from unfinished endings in our lives. He said that we should celebrate all the small beginnings and endings in our life and those of our families and friends—the giving-up of our child’s security blanket, the move to a new house, the loss of the last baby tooth, that first part-time job, that promotion, the burning of the house mortgage, the end of summer. In the same way, we should celebrate and acknowledge all the career-transitional events in our lives.

There is an ancient Chinese proverb, which states “May you live in interesting times!” Certainly, these are exciting times with daily breakthroughs in medicine, communication, biotechnology, and aerospace. At the same time, these are unsettling times, with the rapid explosion of the AIDS epidemic, the disintegration of nations, economic restructuring with free-trade clusters in North America, Europe and the Pacific Rim, and social upheaval with the redefinition of the family, culture, and the socioeconomic mosaic. Concomitant with these events is the high-speed evolution of companies, job titles, and the meaning of work and career. It is analogous to a weather forecaster who is asked to predict next year’s weather, when tomorrow’s forecast is questionable. Job forecasting (presented in Figure 1 in terms of a geographical metaphor) is still an uncertain science, where a scientific breakthrough or a natural or socioeconomic event creates a quantum shift in short-term priorities and demands.

It is not without forethought that I entitled this chapter, “Faster Forward.” The etymology of the word *career* is found in the ancient Latin word *carrus*,

which means vehicle; it then evolved in Medieval Latin to *carraria*, which means a road for vehicles. Consequently, the concepts of vehicle and roads, or paths, were natural symbols for me to utilize in my definition of career. My first personal awareness of these images was my study of Robert Frost's poem "The Road Not Taken" in my high school English class. Throughout this handbook, I will be making allusion to these rich symbols of our society, and the paths that we take during our lives. It is our option to stay in the slow lane and allow the events around us to move us along, or we can move into the fast lane and take charge of our career path. With the phenomenon of the Internet becoming as commonplace as the phone and the fax, this fast-lane is called the information highway. It is my goal through this handbook to provide the tools to take a proactive stance and to pursue a faster-forward career path.

## Chapter 2

# Career Revisited

We are living in a hyphenated society. We have embedded our jobs into our identity. Have you ever noticed that, when you are meeting someone for the first time, the identifiers that you use are your name, job, marital status, and hobbies—most frequently in that order? We have an assumption that we can obtain an immediate insight into a stranger if we can discover his or her job. There is a belief that the job title will manifest one's socioeconomic status, personality, and belief systems. Many jobs have positive or negative stereotypic connotations; common examples are teacher, car salesperson, physician, accountant, politician, and librarian. People in these occupations are honestly victims of career prejudice, and frequently have to prove that they do not fit the stereotypic mold. The reason that much personal energy is invested in these career-perception issues is the fact that one's job is much more than a means of a livelihood; it is more than a vehicle to obtain the funds to provide food and shelter for oneself and family. If we were to interface one's job with Maslow's hierarchy, we would discover that the psychic fulfillment of "career" lies near the top of Maslow's triangle, near self-actualization.

To fully acknowledge this phenomenon, we are forced to redefine "career." It is definitely more than one's job or occupational title. It deserves a more holistic definition. Donald Super, one of the career development gurus of the present and previous generation, articulates an exciting vision of career. He defines career as all those dimensions of our life that fulfill us. This definition forces us to experience a paradigm shift in our understanding of career.

### *Career Constellation*

I have graphically portrayed this vision of career in the accompanying circular matrix, which I define as a *career constellation* (Figure 2). Utilizing the astronomical analogy, I delineate the various dimensions of career: job, education, family, hobbies, community activities, personal space, religion or philosophy of life, and fitness. Just as the planets in our solar system revolve around the sun, these dimensions of career are also constantly in flux, and have effects upon one another in a manner similar to the gravitational pull of the planets. At certain times in our life, one of these career dimensions will be a central focus. In the traditional model of career development, family and community activities are

# CAREER CONSTELLATION



**Figure 2: Career Constellation**

the first foci during childhood. As we move toward adolescence, education and personal space (the independent solitary dimension of oneself) take center stage. They are subsequently overshadowed by job and family. With the solidification of these last two dimensions, time is again available for community social activities and hobbies. With age, one experiences what I call “used-car syndrome”; we begin to slow down, parts start to wear, and we become increasingly conscious of our health. In the traditional career path, one’s job never really leaves its central focus, despite the fact that the other dimensions increase in their portion of the career constellation. With the transition to retirement, the inability to decentralize the “job” dimension results in fear about this new stage, resulting in interpersonal and physical disruption.

Let us place the career constellation model under the magnifying glass to ascertain its value as a template for a more holistic career development model. I have been using this model with my clients throughout my career, and have found it to be a powerful vehicle for explaining the stress of career transition, and for dramatically improving the power of the Jackson Vocational Interest Survey as a computerized career snapshot.

**Education.** Let us start at the twelve-o’clock position of the career constellation. (Note that there is no objective ranking of these dimensions; each of us prioritizes these dimensions according to our own personal values and needs. This is clearly reinforced in the innovative book, *The Seven Habits of Highly-Effective People* (Covey, 1990).) In the era before the technological revolution (Toffler’s “Second Wave”), education was seen as a linear phenomenon; it occurred at the beginning of one’s career, and provided a skill base for the rest of one’s life. As we know, this has changed to a cyclical model, wherein one is experiencing lifelong “re-educational loops” to update stale knowledge in one’s field or a parallel field, or to retrain because of self-initiated job change or job loss. In the latter part of the 1990’s, the concept of the Learning Organization has achieved a prominence in the fields of business and educational management. Kline and Saunders, in their watershed book, *Ten Steps to a Learning Organization*, described the learning culture as an environment that nurtures risk-taking, self-directed learning and peer-evaluation. This concept reinforces the lifelong career development model insofar as the individual has to continually reassess one’s career status inside and outside the organization.

**Family.** Family is a significant parameter of one’s career self-image. By *family*, I am referring to one’s parents and siblings, one’s spouse and children, or significant others in one’s life. We do not come hermetically sealed; there are persons who influence, and are influenced, by our career decisions. These individuals are the personal “luggage” that accompany our decision making. They are also stakeholders in our future. I am constantly amazed by the impact of “family” on a client’s profile. For adolescents, the career choices are frequently

influenced by the positive or negative role modeling of the parents; the student will be biased into making long-term decisions based upon strong influence of the parent(s) or out of rebellion against the parent(s). The counselor's role in the pre-administration stage of the JVIS is to empower the adolescent to image oneself as an adult in the future. In the case of adult clients, I frequently encounter men who are experiencing a mid-life career crisis; at the age of forty, they wish to reassess their career because they finally have the courage to declare to their parents and other significant persons in their lives that they want to pursue "their own career path." I have also had as clients an increasing number of women who now have adolescent children, and are now ready to get on with their non-parenting career path. With reference to one's future family, fewer adolescents are speaking about their spousal or parental roles in their future than adolescents did ten years ago. This is particularly evident with female adolescents. This career-role change is reflected in the changing definition of family in our society; it is fascinating to see this phenomenon manifested in career inventories, and certainly merits further research.

**Hobbies.** I define *hobbies* as those creative impulses which are outside the job setting. They include activities such as crafts, woodworking, reading, and generic "tinkering." In many cases, the hobby is a foil, or balance, to one's job-based activities. For example, in my day job as a secondary-school counselor, I am constantly working with words, emotions, and ideas and the impact of interpersonal issues. If, at the end of the day, I tried to hold in my hand the products of that day's work, my hand would be empty. I fulfill that need for a product (professional closure) in my hobbies: electronics, furniture-refinishing and perpetual cottage maintenance. If I attempted to pursue any of these as a job, I would probably starve. However, they provide me with a product and a balance in my life. As I will demonstrate in a future chapter on interpretation, the JVIS is an excellent vehicle to flag these hobbies, which can be used as career de-stressors.

**Community Activities.** Community Activities are the opportunities to demonstrate team and leadership impulses in community service and social clubs such as the Rotary, Kiwanis, YMCA/YWCA, Big Sisters/Big Brothers, chess, bridge, and other neighborhood associations. These groups help to nurture our socializing needs and to ensure that we maintain a realistic perspective on our personal problems and achievements. These take on the role of informal support groups, and frequently provide leadership opportunities not available in one's job setting. This aspect of career is an important dimension for the marketability of the portfolio worker who is able to demonstrate many of the "soft skills" for resume-inclusion (soft skills are the interpersonal skills—teamwork, communication, responsibility, accountability, and time management). The portfolio worker is the term used to describe someone who is not a permanent employee of a company, but moves from contract to contract with different firms.



***Fitness.*** Fitness refers to physical and mental health. Contemporary research has readily demonstrated that one's physical health and fitness have a dramatic impact on one's job performance and interpersonal effectiveness; of course, the reverse is also true. This psychosomatic symbiosis demonstrates the essentiality of fitness in the career constellation. The sudden removal of fitness from the paradigm because of illness or accident results in "career-grieving" because a part of oneself has gone. This was manifested in the case of a colleague who was an avid cyclist. The cycling provided more than a vehicle for physical fitness; it was a de-stressor, a means of slowing her pace. During a summer cycling holiday, a cycling injury prevented her from continuing this pastime. The result was career grief, because a significant dimension of her career had disappeared. The absence of fitness left a hole in the career constellation, an emptiness. The individual could not feel whole again until this emptiness was filled by some other aspect of the career constellation.

This concept of career-grieving and the compensation reaction is applicable to all dimensions of the constellation. The other common aspect is the family. When there is disruption in the family (separation, divorce, death), it is common for the client to compensate by investing more energy in one of the other aspects; the most popular is the job. The individual commits more energy and time to the job, and hides within the work tasks. Tragically, this aggravates rather than remediates the family problem.

***Religion or Spiritualism.*** Religion or spiritualism is a fascinating aspect of career. Since 1995, this topic has had a greater prominence in the program listings at the Annual American Counseling Association World Conference. There has been an acknowledgment for the need of a belief-system layer below the surface of situation ethics.

As I investigate this dimension with clients, I discover three situations. In the first situation, clients experience no relevance of religion in their lives. In the second, clients admit that religion has had impact through family and societal roots. In the third, clients do not accept a niche position for religion; as a participant stated at a workshop that I gave in Michigan, "For me, religion is all-encompassing; it is part of each dimension of the career constellation." Also, as we become a more cosmopolitan society, we are daily made aware of the multi-cultural meanings of religion in one's life.

***Personal Space.*** The second last dimension is *Personal Space*. This may seem to be out-of-sync with the other dimensions. However, I believe strongly that this aspect must be articulated. More than thirty years ago, Eric Fromm wrote a watershed book, entitled *The Art of Loving*. In it, he described the need for us to have space in our lives to "listen to ourselves." He described life as being flooded with elevator music. We are always running away from our innermost thoughts. Little did he know that in two decades we would make quantum

jumps in our life-pace because of high technology; that the faster we can acquire information, the more information we demand; that fast-food is the norm for food consumption, not the exception; that labor-saving tools allow us to complete tasks more quickly, yet we have less “free time”; that I am sitting here at my PC composing my thoughts and storing them electronically! To maintain a balance in our career, personal space (the permission to do nothing) is essential. To test the battle about personal space, try this experiment. When you return to work on Monday, answer the following standard question, “So, what did you do on the weekend?” by saying “Nothing.” The questioners next statement will in all probability be “Were you sick?” or “What were you depressed about?” My favorite term for describing my summers at our cottage is proactive estivation (*estivation, noun: the state of lying dormant in the summer*). Personal space effectively acts as a wellness buffer for the fluctuating dimensions of the other aspects of one’s career.

**Job.** We finally arrive at our society’s focal point in the career constellation model—*job*. This power-word is imbedded into the foundation of our self-esteem. As I stated previously, we are hyphenated persons who consciously attach our job title to our identity. Conversely, if our job is removed from our identity, we experience trauma and loss more than from any other dimension of our career constellation. The consequent emptiness is so intense that we can experience what I term, *career catatonia*, a complete shutdown of the entire career constellation, often accompanied by severe depression. Each of us has certainly experienced job loss personally or vicariously through a friend, colleague or relative. Beginning in the lean eighties and accelerating in the recessionary nineties, we have seen downsizing and bankruptcies in every facet of the job market with the layoffs of workers at every level, from service personnel to corporate CEOs. In addition, the importance of *job* in the career constellation of most individuals is demonstrated by the intense feelings experienced when a person applies for a higher-level position. If we take the risk of applying for a position of added responsibility and fail to obtain it, we also experience loss and career grief. It is my contention that the experience of career grief dramatically demonstrates the value of the career constellation model. I have placed *job* at the center of the matrix because that is the location mandated by our society.

Let us examine the word, *job*, more closely. This term, which is derived, ironically, from an old French noun meaning *lump*, drives our identity and self esteem. I am defining *job* as that part of our career wherein we work to create a product (or service) for monetary gain. In the traditional definition, career = *job* (*Figure 3*). In the new definition that I have proposed, *job* is only a part, albeit a central part, of one’s career.

The importance of the *job* is so dramatic that it is now being used to evaluate other dimensions of the career constellation. A case in point is the family:

the traditional role of housewife would have placed family in the center of the career constellation, with job on the periphery. With many mothers in our society carrying full- or part-time jobs, the relative positions within the constellation of family and job become unclear. This distinction has become so cloudy that the term “housewife” is now being analyzed for its actual equivalent salary value.

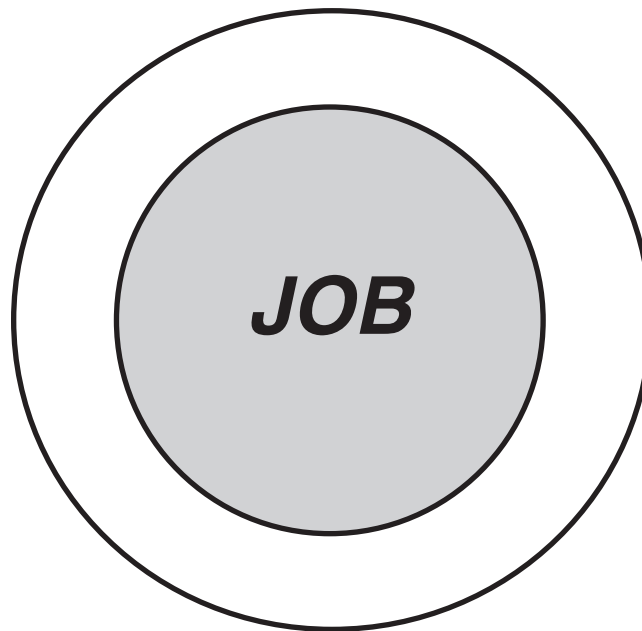
**Career Grief.** We now re-examine the phenomenon of *career grief*. Consider the situation of the totally job-focused person who is unsuccessful in the attainment of a promotion. If one derives one’s total identity from the *job* dimension of the career constellation, *job* occupies almost the entire area of the constellation. Any negative experience in the job dimension results in a dramatic implosion (Figure 4) and the consequent identity-loss crisis. When job is totally equated with one’s career-identity, it is difficult to deal with the logical processes of preparing resumes and being interviewed when one experiences a total lack of self esteem. Just as the person who experiences the grief associated with the loss of a loved one, the person who experiences career grief must progress sequentially through the stages of the grief matrix. As described by Elizabeth Kubler-Ross, the person suffering career grief must progress sequentially through the stages of anger and nonacceptance before getting on with the “job of getting a job.”

Let us look at the situation of obtaining a sought after promotion. If we modify the non-promotion scenario by describing the subject as having a more equitable representation of the other facets in the constellation, we have a person who experiences career-implosion to a lesser degree because some identity is retained beyond the job dimension. The other dimensions create a *self esteem buffer*; it then becomes possible to undertake the necessary re-evaluation of one’s career path.

Repositioning the concept of *job* has manifested itself in the parent-track phenomenon in management careers. An increasing number of individuals in middle-management positions are refusing to progress to senior management because they believe that increases in salary and benefits are not worth the increased stress and lack of time for other career dimensions, particularly *family*. In a 1991 survey conducted by Hilton Hotels of 1,010 customers, the respondents ranked the following personal priorities:

- 77% Spend time with family and friends
- 74% Improve myself intellectually, emotionally or physically
- 72% Save money
- 68% Have time to spend any way I please
- 61% Make money
- 19% Pursue hobbies, travel or other activities.

# CAREER



**Figure 3:** Traditional definition, career = job

# CAREER IMPLOSION



Figure 4: Career Implosion

Conceptually, career-grief is also applicable to the *retirement* experience, wherein the job dimension is removed from the career constellation. Without long-term retirement planning, one may experience *job-implosion* and the consequent emptiness and loss of identity. A proactive approach to retirement is to gradually increase the investment in the other dimensions of one's career so that the transition to retirement is more gradual and positive.

The application of the *career constellation matrix* to actual career paths will be demonstrated in the sample client profiles in the application section of this manual.

## Chapter 3

# A JVIS Walking Tour

As I stated in the introduction to this handbook, I have found the JVIS to be a dynamically powerful resource for the career counseling professional. Unfortunately, I found that most counselors go directly to the end of the report to examine the profiles for Similarity to College/University students and for Similarity to Job Groups. In contrast, I invest more interpretation time in the first two charts, namely, the Basic Interest Scales and the General Occupational Themes.

If we look at the three stages of the generic counseling dynamic (rapport-building, client problem-ownership, and intervention strategies), we are aware that attempting to bypass the first or second stages and jumping to the intervention is doomed to failure. This is also a critical issue in instrument-interpretation in the career counseling dynamic. With the use of a computerized instrument, there is a love-hate relationship between the profile and the client. In this technological age, the consumer is frequently awed by the amount of information that can be provided by computers, and places more faith in a computer printout than in a handwritten document. However, when that computerized information must be individually and personally applied to future decision making, the client doesn't want a computer to "dictate" future decisions! This is why there must be a melding of the computerized profile and counselor intervention. John Naisbitt eloquently describes this as the "high tech - high touch" phenomenon in his book, *Megatrends 2000* (Naisbitt, 1990). The counselor must be comfortable with the design of the instrument, and be able to "flesh out" the profile for the individual client. One client dramatically demonstrated this dynamic.

A young male was vacillating academically in senior high school, and was being pressured by his parents to improve his grades. He finally agreed to complete a JVIS, and to have his parents sit in on the interpretation interview. The client's profile clearly disputed his previous assertion to his parents that he had no clear career direction. He finally admitted that his low academic performance was in reality a ploy to remain in high school because he was afraid to leave and step into his future. This admission was very cathartic for the family and resulted in maternal tears and some very positive, candid conversation between parent and child. The next day, the student thanked me, stating that, although prior to the interpretation interview he had been adamant that a "computer won't tell me where to go," he now felt renewed and motivated, and was referring his girlfriend

to me for a JVIS session (the greatest compliment a high school counselor can receive!). After one year, this student improved his grades, and made the successful transition to college. It could be disputed that this situation was more of a personal nature than strictly career-counseling. My challenge is that an effective *techno-counselor* must provide an integrated, blended service—*there is nothing more personal than one’s career!*

Let us now step carefully through the JVIS profile, and I will highlight flags that I have seen as I have assisted and tracked clients along their career paths.

### *Basic Interest Scale Profile*

I typically spend half of my interpretation interview with this chart (*Figure 5*). It is technically the “meat-and-potatoes” of the report. Statistically, it derives its data directly from answer patterns. Furthermore, the charts in the latter part of the manual are derived by correlating an individual’s profile with clusters of occupational and educational groups derived from standardization data. Moreover, if we recall the counseling dynamic theory, this chart becomes a vehicle for the counselor to:

- draw a massive amount of information from the client
- demonstrate professional competence
- validate the accuracy of the data for the client
- ensure that the client “owns” (accepts) the profile.

When I begin the interpretation, I summarize the information on the cover page, and clarify that this is an interest profile, not an aptitude or skills test. Using my career constellation chart, I demonstrate the distinction between job and career. I also ask about the client’s experience of completing the inventory. This allows me to assess the sincerity of the client, and to uncover any factors which may taint the results, e.g., language comprehension or sociocultural issues. On two occasions, adolescent clients have admitted that a parent had helped to answer the questions! (One of these students admitted that her father had completed the entire profile in order that it prove that his daughter should pursue engineering as a career. My ostensibly simple question resulted in an admission that her father had been physically abusing her. A referral was made to address this issue; the student later returned to me for career counseling and completed *her own* JVIS).

Before going into the actual scales, I discuss the format by briefly explaining the meanings behind the raw score, the percentile rank and range of the standard score chart. I do this to remove the “magic” of the profile, and to show how answers are converted into an informational chart format. (I use the Mathematics scale as a barometer for the depth of this numeric description.) I describe the bar



# BASIC INTEREST SCALES

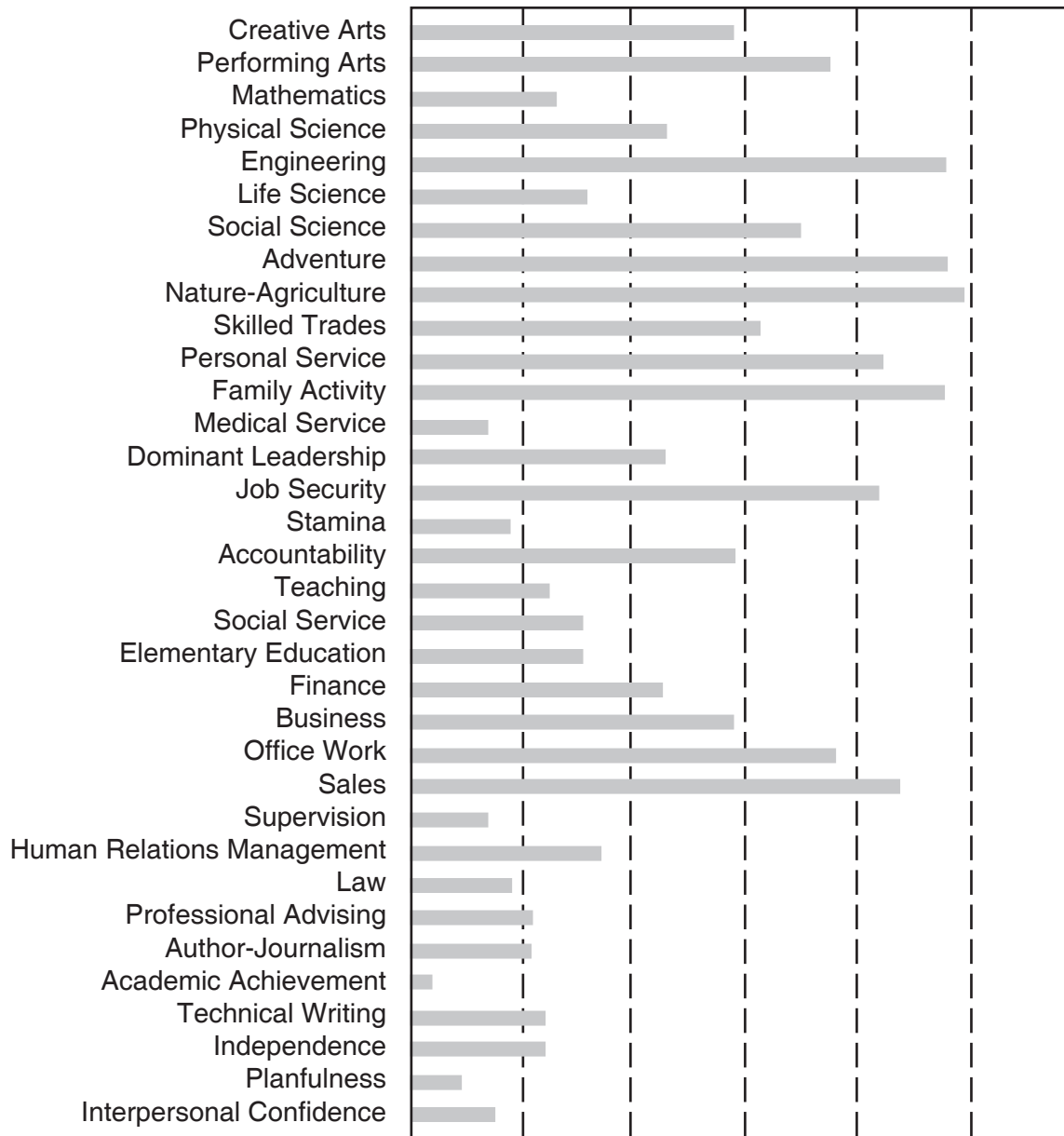


Figure 5: Basic Interest Scale Profile

chart as a *computerized career snapshot*. This analogy is pivotal to my image of the JVIS. If we look through a photo album, we see photos of individuals:

- growing up and aging through their life stages
- surrounded by family and significant others
- back-dropped by important life-events and locales.

By comparison, the JVIS profile is a “freeze-frame” or photo from a lifelong video. It shows the present **career impulses** of the client, including possible job directions for channeling those impulses that are complemented by appropriate skills from the client’s educational toolkit. The other non-job impulses can *and should* be actualized in the other facets of the career constellation. I frequently make reference to my hobby of refinishing furniture; it is rewarding (I can see an immediate product, which is not possible in my job), and it is an effective de-stressor and contrast to my job (I can work with physical objects rather than with ideas and feelings). However, I know that I would not want to do it full-time, and I also know that I do not have a strong skill in this area, so I would probably starve if it were my job and business! Clients readily accept the concept of career impulses. In one session, a client was astonished to see that the JVIS had highlighted an unfulfilled career impulse that had existed for twenty years! (I will discuss this client in detail in the **Career Snapshot Album** chapter of this manual.)

When I discuss the high scores in the profile with the client, I indicate that they are the career impulses. One or some can be focused into one’s job, but the others should be actualized in some other facet of one’s career constellation; they are, in all likelihood, the effective de-stressors in one’s life. *If your strong career impulses are not fulfilled in some dimension of your life-style, your stomach will probably keep a score!*

Let us carefully peruse the actual Basic Interest scales. When analyzing these items, it is essential to have an intimate knowledge of the actual activities in the question booklet that flag these scales; it is not sufficient to merely know the information included in the Basic Interest Scale description insert.

**Creative Arts:** This highlights the impulses in the fine and applied arts. It refers to hand-crafting activities pursued in a solitary environment, e.g., weaving, painting, sculpting, and designing. Obviously, the artist will have a high score on this scale. But it is important to clarify for the client that none of these items should be immediately slotted into stereotypic categories. Above average scores on this scale are also found in the occupations of machinist, writer and construction worker (referral to the normative profiles in the JVIS Manual helps to keep these scales in perspective).

**Performing Arts:** I refer to this as the “ham” scale; it describes the person who enjoys having an audience. It has an impact on some surprising normative

profiles such as those associated with the social sciences. This also has an impact on business sales jobs, particularly in the group sales-presentation format. In the case of a stockbroker-client, who was not feeling productive in his present role, this performing-arts scale catalyzed a discussion about his strong impulse in secondary school to perform in school plays. He realized that this past impulse was still active, and was being realized in his present life-style. He did not leave his brokerage job, but pursued with his manager his desire to transfer from one-on-one client “cold-calls” on the phone to the formal sales-presentation division, which allowed him to demonstrate his performing-arts side.

**Mathematics:** This is the number-cruncher scale. This category, in combination with specific other ones, will open some exciting and unexpected avenues later in the profile; e.g., the military, social sciences (those famous stats courses), and the skilled trades.

**Physical Science / Engineering / Life Science:** These scales tend to be very self-explanatory. Most clients have a clear image of the activity-items; their responses tend to be clear cut. This is manifested in the verbs used in these items: investigating, explaining, analyzing, and observing. Physical Science focuses on nonliving matter, while Life Science deals with the fields of Botany and Zoology. Engineering is characterized by the activities of testing, designing, and creating processes.

**Social Sciences:** The social sciences, as a discipline, are in constant flux between the applied sciences and the humanities. Similarly, this scale shows little correlation to the scores in the previous three. It should be clarified that these items refer to the study of human behavior (the item verbs are the same as those in the Mathematics scale); the Social Service scale later in the chart refers to the direct helping of individuals.

**Adventure:** This is a fascinating catalyst scale. Ostensibly, it refers to seeking out the novel, unusual or dangerous. The questions include exciting images such as skydiving, traveling in Africa, unmapped caves, car racing, white-water canoeing, and exploring remote parts of the world. It clearly flags physical risk, as in occupations such as firefighter, the military, sports, and the skilled trades. However, after more than a decade of testing clients, I have noted that this scale indicates something else—the impulse for change. For the adolescent, it tends to indicate a willingness to step across the career-decisional threshold into the next stage in their career path, namely, post-secondary education or “leaving the nest” that they have occupied since birth. The high adolescent scorer tends to go immediately to the next stage in career research, whereas the low scorer tends to continue to ruminate about the future. The low scorer will also go anywhere as long as he or she can still go daily to the parental home for supper. For the *adult career-transitioner*, or job-changer, it is the “Walter Mitty” scale; it identifies that person who is in a subjectively unrewarding, “dead-end” job and wants

to make a dramatic change in career path. When I am dealing with an adult, I use this scale as a barometer for change-decision. When I ask about the client's career history, I usually find that this scale validates whether the person is just curious about alternatives or is in a job burnout stage. The polar opposite of this scale tends to be the Job Security scale, where the individual tends to prefer the *status quo*.

***Nature-Agriculture:*** This flags naturalist urges, and is starting to be favored by adolescents who are environmental advocates ("Planting trees in a reforestation project"; "raising fish in a hatchery"; "checking campsites for smouldering fires"). I usually tell high scorers in the category that they will be "outstanding" in their field ( a pun that is hard to resist).

***Skilled Trades / Personal Service:*** These two scales refer to a range of skilled and service trades. High scores on either of these scales will not provide a further breakdown indicating an appropriate grouping in these areas. I would recommend the use of the *Career Directions Inventory (CDI)*, a companion instrument to the JVIS, to further define this dimension.

Regarding Skilled Trades, this is frequently flagged by adults who are in people-intensive jobs; these clients readily identify this as the hobby-segment of their career. It is characterized by verbs, such as painting, installing, making, servicing (the Bob Vila home-repair scale). *Personal Service* is more the over-the-counter helper. In group interpretations to adolescents, I describe this as the *McDonald's* scale, the 5-minute helper, who has a brief encounter with the client (with no long-term follow up.)

***Family Activity:*** This scale relates directly to domestic, spousal/parental roles (home care, parenting, food preparation, entertaining). This should not be perceived as a "female" scale. Last year, I had a client whose Family Activity scale was the highest in the profile. This client, whom I would characterize as the archetypal "house husband," readily admitted that he would much prefer to quit his job, and remain home full time to take care of the home, raise his two daughters and teach them piano. For adult career-transitioners, this scale is often indicative of the client's experience of personal baggage in his or her life. A high score usually reflects the client's realization that an abrupt career change would have dramatic effects on the lives of spouse and children; it also reinforces statements of being frustrated and trapped in a job because of financial security needs. For the adolescent, this scale has some interesting implications. I would like to clarify that this is not a predictor of marriage. However, typically, adolescents who have positive parenting role models tend to score high; whereas, those adolescents who experience dysfunctional family relationships tend to score low. (I have not tracked clients for sufficient time to ascertain the marriage predictability of this scale, but it certainly would be intriguing research.)

**Medical Service:** This scale clearly indicates activities in medicine, nursing and dentistry. It does not, however, reflect the new branches of holistic or alternative medicine e.g., acupuncture, massage therapy, herbal medicine. Before it can be determined if these emerging professions can be included in the “medicine” scale, further research of these occupational profiles is needed.

**Dominant Leadership:** The items in this scale reflect the more traditional style of management—aggressive, critical, assertive. This is the “BOSS” scale. In my use of the JVIS within a team management framework, this scale frequently highlights problems in worker relations. This issue is further discussed in the Assertive scale in the General Occupational Themes, and in the Team Management chapter.

**Job Security:** Spell this scale *status quo* (refer to the Adventure scale). High scorers on this scale are not risk-takers, rather, they are excellent employees of the Dominant Leadership boss. A term used to characterize this trait is “followership.” The high scorer wants no surprises when arriving at work on Monday morning nor when opening the pay envelope every second Thursday.

**Stamina:** The high scorer tends to demonstrate a strong work ethic, with a need to complete tasks undertaken, such as would be required in the sciences, trades, and physical risk clusters. In profiles, the client tends to marathon on completing assignments or projects, and is focused on task. The low scorer tends to use the “Swiss Cheese” mode of paper management—poke a series of holes in a variety of tasks at the same time. When discussing this scale, I clarify for the client that a high score is not necessarily good (and vice versa). Case in point is the research on the operating mode of business managers. Analysis has shown that managers can focus on a task for only seven minutes (on the average) before an interruption. A manager with a high Stamina score would burn out, while a low Stamina scorer would thrive.

When speaking to adolescent clients, I refer to this also as a study-styles scale. In researching adolescents, I have found that high-stamina students tend to prefer longer, distraction-free study sessions on one subject. Low-scorers are more productive with shorter time-segments on a subject, followed by a break, and a change of subject. In fact, in my presentations to adolescents, I jokingly tell the low-scorers, who are told by parents to go upstairs and study that History for three hours, to reply “No, my profile says...”

**Accountability:** This describes the conscientious, considerate coworker who is sensitive to the opinions of others. Examples of low scorers are writers and social scientists. This is not to imply that these occupations do not require these impulses, but rather that other scales were considered more important for these groups. Remember that the JVIS is based upon a forced-choice format; priorities must be set when responding. In discussing this scale with adolescent high-scorers, it reminds them that they have a need to “touch base” continually

with their teachers, and that this strategy will not work after secondary school. I remind them that, after secondary school, no one takes attendance anymore, and that they will discover their instructors to be less accessible. Consequently, they will have to learn to be a more independent learner.

**Teaching / Elementary Education:** The Elementary Education (“finger-paint”) scale refers to preschool and elementary generalist teaching, whereas Teaching refers to subject-specific teaching at the secondary and post-secondary levels. Also, all seventeen items in the Elementary scale involve direct contact with children; the Teaching scale includes non-contact related activities, such as test-marking, lesson planning, textbook selecting and faculty meetings. I have also found that the Elementary Education scale is flagged by clients with high parenting impulses.

**Social Service:** In my discussion of the Social Science scale, I stated that it was the study of human behaviors; this is the application of that study to the actual helping—social work, counseling. I term this the ‘Five-week helper’ scale because it deals with the long-term helping of clients, primarily in the affective domain. In contrast to the Personal Service “five-minute helper” scale, this high scorer will, for example, see the client weekly for at least “five weeks” for more in-depth assistance in a one-to-one format.

**Finance / Business / Office Work / Sales / Supervision:** These next few scales are more directly related to business-based activities. I typically configured Finance, Office Work and Sales as the vertices of a triangle, where Finance is the financial, Office Work is the routine paper-processing, and Sales is the marketing, customer-persuading dimension. As for all scales, these distinctions must be made clear to the client, whether an adolescent starting a career path or an adult considering a career “lane-change.” A perusal of the normative profiles in the JVIS Manual reveals that there are non-business occupations that have above-average scores in the Sales scale: occupations in law, teaching, religion and counseling. Each of these occupations involves “selling a product”; convincing or persuading persons of the value of their ideas or convictions (no legal pun intended). When I am interpreting an adolescent’s profile, I indicate that I am at the same time “selling” the value of career counseling and further education to the client. It is vital to create these paradigm-shifts in order to demonstrate to the adolescent, or adult client, the exciting transferability of career-impulses into a variety of work environments.

I classify the Business and the Supervision scales as two sides of the management coin. The Business scale tends to focus on paper-based organization and the Supervision is more focused on the people-based activities. When I am interpreting the profile of a client who is considering a promotion-path, I carefully peruse these scores because a balanced combination of these scores is an effective barometer of success in an administrative position, since they both

will definitely be “part of the package.” One professional acquaintance, whose profile clearly indicated a marked skew toward Supervision, did successfully obtain an administrative position, but became overwhelmed with the paperwork and gave up the position.

***Human Relations Management:*** This is the “referee” scale. It is an extension of the Supervision scale. It could be renamed “Mediator” or “Advocate,” the person who resolves disagreements among co-workers. The high-scorer tends to prefer working in an affective domain, similar to the high Social Service scorer. In contrast to the Social Service scale, this scale refers to professional helpers who are comfortable in a group dynamic.

***Law:*** An important characteristic to remember about the activities included in this scale is the fact that they represent the full gamut of the legal domain, from corporate (paper-based research) to criminal (verbally-articulate, emotionally-charged) activities.

***Professional Advising:*** In my past role as a part-time faculty member in a Guidance Education division of a university, I analyzed the JVIS profiles of the students. When comparing their profiles with their effectiveness in a counseling Practicum course, I noticed a fascinating phenomenon: Those students who demonstrated proficiency in client rapport-building and affective issues scored high on the Social Service scale, while those students who were more task-oriented, more focused on immediate intervention, and more comfortable with non-affective, rational problems scored high on the Professional Advising scale. This “Consultant” scale is skewed toward decisional-helping activities in the business, social-issues and athletic arenas. I have found that adolescents typically score low on this scale; perhaps the consultant role (helper to the helper) is a difficult one for them because it is not one which has an experiential baseline for them in their reading, entertainment (TV shows, movies), or neighborhood role-models. Thus, it is difficult for them to imagine themselves in this role.

The last six scales are very generic in nature, but provide a powerful amount of holistic information about the client.

***Author-Journalism / Technical Writing:*** I consider these as “sibling scales.” They highlight the two dimensions of the writing impulse. The Author-Journalism is the creative writer, as in novel, short stories, poetry and lyrics. I encouraged one colleague who highlighted this creative writing impulse to test out this impulse. (His daytime job is computer software analyst and consultant. During his vacations, he travels and enjoys chatting with fellow travelers at truck stops. He has amassed many stories about travel.) He decided to write a book. When he was unsuccessful in finding a publisher, he started his own company. Success in the sale of his first book encouraged him to write a sequel. This fulfillment in actualizing this impulse resulted in his submitting a poem to a state contest in Florida. He won first prize in his category. He is aware that

he could probably never write full-time for a job; however, he is excited about this validation of his creativity. Furthermore, the consequent impact upon his self-esteem has caused him to increase his productivity in his computer analyst job. A decade after this colleague's first book release, he is now writing software documentation manuals for his division. We should never 'niche' ourselves or others; we each are tapping only a small portion of our "career" potential!

With reference to adolescents, I have noticed that there is frequently little correlation between the Author-Journalism score and the student's grades in English. A high scorer readily admits with a smile that he or she enjoys writing poetry or short stories, but tragically will not submit any for a course assignment because of fear of exposing inner feelings and thoughts for objective appraisal and grading. There is an unfortunate educational dynamic occurring when this creativity remains hidden and not nurtured. Also, with reference to learning styles, the high Author-Journalism scorer tends to be a visual-learner. This person functions well by "doodling" while learning. By writing down the spoken word, this person can more readily recall (recapture) a concept. Applying multiple-intelligence theory, this person thrives by creating "mindmaps" to understand and explain a new concept.

The technical writing scale reflects the impulse to synthesize the knowledge of varied sources into a new framework; i.e., research and essays. I tend to challenge adolescents with a low impulse in this area with the fact that research will be an integral part of post-secondary education, and encourage them to learn "tricks-of-the-trade" in research and essay-writing through workshops or guides. Those who have high impulses in both areas may produce an exciting blend of creativity and technical skill which can result in an innovative writing style. One of the new marketable skills for the next millennium is the ability to translate technical concepts into street-level language.

**Academic Achievement:** The scale reflects the self-motivated learner, who studies in depth about a wide range of topics—the archetypal renaissance person. High scorers tend to be "learning sponges" who love to watch public television programs, to visit libraries, and to discuss intellectual topics in the abstract realm. The normative occupational profiles that reflect low scores on this scale encompass scientific and technical fields. People with these profiles tend to focus reading and research on more specific topics than do high-scorers.

**Independence:** Here we experience the "free spirit" scale. The high scorer cannot stand rules, regulations or boundaries; the low scorer cannot cope without this structure. In my tracking of adolescents into post-secondary education, I have found that high scorers tend to flourish in the unstructured learning environment but have difficulty with the deadlines. I encourage low scorers to create a structure, such as attending a time-management workshop and using a planning calendar.



**Planfulness:** When I ask a high scorer on this scale “what will you be doing next Thursday after school?” they usually can tell me. The low scorers have difficulty with the transition from structured secondary school, with its attendance checks and constant progress reports, to the more independent self-directed learning model of post-secondary education. I give the low scorer on this scale the same suggestions as for low scorers on the Independence scale. When I am expecting an evening client in my private practice, I use this scale to determine whether they will be on time. The scale is amazingly accurate!

**Interpersonal Confidence:** A high scorer on this scale has an easy comfort level with strangers, and tends to possess high self-esteem. Remember, as with all the scales, this score should not be analyzed in isolation, because these items are in competition with the other scales; consequently, the other options may have been more attractive. Adolescents will typically not score high on this scale unless they are active in leadership roles in clubs, sports or groups.

As I hope I have demonstrated, these Basic Interest Scales offer a plethora of client information, and a catalyst for the clients to share many inner feelings and impulses that they probably never verbalized previously.

In many cases, the counseling experience is very cathartic, because clients become excited about their uniqueness and value to others. With the completion of this section, movement through the rest of the profile progresses very smoothly, and becomes an exciting journey into the future for the client!

## *General Occupational Themes*

This chart (*Figure 6*) contains “ten general patterns of interests, which reflect general orientations to the world of work” (as stated in the profile descriptor). As in the Holland scales, these are analogous to work-related personality scores. I have redefined these as *career ergonomic scales*. The ergonomic concept, borrowed from biotechnology, refers to the ‘fit’ of the individual with the environment. In actuality, these scales show the proper personality fit between the person and the job environment; hence, the client can be shown the job environment that will result in the greatest productivity for that person. Additionally, environments which may incur high levels of personal stress for the client can be demonstrated.

In order to view this chart in a holistic framework analogous to my Career Constellation model, I convert this horizontal bar chart to a decagon. I have also included the intercorrelation among the scales (a blank copy of this decagon can be found in the Inservice package in the back of this book). As is apparent (*Figure 7*), this style is much more dynamic and facilitates discussion about the whole person. In group interpretation sessions with adolescents, this decagonal format is very powerful vehicle for discussion and analysis. With adolescent groups, the students are each given a blank decagon (a template of this is found

# GENERAL OCCUPATIONAL THEMES

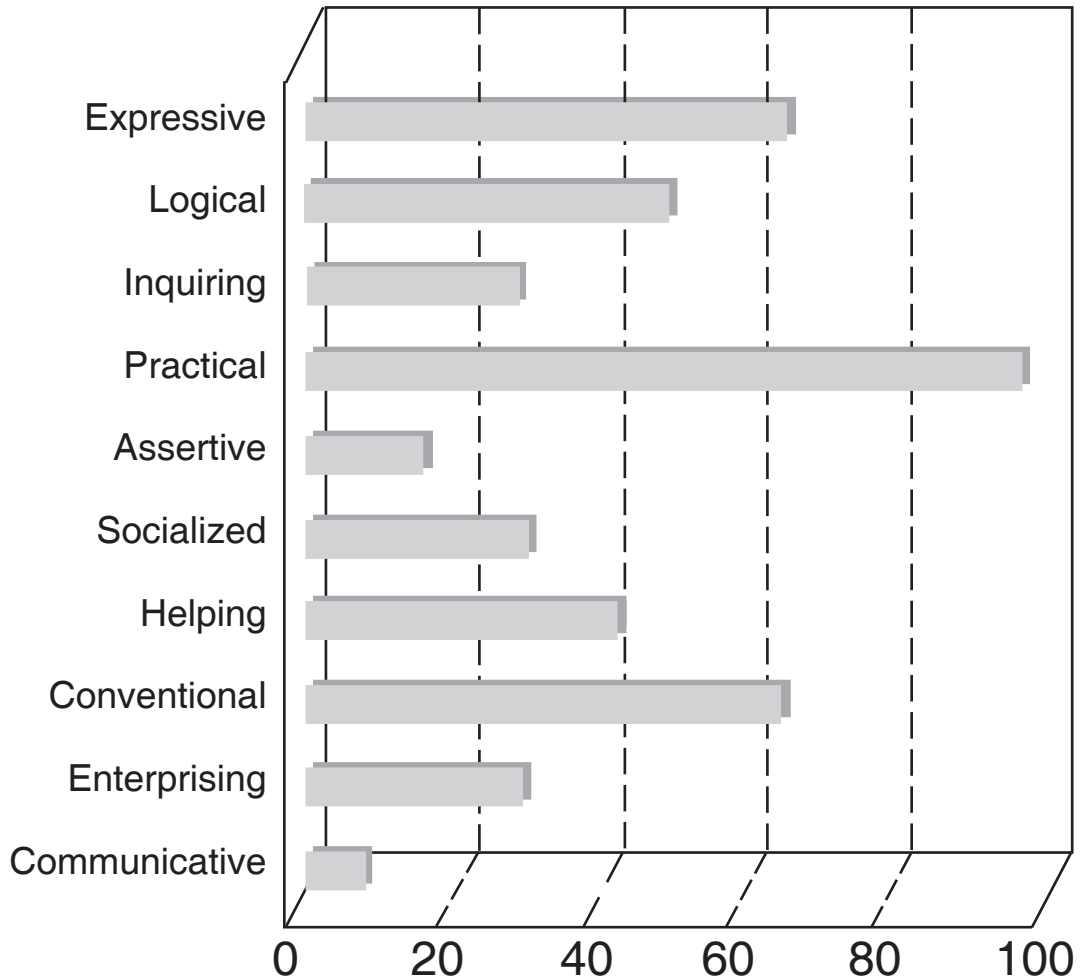
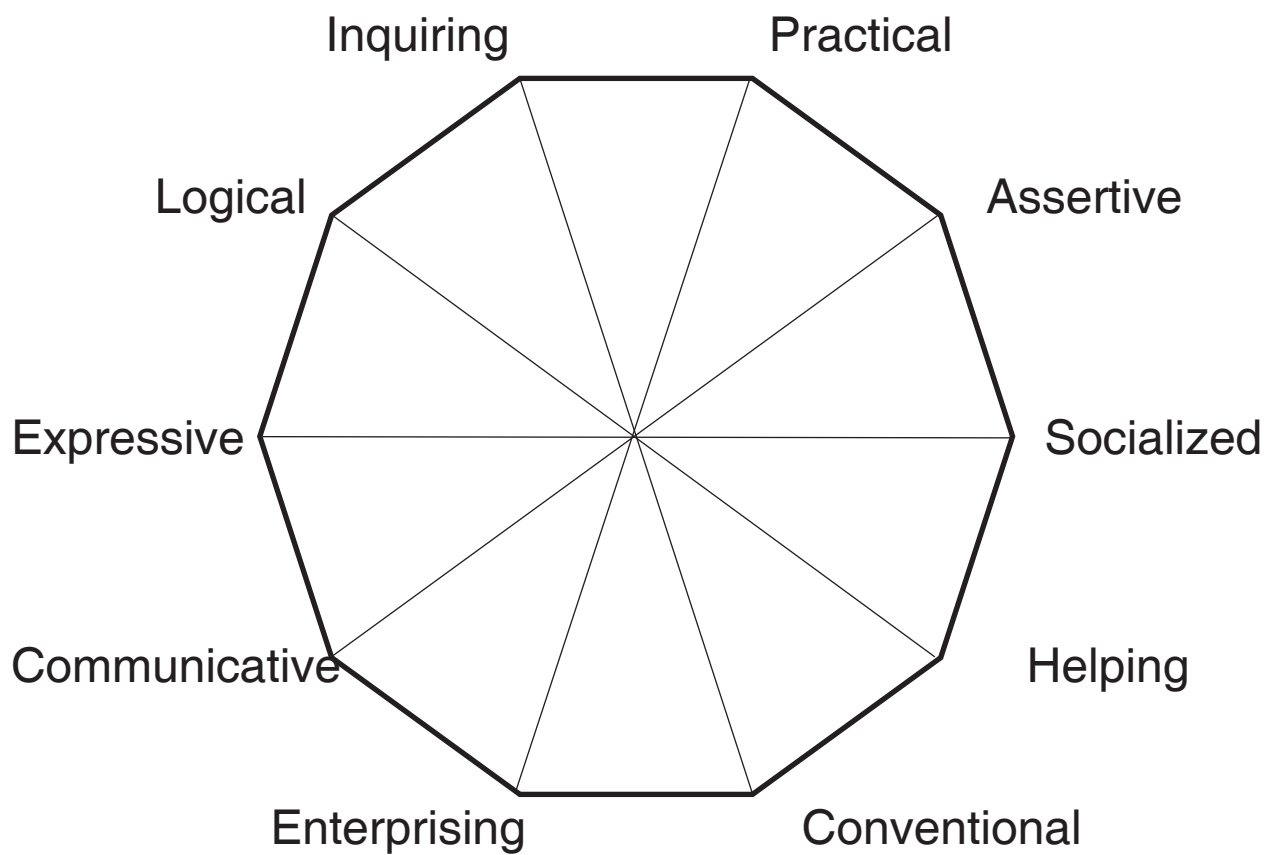


Figure 6: General Occupational Themes

# CAREER ERGONOMIC DECAGON TEMPLATE



**Figure 7: Career Ergonomic Decagon Template**

in the appendix of this handbook). As I explain, the center of each vertex is equal to the zero percentile score for that scale; each dot is equal to ten percentile points, with 100th percentile being the outside of that vertex. I ask them to mark their percentile scores on each scale, and then “do something that they haven’t done since elementary school—connect the dots!” The resultant profile may appear as in the example in Figure 8. It assures them that all profiles are skewed (off-center) because that is their uniqueness. The only person with a perfectly symmetrical profile is Data from Star Trek—The Next Generation, and his goal is to be human and, therefore, skewed.

The descriptive paragraphs in the profile are detailed and self-explanatory. There are however certain “flag statements” that I use to highlight each scale in a job-environment context. Over the past decade, I have been using the Career Ergonomic Decagon in team-management workshops. By overlaying the members of a department on the decagon, a dynamic snapshot can be created which highlights the uniqueness of the team members! (This application of the JVIS profile will be described in detail later in this handbook.) In the following descriptions, I will *italicize* key words that I recommend that high-scorers use in the cover-letters preceding their resume.

The **Expressive** theme describes an environment which is characterized by creativity and relative lack of structure. In a business environment, this is the idea person. This is the person who thrives in a job where he or she can walk into the office on Monday morning, and say to the manager “You know that project I was working on? Well... I want to drop it and work on a new idea I had on the weekend!”

The **Logical** high score is attuned to mathematical-measure, deductive-reasoning and the rational. The logical person hates dealing with the gray areas of uncertainty and emotion. The results must add up.

The **Inquiring** scale focuses on the phenomenon of intellectual or scientific curiosity. Closely akin to the Logical person, this person tends to be introspective, and *prefers to deal with measurable results*, as in scientific experiments, rather with people. When it comes to the behavioral sciences, this person prefers dealing with theory rather than direct people-helping.

The **Practical** scale connotes the outdoors, and physical risk. The Practical person prefers to see the product of his or her tasks on a daily basis. In a business framework, this person is very *product-focused*.

The person who scores high on the **Assertive** scale can be redefined as the dominant leader, one who thrives on authority. This person is very *direct and speaks with conviction*. Using the A and B personality types, the Assertive person tends to be an A-Type personality. There are two potential down sides for high Assertive-scorers. I have found they tend to be very driven. I recom-

# CAREER ERGONOMIC DECAGON SAMPLE

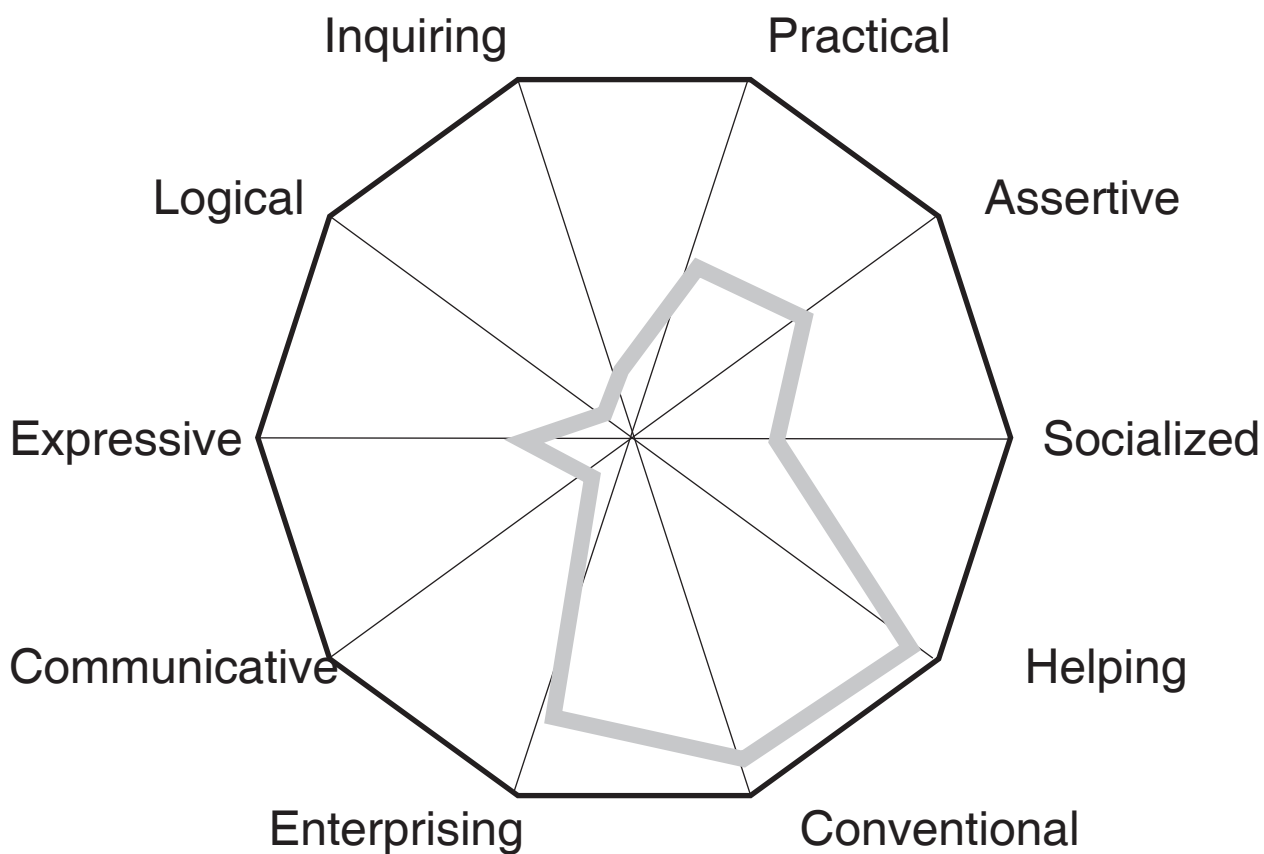


Figure 8: Career Ergonomic Decagon Sample

mend that they try to slow down in their life-roles. Also, in my tracking of high Assertive-scorers, I have found that they have not maintained successful career paths in management roles because the role of manager has evolved from the dominant leader to that of the team-facilitator. (This is exemplified in Cathy's career snapshot later in this handbook.)

The **Socialized** high scorer is comfortable in a stable, routine, orthodox job environment. As is seen in the decagon, this is the opposite polarity of the Expressive person. This person cannot cope with any change of routine, and is someone who *can be depended on to complete cyclic tasks on time*.

**Helping** can be interpreted as the "big ear"; the Helping person tends to be humanistic and nurturing. This is the person who is productive and is characterized by emotions, personal support and interaction. This person tends to be the opposite of Logical; the Helping person thrives in the gray areas.

The **Conventional** setting sounds like the well-lubricated gears of a large organization, where there is clear daily protocol and a competitive framework for promotion; thus, this person needs a group environment for competition.

The **Enterprising** environment promotes a marketing style, marked by status and prestige symbols. This person tends to convince or persuade others verbally; *he or she would prefer to say it than write it*.

The **Communicative** environment is bedecked with academic ivy; it fosters articulate verbal or written debate and discussion. *This person prefers writing it to speaking it*.

Using a job environment template, one can readily see that the first three scales tend to reflect a low social-interactional environment, and the last six lean toward a more people-oriented business or educational setting. An in-depth analysis of these scales can lead to a relatively clear picture of the client's more productive work environments. This is helpful for the student in search of a part-time work setting which can lead to a "dry run" for the actual job setting after completion of their education. I find this especially useful for adolescents choosing cooperative education work placements in secondary school. For the adult career-transitioner, it facilitates a discussion about the stress-inducing elements of the current job setting. The stress factors come into view when the client identifies that a factor in the present job environment frustrates a specific strong career-ergonomic impulse, e.g., a workplace which is very structured and repetitive in opposition to the individual who thrives in an unstructured and innovative environment. As a consequence, the client's "stomach keeps score." One obvious option is to change job environment. This is not always a realistic option. It may mean that the client find some activity in the other aspects of "career" outside of "job" which will nurture this impulse; e.g., the client takes up a creative hobby or membership in a community-based group.

In the **Career Snapshot Album** section of this manual, I will demonstrate dynamic applications of this Career Ergonomic profile in the context of dual-career couples and team-management training.

## Administrative Indices

These scores are statistical tracking devices for the interpreter. These should be perused before analyzing the rest of the profile. Skewed numbers, as delineated by the JVIS Manual, can invalidate the entire profile.

The **Reliability Index** reflects the focus of the client. A low score can be an indication of a non-serious attitude on the part of the client taking the JVIS or, as is often the case with adolescents, a high degree of vacillation in response-patterns because of maturity or limited life-experience. A high score (e.g., 0.90) can be found in highly-focused adolescents (particularly in the direction of the applied sciences) and in highly self-directed adults in related career clusters.

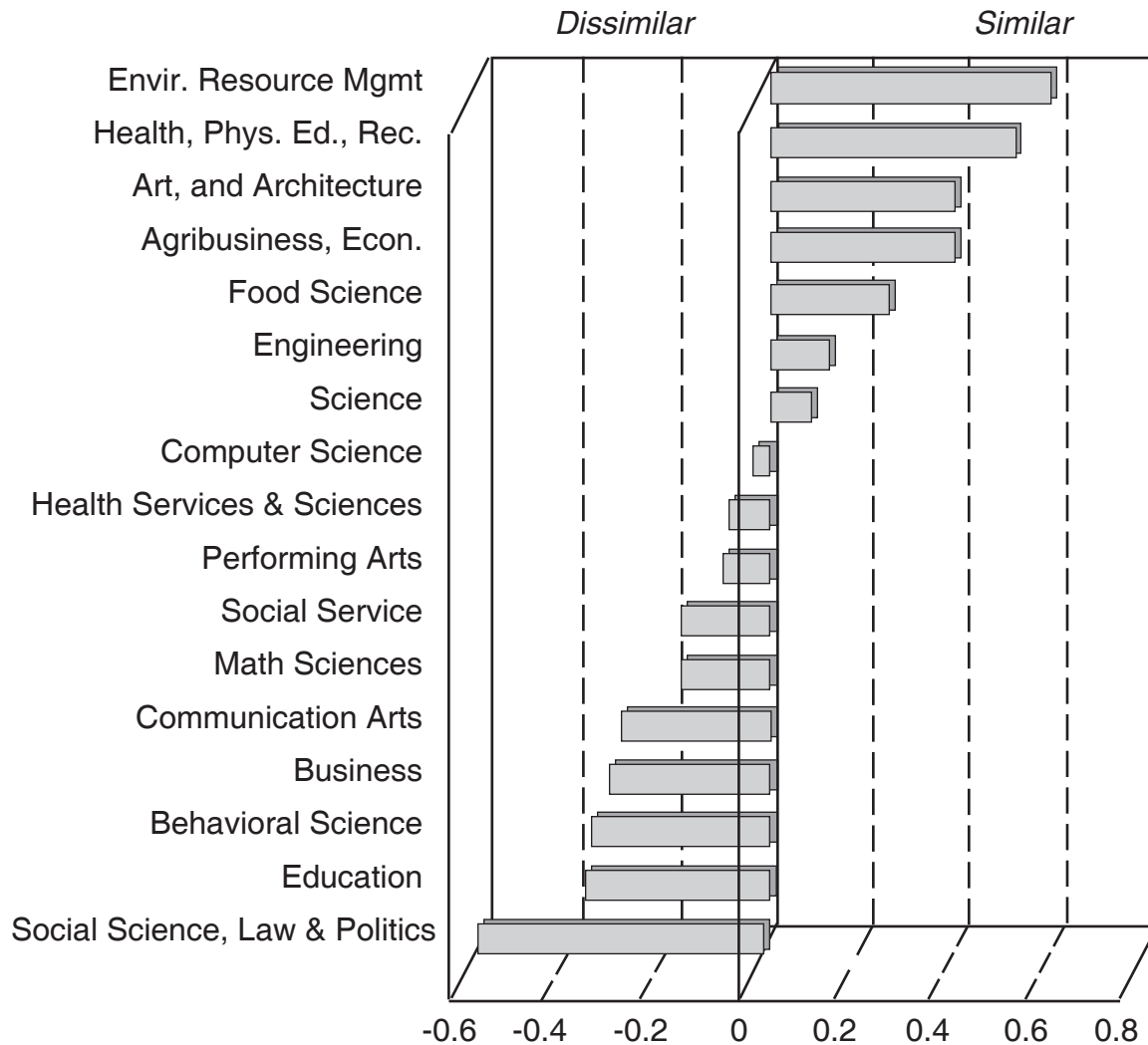
The **Infrequency Index** measures the extent to which the client has endorsed items that are usually not endorsed by most respondents. A high score suggests that the client has interests that differ substantially from the normative sample or that the respondent may have answered carelessly.

I have followed with professional curiosity the **Academic Satisfaction** score of secondary school students during the past decade. This *study turn-on* or motivation scale does accurately reflect the academic drive of university-directed adolescents. There is however one qualifier; the average standard score of 500 tends to be more applicable to students in the pure and applied sciences (where the research is more laboratory or lab-oriented). In tracking arts-bound students, I have found that successful students tended to mean around a score of 400. One interesting phenomenon in the 1990's is the fact the AS scores of female adolescents have consistently increased; the highest score that I have seen scored to-date is 725! This parallels these same students' higher scores in pure Mathematics and Science scales in the Basic Interest Scales. This, in turn, reflects an increasing interest by female adolescents in the Pure and Applied Sciences courses in secondary school.

## University Major Field Clusters

When perusing these scores (*Figure 9*), it is important to remember that each scale has its own unique nuance. One can mistakenly view each scale as a distinct group. However, one should consider each as containing a heterogeneous range which can overlap with other scales. Two examples demonstrate this phenomenon. First, the Business scale contains the full range of occupations, such as finance, management, marketing and sales, and industrial engineering. Second, the Education scale is what I term a hyphenated scale; it includes, in essence, every other Major scale, depending on the subject taught.

# UNIVERSITY/COLLEGE MAJOR FIELD CLUSTERS



**Figure 9: University / College Major Field Clusters**



I usually encourage adolescent clients to immediately challenge their high scales by arranging to sit in on a lecture in those fields at a local university. For the adult-transitioner, I suggest signing up for an adult continuing-education course in a high-score area. This latter suggestion is really a double-win intervention. The client is exposed to the content of that field of study, and meets other adults who, in continuing-education courses, are also searching for a new direction. The client thus discovers that there are many others who are experiencing career transition.

The Sample Major listing at the end of this segment of the profile clearly demonstrates for the client the range within each Major Field Cluster.

## Similarity to Job Groups

After analyzing the University Major Field Clusters, it is critical to clarify the distinction between the learning of subject-specific knowledge and applying that knowledge in the job setting. I recall a colleague at university who thrived on psychology courses, and was convinced that he would become a counselor. After encountering his first emotionally-charged clients, he soon realized that he could not cope with the job environment. He is now a successful maitre d' and co-owner of a restaurant. If we were to correlate three JVIS scales, this individual scored high on Social Sciences (study of behavior), and Personal Service (short-term helping), but low on Social Services (long-term helping). The hospitality industry effectively nurtures this career profile.

The client (especially adolescent) usually finds that a high score in the theory dimension (Majors) does not place near the top of the Job Groups (*Figure 10*). Therefore, because the client usually wants to focus on the high scoring occupations, I cover the profile and start to uncover from the bottom. This allows us to peruse the full spectrum of occupations, and observe patterns in the dissimilar *and* similar groups. As with the Majors, these titles are actually clusters of occupations. It is important to explain to the client that these sample listings are a random selection, and not personalized for this client. For example, when **Teaching and Related Occupations** is one of the top three clusters, the report will always list:

*Teacher*

*Educational Resources Assistant*

*Audio-visual Technician*

*Teacher, Vocational*

*Teacher, Business*

*Teacher, English Immersion*

*Instructor, Auto Driving*

# SIMILARITY TO JOB GROUPS

Score	Similarity	Job Groups
+0.57	Similar	Administrative
+0.47	Similar	Counselors/Student Personnel Workers
+0.46	Similar	Teaching
+0.45	Similar	Personnel/Human Relations Management
+0.44	Similar	Law and Politics
+0.39	Moderately Similar	Sales
+0.36	Moderately Similar	Pre-School/Elementary Teaching
+0.33	Moderately Similar	Protective Service
+0.32	Moderately Similar	Accounting, Banking, Finance
+0.26	Moderately Similar	Clerical Services
+0.26	Moderately Similar	Religion
+0.16	Neutral	Assembly, Instruments/Small Products
+0.15	Neutral	Social Welfare
+0.14	Neutral	Social Science
+0.14	Neutral	Medical Diagnosis/Treatment
+0.13	Neutral	Merchandising
+0.11	Neutral	Service
+0.06	Neutral	Computer Programmers
-0.06	Neutral	Writing
-0.10	Neutral	Sports and Recreation
-0.13	Neutral	Agriculturalists
-0.17	Neutral	Engineering, Technical Support
-0.23	Dissimilar	Music
-0.27	Dissimilar	Health Service
-0.32	Dissimilar	Entertainment
-0.32	Dissimilar	Construction/Skilled Trades
-0.34	Dissimilar	Machining, Mechanical
-0.38	Dissimilar	Mathematical
-0.43	Dissimilar	Life Sciences
-0.43	Dissimilar	Physical Sciences
-0.45	Dissimilar	Fine Art
-0.48	Dissimilar	Commercial Art

**Figure 10: Similarity to Job Groups**

The complete listing for this cluster could number close to 100. The client is encouraged to investigate the full range of this cluster through paper-based or software-based occupational databases. Following the sampling for each occupational cluster is a listing of suggested readings.

An invaluable addition to the latest version of the JVIS is a section, entitled “Where to Go From Here”; it includes general resources to assist with further career exploration. The “Where to Go From Here” section is very useful for adolescents. In our school, this is used by the teachers for independent-study assignments for the career-exploration units in their courses. The JVIS is very popular with teachers as a benchmark assignment; it is, in essence, a prepackaged independent-study career project.

At the end of the JVIS profile is a Summary Report. For the private practitioner, this provides a brief copy for a client-file for access for follow-up sessions, and longitudinal study research. In a school-setting, this copy can be included in the student’s record-file or career portfolio. At our school, we process 200 to 300 JVIS profiles per year. I give weekly interpretation workshops on behalf of all the counselors. When the workshop is completed, I deposit the Summary Report in the appropriate mail slot; this alerts the counselor to schedule a follow-up individual debriefing and strategy session.

The **Similarity to Job Groups** chart provides more information than merely jobs. Let us return to the holistic career constellation model. The JVIS provides a snapshot of career impulses at this moment in one’s career path. I usually choose the top six to eight Job Groups. I indicate that, in all probability, therein exists the appropriate job direction, especially in those cases where the client’s skill base is in line with the impulse. However, it is important that the other top impulses listed be addressed. I challenge the client to actualize the other top clusters in some other sector of the career constellation, e.g., hobby, family, fitness, religion, or community activities. One client, who couldn’t exercise his management impulse in his job setting, fulfilled it in coaching and convening minor hockey. In fact, in many cases with adult clients, a high-scoring impulse may be recognized as having existed in the background for years, but never having been acknowledged before. I indicate that, these non-job impulses can frequently be a de-stressing activity, and “When you don’t listen to your impulses, your stomach keeps score!”

## Chapter 4

# Career Snapshot Album

In this chapter, I will demonstrate the power of the Jackson Vocational Interest Survey as a resource in the career counseling process. I will be sharing the background, the presenting issue and the post-counseling action taken by each client. The range of applications will be:

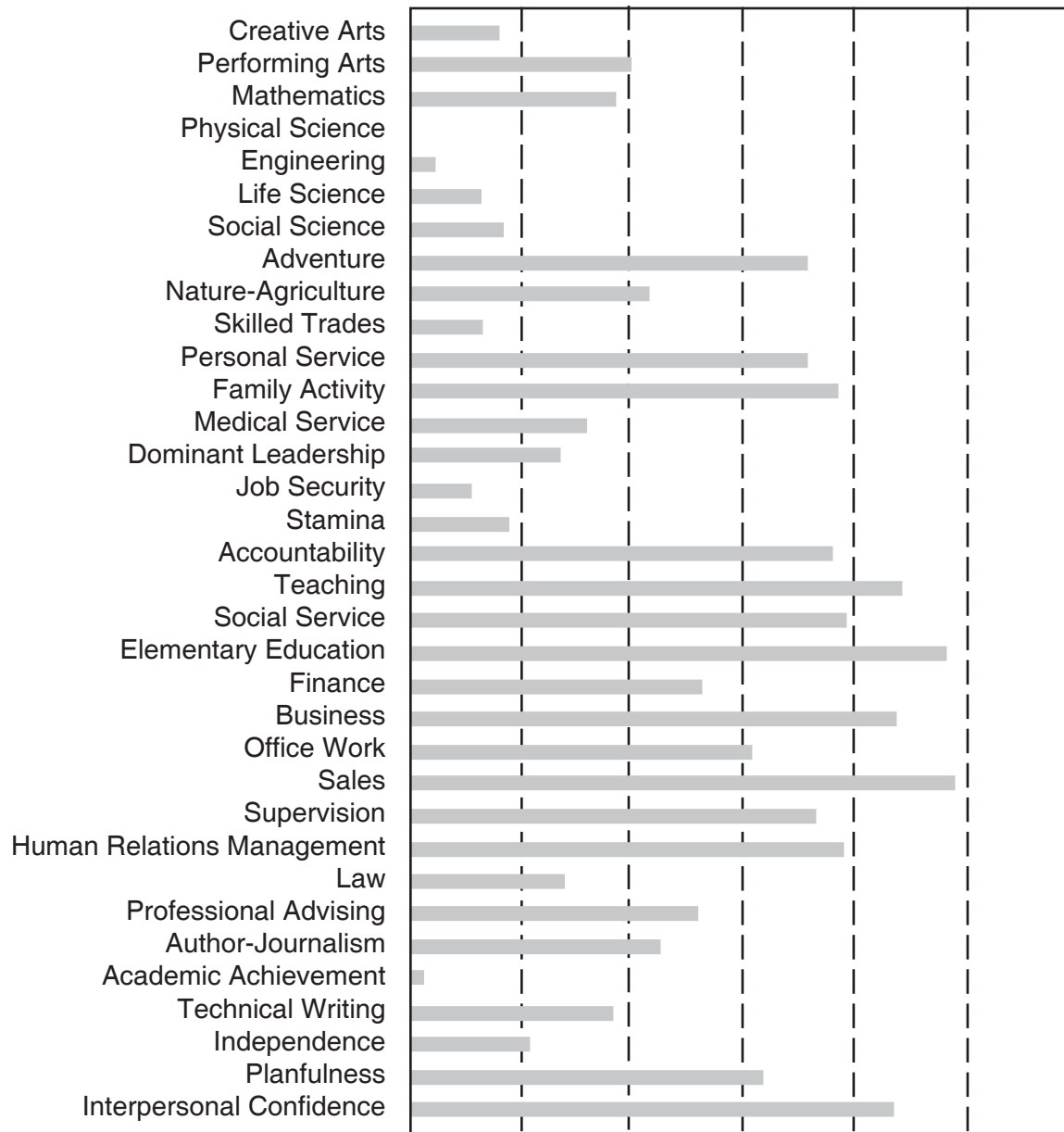
- career starters (adolescents)
- career transitioners / clients considering:
  - job-change
  - promotion
  - retirement
- blended career-pathers (dual professional spouses)
- team-management.

Please note that pseudonyms will be substituted for the client names.

### Career Starter #1 Food for Thought

Dave was a student in grade eleven of a university-directed program in secondary school, with failing grades in many of his courses. He indicated that he had no clear career direction, and his father was frustrated with his low motivation. The resultant JVIS profile (*Figure 11*) revealed that there were clear career impulses which had not previously been articulated. A rich mix of business-related activities (Sales, Business, Human Relations), with an emphasis on Sales, presented themselves. A high Interpersonal Confidence scale appeared to be at odds with his in-school behavior. Further discussion about this anomalous scale resulted in his statement that he was overwhelmed by the university-stream program, but was too intimidated by his father (a masters graduate) to admit this. He also admitted a long-standing interest in the food and hospitality industry. I arranged for him to “shadow” a restaurant manager for an entire Sunday of business, during which he was exposed to the full range of restaurant operations. When I asked about his perception of the experience, his immediate response was a recognition that, because of the normal noon-to-2 a.m. workday in that job, he would not be available to his future family during the traditional evening times (unless they were part of the business!) This perception was not surprising, considering his high Family Activity and Elementary Education scores (the standard parent/

# DAVE'S BASIC INTEREST SCALES



**Figure 11: Food for Thought  
Dave's Basic Interest Scale Profile**

nurturing scales). Dave's Career Ergonomic Profile (*Figure 12*) reinforced his impulses toward this industry (high Enterprising, Conventional, Helping scores).

With the validation of the JVIS profile, Dave's father agreed with his decision to transfer to the community (junior) college stream in his secondary-school courses. Two years later, he graduated in the top quarter of his class, and was accepted into Hospitality Management. Upon college graduation, he was hired by a major airline catering firm, which sent him for further training in Switzerland.

## Career Starter #2 Underdeveloped Career Snapshot

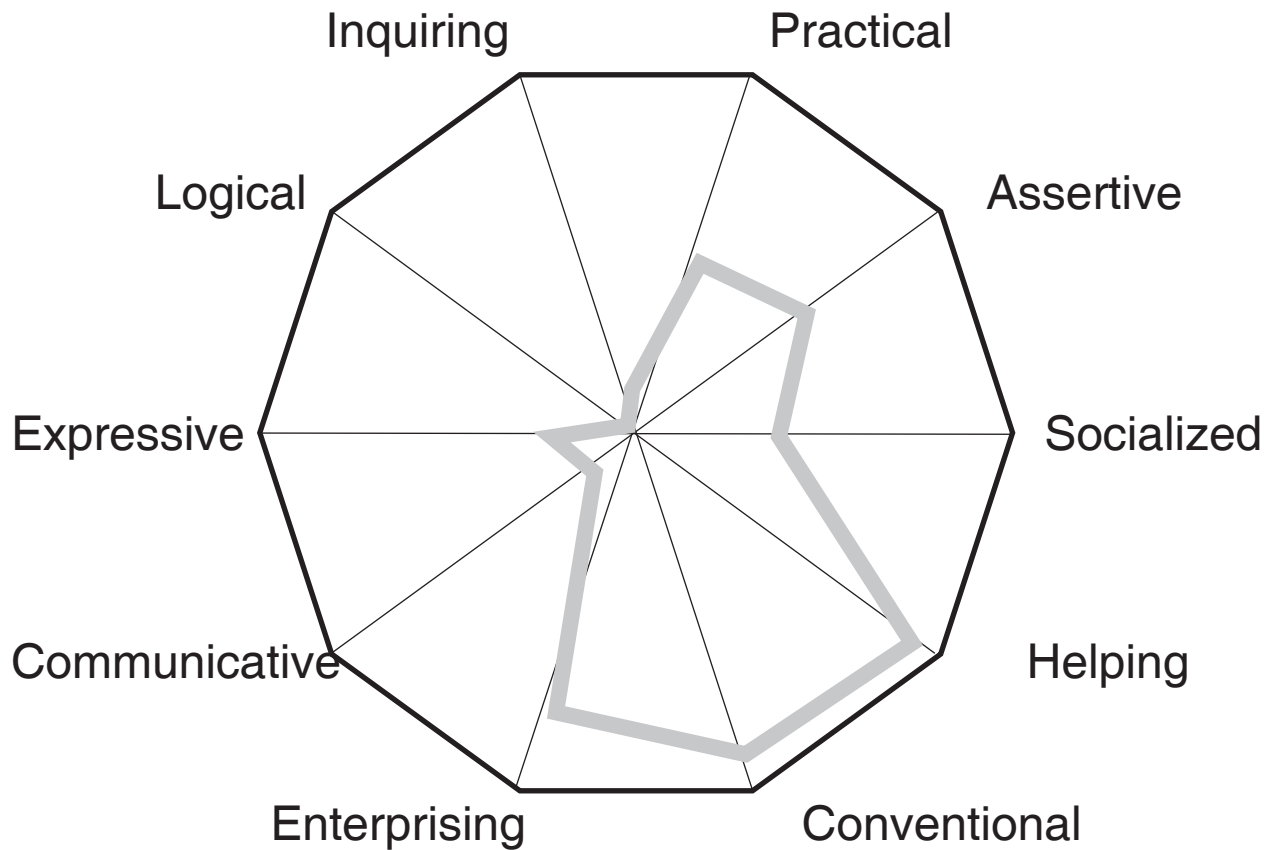
Occasionally, we career professionals make a judgment call about the preparedness of a client for a computerized career resource such as the JVIS, and find that the results are disappointing. When a 'flat' profile is generated, we are confronted with the challenge of making the interpretation a positive growth experience for the client. Such was the case with fifteen-year-old Cheryl (*Figure 13*). The Basic Interest Scales (B.I.S.) presented us with a rich mix of strong impulses (Personal Service, Teaching, Elementary Education, Business and Technical Writing). The Similarity to Job Groups is the counselor's nightmare (*Figure 14*), when staring at an entire page of neutrals. However, a more intensive analysis of the profile uncovered some exciting trends. The key is found in the Career Ergonomic Profile when we configure it into the holistic pie chart (*Figure 15*). There are a number of impulse slices that are equal in size (Assertive, Conventional, Communicative, Enterprising and Logical, with Helping leading the pack). What is clear here is the flux that this client is experiencing; she is being pulled in different directions. She is not yet at the "career decisional threshold" point where she can make a focused decision. These strong impulses however do give a hint to some productive work environments: those involving people in a team and helping framework. This is reinforced by those occupational scales which were scored most highly on the Similarity to Job Groups profile:

- Teaching
- Social Sciences
- Counseling
- Administrative
- Accounting
- Social Welfare

There is a strong pattern in the helping professions, with the Administrative fulfilling her Assertive impulse and the Accounting fulfilling her logical (numeric) impulse.

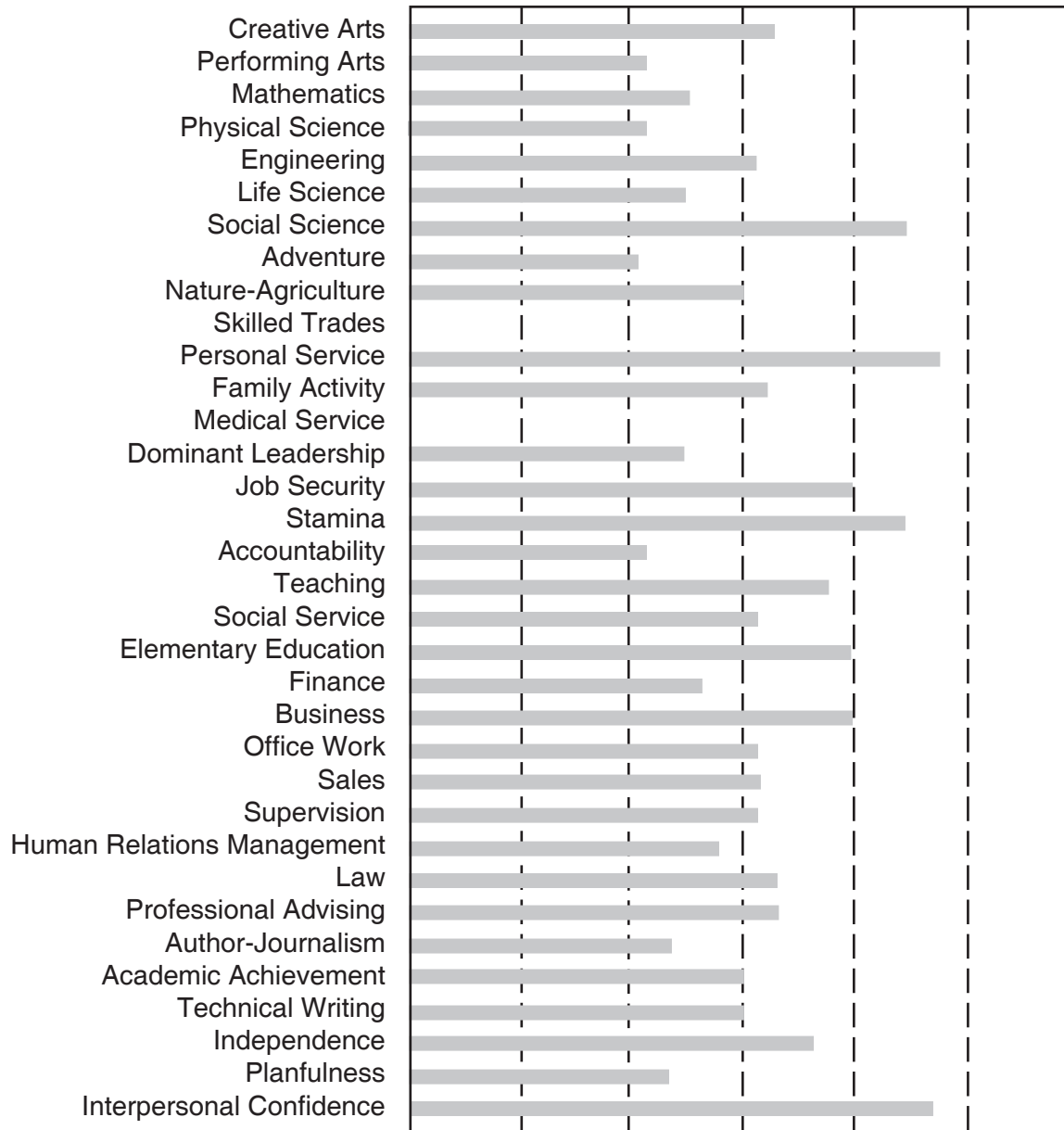
However, because the Job Groups are clustered about the mean (+.18 < > -.22), it is premature to make any clear directive statements to this client, because

# DAVE'S CAREER ERGONOMICS PROFILE



**Figure 12: Food for Thought  
Dave's Career Ergonomic Profile**

# CHERYL'S BASIC INTEREST SCALES



**Figure 13: Underdeveloped Career Snapshot  
Cheryl's Basic Interest Scale Profile**



# CHERYL'S SIMILARITY TO JOB GROUPS

Score	Similarity	Job Groups
+0.18	Neutral	Teaching
+0.17	Neutral	Social Science
+0.16	Neutral	Counselors/Student Personnel Workers
+0.15	Neutral	Administrative
+0.14	Neutral	Accounting, Banking, Finance
+0.13	Neutral	Social Welfare
+0.13	Neutral	Religion
+0.11	Neutral	Law and Politics
+0.11	Neutral	Preschool/Elementary Teaching
+0.08	Neutral	Clerical Services
+0.08	Neutral	Assembly/Instruments, Small Products
+0.06	Neutral	Personnel, Human Management
+0.06	Neutral	Service
+0.05	Neutral	Merchandising
+0.04	Neutral	Writing
+0.02	Neutral	Mathematical
+0.02	Neutral	Computer Science
-0.01	Neutral	Physical Sciences
-0.01	Neutral	Commercial Art
-0.02	Neutral	Sales
-0.03	Neutral	Music
-0.04	Neutral	Construction Trades
-0.04	Neutral	Agriculturalists
-0.05	Neutral	Entertainment
-0.05	Neutral	Machining/Mechanical
-0.08	Neutral	Engineering/Technical Support
-0.12	Neutral	Medical Diagnosis/Treatment
-0.12	Neutral	Life Sciences
-0.13	Neutral	Fine Art
-0.16	Neutral	Health Service
-0.17	Neutral	Public/Protective Service
-0.22	Neutral	Sport and Recreation

**Figure 14: Cheryl's Similarity to Job Groups**

# CHERYL'S CAREER ERGONOMIC PROFILE

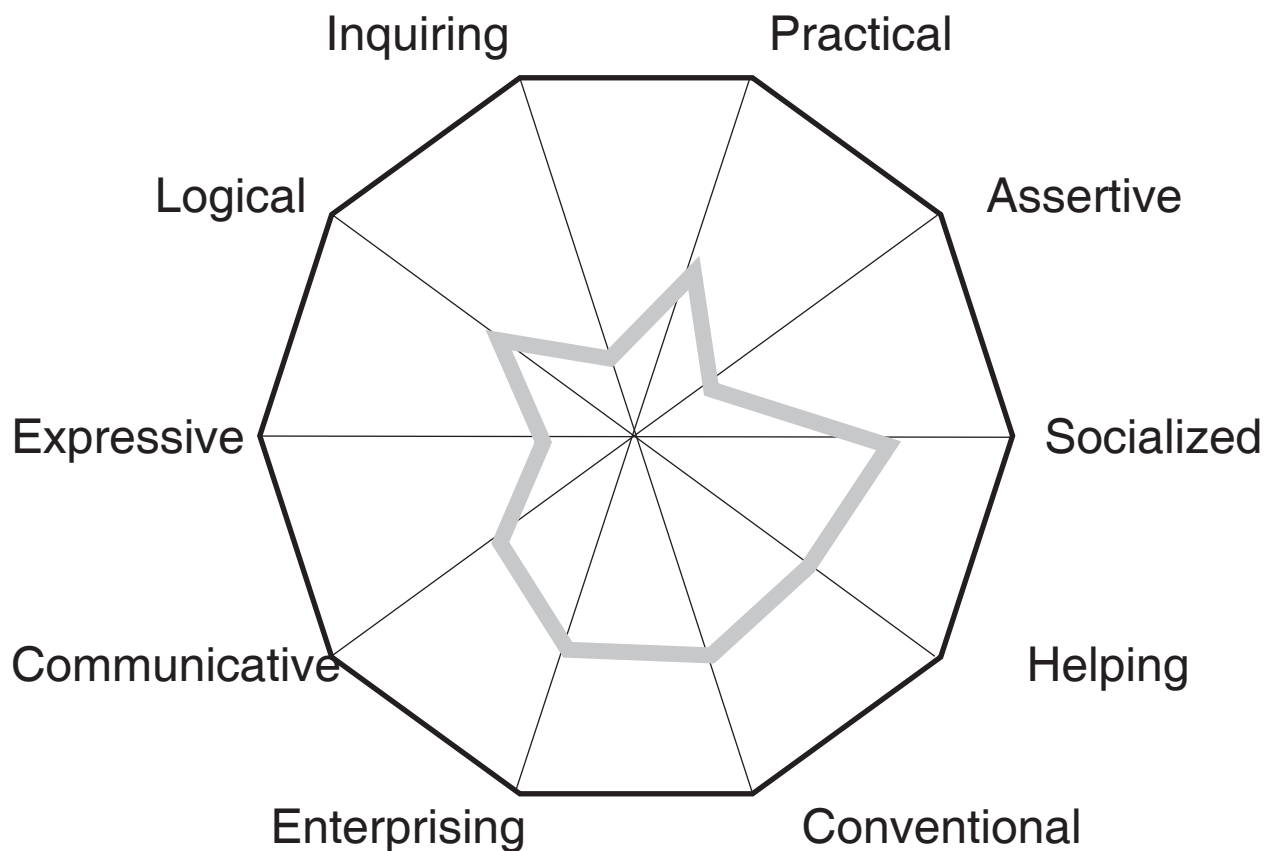


Figure 15: Underdeveloped Career Snapshot  
Cheryl's Career Ergonomic Profile

these scores are so close that, in retesting, the order of the high scores will in all probability change. Consequently, I showed her the general pattern (as above), but encouraged her to gain more life experience through a part-time job, volunteering and job shadowing before she made more focused career decisions.

A computerized career instrument cannot perform magic; it can however create a snapshot of the client's present life-stage. If the snapshot is not in focus, it is, in many cases, because the subject is underdeveloped in career decision-making or is in flux.

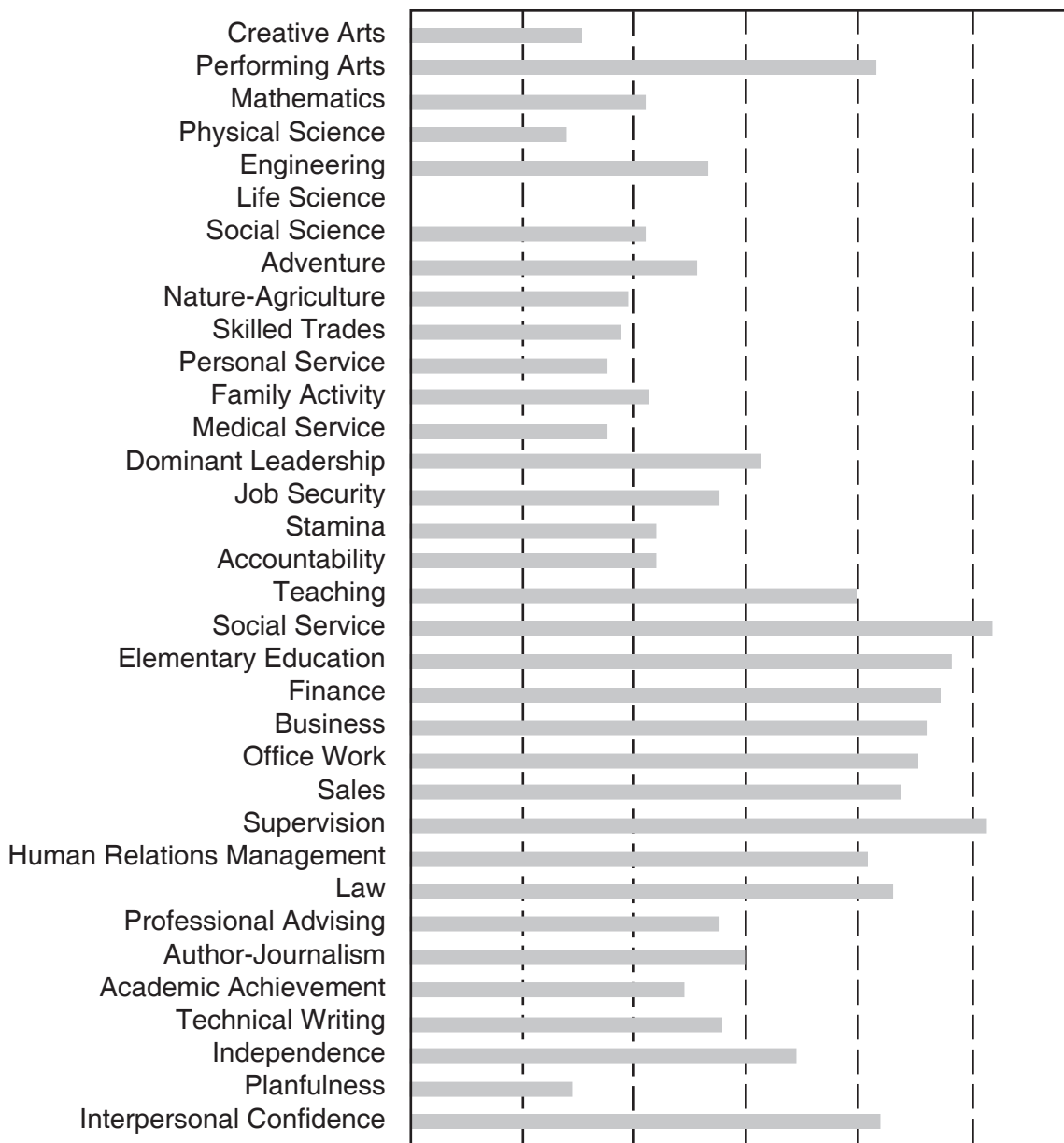
### Career Starter #3 Taking Stock of One's Future

Adam was considering dropping out of high school, and was referred to me for "last-resort" career counseling. Part of his low performance appeared to arise from pressure from his father, a dentist, to find a professional niche for himself as his father had done. Adam presented himself as an overweight adolescent with low self-esteem. I offered the JVIS as a vehicle for him to express *his* dreams for his future. He readily agreed to complete the inventory. The resultant profile (*Figure 16*) provided an exciting catalyst for further career research. The strong business focus opened the door for investigation into that area. In addition, his high Performing Arts and Social Services impulses reflected a strong people-interactional dimension. The area that immediately piqued his interest was Marketing and the Stock Market. He joined the school's Stock Market Club (which used a game model that was modeled after Monopoly, but dealt with the buying and selling of stocks using actual daily market results). Within six months, he was the top-selling "broker" in the school's club! His father reported that his home behavior had changed dramatically. Previously, he had been a TV "couch potato"; he still watched TV, but it was the business news. He even read the business section of the morning newspaper before school each morning. Adam's school grades improved, and he focused on business courses in his schedule the following year. After successful graduation from high school, he was accepted into a Business Management Diploma program at college. In my tracking of his career path ten years later, I discovered that he had become a successful regional sales manager of a major manufacturer. Twenty years after graduation from secondary school, he has taken a "buy-out" from his employer, and is "dabbling" in stock-investing (What goes around, comes around!)

### Career Starter #4 A Visionary Adolescent

It was with trepidation that I considered using the JVIS as a resource for this client—Sarah had been blind since birth. However, many of her classmates had completed a JVIS, and she wanted the same opportunity. I spoke to her English teacher to assess her ability to "image" the activities itemized in the question booklet. Her teacher proceeded to describe an essay that this student had sub-

# ADAM'S BASIC INTEREST SCALES



**Figure 16: Taking Stock of One's Future**  
**Adam's Basic Interest Scale Profile**

mitted. It was a visual “walk” through the student’s home, wherein the student described each room in detail. The teacher stated, after reading the essay, that she could clearly visualize the total home environment. Consequently, I agreed to her request for the JVIS. Her Learning Resource teacher read the items to her, and penciled in the responses. The resulting profile (*Figure 17*) demonstrated a clear focus (Response Consistency Index = 0.95). Academically, Sarah had stopped her studies of Mathematics and Science in grade ten, because the geometric applications were becoming too difficult and frustrating. Her academic strengths were in English, History, Geography and Foreign Languages. Her writing skills were exceptional, and access to computer technology removed any barriers to her expression of this impulse.

The profile provided an interesting range of strong career impulses:

- Education
- Social Sciences/Services
- Business-related
- Journalism/Technical Writing

Sarah then proceeded to investigate these university programs. Research methods included visiting relevant university campuses and attending lectures. One university agreed to braille the appropriate sections of their university calendar. Her parents were somewhat hesitant about agreeing to her desire to pursue university studies. However, with the help of the JVIS and Sarah’s strong motivation, they agreed. In my support of Sarah’s scholarship applications, I made reference to her JVIS profile and her career leanings. Her scholarship awards allowed her to purchase all the computer resources to allow her to be a total independent-learner. Sarah then attended university, pursuing a Liberal Arts degree (majoring in Foreign Languages). Her post-JVIS investigations also resulted in her interest in the area of Social Work at the postgraduate level. When I followed up on this client six years later, I discovered that, after two years of university, she married and is now enjoying a full-time role of parenting two children. Regardless of her final decisions, her proactive career-path stance will result in this visionary person creating an exciting career niche and making a unique contribution to society.

## Career Starter #5 From One Field to Another

Joanne was referred to me by a counseling colleague. This client, who grew up in a rural community, was the product of five generations of a dairy-farming family. During her adolescence, there was considerable pressure to “stay on the farm.” By contrast, Joanne excelled in her academics, achieving first-class honors in a full-range of university-entry courses, ranging from music to mathematics and the applied sciences. Her out-of-school activities included church-volunteering

# SARAH'S BASIC INTEREST SCALES



**Figure 17: A Visionary Adolescent Sarah's Basic Interest Scale Profile**

and childcare both in her neighborhood and in adjoining Canadian provinces and then in the United States (through her church's ministry). Her family farm also occupied much of her day—"milked 60 cows daily along with another worker." During the year previous to our counseling interaction, Joanne had spent a year in Australia as an overseas agricultural trainee. In addition to general farm work, she and the owner were responsible for 240 dairy cows.

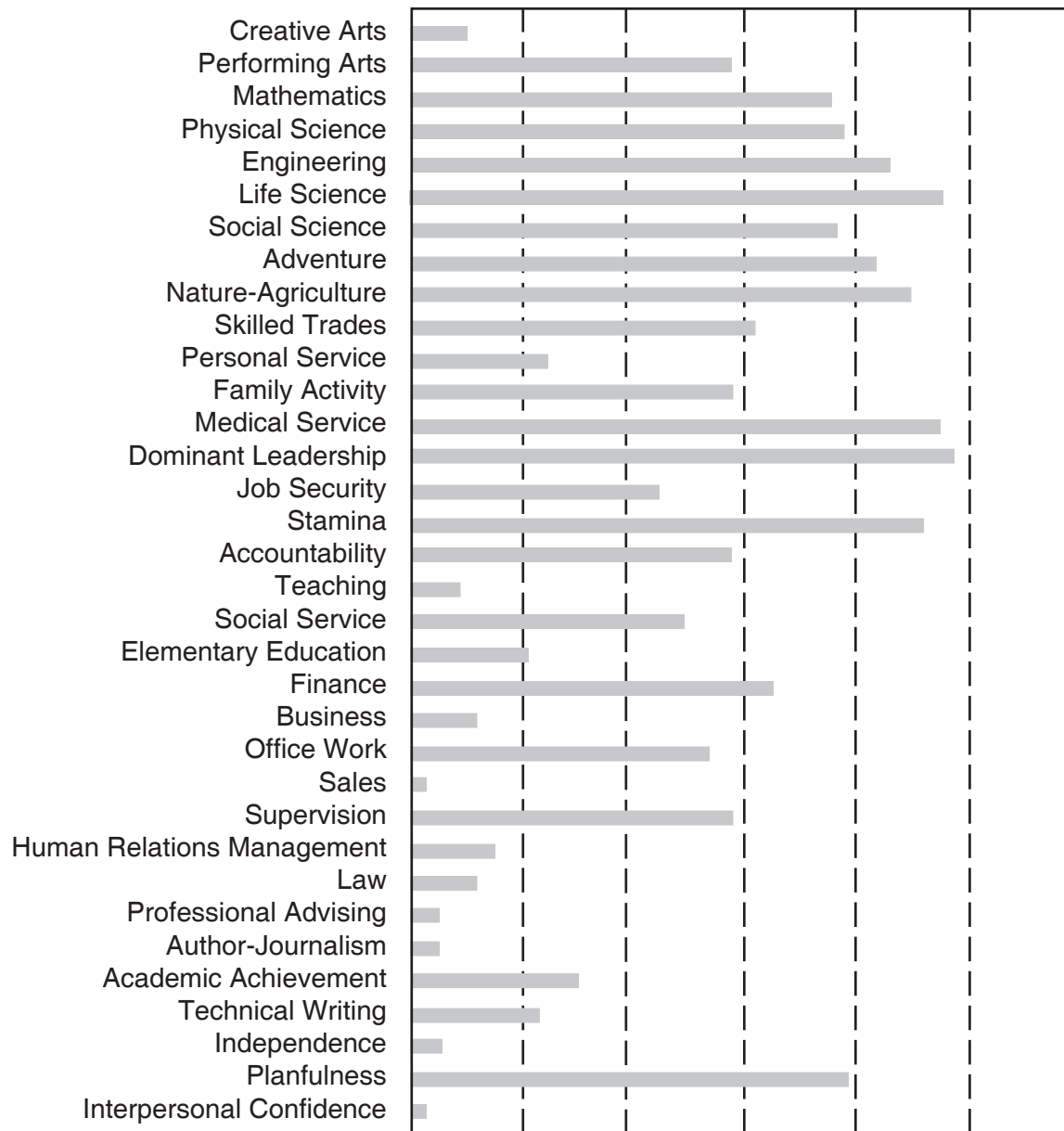
In perusing Joanne's BIS profile (*Figure 18*), many of the high scales are not surprising. The high scores in engineering, life, social and medical sciences (as well as nature-agriculture) are an obvious reflection of her high impulses in the theory and practice of farming. The strong impulses in planfulness, finance, and dominant leadership reflect the entrepreneurial image of the professional farmer. It is no surprise that Joanne is experiencing significant pressure from her parents to stay on the farm, and utilize her strengths in the agricultural field (None of her siblings had continued their education past the secondary-school level). Her 1st percentile Interpersonal Confidence score certainly reflects her trepidation about making a major career decision. What causes her anxiety is the fact that she cannot identify herself outside of her strong rural background. If she followed her parents' wishes, she would not be able to pursue her true love—to attend university in the applied sciences. Joanne's Academic Satisfaction score is 617 (88th percentile).

In the latter portion of the interview, Joanne admitted that she needed an objective test-profile of herself to prove to her parents her strong desire to go to university. We discussed further her strong learning-impulse, and strategies that she could use to communicate this to her parents. In a follow-up contact one year later, I discovered that Joanne had moved from the family farm to a city apartment; she was pursuing a Science degree, with plans to apply to veterinary college. From my perception, Joanne's career direction is an effective melding of her academic and agricultural impulses.

## Career Transitioner #1 If the Shoe Fits . . .

Joe, who was referred to me by his wife, was an elementary school teacher. Despite the fact that he enjoyed the interaction with kindergarten level children, he did not function well within a structured, regimented work environment within a school, in addition, the workplace politics were wearing him down. Time management and mark reporting were a low priority for him (low planfulness score), and clashed with his high independence score (*Figure 19*). One of Joe's strongest impulses was nature. Because of the moral and financial support of his wife, he was in a position to make a dramatic shift in his job and life-style. He took a six-month leave of absence from his teaching position. At the end of that year, he quit his teaching position, and began training to be a professional farrier (horse shoeing.) This may, at first blush, be an inappropriate direction. It however reflects his strong outdoors impulse [Nature-Agriculture]. It also skews towards his bias

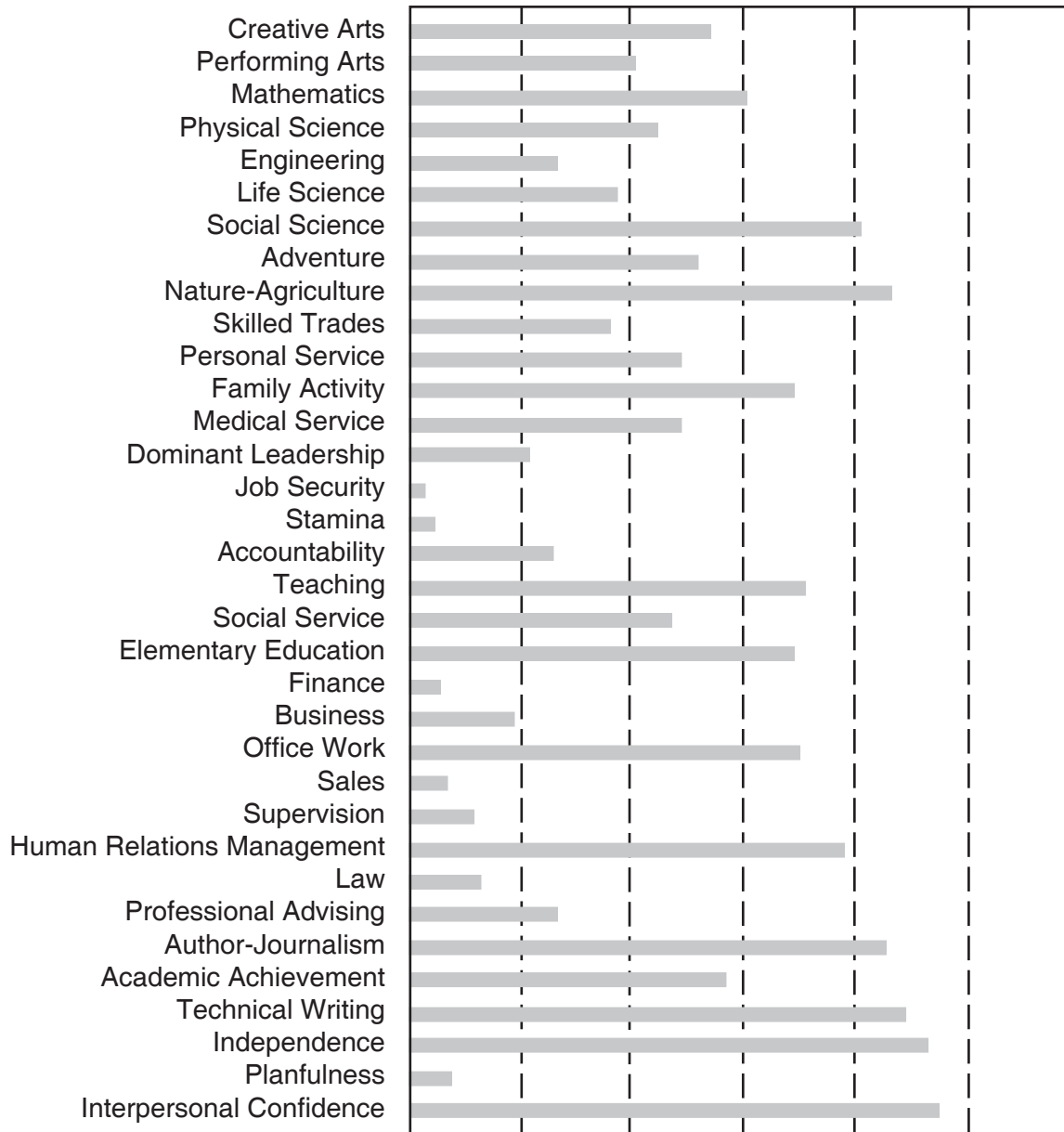
# JOANNE'S BASIC INTEREST SCALES



**Figure 18: Farmer to Vet  
Joanne's Basic Interest Scale Profile**



# JOE'S BASIC INTEREST SCALES



**Figure 19: Teacher to Farrier  
Joe's Basic Interest Scale Profile**

toward the artisan [Creative Arts], rather than the Skilled Trades. Ironically, his ever-present Teaching impulse re-manifested itself because his employer soon asked him to be a farrier-trainer and presenter at country fairs. When Joe was able to visualize his career-snapshot outside his school work-environment, he manifested in his JVIS profile a strong Interpersonal Confidence that his wife had not seen previously. The JVIS experience allowed Joe to redefine himself in a new career template.

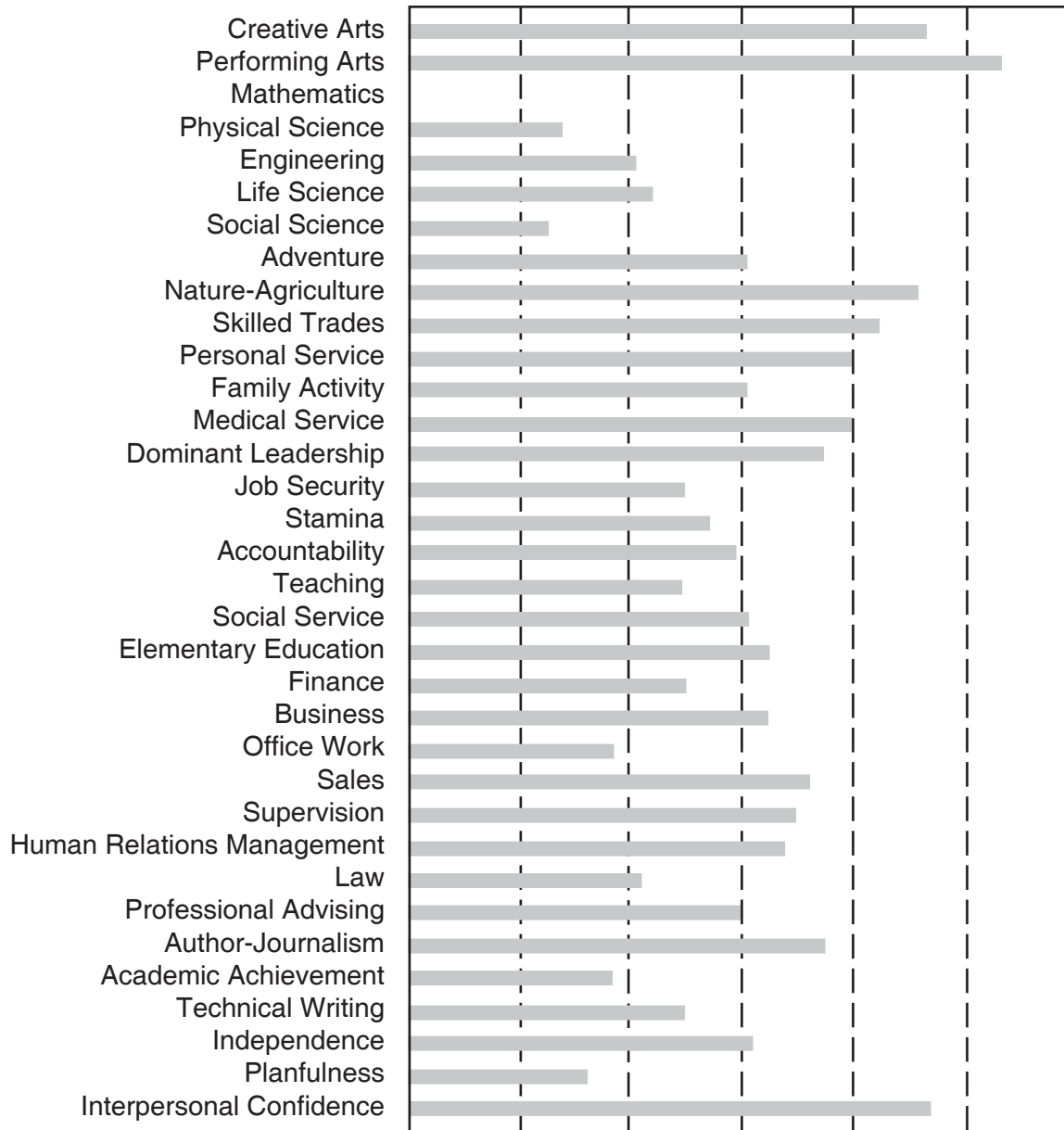
## Career Transitioner #2 The “Bankrupt” Bank Manager

John contacted me because he was ruminating about a decision to accept a promotion with his bank for a regional management position. When I received his JVIS profile, I immediately thought that his scores had been mixed up with those of another client (*Figure 20*). He assured me that this was truly a “snapshot” of him. He stated, in honest humility, that he was good at whatever he did (high Interpersonal Confidence); however, his first love was not banking (low Finance). His father and grandfather were both bankers, and he was expected to follow in their footsteps. When asked about his high Creative/Performing Arts scores, he admitted that, in high school, he helped his girlfriend with her art portfolio which resulted in her acceptance into Fine Arts in university. Furthermore, he revealed that he always had a secret desire to learn the guitar, and was surprised to see the JVIS profile highlight this unfulfilled impulse after 30 years! Two other impulses that he discussed at length were his “green thumb” (Nature/Agriculture) and his children (Family Activity). His Career Ergonomic Profile (*Figure 21*) also highlighted his need for a non-job environment that nurtured his Expressive, Practical and Helping impulses.

After an in-depth discussion of the Basic Interest Scales, John stated that he felt personally bankrupt, that he had “sold his soul” to the bank. The bank owned his cars, his house and his country-club memberships. In return, he had to work 25 hours a day for the company. Consequently, he had no time left for the other career impulses in his life—family, music and gardening. The JVIS profile had helped him focus on the reasons for his uneasiness about accepting the regional promotion. The job portion of his career constellation was obliterating the other rewarding facets of his career-life, and his “stomach was keeping score.”

John’s decided not to leave banking, but to transfer to a small-town branch of the bank. Thus, he was able to have access to a greater portion of time for his other, unfulfilled impulses. This is an excellent example in middle management career paths of the increasingly popular *parent-track* phenomenon—making family a higher priority than one’s job, even to the point of declining promotions and increased responsibilities which would increase one’s salary, but which would detract from the time available to spend with one’s family.

# JOHN'S BASIC INTEREST SCALES



**Figure 20: The “Bankrupt” Bank Manager  
John’s Basic Interest Scale Profile**

# JOHN'S CAREER ERGONOMICS PROFILE

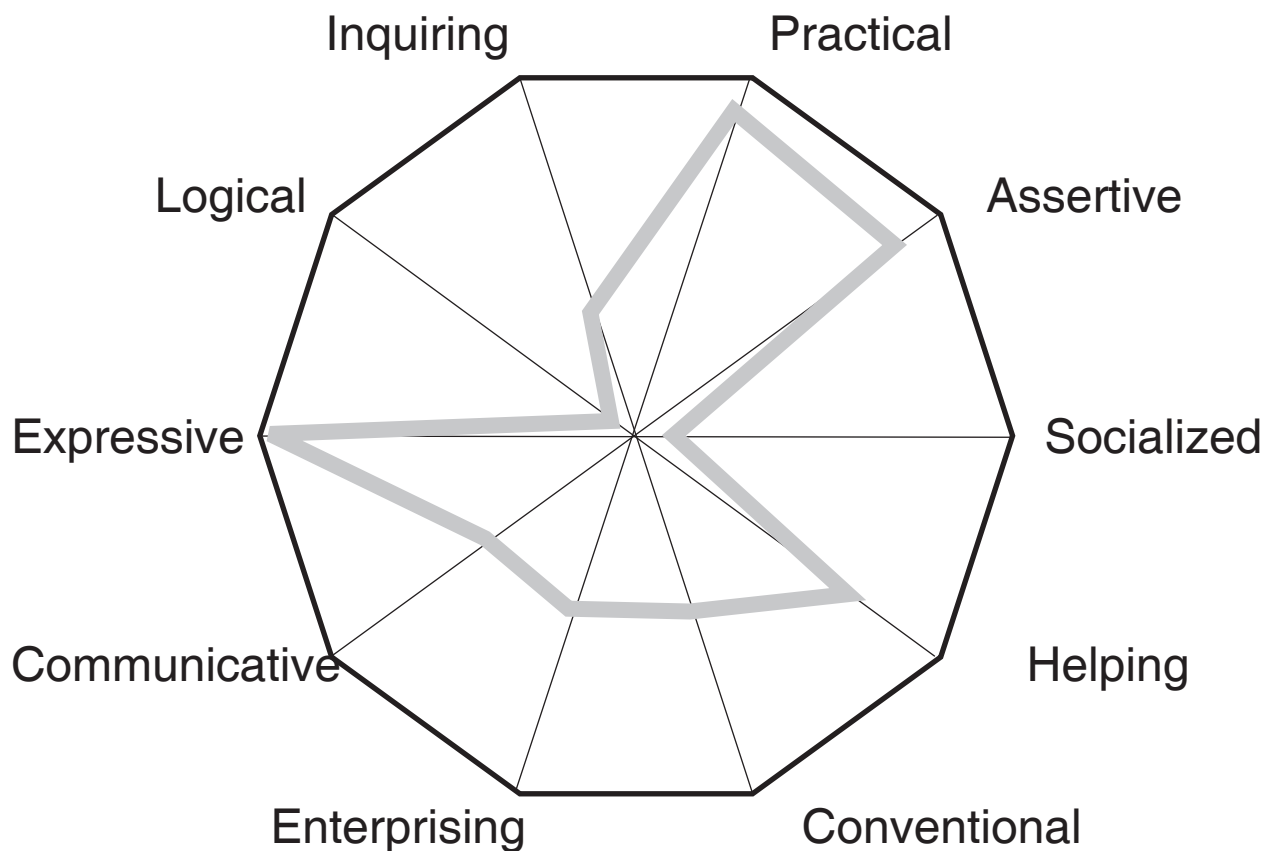


Figure 21: The “Bankrupt” Bank Manager  
John’s Career Ergonomic Profile

## Career Transitioner #3 From the Classroom to the Boardroom

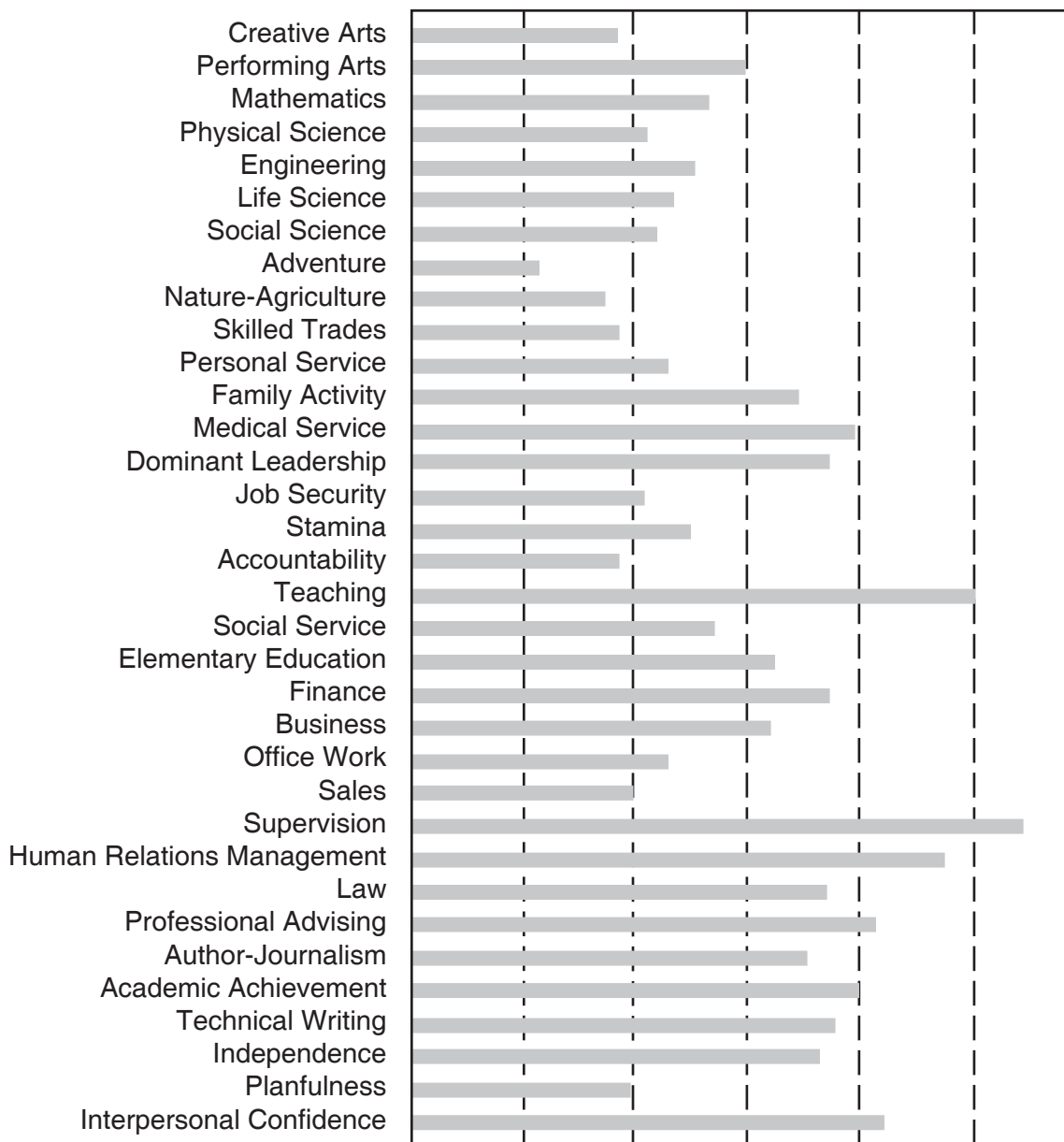
Cathy was a Community College instructor in the Nursing faculty. She was experiencing frustration about her career path. It was not that she did not enjoy teaching, but it no longer fulfilled her. Her profile (*Figure 22*) eloquently manifested the discrepancy between her present job and her unfulfilled impulses (Supervision, Human Relations Management, Professional Advising, Dominant Leadership). It reminded her of her need to maintain an instructional component (e.g., inservice work). However, the applied health field was still her first love (Medical Service). Her role as parent (Family Activity) would remain as part of the career path equation. The need for further education (Academic Achievement, Technical Writing) was also evident. (These parent and learner roles later competed for her time; the parent role won, and she temporarily stopped her pursuit of her Master's degree.)

Cathy's career path decision was to continue part-time instruction in college nursing, while logging some resume-building time in part-time community health. She successfully obtained a position in hospital management, wherein she was able to fulfil her impulses in Supervision, Teaching (inservice), and Professional Advising. Her unfulfilled impulse of research (Academic Achievement, Technical Writing) was on hold until her children were older. A follow-up of this client eight years later is a prime example of the dramatic change in corporate business culture. When Cathy accepted the management position, her profile reflected the popular management style: strong dominant paper-manager, and lower impulses in sales (customer-orientation), accountability and social service (supportive team-leader). Over the period of those eight years, her job title evolved from Supervisor to Manager to Team-Leader. Management has evolved from an autocratic model to the nurturing, facilitator model. Unfortunately, Cathy no longer fits this model. Thus, she was given a compulsory "buy-out" package from hospital management. She is operating a home-based business in data-mining, researching Internet and paper-based information and marketing-data for health care organizations and professionals. Interestingly, her previously unfulfilled impulses of Academic Achievement and Technical Writing are now being actualized!

## Career Transitioner #4 Career Catatonia

Lucy was a secondary-school teacher who had devoted her entire life to the classroom. One day, she called her principal to tell him that she could not make it to school that day, or the next day, or the next . . . she had completely shut down! Upon the request of the principal, I visited her apartment to assess the situation. What I discovered was a devoted teacher who realized that she had two years

# CATHY'S BASIC INTEREST SCALES



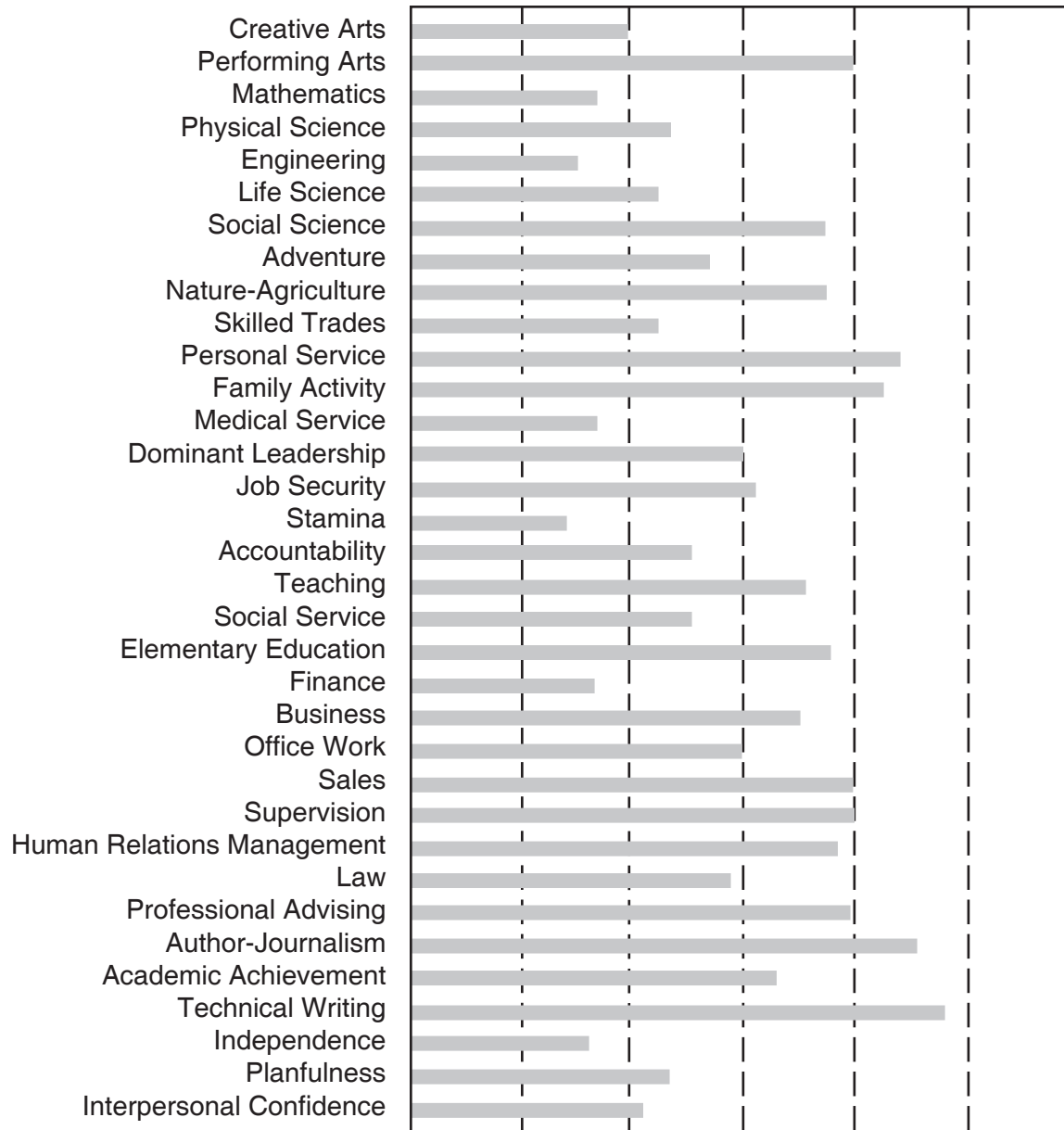
**Figure 22: From the Classroom to the Boardroom  
Cathy's Basic Interest Scale Profile**

before retirement, and realized that the classroom, her entire source of identity, would soon disappear (*Figure 23*). The job dimension of her career constellation had dramatically imploded, and she was experiencing extreme career grief. All her social activities were centered around her academic colleagues. As a result, she had become professionally catatonic. She had not marked any reports or essays for two months; she was surviving in the daily classroom because of the massive resource of old lesson plans. Her concentration on task (Stamina) was almost nonexistent. However, her teaching-related impulses (Performing Arts, Social Science, Teaching, Supervision, Author-Journalism, Technical Writing) were evidently present. Another pressure that she experienced was her custodial responsibilities for her ill mother (Family Activity). Because she was a stereotyped spinster-teacher, everyone expected her to be available for committee and volunteer work; she was not strong enough to challenge their illusions about her low organizational/planning skills (Planfulness). In fact, before we were able to pursue her future, we had to address her present. We sat down and itemized more than 40 jobs that required attention, which included grading of essays, reports and seminars, writing up minutes from committee meetings (everyone asked her to be secretary because she did not have children to care for and, of course, had plenty of free time), mailing a parcel to a friend in Whitehorse, and planting her flower garden on her apartment balcony (Nature-Agriculture).

I arranged for a supply teacher to complete her marking because the classroom was most important to her. As can be seen in the foregoing analysis of her Basic Interest Scales, the JVIS provided me with a clear snapshot of her career status, and provided her with a logical template for her to assess her situation. It was obvious that she had to deal with the retirement issue. I arranged for her to sign up for a retirement planning workshop at a community college, but not with teachers, because for too long she had been a victim of what I term “professional inbreeding.” She remarked that the other members of the planning workshop were a fascinating group of people in all walks of life that were experiencing the same thing as she. Lucy took a year’s leave-of-absence from teaching as a “dry run” for retirement; she investigated groups that had always intrigued her (e.g., the Sierra Club, Project Ploughshare—interest groups that surprised many friends who thought they knew her). Her final year in the job was an effective closure experience for her; it allowed her the time to wean herself from her job. During her early retirement years, she spent her time with the above groups doing volunteer work and caring for her mother and flowers.

When I followed up ten years later, I discovered that Lucy is still enjoying her retirement, and is still active in community groups. I still have the plant that she gave me as a good-bye gift. Her life space and her plant are both still thriving!

# LUCY'S BASIC INTEREST SCALES



**Figure 23: Career Catatonia  
Lucy's Basic Interest Scale Profile**



## *Blended Career Pathways*

Ron and Carol approached me for what I term a blended career snapshot. I have found that spouses (or friends) who have active career paths are feeling a real need to “compare notes,” and provide for each other an opportunity to articulate their personal career impulses. The increasingly common spousal norm can be described as dual career-focused. Marian Stoltz-Loike, in her book, *Dual Career Couples*, describes the situation thus:

“The responsibilities of their multiple roles make unplanned free time nonexistent, placing a severe strain on the flourishing of their relationship . . . Career counselors can assist dual career couples to develop effective time-management skills, to set priorities, and to plan attainable goals . . . Counselors also can assist couples to verbalize plans for their dual career future.” (p.xxv)

I have found the JVIS a helpful resource to facilitate this two-way articulation of career impulses. Using their profiles as a vehicle, the partners frequently will admit undisclosed wishes for the future. I have been providing this specific service since 1986, and have noticed some interesting phenomena. There is a great degree of altruism between the partners who self-refer for a blended package. In most cases, one of the partners is in career transition. In many of these situations, the partner in the helper role is the wife. With the increased number of women in professional career roles, a fascinating cycle is becoming commonplace. The couples have been together for at least ten years. In most cases, the wife is no longer at home with preschool children, and is upwardly mobile in her field. By contrast, the husband has reached a career plateau; he is no longer fulfilled by his job. He is experiencing a flux in the dimensions of his career constellation. I am reminded of the cartoon, wherein the husband states, “Well, honey, I think I’m going to spend some more time with the kids,” to which his wife responds, “Dear, the kids have been gone and married for five years.” For both partners, the simultaneous profile interpretations have been rejuvenating for their relationship, and occasionally have been cathartic. In one situation, the husband was grateful for this objective validation for his experience of career stasis, and the consequent depressive view of the other dimensions of his life. After only one such session, the wife reported back to me that her husband had his first sound sleep in months, and spoke about renewing old friendships, taking up a hobby that he had abandoned years ago, and taking that interest course for which he previously thought he had no time. The session provided them with an affirming snapshot of their present career status and a focus for future directions.

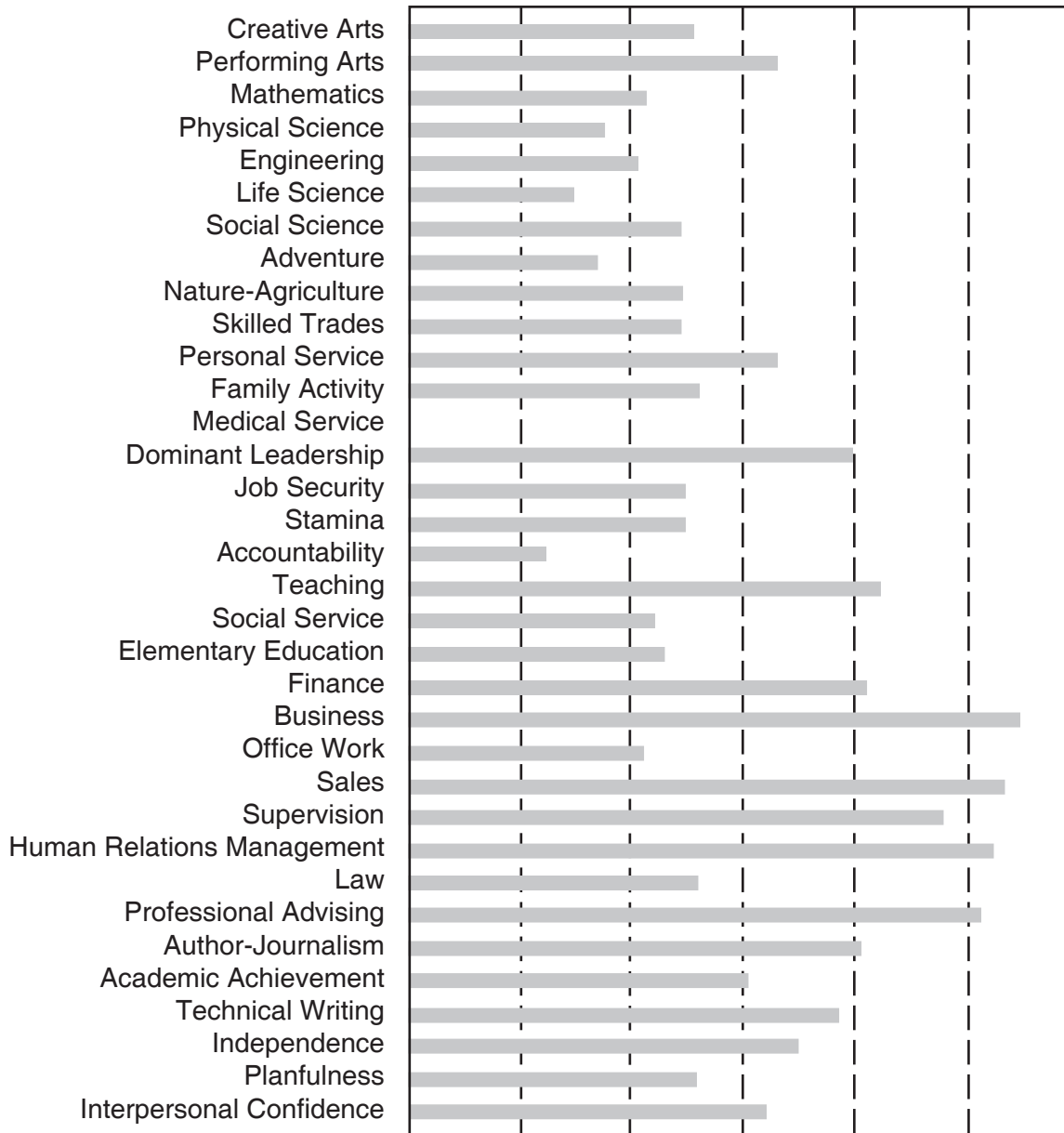
Let us return to Ron and Carol. Carol had been an elementary school teacher, but had taken leave of absence for five years to care for three preschool children. She and her husband, who was in educational administration, were ruminating

about her returning to the classroom. They self-referred to me for an objective assessment of their blended career paths. Ron's profile (Figure 24) is clearly focused in the administrative direction (Finance, Business, Sales, Supervision, Human Relations Management, Professional Advising). Most remnants of his earlier elementary teaching impulse (Elementary Education) had been dramatically overshadowed by the administrative directions. He was definitely in the "business of education." By contrast, Carol's profile (Figure 25) provided more of a challenge. The single most significant score was her Family Activity; she chose all 17 opportunities for this option. If this dimension were not part of this holistic profile, it would be prone to misinterpretation. The automatic suggestion would have been the Mathematics, Engineering, Science focus. Admittedly, Carol's academic background was in the sciences, and her teaching areas were health and physical education. However, as is reflected by the Elementary Education scale, this past job focus had basically disappeared. There was no question that the role of full-time mother was a central role for her, and this profile helped her husband realize the importance of this issue. The consequent decision for Carol was to accept the centrality of the Family in her career constellation, and for Ron not to pressure Carol to return to the classroom. Five years after this blended career consultation, Carol became heavily involved with volunteer church work (Personal Service, Creative/Performing Arts). Upon the insistence of a friend, she tried a home-based toy sale business; it failed in less than a year (Sales). Then, with children now in full-time school, she decided to return to her science roots, and began to work as a volunteer in a community fitness facility. She then accepted a part-time job in aerobic instruction (Performing Arts), program-planning (Technical Writing) and budget-planning (Finance). She readily admits a preference for the "administrivia" (Finance, Technical Writing, Planfulness) rather than the people-work (Supervision, Human Relations Management).

An exciting additional resource that I have created for blended career pathing (and team-management) is the Career Ergonomic Decagon. It is a ten-sided matrix for the purpose of overlaying two or more client Ergonomic charts (Figure 7). The ten categories are equally spaced around the vertices. The percentile ranks of the clients are transferred to this matrix, where zero for each category is in the center and one hundred is at the outer vertex. Thus, we can create the following profile for Carol (Figure 26). What is immediately evident is her strong focus in the Logical, Practical and Socialized areas. These reinforce her comfort in the physical education field; the low Helping focus reflects her discomfort with affect. This may seem surprising because of the high Family Activity; however, it is important to realize that the latter scale refers to home-based tasks. Carol is a very task-oriented, logical-consequence type of parent. The profile does demonstrate a good fit with her present aerobics instruction and programming duties.

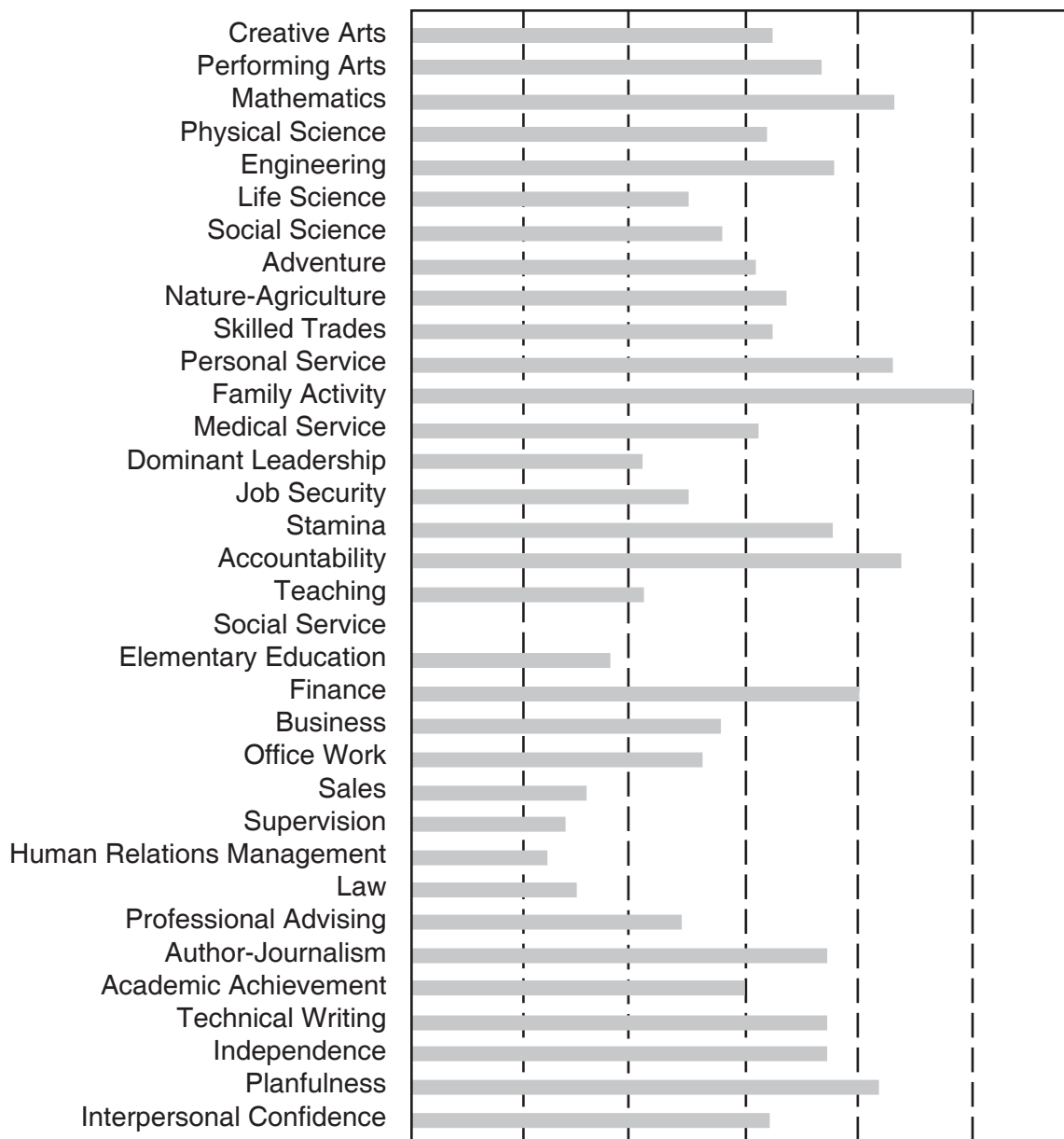
What is very revealing is the blended matrix with both spouses (Figure 27). Ron's profile appears to be a foil for that of Carol. Ron is, not surprisingly, heavily

# RON'S BASIC INTEREST SCALES



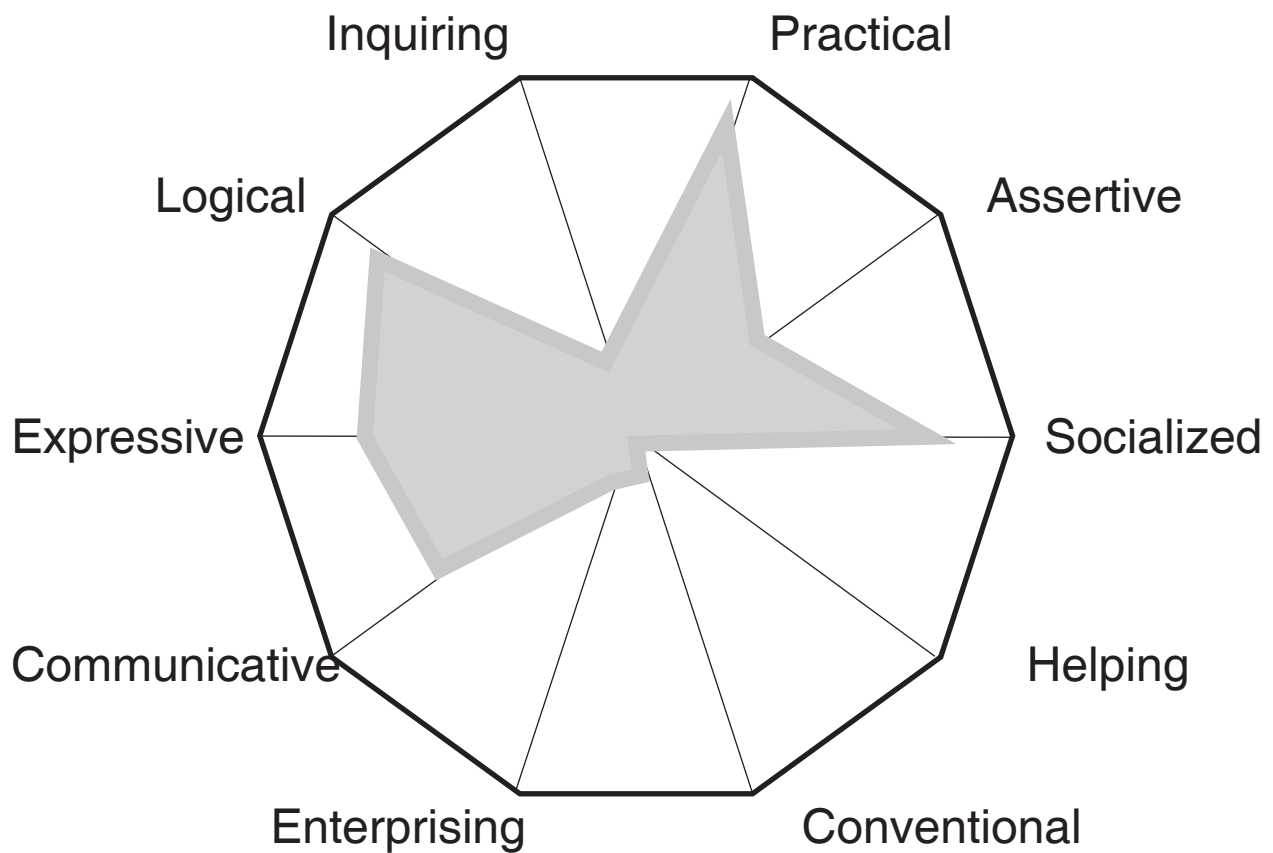
**Figure 24: Blended Career Pathers  
Ron's Basic Interest Scale Profile**

# CAROL'S BASIC INTEREST SCALES



**Figure 25: Blended Career Pathers  
Carol's Basic Interest Scale Profile**

# CAROL'S CAREER ERGONOMIC PROFILE



**Figure 26: Career Ergonomic Decagon  
Carol's Profile**

# RON'S & CAROL'S CAREER ERGONOMIC PROFILE

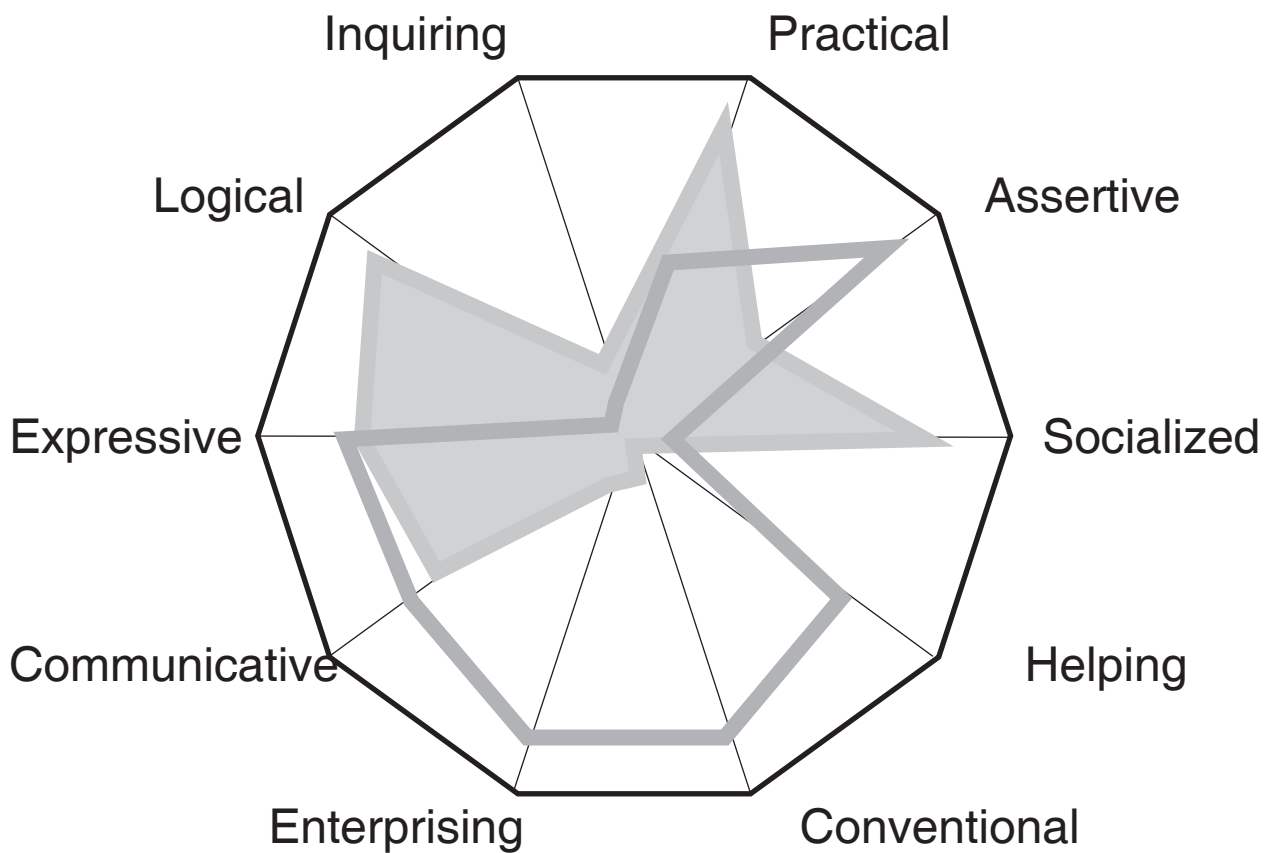


Figure 27: Career Ergonomic Decagon  
Carol's and Ron's Profile

skewed toward a business type of profile (Communicative, Enterprising, Conventional, Assertive). What is intriguing is his strong Helping impulse. Further assessment of their family dynamic reveals that he is the nurturing parent. What we see here are a husband and wife who effectively complement each other in their parenting roles. I am not, however, suggesting that “opposites attract.” In some cases, the spouses are very clone-like. In all cases, there is a commonality at one or more vertices of the decagon. This is not surprising; people are usually attracted to each other by some common interest(s).

In a follow-up a decade later, I found that Carol had left the community fitness organization because it removed some middle-manager positions and encouraged her to leave. As in many parallel situations, Carol started her own business as a personal-fitness consultant. Her husband, with his strong impulses in the teamwork (conventional) and helping sectors, has maintained in his role, despite major downsizing, in educational administration which has also gone through the management-transition from authoritarian to team-membership.

Occasionally, both partners will lack impulses in one or more areas. For example, in one blended interpretation with a young couple who were planning to raise a family, neither of the partners had any focus in the Logical-Inquiring vertices. Thus, I indicated to them that, in all probability, they would not naturally initiate such things as a family outing to a science exhibit. Under the home-based career education model espoused by Ken Hoyt, who stated that parents have a responsibility to expose their children to the full spectrum of career-educational experiences, this couple would have to make a conscious effort to visit that science center. A lack of natural inclination does not preclude conscious attempts at compensation.

### *Team Management*

In the realm of team management in a corporate setting, I have found the Career Ergonomic Decagon to be an indispensable tool. In my own department, we have all completed a JVIS and created a decagonal matrix using the same process as that of the blended interpretation package. The individual profiles have allowed us to articulate career impulses that may be fulfilled in the work setting. I see it as my task to nurture these impulses in order to permit each of us to be more fulfilled and productive. The decagon exercise is also a revealing experience. Each member marks his or her personal profile on an acetate profile. All the acetates are placed on an overhead projector; we assess the commonalities and differences of perspectives that we bring to the job environment. I call this “Laying your acetate on the line!” We then look at our department mandates, and apportion those delegations which are a natural fit for the individuals. The JVIS experience also allows us to articulate the other sectors of our career constellations, so that we are mutually sensitive to what strengths, stresses, fulfilled and

unfulfilled impulses we bring with us to the job site. It allows for an exciting, holistic, person-orientated approach to strategic planning.

To illustrate this process, I will share a consultation that I performed for a social service organization. I was invited to assess their employee evaluation model, and to recommend a team-building format for task assignment. The seven middle managers underwent a six-session package. The first session entailed an overview of a new management-dynamic theory (see the Further Reading appendix for relevant sources). Each manager then completed the JVIS. Using my profile and that of the senior manager, I proceeded through a group interpretation of the JVIS. The senior manager's self-disclosure modeled the same for other managers. Even though these people had worked together for almost ten years, the shared information was eye-opening for their colleagues. The "Laying your acetate on the line" exercise was fun as well as very enlightening. The next three sessions were break out sessions with the managers in groups of three (this was their current project-team grouping at the organization). At these sessions, I dealt more intensively with the uniqueness that each member brought to the group, and suggested strategies to intensify their team-focus. In each case, a manager articulated an unfulfilled career-impulse. I assigned to the senior manager the homework task of giving each member a "career-gift," something that would nurture that member, make him or her more fulfilled, more productive and more loyal to the organization. In one situation, a manager confessed an impulse to the performing arts; she had been heavily involved with creative dance in high school. The career-gift was to offer her a course in Dance Therapy at a local university during working hours. She then brought this skill back for application to the remediation program in the residence for problem adolescents where she worked. Another manager was nurtured in her Practical (Adventure) impulse by being sent to Outward Bound school, where she learned program strategies that she adapted to her outreach-activity curriculum for her adolescent charges.

There were two interesting sequels to this consultation. First, one of the managers came to the realization that he was not feeling fulfilled in that organization. Using his JVIS profile as a career road map, he made a "career lane-shift." He reports that he is now a group social worker for a school board, as well as a part-time group consultant for a community-referral agency; he feels that this "fit" is much more appropriate. Second, a client who left the stock brokerage field was referred to me for career counseling. The assessment of his JVIS profile redirected him to the social work field. During the next two years, he pursued university courses in that major, while volunteering for a local telephone distress-line and a drug and alcohol abuse center. He then approached me to be a referee for an application being made, coincidentally, to the social-service organization for which I had consulted. In my reference letter, I alluded to his JVIS profile and his compatibility with the job environment of that organization (about which I had clear data). He was subsequently hired by that organization.



In the 1990's, Team-Management reflects dramatically the present management philosophy in business and industry. As I stated in my Introduction to the 1993 edition, there are no employees in the nineties, we are all associates or team-members. I have successfully used the team-management exercise in various educational and social service settings. In one case, the vice-president of a Community (Junior) College invited me to facilitate a re-visioning exercise with the college's counseling department; he said that they needed to be "reinvented." During the day long session, the cumulative JVIS profile highlighted a number of issues:

Looking at the changing mandate of the college, the department was no longer adding any significant value to the product—the student. The department was still focused on a crisis-management model; the college needed a counseling department that was more career-focused.

The present department head has recently left his position; there was no natural leader in the remaining group. In addition, the past head was not comfortable in delegating responsibility; his departure left the department without a clear vision or concept of department roles.

The cumulative career-impulses of the department members were at odds with the corporate vision of the college (The present members were focused on crisis-management, rather than career-management).

Using the template of Peter Kline's Learning-Organization Model, the department was willing to learn and modify their mandate, however, the college's senior administration would have to be willing to fund the learning required for this mandate-shift.

## *Afterword*

In my workshops, I state that most paradigms are worth only twenty cents (pair-a-dimes). However, I am confident that, with the paradigm-shift that I have suggested with the Career Constellation model, the exciting new dimensions for the use of the Jackson Vocational Interest Survey have become self-evident. We are nearing the beginning of a new millennium, not just a decade or a century! The manner in which we define words such as career, job, and life-style must all be reassessed. We have in our hands powerful resources, such as the JVIS, to assist our clients in this personal redefinition process. Our goal is not to take the path less traveled, but to create for our clients a unique career-path where one has never existed before.

# JVIS Inservice Package

The enclosed transparency masters are copies of screens that can be used in the following venues:

- group interpretation sessions with adolescents as part of secondary-school curriculum
- team-management workshops
- JVIS training sessions

The masters are coded as IS-*x*. I have included the reference-pages for the full scripting in the previous chapters of this Handbook.

IS-01: An allegorical “career forecast”. This provides an excellent template for a discussion about future job trends [pg. 1].

IS-02: This pie-chart demonstrates the breakdown of the job-world, as analyzed by a major HR firm.

IS-03: This is traditional mindset of the meaning of career. We see career as the “title behind the comma behind your name” [pg. 15].

IS-04: This chart reflects Donald Super’s definition of “career”, reflecting a more holistic definition [pg. 9 & 11].

IS-05: Career Implosion occurs when a major segment of one’s career identity [commonly, job] is removed [pg. 17].

IS-06: This analysis by the Towers Perrin Personnel firm itemizes the reframing of the job-related behaviors in the new workplace.

IS-07: This chart indicates the change in mindset of work-related tasks.

IS-08: Management has undergone an evolution from the more directive [GOT-high assertive] to the more team-leader, coach, mentor [GOT-low assertive] model.

IS-09: The Japanese business philosophy makes reference to kaizen [“continuous improvement”]. This is also popularly called “failing forward”. This screen demonstrates the difficulty that we have with understanding failure.

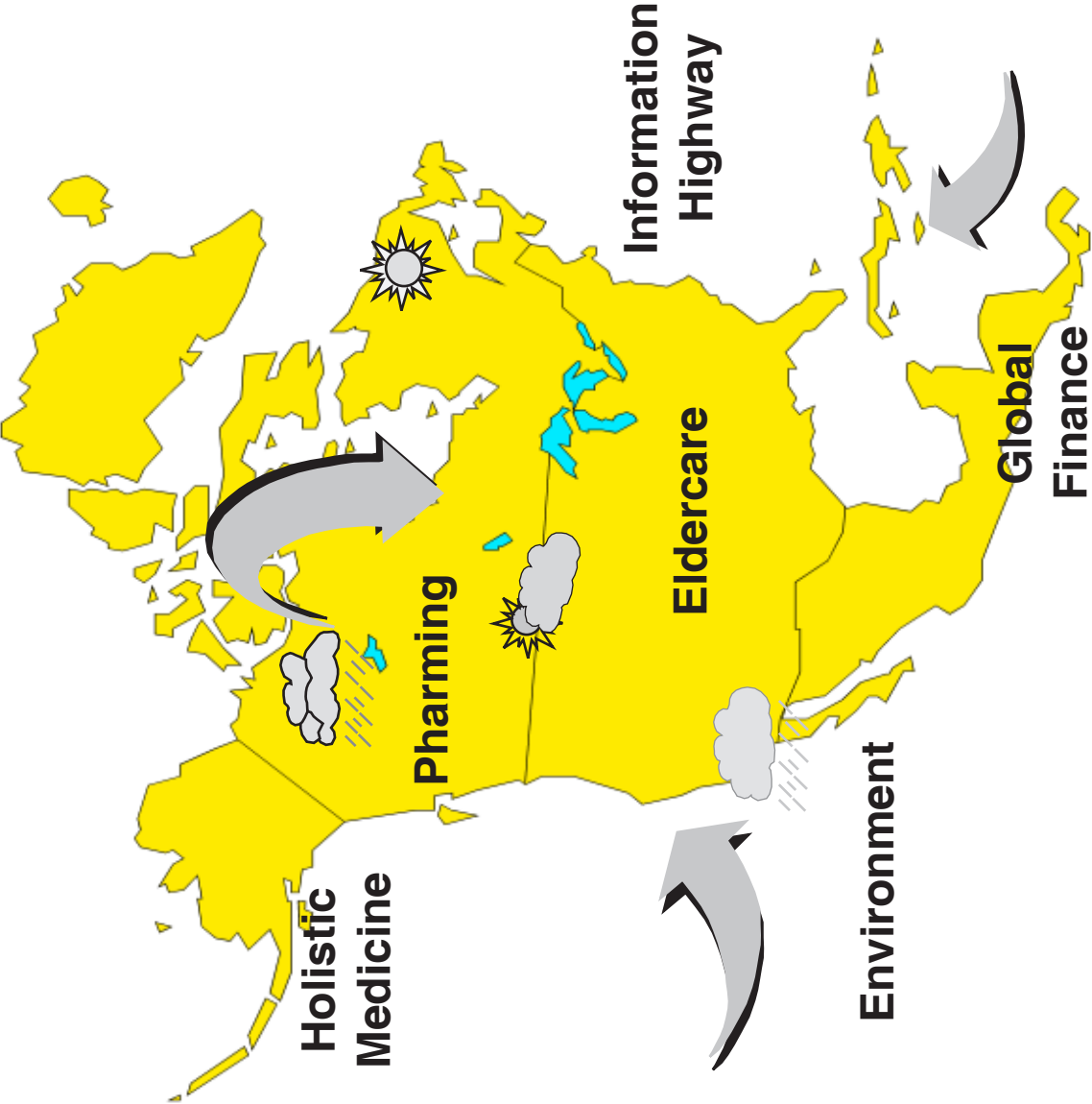
- IS-10: This survey is a graphic reflection that the monetary gain of a job is not the major focus of the value of a job position. Interpersonal issues take precedence.
- IS-11: In the world of the new “knowledge worker,” employers are coming to the realization that human resources are the biggest asset of a company.
- IS-12: Introduction to the actual JVIS profile. [The presenter is encouraged to also use transparencies of the pages of the actual profile in this segment].
- IS-13: Overview-shot of the Basic Interest Scales.
- IS-14, 15, 16: These expanded views of the segments of the BIS facilitate the description of these scales [pgs. 23 -30].
- IS-17: An expanded graphical representation of the General Occupational Themes (GOT) [pg. 31] .
- IS-18: This decagonal is invaluable in reframing the GOTs into a more meaningful template. The workshop participants are given copies of this template, and encouraged to plot their GOT profile. In a team-management session, these are created with colored markers, and overlaid in the overhead projector to portray a team-snapshot of the group [pgs. 35, 36 & 71, 72].
- IS-19: This is a plot of a GOT profile [pgs. 33-36].
- IS-20: This is the plot of a spousal blended GOT profile [pgs. 64-71].
- IS-21: This bar-chart provides a vehicle for explaining the concept of positive and negative correlations [pg. 37].

JVIS

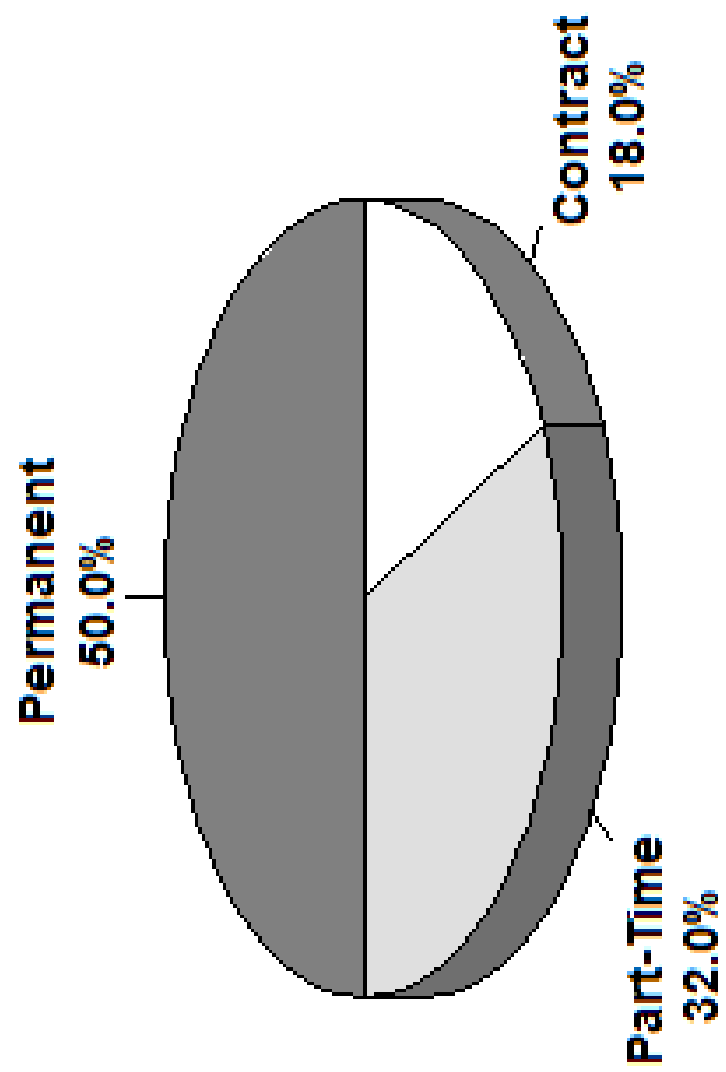
Inservice  
Package



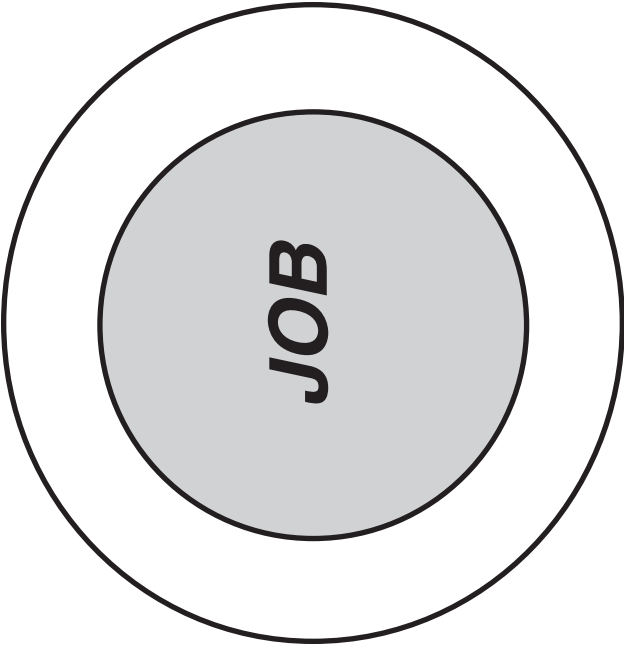
# Career Forecast



# Types of Jobs

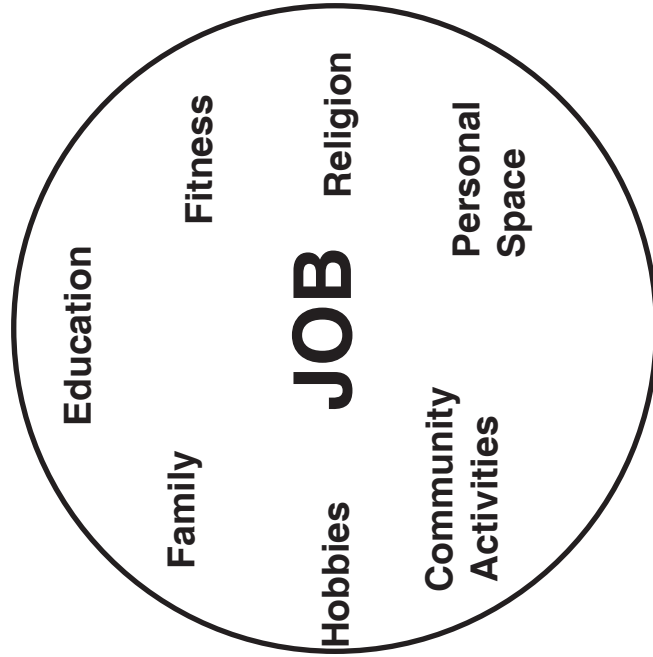


# Career

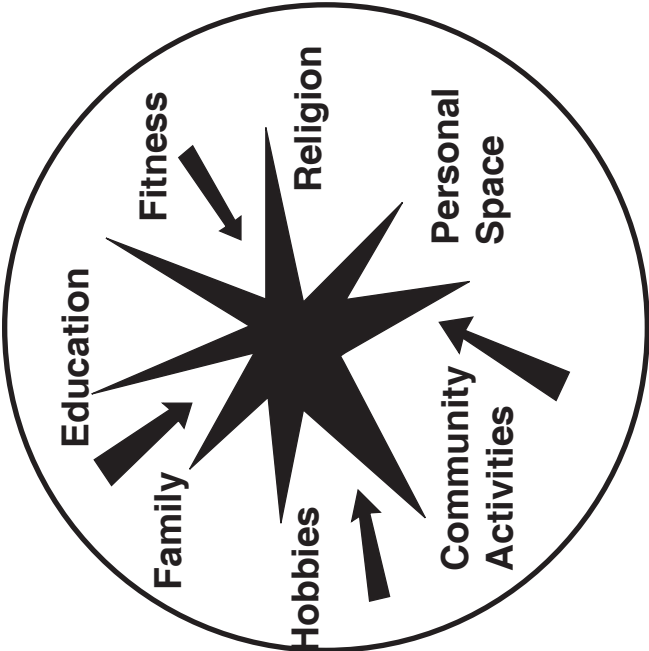




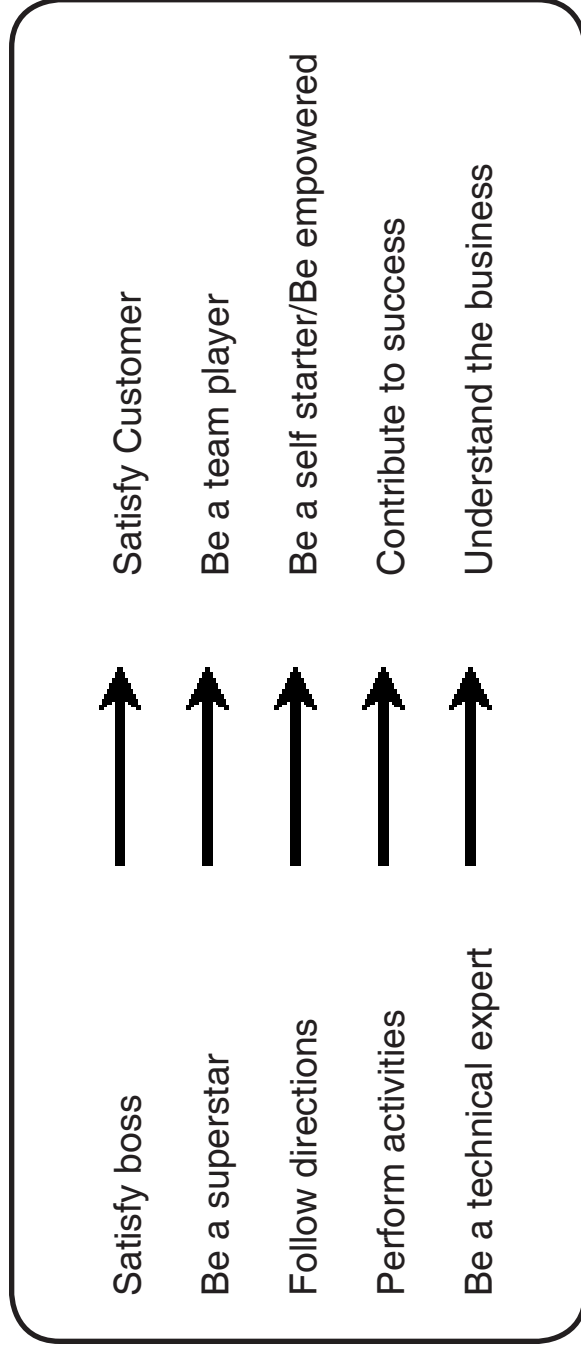
# Career Constellation



# Career Implosion

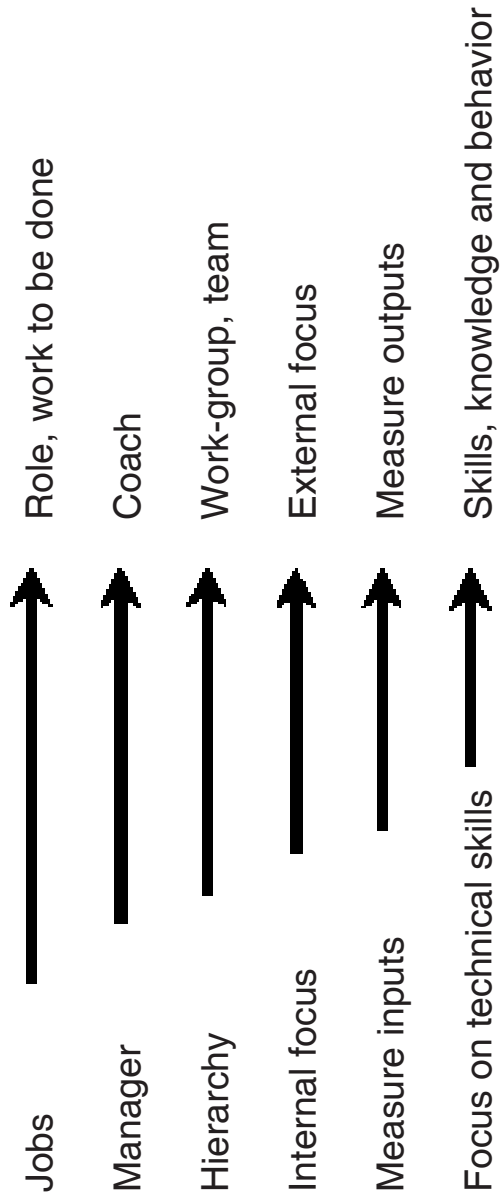


# WANTED: New Behaviors and Skills



Towers Perrin, 1997

# Strategic Work Shifts

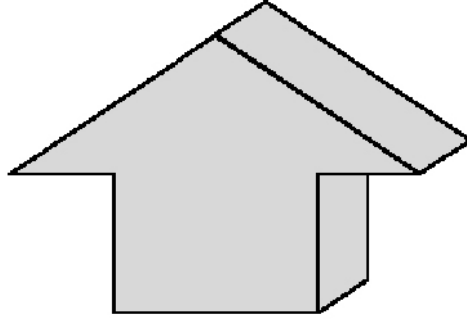


The Mutual Group, 1998

# Management Evolution



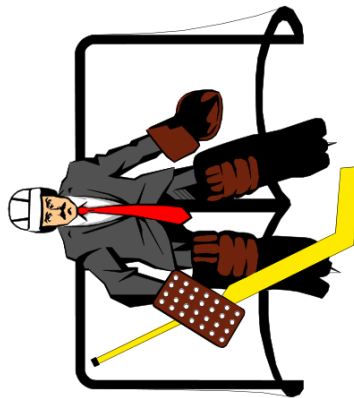
“Big Cheese”



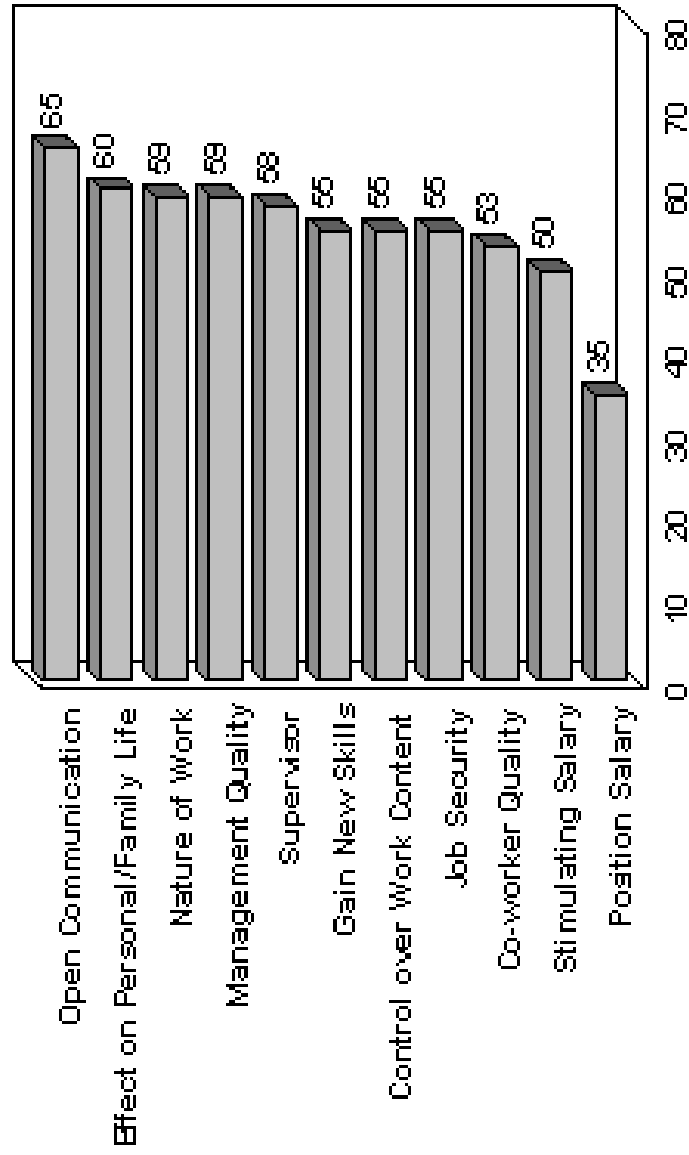
“Coach”

“How would you like a job where,  
every time you make a mistake,  
a big red light goes on, and  
18,000 people boo?”

Jacques Plante,  
NHL goaltender,  
1985



# Why Employees Take Jobs



National Study of the Changing Workforce, 1998

**We have realized  
that our largest asset  
is our work force  
and that our growth will come  
from asset appreciation.**

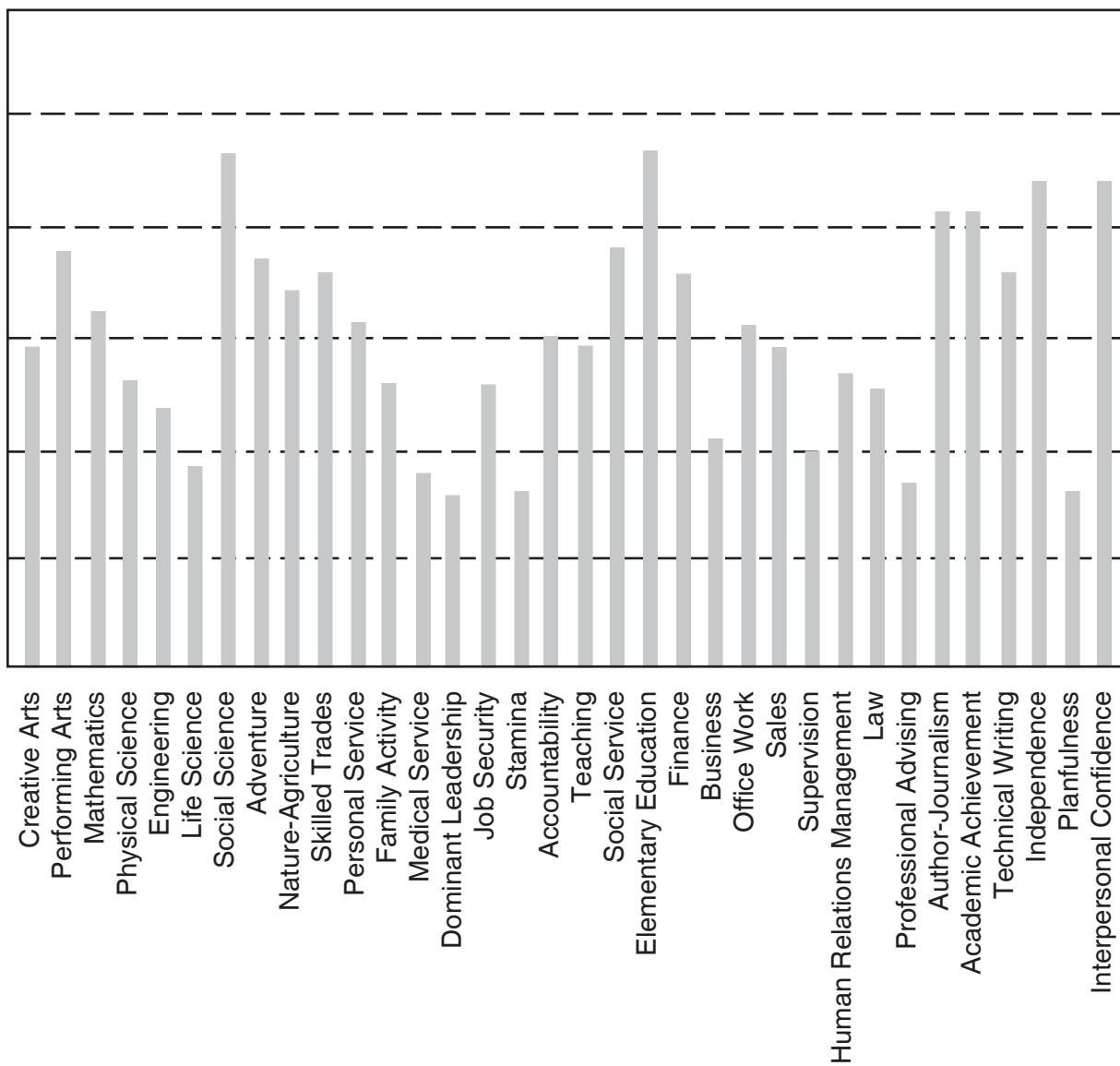
**Larry Colin,  
President, Colin Systems**



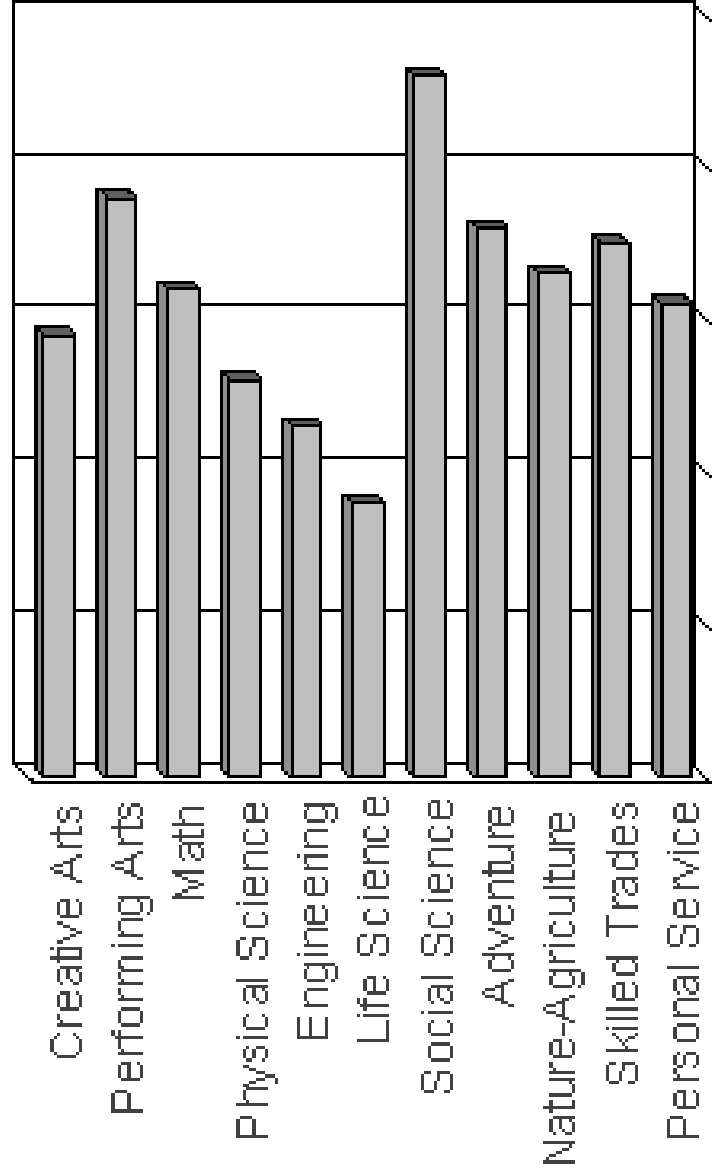
# Components of the JVIS Profile

- Basic Interest Scales
- General Occupational Themes
- Similarity to Post-Secondary Groups
- Similarity to Job Groups

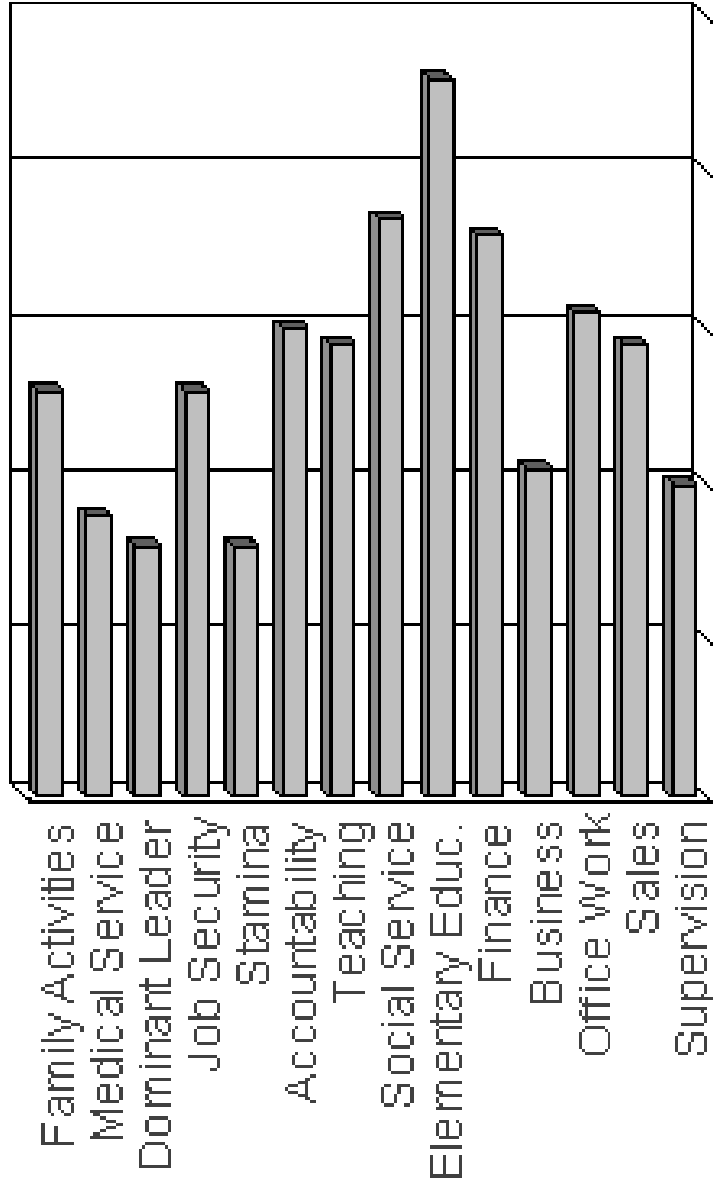
# Basic Interest Scales



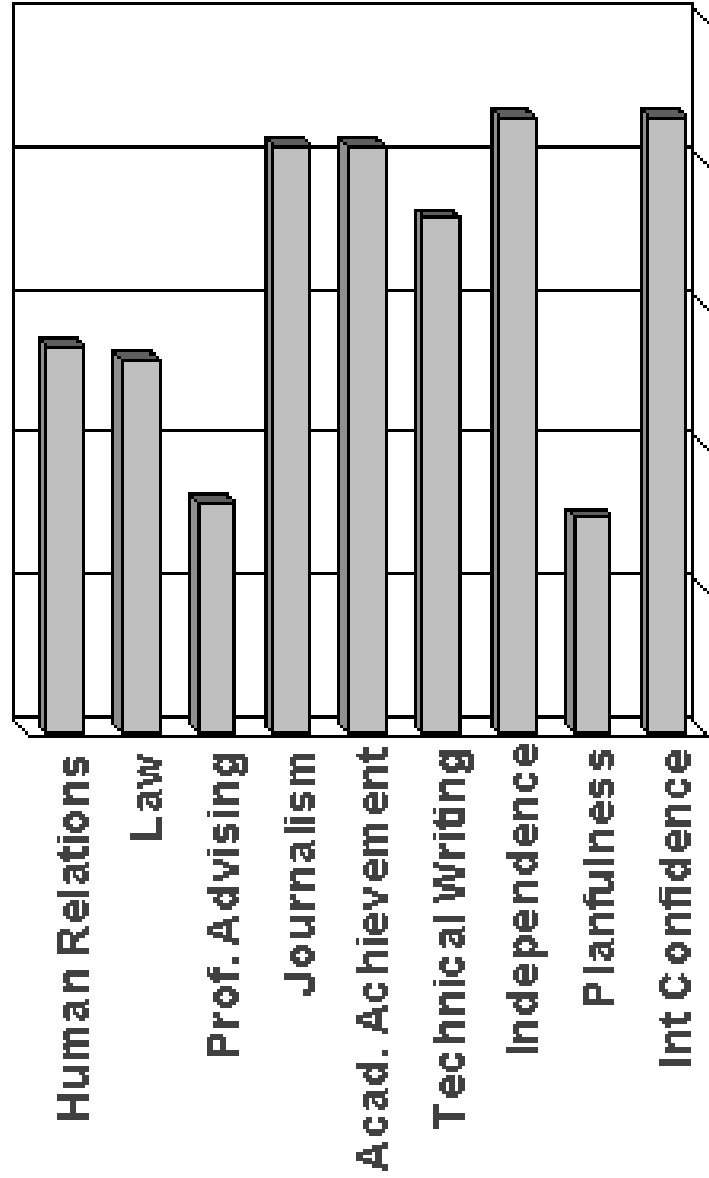
# Basic Interest Scales: Section A



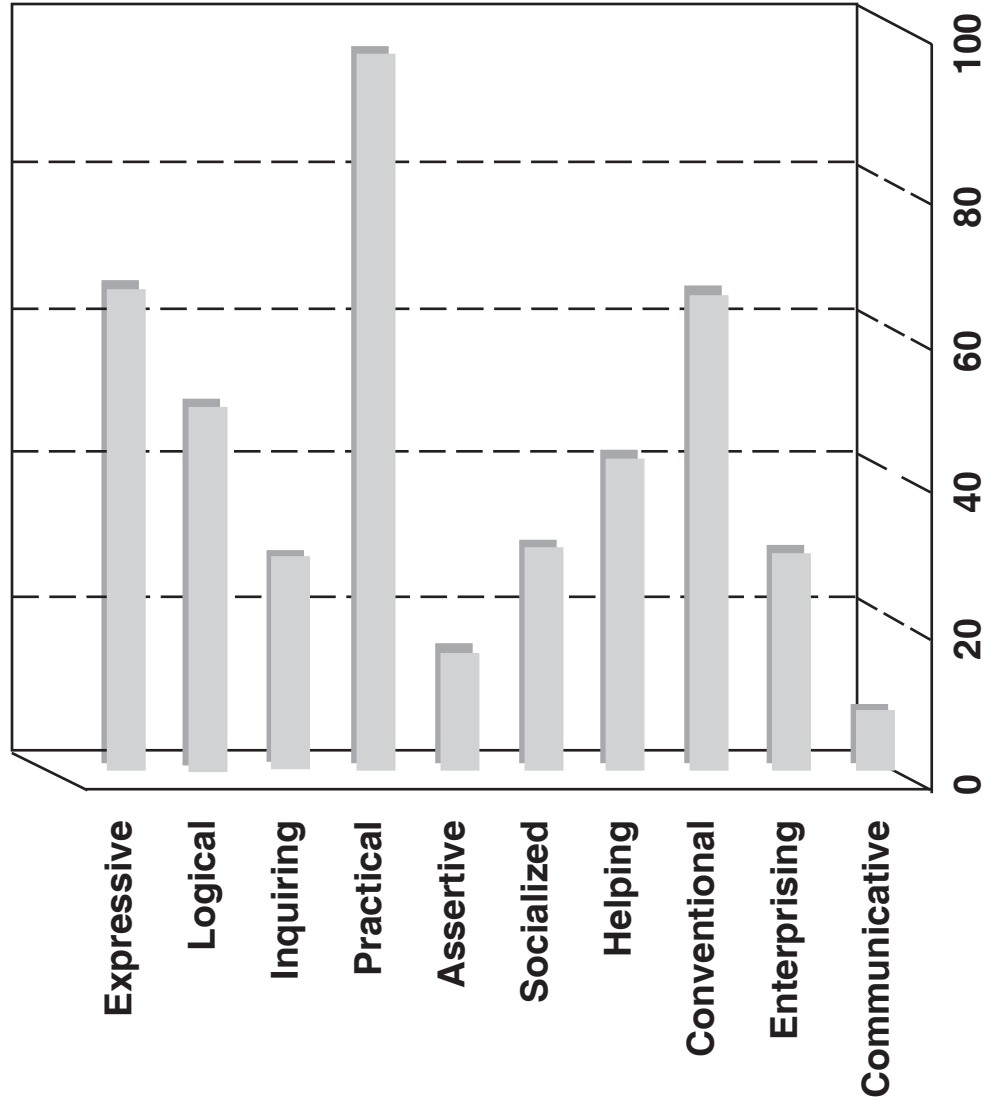
# Basic Interest Scales: Section B



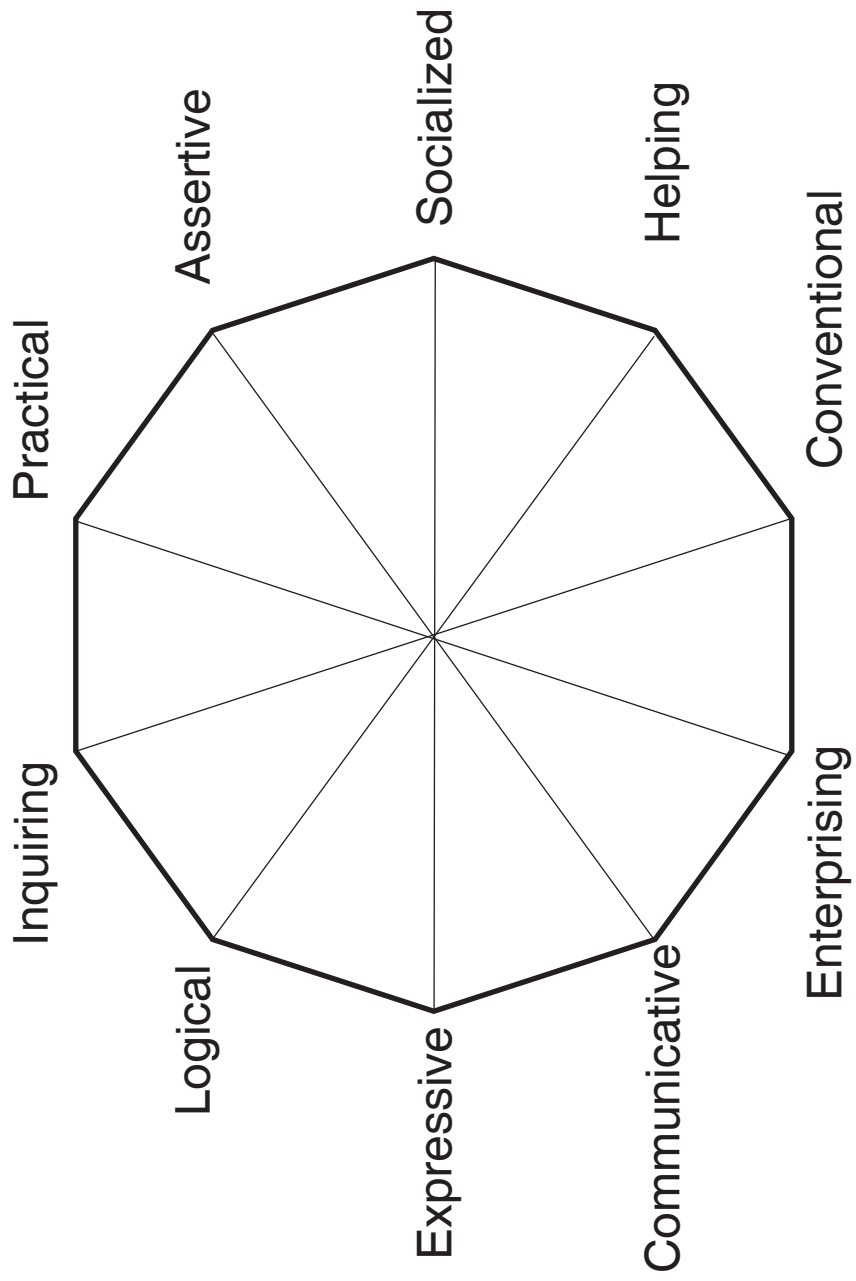
# Basic Interest Scales: Section C



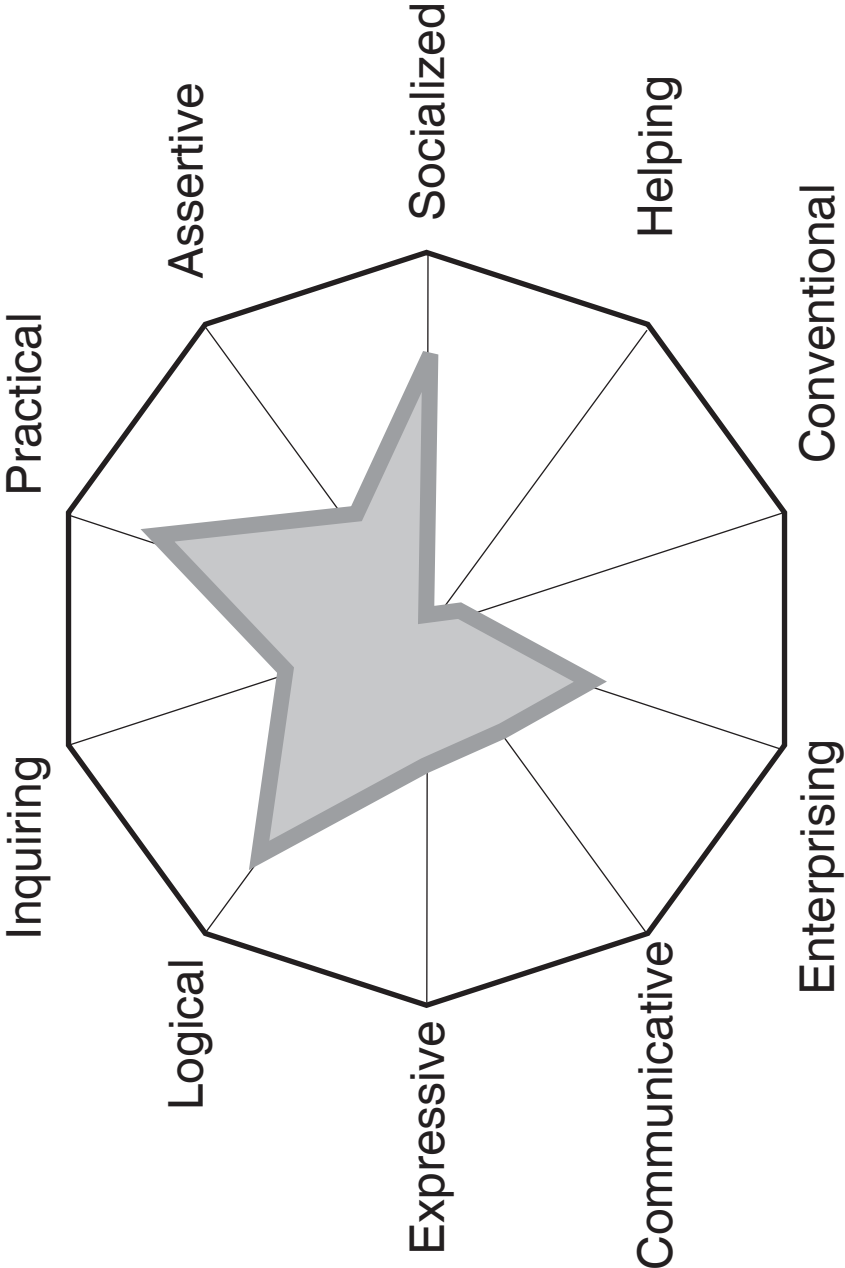
# General Occupational Themes



# Career Ergonomic Decagon

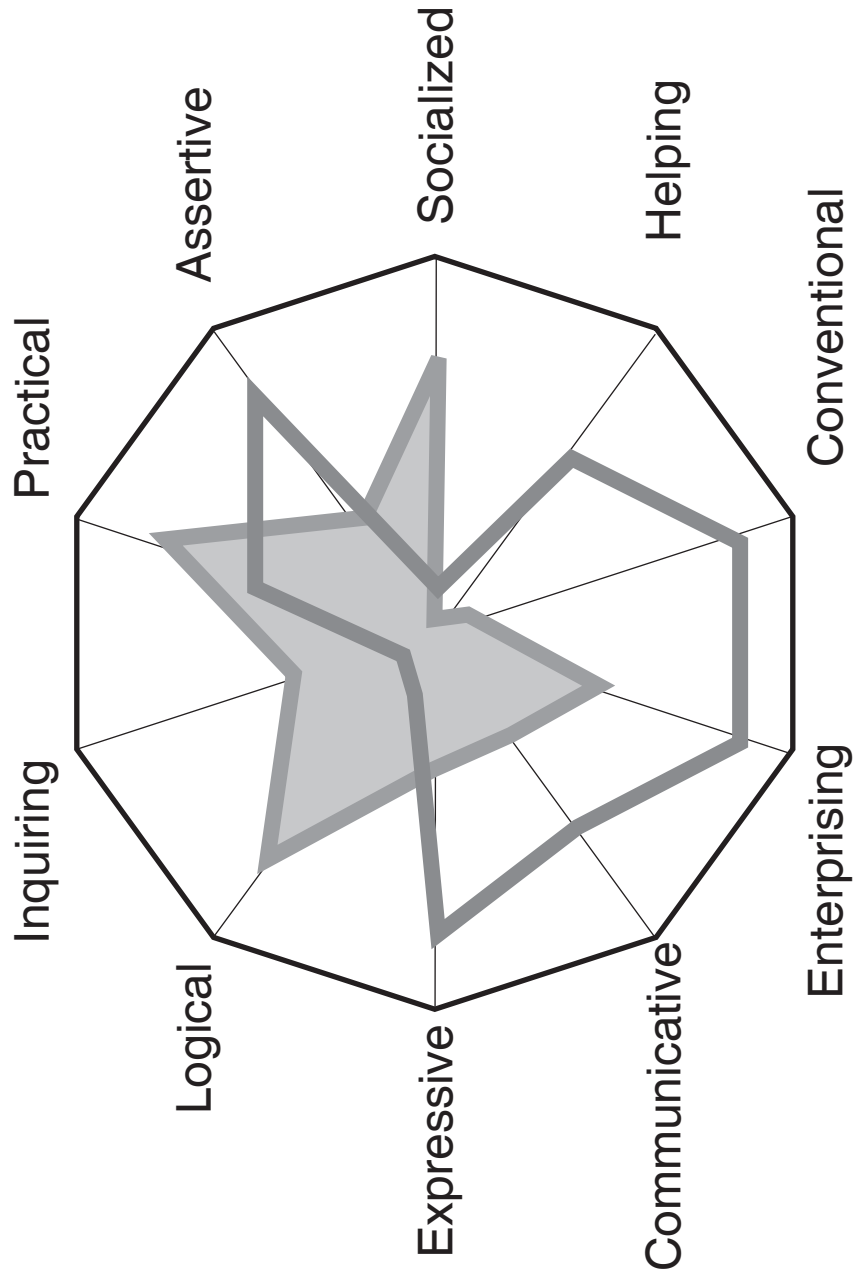


# Career Ergonomic Profile

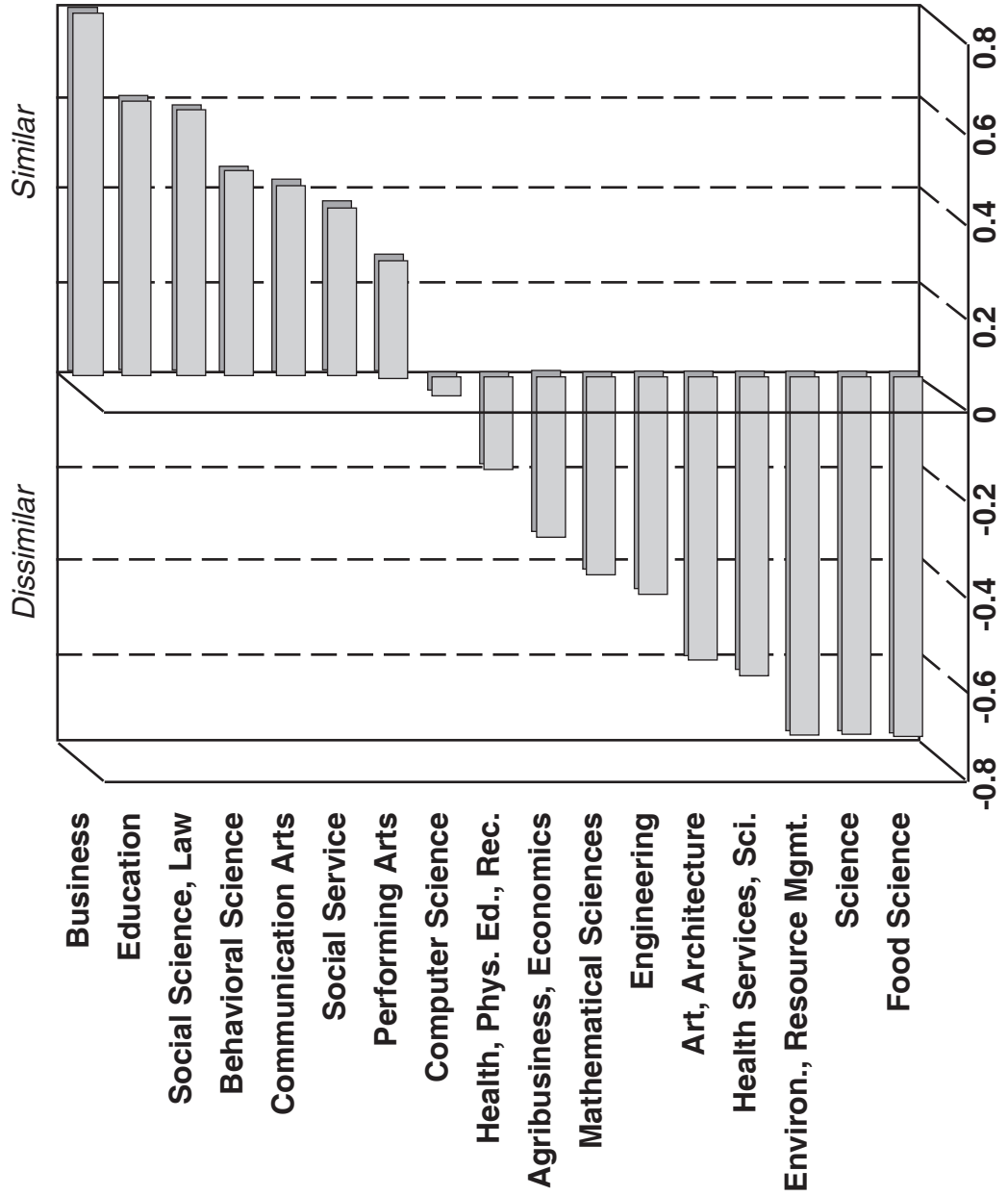




# Blended Ergonomic Profile



# University / College Major Field Clusters



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